

Job Satisfaction and Organisational Commitment of Academic Staff in Kyambogo University, Uganda

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Abstract

This study examined the influence of job satisfaction on organisational commitment of full-time academic staff of Kyambogo University, Uganda. Specifically, the study examined the influence of intrinsic and extrinsic job satisfaction on organisational commitment of full-time academic staff. Basing on the conceptualisation by Allen and Meyer (1990), organisational commitment was studied in terms of affective, continuance and normative commitment. Using the quantitative approach for inferential analysis, the study adopted the cross-sectional research design on a sample of 175 full-time academic staff. The researcher used a self-administered questionnaire to collect the data. Data analysis involved carrying out structural equation modelling (SEM) using SmartPLS. The results indicated that while intrinsic job satisfaction positively and significantly influenced organisational commitment among full-time academic staff, extrinsic job satisfaction had a negative and insignificant influence on their organisational commitment. The study concluded that while intrinsic job satisfaction is imperative for organisational commitment of academic staff, extrinsic job satisfaction did not. Therefore, it was recommended that to boost academic staff members' organisational commitment, university managers should promote their intrinsic satisfaction more than extrinsic job satisfaction.

Keywords: Affective; Commitment; Continuance; Intrinsic; Extrinsic; Normative; Satisfaction.

Introduction

The concept of organisational commitment originates from the side-bet theory by Becker (1960). Becker defines organisational commitment as an attitude of constant behaviour that perseveres for a long time. He argues that the attitude was a consequence of side bets, that is the benefits accruing to an individual originating from serving an organisation for a considerable amount of time, which makes him/her hesitant to leave because of fear to lose the benefits gained, including accrued pension, career growth, networks, simplicity of performing work activities subsequent working experience and family stability, alongside other factors (Mugizi et al., 2016). Organisational commitment (OC) describes the degree to which personnel is devoted to and willing to work on behalf of the employing organisation, and the likelihood to retain their membership with the organisation (Candelario et al., 2020). Organisational commitment stems from the belief that an employee with a strong attachment to the organisation is a prolific and supportive one (Herrera et al., 2021). Allen and Meyer (1990) describe OC in terms of affective, continuance and normative perspectives (Nagpal, 2022). Affective commitment is the attachment to and active participation in the activities of the organisation (Grego-Planer, 2020). Continuance commitment implies the desire of an employee to continue affiliation with an organisation owing to the fact that the benefits of remaining with the organisation outweigh the costs of departing (Adewoyin et al., 2020). Normative commitment describes the urge by employees to remain working for an organisation because of the moral duty towards it due to the belief that the organisation has invested a lot in them in terms of time, education and development (Ribeiro et al., 2022).

Organisational commitment is important because it reduces the turnover rate since highly committed employees are unlikely to depart from an organisation, thus reducing the cost of hiring new ones (Saha & Bhattacharya, 2022). Committed employees are more productive because they are dedicated to their work (Stackhouse et al., 2022). In a university environment, committed employees are more likely to improve students' retention (Koomson, 2022). However, organisational commitment of academic staff at Kyambogo University is low. The academic staff exhibit low affective and normative commitment, evidenced by persistent delays in marking and returning of coursework scripts to students, a high level of absence from work, low vigour and low teaching quality (Rwothumio et al., 2016). The academic staff show less commitment to innovation in teaching, and fail to supervise students and engage in community outreach (Nabunya et al., 2018). Academic staff waste much time in salary increment squabbles and complaints over unsatisfactory human resource practices such as promotion (Rwothumio et al., 2016). Further, continuance commitment of academic staff is low, with many exhibiting high intent to quit (Kizza et al., 2019). The above contextual evidence shows that organisational commitment among academic staff was low. This attracted the study to examine whether job satisfaction among academic staff at Kyambogo University influenced their organisational commitment. Basing on Herzberg two-factor theory, job satisfaction was operationalised in terms of intrinsic and extrinsic job satisfaction. This study tested whether:

- H1: Intrinsic job satisfaction had a significant influence on organisational commitment of academic staff.
- H2: Extrinsic job satisfaction had a significant influence on organisational commitment of academic staff.

Literature Review

Theoretical underpinning

The two-factor theory by Herzberg (1959), which postulates that job satisfaction, comprises satisfier and hygiene factors (Baroudi et al., 2022) underpinned the study. Herzberg explains that satisfiers/ motivators are factors related to the content of the job, including achievement, recognition, responsibility, growth opportunity and advancement. On the other hand, hygiene factors are aspects of the job that cause dissatisfaction if they are not managed properly. The aspects of hygiene factors include interpersonal relationship, salary, company policy, supervision, working conditions, job security, personal life and status (Lee et al., 2022). The two-factor theory posits that managers can use extrinsic factors to create a pleasant environment that makes their employees feel satisfied. Consequently, employees no longer experience uncomfortable external working conditions, hence increased satisfaction. When employers do not supply employee's extrinsic factors, job dissatisfaction increases (Hur, 2018).

Accordingly, intrinsic factors denote work content factors that enhance the employees' extent of job satisfaction. This is because intrinsic factors are associated with the content of a job that brings employees job satisfaction (Manzoor et al., 2021). Since intrinsic elements are human basic needs for psychological development, they are particularly effective at producing and maintaining more enduring beneficial effects on employees' performance in the workplace. These factors impel individuals to increase their attention to the job (Forson et al., 2021). Extrinsic job satisfaction, also called hygiene factors which are external to the job, include rewards given by an organisation to its employees in the form of compensation (Thant & Chang, 2021). Thus, extrinsic factors cause employees to be happy with their job but exist outside the job an individual does (Alrawahi et al., 2020). Therefore, the Herzberg two-factor theory was the basis for examining the influence of intrinsic and extrinsic job satisfaction on organisational commitment of academic staff in Kyambogo University.

Job satisfaction and organisational commitment of academic staff

Job satisfaction is the degree to which a person is pleased with the job he/ she is serving in (Berber et al., 2022). It describes the affective state arising from an employee's thinking that his/ her work is significant (Erarslan, 2020). Alkahtani et al. (2021) indicate that employees with a high level of job satisfaction exhibit a higher degree of organisational commitment to work for their organisation. Job satisfaction involves intrinsic and extrinsic factors. Intrinsic factors, according to Herzberg's two-factor theory, are work content factors that enhance the employee's level of job satisfaction (Manzoor et al., 2021). Accordingly, such factors include

achievement, recognition, responsibility and opportunity for growth and advancement (Lee et al., 2022). Afshari (2020) posits that intrinsic factors are critical for the development of organisational commitment because of the satisfaction they provide to employees. A number of scholars (e.g. Abdelmoula, 2021; Afshari, 2020; Andika & Darmanto, 2020; Asaari et al., 2019; Bashir & Gani; 2020; Candelario et al., 2020; Gasengayire & Ngatuni, 2021; Haaque et al., 2019; Mitonga-Monga et al., 2018; Sadaf et al., 2022; Staunton, 2019) relate intrinsic satisfaction and organisational commitment. While all these studies report that intrinsic factors have a positive significant influence on job satisfaction, contextual gaps have emerged, as all the studies were skewed to contexts outside universities in Uganda. With academic staff in the context of Uganda continuing to show low organisational commitment (Kizza et al., 2019; Nabunya et al., 2018; Rwothumio et al., 2016), it was necessary to examine the level of intrinsic job satisfaction in the context of Uganda and how it related to job satisfaction among academic staff.

Extrinsic job satisfaction, on the other hand, refers to factors external to the job, including rewards given by an organisation to its employees in the form of compensation (Thant & Chang, 2021). These factors create favourable working conditions that help to make employees become comfortable on the job, thus banishing feelings of dissatisfaction (Hur, 2018). Extrinsic factors include interpersonal relationships, salary, supervision, working conditions, job security and status, among others (Lee et al., 2022). Nguyen et al. (2021) indicate that extrinsic job satisfaction leads to organisational commitment because it reduces work stress, making employees love their jobs and hence leading to organisational commitment. Scholars (Abdelmoula, 2020; Appaw-Agbola et al., 2021; Asaari et al., 2019; Brown & Barker, 2019; Donald et al., 2017; Gasengayire & Ngatuni, 2021; Gomeshu & Fanta, 2018; Makhathini & Dyke, 2018; Nguyen et al., 2021; Novitasari et al., 2020; Staunton, 2019) have examined the influence of extrinsic job satisfaction and organisational commitment. However, the studies raised contextual and empirical gaps. For instance, the context of all the studies was outside Uganda, hence did not capture the situation in the local universities. At empirical level, the studies by Appaw-Agbola et al. (2021) and Donald et al. (2017), unlike other studies, revealed that while extrinsic job satisfaction had a significant influence on affective and continuance commitment, it had an insignificant one on normative commitment. This suggests that the effect of extrinsic job satisfaction on organisational commitment was not certain in different contexts. Therefore, it was deemed imperative for this study, which has Uganda as its context, to further study the influence of extrinsic job satisfaction on organisational commitment.

Methodology

Philosophical perspective

The study was guided by the positivism philosophical paradigm advanced by Auguste Comte (Ryan, 2018). In this study, the quantitative method was employed to collect and analyse data. The objective knowledge (reality) about job satisfaction and organisational commitment of

academic staff was obtained through the use of empirical methods, and the researcher remained neutral and unbiased in interpretations of the study findings (Johnson et al., 2020).

Research design and sample

The cross-sectional research design that enables collecting data on what is going at the time of data collection hence examining the problem as it exists at the time of the investigations was adopted. Since cross-sectional studies are surveys, quantitative data was collected because surveys also involve collecting data using closed-ended questionnaires (Kesmodel, 2018). The data collected enabled the carrying out of inferential analysis for generalisation of the findings. While the plan was to collect data from 207 full-time academic staff of Kyambogo University basing on the estimates of sample size determination provided in the table by Krejcie and Morgan (1970), the data analysed came from 175 academic staff after data processing that eliminated outliers. Simple random sampling served as the basis for gathering information from the respondents because it allowed every academic staff member an equal opportunity to take part in the study. This made it possible to gather the data required for generalisation of the findings.

Measurement of the variables

Using a self-administered questionnaire, data was collected. Organisational commitment was the dependent variable and job satisfaction was the independent variable. Affective, continuance and normative employee attitudes from Allen and Meyer (1990) were used as measures of organisational commitment while intrinsic and extrinsic motivations from Martins and Proença (2012) served as measures of job satisfaction. The indicators were scored on a Likert scale of one to five, with five (strongly agree [SA]) representing the ideal situation and one representing the minimum (strongly disagree [SD]).

Data analysis methods

The strategies of data analysis were descriptive and structural equation modelling (SEM). Descriptive statistics encompassed calculating means to show how the respondents rated their job satisfaction and organisational commitment. SEM involved developing structural measures and models using SmartPLS 3 because the sample size for this investigation was greater than the recommended 100 people (n= 201) (Yang et al., 2021).

Findings

Demographic attributes of the study participants

The results on the demographic attributes of the study participants indicated that the larger proportion (72.0%) of the participants were males, with females accounting for 28.0%, that 40.0% of full-time academic staff were assistant lecturers, 39.4% were lecturers, 13.1% were senior lecturers, and 3.4% associate professors, 2.9% were graduate fellows and 1.1% professors. Further, the majority percentage (74.3%) had spent over 5 years and above teaching at the

university, followed by 17.7% who had taught for a period between 3 and 4 years, 5.1% had taught for 1 to 2 years and 2.9% had taught for less than a year. The larger percentage (48.6%) of the academic staff had masters' degrees, 48.0% had PhDs and 1.7% had bachelor's degrees and post-graduate diplomas. Overall, the results above suggest that academic staff with varied attributes participated in the study. Thus the data collected produced results that can be generalised.

Measurement models

Measurement models were developed to ascertain the validity, reliability and independence of the measures (no collinearity). Measurement model 1 (Table 1) also included descriptive statistics showing how the respondents rated their job satisfaction and organisational commitment. Validity tests included calculating average variance extracted (AVE) for convergent validity and Heterotrait-Monotrait (HTMT) ratio correlations for discriminant validity. Convergent validity was calculated considering AVE to establish if the indicators for each construct were close, hence converged on the construct, and hence its appropriate measures. Discriminant validity was done to ensure that latent constructs used for measuring the casual relationship for the variables under investigation were truly distinct from each other. Further, the HTMT ratio of correlations was calculated because it helped in assessing a reflectively measured construct's discriminant validity in comparison with other construct measures in the same model. This helped to establish whether the indicators of a construct actually caused the construct.

Table 1: Means, AVE and Heterotrait-Monotrait (HTMT) ratio correlations variables

Measures	Means	AVE	CR	AC	CC	NC
OC	3.50					
AC	4.03	1.087	0.859			
CC	2.89	1.257	0.838	0.266		
NC	3.59	1.350	0.754	0.408	0.653	
Measures	AVE	CR	AC	EJ	IJ	
JS	3.94					
EJ	3.74	0.507	0.875	0.242		
IJ	4.14	0.571	0.841	0.852	0.785	

Key: OC = organisational commitment; AC = affective commitment; CC = continuance commitment; NC = normative commitment; JS = job satisfaction; EJ = extrinsic job satisfaction; IJ = intrinsic job satisfaction.

Table 1 shows that overall organisational commitment was rated as high (mean = 3.50). This is because the mean corresponding code 4 for “agree”, or high basing on the five-point Likert scale, was used. While the respondents rated their affective commitment (mean = 4.03) and normative commitment (3.59) as high, continuance commitment (mean = 2.89) was rated as moderate because the mean was close to code 3 for “undecided”. Three being close to code 3, it denoted undecided or average, thus moderate or fair. With respect to job satisfaction (mean = 3.94), it was rated as high since it was a measure of intrinsic (mean = 4.14) and extrinsic satisfaction (3.74). Therefore, academic staff’s organisational commitment and job satisfaction were high. For AVE, the values were greater than the acceptable threshold of 0.5, confirming convergent validity (Alarcón et al., 2015). Therefore, the indicators for each construct measured it. With respect to the HTMT ratio of correlations, the values did not exceed 0.90 (Henseler et al., 2015), which is the maximum. Therefore, the test results fulfilled the discriminant validity condition for HTMT. Thus, the measures were discriminately valid.

To confirm the reliability of the indicators of the different constructs, reliability tests using Cronbach’s alpha (α) and composite reliability (CR) were conducted. Due to Cronbach’s alpha constraint of assuming that all indicator features are the same in the population, hence lowering reliability scores, CR was also calculated. The sensitivity of Cronbach’s alpha tends to underestimate the indicators’ internal consistency (Hair Jr. et al., 2014). On its part, CR is tolerant as it takes into account outer features of the indicator variables, thus increasing reliability values of the indicators (Dash & Paul, 2021).

Table 2: Reliability and collinearity results

Measures	A	CR	VIF
Affective commitment	0.813	0.859	1.087
Continuance commitment	0.774	0.838	1.257
Normative commitment	0.591	0.754	1.350
Extrinsic	0.829	0.875	1.030
Intrinsic	0.748	0.841	1.030

The findings in Table 4 show that all the values of composite reliability used to examine the reliabilities of the constructs were above 0.70, indicating that the constructs’ indicators had a high degree of reliability. This is because, according to Lai (2021), the minimum level of composite reliability is 0.70.

The structural equation model for job satisfaction and organisational commitment of academic staff

To assess how job satisfaction influences academic staff members’ organisational commitment, a structural equation model was developed. The results of the structural equation model are shown in Figure 1.

Figure 1: Structural equation modelling for job satisfaction and organisational commitment

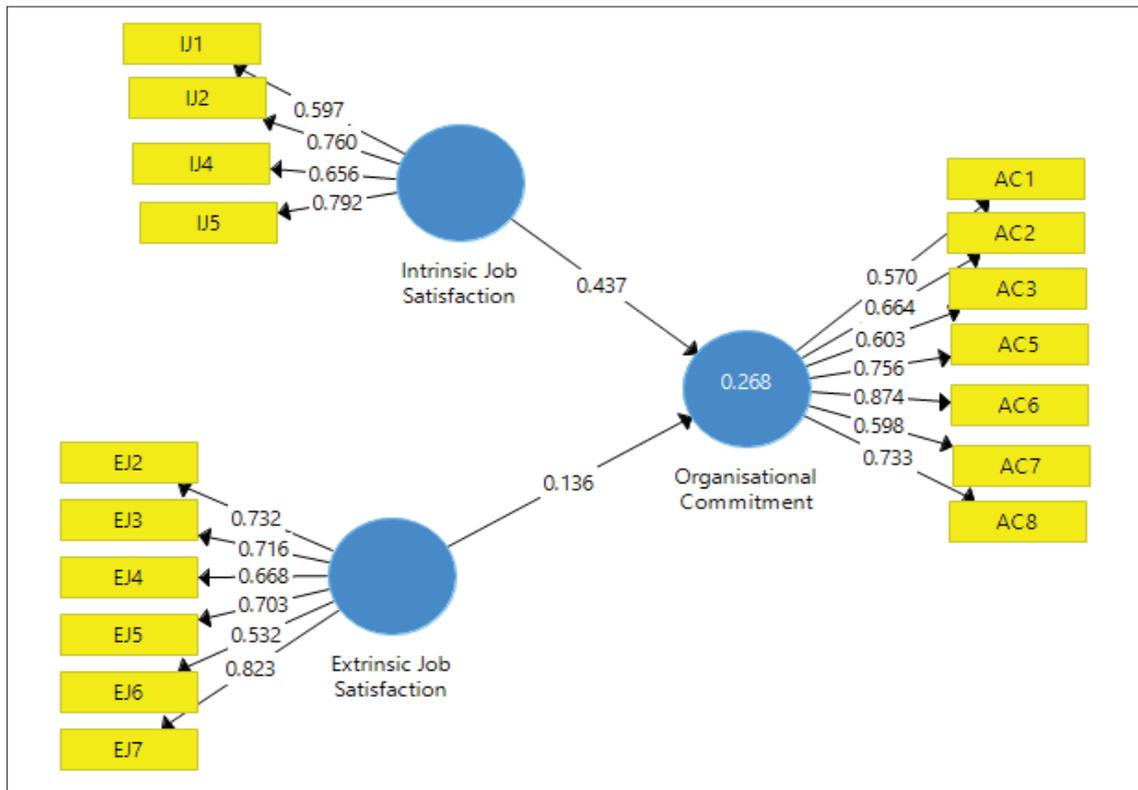


Figure 1 displays the influence of job satisfaction on academic staff's organisational commitment. Job satisfaction was studied in terms of a two-dimensional concept that included intrinsic and extrinsic job satisfaction. The figure exhibits that for the measure of intrinsic job satisfaction, out of 11 indicators, only four, that is IJ1, IJ2, IJ4 and IJ5, loaded highly above 0.50, which is the minimum level of factor analysis. For extrinsic job satisfaction, six items out of seven loaded above 0.5, with only one indicator (EJ1) not loading above the recommended validity value of 0.5. With respect to organisational commitment, only items of affective commitment loaded above the 0.5 validity value. Hence, the measures of continuance and normative commitment removed from the model. Figure 1 shows that two hypotheses to the effect that intrinsic (H1) and extrinsic job satisfaction (H2) have a significant influence on organisational commitment were tested.

Table 3: Structural equation model for job satisfaction and organisational commitment

Job satisfaction and organisational commitment	Beta	Means	STD	T	P
Intrinsic job satisfaction Organisational commitment	0.440	0.444	0.065	6.737	0.000
Extrinsic job satisfaction Organisational commitment	0.136	0.163	0.086	1.577	0.115
R ² = 0.271					
Adjusted R ² = 0.253					

The findings in Figure 1 and Table 5 show that intrinsic job satisfaction ($\beta = 0.440$, $t = 6.737$, $p = 0.000 < 0.05$) positively and significantly influenced academic staff's organisational commitment. However, extrinsic job satisfaction ($\beta = 0.136$, $t = 1.577$, $p = 0.115 > 0.05$) positively but insignificantly predicted academic staff's organisational commitment. The results mean that while hypothesis one (H1) was accepted, hypothesis two (H2) was rejected. R² suggested that intrinsic and extrinsic job satisfaction contributed 27.1% (0.271) to organisational commitment of academic staff. However, adjusted R² suggested that the significant factor of intrinsic job satisfaction contributed 25.3% (0.253). This infers that other factors, not taken into account by this model, explained 72.9%. The results imply that if universities put more emphasis on improving intrinsic jobs satisfaction, academic staff's organisational commitment is likely to improve.

Discussion

The findings indicate that intrinsic job satisfaction had a significant influence on organisational commitment of academic staff. This finding was consistent with the findings of the previous scholars. For instance, Abdelmoula (2021) indicates that intrinsic elements of satisfaction, namely achievement, advancement, work itself, recognition and growth, had a positive and significant effect on the three dimensions of organisational commitment. Similarly, Andika and Darmanto (2020) revealed that intrinsic job satisfaction had a significant effect on organisational commitment. Relatedly, Asaari et al. (2019) report that constructs of job satisfaction, namely salary, promotion and recognition positively and significantly influenced organisational commitment. Also, Bashir and Gani (2020) indicate that the aspect of intrinsic job satisfaction significantly impacted on organisational commitment of a university. In the same vein, Candelario et al. (2020) report that intrinsic job satisfaction impacted on organisational commitment. Consistently, Gasengayire and Ngatuni (2021) found that the effect of intrinsic job satisfaction on organisational commitment was positive and significant. In the same vein, Haque et al. (2019) revealed the existence of a positive relationship between intrinsic job satisfaction and organisational commitment. Similarly, Mitonga-Monga et al. (2018) reported that intrinsic job satisfaction was manifested as a critical driver of organisational commitment.

Further, Sadaf et al. (2022) established the existence of a positive relationship between intrinsic job satisfaction and organisational commitment. With the findings of the study being consistent with the findings of all previous scholars, it can be asserted that academic staff's organisational commitment is undoubtedly favourably and considerably influenced by their intrinsic job happiness. Thus, intrinsic job satisfaction is important in the formation of organisational commitment of employees.

Nevertheless, the findings indicate that extrinsic job satisfaction had a positive but insignificant influence on organisational commitment of academic staff. Thus, the hypothesis as not supported. The finding concurred with Appaw-Agbola et al.'s (2021) assertion that there exists a positive but insignificant association between extrinsic job satisfaction and affective and continuance commitment. Relatedly, Donald et al. (2017) revealed that extrinsic job satisfaction had an insignificant influence on normative commitment. However, the finding was contrary to the findings by studies such as those by Abdelmoula (2020), who report that extrinsic factors of job satisfaction such as company policy, relationship with peers and supervisors, and working conditions had a positive and significant effect on organisational commitment. Also, the study is contrary to Asaari et al.'s (2019) which found that extrinsic factors, mainly salary, promotion and recognition, significantly impacted on organisational commitment. Also to the contrary, Gomeshu and Fanta (2018) indicate that extrinsic factors, namely promotion, job security and compensation, significantly contributed to commitment of employees to their organisation. Similarly, Nguyen et al. (2021) report the existence of a positive and significant link between extrinsic job satisfaction and organisational commitment. Further, Novitasari et al. (2020) indicate that extrinsic factors influence organisational commitment. Given that the study's findings conflict with those of earlier researchers, it can be inferred that the influence of extrinsic job motivation on organisational commitment of employees is controversial and depends on the context of the organisation.

Conclusion

Discussion of the findings above suggests the conclusion that intrinsic job satisfaction is essential for organisational commitment of academic staff. This is especially so when academic staff keep busy all the time while at work, the opportunity exists to occasionally engage in alternative activities at work, what they do is not against their conscience, they have the freedom to exercise their own judgement in their work, have the opportunity to perform something that makes use of their skills, and assist in achieving a variety of goals. As for extrinsic job satisfaction, it makes a limited contribution to academic staffs' commitment. Therefore, the way leaders in universities handle academic staff, their competence of making the right decisions, the policies implemented and the rewards given necessarily do influence organisational commitment. Therefore, extrinsic job satisfaction is not a probable requirement for enhancing academic staff's organisational commitment.

Recommendations

To boost academic staff members' organisational commitment, it is recommended that university managers should promote their intrinsic satisfaction. This should involve giving academic workers a variety of work activities, letting them experiment with new things occasionally, and giving them the freedom to operate independently. University administrators should also make sure that academic staff members act in a way that respects their conscience, love their job because it provides steady employment, and have the chance to help in accomplishing different things. Further, academic staff need to be given the opportunity to guide those below them on what to do, and have the freedom to use their own judgement as they do their work. However, university leadership should not over-prioritise extrinsic job satisfaction to enhance organisational commitment of academic staff. Thus, Kyambogo University leaders should not over-focus on impressing their leadership ability on academic staff, displaying their competence to make the right decisions, implementing policies and offering of rewards.

Limitations

The study significantly reveals the influence of job satisfaction factors on organisational commitment of academic staff in universities. However, some limitations emerged from the study. For example, the results on extrinsic job satisfaction were contrary to the findings of the majority of earlier researchers. Therefore, since the research was conducted in one public university, future researchers should consider several universities, including private ones. In addition, this study's positivist method, which is necessary for drawing inferences, hindered in-depth examination. Thus, future scholars should include an interpretive strategy for in-depth exploration.

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Study Instrument

Construct	Item	Measure
Section A: Demographics		
Demographics	A1	Sex (1 = Male, 2= Female)
	A2	Marital Status (1= Married; 2 = Single; 3 = Cohabiting).
	A3	Academic Rank (1= Graduate Fellow; 2 = Assistant Lecturer; 3 = Lecturer; 4 = Senior Lecturer; 5= Associate Professor.; Professor)
	A4	Years taught at the University (1= Less than 1 year; 2= 1 to 2 years; 3= 3 to 4 year; 4= 5 years and above)
	A5	Highest Qualification (1= Bachelors' Degree; 2= Post Graduate Diploma, 3= Master's Degree, 4= PhD)
Section B: Organisational Commitment		
Affective Commitment (AC)	AC1	I would be very happy to spend the rest of my career with this University
	AC2	I enjoy discussing my University with people outside it
	AC3	I really feel as if my University's problems are mine
	AC4	I feel that I cannot be attached to another University than the University I am working in now
	AC5	I feel a strong sense of belonging to my University
	AC6	I feel like I am part of the family of my University
	AC7	My University has a great deal of personal meaning for me
	AC8	I feel emotionally attached to my University
Continuance Commitment (CC)	CC1	I am afraid of what might happen if I quit this University without having another one lined up
	CC2	I continue to work with this University as a matter of necessity
	CC3	It would be very hard for me to leave this University right now even if I wanted to
	CC4	Too much of my life would be disrupted if I decided to leave my job in this University now
	CC5	I feel that I have too few options to consider leaving Kyambogo University
	CC6	If I had not already put too much into this University, I would have considered working else where
	CC7	I continue to work for this University because another organisation may not match the overall benefits I have here

Normative Commitment (NC)	NC1	I feel that people these days move from organisation to organisation too often
	NC2	I do believe that I must always be loyal to my University
	NC3	Jumping from University to University seems ethical to me
	NC4	I believe that loyalty is important and thus i feel a sense of moral obligation to remain with this University
	NC5	If I got another offer for a better job elsewhere, I would feel right to leave this University
	NC6	Things were better in the days when people stayed with one organisation for most of their careers
	NC7	I believe in the value of remaining loyal to this University
	NC8	I think that being a "University man" or "University woman" is still very sensible
Section C: Job Satisfaction		
Intrinsic Job Satisfaction (IJ)	IJS1	I keep busy all the time while at work in this University
	IJS2	I am given the opportunity to work alone on the job in this University
	IJS3	I have the opportunity to do different things from time to time while working in this University
	IJS4	I have the chance to be somebody in this University
	IJS5	The things i do in this University do not go against my conscience
	IJS6	I love my job in this University because it provides steady employment for me
	IJS7	I have the chance to help in accomplishing different things in this University
	IJS8	My position in this University gives me the opportunity to guide people on what to do
	IJS9	In this University I have the opportunity to do something that makes use of my abilities
	IJS10	I have the liberty to use my own judgement as I do my work in this University
	IJS11	I get the feeling of accomplishment from my job in this University
	IJS12	My job in this University keeps me busy much of the time

Extrinsic Job Satisfaction (EJ)	EJS 1	I like the way my boss handles his/her workers
	EJS 2	My superiors have the competence of making right decisions in this University
	EJS3	I satisfied with the way policies are implemented in this University
	EJS4	I am satisfied with working conditions provided with this University
	EJS5	I am satisfied with the way we relate as colleagues in this University
	EJS6	I am satisfied with the praise I get for doing a good job in this University
	EJS7	I am satisfied with the superior's handle subordinates in this University