

EFFECT OF JOB ENRICHMENT ON EMPLOYEE MOTIVATION IN SELECTED PRIVATE UNIVERSITIES IN SOUTH-WEST NIGERIA

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ABSTRACT

The study is an assessment of the effect of job enrichment on non-academic staff motivation in private universities in Nigeria; a survey of selected private universities in South-western Nigeria. The main objective of the study was to investigate the relationship between job enrichment and employees' motivation. This study employed a cross-sectional survey design. Data was collected from 547 non-academic staff and was analyzed using Descriptive Statistics (mean, standard deviation) and Regression Analysis to assess the job enrichment and motivation-rating in line with the objectives of the study. The finding revealed that there is strong positive relationship between job enrichment and employee motivation. Results showed that job enrichment account for employee motivation at 66% relationship and 44% variation at a significance level of 0.05. This shows that non-academic staff in the sampled universities are highly motivated by the practice of job enrichment design. The study recommended that human resources directors of the seven selected private universities surveyed and other organizations alike should take account of individual differences, attributes and people orientation to work. The management should not generalize the motivation strategies, rather individual should be motivated accordingly.

Keywords: Job Enrichment, Motivation, Skill Variety, task identity, task significance.

INTRODUCTION:

Employees in every organization want to draw fulfillments from their jobs and every human resource Managers/management wants the employees to be fulfilled being the most important resources of the organization. But managers for ages have been struggling on how to make them get the fulfillment (Magaji, 2014). Globalization has created many challenges for multinational and local organizations such as cost of production that is on the increase day by day due to universal factors such as world recession, resource limitation, modern world computing, information technology and trends that have affected the way work is done and also changed the face of competition among organizations. The problem of job enrichment stemmed from the fact that in today's rapidly corporate environment, organizations globally want to maximize the potential of their human resources to stay ahead of the aggressive competition to survive in the middle of the quest. (Raza and Nawaz 2011; Mohsan, Nawaz, Khan, Shaukat, & Aslam, (2011) Dost and Khan (2012).

Shilpa, Ali, Sathyanarayana, Rani (2013), argued that in spite of the re-assessment of the tradition views of HRM, some employers of labour believe that job enrichment is needless for as long as staff can be used to get money.

To them, job enrichment of the workers is a waste of time and financial resources. However this belief has made some organizations not to provide proper job enrichment opportunities, which have resulted in some workers performing below expectation. Job enrichment is the problem which every supervisor and manager has to face while managing and making their subordinates work (Pride, Huges and Kapoor 2013, Davoudi & Mehdi, 2013).

Job enrichment is a motivational problem created by the alienation of employees from their work, or by lack of their interest in their work. The increasing alienation of workers from their jobs is creating a serious human relations problem. Some organizations have been trying to solve the problem of excessive job specialization by periodic job rotation to provide variety, but this has not proved adequate to reduce work boredom and monotony (Herzberg, Mausner, Peterson, & Capwell, 1975, Lawler & Ledford, 1992). Redesigning jobs so that responsibility moved from supervisors to the workers was an attempt to address the issues to work boredom and monotony. Job enrichment is a source of motivation for the employees which leads to a goal-oriented behaviour (Ramllal, 2004). Enriched jobs, by encouraging workers to learn and innovate at work, increase the motivating potential of work. Motivated workers perform tasks more accurately and are more likely to find productivity innovations that engineers overlook (Shilpa et al., 2013). According to Dost and Khan (2012), this would ultimately enhance employee performance as they are given flexibility in their jobs and as an adage says 'a person is his own best critic'. The basic question that arises is whether augmented participation of the employees in decision making affects the motivational level of the employees? This study therefore seeks to evaluate the impact of job enrichment on employees' motivation in private universities in South-west, Nigeria. The reason for the choice of private universities in South-West geographical region of Nigeria is justified due to the fact that the region accounts for 43% of total private universities in Nigeria (NUC, 2012). Besides, most private universities in Nigeria possessed good administrative system which support employees' motivation.

LITERATURE REVIEW:

CONCEPT OF JOB ENRICHMENT :

Job enrichment is an approach of adding additional motivators to job to make it more rewarding. The concept of job enrichment is an off-shoot of motivation-hygiene theory of work attitude (Herzberg, Mausner and Snyderman, 1959; Herzberg, 1968: 1987). However, as an effective motivator was popularized by Hackman and Oldham (1976) and was developed by Fredrick Herzberg on the basis of his studies indicating that the most effective way to motivate workers was by focusing on higher order needs. It seeks to add depth to a job by giving workers more control, responsibility, and discretion over how their job is performed (Newstrom, 2011; Kinick and Williams, 2009). Job enrichment is involving employee in pleasurable activities and motivating them to use their skills effectively. (Davoudi, 2013). Lunenburg (2011) defines job enrichment as a job-design strategy for enhancing job content by

building into it more motivating potential. It is an attempt to motivate employees by giving them the opportunity to use their abilities (Brown, 2004; Pillai, Mashood, Amoodi, Husain, 2012; Razag and Nawaz, 2011; Mondway, R.W. and Noe, R.M. (1990). *Human resource management* (4th edition). Washinton D.C: Allyn and Bacon. The essence is to help employees to build the sense of self management and self-sufficiency (Neil Kokemuller, 2008).

According to Hackman & Oldham (1976), Raza and Nawaz (2011), job enrichment is redesigning of jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, recognition, autonomy, significance of the job, having better control and feedback in their work setting (Raze and Nawaz, 2011; Yasdani, Yaghoubi, Giri, 2011).

Mohr and Zoghi (2006) and Koontz and Wehrich (1988) asserted that job enrichment is an attempt to build into jobs a sense of challenge, achievement and variety, giving workers more freedom in deciding about such things as work methods, sequence and pace of the acceptance or rejection of materials, encouraging participation and interaction between workers, giving feelings of personal responsibility for their task, feedback on job performance before their supervisors get it and workers involving workers in any change in the organisation. Job enrichment allows the employee to work innovatively and accordingly because of expansion of role and responsibility (Shilpa et al., 2013).

Newstrom (2011) asserted that for a job to be called enriched it must have the five job enrichment dimensions which include: skill variety, task identity, task significance, autonomy and feedback (Hackman and Oldham (1980).

Skill variety: The degree to which the job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the worker. Jobs that are high in skill variety are seen by employees as more challenging because of the range of skills involved; relieve monotony that results from repetitive activity; and gives employees a greater sense of competence. (Newstrom 2011, Bartol & Martin 1998).

Task Identity: is the degree to which a job requires completion of a “whole” and identifiable piece of work—that is, doing a job from beginning to end with a visible outcome. (Robbins et al 2008, Jacko 2004 Glick, Jenkins, and Gupta, 1986)

Task Significance: is the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organisation or in the external environment (Robbins et al, 2008, Jacko 2004 Glick, Jenkins, and Gupta, 1986)

Autonomy: The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. It is considered fundamental in building a sense of responsibility in employees. (Robbins, et al 2008; Jacko 2004; Glick, Jenkins, and Gupta, 1986)

Job feedback: The degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance (Robbins, et al 2008, Jacko 2004; Glick, Jenkins, and Gupta, 1986).

The core dimensions affect an employee’s psychological state, which tends to improve performance, satisfaction and quality of work, and reduce turn over and absenteeism. And that if one is perceived to be missing, workers are psychologically deprived and motivation (Lunenburg, 2011; Thomas, Buboltz, & Winkelspecht, 2004).

MOTIVATION:

Today organizations from all around the world strive to motivate its employees in order to survive and compete in dynamic corporate environment successfully as motivation puts human resources into action, improves level of efficiency of employees, enables the organizations to attain sustainable competitive advantage over the rivals and ultimately leads to the achievement of organizational goals (Chaudhary and Sharma 2012; Mohsan et al., 2011).

Motivation is a goal-directed behaviour which involves taking a course of action which leads to the attainment of a goal or a specific valued reward (Armstrong, 2006; Usugami, and Park, 2006). Berman, Bowman, West and Wart (2010), defined motivation as the drive or energy that compels people to act with energy and persistence towards some goal. While Luthan (2005) sees motivation as a process that

starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal incentive. Therefore, the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives. Also, Minner, Ebrahimi, and Watchel, (1995), state that in a system sense, motivation consists of these three interacting and interdependent elements, i.e. needs, drives, and incentives. However the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives. Helliegele, Solcum and Woodman (1992) described motivation as the force acting on or within a person to behave in a specific, goal-directed manner.

Generally, organizations and managers should use different motivational factors/model to meet up with different employee's needs. However, what may motivate one employee may not motivate or interest another (Kim, 2006; Kovach, 1987).

Organizations and managers should not limit themselves to one specific motivational factor; instead, they should consider diverse motivational models to realize the different needs of employees (Kim, 2006). Kovach (1987) supports this suggestion by saying that no standard motivational factor is applicable to all organizations because of individual differences as what is interesting to one person may not be interesting to another person.

THE ROLE OF JOB ENRICHMENT IN MOTIVATION:

Job enrichment according to Latham and Boldes (1975), Latham and Yukl (1975), and Raja (1974), increases the motivational level and performance of the employees in the work place and makes more possible the achievement of the organisational goals. The motivating characteristics of job enrichment include – participation, autonomy and responsibility – appeal to employees who strive for the satisfaction of higher-order needs such as self-control, self-respect and self-actualization (Chung and Ross, 1977). Mohr and Zoghi, (2006) and Cappelli and Rogovsky (1994) asserted that their underlying assumption is that Taylorist jobs cannot meet the employees' psychological and social needs but job enrichment do. That job enrichment meets these needs and increases the motivating potential of work, which simultaneously increases both work satisfaction and effort.

According to Govender and Parumasur (2010), an enriched job offers more autonomy and freedom in executing the related responsibility and adds variety and challenge to an employee's daily routine. And besides the pecuniary remuneration associated to work, an enriched job renders self-fulfillment, actualization and contentment of meaningful job (Hackman and Oldham, 1976). Lawler (2003) discovered three essential characteristics of enriched job such as experience of meaningfulness, the experience of responsibility for outcomes and feedback as psychological conditions. Yasdani, Yaghoubi and Giri (2011), in their study asserted that job enrichment is a tool for employee empowerment and autonomy with great responsibility which lead to motivation, satisfaction, commitment and performance.

THEORETICAL FRAMEWORK FOR JOB ENRICHMENT AND MOTIVATION:

The enriched job characteristics theory is postulated by Hackman & Oldham (1975). The theory was built on the previous knowledge and research, mainly coming from Need Hierarchy Theory, Expectancy Theory, Herzberg Two-Factor theory (Garg and Rastogi 2006) and using also an earlier work by Turner & Lawrence (1965) about task attributes. They believe that the main approach to job enrichment is based on the Job Characteristics, which offer that motivation, satisfaction, commitment, involvement, performance quality, and withdrawal behaviors such as absenteeism and turnover are a function of three critical psychological which are- experienced meaningfulness, responsibility for outcomes, and knowledge of results (Grant and Shin, 2011, Lawler 2003 Grant, and Parker, 2011). The enriched job characteristics theory advocates that the job itself should be designed to possess certain characteristics that create conditions for high work motivation, satisfaction, performance involvement, and commitment. The job enrichment theory identifies the tasks condition in which individual is predicted to prosper in their work. Job enrichment theory gives the management the insight that employee effectiveness can be enhanced by enriching the jobs with high levels of key characteristics and making sure those employees with appropriate personal qualities are assigned to these jobs.

The theory provides a set of implementing principles for enriching jobs in an organizational setting which proposed a model of five core job characteristics skill variety, task significance, task identity, autonomy, feedback that affects motivation (Oldham & Hackman, 2010; Parker & Ohly, 2008) Hackman& Lawler, 1971).

EMPIRICAL STUDIES:

Raza & Nawaz (2011) in their research titled “the impact of job enrichment on employee’s job satisfaction, motivation and organizational commitment: Evidence from public sector of Pakistan” found out that there is a positive relationship between job enrichment and motivation. Job enrichment was found as strong and significant predictor of job satisfaction, motivation and commitment.

Orphen (1979), in his research titled ‘the effects of job enrichment on employee satisfaction, motivation, involvement, and performance: a field experiment’. He investigated the effect of job enrichment on employee responses conducted in a federal agency among clerical employees who were randomly assigned to either an enriched or unenriched condition. In the enriched condition, a systematic attempt was made to increase the extent to which the jobs of the employees possessed each of the dimensions of skill variety, task identity, task significance, autonomy, and feedback in which the results showed that employees in the enriched condition perceived their jobs as more enriched than before and this caused significant increases in employee job motivation and led to significant decreases in absenteeism and turnover. These findings, was described in terms of the Hackman-Oldham theory of job enrichment, are regarded as suggestive evidence that enrichment can cause substantial improvements in employee attitudes, but that these benefits may lead greater motivation and productivity.

Lunenburg (2011), in his study titled “Motivating by enriching jobs to make them interesting and challenging”. The results revealed that there is a positive correlation between job enrichment and motivation. Also, the finding revealed that job enrichment lowers absenteeism and turnover and alters the employees psychological states and enhances their effectiveness. Locke (1968) in his study discovered that job enrichment enhances employees’ motivation which leads to their high performance.

Kovach (1987), in his study discovered that employees at lower organizational level responded to pay incentives whereas middle and higher levels employees responded to job enrichment program. He therefore, endorsed that management must understand what motivates the employees within the context of the job that they perform. Motivation is a goal-oriented behaviour (Likert, 1967; Odiorne, 1970). The act of motivating employees is very complex which is due, in part, to the fact that what motivates employees’ changes constantly (Beder, 1990; Watanabe, 1991). Hence, job enrichment is an integral components of organizations which strengthen employees’ motivation (Oladele, Subair and Sebina, 2010)

According to Mohr and Zoghi (2006), enriched jobs encourage workers to learn and innovate at work, increase the motivating potential of work. In other words, motivated workers perform tasks more accurately and more innovatively. Maier (1963) indicated that participation in decision making via enriched job designs leads to greater acceptance of decisions by workers and thus increase employee motivation. But other studies indicate that participation does not necessarily lead to high motivation and productivity unless it results in high performance of goals set by the participants themselves (Latham and Yukl, 1975; Likert, 1967; Odiorne, 1970).

According to Chung and Ross (1977), job enrichment can exert more influence on employee motivation because enriched job design gives workers more opportunities to utilize their abilities and exert control over their work environment. Job enrichment also increases the motivation level of the employees in the work place and employees’ tendency to achieve the goals in also made more possible (Latham and Kinne, 1974; Ronan, Latham and Kinne, 1973; Myers, 1970; Raja, 1974; Morrison, 1994;Riehl, 2000) The findings of Likert, (1967) Odiorne, (1970) showed that job enrichment is a source of motivation for the employees and it leads to a goal-oriented behaviour. By increasing the scope of the employee’s work, one also increases their motivation level (Latham and Baldes, 1975; Latham and Kinne, 1974; Latham and Yukl, 1975; Ronan, Latham and Kinne, 1973; Myers, 1970; Raja, 1974).

CONCEPTUAL MODEL:

Based on the literature review, there is a direct relationship between job enrichment and employees motivation. Therefore, the model proposes that, the aim of job enrichment is to enhance motivation of employees in an organization. The model shows that job enrichment is the independent, while the employee motivation is the dependent variable.



Source: Developed for the study

METHODOLOGY OF THE STUDY:

A survey research design was deployed to assess the effects of job enrichment on employees’ motivation so as to ascertain the degree of relationship between the hypothesized variables. The use of descriptive research design was considered because it allowed for the collection of quantitative data which were analyzed quantitatively using descriptive and inferential statistics.

The data gathering instrument that was used in this study was structured questionnaire. The questionnaire was administered to selected non-teaching staff of Babcock, Covenant, Bells, Ajayi Crowther, Lead City, Bowen and Joseph Ayo Babalola Universities, all in South-Western Nigeria. The questionnaire was administered between 10th and 24th of October, 2013. The questionnaire contained two sections: one on job enrichment and second on employees’ motivation respectively. The questions for job enrichment were adopted from Hackman- Oldham model of Job Diagnostic Survey (JDS) which was used by Orphen (1979) and employees’ motivation items from Raza and Nawaz (2011). The questions adopted were modified to suit the purpose of this study. The six point rating scale was used in the questionnaire so as to avoid the problem of central tendency and to gain more effective screening power (Sin and Tse, 2002; Osuagwu, 2006).The study adopted a six-point rating scale to obtain data from the respondents. The scores were coded as strongly agree =6, agree= 5, partially agree=4, partially disagree=3, disagree =2, and strongly disagree=1.

The study has used Cronbach’s Alpha reliability test to evaluate the reliability of the questionnaire for the study and validity was established through suitable statistical means. The analysis was done using SPSS. The benchmark for reliability Cronbach’s Alpha score is .70 as recommended by Nunnally (1978), thus all above the minimal 0.70; therefore, the overall reliability of the whole scale is guaranteed (Nunnally, 1978). Cronbach’s Alpha Reliability co-efficient for all the construct items in the study were ascertained via the outcome of the pilot study.

Table1 reveals that the Cronbach’s Alpha values: job enrichment = 0.794 and employees motivation = 0.746. Therefore based on the Alpha values it can be decided that the framed questionnaires are more reliable with each other and the questionnaire survey can be conducted by using the questionnaire.

Table 1: Reliability coefficients of research measures (Cronbach’s Alpha)

Section	Items	Cronbach’s Alpha
A	Job Enrichment	0.794
B	Employees Motivation	0.746

Source: Field Survey, 2013

The statistical analysis carried out in the study by using MS-Excel and SPSS (Statistical Package for Social Science) Software 21 version for windows. The statistical technique like correlation, regression, and ANOVA has been used for the analysis. Analyzed and interpreted data have been presented in the form of tables. A self-structured questionnaire assessing the job enrichment

and employees motivation measures were distributed to a random sample of 740 respondents. A total of N = 547 questionnaire were returned representing a response rate of 73.91.

HYPOTHESIS TESTING:

Table 2: Correlation (Pearson Product Moment Correlation (PPMC) of job enrichment and employee motivation

Variables	N	Mean	Std. Deviation	R	P.	Remark
Job Enrichment	547	4.94	0.65	0.664	.000	Significant
Employee Motivation	547	4.82	0.74			

Source: Researcher’s Field Survey from SPSS output, 2013

Table 2 presents the results of hypothesis testing. From the table it is clear that there is a significant positive relationship between job enrichment and employees motivation (R = 0.664, p < 0.05). Hence, the research hypothesis which states that *Job enrichment has a significant relationship with employees’ motivation in selected private universities in South-West Nigeria* is hereby accepted.

Table 3 Summary showing Linear Regression/Analysis of Variance on the effect of Job enrichment on employees’ motivation of non-academic staff in selected private universities in South-West Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	130.599	1	130.599	430.035	.000 ^b
Residual	165.513	545	.304		
Total	296.111	546			
R = 0.663		R Square = 0.441			

a. Dependent Variable: Employee Motivation

b. Predictors: (Constant), Job Enrichment

Source: Researcher’s Field Survey from SPSS output, 2013

Table 3 further shows that job enrichment significantly influence employees motivation ($F_{1,545} = 430.035, p < 0.05$). Further evidenced is the fact that the percentage of variance in employees’ motivation explained by job enrichment is 44.1% which showed the extent of the effect of job enrichment on employee motivation.

DISCUSSION:

The study was to ascertain whether job enrichment has any significant effect on non- academic staff motivation in the selected private universities in South –West, Nigeria. However the findings revealed that job enrichment has statistical strong positive relationship with employee motivation among the non-academic staff in the seven selected private universities. This is inconsonance with the findings of Likert (1967) Odiome, (1970), that job enrichment is a source of motivation for the employees and it leads to a goal-oriented behaviour. By increasing the scope of the employee’s work, one also increases their motivation level, the performance of the employees at the work place and their propensity to achieve the goals (Latham and Baldes, 1975; Latham and Kinne, 1974; Latham and Yuki, 1975; Ronan, Latham and Kinne, 1973; Myers, 1970; Raja, 1974).

The finding of this study is also in line with the finding of Orphen (1979), in his research titled ‘the effects of job enrichment on employee satisfaction, motivation, involvement, and performance: a field experiment’. According to Hertzberg’s (1959), theory, only a challenging job has the opportunity for achievement, recognition, advancement and growth that will motivate personnel (Garg and Rastogi, 2006)

Also Lunengbury (2011), in his research found out that job enrichment leads to higher job satisfaction and motivation. The study of Hackman, et al, (1975) showed that people on enriched jobs are more

motivated and satisfied by the jobs as compared to those whose jobs are not enriched. However, from the finding of this study and the empirical evidences from other studies from the literatures, job enrichment has effect on the motivation of employee in the selected universities surveyed Mohr, and Zoghi (2006), asserted that enriched jobs encouraged workers to learn and innovate at work, increase the motivating potential of work. Vroom (1964), and Maier (1963), indicated that participation in decision making via enriched job designs leads to greater acceptance of decisions by workers and thus increase employee motivation. (Latham and Yukl, 1975; Likert, 1967; Odiorne, 1970).

IMPLICATION OF FINDINGS:

This study is conducted with the aim to evaluate the effect of job enrichment on work-related attitudes of non-academic in selected private universities South-West, Nigeria. The findings of this study revealed that Job enrichment has significant effect on employee motivation, of non-academic staff in selected private universities in South-West Nigeria. This implies that job enrichment is being practiced in the seven selected private universities in South-West Nigeria namely- Covenant, Bells Babcock, Lead city, Ajayi Crowther Bowen and Joseph Ayo Babalalo. That the employees in selected private universities are allowed to used the five dimensions job enrichment which are-variety of skills and talents; task identity, task significant, autonomy and feedback from the work they do and would be able to assess their performance themselves with less or no supervision. However job enrichment design is a continuous process, therefore human resource manager should at no point relent on redesigning the job of employees by enriching their job.

The findings of the results also implied that the non-academic staff in the surveyed universities are highly motivated with the challenging nature of their job which gives them a sense of achievement and fulfillment, with the feedback they get from their job, when their task/job has substantial impact on the jobs of others, with the level of freedom they have in doing their job, with the potential for professional growth and advancement in their organizations, their job serves as a motivating factor in their personal life, their job gives them a sense of responsibility and accountability, with the interpersonal relationships with their colleagues, with their current professional status, and the working conditions in their workplace are suitable for their personality. This also means that the employees of these institutions are motivated with the practice of job enrichment. The implication of this is that management of these institutions should take cognizance of the need, desires and expectations of their employees so that they will remain motivated and happy workers.

CONCLUSION AND RECOMMENDATIONS:

This study has attempted to find out the impact of job enrichment on employees motivation of non-academic staff in selected private universities in South-West Nigeria. The findings revealed that job enrichment has a significant influence on employees' motivation in the selected private universities in Nigeria. The finding further revealed that job enrichment provides skill variety, job identity, feeling important in the eyes of others, responsibility, challenge, realizing ones competence, freedom, participation in decision making, performance feedback from the job done, growth and sense of achievement which led to satisfaction of the non-academic staff. The study has added some additional knowledge for a better understanding of the relationship between job enrichment and employees' motivation in educational institutions in Nigeria.

By these revelations, human resource managers of the surveyed seven selected private universities and other organizations alike should take account of individual differences, attributes and people orientation to work. From the findings it was cleared that employees are motivated by different things, management should not generalize the motivation strategies, rather individual should be motivated accordingly, as what will motivate employee A may not motivate employee B.

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