JUTLP
Journal of University Teaching & Learning Practice

Optimising study to boost performance and well-being: A study-crafting scoping review

Noah Palacios-Pedrero[a], Dr Daniel Cortés-Denia[a], and Dr Esther Lopez-Zafra[a]
[a] University of Jaén, Spain

Abstract

As higher education students confront increasing challenges that hinder their well-being and performance, study strategies grow in importance. Drawing from job and study demands-resources theories, study-crafting is a strategy to align the study with the student. Following the PRISMA for Scoping Reviews model (2018), this study examines the literature to answer (1) how has study-crafting been operationalized? (2) What are the effects of its application? (3) What are its antecedents? A search of empirical, peer-reviewed articles was conducted on the Web of Science and PsycINFO platforms up to May 2025. In total, 623 registers were considered, of which 15 papers were included for the final review. Results underline trends on the measure and operationalization of study-crafting, and identify associations between it with multiple outcomes (engagement, well-being, burnout, educational outcomes, performance, facilitation, creativity) and antecedents (daily events, emotion, leadership, promotion focus). A case is made for an integrative study-crafting measure, and results are analysed from the job and study demands-resources theories. Through study-crafting, students may adapt their study context to themselves, helping them to face demands and supporting well-being, thus contributing not only to academic success but to a more fulfilling university experience.

Editors

Section: Educational Psychology
Senior Editor: Prof Louise Taylor
Associate Editor: Dr Sarah Rose

Publication

Submission: 6 January 2025
Revised: 4 July 2025
Accepted: 6 October 2025
Online First: 6 November 2025

Practitioner Notes

1. Study-crafting is a customizable tool that offers strategies for different students and situations.
2. Through practicing study-crafting, students can align their study context with themselves, improving engagement, well-being, and attaining multiple educational outcomes.
3. While students may develop study-crafting, educators alone may foster study-crafting behaviours in students through their leadership style.
4. Educational institutions should give sufficient autonomy to students for them to practice study-crafting, as students require autonomy to alter their study environment.
5. Study-crafting should be considered from a broad perspective, including its motivational and collaborative perspective, as well as the managerial and individual ones.

Keywords

Higher education, job demands-resources, study-crafting, study demands-resources, scoping review

Citation:

Palacios-Pedrero, N., Cortés-Denia, D., & Lopez-Zafra, E. (2025). Optimizing study to boost performance and well-being: A study-crafting scoping review. *Journal of University Teaching and Learning Practice, 21*(6). https://doi.org/10.53761/ymm5pe71

Introduction

Tertiary education is a period characterized by many challenges as well as opportunities. In addition to completing the academic tasks, students must also manage the creation and development of relationships, meanings and human values (Garrosa et al., 2017). Additional difficulties arise from a competitive and demanding academic environment. Examples are the widespread job insecurity among students due to globalization, the growing precariousness of their future work, and changes in the labour market (Ghislieri et al., 2023) such as the rapidly evolving capacity of artificial intelligence (Organisation for Economic Co-operation and Development [OECD], 2024). According to Bruffaerts et al. (2018), all these facts lead to approximately one in every three university students struggling with mental health problems and poorer academic performance. As a result, many tertiary students do not complete their programs of study: The international average of completion rate is 68% and, those who completed their university program, only 39% did it within the expected timeframe (OECD, 2022). According to a meta-analysis, the psychological factors most strongly correlated with academic achievement are performance self-efficacy, grade goal, academic self-efficacy (for the motivational factors), and effort regulation (for the self-regulatory capacities) (Richardson et al., 2012). Based on these results, Richardson et al. (2012) consider performance-focused interventions (e.g., reducing test anxiety vs. more general counselling or stress management services) the most likely to increase academic achievement. Thus, to successfully navigate tertiary education, students could benefit from interventions directed at their mental health, well-being and, specifically, academic performance.

Literature

From the Job Demands-Resources Theory to the Study Demands-Resources Theory

The job demands-resources model (JD-R; Demerouti et al., 2001) and theory (Bakker & Demerouti, 2017) are well-established frameworks from which to study well-being in the workplace. In essence, they posit that the characteristics of a given work setting can be categorized as either job demands or job resources. Job demands are the aspects of work that cost effort and, thus, deplete physical, emotional and mental energy (e.g., high volume of work tasks, cognitive challenges, and time constraints). In contrast, job resources are the aspects of work with motivating potential, which can buffer the negative impact of demands and promote growth (e.g., having mentors, an atmosphere that creates a sense of belonging, and autonomy). Additionally, the individual possesses personal resources, positive beliefs or cognitions about one's sense of their ability to successfully control and impact the environment (Bakker et al., 2023). Job demands trigger a health impairment process, whereas resources trigger a motivational one. According to the health impairment process, as demands mount, physical, emotional, and cognitive resources are depleted, leading to exhaustion and health problems. Conversely, the motivational process states that job resources satisfy basic psychological needs and promote engagement, which, in turn, leads to higher performance and creativity. These processes are interconnected at various points and, ultimately, help predict performance and many positive outcomes (Bakker & Demerouti, 2007; Bakker et al., 2023).

Self-efficacy, a personal resource, is positively associated with work engagement (Mäkikangas et al., 2013; Mazzetti et al., 2021). Moreover, the JD-R theory considers self-regulation, posing that,

as job demands increase, maladaptive self-regulation strategies (e.g., self-undermining and inflexible coping) are favoured to the detriment of adaptive ones (e.g., job crafting and recovery) (Bakker & de Vries, 2020). As it considers the psychological factors more strongly associated with academic achievement (self-efficacy and self-regulation), the JD-R theory is a fitting framework from which to examine students' experiences in tertiary education. Indeed, university students' core activities can be considered work (Salanova et al., 2009). Moreover, in a similar manner to the workplace, students feel *study* engagement (Ouweneel et al., 2011) and burnout (Madigan & Curran, 2020). However, there are core differences between the work and the study contexts. For example, the associations of the dimensions of burnout (i.e., exhaustion, cynicism and reduced efficacy; Maslach & Jackson, 1986) vary according to the context. In particular, *reduced efficacy* shows the largest correlation with academic achievement followed by *cynicism* and, finally, *exhaustion* (Madigan & Curran, 2020); whereas, in the workplace, *exhaustion* is the largest predictor and *reduced efficacy* is nonsignificant (Taris, 2006). Hence, the JD-R theory has been validated in university settings (Akkermans & Paradnike, 2018; Lesener et al., 2022; Mokgele & Rothmann, 2014; Robins et al., 2015; Salanova et al., 2009; Wei et al., 2022; Wilson & Sheetz, 2010; Wolff et al., 2014) and high-school settings (Oger et al., 2022; Ounweneel et al., 2010; Salmela-Aro & Upadyaya, 2014). In short, there is ample support within the literature for a *study* demands-resources (SD-R) model. Furthermore, the SD-R *theory* has recently been proposed (Bakker & Mostert, 2024) to explain how burnout and engagement influence student well-being. Thus, this scoping review focuses on the JD-R and SD-R theories to understand the students' learning experience. According to the SD-R theory, students can engage in proactive study behaviours, such as study-crafting, to optimize demands and resources, improving performance and well-being among other outcomes (Bakker & Mostert, 2024). The following section explores the construct of study-crafting, an adaptation of job crafting, as it may be relevant for the well-being and performance of students.

From Job Crafting to Study-crafting

Originally, job crafting was defined as an active effort that workers make to cognitively and physically change the task and/or relational boundaries of their work (Wrzesniewski & Dutton, 2001). These authors proposed three forms of job crafting: (1) changing the job's task boundaries (i.e., changing the number, scope, or type of job tasks done at work), (2) changing the relational boundaries of the job (i.e., changing the quality or amount of interaction with others at work), and (3) changing the cognitive task boundaries of the job (which can take many forms, such as regarding the job as discrete tasks or as an integral whole). This first approximation to job crafting can be categorized as role job crafting, as it focuses on the motivational perspectives of job design to improve intrinsic benefits (Bruning & Campion, 2018). Later, the operationalization of Tims et al. (2012) drew from resource management literature to explain how employees managed their demands and resources. Therefore, this approach can be referred to as resource job crafting (Bruning & Campion, 2018). Tims et al. (2012) established four forms of resource job crafting: (1) increasing social job resources (e.g., "I ask my supervisor to coach me"), (2) increasing structural job resources (e.g., "I try to develop my capabilities"), (3) increasing challenging job demands (e.g., "When an interesting project comes along, I offer myself proactively as project co-worker"), and (4) decreasing hindering job demands (e.g., "I make sure that my work is mentally less intense").

Since its proposal, the literature has paid ample attention to job crafting as a whole and resource job crafting specifically. Within the JD-R theory, job crafting is well established as an adaptive strategy used by employees to optimize demands and resources, facilitating work engagement, well-being and performance (Bakker et al., 2023). In contrast, although there is a solid basis for the premises of JD-R theory applying in the academic context, relatively little attention has been given to students' crafting behaviours or study-crafting. Following Wrzesniewski and Dutton (2001), we refer to study-crafting as the proactive behaviours that students engage in to cognitively and physically change the task and relational boundaries of their studies, with the aim of aligning their studies with themselves. As it remains unclear which kind of information about study-crafting is available in the literature, and given the potential relevance of study-crafting interventions for the well-being, performance, and academic achievement of students, a comprehensive review and synthesis of the literature is needed. Thus, this scoping review examines the literature to answer the following research questions: (1) How has study-crafting been operationalized? (2) What are the effects of the application of study-crafting? (3) What are the antecedents of study-crafting?

Method

Inclusion and Exclusion Criteria

This scoping review considered studies with the following criteria: (1) empirical, (2) published from the first JD-R proposal in 2001 onwards, (3) peer reviewed, (4) considering crafting strategies applied by students in their results, and (4) in English or Spanish. Studies considering learning on the workplace were excluded.

Search Strategy

A scoping review following the Preferred Reporting Items for Systematic reviews and Meta-analyses Extension for Scoping Reviews (PRISMA-ScR) guidelines (Tricco et al., 2018) was conducted to answer the research questions, with no prior registration protocol. The search was mainly conducted on Web of Science (WoS), and PsycINFO. As a starting point, the term "crafting" was introduced alongside similar terms to identify research performed with students who applied crafting strategies, complemented with various specific names for crafting applied by students (see Table 1). To identify grey literature, a snowball approach was employed from the references in the papers included for the full-text analysis, which was complemented with the search of various keywords on Google Scholar (i.e., "study-crafting", "academic-crafting", and "learning-crafting"). Alerts were created to update the review and the databases were last consulted on May 24th 2025.

Selection of Studies

The search at WoS and PsycINFO yielded 619 registers, which were complemented by a citation search process yielding four registers, thus resulting in 623 registers (see Fig. 1). The bibliographic manager Mendeley was employed to eliminate duplicates, leaving 572 potentially eligible registers. After the initial screening of title and abstract by the corresponding author (NPP), 31 papers were selected for in-depth screening by all authors. The reports approved by two or more judges on the second screening (total agreement index =.87) were selected for the full

review phase. Disagreements were discussed and a consensus reached. This resulted in a total of 19 papers for full consideration.

Table 1

Characteristics and key terms of the query searches

Database	Search query	Language	Methodology	Categories
Web of Science	(((((((ALL=("job-crafting")) OR ALL=("academic-crafting")) OR ALL=("study-crafting")) OR ALL=("learning-crafting")) OR ALL=("crafting"))) AND (ALL=("students")) OR ALL=("applied to studies"))	English Spanish	Document Type = Article	Behavioural Sciences; Business; Cultural Studies; Education Educational Research; Family Studies; Psychology; Psychology Applied; Psychology Biological; Psychology Clinical; Psychology Developmental; Psychology Educational; Psychology Experimental; Psychology Mathematical; Psychology Multidisciplinary; Psychology Social; Public Administration; Social Issues, Social Sciences; Interdisciplinary; Sport Sciences; Women S Studies
PsycINFO	("job-crafting" OR "academic-crafting" OR "study-crafting" OR "learning-crafting" OR "crafting") AND ("students" OR "applied to studies")	English Spanish	Methodology = Empirical	N/A

Note. N/A = Not applicable.

After an exhaustive and independent read of the papers, the authors discussed eligibility. For the final inclusion of a paper in the study, a minimum agreement of 80% was established (in practice, total agreement; initial total agreement index =.79). Four papers were eventually excluded: One focused on leisure crafting (Xue et al., 2022), one had a sample of workers who studied, but did not regard them primarily as students, and measured job crafting (Creed & Hood, 2020); one had a sample of workers in training, and measured job crafting (Dreer, 2022); and another had a reduced sample, did not evidence good psychometric standards, and seemed to focus on job crafting (Estrada et al., 2025). Therefore, 15 papers were included.

Data-charting Process

All authors independently reviewed the papers and completed a data-charting form for each paper including the author(s), year of publication, country where the study was conducted, study population and sample size (*N*), measurement methods, study design, how study-crafting was operationalized, and statements concerning study-crafting and its measurement instruments

supported by empirical evidence. Multiple statements could be extracted for each report. In a later phase, the authors discussed discrepancies in their individual data charting forms until a consensus was reached. The selected studies were then categorized as (1) instrument development, (2) study-crafting as an outcome, (3) study-crafting as an antecedent, (4) study-crafting as a moderator, or (5) study-crafting as a mediator (see Table 2).

Results

Excluding the studies focusing only on the development of an instrument, eight studies followed a cross-sectional study design, three a longitudinal design, one employed mixed methods, and two were intervention studies. To measure study-crafting, adaptations of job crafting instruments were originally and most frequently used; original instruments were developed later (e.g., Di Fabio & Svicher, 2024a, 2024b; Duchi et al., Hu et al., 2024; 2025; Levin et al., 2024). In brief, study-crafting has been associated with positive outcomes (for a summary, see Tables 2 and 3), and has been mostly studied through cross-sectional designs and as an antecedent.

How Study-crafting Has Been Operationalized

Crafting strategies applied to the educational context have been referred to as *study-crafting* (*n* = 12), *study task crafting behaviour* (*n* = 1), *academic crafting* (*n* = 1), and *learning crafting* (*n* = 1). These strategies have been most frequently operationalized from a resource crafting perspective (i.e., resource study-crafting), based on the job crafting model by Tims et al. (2012), including the dimensions of increasing study resources, increasing challenging study demands, and decreasing hindering study demands (Hu et al., 2024; Kerse & Çil, 2024; Levin et al., 2024; Luu & Vo, 2020; Zhang et al., 2024). Additionally, many authors further detailed increasing study resources, differentiating between increasing *social* study resources and increasing *structural* study resources (Hu et al., 2024; Kerse & Çil, 2024; Körner et al., 2021, 2023, 2024; Levin et al., 2024; Luu & Vo, 2020; Mülder et al., 2022) or specified the strategy of increasing social study resources (Postema et al., 2022). In contrast, some authors opted not to include the crafting strategy of reducing hindering study demands (Körner et al., 2021; Levin et al., 2024; Mülder et al., 2022; Postema et al., 2022; Tho, 2023). Results regarding this strategy are mixed, being essential for high-school students (Hu et al., 2024) but not a study impediment for university students (Levin et al., 2024). From the role crafting perspective, one study (Postema et al., 2022) considered the dimension of cognitive crafting (i.e., changing the way in which students think about their education to enhance the meaning of studying) based on Wrzesniewski and Dutton´s (2001) original conceptualization of job crafting. Additionally, study-crafting has been operationalized by Duchi et al. (2025) as crafting towards strengths (i.e., self-initiated changes that students make in their education to better use their strengths), crafting towards interests (i.e., changes that the students can adopt in their activities or relationships to match their interests) and crafting towards development goals (i.e., an individual's initiatives to realize their potential and foster their growth). Following the premise that role crafting entails behaviours aiming at improving intrinsic gains with a focus on meaning, identification and work enrichment (Bruning & Campion, 2018), these study-crafting dimensions are considered role study-crafting. Lastly, study-crafting has been operationalized as individual crafting vs. collaborative crafting, considering whether crafting behaviours are performed individually or in a group (Di Fabio & Svicher, 2024a, 2024b; Sabri et al., 2025).

Figure 1

PRISMA flow diagram

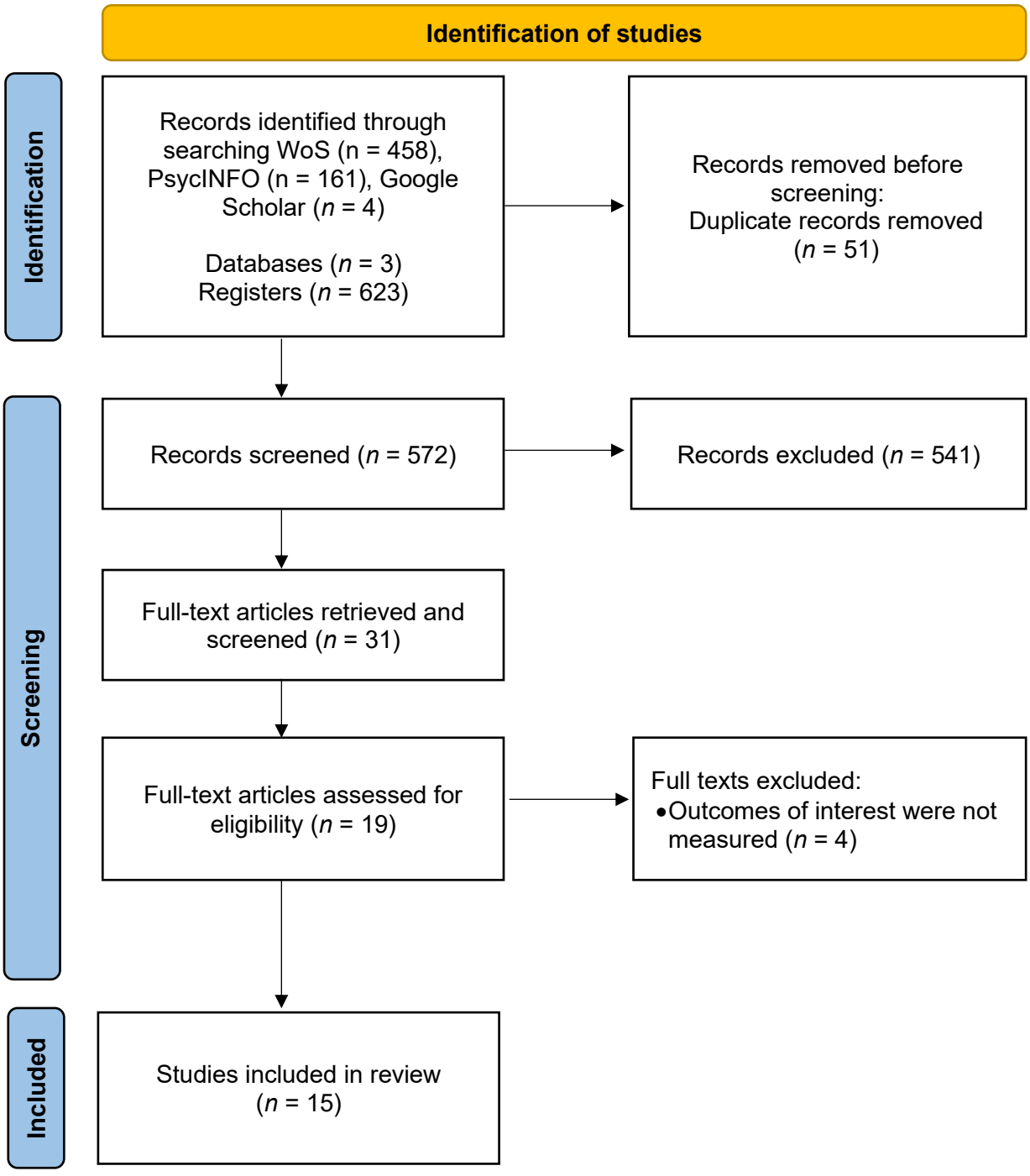

Table 2

Study characteristics and findings of empirical studies

Reference	Location	Categories	Sample (*N*)	Measures and Design	Instrument and Construct	Results
Di Fabio & Svicher (2024a)	Italy	Instrument development	236 university students	1 survey. Cross-sectional. 3 steps for the instrument development: (1) cross-sectional survey, (2) confirmatory factor analysis (CFA), and (3) concurrent validity tests.	*Study-crafting Scale* (developed for this study.) Study-crafting as (1) individual crafting, and (2) collaborative crafting.	Proposal of: - *Study-crafting Scale*. Associations of study-crafting: - *Satisfaction with Life Scale* (Diener et al., 1985). - *Meaningful Life Measure* (Morgan & Farsides, 2009).
Di Fabio & Svicher (2024b)	Italy	Instrument development	451 university students	1 survey. Cross-sectional. 3 steps for the instrument development: (1) cross-sectional survey, (2) CFA, and (3) concurrent validity tests.	*Study-crafting Scale* (developed for this study). Study-crafting as: (1) individual crafting, and (2) collaborative crafting.	Proposal of: - *Study-crafting Scale*. Associations of study-crafting: - *Study Satisfaction Scale* (Di Fabio & Svicher, 2024c). - *Flourishing Scale* (Diener et al., 2010).
Duchi et al. (2025)	The Netherlands	Instrument development and study-crafting as an antecedent	382 university students	1 survey Cross-sectional. 2 steps for the instrument development: (1) CFA and (2)	Study-crafting instrument based on the job crafting scale developed by Kuijpers et al., (2020). Study-crafting as: (1) crafting towards strengths, (2) crafting towards interests, and (3) crafting	Proposal of: - Study-crafting scale. Associations of study-crafting: - BPNS. - Academic satisfaction. - Self-directed learning. - Burnout (negative).

Reference	Location	Categories	Sample (*N*)	Measures and Design	Instrument and Construct	Results
				criterion validity tests.	towards development goals.	Mediation effect of study-crafting through BPNS on: - Academic satisfaction. - Self-directed learning. - Academic achievement. - Burnout (negative).
Hu et al. (2023)	China	Study 1. Instrument development	High school students: 44 for the qualitative survey 262 for the exploratory factor analysis (EFA) 187 for the CFA	3 surveys Mixed-methods. 5 steps for the instrument development: (1) systematic review, (2) qualitative data gathering, (3) cross-sectional survey, (4) EFA, and (5) CFA.	*Learning Crafting Scale* (developed for the study). Learning crafting, as: (1) increasing social learning resources, (2) increasing structural learning resources, (3) increasing challenging learning demands, and (4) decreasing hindering learning demands.	Proposal of: - *Learning Crafting Scale*.
		Study 2. Study-crafting as an outcome	252 high school students: *n* = 108 answered 9 days *n* = 54 answered 8 days *n* = 25 answered 7 days	9 surveys (daily survey through 9 consecutive days). Longitudinal.	*Learning Crafting Scale* (developed in study 1). Learning crafting, as: (1) increasing social learning resources, (2) increasing structural learning resources, (3) increasing challenging learning demands, and (4) decreasing hindering learning demands.	Associations of study-crafting: - Daily positive events, mediated by academic emotions. - Daily negative events (negative).
Kerse & Çil (2024)	Turkey	Study-crafting as an antecedent	168 postgraduate students who work	1 survey. Cross-sectional.	Academic crafting measure based on Tims et al. (2012) and Hyrkkänen et al. (2018). Academic crafting as: (1) increasing structural resources, (2) increasing social resources, (3) increasing	Associations of study-crafting: - Academic engagement, mediated by work-school facilitation.

Reference	Location	Categories	Sample (*N*)	Measures and Design	Instrument and Construct	Results
					challenging demands, and (4) decreasing hindering demands.	
Körner et al. (2021)	Germany	Study-crafting as an outcome	205 undergraduate students	4 surveys (weekly survey on Fridays for 4 consecutive weeks). Longitudinal.	Study-crafting measure based on an adaptation of the *Job Crafting Scale* (Tims et al., 2012) to the academic context, the *Job Crafting Scale-Student Survey* (Gusy et al., 2016). Study-crafting as: (1) increasing structural resources, and (2) increasing social resources.	Associations of study-crafting: - Engagement. - Study resources, mediated by engagement. - Study demands.
Körner et al. (2023)	Germany	Study-crafting as an antecedent and as an outcome	209 university students: *n* = 53 for the intervention group (IG) 1 *n* = 52 for the IG2 *n* = 44 for the IG3 *n* = 60 for the waiting-list control group (WCG)	3 surveys (before intervention, after a 3-week intervention, and 20-week follow-up). Randomized controlled trial.	Study-crafting measure based on the German version (Lichtenhaler & Fischbach, 2016) of the *Job Crafting Scale* (Tims et al., 2012). Study-crafting as: (1) increasing structural resources, (2) increasing social resources, (3) increasing challenging demands, and (4) reducing hindering demands.	Associations of a study-crafting intervention: - Overall study-crafting.. - Reducing hindering demands. - Engagement. - Exhaustion (negative). Mediation effect of study-crafting on: - Intervention → Engagement. - Intervention → Exhaustion (negative).
Körner et al. (2024)	Germany	Study-crafting as an outcome	205 university students: *n* = 64 for the IG1 *n* = 70 for the IG2 *n* = 71 for the waiting-list	3 surveys (before intervention, after a 2-week intervention, and a 5-week follow-up). Randomized controlled trial.	Study-crafting measure based on the German version (Lichtenhaler & Fischbach, 2016) of the *Job Crafting Scale* (Tims et al., 2012). Study-crafting as: (1) increasing structural resources, (2) increasing social resources, (3) increasing challenging demands, and (4)	Change of IG1 of: - Reducing hindering demands (from T1 to T2 and T3). Change in IG2 of: - Increasing challenging demands (from T1 to T3 and from T2 to T3). Change in WCG of: - Reducing hindering

Reference	Location	Categories	Sample (*N*)	Measures and Design	Instrument and Construct	Results
			control group (WCG)		reducing hindering demands.	demands (from T1 to T3). - Increasing structural resources (negative; from T1 to T3). Mediation effect of mindfulness on the effect of the intervention on: - *Increasing structural resources.* - *Increasing challenging demands*.
Levin et al. (2024)	Australia	Instrument development	University students: *N* = 39 for the group discussions *N* = 308 for the EFA *N* = 272 for the CFA	4 focus group discussion and 1 survey. Mixed-methods. 5 steps for the instrument development: (1) literature review, (2) four group discussions, (3) EFA, (4) CFA, and (5) convergent construct validity tests.	*Study-crafting Scale* (developed for the study). Study-crafting as: (1) crafting challenging demands, (2) crafting social demands, (3) crafting structural resources, and (4) crafting social resources.	Proposal of: - *Study-crafting Inventory*. Associations of study-crafting: - Academic grit. - Growth mindset. - Proactivity.
Luu & Vo. (2020)	Vietnam	Study-crafting as an outcome	Unspecified number of medical university students 100 observations of ward conference meetings 100 observations	100 observations of ward conference meetings and 1 survey. Mixed methods: (1) observation and (2) survey.	Study task crafting measure based on the modification of the *Job Crafting Scale* (Tims et al., 2012) developed by Petrou et al. (2012). Study task crafting behaviour as: (1) seeking structural resources, (2) seeking social resources, (3) seeking challenges, and (4) reducing study task demands.	Association of seeking structural resources, seeking social resources, and seeking challenges with: - Teacher's authentic leadership, moderated by promotion focus (for seeking challenges).

Reference	Location	Categories	Sample (*N*)	Measures and Design	Instrument and Construct	Results
			of surgical operations			
Mülder et al. (2022)	Germany	Study-crafting as an antecedent	*N* = 2882 (university students)	1 survey. Cross-sectional.	Study-crafting measure based on the German version (Lichtenhaler & Fischbach, 2016) of the *Job Crafting Scale* (Tims et al., 2012). Study-crafting as: (1) increasing structural resources, (2) increasing social resources, and (3) increasing challenging demands.	5 student profiles based on study-crafting use: - Above average. - Average (less social crafter). - Average (more social crafting). - Below average (more structural crafting). - Below average (less structural crafting). Associations of study-crafting: - Engagement. - Well-being. - Emotional exhaustion (negative).
Postema et al. (2022)	Multinational participants	Study-crafting as an antecedent	*N* = 243 (university students who are athletes)	2 surveys (with an interval of 2 weeks). Longitudinal.	Study-crafting measure based on the *Job Crafting Questionnaire* (Slemp & Vella-Brodick, 2013) and the *Job Crafting Scale* (Tims et al., 2012). Study-crafting as: (1) cognitive crafting, (2) crafting social study resources, and (3) increasing challenging study demands.	Association of increasing challenging study demands with: - Positive affect. - Self-rated training performance. - Coach-rated training performance (negative). Association of crafting challenging study demands, and cognitive study-crafting with: - Study engagement.
Sabri et al. (2025)	Malaysia	Study-crafting as an antecedent	*N* = 200 (university students)	1 survey. Cross-sectional.	Study-crafting measure based on the job crafting scale developed by Leana et al. (2009). Study-crafting as: (1) individual crafting, and (2) collaborative crafting.	Associations of study-crafting: - S-S fit. - Study engagement. - Study meaningfulness. - Psychological capital, mediated by S-S fit. - Quality of university life,

Reference	Location	Categories	Sample (*N*)	Measures and Design	Instrument and Construct	Results
						mediated by S-S fit.
Tho (2023)	Vietnam	Study-crafting as an antecedent and as a moderator	*N* = 806 (university students)	1 survey. Cross-sectional.	Study-crafting measure based on the *Job Crafting Scale* (Tims et al., 2012). Study-crafting as: (1) increasing structural study resources, (2) increasing social study resources, and (3) increasing study demands.	Associations of study-crafting: - Quality of university life. Moderation effect of study-crafting on: - Psychological capital → Quality of university life.
Zhang et al. (2024)	China	Study-crafting a mediator	University students with special needs: *N* = 30 for a pilot study *N* = 173 for the main study	1 survey. Cross-sectional.	Study-crafting measure base d on the *Job Crafting Scale* (Tims et al., 2012). Study-crafting as: (1) increment of study resources, (2) increment of challenging demands, and (3) decrement of hindering demands.	Mediation effect of study-crafting on: - Digitalization → Creativity, moderated by creative self-efficacy.

Regarding measurement instruments, four specific instruments to measure study-crafting have been developed. The first two underline the fit between resources and demands, following a resource crafting perspective. The third one focused on the difference between individual and collaborative crafting behaviours from the proposal of Leana et al. (2009). Lastly, the fourth instrument focuses on the student, following a role crafting perspective. These will be detailed in the following paragraphs.

The *Learning Crafting Scale* (Hu et al., 2024) was developed for a diary study at a high school. The scale is composed of 16 items and considers four dimensions: 1) increasing structural learning resources (6 items; e.g., “Today, I tried to improve my learning skills.”; α = .63), 2) increasing challenging learning demands (4 items; e.g., “Today, I took the initiative to create and implement my own study plan.”; α = .77), 3) increasing social learning resources (3 items; e.g., “Today, I asked my teacher for suggestions about my studies.”; α = .81), and 4) decreasing hindering learning demands (3 items; e.g., “Today, I adjusted my academic emotions when I felt more academic pressure.”; α = .88). The 4-factor model achieved adequate fit (GFI = .94; AGFI = .91; CFI = .90; IFI = .91; SRMR = .07).

The *Study-crafting Inventory* (Levin et al., 2024) was developed from a university sample. The scale is composed of 16 items and considers four dimensions: 1) crafting structural resources (4 items; e.g., “I think about how I can study more effectively and/or efficiently”; ω = .98), 2) crafting challenging demands (4 items; e.g., “I try to push myself to learn new things above and beyond what is expected of me”; ω = .98), 3) crafting social resources (4 items; e.g., “I make an effort to meet new people at university who might help me with my study”; ω = .97), and 4) crafting social demands (4 items; e.g., “I change the way I study so I can avoid people who get in the way with my study”; ω = .97). To note, although students reported that hindering demands as a whole were no study impediment (and, thus, the associated dimension was excluded from the initial proposal), the specific strategy of *crafting social demands*, understood as preventing social hindering demands, was considered relevant (Levin et al., 2024). The 4-factor model achieved adequate fit ($\chi^2(98) = 174.42$; $\chi^2/df = 1.78$; AGFI = .90; TLI = .96; CFI = .96; RMSEA = .05; SRMR = .07).

The *Study-crafting Scale* (Di Fabio & Svicher, 2024a, 2024b) was developed from a university sample. This scale, of 12 items, categorizes study-crafting strategies as either individual (6 items; e.g., “On your own, change the way you study to make it easier for you”; α = .88) or collective (6 items; e.g., “Decide together with your fellow students to make changes in the way you study to make it easier for you”; α = .89) behaviours to customize the way study is organized and enacted (i.e., *individual crafting* and *collaborative crafting*) based on the model of Leana et al. (2009). The bi-factor model achieved adequate fit ($\chi^2(60) = 110.84$; CFI = .96; TLI = .94; RMSEA = .06; SRMR = .05).

Finally, from a university sample another study-crafting instrument was developed (Duchi et al., 2025). This scale is composed of 9 items and highlights the student (vs. the student’s management of demands and resources). Although in essence the previous instruments already consider study-crafting as a proactive behaviour to adjust the study context with the student’s characteristics, this scale is the only one that explicitly mentions the capacity, interests and growth of the student through the items of its three dimensions: 1) crafting towards strengths (3 items; e.g., “I change my university experience to use my current knowledge and capacities to the fullest.”; α = .67, ω = .68), 2) crafting towards interests (3 items; e.g., “I actively look for tasks at university that match my own interests.”; α = .77, ω = .78), and 3) crafting towards development

goals (3 items; e.g., “I look for tasks at university through which I can develop myself.”; α = .81, ω = .88), based on the instrument of Kuijpers et al. (2020). The 3-factor model achieved adequate fit ($\chi^2(23) = 46.99$; CFI = .98; TLI = .97; RMSEA = .05; SRMR = .03).

In summary, study-crafting encompasses a broad array of behaviours and dimensions, although it is most often considered as resource study-crafting. However, it would be limited to measure study-crafting from that perspective alone. Psychometrically, the four instruments are adequate, and each cover different dimensions of study-crafting or contexts. The selection of instrument, therefore, depends on the scope of each investigation.

Effects of the Application of Study-crafting

Study-crafting as an antecedent has been associated with academic engagement as well as different educational outcomes. Regarding engagement, multiple studies found positive associations between study-crafting and engagement (Kerse & Çil, 2024; Körner et al., 2023; Mülder et al., 2022; Postema et al., 2022; Sabri et al., 2025) as well as with different educational outcomes. In particular, the student profile most associated with engagement was the combination of higher levels of increasing challenging demands and increasing structural resources paired with relatively lower levels of increasing social resources (Mülder et al., 2022). In contrast, a high use of the three strategies led to relatively lower engagement. In the same vein, a two-wave longitudinal study found a positive association between engagement and crafting challenging demands, but no association with crafting social resources (Postema et al., 2022). To note, a low use of all crafting strategies was associated with the lowest engagement (Mülder et al., 2022). Additionally, an intervention study (Körner et al., 2023) found that study-crafting mediated the positive effect of the intervention on engagement. Another study evidenced a positive association between study-crafting and student-study fit, which partially mediated the relationship between study-crafting and engagement (Sabri et al., 2025). Regarding educational outcomes, study-crafting has been positively and directly associated with self-directed learning (the process of recognizing one’s needs, setting goals, enacting learning strategies and reflecting on the learning outcomes) and, through basic psychological needs satisfaction, with academic achievement and with self-directed learning (Duchi et al., 2025).

Study-crafting has also been associated with well-being and burnout. Similar to engagement, well-being was more strongly associated with the profile characterized by higher levels of increasing structural resources and challenging demands, in combination with relatively lower use of increasing social resources (Mülder et al., 2022). However, both profiles were equally associated with less emotional exhaustion (Mülder et al., 2022). In this vein, increasing challenging demands was associated with positive affect (Postema et al., 2022), and study-crafting negatively associated with burnout directly and through basic psychological needs satisfaction (Duchi et al., 2025). Additionally, study-crafting was positively and directly associated with basic psychological needs satisfaction, which acted as a mediator in the positive relationship between study-crafting and academic satisfaction (Duchi et al., 2025). Last, study-crafting enhanced the positive impact of psychological capital on the quality of university life (Tho, 2023).

Regarding specific populations, for students who compete in sports, while crafting challenging demands was positively associated with self-rated training performance and engagement, the association was negative for coach-rated training performance (Postema et al., 2022). For students who work, study-crafting was positively associated with the capacity to balance work

and study responsibilities (i.e., work-school facilitation) and, through it, with academic engagement (Kerse & Çil, 2024). Finally, for students with special needs, study-crafting mediated the positive relationship between educational digitalization (the transformation of written knowledge into digital knowledge and how that information is used) and creativity (Zhang et al., 2024).

In summary, the use of study-crafting strategies by students have consistently been linked with more involvement in the studies, and with student well-being and satisfaction. Additionally, study-crafting seems to be capable of improving the fit between student and study and even to positively impact life domains other than studies. Results suggest that individual study-crafting dimensions may contribute differently to the outcomes.

Antecedents of Study-crafting

Regarding resources, a diary study found a positive association between study resources (i.e., decision latitude, social support from lecturers, and social support from fellow students) with increasing structural and social resources, mediated by engagement (Körner et al., 2021). This means that the presence of study resources promoted engagement and, thus, lead to an increased effort to gather resources. The effect of personal and study resources (i.e., social support from lecturers and mindfulness) on study-crafting, measured through self-report questionnaires, was further evidenced in an intervention study (Körner et al., 2024) in which the participants focusing on increasing their resources increased challenging demands. Additionally, while increasing structural resources did not vary from pre-test to follow-up in the treatment group, it decreased in the control group. This suggests that the presence personal and study resources lead to a relative increase on study-crafting.

In the case of study demands, psychological demands and overload were positively associated with increasing structural and social resources (Körner et al., 2021). However, negative events showed a negative association with future learning crafting (while positive events were directly and indirectly associated with it) (Hu et al., 2024). Last, focusing on managing demands increased the use of reducing hindering demands, and of increasing structural demands relative to the control group (Körner et al., 2024).

Exploring leadership through mixed methods revealed that the perception of authentic leadership (leading through the modelling of self-awareness, relationship transparency, internalising moral perspective, and balanced processing of information) on their teachers was associated with crafting demands, and structural and social resources (Luu & Vo, 2020). In this case, the personal orientation toward gains and personal growth of students (i.e., promotion focus) positively moderated the effect of authentic leadership on challenge-seeking behaviour.

Last, a randomized controlled trial by Körner et al., 2023 managed to increase overall study-crafting and, specifically, reducing hindering demands from T1 (pre-intervention, week 0) to T2 (post-intervention, week 4) and T3 (follow-up, week 24). The intervention consisted of the independent completion of three online modules comprised of theoretical input and practical exercises, with a duration of 60 to 120 minutes per module. The first module revolved around study organization, self-motivation, and ergonomics; the second around the study environment in physical and social terms; and the third around person and task analysis to increase the fit

between task and student, reflection on one's crafting behaviours and study-crafting strategies, and goal setting.

In summary, resources and demands are promoters of study-crafting in the short term. However, negative events have a long-term, detrimental effect on study-crafting. Thus, demands as a way to foster study-crafting should be considered cautiously. Additionally, the teachers may promote study-crafting through showing authentic leadership, or through online interventions. Moreover, the characteristics of the student may influence the enactment of study-crafting behaviours.

Discussion

The previous results can be understood from the JD-R and SD-R theories. Drawing from them, the next section explores the operationalization, the results, and the antecedents of study-crafting. From this discussion, implications, limitations and conclusions are discussed.

Operationalizing Study-crafting

Most often, study-crafting has been considered from a resource crafting perspective as increasing structural and social resources, increasing challenging demands, and reducing hindering demands (i.e., Hu et al., 2023; Kerse & Çil, 2024; Körner et al., 2021, 2023, 2024; Levin et al., 2024; Luu & Vo, 2020; Mülder et al., 2022; Postema et al., 2022; Tho, 2023; Zhang et al., 2024). The literature is unclear on whether to consider reducing hindering demands in this approach (e.g. looking for ways for making studying mentally or emotionally less intense, such as organizing study to not need to concentrate for long periods of time). It may be that while this strategy is key for high-school students (Hu et al., 2024) it is not as necessary in tertiary education (Levin et al., 2024), a setting characterized by higher autonomy. Another explanation may be that reducing hindering demands was sufficiently represented by increasing social demands as proposed by Levin et al. (2024). Thus, at both education levels, reducing hindering demands was considered relevant, similar to the work context. On this topic, it should be noted that reducing hindering demands has been shown to behave differently than the rest of the study-crafting dimensions. Specifically, medical teachers' authentic leadership managed to increase all resource crafting dimensions but reducing hindering demands (Luu & Vo, 2020). This is coherent, with an intervention on study-crafting, which only managed to foster reducing hindering demands (Körner et al., 2023). Another intervention offers further insight into this issue. It was found that reducing hindering demands increased in the control group and when focusing on the optimization of demands and resources (Körner et al., 2024). However, focusing on increasing resources promoted increasing challenging demands instead. Thus, the literature suggests a distinction between reducing hindering demands and other crafting strategies, based on the optimization of demands and resources vs. the accumulation of resources. An explanation may reside in the differentiation of crafting strategies as either *approach* or *avoidance* crafting (Zhang & Parker, 2019). While reducing hindering demands has sometimes been regarded as maladaptive (Lopper et al., 2023), its use may be is healthy for the worker, allowing to reach balance when demands surpass one's capacity (Tims et al., 2016). Within the study context, reducing hindering demands is associated with higher engagement and lower exhaustion in the long term (Körner et al., 2023). Thus, reducing hindering demands should be considered as resource management strategy among the rest of the dimensions.

Although mostly ignored, role crafting may complement resource crafting, as shown by Postema et al. (2022). Role crafting emphasizes intrinsic gains through aligning the study with the student's strengths, interests and developmental goals (Duchi et al., 2025); cognitive crafting, and crafting challenges (Postema et al., 2022). These studies are illustrative of the value of considering study-crafting from a motivational perspective as well as how the resource and the role crafting approaches can complement one another.

Another study-crafting perspective is collaborative crafting. Although collaborative efforts are a fundamental part of the study experience, this perspective has received relatively little attention (Di Fabio et al., 2024a, 2024b; Sabri et al., 2025). While individual crafting allows the individual to adjust the study context to their preferences, needs and capacities (Dormann & Guthier, 2019), collaborative crafting facilitates achieving group goals through improving communication, sharing knowledge and coordinating tasks within a team (Ghitulescu, 2006, as cited in Sabri et al., 2025). Hence, collaborative crafting may further complement individual crafting (Sabri et al., 2025).

Considering that the aim of study-crafting is to align the study context with the individual's characteristics, an ample repertoire of behaviours should be considered. This would allow different students to personalize their study environment according to their needs. Therefore, it would be beneficial to move beyond resource crafting, incorporating the role crafting and the collaborative approaches. Following the integrative hierarchical job crafting model by Zhang and Parker (2019), a more thorough study-crafting model may encompass collaborative vs. individual crafting (level 1), approach vs. avoidance crafting (level 2), resource vs. role crafting (level 3), and resources vs. demands crafting (level 4).

Consequences and Antecedents of Study-crafting

Despite there being few studies focused on the topic, there is consistent evidence that study-crafting is beneficial for students' well-being and learning outcomes, which can be understood from the SD-R theory. This theory posits that a good balance between study demands and resources predicts beneficial higher education and well-being outcomes, a relationship partially mediated by engagement and burnout. study-crafting is a useful strategy to achieve this balance, enabling students to manage demands and resources. Moreover, study-crafting can foster motivation through facilitating the fit between the study context and the student's strengths, needs and interests. Thus, study-crafting may lead to multiple beneficial outcomes, as it has been proven for well-being (Mülder et al., 2022), basic psychological needs satisfaction, self-directed learning and academic achievement (Duchi et al., 2025), quality of university life (Tho, 2023), meaningfulness and academic performance (Sabri et al., 2025), and creativity (Zhang et al., 2024). Furthermore, study-crafting may be particularly useful in managing highly demanding situations. For student-athletes, study-crafting can foster academic engagement and self-rated athletic performance (Postema et al., 2022); and for students who work, study-crafting is associated with a better balance between study and work (Kerse & Çil, 2024). Similarly, job crafting applied by student teachers leads to study outcomes (Dreer, 2022). Thus, as job crafting offers benefits in and beyond the work domain, study-crafting offers benefits in beyond the study domain.

Regarding the antecedents of study-crafting, it has been considered as an outcome of study engagement, demands and resources, with engagement partially mediating the relationship between resources and study-crafting (Körner et al., 2021, 2023). Conversely, there is evidence

of the positive association of study-crafting with academic engagement in studies considering study-crafting as an antecedent (Kerse & Çil, 2024; Körner et al., 2021, 2023; Mülder et al., 2022; Postema et al., 2022; Sabri et al., 2025), which is coherent with the association between job crafting and engagement (Rudolph et al., 2017). The link between demands and study-crafting can be explained from the conservation of resources theory (Hobfoll, 1989, 2002), which states that the gain cycles are more likely to occur during stressful situations. From this perspective, the connections between resources, engagement, and study-crafting align with the motivational process within SD-R theory, according to which study-crafting helps accumulate resources, which leads to higher engagement and, consequently, further study-crafting. Indeed, an intervention focusing on increasing resources fostered increasing challenging demands and, relatively, increasing structural resources (Körner et al., 2024). Considering both theories, during demanding situations the students may use study-crafting strategies to accrue study resources and face the demands, which would increase engagement and, subsequently, study-crafting, starting a gain spiral.

Additionally, it has been suggested that positive events lead to more study-crafting through positive emotions (Hu et al., 2024). According to the broaden-and-build model (Fredrickson, 2001), positive emotions may foster the use of crafting strategies as a method to accumulate resources. This would be coherent with the organizational context, where positive emotions have predicted higher use of crafting strategies (Rogala & Cieslak, 2019). Conversely, negative events predicted less study-crafting in the future, but not day-to-day (Hu et al., 2024). While in the short term negative daily events may encourage study-crafting to face additional demands (de Bloom et al., 2020), they can also lead to exhaustion (Sin et al., 2017). Indeed, Körner et al. (2021) evidenced the positive association of study-crafting with both study demands and emotional exhaustion. As enacting study-crafting strategies requires effort, the continued depletion of energetic resources could explain the decrease in study-crafting in the long term. To note, the use of study-crafting strategies has a positive net effect on the level of resources (Dormann & Guthier, 2019). Therefore, reducing study-crafting could lead to a backlog of demands and exhaustion, setting in motion a loss spiral. This is coherent with the negative association of study-crafting with burnout (Duchi et al., 2025) and with emotional exhaustion (Mülder et al., 2022), as well as with the results of an intervention on study-crafting which led to a decrease in emotional exhaustion in the long term (Körner et al., 2023). This means that the use of study-crafting strategies may slow or stop a loss spiral at the energetic level, protecting health in the long term.

Following on the effect of demands on study-crafting, it is important to note that demands increased self-undermining (a maladaptive strategy that creates obstacles) directly, and indirectly through their positive association with emotional exhaustion (Körner et al., 2021). However, an intervention focused on managing demands was capable of stopping the increase in self-undermining behaviours (Körner et al., 2024). Therefore, using study-crafting strategies is a protective factor against burnout when facing high demands. However, enacting study-crafting takes effort and, in situation in which demands are too high, the student may stop using study-crafting strategies. Thus, educators should spread academic demands in a balanced manner to avoid overloading students.

Last, study-crafting behaviours may be promoted by the teachers' authentic leadership (Luu & Vo, 2020). Within the JD-R theory, authentic leadership can be understood as a work resource (Pulido-Martos et al., 2023), thus capable of fostering engagement and, subsequently, job

crafting. In a similar way, teachers' authentic leadership could be considered a study resource capable of fostering engagement and study-crafting. Additionally, this effect was magnified by the individual characteristics of the students (i.e., promotion focus). This suggests the characteristics of the student need to be considering when intervening on study-crafting.

In summary, study-crafting has been consistently associated with multiple beneficial educational outcomes and well-being. It also sets in motion a gain cycle and prevents a loss cycle. Therefore, it is important to foster study-crafting. Providing sufficient study resources, showing authentic leadership, or educating in resources and demands management are some ways to foster study-crafting, although the effects may differ regarding personal characteristics.

Limitations

This research has certain constraints derived from the limited number of studies focusing on study-crafting. This is a fairly recent concept and has not received much empirical attention. Regarding the articles included in this systematic review, the majority have followed a cross-sectional study design (Di Fabio & Svicher, 2024a, 2024b; Duchi et al., 2025; Kerse & Çil, 2024; Mülder et al., 2022; Sabri et al., 2025; Tho, 2023; Zhang et al., 2024). Moreover, many studies have measured study-crafting using non-validated instruments (Kerse & Çil, 2024; Körner et al., 2021; Körner et al., 2023; Körner et al., 2024; Luu & Vo, 2020; Mülder et al., 2022; Postema et al., 2022; Sabri et al., 2025; Tho, 2023; Zhang et al., 2024). Additionally, many variables were solely considered in a single study, making it impossible to contrast results (e.g., authentic leadership or creativity). This is not uncommon at the emergence of a construct, as there is no unanimous definition of study-crafting, and the measurement instruments were only recently developed. Another limitation is self-reported bias–common in the social sciences–, as all studies relied on self-reported measures to retrieve data. Moreover, some studies lacked detail, as they only considered study-crafting as a whole in their results but not from a dimensional level (Duchi et al., 2025; Hu et al., 2023 [study 2]; Kerse & Çil, 2024; Tho, 2023; Zhang et al., 2024). Additionally, some studies were conducted during the COVID-19 confinement, altering the normal study conditions (Körner et al., 2021; Körner et al., 2023; Körner et al., 2024; Mülder et al., 2022). Moreover, although study-crafting has been studied in eight countries (i.e., Australia, China, Germany, Italy, Malaysia, the Netherlands, Turkey, and Vietnam) and another study counted with a multinational sample, it is not possible to undertake cultural comparisons as they include different variables. Finally, for one study it was not possible to access the survey characteristics on which its results were partially based (Luu & Vo, 2020). Finally, despite the majority of studies being published in English, there may be relevant studies in other languages that were excluded.

Practical Implications

study-crafting strategies allow students to redesign their study environment to better fit their strengths, interests and needs. It follows a bottom-up approach, empowering the student, and it is associated with multiple positive performance, health and well-being outcomes. Thus, study-crafting is relevant for aiding students in successfully navigating the increasingly demanding challenges of tertiary education. Therefore, educators should foster study-crafting.

First and foremost, students should be given sufficient autonomy to practice study-crafting, as it may require modifying the ways in which they organize their studies, the people surrounding them, or the goals they set. For example, this may involve offering the opportunity to customize the

study program by providing different courses, rather than a rigid academic curriculum. On a smaller scale, different tasks could be offered, allowing the student to choose which to complete for the same assignment. Or, for the same task, flexible deadlines could be offered: the student could be encouraged to set their own deadlines–within some boundaries–for the development and submission of a task, particularly the more time consuming. While collaborative efforts are a key part of certain higher education programs, some flexibility should be extended to the formation of teams, facilitating the crafting of social demands.

For the students to craft challenges, educators should offer attractive extracurricular activities or voluntary work, ideally for incentives such as the opportunity to exhibit one's work that further challenge the student. Promoting study meaningfulness could also prove useful. This could be achieved by underlining the connection between the studies and future practice (emphasizing that the effort at the present will help one become a better professional) or personal growth (underlining the impact of studies on how one behaves or perceives the world).

The literature also suggests that study-crafting may be encouraged by providing study resources or the means to develop them, for example, educators could be on the lookout to provide feedback or make efforts to foster communication and discussion within the classroom. Another idea could be to teach goal setting, practicing, for example, the SMART model. Last, as study demands may hinder study-crafting efforts, educators should distribute demands in a balanced manner, thorough the academic year, avoiding intensive periods of heavy workload.

Conclusion

This scoping review explored the application of the thoroughly studied job crafting to the nascent study-crafting. Reviewing 15 empirical studies revealed a gap on the motivational and collaborative perspectives of study-crafting, as well as a clear tendency towards the resource management perspective of study-crafting. Additionally, study-crafting appears as a consistent tool to foster study engagement that is associated to many positive study outcomes. Through study-crafting, students may adapt their study context to their strengths, needs and interests, helping them face demands and fostering their well-being, thus contributing not only to academic success but to a more fulfilling university experience. In an educational context in which students face increasing challenges and mental health problems, educators should look for ways to allow and encourage study-crafting within and outside the classroom.

Acknowledgements

The authors disclose that they have no actual or perceived conflicts of interest, nor have they received any funding for this manuscript. The authors confirm that they adhere to the ethical standards described in this article and that they have not used artificial intelligence in the ideation, design, or write-up of this research as per Crawford et al. (2023). The authors confirm that they have met the ethical standards expected as per Purvis and Crawford (2024). The authors list the following CRediT contributions: **Palacios-Pedrero:** Investigation, Data Curation, Writing – Original Draft, Writing – Review & Editing, Visualization, **Cortés-Denia:** Validation, Resources, Writing – Review & Editing, Visualization, Supervision, **Lopez-Zafra:** Conceptualization, Methodology, Writing – Review & Editing, Visualization, Supervision.

References

Akkermans, J., & Paradniké, K. (2018). The best of both worlds: The role of career adaptability and career competencies in students' well-being and performance. *Frontiers in Psychology, 9*, 1678. https://doi.org/10.3389/fpsyg.2018.01678

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309–328. https://doi.org/10.1108/02683940710733115

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

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job Demands–Resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior, 10*, 25–53. https://doi.org/10.1146/annurev-orgpsych-120920-053933

Bakker, A. B., & de Vries, J. D. (2020). Job Demands–Resources theory and self-regulation: New explanations and remedies for job burnout. *Anxiety, Stress, & Coping, 34*(1), 1-21. https://doi.org/10.1080/10615806.2020.1797695

Bakker, A. B., & Mostert, K. (2024). Study Demands–Resources Theory: Understanding student well-being in higher education. *Educational Psychology Review, 36*(92). https://doi.org/10.1007/s10648-024-09940-8

Bruning, P. F., & Campion, M. A. (2018). A role–resource approach–avoidance model of job crafting: A multimethod integration and extension of job crafting theory. *Academy of Management Journal, 61*(2), 499–522. https://doi.org/10.5465/amj.2015.0604

Bruffaerts, R., Mortier, P., Kiekens, G., Auerbach, R. P., Cuijpers, P., Demyttenaere, K., Green, J. G., Nock, M. K., & Kessler, R. C. (2018). Mental health problems in college freshmen: prevalence and academic functioning. *Journal of Affective Disorders. 225*, 97–103. https://doi.org/10.1016/j.jad.2017.07.044

Creed, P.A., & Hood, M. (2020). Job crafting by students who work and study. *International Journal for Educational and Vocational Guidance, 20*, 331-349. https://doi.org/10.1007/s10775-019-09406-2

de Bloom, J., Vaziri, H., Tay, L., & Kujanpää, M. (2020). An identity-based integrative needs model of crafting: Crafting within and across life domains. *Journal of Applied Psychology, 105*(12), 1423–1446. https://doi.org/10.1037/apl0000495

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology, 86*(3), 499–512. https://doi.org/10.1037/0021-9010.86.3.499

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of personality assessment, 49*(1), 71–75. https://doi.org/10.1207/s15327752jpa4901_13

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D.-w., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research, 97*(2), 143–156. https://doi.org/10.1007/s11205-009-9493-y

Di Fabio, A., & Svicher, A. (2024a). Study-crafting Scale: Psychometric Properties in University Students, 17*(2), 54-63. http://doi.org/10.14605/CS1722406

*Di Fabio, A., & Svicher, A. (2024b). The Study-crafting Scale (SCS): A study of its psychometric properties. *Counseling, 17*(3), 110-125. https://dx.doi.org/10.14605/CS1732410

Di Fabio, A., & Svicher, A. (2024c). The Study Satisfaction Scale (SSS): A study of its psychometric properties. *Counseling, 17*(2), 78–89. http://doi.org/10.14605/CS1732407

Dormann, C., & Guthier, C. (2019). Successful and positive learning through study-crafting: A self-control perspective. In O. Zlatkin-Troitschanskaia (Ed.), *Frontiers and Advances in Positive Learning in the Age of InformaTiOn (PLATO)* (pp. 57–72). Springer. https://doi.org/10.1007/978-3-030-26578-6_5

Dreer, B. (2022). Creating meaningful field experiences: the application of the job crafting concept to student teachers' practical learning. *Journal of Education for Teaching*, *49*(4), 711–723. https://doi.org/10.1080/02607476.2022.2122707

*Duchi, L., Wijnia, L., Loyens, S., & Paas, F. (2025). Redefining education: The role of study-crafting in enhancing students' well-being, self-direction, and academic achievement. *Learning and Individual Differences, 118*, 102608. https://doi.org/10.1016/j.lindif.2024.102608

Estrada, M., Salas, A., Rodríguez, A., Moliner, M. A., & Monferrer, D. (2025). Why don't students learn what we teach them?: The effect of Job Crafting on academic engagement. *The Spanish Journal of Accounting, Finance and Management Education, 16*, 5-27.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218–226. https://doi.org/10.1037/0003-066X.56.3.218

Garrosa, E., Blanco-Donoso, L. M., Carmona-Cobo, I, & Moreno-Jiménez, B. (2017). How do Curiosity, Meaning in Life, and Search for Meaning Predict College Students' Daily Emotional Exhaustion and Engagement?. *Journal of Happiness Studies, 18*, 17–40 (2017). https://doi.org/10.1007/s10902-016-9715-3

Ghislieri, C., Domenico, S., Valentina, D., Paola, S., Amelia, M., Emanuela, I., & Tindara A. (2023). Emotional exhaustion and engagement in higher education students during a crisis, lessons learned from COVID-19 experience in Italian universities. *Social Sciences, 12*(2). https://doi.org/10.3390/socsci12020109

Gusy, B., Wörfel, F., Töpritz, K., & Abt, H. (2016). *Instrumentenhandbuch zum Projekt "University Health Report" (Schriftenreihe des Instituts für Prävention und Psychosoziale Gesundheitsforschung 01/P16*). Freie Universität Berlin.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*(3), 513–524. https://doi.org/10.1037/0003-066X.44.3.513

Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology, 6*(4), 307-324. https://doi.org/10.1037/1089-2680.6.4.307

*Hu, Y., Chen, W., Ma, Y., & Zhang, B. (2024). The influence of daily life events on learning crafting and the intervening roles of academic emotions and regulatory focus in high school students. *Journal of Adolescence, 96*(1), 196-208. https://doi.org/10.1002/jad.12268

Hyrkkänen, U., Kuusisto, H., y Mäkilä, P. (2018). Development and validation of the job crafting scale for university students. *Occupational and Environmental Medicine, 75*, A103. https://doi.org/10.1136/oemed-2018-ICOHabstracts.295

*Kerse, G., & Çil, U. (2024). The relationship between academic crafting, work-school facilitation and academic engagement: A mediated model. *Makara Human Behavior Studies in Asia, 28*(1), 1-19. https://doi.org/10.7454/hubs.asia.1130224

*Körner, L. S., Kortsch, T., Rieder, K., & Rigotti, T. (2024). Evaluation of two study demands-resources-based interventions: a randomized controlled trial. *Frontiers in Psychology, 15*, 1368267. https://doi.org/10.3389/fpsyg.2024.1368267

*Körner, L. S., Mülder, L. M., Bruno, L., Janneck, M., Dettmers, J., & Rigotti, T. (2023). Fostering study-crafting to increase engagement and reduce exhaustion among higher education students: A randomized controlled trial of the STUDYCoach online intervention. *Applied Psychology: Health Well-Being, 15*(2), 1–27. https://doi.org/10.1111/aphw.12410

*Körner, L. S., Rigotti, T., & Rieder, K. (2021). Study-crafting and self-undermining in higher education students: A weekly diary study on the antecedents. *International Journal of Environmental Research Public Health, 18*(13), 7090. https://doi.org/10.3390/ijerph18137090

Kuijpers, E., Kooij, D. T., & van Woerkom, M. (2020). Align your job with yourself: The relationship between a job crafting intervention and work engagement, and the role of workload. *Journal of Occupational Health Psychology, 25*(1), 1–16. https://doi.org/10.1037/ocp0000175

Leana, C., Appelbaum, E., & Shevchuk, I. (2009). Work process and quality of care in early childhood education: The role of job crafting. *Academy of Management Journal, 52*(6), 1169-1192. https://doi.org/10.5465/AMJ.2009.47084651

Lesener, T., Pleiss, L. S., Gusy, B., & Wolter, C. (2020). The study demands–resources framework: An empirical introduction. *International Journal of Environmental Research and Public Health, 17*(14), 1–13. https://doi.org/10.3390/ijerph17145183

*Levin, K., Creed, P. A., Jones, L., & Duffy, A. (2024). Study-crafting in higher education: Scale development and initial validation. *International Journal for Educational and Vocational Guidance*. Advanced online publication. https://doi.org/10.1007/s10775-024-09674-7

Lichtenthaler, P. W., & Fischbach, A. (2016). The conceptualization and measurement of job crafting. Validation of a German version of the Job Crafting Scale. *Zeitschrift für Arbeits- und Organisationspsychologie, 60*(4), 173–186. https://doi.org/10.1026/0932-4089/a000219

Lopper, E., Horstmann, K. T., & Hoppe, A. (2024). The approach-avoidance Job Crafting Scale: Development and validation of a measurement of the hierarchical structure of job crafting. *Applied Psychology*, *73*(1), 93–134. https://doi.org/10.1111/apps.12466

*Luu, T. T., & Vo, T. T. (2020). Crafting study tasks among medical students: the role of authentic medical teachers. *BMC Medical Education, 20*(1), 430. https://doi.org/10.1186/s12909-020-02337-5

Madigan, D. J., & Curran, T. (2020). Does burnout affect academic achievement? A meta-analysis of over 100,000 students. *Educational Psychology Review, 33*, 387–405. https://doi.org/10.1007/s10648-020-09533-1

Mäkikangas, A., Feldt, T., Kinnunen, U., & Mauno, S. (2013). Does personality matter? A review of individual differences in occupational well-being. In A. B. Bakker (Ed.), *Advances in Positive Organizational Psychology (Vol. 1)* (pp. 107-143). Emerald Group Publishing Limited. https://doi.org/10.1108/S2046-410X(2013)0000001008

Maslach, C., & Jackson, S. E. (1986). *Maslach burnout inventory manual* (2nd ed.). Consulting Psychologists Press.

Mazzetti, G., Robledo, E., Vignoli, M., Topa, G., Guglielmi, D., & Schaufeli, W.B. (2021). Work engagement: A meta-analysis using the Job Demands-Resources Model. *Psychological Reports*, *126*(3), 1069–1107. https://doi.org/10.1177/00332941211051988

Mokgele, K. R., & Rothmann S. (2014). A structural model of student well-being. *South African Journal of Psychology, 44*(4), 514-527. https://doi.org/10.1177/0081246314541589

Morgan, J., & Farsides, T. (2009). Measuring meaning in life. *Journal of Happiness Studies, 10*(2), 197-214. https://doi.org/10.1007/s10902-007-9075-0

*Mülder, L. M., Schimek, S., Werner, A. M., Reichel, J. L., Heller, S., Tibubos, A. N., Schäfer, M., Dietz, P., Letzel, S., Beutel, M. E., Stark, B., Simon, P., & Rigotti, T. (2022). Distinct patterns of university students study-crafting and the relationships to exhaustion, well-being, and engagement. *Frontiers in Psychology, 13*, 895930. https://doi.org/10.3389/fpsyg.2022.895930

Oger, M., Broc, G., Martinn-Krumm, C., Le Roux, F., Muller, A., & Tarquinio, C. (2022). Pupils's adaptability at school, a balance between demands and resources? *Frontiers in Education, 7*, 814376. https://doi.org/10.3389/feduc.2022.814376

Organisation for Economic Co-operation and Development (OECD). (2022). *Education at a Glance 2022: OECD Indicators*. https://doi.org/10.1787/3197152b-en

Organisation for Economic Co-operation and Development (OECD). (2024). *Education at a Glance 2024: OECD Indicators*. https://doi.org/10.1787/19991487

Ouweneel, E., Le Blanc, P. M., & Schaufeli, W. B. (2011). Flourishing students: A longitudinal study on positive emotions, personal resources, and study engagement. *The Journal of Positive Psychology*, *6*(2), 142–153. https://doi.org/10.1080/17439760.2011.558847

Petrou, P., Demerouti, E., Peeters, M. C. W., Schaufeli, W. B., & Hetland, J. (2012). Crafting a job on a daily basis: Contextual correlates and the link to work engagement. *Journal of Organizational Behavior, 33*(8), 1120–1141. https://doi.org/10.1002/job.1783

*Postema, A., van Mierlo, H., Bakker, A. B., & Barendse, M. T. (2022): Study-to-sports spillover among competitive athletes: a field study. *International Journal of Sport and Exercise Psychology*. Advance online publication. https://doi.org/10.1080/1612197X.2022.2058054

Pulido-Martos, M., Cortés-Denia, D., Luque-Reca, O. & Lopez-Zafra, E. (2023). Authentic leadership and personal and job demands/resources: A person-centered approach and links with work-related subjective well-being. *Current Psychology 42,* 28994–29011. https://doi.org/10.1007/s12144-022-03938-7

Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: a systematic review and meta-analysis. *Psychological Bulletin, 138*(2), 353–387. https://doi.org/10.1037/a0026838

Robins, T. G., Roberts, R. M., & Sarris, A. (2015). Burnout and engagement in health profession students: The relationships between study demands, study resources and personal resources. *Australasian Journal of Organisational Psychology*, *8*, e1. https://doi.org/10.1017/orp.2014.7

Rogala, A., & Cieslak, R. (2019) Positive emotions at work and job crafting: Results from two prospective studies. *Frontiers in Psychology, 10*, 2786. https://doi.org/10.3389/fpsyg.2019.02786

Rudolph, C. W., Katz, I. M., Lavigne, K. N., & Zacher, H. (2017). Job crafting: A meta-analysis of relationships with individual differences, job characteristics, and work outcomes. *Journal of Vocational Behavior, 102*, 112-138. https://doi.org/10.1016/j.jvb.2017.05.008

*Sabri, Y., Yulita, & Idris, M. A. (2025). Study-crafting as a determinant of engagement, meaningfulness, and academic performance: the mediating role of student–study fit. *Educational Psychology, 45*(4), 1–19. https://doi.org/10.1080/01443410.2025.2480383

Salanova, M., Schaufeli, W. B., Martínez, I. M. M., & Bresó, E. (2009). How obstacles and facilitators predict academic performance: The mediating role of study burnout and engagement. *Anxiety, Stress, & Coping, 23*(1), 53–70. https://doi.org/10.1080/10615800802609965

Salmela-Aro, K., & Upadyaya, K. (2014). School burnout and engagement in the context of demands-resources model. *The British Journal of Educational Psychology*, *84*, 137–151. https://doi.org/10.1111/bjep.12018

Sin, N. L., Ong, A. D., Stawski, R. S., & Almeida, D. M. (2017). Daily positive events and diurnal cortisol rhythms: Examination of between-person differences and within-person variation. *Psychoneuroendocrinology, 83*, 91–100. https://doi.org/10.1016/j.psyneuen.2017.06.001

Slemp, G. R., & Vella-Brodrick, D. A. (2013). The job crafting questionnaire: A new scale to measure the extent to which employees engage in job crafting. *International Journal of Wellbeing, 3*(2), 126–146. https://doi.org/10.5502/ijw.v3i2.1

Taris, T. W. (2006). Is there a relationship between burnout and objective performance? A critical review of 16 studies. *Work & Stress, 20*(4), 316–334. https://doi.org/10.1080/02678370601065893

*Tho, N. D. (2023). Business students' psychological capital and quality of university life: the moderating role of study-crafting. *Education + Training, 65*(1), 163-177. https://doi.org/10.1108/ET-05-2022-0176

Tims, M., Bakker, A. B., & Derks, D. (2012). Development and validation of the job crafting scale. *Journal of Vocational Behavior, 80*, 173–186. https://doi.org/10.1016/j.jvb.2011.05.009

Tims, M., Derks, D., & Bakker, A. B. (2016). Job crafting and its relationships with person–job fit and meaning-fulness: A three-wave study. *Journal of Vocational Behavior, 92*(1), 44–53. https://doi.org/10.1016/j.jvb.2015.11.007

Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., Lewin, S., … Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Annals of internal medicine*, *169*(7), 467–473. https://doi.org/10.7326/M18-0850

Wei, C., Ma, Y., Ye, J. H., & Nong, L. (2022). First-year college students' mental health in the post-COVID-19 era in Guangxi, China: A Study Demands-Resources Model perspective. *Frontiers in Public Health*, *10*, 906788. https://doi.org/10.3389/fpubh.2022.906788

Wilson, E. V., & Sheetz, S. D. (2010). A demands-resources model of work pressure in IT student task groups. *Computers & Education, 55*(1), 415–426. https://doi.org/10.1016/j.compedu.2010.02.006

Wolff, W., Brand, R., Baumgarten, F., Lösel, J., & Ziegler, M. (2014). Modeling students' instrumental (mis-) use of substances to enhance cognitive performance:

Neuroenhancement in the light of job-demands-resources theory. *BioPsychoSocial Medicine, 8*(1), 2–22. https://doi.org/10.1186/1751-0759-8-12

Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. *The Academy of Management Review, 26*(2), 179-201. https://doi.org/10.2307/259118

Xue, Q., Yang, J., Wang, H., & Zhang, D. (2022). How and When Leisure Crafting Enhances College Students' Well-Being: A (Quantitative) Weekly Diary Study. *Psychology Research and Behavior Management, 15*, 273–290. https://doi.org/10.2147/PRBM.S344717

Zhang, F., & Parker, S. K. (2019). Reorienting job crafting research: A hierarchical structure of job crafting concepts and integrative review. *Journal of Organizational Behavior, 40*(2), 26–146. https://doi.org/10.1002/job.2332

*Zhang, Q., Shi, B., Liu, Y., Liang, Z., & Qi, L. (2024) The impact of educational digitalization on the creativity of students with special needs: the role of study-crafting and creative self-efficacy. *Humanities and Social Sciences Communications, 11*, 754. https://doi.org/10.1057/s41599-024-03232-w