

## JOB ENRICHMENT FOR IMPROVED TEACHERS' SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### **Abstract**

*This research is carried out to know the job enrichment that improved teachers' satisfaction in Public Secondary Schools in Anambra State. Related literatures were reviewed based on others scholars research. The study had shown important ingredients for job enrichment strategies which include job security, conducive teaching environment, good service condition, regular promotion and teachers' capacity building programmes. The study also revealed that these job enrichment strategies when properly adopted by secondary school principals would give the teachers opportunity to participate fully in educational activities for the development of individuals, the institution and society at large. Government, through the Schools Board should ensure that teachers are actively involved in capacity building programmes such as seminars, workshops and conferences to improve their instructional performance and expose them on the latest reform on instructional techniques needed for the exchange of knowledge in secondary schools in Anambra State'*

**Keyword:** Enrichment, Job, Knowledge, Performance, Teachers, Satisfaction, School

### **Introduction**

Job enrichment could be defined as an essential system of motivating staff of organizations for improved and enhanced effective performance through a mutual sense for skill variety, identity and knowledge building. It is a technique through which institutional management motivates the interest of employers through additional responsibility and motivational packages. This creates an understanding that employees' jobs have meaning and very important to the organization for productivity. It is all about redesigning work to increase teachers' performance through proper allocation of challenging tasks, making it more exciting, captivating and allowing the job holder with freedom of decision, planning and control in carrying out the job for institutional productivity. Job enrichment is a systematic process of redesigning jobs in a way that will maximize the opportunities to derive internal

satisfaction simply from doing the work itself as well as enhancing quality service delivery in the school system.

Job enrichment is the systematic process of redesigning jobs in a better way that increases the employees' opportunities to experience feelings of responsibility, achievement, growth, and recognition. It is an improvement on the job content, which makes it more interesting, challenging, autonomy, significant, more skill variety, better control, feedback from work done, self-respect for the employees, more opportunities for growth, and more chances of contributing their ideas towards the growth of the organization for global competitiveness. It is a fundamental instrument of managing staff for organizational growth and development. It brings about development and intensification in educational institutions. It places extra amount of work on teaching staff with the aim of making it more interesting, meaningful and increasing job challenges as well as responsibility for quality instructional performance. Jobs are enriched to motivate employees by adding to their responsibilities with a greater need for skill varieties in their jobs (Salau, Adeniji and Oyewunmi, 2014).

Job enrichment increases teachers' involvement in the performance of their duties whether academic or non-academic functions, which helps in the achievement of the educational goals and objectives. This implies that, the achievement of educational goals depends on the level of performance of teachers in the discharge of their duties in the school system. This implies that, proper job enrichment for teaching and non-teaching staff enhances the achievement of institutional goals and objectives. Job enrichment in an educational institution implies that, additional motivators are added to the job so that it becomes more rewarding for individual growth and institutional development. This helps to enhance the quality of service delivery as well as self satisfaction in the system. It equally allows teaching staff to participate in instructional activities as it gives them the opportunity to use their knowledge and skills for students' productivity. According to Akrani (2011), job enrichment embraces some distinct features for effectiveness, namely: the nature of the jobs which may require higher-level of knowledge, skills and responsibilities; the objective of an enriched job in such that the job becomes more lively and challenging; thus becoming a source of motivation to the staff. The enriched job is packaged to give positive results, because the workers are given opportunities to use their initiatives and innovate while working. However, an enriched job

encourages self discipline, reduces external direction and control for institutional growth and productivity.

Job enrichment motivates both teaching and non-teaching staff by giving them the opportunity to apply wide-range of their abilities, responsibilities and varieties in their jobs. This means that, the aim of job enrichment in an educational institution is to reverse negative effects of repetitive tasks and staff dissatisfaction. However, adequate job enrichment strategies in educational sector enhance teachers' performance and educational delivery system.

Job enrichment strategies include: good service condition, regular payment of staff salaries, regular promotion of staff, staff involvement in professional development programmes, maximum cooperation between school administrators and staff, and other forms of staff motivation such as praise and non-monetary rewards. This implies that, motivated teachers are more likely to make students learn in the classroom, ensuring the implementation of educational reforms and feelings of satisfaction and fulfilment. Staff job enrichment is fundamental to the quality teaching and learning process. Job enrichment strategy therefore, is directed towards maintaining and improving the teaching/learning process of the school. It is also that of supporting, assisting and sharing rather than directing. It is a service activity that exists to help teachers do their job better. This desired expectation in education could be achieved through effective staff job enrichment, since it creates the awareness of sound education philosophies in teachers. Job enrichment enhances teachers' commitment to work through active participation in academic and administrative duties. Staff job enrichment strategies according to Nwabueze (2018) include creating a conducive environment where teaching and learning takes place for both teachers and students, provision of leadership in programme development and fostering of team spirit among teachers, as well as integration of institutional goals to societal goals.

The involvement of teachers in the development of appropriate skills for the achievement of educational goals enhances teachers' instructional performance and institutional productivity. The teacher is someone who has undergone a formal training programme with specialized knowledge of transferring the acquired knowledge to the learners for improved productivity. The teacher as someone who has undergone a formal training programme with specialized knowledge is

expected to perform the following tasks: planning of lesson notes, writing of lesson note, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning and achievement in secondary schools (Madumere-Obike, Ukala and Nwabueze, 2017). The purpose of any teacher in the classroom is to help learners learn, enquire, solve problems, and cope with their own emotional needs and tensions. The teacher promotes effective instructional tasks from the domain of teaching and learning through creative idea, participation and cooperative learning, research, analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking (Nwabueze, 2018). These lead to the proper development of knowledge, skills, attitude, values that enable students to function effectively and live as responsible citizens as well as make useful contribution to the society. All these are achieved through proper instructional performance.

Instructional performance could be seen as statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in the school system. This ultimately depends on the commitment of teachers to make judicious and adequate use of both human and material resources to ensure effective instructional performance in the teaching and learning processes (Ayeni and Afolabi, 2012). Proper instructional performance however, is the ability of the teacher to demonstrate sound professional attributes like scholarship acquired through adequate training. It is pivotal to successful teaching, students' learning outcomes and attainment of quality education in secondary schools. Effective instructional performance can manifest in teacher's knowledge of the subject-matter, skills and competences in the teaching and learning processes, which leads to the accomplishment of the stated educational goals. This implies the need for teachers to possess the qualities and skills needed for effective teaching and learning within the school setting (Ayeni and Afolabi, 2012). The aim of instructional performance is to deliver the curriculum or lesson prepared efficiently so as to achieve the set goals and standards in the school system. Effective instructional performance occurs when the essence of instructional delivery has been accomplished through quality instructions in the school setting.

### **Enriched Job Characteristics Theory**

The enriched job characteristics theory was postulated by Hackman and Oldham in 1975. The belief that the main approach to job enrichment is based on the job characteristics which focused on the factors responsible for producing attitudes or satisfaction that is derived from doing the work itself and these factors include: opportunity for using different skills as required by the task to complete identifiable job from the beginning to the end. Job enrichment is based on the job characteristics, which offer that motivation, satisfaction, commitment, involvement, performance quality, and withdrawal behaviours such as absenteeism and turnover are functions of three critical psychological behaviour that are experienced through responsibility for outcomes, and knowledge of results (Grant & Shin, 2011; Lawler 2003; Grant & 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 individuals are predicted to prosper in their work. Job enrichment theory gives the management the insight that employee effectiveness can be enriched 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 and feedback that affect motivation (Oldham & Hackman, 2010; Parker & Ohly, 2008; Hackman & Lawler, 1971).

Hackman and Oldham (1975) identified kinds of job characteristics that are likely to generate excitement and commitment about work and individuals suitable for it. They include skill variety, task identity, task significance or importance, autonomy and feedback which assist to arouse three critical psychological states that influence various individual and work outcome are employees' internal work motivation, quality of work delivery and growth need satisfaction. The more the teacher experience meaningfulness of doing the work, experience, responsibility and accountability of the work as well as having the knowledge of actual results of his effort in getting the work completed become positive.

## **Concept Of Job Enrichment**

Job enrichment is a job-design strategy for enhancing job content by building into it more motivating potential (Lunenburg 2011). It is an attempt to motivate employees by giving them the opportunity to use their abilities (Pillai, Mashhood, Amoodi & Husain, 2012; Razag & Nawaz, 2011; Mondy, Noe & Premeaux, 1999). It is the systematic technique of “harnessing works processes and procedures for stimulating employees’ performance and satisfaction” (Robbins & Judge, 2011). The essence is to help employees to build the sense of self management and self-sufficiency (Neil Kokemuller, 2008). It is a qualitative change to a job that increases the extent of autonomy, feedback, and significance of the job, allowing workers to have better control and feedback in their work setting.

An addition in job related tasks with a view to increase employee control and responsibility is called job enrichment (Raze & Nawaz, 2011). Yasdani (2011) defines job enrichment as changing job content in order to make tasks challenging and to increase productivity. Mohr and Zoghi (2006); Koontz and Weihrich (1988) assert 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, combination to the finish products, feedback on job performance before their supervisors get it and workers involving workers in any change in the organisation.

Job enrichment is seen as a motivational technique used by institutions to enhance their staff with greater satisfaction in his work. This comprised additional responsibilities previously reserved for staff to give them more self-management in their duties. It is equally seen as task restructuring technique with the focus of giving the staff more authority, independence, and control over the manner the activity is being carried out.

Job enrichment in educational system is a medium through which school administrators motivate their staff for the achievement of educational goals and objectives. This helps both academic and administrative staff to feel like their work has meaning and is important to the institution. This adds new sources of job satisfaction by increasing the level of responsibility of the staff.

Job enrichment is a management concept that involves redesigning jobs so that they are more challenging to the staff and have less repetitive work. The purpose of job enrichment is to make the position more satisfying to the staff and enhance the achievement of educational goals and objectives. The Overall goals for educational institutions include: increasing staff job satisfaction, reducing turnover, and improving productivity of students. These provide staff with greater responsibility of increasing the range and complexity of tasks they are called upon to complete for school development and productivity. It motivates them by giving staff the opportunity to use their abilities to the fullest.

Job enrichment analyzes the various assumptions inherent in job enrichment approach, along with the ramifications and utility of employing it in work organizations (Vijay & Indradevi, 2015). However, job enrichment programs predicted on the development of increasing intrinsic job elements and down-grading attention to extrinsic factors, is questionable at best (Kaplan et al, 1969). Job enrichment adds a feeling of satisfaction derived from work itself. Structured jobs make people feel like human beings rather than units of production.

Job enrichment enhances the motivational level and performance of staff in work place and their propensity to achieve the goals becomes more possible (Bryan & Locke, 2006; Latham & Baldes, 1975; Latham & Kinne, 2004; Latham & Yukl, 2005; Ronan; Hertzberg & Frederick, 1968; Myers, 1970; Raja, 1974). Job enrichment also increases self-actualization, self-control and self-respect among administrative and academic staff of universities. Job enrichment also increases the motivation level and the performance of teaching and non-teaching staff in educational institutions and their tendency to achieve the goals of the system.

Job enrichment is a type of job redesign intended to reverse the effects of tasks that are repetitive requiring little autonomy. Some of these effects are boredom, lack of flexibility, and employee dissatisfaction (Leach & Wall, 2004). The aim of job enrichment is to expand the scope of the job with a greater variety of tasks that require self-sufficiency for institutional development. Many employers traditionally believed that money was the only true motivating factor for employees and that if you want to get more work out of employees, offer them more money. However, majority of workers today like to work and be appreciated for the work they do.

Job enrichment also helps the staff to be more productive in their areas of specialization. The essence is to help staff build-up sense of self management and self-sufficiency (Neil & Kokemuller, 2008). Williams (2009) also posited that job enrichment is a fundamental aspect of stimulating the effort of employees by expanding job responsibilities and giving increased autonomy over the task processes and completion. It is a systematic way of inspiring staff by giving them the opportunity to apply different types of skills and capabilities in performing a task (Feder, 2000). Kotila (2001) added that Job enrichment leads to job satisfaction by increasing the level of responsibility and giving the sense of freedom, autonomy and opportunity for employees to decide what and how the job is to be performed and accomplished.

### **Job Enrichment Strategies**

Job enrichment, as a managerial activity includes a three steps technique: turning staff effort into performance, linking staff performance directly to reward, and making sure the staff wants the reward.

**Turning staff effort into performance:** this is done by ensuring that objectives are well-defined and understood by everyone. Every staff has to be conversant with the process and how important their contributions are to the institution and students. There is need to provide adequate resources for each staff to perform well. This includes supporting functions like information technology, communication technology, personnel training and development. This equally helps to provide adequate recognition, appreciation, and other motivators among staff, and skill improvement opportunities.

**Linking staff performance directly to reward:** Clear definition of the reward very important in educational institutions Explanation of the link between performance and reward helps staff get the right reward when they perform well. If reward is not given, explanation is needed

**Making sure the staff wants the reward:** it is very important to ask them what area of motivation they interested on. Use survey (checklist, listing, and questionnaire) in doing so. Once you know what the staff want, give them the tools they need to earn it and follow through on your word ([http://www.tutor2u.net/business/people/\\_motivation-financial-job-enrichment.asp](http://www.tutor2u.net/business/people/_motivation-financial-job-enrichment.asp), 2015).

The characteristics or features of job enrichment include:

**Nature of Job:** Job enrichment is a vertical expansion of the job. The workers are given jobs, which require higher-level knowledge, skills and responsibilities. Job enrichment improves the quality of the job.

**Objective:** The objective of job enrichment is to make the job more lively and challenging. So, the job is a source of motivation for the workers.

**Positive Results:** Job enrichment gives positive results if the workers are highly skilled. This is because workers are given opportunities to show initiative and innovation while doing their job.

**Direction and Control:** Job enrichment encourages self-discipline. It does not believe in external direction and control.

Involving the staff to managerial functions of the higher ranks is called job enrichment. It leads to the success of the employees' performance (Vroom in Nwabueze, 2016; Swinth in Nwabueze, 2016). Job enrichment, according to Leach and Wall (2004) is a design of job that increases the volume of employees' autonomy, control, skill varieties and responsibility which invariably helps to reduce rigidity, tediousness, lack of creativity and employees dissatisfaction. The principle of job enrichment in the practice of human resource management has tremendously been seen as a dynamic process of increasing the work structures and processes with an environment that gives room for autonomy, flexibility, personal growth and satisfaction to the workplace (Aguinis, 2009).

The process of communications and goal-setting are crucial to the success of the job enrichment as well as set meaningful and productive goals, of which the worker must know the goals of the organization. This is where effective communications come into play, for the staff needs to know organizational goals, not in just a vague way, but as explicitly as possible for the growth of the institution. Only then can the worker align his own personal goals with those of the organization as well as see the impact of the attainment of his goals on those of the organization. Knowing the organization's goals, the worker can then measure his own performance by its contributions to organizational goals.

There is the need to motivate administrative and academic staff of universities to enhance their academic performance for the following reasons:

1. It creates good human relations between staff and management.
2. It enhances job satisfaction.
3. It makes workers display enthusiasm and loyalty to the management.
4. It influences the productivity and efficiency of the workers.
2. It increases esteem (ego) and cooperation among workers in the establishment.
3. It reduces tension and conflicts between management and staff and helps to solve disciplinary problems.
4. It helps the industry to grow by reducing union-management conflicts that hamper productivity.
5. It encourages the involvement and commitment of staff to the attainment of not only the organizational goals but also staff goals and needs (Akwara, Abutu, Akwara, & Okwelume, 2014).

It is very necessary to motivate staff for effective service delivery. This can be achieved through following extent: provision of staff buses and transport facilities, staff rooms and staffroom facilities, recreational facilities, involvement of staff in staff development programmes, need for better pay packs (wages and salaries), need for good housing facilities for the staff, longer maternity periods, introduction of long service award, staff welfare services, staff representation in the management, profit sharing, equity holding, improved communication system, adequate compensation plan, and healthy working environment. Good management system could make the jobs more interesting to workers through job rotation and job enrichment, praise for the work well done and freedom of initiatives.

Job enrichment necessitates the practices that apportion greater responsibility for arranging, organizing, and designing work to the employees (Benson, Eddy & Lorenzet, 2000) who actually produce product. Job enrichment develops jobs vertically and increases the variety of tasks in a job (Robbins & Judge, 2011). The advantages of job enrichment include:

- i. **Learning new skills:** By having more responsibilities, the employee will have the chance to work on new tasks and therefore learn new skills. By having to learn new skills, the employee has the opportunity to become proficient at certain tasks and even become experts.
- ii. **Reducing boredom:** Job enrichment focuses on giving employees more variety and responsibilities. The target of job enrichment is

to reduce the chance of boredom from the repetitive, tedious activities.

- iii. **Creating a better work environment:** The net result of job enrichment is an overall more positive environment that promotes maximum productivity. This is simply because, employees who are treated better tend to have better attitudes around the work place and tend to spread that positivism around the office (<http://www.tutor2u.net/business/people/motivation-financial-job-enrichment.asp>, 2015).
- iv. **Interesting and challenging job:** When a certain amount of power is given to employees it makes the job more challenging for them, we can say that job enrichment is a method of employee empowerment.
- v. **Improves decision making:** Through job enrichment, we can improve the decision making ability of the employee by asking him to decide e.g. Ego and esteemed needs, self-actualization, etc. These needs can be achieved through job enrichment.
- vi. **Reduces work load of superiors:** Job enrichment reduces the work load of senior staff. When decisions are taken by juniors, the seniors work load is reduced.

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