

Job Satisfaction of the Faculty Members of Private University of Bangladesh

Nazrul Islam¹, Farzana Huq², Kazi Atif Anwar³

State University of Bangladesh, Dhanmondi, Dhaka, Bangladesh

¹ Professor and Dean of School of Business and Social Studies, nazrulislam@gmail.com

²³ Department of Business Studies, ²Lecturer rosenhuq@gmail.com, ³Assistant Professor kanwar0226@gmail.com

Abstract

There is a paramount importance of job satisfaction of the faculty members of private university of Bangladesh for its sustainable growth as this sector is growing very fast in the country. Along with the government university, there are more than 60 private universities in Bangladesh with a good number of students studying at the undergraduate and graduate programs. But there is a very high faculty turnover in private universities especially at the lecturer level that is substantially hampering the continuing education process of the universities in this sector. Under these circumstances, satisfaction of the faculty members is an important aspect to look after for the sustainable growth and development of this sector. As such, this study has been conducted among the faculty members of the private universities approved by the University Grants Commission of Bangladesh (UGC) to identify the job satisfaction factors and the relationship with the overall satisfaction. A total of 377 faculty members of different academic schools were interviewed with a structured questionnaire. Both descriptive and inferential statistics were used in analyzing data. For the identification of job satisfaction factors, Factor Analysis was conducted. Multiple Regressions were run to identify the relationships between the job satisfaction factors and the overall satisfaction of the faculty members. Results show that the faculty members give most importance on recognition for good jobs followed by competitive payment, adequate job responsibility, opportunity to give advice, supervisor's competence in decision making, co-colleagues relations, diversity at work, Supervisor's technical know-how, organizational policies, opportunities for advancement, working conditions, chance to provide services, chance to be important, chance to provide small helps to others, use of abilities, work freely, university administration, chance to develop friendship, variety of work, liberty at work, chance to work away from others, and advise of the boss. This study suggests that the confidence of the faculty members on the university they work should be substantially improved through the acceptable administrative behavior and efficient supervision of work of the faculty members by the university authority.

1. Background

Faculty turnover and job satisfaction is interlinked. The higher the job satisfaction the lower the turnover will likely be. And for a growing university faculty turnover is an important factor. As such, job satisfaction of the faculty members of private university is an important factor for the smooth management of any private university of Bangladesh. Other factors

that are responsible for the faculty turnover are salary and fringe benefits, workload, working hour, working environment, job security, work relations, supervision style, university policy etc.

In Bangladesh, a large number of students pass in Higher Secondary School (HSC) Examination. In 2012, the total a total of 917,673 students appeared in HSC examination, and among them 721,979 came out successful. It showed that 147,718 more students passed this year compared to the previous year 2011 which was 574, 261. Of the total participants 498,046 are male, while 490,918 are female. With the opening up of the economy of Bangladesh, a dramatic change has been observed both in manufacturing and in service sectors along with education sector of Bangladesh. This has brought higher employment opportunities, increased income, changed consumption pattern and consequently there emerged a competitive environment in the country in all the sectors. Specifically, the expansion of private universities, along with customized services, has created a severe implied competition in the education sector of Bangladesh. This competition has made the service gap wider as private universities offer better services to their internal and external customers. The scenario has created an urge to the university policy makers to identify the underlying reasons and brought them into consideration the job satisfaction issue. It has been further envisaged that the faculty members of the private university play a key role in teaching and research that creates demand of the students for the university. In such situation, job satisfaction of the faculty members has a paramount importance for the sustainable growth and development of the private university of Bangladesh.

Bangladeshi Universities are three types such as, public university, private university, and international university. Government universities are government owned and run with the government subsidy. On the other hand, private universities are owned by trustee board and are operated by The Private University Ordinance 2010. One international university is located in Bangladesh named “International University of Technology” funded by Organization of Islamic Conference (OIC). There are 54 private universities and 34 public universities in the Bangladesh. In addition to that, eight private universities have been approved by the government in 2012 (UGC website). Establishment of private university in Bangladesh initiated after the institution of the Private University Act 1992 that has been amended in 2010 which are supervised by the University Grants Commission (UGC) of Bangladesh that was established under the President’s Order (P.O.) No. 10 of 1973 which was deemed to have come into force with effect from 16 December 1972. It is the statutory apex body to control the higher education of the country. UGC has to supervise, maintain, promote and coordinate university education and is responsible for maintaining standard and quality of education in all the public and private universities in Bangladesh. In this context quality in teaching and research that substantially depends on the job satisfaction of the faculty members of the university.

2. Literature Review

A number of research studies have been conducted on job satisfaction of the private university faculty members of Bangladesh. Most of them have identified the internal reasons for job dissatisfaction. Taskina & Ireen (2009) found that the faculty members are overall satisfied with their present job condition, except factors like- training facilities, physical facilities, and distribution of courses. They have also found that there is no significant

difference between male and female faculty members regarding job satisfaction of private university of Bangladesh. Research on non-PhD faculty members found that the motivators and job satisfaction components have significant impact on the overall job satisfaction of the faculty members. Considering the results, the management of the university is recommended to focus on the job motivators like advancement, recognition and hygiene factors like interpersonal relationship, organizational policies, and compensation of the non-PhD faculty members for the improvement of job satisfaction and the performance (Riaz Ahmed Mangi, et. al., 2011).

Dissatisfaction often induces faculty members of the private universities to switch their jobs and thus increases faculty turnover of the university. Case study shows that a significant portion of its faculty members does not stay at BRAC University. Forty-nine dropouts in five years is an evidence of this turnover problem of BRAC University. Most importantly, many dropout faculty members are going to the same organizations which they ignored at the time of joining. Moreover, issues regarding salary structure, service rule, job responsibilities of the faculty members may be rationalized as well as more emphasis should be given to professional development of faculty members (Ahmed Tareq Rashid and Ferdous Jahan, 2006). Literature review reveals that the common factors related to faculty turnover are: lack of opportunity for professional development, working environment, lack of faculty autonomy, discrimination in rewards and recognition, poor compensation package, dissatisfaction with the promotion and performance appraisal process, poor research and publication facilities, lack of administrative and technical support, excessive work pressure in advising and course work, poor quality of students, and inadequate benefits (Zakia Khan, et. al., 2010). Other important factors that have an impact on job satisfaction level of the faculty members are work itself, pay, promotion opportunities, working conditions, job security and co-colleagues relations. (Irum Saba, 2011).

Research study examined the relationship between job stress and job satisfaction among the faculty members of the universities in Lahore of Pakistan. Variables used to assess the level of stress and satisfaction includes management role, workload pressure, role ambiguity, and performance pressure. Questionnaire was used to extract the information. Results concluded that the employees are stressed on their jobs, and averagely satisfied (Muhammad Umair Manzoor, et. al., 2011). Faculty members were generally satisfied with their jobs. The factor “work itself” was another most motivating aspect for faculty and the least motivating aspect was “working conditions.” The demographic characteristics were negligibly related to the overall job satisfaction of the faculty members. All of the job motivators and hygiene factors were moderately related to overall job satisfaction. The factors “recognition,” “supervision,” and “relationships” explained the variability the among faculty members’ overall level of job satisfaction (Jaime X. Castillo & Jamie Cano, 2004; Nadeem Malik, 2010).

Another survey results revealed that the job satisfaction of the faculty members seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement¹. Results also shows that the Greek academics were moderately satisfied with their job. They assessed most of the problems under inquiry as very severe to quite severe. Their job satisfaction was significantly (negatively) related to specific problem assessments

¹ Source: <http://www.usca.edu/essays/vol182006/ololube.pdf>

(e.g., dependency of universities on the State and political parties). Finally, the more satisfied faculty members assessed as less serious the higher education problems compared to their less satisfied peers. Work nature, salaries and benefits, and promotion opportunities are factors that have connections with the job satisfaction of the faculty members (Rafiei, M., Jahani, F., Mosavipour, S., 2011).

For the improvement, efficiency and effectiveness of the upper education system faculty satisfaction is very much important. It was revealed that the female faculty members are more satisfied compared to male faculty members (Anwar Ali Shah G. Syed, et. al., 2012). Study also shows that five structural variables like autonomy, communication openness, distributive justice, role conflict, and workload have significant effects on intent to stay (Aieman Ahmad Al-Omari, et. al., 2010). Research shows that the faculty members are dissatisfied with the training facilities, physical facilities, and distributions of courses have connections with the job satisfaction of the faculty members. (Gholamreza Rahimi1, et. al., 2011).

3. Methodology of the Study

This study attempts to identify the factors affecting the job satisfaction of the private university faculty members of Bangladesh. To conduct the study, primary and secondary sources of information were used. Primary data were collected from the private university faculty members under study. Three hundred seventy seven faculty members were interviewed from top 10 private universities such as North South University, American International University of Bangladesh, Independent University of B, East West University, BRAC University, United International University, State University of Bangladesh, ASA University Bangladesh, Presidency University, and Stamford University as sample respondents with the help of a structured questionnaire.

A structured questionnaire within a 5-point scale was developed for the items affecting job satisfaction of private university faculty members of Bangladesh. A five-point scale ranging from 1 to 5 with 1 indicating strongly disagree and 5 indicating strongly agree was used in the questionnaire. Minnesota Job Satisfaction Questionnaire was used for designing questionnaire.² Table 1 shows the reliability coefficient of the questionnaire. It shows that the Cronach's Alpha of the questionnaire is 0.9158 which is acceptable as per Nunnally (1978). The item-wise Alpha is shown in Appendix 13.

Table 1 Reliability Statistics

Cronach's Alpha	Number of Cases	N of Items
0.9158	286	100

This study identified items or variables that affect the job satisfaction of private university faculty members of Bangladesh through literature review. The variables that affect the job satisfaction of private university faculty members are: university policy, growth and expansion, image or goodwill, political/social/legal environment, top management

² Minnesota Satisfaction Questionnaire, 1967, Vocational Psychology Research, University of Minnesota, USA

interference, behavior of controlling authority, quality of education, salaries, benefit package, recognition for good work, workload, controlling mechanisms, etc.

The dependent variable is explained by variables identified through literature review. A survey has been conducted among the university faculty members of the private universities of Bangladesh with the assistance of MBA students of State University of Bangladesh from January 2012 to July 2012. The interviewers were trained on the items representing the questionnaire for data collection before resuming the interview.

Along with descriptive statistics, inferential statistical techniques such as, Factor Analysis and Multiple Regression Analysis were used to analyze the data. A Principal Component Analysis (PCA) with an Orthogonal Rotation (Varimax)³ using the SPSS (Statistical Package for Social Sciences) was performed on the survey data. Multiple Regression Analysis was conducted to identify the relationship between the dependent and independent variables of the model.

4. Discussions

The discussion part of this study has been divided into two divisions such as, (i) Factor Analysis (FA) to reduce the items to factors affecting job satisfaction of private university faculty members of Bangladesh, and (ii) Multiple Regression Analysis (MRA) to identify the significant factors that affect job satisfaction of the private university faculty members.

Factor analysis was run to identify the factors relating to Job Satisfaction by reducing the items affecting job satisfaction of private university faculty members of Bangladesh. There were 100 scale items in the questionnaire. Factor analysis identified twenty two factors that affect the job satisfaction of private university faculty members. Result shows that the communalities of the items are also very high indicating higher level of association among the scale items on variables (Appendix 1).

Result also shows that there are twenty two factors as a whole affect job satisfaction of private university faculty members of Bangladesh such as, recognition of good job (15.05%), competitive payment (13.89%), adequate job responsibility (7.08%), opportunity to give advice (6.29%), supervisor's competence in decision making (5.75%), co-colleagues relations (5.07%), diversity at work (4.43%), supervisor's technical know-how (4.35%), organizational policies (3.91%), opportunities for advancement (3.74%), working conditions (3.52%), chance to provide services (2.73%), chance to be important (2.53%), chance to provide small helps to others (2.38%), use of abilities (2.30%), work freely (2.03%), university administration (1.82%), chance to develop friendship (1.69%), variety of work (1.52%), liberty at work (1.32%), chance to work away from others (1.24%) and advise of the boss (1.09%) (Table 2). The most important job satisfaction factor is recognition of good job followed by, competitive payment, adequate job responsibility, opportunity to give advice, supervisor's competence in decision making, co-colleagues relations, diversity at

³ Varimax rotation is an orthogonal rotation of the factor axes to maximize the variance of the squared loadings of a factor (column) on all the variables (rows) in a factor matrix, which has the effect of differentiating the original variables by extracted factor. Each factor will tend to have either large or small loadings of any particular variable. A varimax solution yields results which make it as easy as possible to identify each variable with a single factor. This is the most common rotation option.

work, Supervisor's technical know-how, organizational policies, opportunities for advancement, working conditions, chance to provide services, chance to be important, chance to provide small helps to others, use of abilities, work freely, university administration, chance to develop friendship, variety of work, liberty at work, chance to work away from others, and advise of the boss.

Table 2 Job Satisfaction Factors and the Total Variance

Sl. No.	Factors	Initial Eigenvalues		
		Total	% of Variance	Cumulative %
1	Recognition of good job	15.027	15.027	15.027
2	Competitive payment	13.891	13.891	28.918
3	Adequate job responsibility	7.086	7.086	36.005
4	Opportunity to give advice	6.297	6.297	42.301
5	Supervisor's competence in decision making	5.758	5.758	48.059
6	Co-colleagues relations	5.071	5.071	53.131
7	Diversity at work	4.437	4.437	57.567
8	Supervisor's technical know-how	4.350	4.350	61.917
9	Organizational policies	3.919	3.919	65.836
10	Opportunities for advancement	3.745	3.745	69.581
11	Working conditions	3.528	3.528	73.109
12	Chance to provide services	2.735	2.735	75.844
13	Chance to important	2.537	2.537	78.381
14	Chance to provide small helps to others	2.384	2.384	80.764
15	Use of abilities	2.309	2.309	83.073
16	Work freely	2.033	2.033	85.106
17	University administration	1.826	1.826	86.932
18	Chance to develop friendship	1.696	1.696	88.628
19	Variety of work	1.525	1.525	90.153
20	Liberty at work	1.327	1.327	91.480
21	Chance to work away from others	1.242	1.242	92.722
22	Advise of the boss	1.090	1.090	93.812

Extraction Method: Principal Component Analysis.

Multiple Regression Analysis shows that the factors identified by the Factor Analysis can explain about ninety four percent of the dependent variable. This means that the factors identified through this analysis are highly important and have significant influence on the job satisfaction of private university faculty members of Bangladesh (Table 3).

Table 3 Model Summary (b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.970(a)	.941	.936	.27506	1.347

a Predictors: (Constant), 22 Factors.

b Dependent Variable: OVERALL

Results also show that the factors identified by the analysis together significantly related to the dependent variable. This means that the factors identified in this analysis are significantly related to the job satisfaction of private university faculty members of Bangladesh (Table 4). If there is a change in the factors, there will be change in the job satisfaction of private university faculty members of Bangladesh.

Table 4 ANOVA (b) – Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	314.830	22	14.310	189.151	.000(a)
	Residual	19.898	263	.076		
	Total	334.727	285			

a Predictors: (Constant), 22 Factors.

b Dependent Variable: OVERALL

Table 5 shows the individual factor relationship(s) with the dependent variable of the regression model. It shows that except factor 1, i.e, recognition of good job, other factors are significantly related to the job satisfaction of private university faculty members of Bangladesh. This indicates that if there is a change in the factors, there will be a change in the dependent variable of the model.

It has been identified from the analysis that the factor named ‘Recognition of good job’ does not have significant relationship with job satisfaction of private university faculty members. The reason might be attributed by the un-standardization of the policy of the private universities. In Bangladesh, private universities do not have set rules relating to recognition for good job. In addition, faculty members also do not feel good when they are recognized for good job as they have very high job insecurity. As such, this factor does not have any impact on the job satisfaction of private university faculty members of Bangladesh.

Table 5 Coefficients (a)

Factors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.273	.016		201.220	.000
Recognition of good job	-.016	.016	-.015	-.968	.334
Competitive payment	.330	.016	.304	20.246	.000*
Adequate job responsibility	.305	.016	.281	18.710	.000*
Opportunity to give advice	-.081	.016	-.075	-4.961	.000*
Supervisor’s competence in decision making	.045	.016	.042	2.770	.006*
Co-colleagues relations	.236	.016	.218	14.514	.000*
Diversity at work	-.156	.016	-.144	-9.565	.000*
Supervisor’s technical know-how	-.465	.016	-.429	-28.549	.000*

Organizational policies	-.156	.016	-.144	-9.548	.000*
Opportunities for advancement	-.342	.016	-.315	-20.977	.000*
Working conditions	-.366	.016	-.337	-22.449	.000*
Chance to provide services	-.044	.016	-.040	-2.686	.008*
Chance to be important	-.130	.016	-.120	-7.955	.000*
Chance to provide small helps to others	-.267	.016	-.246	-16.389	.000*
Use of abilities	.238	.016	.220	14.615	.000*
Work freely	-.084	.016	-.078	-5.175	.000*
University administration	.079	.016	.073	4.829	.000*
Chance to develop friendship	.047	.016	.043	2.868	.004*
Variety of work	.041	.016	.038	2.543	.012*
Liberty at work	-.062	.016	-.057	-3.806	.000*
Chance to work away from others	.118	.016	.109	7.244	.000*
Advise of the boss	.376	.016	.347	23.052	.000*

a Dependent Variable: OVERALL

* indicates significant at 95% Confidence Level.

5. Conclusions and Recommendations

Factor analysis shows that there are twenty two factors affecting job satisfaction of private university faculty members of Bangladesh. It also shows that the twenty two factors as a whole significantly related to the job satisfaction of private university faculty members. The most important job satisfaction factor is “recognition for good job done” followed by competitive payment, job responsibility, opportunity to give advice, supervisor’s competence, co-colleagues relations, diversity at work, supervisor’s technical know-how, organizational policy, opportunity for advancement, working conditions, chance to provide services, chance to be important, chance to provide small helps to others, use of abilities, work freely, university administration, chance to develop friendship, variety of work, liberty at work, chance to work away from others, and advise of the boss.

Multiple Regression Analysis results show that the factors identified by the Factor Analysis can explain about ninety four percent of the dependent variable. This means that the factors identified through this analysis are highly important and have significant influence on the job satisfaction of private university faculty members. Results show that most of the factors have significant relationships with the job satisfaction of the faculty members of Bangladesh. This indicates that if there is a change in the factors, there will be a change in the dependent variable of the model. It has also been identified from the analysis that the factor named ‘Recognition of good jobs’ does not have significant relationship with job satisfaction of private university faculty members. The reason might be attributed by the un-standardization of the policy of the private universities. In Bangladesh, private universities do not have set rules relating to recognition for good jobs. This study suggests that the confidence of the faculty members on the university they work should be substantially

improved through the acceptable administrative behavior and efficient supervision of work of the faculty members by the university authority. However, there is an ample scope to conduct study on this topic by taking more samples and include more universities in this regard.

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Appendices

Appendix 1 Communalities of the Variables

Variables	Extraction
1. The chance to be of service to others.....	.802
2. The chance to try out some of my own ideas	.704
3. Being able to do the job without feeling it is morally wrong.	.959
4. The chance to work by myself	.951
5. There are varieties in my work	.943
6. The chance to have other employees look to me for direction	.971
7. The chance to do the kind of work that I do best.	.954
8. The social position in the community that goes with the job.	.972
9. The policies and practices toward employees of this university	.970
10. The way my supervisor and I understand each other	.945
11. My job security at the university where I work.	.969
12. The amount to pay for the work I do	.944
13. The working conditions (heating, lighting, ventilation, etc.) on this job	.939
14. The opportunities for advancement on this job.	.962
15. The technical "know-how" of my supervisor.	.966
16. The spirit of cooperation among my peers and colleagues.	.958
17. The chance to be responsible for planning my work.	.987
18. The way I am noticed when I do a good job.	.965
19. Being able to see the results of the work	.982
20. The chance to be active much of the time.	.993
21. The chance to be of service to people.	.957
22. The chance to do new and original things on my own.	.967
23. Being able to do things that don't go against my religious beliefs.	.878
24. The chance to work alone on the job.	.977
25. The chance to do different things from time to time.	.922
26. The chance to tell other colleagues how to do things	.969
27. The chance to do work that is well suited to my abilities	.950
28. The chance to be "somebody " in the community	.974
29. University policies and the way in which they are administered.	.914
30. The way my boss handles the colleagues.	.919
31. The way my job provides for a secure future.	.859
32. The chance to make as much money as my friends	.940
33. The physical surroundings where I work.	.935
34. The chances of getting ahead on this job.	.912
35. The competence of my supervisor in making decision	.872
36. The chance to develop close friendship with my peers	.939
37. The chance to make decision on my own	.956
38. The way I get full credit for the work I do	.881
39. Being able to take pride in a job well done.	.919
40. Being able to do something much of the time.	.972
41. The chance to help people.	.962

42. The chance to try something different.	.699
43. Being able to do things that don't go against my ethics.	.946
44. The chance to be alone on the job.	.980
45. The office routine in my work.	.966
46. The chance to supervise the work of other people.	.965
47. The chance to make use of my best abilities.	.984
48. The chance to come to contact with important people.	.956
49. The way employees are informed about university policies.	.983
50. The way my boss backs up his/her colleagues (with top management)	.959
51. The way my job provides for steady employment	.973
52. How my pay compares with that for similar jobs	.957
53. The pleasantness of the working conditions	.954
54. The way promotions are given out on this job.	.971
55. The way my boss delegates work to other.	.972
56. The friendliness of my colleagues.	.975
57. The chance to be responsible for the work of others.	.984
58. The recognition I get for the work I do.	.974
59. Being able to do something worthwhile.	.952
60. Being able to stay busy.	.965
61. The chance to do things for other people.	.946
62. The chance to develop new and better ways to do the job.	.960
63. The chance to do things that don't harm other people.	.964
64. The chance to work independently of others.	.970
65. The chance to do something different every day.	.977
66. The chance to tell people what to do.	.928
67. The chance to do something that makes use of my abilities.	.940
68. The chance to be important in the eyes of others.	.864
69. The way university policies are put into practice.	.971
70. The way my boss takes care of the complaints of his/her colleagues.	.946
71. How steady my job is.	.936
72. My pay and the amount of work I do.	.976
73. The physical working conditions of the job.	.915
74. The chances for advancement on this job.	.949
75. The way my boss provides help on hard problems.	.944
76. The way my colleagues are easy to make friends with	.946
77. The freedom to use my own judgment.	.947
78. The way they usually tell me when I do my job well.	.932
79. The chance to do my best at all times.	.886
80. The chance to be "on the go" all the time.	.953
81. The change to be of some small service to other people.	.941
82. The chance to try my own methods of doing the job.	.967
83. The chance to do the job without feeling I am cheating anyone.	.610
84. The chance to work away from others.	.430
85. The chance to do many different things on the job.	.986
86. The chance to tell others what to do.	.981

87. The chance to make use of my abilities and skills.	.976
88. The chance to have a definite place in the community.	.953
89. The way the university treats its employees.	.950
90. The personal relationship between my boss and his/her colleagues.	.980
91. The way layoffs and transfers are avoided in my job.	.973
92. How my pay compares with that of other employees.	.964
93. The working conditions	.955
94. My chances for advancement.	.942
95. The way my boss trains his/her colleagues.	.948
96. The way my colleagues get along with each other	.975
97. The responsibility of my job.	.981
98. The praise I get for doing a good job.	.977
99. The feeling of accomplishment I get from the job.	.967
100. Being able to keep busy all the time.	.980

Extraction Method: Principal Component Analysis.

Appendix 2 Recognition of Good Job

	Variables	Factor Loading
1	The praise I get for doing a good job	.912
2	The chance to be responsible for the work of others	.902
3	The chance to come to contact with important people	.767
4	The chance to develop new and better ways to do the job.	.705
5	The chance to supervise other people	.644
6	The chance to make use of my best abilities.	.643
7	The chance to be "on the go" all the time.	-.639
8	My job security at work where I work.	.639
9	The way employees are informed about university policies.	.627
10	The chance to do things for other people.	.613
11	Being able to take pride in a job well done.	-.606
12	The way my boss takes care of the complaints of his/her employees.	.561
13	The chance to try my own methods of doing the job.	.547
14	Being able to stay busy.	.505
15	The chance to do work that is well suited to my abilities	-.476
16	The social position in the community that goes with the job.	.433
17	The way the university treats its employees.	.416

Appendix 3 Competitive Payment

	Variables	Factor Loading
1	The way my job provides for steady employment	.920
2	How my pay compares with that of other employees.	.899
3	The way they usually tell me when I do my job well.	.856
4	The personal relationship between my boss and his/her employees.	.759
5	The way layoffs and transfers are avoided in my job.	.708
6	The way promotions are given out on this job.	.707

7	The way my boss provides help on hard problems.	.601
8	The chance to try something different.	.547
9	The way my job provides for a secure future.	.520
10	The chance to work independently of others.	.441

Appendix 4 Adequate Job Responsibility

	Variables	Factor Loading
1	The responsibility of my job is adequate.	.888
2	The friendliness of my colleagues.	.777
3	Being able to do something worthwhile.	.710
4	The amount to pay for the work I do	.604
5	Being able to keep busy all the time.	.602
6	The chance to have other employees look to me for direction	-.549
7	The way university policies are put into practice.	.384

Appendix 5 Opportunity to Give Advice

	Variables	Factor Loading
1	The chance to tell others what to do.	.919
2	The office routine in my work.	.880
3	The chance to do many different things on the job.	.684
4	The chance to be alone on the job.	.594
5	The way my supervisor and I understand each other	.577

Appendix 6 Supervisor's Competence

	Variables	Factor Loading
1	The competence of my supervisor in making decision	.762
2	The chances of getting ahead on this job.	.686
3	The pleasantness of the working conditions	.631
4	How my pay compares with that for similar jobs	.621
5	My chances for advancement.	.596
6	The working conditions	.562
7	The chance to do something that makes use of my abilities.	.544
8	The chance to make decision on my own	.406

Appendix 7 Co-Colleagues Relations

	Variables	Factor Loading
1	The way my colleagues get along with each other	.833
2	The way my boss delegates work to other.	.752
3	The chance to be responsible for planning my work.	.678
4	The chance to do my best at all times.	.553
5	My pay and the amount of work I do.	.525
6	How steady my job is.	.462

Appendix 8 Diversity at Work

	Variables	Factor Loading
1	The chance to do different things from time to time.	.879
2	The chance to tell other colleagues how to do things	.696
3	The chance to work alone on the job.	.547
4	The way my boss handles his/her employees.	-.523

5	Being able to see the results of the work	-.451
6	The chance to have a definite place in the community.	.393

Appendix 9 Supervisor's Technical Know-how

	Variables	Factor Loading
1	The way I am noticed when I do a good job.	.896
2	The technical "know-how" of my supervisor.	.854

Appendix 10 Organizational Policies, Opportunities for Advancement, and Working Conditions

	Variables	Factors		
		9	10	11
1	The policies and practices toward employees of this university	.865		
2	The chance to help people.	-.578		
3	The opportunities for advancement on this job.		.776	
4	The chance to make as much money as my friends		.622	
5	The chance to do new and original things on my own.		.621	
6	The physical surroundings where I work.		.546	
7	The physical working condition of the job			.823
8	The chances for advancement on this job.			.701
9	The way my boss backs up his/her employees (with top management)			.515

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 33 iterations.

Appendix 11 Chance to Provide Services, Chance to be important, Chance to provide Small Helps to Others, Use of Abilities, and Work Freely

	Variables	Factors				
		12	13	14	15	16
1	The chance to be of service to people.	.837				
2	The spirit of cooperation among my peers and colleagues.	.651				
3	The chance to be active much of the time.	.546				
4	The chance to be "somebody " in the community	-.401				
5	The working conditions (heating, lighting, ventilation, etc.) on this job	.367				
6	The recognition I get for the work I do.		.844			
7	The chance to be important in the eyes of others.		-.595			
8	The feeling of accomplishment I get from the job.		.595			
9	The change to be of some small service to other people.			.893		
10	Being able to do something much of the time.			.496		
11	The chance to be of service to others.....			.382		
12	The chance to make use of my abilities and skills.				.897	

13	The chance to do the kind of work that I do best.					.540	
14	The chance to do things that don't harm other people.					.515	
15	Being able to do the job without feeling it is morally wrong.						.738
16	Being able to do things that don't go against my religious beliefs.						-.630
17	The chance to work by myself						.591

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 33 iterations.

Appendix 12 University Administration, Chance to Develop Friendship, Variety of Work, Liberty at Work, Chance to Work Away from Others, and Advise of the Boss

Sl. No.	Variables	Factors					
		17	18	19	20	21	22
1	University policies and the way in which they are administered.	.883					
2	The freedom to use my own judgment.	.490					
3	The chance to develop close friendship with my peers		.848				
4	The way I get full credit for the work I do		.733				
5	The chance to try out some of my own ideas		.517				
6	The variety in my work			.842			
7	The chance to do the job without feeling I am cheating anyone.				-.679		
8	The chance to do something different every day.				.570		
9	The chance to tell people what to do.				.442		
10	Being able to do things that don't go against my ethics/conscience.				.420		
11	The chance to work away from others.					.565	
12	The way my colleagues are easy to make friends with					.531	
13	The way my boss trains his/her employees.						-.444

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 33 iterations.

Appendix 13 Reliability Analysis – Scale (A L P H A): Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
V1	300.4965	1438.8965	-.2256	.9173
V2	301.4825	1413.0857	.1495	.9158

V3	300.8916	1392.2233	.3998	.9145
V4	301.6818	1431.8107	-.0916	.9172
V5	300.5909	1404.7478	.2367	.9154
V6	301.0315	1414.0937	.1663	.9157
V7	300.5839	1418.3631	.1028	.9159
V8	301.6573	1400.0787	.3360	.9149
V9	302.4825	1398.0611	.3022	.9150
V10	302.6923	1408.2559	.2357	.9154
V11	302.0420	1370.7702	.5339	.9135
V12	302.2378	1400.3222	.3452	.9149
V13	302.2028	1387.3061	.4403	.9143
V14	302.4336	1393.3061	.3436	.9148
V15	301.7028	1383.4377	.4024	.9144
V16	301.0455	1406.3663	.2574	.9153
V17	302.8392	1380.8091	.5183	.9138
V18	301.9056	1404.3946	.2505	.9153
V19	301.6189	1402.0332	.2648	.9153
V20	301.4126	1390.8608	.3704	.9146
V21	301.4965	1390.5667	.4008	.9145
V22	301.0804	1393.0918	.2799	.9153
V23	302.1608	1411.2793	.1231	.9163
V24	301.9196	1397.7444	.3240	.9149
V25	302.2273	1406.1131	.2481	.9153
V26	301.7063	1385.9205	.4651	.9141
V27	301.2343	1411.0151	.1474	.9160
V28	301.4685	1403.5692	.2209	.9155
V29	300.9301	1423.9390	.0059	.9165
V30	301.9126	1419.1537	.0687	.9162
V31	301.8497	1394.0721	.3452	.9148
V32	301.5734	1380.4420	.4741	.9140
V33	302.0385	1369.3424	.6602	.9130
V34	302.0000	1382.8281	.5197	.9139
V35	301.6399	1390.2734	.4180	.9144
V36	301.9755	1435.9608	-.1257	.9178
V37	301.7063	1389.8924	.3829	.9146
V38	301.8811	1406.7858	.1981	.9157
V39	302.7028	1402.9886	.2112	.9157
V40	302.2797	1397.6548	.2605	.9153
V41	301.5105	1420.9806	.0196	.9172
V42	301.4965	1398.1737	.2999	.9151
V43	300.8636	1391.2410	.4324	.9144
V44	300.8287	1406.8302	.2363	.9154
V45	301.8042	1425.5264	-.0163	.9168
V46	300.9476	1396.2464	.2788	.9152
V47	301.4126	1407.3730	.1964	.9156
V48	301.0455	1389.0821	.3623	.9147
V49	301.8007	1397.1707	.3588	.9148
V50	302.3811	1387.3455	.4915	.9141
V51	302.2238	1389.6129	.3925	.9145
V52	301.8287	1366.6898	.5423	.9134
V53	301.9615	1418.6336	.0803	.9161
V54	301.8357	1377.5483	.4870	.9139
V55	302.0490	1390.5660	.3207	.9149
V56	301.6049	1387.2012	.3824	.9145
V57	301.3951	1397.3065	.3161	.9150

V58	302.6224	1393.5622	.3480	.9148
V59	302.0769	1395.6081	.3702	.9147
V60	301.7622	1384.2591	.4300	.9142
V61	301.5944	1394.5577	.3811	.9146
V62	301.6538	1391.2798	.3749	.9146
V63	301.1573	1384.4278	.3824	.9145
V64	301.8881	1373.7980	.4769	.9138
V65	301.6643	1416.2518	.1121	.9160
V66	301.8182	1382.6475	.4622	.9141
V67	301.4615	1386.7336	.4281	.9143
V68	300.9685	1405.3569	.2540	.9153
V69	301.7098	1400.6558	.2656	.9153
V70	301.3287	1409.4004	.1581	.9159
V71	302.0979	1414.3553	.1198	.9160
V72	301.9161	1386.0491	.3964	.9144
V73	301.9091	1393.4654	.3700	.9147
V74	302.1399	1383.1032	.5155	.9139
V75	301.7657	1389.0642	.4447	.9143
V76	301.5769	1381.6134	.4673	.9140
V77	301.6573	1438.7945	-.1590	.9179
V78	301.4021	1375.7992	.5318	.9136
V79	301.5105	1397.9981	.3029	.9150
V80	302.6643	1413.7676	.1042	.9163
V81	302.8042	1416.4949	.1207	.9159
V82	301.9406	1396.9543	.2255	.9157
V83	301.8007	1413.5566	.1234	.9161
V84	300.8706	1419.0393	.0527	.9166
V85	301.1469	1402.5117	.2396	.9154
V86	301.7587	1418.2188	.0710	.9163
V87	300.6294	1398.4236	.3206	.9149
V88	300.9580	1389.8298	.4764	.9142
V89	300.7273	1429.0271	-.0668	.9167
V90	301.4371	1383.6083	.4976	.9140
V91	302.0175	1382.9155	.4452	.9142
V92	302.1329	1399.3507	.2929	.9151
V93	302.2378	1386.7012	.4149	.9144
V94	302.2797	1390.2022	.4796	.9142
V95	302.3357	1390.0132	.4250	.9144
V96	302.4580	1379.7228	.4802	.9139
V97	301.9231	1382.3870	.4410	.9142
V98	301.3497	1389.9615	.4020	.9145
V99	302.2657	1397.6204	.2529	.9154
V100	301.5455	1380.2628	.5134	.9138