



Full Length Research Article

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

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ARTICLE INFO

Article History:

Received 18th August, 2015
Received in revised form
26th September, 2015
Accepted 09th October, 2015
Published online 30th November, 2015

Key Words:

Job enrichment,
Employee satisfaction,
Absenteeism,
Employee turnover.

ABSTRACT

Job enrichment is an excellent means of enhancing employee job satisfaction and prevention of staff turnover or intention to leave an organization. However, little research has been conducted to determine the effectiveness of job enrichment in Nigeria organizational settings. Therefore, the purpose of this study was to establish the effect of job enrichment on job satisfaction of non-academic staff in selected private universities in South-West Nigeria. This study employed a cross-sectional survey design. The population of the study was 2462 non-academic staff distributed among the seven (7) approved private universities that had existed for six years in South-West Nigeria. A sample of 740 respondents was selected using multi stage sampling technique. 618 filled questionnaires were returned but 547 was found useable. The simple regression model was used to analyze the data collected. The finding reveals that there is a significant positive relationship between job enrichment and employee satisfaction in selected private universities in South-West Nigeria. The regression results also showed that 44% of the variation in employee satisfaction can be explained by the changes in practice of job enrichment. With these findings, this study provides many implications for the practice of job enrichment.

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INTRODUCTION

Job enrichment is the redesigning of jobs in a way that increases the opportunities for workers to experience feelings of responsibility, achievement, growth, and recognition. It is an improvement of job context /content in order to make it challenging, autonomy, significant, have more skill variety, better control, feedback from work done, self-respect of the employee, more opportunity for growth, and more chance to contribute his or her ideas (Saleem *et al* 2012, Raza and Nawaz 2011, Yasdani *et al.*, 2011, Mondy, Noe and Premeaux, 1999, Hackma and Oldman, 1976, Herzberg, 1968). 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). This is because excessive job specialization introduced by scientific management and advancing modern technology has been dehumanizing the work by making the workers' job meaningless, routine, repetitive, removing all challenges from it and making the worker a part of the machine culture. As human capabilities are not being fully utilized under such conditions, it is creating frustration among the workers and

alienating them from their jobs. 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, and Capwell, 1975, Lawler and Ledford, 1992). Job is also a problem of human behaviour and work attitude. 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 and Mehdi, 2013, Newstrom, 2011). Organizations can enrich employees' job by involving them in managerial functions of the higher level, allowing them to do more tasks, to have more autonomy, and to receive more feedback (which enables employees to evaluate their own performance) (Neyshabor and Rashidi, 2013).

It occurs when an employer through development and intensification, placed extra amount of work on employees with the aim of making it more interesting, meaningful and increasing job challenge and responsibility (Salau, Adeniji and Oyewunmi, 2014). Job satisfaction is a state of pleasure that could be gained by implementing one's value to a job (Locke, 1969).

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Job satisfaction according to Salancik and Pfeffer (1977), and Koys (2001), occurs when changing individual needs match unchanged and specific characteristics of the job. That is absence of job satisfaction among employees' results in negative work place behaviours such as low performance, high absenteeism, high turnover and decreased productivity. Job satisfaction and dissatisfaction not only depend on the nature of the job, it also depends on the expectation of what the job supply to an employee (Hussami, 2008).

Shilpa, Ali, Sathyanarayana, and Rani (2013) assert that when jobs are redesigned responsibilities move from supervisors to the workers which would address the issues of job satisfaction. Roe and Siegelman (1964) and Brown (2004) pointed out that the objectives of every organization become a dream and unrealistic if the workers' needs and requirements are not satisfied. This implies that workers can sense job dissatisfaction when they realize their jobs lack necessary challenge(s), lack of adequate recognition, respect, creativity and other motivators, repetitive procedures, or a highly bureaucratic and over-controlled authority structure.

However, studies show that in spite of the increasing demand by organization on employers of labour to reassess traditional views as they affect human resources, its management, acquisition and development, some employers of labour believe that so long as the staff can be used to get money, there is no need enriching their work (Shilpa, *et al.*, 2013). To them job enrichment of the workers is a waste of time and financial resources. However this belief has made some organization not to provide proper job enrichment schemes opportunities, which have resulted in some workers performing below expectation.

Also, Pillai, Mashood, Amoodi, Husain (2012) point out that most time the employees are not involved and carried along in the process and implementation of job enrichment, which leads to dissatisfaction, and job dissatisfaction is a major reason why employees leave an organization (Firth, Mellor, Moore and Loquet, 2007). Nwadiani and Akpotu (2002) assert that the turnover rate of academic staff in Nigerian Universities is high, resulting in frequent change of lecturers within an academic session.

This rapid and frequent movement is an index of the influence of demographic factors, work-related factors, and the level of job satisfaction among the academic staff on their intention to leave the private universities (Akpa, 2013). To enhance employees' job satisfaction and prevent losing such valuable workforce to competitors as a result of boredom and job dissatisfaction, Brown (2004) stated that job enrichment could be an excellent means.

Bateman and Organ (1983) found that non-academic university staff who were satisfied engaged more in a wide variety of good citizenship behavior at work – they were more punctual, dependable, helpful, cooperative and tidy, and they created less waste, made fewer complaints and were angry less frequently. Therefore, this study seeks to empirically ascertain the effect of job enrichment on workers satisfaction in private universities in South-West Nigeria.

The proposed hypothesis is:

H₀: Job enrichment does not have a significant relationship with employee satisfaction in selected private universities in South-West Nigeria.

Literature Review

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, Mashood, Amoodi, Husain 2012; Razag and Nawaz, 2011; Mondy, Noe and Premeaux 1999). Job enrichment is the systematic technique of "harnessing works processes and procedures for stimulating employees' performance and satisfaction" (Robbins and 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 and Nawaz, 2011 Hackman and Oldham (1976). Yasdani, Yaghoubi, Giri (2011), defines job enrichment as changing job content in order to make tasks challenging and to increase productivity. Mohr and Zoghi (2006) and Koontz and Weihrich (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, combination to the finish products, feedback on job performance before their supervisors get it and workers involving workers in any change in the organisation.

Jain, Jabeen, Mishara, and Gupta (2011); Yang and Lee, (2009); Jayawardana and O'Donnell (2009); Jenaibi (2010) in their studies confirmed that job enrichment satisfies employees' psychological and social needs, and sense of belongingness to the company. Lawler (2003) finds that an enriched job has been attributed with certain critical characteristics. His research identifies three psychological conditions for a job to be considered as enriched – Experience of meaningfulness, the experience of responsibility for outcomes and feedback or knowledge of results. Yasdani, Yaghoubi and Giri (2011), asserted that job enrichment provides employee empowerment, and in turn leads to autonomy, in which such employee will manifest greater responsibility, engagement on work, satisfaction, commitment and performance and gives them a feeling or sense of belongingness. Studies show that job enrichment leads to high level of job satisfaction as compared to traditional specific jobs (Newstrom, 2011). Job enrichment seems to improve both task efficiency and human satisfaction by building into people's jobs, quite specifically, greater scope for personal achievement and recognition, more challenging, responsible

work, and more opportunity for individual advancement and growth. Job enrichment builds more complexity and depth into jobs by introducing planning and decision-making responsibility normally carried out at higher levels, increases the self-actualization, self-control and self-esteem of the workers. This leads to the success of the employees in improving performance (Vroom 1964; Swinth, 1971). Herzberg recommended five principles to be seen in an enriched job - increase job demands, increase the worker's accountability, providing work scheduling freedom, providing feedback and providing new learning experiences.

Job Satisfaction

Job satisfaction is the extent to which employees are satisfied with their present jobs due to their needs and wants that are met or satisfied. And it is also emotional or affective reaction to the job, resulting from the employee's comparison of actual outcomes with required outcomes (Finn 2001, Cranny, Smith and Stone, 1992). Job satisfaction according to Noe, Hollenbeck, Gerhart and Wright (2009), is a pleasant feeling resulting from the perception that one's job fulfils or allows for the fulfillment of one's important job values. Luthans (2005) agrees that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction represents an attitude rather than a behavior. People experience this attitude when their work matches their needs and interest when working conditions and rewards are satisfactory, when they like their co-workers, and when they have positive relationships with supervisors (Daft and Marcic, 2007); Robbins, Judge, Miller and Waters-Marsh, 2008). Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction.

Job satisfaction is an affective attitude—a feeling of relative like or dislike toward something. Cognitive job satisfaction is the extent of individual's satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs. Falaja (2002) and Mullins (2008), added that job satisfaction is more of attitude, and an internal state which could be associated with (an individual or personal) feeling of achievement, which could either be quantitative or qualitative. Job satisfaction in relation to an organization is the overall positive feelings people have about an organization whether as an employee, customer, supplier or regulator (Bloisi, Cook, and Hunsaker, 2003). Job satisfaction is very important in every organisation because it has, in turn, been associated with other positive organisational outcomes. Employees who are satisfied with their jobs are less likely to quit, less absenteeism and more likely to be motivated to do their jobs (Newstrom, 2011; Lussier and Achua 2007).

Newstrom (2011) also affirms that employees who are satisfied with their jobs are less likely to think of quitting their jobs, more committed and they are likely to stay longer with their employers. And also the employees that have lower satisfaction or no satisfaction (dissatisfied) usually have high rates of quitting their jobs for greater positions elsewhere. Bolino and Turnley (2003) add that if organizations want to have satisfied employees, they must meet their needs. Job satisfaction is based on perception, not always on an objective

and complete measurement of the situation. Workers will be satisfied with their jobs as long as they perceive that their jobs meet their important values. However, in order to enhance workers' satisfaction, managers can configure the work environment and its associated rewards and recognition to help reinforce workers' value (Noe *et al.*, 2009).

Theoretical Framework

There are several theoretical foundations on job enrichment and work-related factors; but this paper is anchorage on enriched job characteristics theory postulated by Hackman and 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 2005) and using also an earlier work by Turner and Lawrence (1965) about task attributes. This theory assumed 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).

This theory proposes 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 (Oldham and Hackman, 2010; Parker and Ohly, 2008) Hackman and Lawler, 1971).

Empirical Studies

The study of job satisfaction vis-à-vis-job enrichment has become a topic of wide interest to both people who work in organizations' and people who study them. Job satisfaction has been closely related with many organizational phenomena (Parvin and Kabir, 2011). Researchers have attempted to identify the various components of job satisfaction, measure the relative importance of each component of job satisfaction and examine what effects these components have on their employees' productivity. A large body of empirical evidences has demonstrated that job enrichment influence job satisfaction that job satisfaction is an overall attitude which can apply to various parts of an individual's job that are believed to be important. Salu *et al* (2014) point out that when employees' jobs are enriched, job dissatisfaction and lower commitment tends to disappear. Orphen (1979) in his research titled 'the effects of job enrichment on employee satisfaction, motivation, involvement, and performance: a field experiment' investigated the effect of job enrichment on employee responses conducted in a federal agency. The results showed that enrichment caused significant increases in employee job satisfaction, job involvement, and internal motivation. Kim (2002) in his research that was carried out to examine the relationship between participative management and job

satisfaction reported that more inclusive and participatory styles of management foster increased job satisfaction. Raza and Nawaz (2011) conducted a study on the Impact of job enrichment on employee's job satisfaction, motivation and organizational commitment, in which the result showed that job enrichment is strongly correlated with job satisfaction. Job enrichment was found as strong predictor of job satisfaction, motivation and commitment. Mohr and Zoghi (2006) conducted research titled: is job enrichment really enriching? The result of the study showed that several form of enrichment, specifically suggestion programs, information sharing, team work, quality of circles, feedback from work, autonomy, and training, raise satisfaction. Job enrichment satisfies employees' psychological and social needs and will therefore increase satisfaction. Therefore, job enrichment practices are positively related to job satisfaction.

Hackman and Oldham (1980) proposed that five features of jobs both motivate performance and provide job satisfaction. Many studies have found correlations between these features and job satisfaction, and a meta-analysis by Loher, Noe, Moeller, and Fitzgerald (1985) found the following averages: (a) task identity (completing a clear and identifiable piece of work) +.32; (b) task significance (the degree to which the job has an impact on the lives of others) +.38; (c) skill variety +.41; (d) autonomy (the degree to which the job provides freedom, independence and discretion) +.46; (e) feedback (the extent to which information about effectiveness is available) +.41. These findings, which are described in terms of the Hackman-Oldham (1980) theory of job design, are regarded as suggestive evidence that enrichment can cause substantial improvements in employee attitudes, but that these benefits may not lead greater productivity. It is argued that in order to explain the effect of enrichment on job satisfaction, it is necessary to consider other factors besides the psychological states produced by jobs which are seen to have certain characteristics.

MATERIALS AND METHODS

The descriptive survey research design was adopted as the study guide to assess the effects of job enrichment on employee satisfaction 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 Nigerian. The questionnaire was administered between 10th and 24th of October 2013. The questionnaire contained two sections: one on job enrichment and second on employees' satisfaction 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' satisfaction items from Dost and Zia-ur-Rehman (2012).

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. Table-3.1 reveals that the Cronbach's Alpha values: job enrichment = 0.794 and employee satisfaction = 0.841. 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.

Reliability coefficients of research measures (Cronbach's Alpha)

Section	Items	Cronbach's Alpha
A	Job Enrichment	0.794
B	employee satisfaction	0.841

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 employee satisfaction 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.

Analysis and interpretations

Descriptive Analysis of Job Enrichment Dimensions

This section shows the results of frequency interpretation of the responses of non-academic staff to job enrichment. The questionnaire in this section is focused on issues related to the job characteristics (task variety, task identification, task significance, autonomy and feedback from job) of job enrichment theory by Hackman and Oldham Table above shows the respondents' opinion on various dimensions of job enrichment in the seven (7) private universities selected for this study. The above table indicates that by combining responses under strongly agree, agree, and partially agree, 505(92.4%) of the respondents accepted that they have opportunity to use variety of skill in their organization, 495(90.5) agreed that their jobs does require them to utilize a variety of different skills,522(95.4%), accepted that their job gives them a great sense of competence,525 (96%) are of the opinion that the know what is expected of them at work,507(92.8%)agreed that their job involves completing a piece of work that has an obvious beginning and an end, 527(96.3%) accepted that they do their work from the

Analysis of Job Enrichment

Item	S D (%)	D (%)	P D (%)	P A (%)	A (%)	S A (%)	Mean	Standard Deviation
Skill variety								
I have the opportunity to use variety of skill in my organization	7 1.3	19 3.5	16 2.9	64 11.7	247 45.2	194 35.5	5.02	1.052
My job does require me to utilize a variety of different skills	12 2.2	23 4.2	17 3.1	65 11.9	269 49.2	161 29.4	4.90	1.122
My job gives me a great sense of competence	3 .5	10 1.8	12 2.2	54 9.9	249 45.5	219 40.0	5.18	.899
Task Identity								
I know what is expected of me at work	1 .2	9 1.6	12 2.2	47 8.6	229 41.9	249 45.5	5.27	.858
My job involves completing a piece of work that has an obvious beginning and an end	3 .5	20 3.7	17 3.1	78 14.3	241 44.1	188 34.4	5.01	1.015
I do my work from the beginning to the end with a visible outcome	4 .7	7 1.3	9 1.6	82 15.0	250 45.7	195 35.6	5.11	.891
Task significance								
The results of my work are likely to significantly affect the lives of other people within and outside the organization.	5 .9	7 1.3	16 2.9	78 14.3	206 37.7	235 43.0	5.15	.964
The importance of my Job is well known to me	4 .7	6 1.1	15 2.7	67 12.2	212 38.8	243 44.4	5.20	.923
I was briefed in a special session about the importance of my job.	10 1.8	21 3.8	21 3.8	97 17.7	228 41.7	170 31.1	4.87	1.125
Autonomy								
My job gives the opportunities to try out new and innovative/creative ways to carry out my job responsibilities	9 1.6	18 3.3	25 4.	94 17.2	238 43.5	163 29.8	4.87	1.094
I have independence in scheduling my work and determine how I do it	17 3.1	38 6.9	19 3.5	129 23.6	205 37.5	139 25.4	4.62	1.268
I am given adequate freedom by my supervisor to do my work efficiently	13 2.4	16 2.9	22 4.0	107 19.6	228 41.7	161 29.4	4.84	1.127
I am personally responsible for my success and failure	12 2.2	20 3.7	24 4.4	125 22.9	206 37.7	160 29.3	4.78	1.153
The job does allow me to make a lot of decisions on my own.	14 2.6	27 4.9	27 4.9	137 25.0	219 40.0	123 22.5	4.63	1.178
My organization does create autonomous work teams with responsibility and authority	7 1.3	28 5.1	24 4.4	128 23.4	215 39.3	145 26.5	4.74	1.129
Feedback								
The work activities in my organization provide direct and clear information about the effectiveness of my job performance	5 .9	9 1.6	29 5.3	106 19.4	267 48.8	131 23.9	4.85	.959
My work is interesting and mentally challenging	7 1.3	15 2.7	20 3.7	87 15.9	221 40.4	197 36.0	4.99	1.058
My job gives me a feeling of achievement and fulfillment	7 1.3	11 2.0	17 3.1	85 15.5	236 43.1	191 34.9	5.02	1.008
My organization increases direct feedback to employees on matters that concern them	10 1.8	17 3.1	31 5.7	113 20.7	214 39.1	162 29.6	4.81	1.126

Source: Field Survey, 2013

beginning to the end with a visible outcome, 519(95%) are of opinion that the results of their work are likely to significantly affect the lives of other people within and outside the organization, 522(95.4%) indicated that the importance of their job is well known to them, 495(90.5%) agreed that they were briefed in a special session about the importance of their job, 495(90.5%) belief that their job gives them the opportunities to try out new and innovative/creative ways to carry out their job responsibilities, 473(86.5%) have independence in scheduling their work and determine how they do it, 496(90.7%) agreed that they are given adequate freedom by their supervisor to do their work efficiently, 491(89.9%) belief that they are personally responsible for their success and failure, 491(89.9%) agreed that their jobs do allow them to make a lot of decisions on their own, 479(87.5%) that the job allow them to make a lot of decisions on their own.488(89.2%)

also accepted that their organization do create autonomous work teams with responsibility and authority, 504(92.1),accepted that the work activities in their organizations provide direct and clear information about the effectiveness of their job performance, 505(92.3%) their work is interesting and mentally challenging, 512(93.5%) their job gives them a feeling of achievement and fulfillment, 489(89.4%) also agreed that their organizations gives direct feedback to employees on matters that concern them.

Descriptive Analysis of Job Satisfaction

This section has to do with percentage distribution and the interpretation of non-academic staff to employees satisfaction based on the combination of strongly agreed, agreed and partially agreed.

Analysis of Employee Satisfaction

ITEM	S D (%)	D (%)	P D (%)	P A (%)	A (%)	S A (%)	Mean	Standard Deviation
I am satisfied with the work environment in my organization	9 1.6	20 3.7	13 2.4	98 17.9	235 43.0	172 31.4	4.91	1.084
I am satisfied with the level of independence given to me to do my job	3 .5	21 3.8	15 2.7	105 19.2	279 51.0	124 22.7	4.84	.969
I am satisfied with the feedback I get from the work I do	4 .7	17 3.1	17 3.1	118 21.6	264 48.3	127 23.2	4.83	.971
I am happy with my work responsibilities	2 .4	15 2.7	16 2.9	114 20.8	254 46.4	146 26.7	4.90	.943
I am satisfied with work relationships with my colleagues	5 .9	12 2.2	17 3.1	111 20.3	263 48.1	139 25.4	4.89	.956
I am satisfied with various activities in my organization and love participating in them	5 .9	13 2.4	23 4.2	129 23.6	252 46.1	125 22.9	4.80	.977
I am happy with the recognition and rewards for my outstanding works and contributions	10 1.8	27 4.9	31 5.7	132 24.1	225 41.1	122 22.3	4.65	1.143
I feel comfortable in carrying out my responsibilities	6 1.1	14 2.6	24 4.4	98 17.9	251 45.9	154 28.2	4.89	1.016
I am satisfied with the given right to put forward my opinions	7 1.3	18 3.3	33 6.0	135 24.7	240 43.9	114 20.8	4.69	1.051
I am satisfied with my challenging work schedule	9 1.6	19 3.5	30 5.5	116 21.2	256 46.8	117 21.4	4.72	1.071

Table 4.4. Correlation (Pearson Product Moment Correlation (PPMC) of job enrichment and satisfaction

Variables	N	Mean	Std. Deviation	R	P	Remark
Job Enrichment	547	4.94	0.65	0.663	.000	Significant
Employee Satisfaction	547	4.81	0.73			

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

Summary showing Linear Regression/Analysis of Variance on the effect of Job enrichment on employee satisfaction of non-academic staff in selected private universities in South-West Nigeria. ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	126.988	1	126.988	428.224	.000 ^b
Residual	161.617	545	.297		
Total	288.605	546			
R = 0.663					
R Square = 0.440					

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

Table 4.2 explains the opinion of respondents on employee satisfaction. The analysis in the table reveals that (92.3%) of the respondent that participated in this study are satisfied with the work environment in their organization,(93.6%) were satisfied with the level of independence given to me to do my job,(93.1%) were satisfied with the feedback I get from the work I do,(93.9%) are happy with my work responsibilities,(93.8%) were satisfied with work relationships with their colleagues,(92.6 %) were satisfied with various activities in their organization and love participating in them,(87.5%)were happy with the recognition and rewards for their outstanding works and contributions,(84.6%) feel comfortable in carrying out their responsibilities,(89.4%)were satisfied with the given right to put forward their opinions,(89.4%) were satisfied with their challenging work schedule.

Hypothesis Testing

Table 4.3 presents the results of hypothesis testing. From the table it is clear that there is a significant positive relationship between job enrichment and employee satisfaction ($R = 0.663$, $p < 0.05$).

Hence, the null hypothesis (H_0) which states that *Job enrichment does not have a significant relationship with employee satisfaction in selected private universities in South-West Nigeria* is hereby rejected. Table 4.4 further shows that job enrichment significantly influence employee satisfaction ($F_{1,545} = 428.224$, $p < 0.05$). Further evidenced is the fact that the percentage of variance in employee satisfaction explained by job enrichment is about 44%.

DISCUSSION

This paper was conducted in the determination of the effect of job enrichment on employee satisfaction of non-academic staff in selected private universities in South- West Nigeria, while statistical test were applied to test the hypothesis. In the light of the statistical results in which at a significant level of 0.05, it transpired that job enrichment has significant effect on employee satisfaction in the seven private universities surveyed. The findings are supported by definition of job enrichment according to Hackman and Oldham (1976), Raza and Nawaz (2011) that it is the redesigning of jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, and recognition.

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. The finding of this study is in consonance with the finding of Raza and Nawaz (2011) in their study titled 'Impact of job enrichment on employees' Job satisfaction, motivation and organizational commitment: Evidence from public sector of Pakistan'. Pearson correlation coefficient was used to determine the relationship. The significance of relationship is measured at confidence level 95% and 99%. The result indicated that job enrichment is strongly correlated with job enrichment ($r=0.554$, $P < 0.05$) job enrichment increases employee satisfaction and was a strong predictor of job satisfaction.

The finding is also consistent with Samad (2006), used the job characteristics of Hackman and Oldham variables to gather data that were used in the determining the relationship between job enrichment and employee satisfaction. His finding shows that there is strong positive relationship between job enrichment and job satisfaction and employee intention to leave. The finding of this study is accordance with Studies of Newstrom, (2011) that job enrichment leads to motivation and high level of job satisfaction as compared to traditional specific jobs.

The finding of this also showed that some of the highest level of satisfaction expressed by the employees in the seven private universities were on the relationship with colleagues, work environment, independence to do work, feedback from work done, work responsibility, participating, recognition and rewards for outstanding works and contributions, challenging schedules and right to put on opinions and growth etc. The results implied that the non-academic staff in the surveyed universities are satisfied with their work environment, the level of independence given to them to do their job, the feedback they get from the work they do, with their work responsibilities, with work relationships with their colleagues, with various activities in their organizations and love participating in them, with the recognition and rewards for their outstanding works and contributions, they feel comfortable in carrying out their responsibilities, with the given right to put forward their opinions and with their challenging work schedule.

The finding of this study revealed that there is significant relationship between job enrichment and employee satisfactions of non-academic staff of the surveyed universities. This implies that the management of these institutions should not relent on the enrichment schemes at any time and also explore other factors that might hinder the proper practice of job enrichment. Management should see enrichment practice as a continuous process and not a onetime thing. When employees are satisfied, it will lead to commitment, motivation and high performance.

Conclusion and Recommendations

This study was carried out in order to ascertain the effect of job enrichment on employee satisfaction of non-academic staff in selected private universities in South-West Nigeria.

And also to observe whether job enrichment design is being practiced in the studied universities and what are the resultant effects and outcomes it has on the employees. The findings showed that job enrichment is a strong predictor of employee satisfaction.

The finding 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. Human resource managers of these seven selected private universities should ensure that job enrichment design is properly implemented.

They should understand/caution that job enrichment may not be applicable to all employees in the organization, that it has a motivational influence for employees that desire challenge in doing demanding jobs, have the abilities to perform, and are motivated to satisfy higher order needs, enjoy work itself, autonomy and feedback from performance and may have negative effect on worker that have low motivational influence.

Human resource managers of the seven selected universities surveyed 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 a particular employee may not motivate another. Also what will satisfy a particular employee may not satisfy the other, therefore management should observe and know what satisfy each employee. The management of selected private universities in South-West Nigeria can increase the levels of employee satisfaction of their non-academic personnel by making sure that working conditions conform to standardized workplace designs. Unpleasant working conditions result in employee dissatisfaction.

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