

Existing literature indicates that job design is very important for effective organizational functioning. Although Hackman and Oldham's job characteristic model (JCM) and its relationship with job satisfaction have been widely studied in various settings, including education sector, the likely effect of job crafting on the preceding relationships are yet to be examined. The present study attempted to test a new integrative model of the relationships among job characteristics, job crafting, career stage, career advancement, and work outcomes and the relationship between work attitudes (job, career and calling) and work outcomes. This study also attempts to empirically examine the mediating role of job crafting on the JCM-work outcomes relationships among university teachers. The novelty of this research is to make a comparison between two agricultural universities from two agricultural countries. Survey questionnaires were distributed to 300 faculty members (lecturers, assistant professors, associate professors, pro professors and assistant teachers) from all the departments, institutes and colleges of Northwest A&F University, China and Agricultural University, Faisalabad, Pakistan. Multiple modes of communication such as email, post and in-person contact were used in order to get the maximum response rate from the study participants. Out of 300 distributed questionnaires, the overall usable response rate was about 66% (200 samples). Multiple modes of communication such as email, post and in-person were used in order to get maximum response rate from the study participants. Several reliable, valid instruments were used to test the variables. Two sample t-test analyses were used to compare the data from China and Pakistani Universities. In this study none of the moderating variable proposed by Fried.Y. and Grant A.M (2007) could moderate the model relationships. Data were analyzed through Pearson correlation, multiple regression and stepwise multiple regression analyses. This study has mainly two parts. In first part, a modified Hackman and Oldham's Job Characteristics Model was tested in educational setting by incorporating career dynamics proposed by Fried.Y. and Grant A.M (2007). Analysis results revealed that the stimulating job characteristics, career stage and career advancement has a positive impact on job crafting which in turn can achieve positive work outcomes. Level of stimulating job characteristics, job crafting and level of work outcomes between Pakistani and Chinese university teachers were compared. How teachers' feel about stimulating job characteristics, how much they want to practice job crafting, what is the level of their internal work motivation, satisfaction and performance and what is their motivating potential score (refers to the degree which the job characteristics of the job will prompt high internal work motivation). In the second part, this study explores the under-examined relationship between work attitudes (job, career and calling) and work outcomes (work satisfaction and internal work motivation) among teachers of Northwest A&F University, China and Agricultural University, Faisalabad, Pakistan. Although some theory suggests that calling may be strongly correlated to work satisfaction, this study predicts that a career attitude is more positively associated with work satisfaction. The correlation analysis revealed a significant and positive relationship between career, calling and work outcomes while a significant and negative relationship between job and work outcomes. The multiple regression analysis indicated the significant impact of career and calling on work satisfaction but only calling has significant impact on internal work motivation. In educational sector of both of the countries, lack of autonomy is worth noted, teaching faculty felt that autonomy is not given to them by management which is one of the most important factor which can lead to employee's satisfaction. If a job has a high MPS, the job characteristics model predicts that motivation, performance and job satisfaction will be

positively affected and the likelihood of negative outcomes, such as absenteeism and turnover will be reduced. MPS of teaching faculty of both of the countries is also very low; it means teachers are not internally motivated, which can lead to the negative outcomes. A number of managerial implications can be drawn from the results. It is important to understand what kind of job design is more likely to motivate teaching faculty. When the implications for practice are considered, the findings from the current study suggest that the more the jobs possess need of variety, identity, significance, autonomy, and feedback, the more the faculty members want to craft the jobs to fulfill the desire of stimulating jobs and in turn are satisfied and committed with the job. More the employees are satisfied and internally motivated, the more they perform well that lead to organizational effectiveness. Higher levels of job performance and productivity are associated with increased satisfaction and internal work motivation. The contribution of job design into the workplace should be taken into consideration from the point of view of educational setting since it fosters the exhibition of personal and work outcomes which are important for organizational survival.