

**EXPLORING THE EXTENT OF JOB SATISFACTION, ORGANISATIONAL
COMMITMENT AND SELF-ESTEEM OF LECTURERS AT A UNIVERSITY
OF TECHNOLOGY IN SOUTH AFRICA**

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ABSTRACT

This study examined the extent of Job Satisfaction, Organisational Commitment and Self-esteem of university lecturers in the Faculty of Humanities at one of the Universities of Technology in South Africa. A quantitative design was used in this study. To this end, a questionnaire was used in a survey for collecting data. Spector's (1997) Job Satisfaction Survey (JSS) was used to measure job satisfaction. Meyer, Allen and Smith's (1993) Organisational Commitment Scale (OCS) was used to measure organisational commitment. Rosenberg's (1969) Self-Esteem Scale was used to measure self-esteem. The findings revealed that: lecturers differed in the extent of their job satisfaction ($\chi^2 = 9.941$; $df = 2$; $p < 0.05$); gender and department ($\chi^2 = 6.388$; $df = 2$; $p < 0.05$ and $\chi^2 = 6.037$; $df = 2$; $p < 0.05$ respectively) influenced lecturers' levels of job satisfaction; lecturers differed in the extent of their organisational commitment ($\chi^2 = 15.765$; $df = 2$; $p < 0.05$); lecturers differed in the extent of their self-esteem ($\chi^2 = 30.765$; $df = 1$; $p < 0.05$).

Key words: Job satisfaction, organisational commitment, self-esteem, affective commitment, continuance commitment, normative commitment

INTRODUCTION

Understanding of the factors involved in job satisfaction of academics is crucial to improving their happiness (Okpara, Squillace & Erondu 2005). Understanding whether academics are satisfied or dissatisfied towards their work can also lead to improvements and innovations in their teaching (Duong 2013). A person who is satisfied towards his or her job holds a positive attitude towards it while the one who is dissatisfied holds a negative attitude (Robbins 1993).

have examined job satisfaction of academic members in higher education of the developed countries (Oshagbemi 1997; Springfield-Scott 2000; Gautam, Mandal & Dalal 2006; Ali & Akhter 2009; Eyupoglu & Saner 2009; Noordin & Jusoff 2009; Paul & Phua 2011; Saygi, Tolon & Tekogul 2011; Nguyen, Nguyen, Hoang & Nguyen 2013). Unfortunately, few studies have been conducted from developing countries and is a gap which needs to be filled (Ssedanga & Garrett 2005; Eyupoglu & Saner 2009; Duong 2013).

Therefore, faculty satisfaction is the most significant aspect in higher education (Syed, Bhatti, Michael Shaikh & Shah (2012). Several studies

Organisational commitment has also attracted considerable interest in an attempt to understand the stability of employees' dedication to the

organisation (Lumley 2010). It is commonly believed that committed employees will also work harder and be more likely to “go the extra mile” to achieve organisational objectives (Meyer & Allen 2004). Employees who are strongly committed to the organisation are less likely to leave it (Allen & Meyer 1990).

Self-esteem has also long been considered an essential component of good mental health and has drawn many researchers' attention in recent years (Cherabin, Praveena, Azimi, Qadimi & Shalmani 2012). Teachers who have a high level of self-esteem manifest themselves in the classroom as confident, relaxed and have a respectful attitude towards their students (Cherbin et al. 2012). Orth, Meier, and Robin's (2009) study on the effects of low self-esteem and stressful events on depression which was conducted at the university of Carlifonia, shows that individuals with low self-esteem are prone to depression because they lack sufficient coping resources, whereas those with high self-esteem are able to cope effectively and consequently avoid spiraling downward into depression.

Faculty members' self-esteem, job satisfaction and organisational commitment in higher education have been given little attention by researchers (Cherbin et al. 2012).

PROBLEM STATEMENT

Although studies have been conducted on job satisfaction, organisational commitment and self-esteem in other countries very few, if any, studies have attempted to investigate the extent of university lecturers' job satisfaction, organisational commitment and self-esteem in the South African context.

The present study intends to establish the extent of of job satisfaction, organisational commitment and self-esteem of lecturers at a university of technology in the South Africa. More specifically, the present study attempts to find answers to the following research questions:

- What is the extent of job satisfaction among university lecturers?
- Do university lecturers' biographical variables (gender, teaching experience and department) have any significant influence on the level of university lecturers' job satisfaction?
- What is the extent of organisational commitment among university lecturers?
- Do university lecturers' biographical variables (gender, teaching experience and department) have any significant influence on the level of university lectures' organisational commitment?
- What is the extent of self-esteem among university lecturers?
- Do university lecturers' biographical variables (gender, teaching experience and department) have any significant influence on the level of university lecturers' self-esteem?

Aims of study

The present study aimed at achieving the following objectives:

- To ascertain the level of job satisfaction among university lecturers.
- To determine whether university lecturers' biographical variables (gender, teaching experience and department) have any significant

influence on the level of university lecturers' job satisfaction.

- To ascertain the level of organisational commitment among university lecturers.
- To determine whether university lecturers' biographical variables (gender, teaching experience and department) have any significant influence on the level of university lecturers' organisational commitment.
- To ascertain the level of self-esteem among university lecturers.
- To determine whether university lecturers' biographical variables (gender, teaching experience and department) have any significant influence on the level of university lecturers' self-esteem.

Hypotheses

The following theoretical hypotheses were formulated:

- University Lecturers do not differ in the extent of their job satisfaction.
- University lecturers' biographical variables (gender, teaching experience and department) have no influence on their job satisfaction.
- University Lecturers do not differ in the extent of their organisational commitment.
- University lecturers' biographical variables (gender, teaching experience and department) have no influence on their organisational commitment.
- University Lecturers do not differ in the extent of their self-esteem.
- University lecturers' biographical variables (gender, teaching experience and department) have no influence on their self-esteem.

CONCEPT CLARIFICATION

Job satisfaction

The most widely accepted definition of job satisfaction was presented by Locke (1976) cited in Duong (2013) who defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Locke's definition appears to be the most referenced and generally accepted description, characterising the necessary component needed to depict what is meant by the broad construct of job satisfaction (Miller, Mira & Kim 2009). Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector 1997). In the present study, job satisfaction is conceptualised in terms of Herzberg, Mauser and Snyderman's (1959) two-factor theory, which is heavily based on need fulfilment because of their interest in how best to satisfy workers. They referred to those environmental factors that cause workers to be dissatisfied as hygiene factors and those factors that make workers work harder as motivational factors (Ahmed 2012).

Organisational commitment

Organisational commitment is a condition in which an employee recognises himself/herself with a particular organisation and its objectives, and wants to remain its participant (Khan & Jan 2015). It is a strong desire to maintain membership in the organisation (Hackett, Lapierre & Hausdorf 2001). Organisational commitment refers to the level to which an employee is faithful to his/her organisation (Al-Aameri 2000; Tayyab, & Riaz 2004; Khan & Jan 2015). Organisational commitment

consists of affective, continuance, and normative commitment (Allen & Meyer 1990; Meyer & Allen 1991; 1997; Islam, Ahmad, Ahmed, Ahmad, Saeed, & Muhammad 2012; Khan, Nawaz & Khan 2013).

Affective commitment is defined as the emotional belongingness to their organisation (desired-based). Continuance commitment is characterised as the cost associated with leaving the organisation. Normative commitment is viewed as the feelings of obligation to remain with the employer (Meyer & Allen 1997; 2004). Affective commitment refers to the extent to which an individual identifies with the organisation (employees remain with the organisation because they want to). Continuance commitment refers to an individual's need to continue working for the organisation (employees remain because they need to). Normative commitment refers to the extent to which an individual believes he/she should be committed to the organisation based on the perceived costs associated with leaving (employees remain because they feel they ought to) (Allen & Meyer 1990; Meyer & Allen 1991; 1997; Adekola 2012). In the present study, organisational commitment is conceptualised in terms of behavioural theory because, by understanding one's behaviour, you can anticipate one's commitment to the organisation.

Self-esteem

Self-esteem refers to the overall value that one places on oneself as a person. It reflects a person's overall evaluation of his or her own worth (Ahmed 2012). In basic terms, self-esteem is an internal belief system that an individual possesses about one's self. In the present study, self-esteem is

conceptualised in terms of Maslow's theory of hierarchy of needs namely, the esteem need, which include recognition and respect.

RESEARCH DESIGN AND METHODOLOGY

A quantitative survey research approach was used as it was appropriate for achieving the aims of this study. Data was therefore, collected by means of questionnaires. The questionnaire was appropriate for eliciting and rating participants' responses as well as for quantitative analysis of data.

Participants

Participants for this study were constituted by a population of 60 academic staff members in the Faculty of Humanities at one of the universities of Technology in South Africa. The population, instead of a sample, was used because the population was small. Participants volunteered to participate in the study (Table 1).

Table 1 about here

Table 1 illustrates the distribution of participants in accordance with their biographical variables, namely gender, teaching experience and department. Out of 60 questionnaires that were distributed, 34 were returned, which is a 57% return rate.

Measures

Data for this study was gathered by means of the questionnaires, which consisted of the Job Satisfaction Survey (JSS) (Spector 1997), Organizational Commitment Scale (OCS) (Meyer, Allen & Smith 1993) and the Rosenberg's Self-Esteem Scale (RSES) (Rosenberg 1969). The other section

(first section) included in the present study consisted of lecturers' biographical information, namely gender, teaching experience and department.

Job satisfaction Survey (JSS)

Spector's (1997) Job Satisfaction Survey (JSS) was used to measure job satisfaction of lecturers. The JSS is a 36 item nine facet scale to assess employee attitudes about the job and aspects of the job. Each of the subscales consists of four items. The overall job satisfaction score is computed by summing all 36 items. The items are presented as statements and are evaluated by marking the alternative that seems closest to one's experience on a six-point Likert-type scale from 1 to 6, ranging from "strongly agree" to "strongly disagree". Some of the items are stated in a positive and some in a negative direction. Positively directed items indicate job satisfaction and negatively directed items indicate job dissatisfaction. Positively worded statements are scored from 6 to 1 while scoring for negatively worded items is reversed. The internal consistency reliability coefficient alpha for each subscale is: 0.75 (pay); 0.73 (promotion); 0.82(supervision); 0.73(fringe benefits); 0.76(contingent rewards); 0.62(operating conditions); 0.60 (co-workers); 0.78(nature of work) and 0.71 (communication). The internal consistency reliability coefficient alpha for the total scale is 0.91 (Spector1997).The use of JSS has been extended to the Republic of South Africa (Lumley,Coetzee, Tladinyane & Ferreira 2011). Lumley et al. (2011) established in their sample that internal consistency reliability, measured by Cronbach's alpha was: 0.79 (pay); 0.78 (promotion); 0.89 (supervision); 0.72

(fringe benefits); 0.76 (contingent rewards); 0.48 (operating conditions); 0.58 (co-workers); 0.70 (nature of work) and 0.72 (communication) and 0.92 for the total scale. The internal consistency reliability for this study, measured by Chronbach's alpha was: 0.81 (pay); 0.73 (promotion); 0.65 (supervision); 0.79 (fringe benefits); 0.81 (contingent rewards); 0.38 (operating conditions); 0.71 (co-workers); 0.76 (nature of work); 0.70 (communication) and 0.90 for the total scale.

Summated scores for the 36- item total, where possible scores range from 36 to 216, the ranges are 36 to 108 (low) for dissatisfaction, 144 to 216 (high) for satisfaction, and between 108 and 144 (uncertain) for ambivalence (Spector 1997).

Organisational Commitment Scale (OCS)

Meyer et al.'s (1993) Organisational Commitment Scale (OCS) was used as an instrument to measure organisational commitment of lecturers. This scale comprises 18 items, six for each of the three commitment components (Affective, Normative and Continuance Commitment). Items were scored on a 7-point scale ranging from strongly agree (7) to strongly disagree (1). Scoring for negatively worded statements is reversed. Meyer et al. (1993) reported internal consistency reliability Cronbach's alpha estimates for affective commitment (0.82), continuance (0.74) and normative (0.83). Meyer et al.'s (1993) measure has been researched extensively across cultures. Its construct validity has been demonstrated in Europe (Vandenberghe 1996; Vandenberghe, Stinglhamber, Bentein, & Dehaise 2001), Nepal (Gautam, Van Dick, & Wagner 2001),

and the Middle East (Yousef 2002). The use of OCS has been extended to the Republic of South Africa (Coetzee, Schreuder & Tladidyane 2007; Ferreira 2009; Lumley 2010; Lumley et al. 2011). Lumley et al. (2011) established in their sample that internal consistency reliability, measured by Cronbach's alpha was 0.79 for affective commitment, 0.68 for continuance commitment, and 0.82 for normative commitment. The internal consistency reliability for this study, measured by Chronbach's alpha was 0.61 for affective commitment, 0.79 for continuance commitment, and 0.75 for normative commitment.

For the purpose of determining the level of lecturers' organisational commitment in this study, individual's total scores were classified thus: 18-54 indicating low commitment, 55-90 indicating uncertainty, 91-126 indicating high commitment.

Rosenberg's Self-Esteem Scale (RSES)

Rosenberg's Self-Esteem Scale (RSES) was used to measure self-esteem of lecturers. The RSES is a 10-item self-report measure of self-esteem based upon satisfaction of one's self and life. The instrument consists of five positive items and five negative items. Each item is answered on a four point Likert scale ranging from "strongly disagree" to "strongly agree". A score of 3 is assigned to "strongly agree" and 0 to "strongly disagree" for the positive items. The scoring is reversed for negative items by assigning a score of 0 to "strongly agree" and 3 to "strongly disagree". The internal consistency reliability in the Cherabin et al. (2012) study, using Cronbach alpha coefficient was 0.81. The use of RSES has been

extended to the Republic of South Africa (Maluka & Grieve 2008). Maluka and Grieve (2008) established in their sample that internal consistency reliability, measured by Cronbach's alpha was 0.98. The internal consistency reliability for this study, measured by Chronbach's alpha was 0.81.

The scale ranges from 0 to 30, with scores between 15 and 25 falling within normal range and scores below 15 suggesting low self-esteem (Rosenberg 1965). For the purpose of determining the level of teacher's self-esteem in this study, individual's total scores were classified thus: scores below 15 (0-14) indicating low self-esteem while scores between 15 and 30 indicating high self-esteem.

Procedures

Permission to conduct research with the participants was sought and granted by the institution. The questionnaire was then administered by the research assistant to the participants. This was done in order to assure them that their information would be confidential. Explanation of nature of the questionnaire and the purpose of the investigation preceded the administration. In order to achieve the aims of this study, various inferential statistical procedures were followed. The chi-square one sample test was used to ascertain the extent of lecturers' job satisfaction, organisational commitment and self-esteem (aims number one, three and five). The chi-square test of independence was used to determine whether university lecturers' biographical variables (gender, teaching experience and department) have any significant influence on the level of university lecturers' job satisfaction, organisational commitment and self-

esteem (aims number two, four and six). The chi-square test is appropriate for categorical data (Babbie & Mouton 2001; Goddard & Melville 2001).

In order to understand how participants responded to each JSS and OCS subscales, descriptive statistics were used. To this end, data were summarized by averaging total scores for each subscale.

RESULTS

Table 2 shows the levels of job satisfaction among university lecturers.

Table 2 about here

The chi-square test ($\chi^2 = 9.941$; $df = 2$; $p < 0.05$) indicates that a significant difference was found among dissatisfied, uncertain and satisfied groups (Table 2). This finding showed that lecturers differed in the extent of their job satisfaction. Put differently, the existence of these three groups was not due to chance factors but was statistically significant. Therefore, the null hypothesis was rejected.

The results of analysis for the second aim are presented on tables 3 to 5. Table 3 shows the influence of gender on university lecturers' levels of job satisfaction.

Table 3 about here

The chi-square test ($\chi^2 = 6.388$; $df = 2$; $p < 0.05$) reveals that significant difference was found between males and females with regard to the reported job satisfaction levels (Table 3). This finding showed that gender had an influence on lecturers' job satisfaction. Any gender differences pertaining to the three job satisfaction levels were not

due to chance factors but statistically significant. Therefore, the null hypothesis was rejected.

Table 4 shows the influence of teaching experience on university lecturers' levels of job satisfaction

Table 4 about here

Table 4 shows that no significant difference was found among different years of teaching experience (0-4; 5-9, and 10 and above) with regard to job satisfaction levels reported. This finding showed that teaching experience had no influence on lecturers' job satisfaction. Any teaching experience-related differences pertaining to the three job satisfaction levels were due to chance factors, and not statistically significant. Therefore, the null hypothesis was not rejected.

Table 5 shows the influence of the department on university lecturers' levels of job satisfaction.

Table 5 about here

The chi-square test ($\chi^2 = 6.037$; $df = 2$; $p < 0.05$) reveals that significant difference was found between teacher education and art departments with regard to the reported job satisfaction levels (Table 5). This finding showed that department had an influence on lecturers' job satisfaction. Any department differences pertaining to the three job satisfaction levels were not due to chance factors but statistically significant. Therefore, the null hypothesis was rejected.

Table 6 shows the levels of organisational commitment among university lecturers.

Table 6 about here

The chi-square test ($\chi^2 = 15.765$; $df = 2$; $p < 0.05$) indicates that a significant difference was found among low commitment, uncertain and high commitment groups (Table 6). This finding showed that lecturers differed in the extent of their organisational commitment. Put differently, the existence of these three groups was not due to chance factors but was statistically significant. Therefore, the null hypothesis was rejected.

The results of the analysis for the fourth aim reveal that no significant differences were found between males and females (gender), among different years of teaching experience (teaching experience), and between teacher education and art departments (departments) with regard to organisational commitment levels reported. Therefore, the null hypothesis was not rejected. Since the results were insignificant, tables for these biographical variables were not included here.

Table 7 shows the levels of self-esteem among university lecturers.

Table 7 about here

The chi-square test ($\chi^2 = 30.765$; $df = 1$; $p < 0.05$) indicates that a significant difference was found between low self-esteem and high self-esteem groups (Table 7). This finding showed that lecturers differ in the extent of their self-

esteem. Put differently, the existence of these three groups was not due to chance factors but was statistically significant. Therefore, the null hypothesis was rejected.

The results of the analysis for the sixth aim reveal that no significant differences were found between males and females (gender), among different years of teaching experience (teaching experience), and between teacher education and art departments (departments) with regard to self-esteem levels reported. Therefore, the null hypothesis was not rejected. Since the results were insignificant, tables for these biographical variables were not included here.

Table 8 shows the results of descriptive statistics for JSS and OCS subscales.

Table 8 about here

In terms of JSS subscales, Table 8 shows that the nature of work and supervision were ranked high, first and second respectively. Fringe benefits and pay were ranked the lowest, which gives an indication that participants were least satisfied with them. Regarding OCS subscales, continuance commitment had the highest mean score, followed by normative commitment. Affective commitment had the lowest mean score.

DISCUSSION OF FINDINGS

The findings revealed that lecturers differed in the extent of their job satisfaction. A higher percentage (56%) of them reported a satisfaction level compared to those who reported a dissatisfaction level (12%) and those who were uncertain (32%). This means that the majority of lecturers are satisfied with their job. These findings

are in line with those of other studies (Castillo & Cano 2004; Eyupoglu & Saner 2009; Noordin & Jusoff 2009; Ghazi, Ali, Shahzada & Israr 2010; Malik 2011; Mehboob, Sarwar & Bhutto 2012; Syed et al. 2012).

With regard to the influence of lecturers' biographical variables on lecturers' levels of job satisfaction, the findings revealed that gender had an influence on lecturers' levels of job satisfaction. A very high percentage of male lecturers (80%) reported a satisfaction level while a higher percentage of female lecturers (47%) were uncertain. This means that the majority of male lecturers are satisfied with their job than their female counterparts. These findings support those of other researchers (Nurullah 2010; Duong 2013). The reason for this finding may be that male lecturers do not have many family responsibilities beyond teaching compared to their female counterparts.

The findings also revealed that department influenced lecturers' levels of job satisfaction. A very high percentage of Teacher Education lecturers (75%) reported a satisfaction level while a higher percentage of Art lecturers (39%) reported satisfaction level and the same percentage of Art lecturers (39%) were uncertain. This means that the majority of Teacher Education lecturers are satisfied with their job than their Arts counterparts. The reason for this finding may be that lecturers in Teacher Education departments are qualified teachers with pedagogy as part of their training. This can be explained by the fact that nature of work (job tasks themselves) was ranked as the main JSS factor that contributed to lecturers' job satisfaction.

This factor includes one's feeling about job meaningfulness, liking the job one is doing at work, feeling a sense of pride in doing one's work, and enjoying one's job.

The findings further revealed that teaching experience had no influence on lecturers' levels of job satisfaction. This means that teaching experience is not a significant factor that influences lecturers' levels of job satisfaction. These findings support those of other researchers (Castillo & Cano 2004; Cetin 2006; Wong & Heng 2009; Paul & Phua 2011; Cherabin et al. 2012; Duong 2013). However, the findings of this study contradict those of other researchers (Lambert, Hogan, Barton & Lubbock 2004; Reyes 2001).

The findings also indicated that lecturers differed in the extent of their organisational commitment. A higher percentage (65%) of them was uncertain compared to those who reported a high commitment level (23%) and those who reported a low commitment level (12%). This means that the majority of lecturers are uncertain about their organisational commitment.

With regard to the influence of lecturers' biographical variables on lecturers' levels of organisational commitment, the findings indicated that gender, teaching experience and department had no influence on lecturers' levels of organisational commitment. This means that gender, teaching experience and department are not significant factors that influence lecturers' levels of organisational commitment. These findings do not confirm previous results which reported that women tend to be more committed to their employing organisations than their male counterparts (Mathieu &

Zajac 1990; Cramer 1993) and those who have reported that male teachers have higher organisational commitment than females (Sentuna 2015) but confirm those that reported that numerous researchers have not found support for a relationship between gender and organisational commitment (Billingsley & Cross 1992). The findings of this study that teaching experience has no influence on lecturers' levels of job satisfaction are in accord with those of other studies (Sharma 1994; Cetin 2006; Cherabin et al. 2012) but in contradiction with those of other studies (Larkey & Morril 1995; Meyer & Allen 1997; Reyes 2001; Kumar & Patnaik 2004; Bashir, Jianqiao, Zhang, Ghazanfar, Abrar & Khan 2011) which revealed that there are significant differences between organisational commitment and length of teaching experiences.

The findings also showed that lecturers differed in the extent of their self-esteem. A very high percentage (97%) of them reported a high self-esteem level compared to those who reported a low self-esteem level (3%). This means that the majority of lecturers have a high self-esteem.

With regard to the influence of lecturers' biographical variables on lecturers' levels of self-esteem, the findings indicated that gender, teaching experience and department had no influence on lecturers' levels of self-esteem. This means that gender, teaching experience and department are not significant factors that influence lecturers' levels of self-esteem. The findings of this study that teaching experience has no influence on lecturers' levels of self-esteem are in accord with other studies (Sharma 1994; Cetin 2006) but in contrary with those

of other studies (Lee 1992; Cherabin et al. 2012).

Regarding the averages of the job satisfaction factors ranked by the lecturers, nature of work was ranked high. This shows that job tasks themselves mainly contributed to their high level of job satisfaction (satisfaction). The job satisfaction factor that was ranked high after the nature of work is supervision. This shows that immediate supervisors also contributed to their high levels of job satisfaction (satisfaction). The job satisfaction factors that were ranked the lowest are fringe benefits and pay, respectively. This means that monetary and nonmonetary fringe benefits as well as pay and remuneration are the main factors that contributed to their low level of job satisfaction (dissatisfaction).

With regard to the averages of organisational commitment factors ranked by the lecturers, continuance commitment was ranked high, followed by normative commitment. Affective commitment was ranked the lowest. This shows that awareness of the costs associated with leaving the organisation mainly contributed to lecturers' high level of uncertainty about their organisational commitment. Ranking affective commitment the lowest indicate that lecturers do not continue working for the organisation because they want to. This should be a worrying factor for the organisation.

CONCLUSION

Deducing from the findings of this study, the following conclusions are drawn: the majority of lecturers are satisfied with their job; male lecturers are more satisfied with their job than

their female counterparts; lecturers in Teacher Education are more satisfied with their job than those in the Arts departments; the majority of lecturers are uncertain about their organisational commitment; the majority of lecturers have a high self-esteem; nature of work followed by supervision are the job satisfaction factors that contribute to the job satisfaction of lecturers while fringe benefits and pay contribute to their dissatisfaction with their job; awareness of the costs associated with leaving the organisation mainly contributed to lecturers' high level of uncertainty about their organisational commitment; lecturers do not continue working for the organisation because they want to. Although a relatively higher percentage of lecturers reported that they are satisfied with their job, it is worrying that the majority of them were uncertain about their organisational commitment. Since monetary and nonmonetary fringe benefits as well as pay and remuneration are the main factors that contributed to lecturer's low level of job satisfaction (dissatisfaction) and the fact that lecturers do not continue working for the organisation because they want to but because of the costs associated with leaving the organisation, it is recommended that the institution pay attention to staff fringe benefits and pay.

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APPENDICES

Table 1 Distribution of participants according to biographical variables (N=34)

Gender		Teaching experience: Department in years			Education		Art
Male	Female	0-4	5-9	10+			
15	19	3	9		22	16	18

Table 2 Respondents grouped according to job satisfaction levels

Dissatisfied (36-108)				
Uncertain (109-143)				
Satisfied (144-216)				
Frequencies		4	11	19
$\chi^2 = 9.941;$		$df = 2;$	$p < 0.05$	

Table 3 Gender and job satisfaction levels

Gender	Dissatisfied (36-108)		Uncertain (109-143)		Satisfied (144-216)	
Male	1		2	12		
Female	3	9	7			
$\chi^2 = 6.388;$		$df = 2;$		$p < 0.05$		

Table 4 Teaching experience and job satisfaction levels

Teaching experience: Satisfied (144-216) in years	Dissatisfied (36-108)		Uncertain (109-143)	
0-4	0		2	1
5-9	1		3	5
10+	3		6	13
$\chi^2 = 2.005;$		$df = 4;$		$p > 0.05$

Table 5 Department and job satisfaction levels

Department 216)	Dissatisfied (36-108)	Uncertain (109-143)	Satisfied (144-216)
Education	0	4	12
Art	4	7	7

$\chi^2 = 6.037$; $df = 2$; $p < 0.05$

Table 6 Respondents grouped according to organisational commitment levels

	Low commitment (18-54)	Uncertain (55-90)	High commitment (91-126)
Frequencies	4		22

$\chi^2 = 15.765$; $df = 2$; $p < 0.05$

Table 7 Respondents grouped according to self-esteem levels

	Low self-esteem (0-14)	High self-esteem (15-30)
Frequencies 1	3	

$\chi^2 = 30.118$; $df = 1$; $p < 0.05$

Table 8 Descriptive statistics: rank order of JSS and OCS subscales (N=34)

Measuring instrument subscales	Means	SD
JSS		
Nature of work		20.26
Supervision		19.59
Co-workers		18.15
Communication		16.71
Contingent rewards	13.00	5.39
Promotion		12.79
Operating conditions		12.79
Pay		12.62
Fringe benefits		12.26
Continuance commitment		27.27
Normative commitment		26.24
Affective commitment		24.12

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