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Job Satisfaction of University Teachers of Different Personality Traits during Covid-19: Role of Job Crafting as a Mediator

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Abstract

Like many other professionals, the University teachers in the country assumed that change of the mode of work due to the lock down sessions of Covid 19 pandemic. The need to move online from physical on-campus teaching added to the challenges of university teachers trying to balance job requirements, teaching preparations, research and professional training commitments. Describing the situation, this study is an attempt to show the positive impact of Job Crafting as a mediator between job satisfaction and employees' personality traits. The body of literature on Job Crafting shows that limited research on the role of job crafting as a mediator between employees' personality and job satisfaction. Therefore, this quantitative survey questionnaire-based study has explored this research niche by reporting findings of the data collected from 528 University teachers. The study supports university teachers' interventions in crafting jobs during Covid 19 lockdown to attain job satisfaction. Job Crafting positively mediates the selected Big Five Personality traits and Job Satisfaction. It shows that the university teachers showed positive behavior of Job Crafting during the Covid 19 lockdown to attain Job Satisfaction.

Keywords: Job Satisfaction, Job Crafting, Personality Traits, Covid 19, University Teacher

Despite lock down sessions during the outbreak of Covid 19 pandemic, the University teachers in the country remained at work. Since the mode of teaching had been shifted to online, the teachers struggled with this new mode without any formal training and any substantial guidance from their employees. Therefore, this paper argues that the teachers manipulated these new ways not only to attain satisfaction of the students but also tried to attain self-satisfaction from the job. It is a common observation that people work to earn their livelihood. Research also shows the strong desire of an employee to be satisfied with the work they do, and also making an impact on society and contributing something greater (Rodell, 2013). This study attempts to relate the job satisfaction to the University teachers' psychological wellbeing and job satisfaction especially during the Pandemic lock down one and two in Pakistan. This study focuses higher education sector and university teachers as despite complete lock down situations, the university teachers like doctors and some other important service sector kept working to run the process of degree award process smooth.

Achieving job satisfaction is not as straightforward as it appears. With the lock down imposition, job demands and requirements not only diversified but also became challenging for the university teachers. Research shows that generally employed individual's struggle hard to get satisfaction from the work they do (Yu et al., 2020). Especially in uncertain situations, the employee feel destressed due to which job dissatisfaction may arise (Raza, Ahmed, & Ali, 2021). An employee's well-being is significant, and it relates to the monetary benefits, psychological stability, and social sound standing. Crafting the job provides individuals a chance to incorporate characteristics into their work that (in their viewpoint) can help them achieve these goals. Moreover, aimed to cope with the fast-changing and unpredictable environment, university administration strives to design and redesign jobs; however, employees find it hard to rely on top-down job design due to a dynamic work environment (Demerouti, 2014). Therefore, teachers try to initiate changes in their job and formulate work designs for themselves. In recent times the role of employees in self-initiating changes as a bottom-up process has gained increasing attention (Sekiguchi, Li, & Hosomi, 2017) as it helps them achieve satisfaction. Self-altered behavior on job crafting also provides opportunities for the employees to design their job according to their understanding and work relations (Berg, Dutton, & Wrzesniewski, 2013).

This paper argues that job crafting is a tool for the university teachers to respond and cope with this change in the mode of teaching and improve their performance to gain satisfaction. Wrzesniewski and Dutton (2001) introduced job crafting in 2001 and had defined it as "the physical and cognitive changes individuals make in the task or relational boundaries in their work" (p.180).

Physical changes refer to converting the variety or shaping activities of a job, while cognitive modifications point to changing one's perception about the task. The changes related to relational boundaries enable employees to decide the level of engagement with other employees. One of the salient features that distinguishes Job Crafting from other bottom-up job design tactics is empowering the employees to craft their jobs at their own while tweaking the characteristics of their tasks at their own will (Peeters, De Jonge, & Taris, 2013; Van den Heuvel, Demerouti, & Peeters, 2015).

Every individual is different, therefore it is really hard for the employers and organizations to devise individual level activities while considering individual employee's strengths and weaknesses. Therefore Task Crafting can provide the opportunity to individual to craft his/her tasks as per their own strengths, interests and skills/competencies (Peeters et al., 2013). Wrzesniewski and Dutton (2001) had argued that employees want to have control over their work, developing a comfortable work environment, and better connections with colleagues; for that they craft their jobs. Foregrounding these needs, it is argued that for the university teachers, the most substantial of the desires for job crafting is to gain self-satisfaction from their teaching engagements. Petrou, Demerouti, Peeters, Schaufeli, and Hetland (2012) additionally recommend that people craft their jobs to create motivating situations in which they could work. Job crafting will have an effect on the employee. Moreover, an employee's personality traits may have an impact on the planning and adopted behavior and reasoned actions for enhancing job satisfaction (Ajzen, 1991). Personality traits impact peoples' beliefs and attitudes about the work (Ajzen & Fishbein, 2005). Research shows that personality traits can impact the work outcomes of individuals (Judge & Zapata, 2015; Sarmad & Bashir, 2016; Schmidt & Hunter, 1998). Each individual, as per their personality traits have different level of creativity and ability to take initiatives (Fuller Jr & Marler, 2009), and shows different level of organizational citizenship behaviors (Borman, Penner, Allen, & Motowidlo, 2001); therefore, this paper argues that study of an individual's personality may help explain a worker's task crafting behavior. Therefore, the present study presumes the role of a university teacher's personality in job crafting for attaining job satisfaction. However, the study is delimited to two personality traits: conscientiousness and openness to experience for task crafting, cognitive crafting and relational crafting for job satisfaction. In this way, this study proposes the positive mediating role of job crafting to grant job satisfaction to the university teachers' selected personality traits.

Statement of the Problem

The urgent need to move online from physical on-campus teaching added to the challenges of university teachers trying to balance job requirements, teaching preparations, research and professional training commitments (like conferences, seminars, training courses etc.) (Houlden & Veletsianos, 2020b; Houston, Meyer, & Paewai, 2006). The research shows that employees' mental health is as important as their physical health (Duffy et al., 2019; Goetzel, Ozminkowski, Sederer, & Mark, 2002). Their psychological stability stems from the satisfaction that they gain from the work they do (Luthans, Avolio, Avey, & Norman, 2007; Qing, Asif, Hussain, & Jameel, 2019). Therefore, this research argues that the way the university teachers have crafted their jobs may relate to their personality traits. This research argues personality traits, especially conscientiousness and openness to experience may positively or negatively affect job crafting to attain job satisfaction. For the university teachers, the most substantial of the desires for job crafting is to gain self-satisfaction from their teaching engagements which may lead to the satisfaction of the learners and their organization. Moreover, there is little research on investigation of the influence of an individuals' personality traits on job satisfaction with employees' initiative of job crafting as a mediator. For that reason, this study proposes to study the mediating role of job crafting between an individual's personality and job satisfaction. In this way the study will explore how the teachers managed the shift in mode of teaching without any formal training and any substantial guidance from their employees, so that this study may recommend ways and means to facilitate university teachers for the sustainable growth of higher education sector.

Research Question: How University Teachers of different personalities craft their jobs to attain job satisfaction during covid-19?

Literature Review and Theoretical Foundations

Pandemic lock-down sessions have shifted the mode of teaching for university teachers instantly to online teaching. These online teaching practices only refer to teaching and learning procedures mediated by the internet. The sudden shut down of face-to-face teaching gave the university teachers an awareness about the difference between online teaching and traditional mode of teaching (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). Although for many university

teachers use of online resources is a common practice, shifting the mode of teaching remains a new experience for the majority. Rapanta et al. (2020) opine that during the Covid-19 pandemic "teachers have, almost overnight, been asked to become both designers and tutors, using tools which few have fluently mastered" (p. 926). Therefore, the university teachers have to craft their teaching practices according to this situation and their job satisfaction resultantly may not be positive.

Herzberg (1959) two-factor theory is considered to be a landmark theory in defining job satisfaction. According to motivation-hygiene theory, job satisfaction and dissatisfaction are misinterpreted to be opposites of each other, rather both are two distinct and sometimes unrelated concepts. The motivating factors such as pay, compensations, recognition of employees, positive feedback from the students etc. need to be met for university teachers to have their satisfaction with the job. Hygiene factors such as job security, relations with co-workers, working environment, organizational policies and structures etc. are associated with job dissatisfaction. For example, if the university teachers are facilitated by the organizations for the smooth shift of mode of teaching their dissatisfaction with the job may be lowered in the testing days of Covid 19 lock-down. The theory further elaborates, as both the factors i.e. motivation and hygiene are independent hence it is a possibility that an employee can neither be satisfied nor dissatisfied. Kalleberg (1977) tried to theorize job satisfaction while defining differences in work values and perceived job characteristics as the explanatory variables of job satisfaction. This study argues that the job satisfaction of university teachers during the lock-down may also be linked to individual's personality traits especially conscientiousness during this time and their openness to the experience of online mode of teaching.

According to the American Psychological Association (APA) personality is the, "individual differences in characteristic patterns of thinking, feeling and behaving," (A. P. Association, 2015). Personality theory emphasizes the significance of all traits of an individual (Wilt, Olson, & McAdams, 2011). According to psychologists personality is not concrete it is dynamic, therefore it has the ability to change. Research shows an individual's behavior changes according to the situation and circumstances. Previous research also shows that each person's personality varies from others. People respond as per their environment and according to their individualistic traits (Wilt et al., 2011).

Research shows that a number of inventories have been formulated by personality theorists to assess personality of any individual (Grucza & Goldberg, 2007). Among them the five factor model (FFM) has been in focus for the past two decades. McCrae and Costa Jr (2008) explains the five factors as, "dimensions of individual differences in the tendencies to show consistent patterns of thoughts, feelings and behaviors," The Big Five model has been evolving since 1936 when Gordon Allport and Henry Odbert first formed a list of 4,500 terms relating to personality traits (Vinney, 2018). Raymond Cattell along with fellow researchers used factor analysis and narrowed down Allport's list to sixteen traits. Later psychologists, including Donald Fiske, Norman, Smith, Goldberg, and McCrae & Costa, studied Cattell's sixteen traits and reduced them to five traits (Cherry, Lehman, & Indicator, 2019). Cattell and Mead (2008) "Sixteen Personality Five Factor Questionnaire" tests FFM for describing the personality. The FFM provides a structural framework for evaluating the personality. The research shows application of this model on a diverse populations, settings and workplace environments (Lee, Johnston, & Dougherty, 2000), also in experimental clinical settings (Costa Jr & Widiger, 1994), in cross-cultural settings too (Allik & McCrae, 2002). The FFM includes five factors or dimensions: agreeableness, extraversion, conscientiousness, openness to experience and emotional stability/neuroticism. This study focuses university teachers' openness to the experience of online teaching and their conscientiousness.

Wrzesniewski and Dutton (2001) while working on the foundational theories of job design (Hackman & Oldham, 1980; Richard & Oldham, 1976) had identified bottom up or employee initiated perspective of job redesign. They coined it as job crafting while defining three distinct dimensions related to task crafting, relational crafting and cognitive crafting. According to job design theory, the motivation for job crafting came through employee's desire to have control over their job, to build and enhance their self-esteem and establish linkages with others. Instead of top-down and management driven changes as illustrated in job design theory, the job crafting theory expands on job design theory by including proactive bottom up and employee driven changes to the jobs. Job crafting theory suggests that motivation and opportunity to change job design causes job crafting behavior whereas job design theory suggests that job changes cause employee motivation and positive attitudes (Wrzesniewski & Dutton, 2001).

Wrzesniewski and Dutton (2001) have defined the following three dimensions of job crafting:

Task Crafting is referred to as empowerment of employees to self-define the boundaries of tasks associated with their respective job by altering the tasks in terms of reducing them,

enhancing them or all together changing the tasks, by aligning them with their personal interests and strengths, to be performed as compared to defined in their respective job descriptions (Berg et al., 2013).

Relational crafting is referred to as the enabling employees to draw their own relational boundaries by crafting their needs, terms and frequency of interactions with others at the job. The employees can craft their relations to derive meaningfulness and recognition through their relationships by establishing new relationships, re-contextualizing their existing relationships by defining their roles and responsibilities (Berg et al., 2013).

Cognitive crafting is referred to as the liberty to define their cognitive boundaries of job i.e. defining the perception of perceiving their job. It can be achieved by allowing employees to sketch a broader picture of their job by thinking holistically, or connecting their job with interests and values (Berg et al., 2013).

Research shows how strongly the Big Five Personality traits are related to employees' job satisfaction. In this context, Khuong and Linh (2020) found individual-related stressors having a positive and direct effect on job satisfaction, while job-related stressors indirectly affecting job satisfaction. Whereas, the individual stressors arise from individual conditions for which personality traits are one of the examples. Furnham, Eracleous, and Chamorro-Premuzic (2009) also demonstrated that the personality traits and demographic variables are significantly related to job satisfaction. Judge, Heller, and Mount (2002) examines that the big five personality traits are correlated with job satisfaction whereas amongst them three traits i.e. conscientiousness, extraversion and neuroticism has significant correlation with job satisfaction. Therefore the five factor model can be antecedent for further examinations of dispositional job satisfaction.

Personality traits may facilitate or hinder employees' attempts at job crafting. Rudolph, Katz, Lavigne, and Zacher (2017) have conducted the meta-analysis of job crafting and its relationships with individual differences, job characteristics, and work outcomes. Their research suggests the link of job crafting with all the big five personality traits. Therefore, FFM may help to study the influence of an employee's personality traits on job crafting.

Job crafting is a multidimensional construct at a higher order (Esmaeili, Mohammad, & Soltani, 2019). There have been great advancement in theorizing job crafting (see e.g., (Berg et al., 2013; Leana, Appelbaum, & Shevchuk, 2009)) and developing its relationship with job outcomes (Berg, Dutton, & Wrzesniewski, 2008; Demerouti, 2014; Demerouti, Bakker, & Leiter, 2014; Petrou et al., 2012), the less work has been done on the application of the theory of job crafting. However, the theory of job crafting does not determine the mediating role of job crafting behavior between employees' personality and job satisfaction.

Employees' job crafting behavior could be the underlying mechanism between different antecedents (like proactive personalities) and job outcomes i.e. job satisfaction (H. Kim, Im, & Qu, 2018). Frederick and VanderWeele (2020) stated that most of the research of Job Crafting is in the Job Demand-Resource (JDR) perspective, while its original concept of Wrzesniewski and Dutton (2001) needs further exploration. M. Kim, Baek, and Shin (2020) conducted research with only 01 of the Big Five Personality Trait (out of 5) and 03 Dimensions of Job Characteristics Model (out of 5) in the context of students' project teams at college level and suggested to have comprehensive study in the context of diverse organizations with samples of workers who occupy different organizational positions and represent diverse industries. This study focuses university teachers as employees and aims to explore 02 of the Big Five personality traits namely conscientiousness and openness to experience with job crafting as a mediator for the job satisfaction during the lock-down imposed because of Covid 19.

Hypotheses Development

Hypotheses

H1: Big Five Personality Traits have significant impact on Job Satisfaction

- H1 (i): Conscientiousness significantly impacts on Job Satisfaction
- H1 (ii): Openness to experience significantly impacts on Job Satisfaction

H2: Big Five Personality Traits have significant impact on Job Crafting

- H2 (i): Conscientiousness significantly impacts on Task Crafting
- H2 (ii): Conscientiousness significantly impacts on Relational Crafting
- H2 (iii): Conscientiousness significantly impacts on Cognitive Crafting
- H2 (iv): Openness to experience significantly impacts on Task Crafting
- H2 (v): Openness to experience significantly impacts on Relational Crafting
- H2 (vi): Openness to experience significantly impacts on Cognitive Crafting

H3: Job Crafting has significant impact on Job Satisfaction

H3 (i): Task Crafting significantly impacts on Job Satisfaction

H3 (ii): Relational Crafting significantly impacts on Job Satisfaction

H3 (iii): Cognitive Crafting significantly impacts on Job Satisfaction

H4: Job Crafting mediates the Big Five Personality Traits and Job Satisfaction

H4 (i): Task Crafting mediates Conscientiousness and Job Satisfaction

H4 (ii): Relational Crafting mediates Conscientiousness and Job Satisfaction

H4 (iii): Cognitive Crafting mediates Conscientiousness and Job Satisfaction

H4 (iv): Task Crafting mediates Openness to experience and Job Satisfaction

H4 (v): Relational Crafting mediates Openness to experience and Job Satisfaction

H4 (vi): Cognitive Crafting mediates Openness to experience and Job Satisfaction

Conceptual Framework

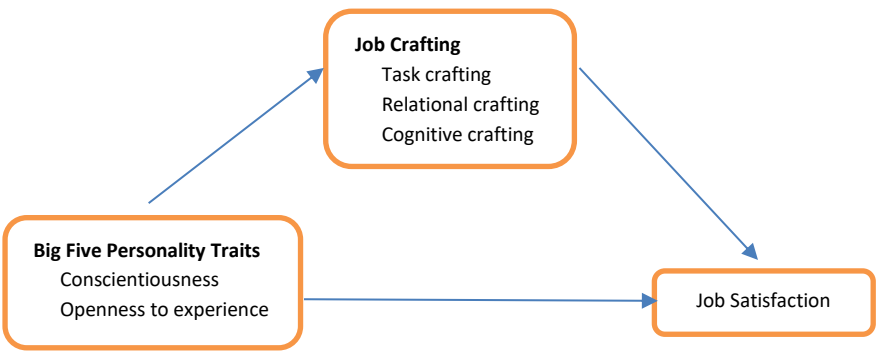

Figure 1: *Conceptual Framework*

Research Methodology

To answer the research question and test the hypotheses of the study, this study employs post-positivism as a conceptual framework to study the role of job crafting as a mediator for employees' job satisfaction. Being embedded in a post-positivist approach this study would follow an empirical hypothesis testing model. Ontologically, it would allow quantitative study of university teachers' behavior during the pandemic lock down, and would help in explaining that behavior using this scientific approach to research.

Analytical Framework and Data Collection Tools

This study proposes to investigate and analyze the role of job crafting as a mediator between also between university teachers' personality traits and job satisfaction. For this purpose, the impact of the personality traits, especially the FFM, on teachers' job satisfaction directly and also the role of job crafting (see Figure I) as a mediator via teachers' personality traits of openness to experience and conscientiousness on their satisfaction with the job have been studied.

Job satisfaction was measured through Michigan Organizational Assessment Questionnaire-Job Satisfaction Subscale (MOAQ-JSS). This is a sub-scale of Job Satisfaction driven from Michigan Organizational Assessment Questionnaire (Camman, Fichman, Jenkins, & Klesh, 1979) and validated by Bowling and Hammond (2008) and is widely used in research due to its short length, as it has only 03 items, amongst them one is reversed-scored item.

Job crafting was measured through Job Crafting Questionnaire (JCQ) developed by Slemp and Vella-Brodrick (2013). It covers all the three dimensions of Job Crafting Theory i.e:

I. Task Crafting contains 5 items.
II. Cognitive Crafting contains 5 items
III. Relationship Crafting contains 5 items

Sample

The faculty Members of Public and Private Sector Universities of Pakistan form the population of the study. The questionnaire was sent to 1000 faculty members and 528 returned complete responses form the sample for the study.

Data Collection

The data was collected during 1st and 2nd wave of COVID-19 from faculty members of those Private and Public Sector Universities that have to be shifted from face to face teaching to online teaching.

This study focuses on the faculty members of Public and Private Sector Universities of Pakistan form the population of the study. The unit of analysis is the individual university teacher. Moreover, it focuses job crafting as a tool for the university teachers to respond and cope with this change in the mode of teaching and improve their performance to gain job satisfaction and also to satisfy the learners.

Demographics of Respondents

The Table 1 shows demographic details of the 528 respondents. It shows that 308 male and 220 female University teachers took part in this study. The teachers belong to all the selected age groups; however, most of the respondents were 40 year and above. Moreover 290 participants were with doctoral degrees. These two constructs show the substantial experience and higher qualification of the respondents. The data analysis also shows that the 251 respondents are from the public sector while 277 are from private. Although the demographic details of the respondents have not been utilized for testing any hypothesis, it gives the information that the data is gathered from the experienced and qualified university teachers.

Table 1. *Demographics* of Respondents

Demographic Variables	Frequency (n)	Percentage (%)
Gender		
Male	320	39.4%
Female	208	60.6%
Age		
20-29	73	13.8%
30-39	107	20.3%
40-49	242	45.8%
50-59	77	14.6%
60 & above	29	5.5%
Qualification		
PhD	290	54.9%
MS/M.Phil./Equivalent	187	35.4%
BS/16 year schooling	51	9.7%
Designation		
Lecturer	110	20.8%
Assistant Professor	194	36.7%
Associate Professor	92	17.4%
Professor	57	10.8%
Other	75	14.2%
Sector		
Public	251	47.5%
Private	277	52.5%

Data Analysis and Results

Reliability, convergent and discriminant validity

Confirmatory Factor Analysis (CFA) is considered to be one of the most widely accepted methods to measure the convergent validity and discriminant validity of the constructs (Hair et al., 2011). The results of the model fit are CMIN/df ($\chi 2/df$) =2.115, GFI=0.920, AGFI=0.901, CFI=0.964, NFI=0.934, IFI=0.964, TLI=0.958 and RMSEA=0.046 that shows good fit indexes of the model, as suggested by Hu & Bentler (1999) all the values are within the acceptable range. As per Gaskin, J. & Lim, J. (2016), the measures of model fit are within given range and extract is reflected in Table 2.

Table 2. *Model Fit Measures*

Measure	Estimate	Threshold	Interpretation
CMIN	600.639	--	--
DF	284	--	--
CMIN/DF	2.115	Between 1 and 3	Excellent
CFI	0.964	>0.95	Excellent
SRMR	0.034	<0.08	Excellent
RMSEA	0.046	<0.06	Excellent
PClose	0.900	>0.05	Excellent

The reliability was measured through Composite Reliability (CR), and as per most of the statisticians the acceptable value of CR for Covariance Based Structural Equation Modeling for confirmatory research is greater than 0.7, whereas above 0.95 is not desirable as it can be due to redundancy of the constructs e.g. Hair Jr, J. F., Babin, B. J., & Krey, N. (2017). The Table 3 shows that all the values of CR are greater than 0.7. For the convergent validity, the average variance extracted (AVE) needs to be greater than 0.5 (Hair et all. 2017) for each construct and the Table 3 shows that all constructs meet the requirement hence there are no concerns for convergent validity. For discriminant validity, as stated by Hu, L., Bentler, P.M. (1999), Henseler, J., C. M. Ringle, and M. Sarstedt (2015) and Hair et all. 2017 must be 0.85 for strict discriminant validity and 0.9 for liberal discriminant validity. Whereas, the square root of AVE should be greater than the correlation of each construct, Table 3 shows that both the conditions of discriminant validity are achieved.

Table 3. *Discriminant Validity*

	CR	AVE	MSV	MaxR(H)	JOBSA	TASK	REF	COG	OPENESS	CONCI
JOBSA	0.912	0.777	0.218	0.920	**0.881**					
TASK	0.903	0.650	0.216	0.908	0.068	**0.806**				
REF	0.865	0.567	0.216	0.899	0.060	0.465***	**0.753**			
COG	0.928	0.721	0.101	0.932	-0.318***	-0.005	0.004	**0.849**		
OPENESS	0.830	0.554	0.218	0.860	0.466***	0.168***	0.101*	-0.307***	**0.745**	
CONCI	0.913	0.723	0.056	0.916	0.224***	0.099*	0.186***	-0.129**	0.236***	**0.850**

Hypotheses testing

The proposed hypotheses were tested through structural equation modeling (SEM), for which AMOS 24 was used. The model fit indexes of structural model indicates a good model fit, as all the values were within the given thresholds of hu & butler 1999 i.e. CMIN/df=2.431, GFI=0.908, AGFI=0.888, CFI=0.953, NFI=0.923, IFI=0.953, TLI=0.947 and RMSEA=0.052. It implies that the model is fit for accepting all the hypotheses at the first stage.

The Hypothesis 1 regarding direct effect of Big Five Personality Traits on Job Satisfaction is accepted as value of (ß=0.399, p=0.000) are significant. Similarly, direct effect of conscientiousness on Job Satisfaction is (ß=0.205, p=0.000), the results show significant direct effect therefore Hypothesis 1(i) accepted. Whereas, the hypothesis 1 (ii) also accepted as result shows significant positive direct effect of Openness to Experience on Job Satisfactions with the values (ß=0.420, p=0.000). For the Hypothesis 2, the Big Five Personality Traits have significant effect on Job Crafting with the value of ß=0.235, p=0.000, therefore Hypothesis is supported. Whereas the 02 dimensions of Big Five Personality Traits and 3 dimensions of Job Crafting have following values:

Table 4. *Hypothesis Status*

Hypothesis	**ß**	**p**	**Hypothesis Status**
H2(i): Conscientiousness effect on Task Crafting	0.096	0.027	Supported

H2(ii):Conscientiousness effect on Relational Crafting	0.170	0.000	Supported
H2(iii):Conscientiousness effect on Cognitive Crafting	-0.114	0.009	Supported
H2(iv):Openness to Experience effect on Task Crafting	0.155	0.000	Supported
H2(v):Openness to Experience effect on Relational Crafting	0.092	0.034	Supported
H2(vi):Openness to Experience effect on Cognitive Crafting	-0.278	0.000	Supported

The results of the above table show negative relationships between openness to experience and cognitive crafting as well as conscientiousness and cognitive crafting.

The results show that the Job Crafting has significant effect on Job Satisfaction, as value of ß is 0.130 and p is 0.003 which implies Hypothesis 3 is supported. Whereas for the dimensions of Job Crafting, the results show that for Task crafting ß=0.64 and p=0.001, for Relational Crafting ß=0.170 and p=0.000 and for Cognitive Crafting ß=0.300 and p=0.000. All the results are significant and therefore hypothesis 3(i), (ii) & (iii) are supported by the results.

In case of mediation, the results show that all hypotheses are supported as the total effect, direct effect & indirect effect and p-value are significant, as mentioned in the table below.

Table 5. *Hypothesis Status*

	Direct Effect	Indirect Effect	Total Effect	P	Hypothesis Status
H4: Job Crafting Mediates Personality Traits and Job Satisfaction	0.360	0.237	0.597	0.000	Supported
H4(i): Task Crafting Mediates Conscientiousness and Job Satisfaction	0.181	0.118	0.299	0.000	Supported
H4(ii): Relational Crafting Mediates Conscientiousness and Job Satisfaction	0.076	0.029	0.105	0.024	Supported
H4(iii): Cognitive Crafting Mediates Conscientiousness and Job Satisfaction	0.235	0.256	0.491	0.000	Supported
H4(i): Task Crafting Mediates Openness to Experience and Job Satisfaction	0.151	0.143	0.294	0.002	Supported
H4(ii): Relational Crafting Mediates Openness to Experience and Job Satisfaction	0.315	0.176	0.491	0.000	Supported
H4(iii): Cognitive Crafting Mediates Openness to Experience and Job Satisfaction	0.309	0.274	0.583	0.000	Supported

The above table shows that in all the relationships of Variables and their dimensions, the mediating effects are significant.

Discussion and Conclusion

This study has examined the two (02) of the Big Five personality traits namely conscientiousness and openness to experience with job crafting as a mediator for the job satisfaction

during the lock-down because of Covid 19. The study focuses on university teachers who had to suddenly shift the mode of teaching from face-to-face to online. Our findings provide full support to the formulated research hypotheses: openness to the experience is positively related to job satisfaction and conscientiousness is also positively related to job satisfaction. Furthermore, the Big Five Personality Traits have an overall significant effect on all three subdomains of Job Crafting: task crafting, relational crafting and cognitive crafting. However, there are negative relationships between openness to experience and cognitive crafting as well as between conscientiousness and cognitive crafting. The findings also support the hypothesis that Job Crafting has a significant effect on Job Satisfaction. Furthermore, Job Crafting positively mediates the selected Big Five Personality traits and Job Satisfaction. It shows that the university teachers showed positive behavior of Job Crafting during the Covid 19 lockdown to attain Job Satisfaction. In sum, this study makes a number of contributions to the literature.

First and foremost, the university teachers, who had to suddenly shift the mode of teaching to the online during the lockdown phases of Covid 19 without having any formal training for this transformation, as the research sample of the study showed positive traits of their personality like openness to the experience and conscientiousness in the highly uncertain and turbulent wave of pandemic. While relevant research has been conducted in this field in the Western context (Houlden & Veletsianos, 2020a), this study extends this research to the Pakistani context, thus enriching the research conducted in the Asian educational settings. More specifically, this study highlights the university teachers' willingness and motivation to embrace the change in these difficult times by describing their efforts to attain Job Satisfaction by means of the task crafting.

Second, the reviewed literature shows that there is little research on Job Crafting originally proposed by Wrzesniewski and Dutton (2001); while the most of the literature on it covers the Job Demand-Resource (JDR) perspective (Frederick & VanderWeele, 2020). Thus, this study makes a contribution to the original concept of Job Crafting by presenting the findings of the study conducted with the university teachers who showed positive behavior by an attempt at job crafting as the chance to make changes in the job design results in motivating the teachers to do task crafting and relational crafting by exploring ways to adopt online mode of teaching.

Related to the point above, the existing literature shows Job Crafting is commonly studied in the domains of private and public organizations for human resource management, career and employee satisfaction, this study advocates the application of the original concept of Job Crafting and especially its role as a mediator between employees' personality and their job satisfaction. More specifically this study demonstrates that the university teachers showed a positive attitude during the Covid 19 lockdown that not only posed a life threat, job in security but also exposed to the challenges of the use of technology where frustrating experiences with the technology glitches is an everyday business.

In terms of practical implications, this study provides a bridge connecting the theory to practice in the field of education. This study shows that the university teachers expressed openness to experience shifting of pedagogical practices from the face to face to the online. It shows that Job Crafting helps employees to stay motivated and satisfied with their work which can be linked directly to employees' wellbeing and indirectly to the smooth operation of the organization/institution where they work. Thus, this study provides, firsthand insightful information on how comfortably university teachers embraced this change of mode of teaching by way of Job crafting to get job satisfaction during the challenging situations of Covid 19 lockdown.

Conclusion

To sum up, this study supports the crucial role of Job Crafting as a mediator between the Job Satisfaction and employees personality traits, specifically the 02 of the Big five personality traits: openness to experience and conscientiousness, as well as the positive role of Job Crafting during the Covid 19 lockdown when suddenly all went into homes and the University teachers had to keep the students motivated by engaging them through online mode of teaching. The findings of this study enrich the existing body of literature on Job Crafting by offering a better understanding of how university teachers positively embraced the transformation of the mode of teaching to the online. This study supports the concept of Job Crafting as it shows that how task crafting and relational crafting lead to job satisfaction during the difficult and challenging times of Covid 19 lockdown.

The study also acknowledges that the study findings have certain limitations as the data only comprises self-reports of the university teachers which makes it susceptible to the biased results. Future research may include data from colleagues, employers, other stakeholders and even students to get a better understanding of Job Crafting during Covid 19 lockdown. Moreover, teachers Job Satisfaction may also be investigated through qualitative research design involving focus group

discussion, for instance. Future research may also consider psychological capital into consideration as a critical personal resource for the job satisfaction of university teachers in the face of Covid 19 lockdown phases.

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