CAN JOB ENRICHMENT IMPROVE JOB SATISFACTION AT SOKOINE UNIVERSITY OF AGRICULTURE IN TANZANIA?
CAN JOB ENRICHMENT IMPROVE JOB SATISFACTION AT SOKOINE UNIVERSITY OF AGRICULTURE IN TANZANIA?

Romana Mathias Mbuya

A Dissertation Submitted to SOPAM as a Partial Fulfillment of the Requirements for the Degree of Master of Science in Human Resource Management of Mzumbe University

2016
CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for the acceptance by the Mzumbe University, a dissertation entitled “Can Job Enrichment Improve Job Satisfaction at Sokoine University of Agriculture in Tanzania?” in partial fulfillment of the requirements for award degree of Master of Science in Human Resource Management of Mzumbe University.

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Mr. Peter Andrea
Major Supervisor

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Internal Examiner

Accepted for the Board of ………………………………

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DEAN/DIRECTOR, FACULTY/DIRECTORATE/SCHOOL/BOARD
DECLARATION AND COPYRIGHT

I, Romana Mathias Mbuya, declare that this dissertation is my own work original work and that has not been presented and will not be presented to any other University for a similar or any other award

Signature __________________________________

Date ________________________________

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DEDICATION

I dedicate this valued achievement to my lovely husband Dr. Erasto Mbugi and my dear daughters Pelagrina and Elma.
## ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>CJC</td>
<td>Core Job Characteristics</td>
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<td>CPS</td>
<td>Critical Psychological States</td>
</tr>
<tr>
<td>D by D</td>
<td>Decentralization by Devolution</td>
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<td>GNS</td>
<td>Growth-Strength Needs</td>
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<td>JCT</td>
<td>Job Characteristics Theory</td>
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<td>JCM</td>
<td>Job Characteristics Model</td>
</tr>
<tr>
<td>LGAs</td>
<td>Local Government Authorities</td>
</tr>
<tr>
<td>MPS</td>
<td>Motivating Potential Score</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>SUA</td>
<td>Sokoine University of Agriculture</td>
</tr>
<tr>
<td>OPRAS</td>
<td>Open Performance and Review Appraisal System</td>
</tr>
<tr>
<td>DSI</td>
<td>Development Studies Institute</td>
</tr>
<tr>
<td>SNAL</td>
<td>Sokoine National Agricultural Library</td>
</tr>
<tr>
<td>PWO</td>
<td>Personal and Work Output</td>
</tr>
<tr>
<td>D by D</td>
<td>Devolution by Decentralization</td>
</tr>
<tr>
<td>DVC-AF</td>
<td>Depute Vice Chancellor (Administrative and Finance)</td>
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ABSTRACT

Job enrichment has become an important aspect to employee’s job satisfaction through a joint logic for skill variety, task identity, task significance, autonomy and feedback. Public organizations in the developing world are faced with recurring performance constraints which leads to delayed and poor service delivery. Job enrichment is suggested to be among ways to improve efficiency in service delivery or attainment of organizational goals as it satisfies employees’ psychological and social needs thus improving job satisfaction. This study aimed to investigate if job enrichment improve job satisfaction to academic staff, a case of Sokoine University of Agriculture (SUA)-Morogoro. The study specific objectives were: determine the existence of job enrichment practices to academic staff at SUA, explore the effects of job enrichment to employee’s psychological state among member’s academic staff at SUA, examine the link between job enrichment and job satisfaction of academic staff at SUA, and assess the extent to which members of academic staff feel about their Growth-Need Strength. A case study research design was adopted and a total sample size of 104 respondents was selected through quota and judgmental sampling techniques. Data were collected through questionnaire, interview and documents review. Quantitative data were analysed by Statistical Package for Social Science (SPSS) while the qualitative data were analysed by content analysis. Results revealed that job enrichment exists to the academic staff (M=3.84; SD=1.05) and has positive influence to employee’s ways of thinking about their job (M=3.8; SD= 1.16). There is a link between core job characteristics (task variety, task identity, task significance, task autonomy and feedback) which are elements of the job enrichment and workers job satisfaction (M=3.68; SD= 1.12). Growth needs strength (GNS) on the other hand, was found to be weak (55%) in moderating relationship between job enrichment and job satisfaction. The study recommended on improvement of job characteristics, enhancing recognition of academic staff, improvement distribution of task variety, provision of enough resources, empowerment of junior staff, job enrichment and job pay and other incentives and area for further research.
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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction
This chapter includes the background of the study, statement of the problem, objective of the study, significance of the study, justification, scope and limitation, definition of the key terms and the organization of the research report.

1.1 Background of the Study
Job enrichment has become an essential aspect in motivating and satisfying employees for better and greater performance through a mutual sense for skill variety, task identity, task significance, task autonomy and feedback (Salau et al., 2014). These job characteristics are known as a new strategy to job enrichment (Hackman, et al., 1975). Job characteristics theory (JCT) outdated the two-factor theory of job enrichment and it is the most widely recognized theory (Garg & Rastogi, 2006 cited in Acheing 2014). It is the technique of job design in which managers can use to make people satisfied with their work (Sushil, 2014).

Job satisfaction is related to positive attitude toward employee’s job (Robbins, 2001). It is a pleasing feeling that results from the perception that one’s job fulfills or allows for fulfillment of one’s important job values (Wegner and Hollenbeck, 1992). Cognition and emotional impact are inseparably linked in our psychology thus, when evaluating our jobs, as when we assess most anything important to us, both thinking and feeling are involved (Saari and Judge, 2004).

The importance of job characterized by high level of autonomy, feedback and recognition which are part job enrichment programs has been considered as vital area of study in Tanzania Public organizations in this era where the government is seeking to improve the quality of product and service delivery to the public (Tefurukwa, 2014 and Frumence et al., 2013). The factors for job enrichment which are task identity, task significance, task variety, autonomy and feedback
positively influence psychological states of employees and make them view the job as of value, enhancing responsibility and accountability and knowledge of the work outcome (Lunenburg, 2011). Hackman and Oldham theory of job characteristics (1976) added that good performance makes employee feel good and keeping on performing at higher level, so good performance become self-reinforcing (George and Jones, 2008). Enriched job encourages self-discipline that reduces external direction and control (Aina and Omoniyi, 2014). It serves as means of creating the sense of accountability and responsibility especially in public servants whose performance is sometime difficult to measure basing on input output relationship.

Job enrichment is part of on-job training that facilitates increased employee’s knowledge creativity and innovation by employees while executing the job. Personal development and colleague relations by enriching jobs were viewed to be of importance (Lawrence, 2001). Manpower development broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks (Okereke and Nnenna, 2011). Caroline and Charles (1997) argue that manpower development involves activities that enable an employee to comfortably and conveniently perform organizational tasks. Organization can yield most from outcomes of employee development and training by incorporating job enrichment practices in one’s job.

Most employee development intervention in the workplace is costly and therefore important to ensure that employees apply what they have learnt and improve their performance and productivity (Sepeng, and Miruka, 2013). It also reported that lack of support and acknowledgement of new skills acquired by trainees from their line managers and lack of cooperation and support from colleagues was among challenges faced trainees in applying acquired knowledge and skills (Ibid, 2013). These problems are common in Tanzania public organizations that people after training are unable to transfer knowledge and skills and one of the reasons is related the content of the job.
The idea behind job enrichment is to make the job more challenging and interesting so that the employee will use all of their capabilities on the job. The desire to work cannot be explained solely in terms of its instrumental relationship to the attainment of reward but can also be explained in terms of its consequences to use/apply and development of skills which is also fundamental aspect of job enrichment in relation to employee satisfaction (Vroom, 1964).

The positive attitude toward the ones job can help to reduce unpleasant feelings that are associated with the poor economy such as low pay and unpleasant work environment in developing countries and specifically in Tanzania public organizations. Job enrichments answers people’s deep-seated need for growth and achievement and increase the self-actualization, self-control and self-respect of the workers (Saleem, 2012) and will therefore lead to high satisfaction. It can be a breakthrough in management of misuse of resources and improve of service delivery in public organization in Tanzania.

Tanzania government has taken noticeable initiatives to enrich public servant’s jobs by increasing job autonomy to create more feelings of personal responsibility and accountability with their work thus improved efficiency and effectiveness in public sectors (REPOA, 2008). Decentralization by Devolution (D by D) is among efforts taken in recent years (Frumence et al., 2013). The basis for D by D is to enrich jobs through transfer of functions, power and authority from the center to the local government authorities (LGAs) to improve the delivery of public goods and services. Frumence et al., (2013) reported that among the benefits of D by D are increased autonomy in local resource mobilization and utilization, an enhanced bottom-up planning approach, increased accountability and reduction of bureaucratic procedures in decision making. Job enrichment increases satisfaction to the teams as well as individuals in the context of such institutional set-ups.

Despite the efforts taken Tanzania government especially in Public Institutions is still suffering from poor performance and service delivery. Therefore, this study intends to investigate if job enrichment improves employee job satisfaction.
1.2 Statement of the Problem

Public organizations in the developing world are habitually faced with recurring performance constraints such as absenteeism, lateness, redundancy, lowly paid and unmotivated and satisfied public servants leading to delayed and poor service delivery (Therkildsen et al., 2007; Songstad et al., 2012; and Zvavahedra, 2014). Further, public service in Africa is highly defined by rigid bureaucratic hierarchical organizational structures which negatively impacts efficiency in service delivery (Therkildsen et al., 2007). Job enrichment has been suggested as among ways to improve efficiency in service delivery or attainment of organizational goals (Lunenburg, 2011; Dost and Khan 2012 and Salau et al., 2014). It satisfies employees’ psychological and social needs and will therefore improve job satisfaction (Lunenburg, 2011; Hackman and Oldham, 1976; Dost and Khan 2012 and Mohr and Zoghi, 2006).

However, the Hackman and Oldham Theory (1976) which describes the relationship between enriched job characteristics and an individual response to work including job satisfaction has been tasted by different scholars and showed some incompatible findings. For instance, Hadi and Adil (2011) conducted the study on Job Characteristics as Predictors of Work Motivation and Job Satisfaction of Bank’s Employees in Pakistan; the findings indicated job enrichment was successful in predicting job satisfaction. Again Shirazi et al. (2010) studied the relationship between core job characteristics, critical psychological states and growth need strength, satisfaction and internal motivation among Mashhad English institutes’ teachers and found that teachers with high autonomy in their job have lower satisfaction. This finding was not in agreement with the aspect of Job enrichment theory that the job characterized with high level of autonomy will also produce the high feeling of personal responsibility and high level of job satisfaction.

It should be noted that the aforementioned studies have yielded inconsistent results and have made it difficult to generalize results of the studies (Casey and Robbins, 2009). Consequently, there is a need for additional study in Tanzania’s environment.
This study seeks to investigate if job enrichment can improve in employee’s job satisfaction at Sokoine University of Agriculture.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of the study was to investigate if job enrichment can improve employee’s job satisfaction at Sokoine University of Agriculture.

1.3.2 Specific objectives

i) To determine the existence of job enrichment practices to academic staff at SUA

ii) To explore the effects of job enrichment to employee’s psychological state among member’s academic staff at SUA

iii) To examine the link between job enrichment and job satisfaction of academic staff at SUA

iv) To find the extent to which members of academic staff feel about their Growth Need-Strength

1.3.3 Research questions

i) How activities of academicians indicate the existence of job enrichment within SUA as an institution?

ii) How academic staff at SUA feel about the effects job enrichment on their psychological state

iii) Is there any link between job enrichment and job satisfaction of academics staff at SUA?

iv) How academic staffs at SUA feel about their Growth-Need Strength
1.4 **Significance of the Study**

This study provides information that will help to understand the attitudes of employees towards their jobs and can give inference on the nature and character of the jobs at SUA. The evaluation of employee’s views will serve as indication of the level of job satisfaction or dissatisfaction experienced by that particular employee.

This study highlights the contribution of job enrichment on individual job satisfaction and consequently improved performance in an organization. The information obtained is expected to improve jobs re-structuring to make it more interesting and attract employees to productively use most of their capabilities.

The study provides information to policy and decision makers on the state of affairs and will hopefully contribute in the furtherance of academic interest on the subject among future scholars. The study is further justified because it contributes to the increase of knowledge base on the area of job enrichment, especially among Public servants in Tanzania.

Finally, to enable obtain a dissertation in fulfillment of the Mzumbe University for the degree of Master of Science in Human Resource Management (MSc. HRM).

1.5 **Justification of the Study**

Employee’s job satisfaction is the key to efficiency and effective work performance (Lunenburg, 2011. However, there is limited research on the field of job enrichment in improving job satisfaction conducted in Africa and mainly Tanzania. It could be a good idea to isolate finding from different regions for the reason that they differ in cultural and socio-economic status. For this reason this study was found to be worth and vital investigation that will provide findings to suit the environment in which the study was conducted.
1.6 Scope of the Study

The study is basically aimed to investigate if job enrichment can improve job satisfaction at Sokoine University of Agriculture (SUA). The university has four Campuses; main Campus and Solomon Mahlangu Campus stationed in Morogoro Municipal, Mazumbai Campus in Lusotho- Tanga and Olmotonyi Campus in Arusha. The study conducted in two campuses which were SUA main campus and Solomon Mahlangu campus and excluded Mazumbai and Olmotonyi because are doing different activities that are not part of this study. It involved the members of academic staff who are permanent employees.

The study focused on academic staff on a single institution with a sample size of 104 which is 20% of all academic staff at SUA. In addition, the nature of the study (case study) makes the findings not simply generalizable to all public organizations. However, it is my feeling that the findings from this study can provide clues for improving employee satisfaction through job enrichment elsewhere and can be used as a guide to other researchers over the universe. This is because the kind of activities done in all public and private institutions of similar nature is similar and thus similar requirements. In addition, with harmonization of all higher learning institutions in Tanzania, we do not expect much differences if similar study was carried elsewhere.

The sample size still provides sufficient information to get a clear picture of the attitude of employees towards their job.

1.7 Limitation of the Study

Time was a mostly challenge faced during conducting this study. Respondents were very busy with administration of university examinations while there was deadline for submission of research report. The researcher requested the mobile numbers and email addresses to make close follow up. This enabled to get information to fulfill the sample size established. Again due to time constraints the model did not includes all variables of personal and work outcome (POW). However job satisfaction as among output of job enrichment was found to be enough answers the aim of the study.
1.8 Definition of Key Terms

Hackman and Oldham (1974) provide the following definitions in relation to job enrichment:

**Job Characteristics Theory:** proposes the interactive relationships between Core Job Characteristics, Critical psychological states, and Personal/Work Outcome.

**Core Job Characteristics** refers to objective properties of Skill Variety, Task Identity, Task Significance, Autonomy, and Feedback that contribute to the work effectiveness and satisfaction of employees.

**Critical psychological states:** refer to the experienced meaningfulness of work, experienced responsibility for work outcomes, and the knowledge of work results.

**Personal Work/Outcomes:** refer to the personal, emotional reactions or feelings a person obtains from performing a job including motivation and job satisfaction.

**Motivating Potential Score:** refers to a single summary index of the degree to which the objective characteristics of the job will prompt high internal work motivation.

**Growth-Need Strength:** refers to the desire of the individual to obtain professional growth and achievement.

**Skill Variety:** is the degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee.

**Task Identity:** is the degree to which the job requires the completion of a “whole” and identifiable piece of work (i.e.; doing a job from beginning to end with visible outcomes).

**Task Significance:** is the degree to which a job has a substantial impact on the lives or work of other people whether in the immediate organization or in the external environment.
Autonomy: is the degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling his or her work and in determining the procedures to be used in carrying it out.

Feedback: refers to the degree to which carrying out the work activities required by the job results in the employee obtaining information about the effectiveness of his or her performance.

Meaningfulness of Work: refers to the degree to which the employee experiences the job as one which is generally meaningful, valuable and worthwhile.

Experienced Responsibility: refers to the degree to which the employee feels accountable and responsible for the results of the work he or she does.

Knowledge of Results: refers to the degree to which the employee knows and understands, on a continuous basis, how effectively he or she is performing his or her job.

Occupational categories: refers to as a group of Senior and Junior academic staff
Senior academic staff: is the group full Professors, Associate Professors and Senior Lectures at SUA.

Junior academic staffs: is the group of Lecturers, Assistance Lectures and Tutorial Assistants.

1.9 Organization of the Research Report

This research report is organized into six chapters; chapter one includes background of the study, the problem statement, objectives and research questions, significance of the study, scope and limitation and the organization of the work itself. Second chapter is part of literature review consist of theoretical and imperial literature review, conceptual framework and the hypothesis. Chapter three represents methodology used in the study includes the study area, the research design, study population, sample size the methods of data collection and data analysis. Chapter four
covers presentation of findings, Chapter five entails finding interpretation and discussion and chapter six presents summary, conclusion and policy implications. Then the last part covers references and appendices.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with reviewing different theories and previous research findings related to job enrichment and employee’s job satisfaction. The main purpose of the selective literature review is to sharpen researchers and readers preliminary considerations regarding job enrichment and employee job satisfaction, and data source which is a source of evidence for this new study (Yin, 2011). This chapter constitutes theoretical and empirical literature review along with conceptual framework.

2.1 Theoretical Literature Review

This section reviews different theoretical perspectives of job enrichment. This part includes concept of job enrichment, job satisfaction, job enrichment and job design, traditional theories of job enrichment, job characteristics theory, benefits of job enrichment, relationship between job enrichment and employee satisfaction, principles of Job Characteristics Model, to whom job characteristics model applies and job enrichment practices.

2.1.1 Concept of job enrichment

Job enrichment is an attempt to motivate and satisfy employees by giving them greater opportunity for personal growth and achievement (Faturochmann, 1997). It gives an employee the opportunity to maximally use their competences (skills, knowledge and a range of their abilities) to meet organization goals. Job enrichment interest is on the factors that can give employee satisfaction with his/her job. It can be defined as vertical expansion of the jobs, increasing the degree of to which the worker controls the planning, execution, and evaluation of the work (Lussier, 2005). It is also called vertical loading (George and Jones, 2008). Hackman- Oldham Model of job characteristics improved the definition and came up with comprehensive job
enrichment that combines both horizontal loading (job enlargement) and vertical loading which are usually successful in stimulating motivation and satisfaction (Robbins and Judge, 2007). Job enrichment in this study refers to five job characteristics (task variety, task identity, task significant, task autonomy and feedback) that when are present makes job more interesting and challenging (Jacko, 2004). The idea behind job enrichment is that motivation and satisfaction can be enhanced by making the job so interesting and the workers feel responsible and motivated in performing the assigned job (Lunenburg, 2011).

2.1.2 Job satisfaction

Job satisfaction is the perception that individual’s job enable them to fulfill important jobs values (Wegner and Hollenbeck, 1992). It is the result of employee’s perception of how well the job provides those things which are viewed as of important (Luthans, 2005). This reveals that employee’s satisfaction is related to their perception on aspects of the job and their values which are subjective judgments taking place in person’s mind. Employees satisfy differently, basing on the reason that they hold different perception on same job features. High satisfied workers experience positive feeling when the think about their jobs while low satisfied employees experience negative feeling when they think about their jobs (Colquitt et al., 2009).

Job satisfaction has been identified to present in the characteristics of job, (Pareek, 2007). Job enrichment focuses on how employees are satisfied by the content of work itself. Job characteristics such as feedback, autonomy and complexity of the job when meet employee creative requirements of employee’s job they tend to be satisfied (Luthans, 2005). The extent to which employee is satisfied with the increased responsibility and challenges of the job will differ depending on the needs of an individual employee. Generally, satisfaction is an overall measure of the degree to which the employee is happy with the job that is stimulated with the feeling of doing meaningful work, sense of personal responsibility with outcome of the job and knowledge of actual result of work outcome (Hackman and Oldham, 1975).
2.1.3 The traditional theories of job enrichment

Job enrichment involves all job aspects that directed toward making employee to feel better with his/her job and become more productive (Lunenburg, 2011). The root of job enrichment can be traced back from the works of management scholars including Frederic Taylor (the father of scientific management) from 1911 who concentrated on designing the job to improve productivity (George and Jones, 2008). The jobs were highly specialized, standardized, very efficient and led to a high degree of control over workers but side effect on quality absenteeism and turnover were generally ignored (Luthan, 2005). Taylor believes that people at work can be treated like a machine and forgot about the impact of their thoughts and feelings toward the work (Gray and Smeltzer, 1989). In addition, employees view their work as depersonalized, meaningless, and monotonous and did not give room for develop and acquire new skills due to simplification and specialization (George and Jones, 2008).

Job enlargement and job rotation are ideas developed by Thomas Watson, among other managers to gain the advantage of specialization of labour and reduce negative consequences of work specialization have on employee satisfaction and performance (Luthan, 2005). The difference between job enlargement and rotation is that the former involves increasing number of the task while in job rotation employees are given the job of others (Robbins, 2005). The reason behind this program is to reduce work monotonous and boredom and make workers to be satisfied with their jobs. However, job rotation and enlargement are basically horizontal loading programs thus due to the advanced information technology, jobs have become more unpredictable and one’s job control over work appeared vital. Job enrichment arises from failure of job enlargement that which successful responds on the undesirable effects of oversimplification by increasing the job depth to enhance work satisfaction (Wegner and Hollenbeck, 1992).

It should be noted that satisfied employees are committed and their performance can be improved to allow organization effectively and efficiently to compete in the world market (Dost and Khan, 2012). Unlike job enlargement which is horizontally loads
The idea that job enrichment include job characteristic that makes employee feel excited with his/her job was developed by Hertzberg two factors theory of job satisfaction. This theory explains the value employees placed on their work. The outgrowth of the theory emphasized the process where motivators or satisfiers are concerned with job content, while the hygiene factors or dissatisfiers are more concerned with the environment in which the job is performed. The motivators focused on the factors responsible for producing attitudes or job satisfaction which includes the opportunity for task completion, for seeing results of effort and for solving problems independently. The motivators are also responsible and accountable for task completion, for individual performance, and for having sufficient control to decide how and when tasks are to be completed (Frederick, 1956). The hygiene are the factors that can lead to dissatisfaction such as company policy, supervision, relationship with coworkers and salary emphasizes on the effectiveness of company organization and the effectiveness with which the company’s policies are administered (Frederick, 1956, House and Wigdor, (1967) and Dartey-Baah, and Amoako, (2011). Hackman and Oldham worked on ideas of Frederic Herzberg and came up with comprehensive Theory of Job Characteristic theory (JCT) known also as new strategy to job enrichment (Hackman et al., 1975).

2.1.4 Job characteristics theory (JCT)

The Job Characteristics Theory studies the factors that make a particular job satisfying (Fried, and Ferris, 1987). The theory was developed by J Richard Hackman and Greg Oldham in 1975 and refined again in 1980. Faturochman (1997) and defined the JCT as describing “the relationship between job characteristics and individual responses to work (Hackman and Oldham, 2010). The model base on assumption that the work can be designed not only to help workers get enjoyment from their jobs but also to help workers feel that they are doing meaningful and
valuable work (Lunenburg, 2011). Job Characteristic Model (JCM) is very influential model of job enrichment (Numan, 2015). And it is the one of the approaches to that Hackman and Oldham sought to provide detail and accurate account of effects of job design on employee motivation performance and satisfaction (Geogre and Jones, 2008). This model designed to focusing on job characteristics that can create the sense of satisfaction with the work itself. The moderators Growth Need Strength should moderate the links between the job characteristics and the satisfaction (Hackman and Oldham, 1980).

2.1.4.1 Important variables of job characteristics theory

The model focuses on the interaction among three classes of variables: (a) the psychological states of employees that must be present for internally motivated work behavior to develop; (b) the characteristics of jobs that can create these psychological states; and (c) the attributes of individuals that determine how positively a person will respond to a complex and challenging job (Hackman and Oldham, 1975, 1976, 1980, 2010).

Core Job Characteristics (CJC)

According Hackman and Oldham theory, five core job characteristics should prompt three critical psychological states, which lead to employee satisfaction (Robbins and Judge, 2007). Core job characteristics include: skill variety, task identity, task significance, and autonomy and job feedback which are key factors of job enrichment.

- **Skill Variety**: The degree to which a job requiring the worker to develop a different skills and talents/abilities. The job that are high in skill variety are seen by employee as challenging as a result of skills required, relieve monotonous that results from repetitive task and give worker greater sense of competence (Lunenburg, 2011). The job holder views the work as valuable when different activities are present. For example personal secretary perform task such as
preparing office meeting, scheduling appointments, answering office calls, meeting with customers and keeping office.

- **Task Identity:** The degree to which the job requires completion of the whole by doing the job from the beginning to an end with identifiable outcome. Workers experience more meaningfulness in a job when they are involved in the entire process rather than just being responsible for a part of the work. When employee works on part of the whole, they are unable to identify contribution of his effort to the finished product or service.

- **Task Significance:** The degree to which the job has significant impacts lives other peoples, whether are internal or external part of organization environment. Job recognition enables jobholder to understand the contribution of his job to overall mission of the company. The idea behind task significance is that employees should believe they are doing something important in their organization or society, or both. Employees feel more meaningfulness in a job that substantially improves either psychological need than a job that has little impact to others.

- **Autonomy:** Autonomy is the degree to which the job provides substantial freedom, and discretion necessary in scheduling the work and in how work will be carried out (Lawrence, 2001). For jobs with a high level of autonomy, the outcomes of the work depend on the workers’ own efforts, initiatives, and decisions to the large extent; rather than on the instructions from a supervisor or a manual of job procedures. Work autonomy is considered as basis in building a sense of responsibility in employee as such employee will experience greater personal responsibility and accountable for their own failure and success of the work.

- **Feedback:** Job feedback is the degree to which carrying out the work activities required by the job provides the individual with clear information about his or her performance. This is clear, specific, detailed, timely information about how well or not well the job is being performed. Continuous feedback is recommended so that employee can take action at a right time. Feedback can be positive or negative but
the very important is to use it to improve work performance. Sources of feedback can be the job itself, supervisor or coworkers and the customers

i) **Critical psychological states (CPS)**
As explained earlier the five core job characteristics have impact on three critical psychological states that is experiencing the work meaningful, experiencing personal responsibility and the knowledge of the results.

- **Experiencing the work as meaningful**: defined as feeling the work he or she does is generally worthwhile, valuable or important by some system of values he or she finds acceptable.

- **Experiencing personal responsibility**: This is the degree to which a jobholder feels responsible and accountable for the results of the work done.

- **Knowledge of the results**: a worker must know and understand how well he or she is doing the job.

ii) **Personal and work outcomes (PWO)**
Refers to a single summary index of the degree to which the objective characteristics of the job will prompt high internal work motivation high satisfaction with the job thus work effectiveness will be realized (Hackman and Oldham, 1974).

2.1.5 **Effects of job enrichment on employee psychological state**

Increased task variety, task identity, task significance, task autonomy will positively influence the job psychological needs of an individual by creating the sense of doing meaningful job, feel responsible for the work outcome and learning as a result of understanding the actual result of work performance (Lundernburg 2011). Increased responsibility will make job more challenging and complex that employee must be creative and innovative to meet increase demand of the job in the changing business environment. When job characteristics failed to have positive influence the employees psychology the job in question cannot also produce the personal outcome of motivation and satisfaction. In other words job enrichment creates an opportunity
to for an individual to grow, advancement, achievement, recognition and increased responsibility as a result of continuous learning which are sources of job satisfaction (House and Wigdor, 1967).

2.1.6 Relationship between job characteristics and employee satisfaction

To improve the work of Herzberg, Richard Hackman and Greg Oldham began to concentrate on relationship between job enrichment and employee satisfaction. They recognized that some job characteristics contribute to certain critical psychological state and that strengthen employee need for growth and satisfy with the job (Luthans, 2005). Hackman & Oldham’s Job Characteristics Theory become one of the fundamental theories in the field of industrial psychology (Jacko, 2004).

In particular job enrichment is concerned with designing job that include a greater variety of work content; require a higher level of knowledge and skills; give workers more autonomy and responsibility in terms of planning directing and controlling their performance; and provide opportunity for personal growth and meaningful of work experience Robbins, 2001 and Davis and Newstrom, 1989). The more the three psychological states (experience meaningful of the work, responsibility of work outcome and knowledge of expected work result) are present the more the employee will be satisfied with the job (Lunenburg, 2011).
The Hackman and Oldham model has several moderators that determine whether its CJC will certainly prompt the critical psychological state leading to improved job satisfaction (Robbins and Judge, 2007). These moderators are knowledge and skills, growth-need strength and context satisfaction. Moderators influence how employee responds to enriched job (Lunenburg, 2011). This means employee’s reaction to job enrichment can positively or negatively depending on the organizational situation or the nature of employee himself or herself. Supervisor should consider moderators before attempting enriching ones job otherwise the job can become a source of dissatisfaction to employee as follows.
2.1.7.1 Growth-need strength

The degree to which an individual desires the opportunity for self-direction, learning, and personal accomplishment at work is called growth-need strength (Luneburg, 2011). Individual with high in growth-need strengths are more likely to be satisfied with enriched job than those without (Hackman and Oldham, 1975). Growth needs strength influence the relationship between job characteristics and job satisfaction. When a person is satisfied with his/her job, it is possible that the job has characteristics compatible with his/her need and if the person is unhappy with his/her job, it is because the job presumably not satisfying his/her needs (Salancik and Pfeffer, 1977). Fried and Ferris (1987) and Jacko (2004), found that GNS, to be most commonly used moderator, to moderate the relationship between the core job characteristics and performance. They added that many different moderators have been adopted in the different studies, but none of them with a significant success. Most of them were not studied enough, for instance the originally proposed motivators such as context satisfaction and knowledge and skills. For others, only partial or non-significant support has been found.

2.1.8 Motivating potential scores

Motivating Potential Score (MPS) is the combination of the five dimensions above into a single index reflecting the overall potential of the job to prompt self-generated work motivation in job holder (Robbin and Juggle, 2007). MPS = (Skill Variety + Task Identity + Task Significance/3) X Autonomy X Job Feedback (Hackman and Oldham, 1975). Internal Motivation is also important in this model and represents job satisfaction and improved work effectiveness that when one has high internal work motivation, feeling good about one self is closely tied to how well he or she performs on the job (Hackman and Oldham, 1975).
2.1.9 Principles of job characteristics model

The Job Characteristics Model rests on the following principles of expectancy theory for some of its propositions: (1) individuals engage in a behaviour to the extent that they believe they can attain an outcome which they value; (2) individuals value outcomes they believe satisfy their physiological or psychological needs; (3) individuals will work hard when conditions at work are such that they can satisfy their own needs best by working towards organizational goals; (4) Higher order needs (needs for personal growth, development, accomplishment) serve as powerful and consistent motivators (Maslow, 1943); (5) individuals with higher order needs experience satisfaction when they achieve something they value as a result of their own efforts. (Hackman and Lawler, 1971)

Job enrichment based on Job Characteristics Theory which prescribes in concrete terms what makes jobs more motivating for the people; the theory specified when people will be personally turned on to their work, the kind of job is likely to generate excitement and commitment and kind of people it works for; and the evidence the theory is working better on outstanding work behavior such as satisfaction and work productivity (Hackman, 1975).

2.2 Empirical Literature Review

This section involves review of different researches work for the purpose of making an investigator and anybody interested in this work to understand the job enrichment and improvement in job satisfaction, and methodology used in other works relevant to job enrichment.

2.2.1 Existence of job enrichment

Different studies show the existence of enriched jobs characterized by five job dimension of task variety, task identity, task significance, task autonomy, and feedback. The study by Vijay and Indradevi (2015) on job enrichment and individual performance among Faculties in Private Universities in India showed that the respondents strongly agreed on the features of job enrichment to be in their jobs.
Bhatti et al (2012) studied Job Satisfaction and Motivation in Banking Industry in Pakistan and found the coefficient of the job characteristics that is skill variety explained 15 percent, task identity explained 3 percent, task significance explained 21 percent, autonomy explained 12 percent and feedback explained 21 percent disagreement in general satisfaction. This indicates that job enrichment was taking place in this Banking Industry.

Job characteristics does not carry equal weight as it was also seen in Casey and Robbins (2009), compared the five job characteristics in the hospital industry versus the retail and manufacturing sectors in USA. In a hospital skill variety is very important in the process of taking care of people that are in the hospital. Task identity and task significance were also reasonable when compared to the survey and mean of job characteristics for the manufacturing and service industry employees. However, autonomy and feedback were somewhat lower than the survey groups and the average for the manufacturing and service industry (Casey and Robbins, 2009). In Nigeria Ayanyika and Pius (2014) tested the Hackman and Oldham Job Characteristics Model (JCM) to AkwaIbom State Civil Servants’ Performance in Nigeria. The findings revealed that the Core Job Characteristics are significantly present in AkwaIbom State Civil Service.

2.2.2 Effects of job enrichment on employees psychological state

As explained earlier job enrichment has a positive influence on employee psychological state. Experienced meaningful of the work, sense of feeling of personal responsibility of the work outcome and the knowledge of actual result of the work outcome as a function of five job characteristics are termed as the benefits of job enrichment in this study create the positive feelings about the job. Ellis, (1987) studied the model of educational supervision, job design, and teacher motivation and he explained that when study Job Characteristic Model, careful attention should be given to the core job dimensions (skill variety, task identity, task significance, autonomy, feedback) that shape the psychological states (experienced meaningfulness, experienced responsibility, and knowledge of results) and which
determine the personal and work outcomes of employees including job satisfaction. Meta-analysis by Scotte et al, (2000) provides that critical psychological play mediating role between job enrichment and personal work output including satisfaction.

Jacko, 2004 proposed that critical psychological states follow the frame of core job characteristics and that the relationship between critical psychological states. He added that the attitudinal outcome weakens over time, an individual may perhaps experience high degree of meaningfulness responsibility and knowledge about the job, but the job characteristics is not constantly monitored may turn satisfaction down.

In Africa particularly in Nigeria Ayanyika (2014) studied the Hackman and Oldham Job Characteristics Model (JCM) and AkwaIbom State Civil Servants’ Performance. The validation of hypothesis revealed that the Core Job Characteristics significantly predict and influence the three psychological states he added that three psychological states significantly influence Civil Servants’ internal motivation, general job satisfaction and their performances.

2.2.3 Job Enrichment and employee job satisfaction

Job enrichment has enjoyed big popularity in the work of Hackman & Oldham’s Job Characteristics Theory which is one of the fundamental theories in the field of industrial psychology (Jacko, 2004). Many studies have conducted in this area of job enrichment and find positive relationship between five factors/element of job enrichment and job satisfaction (Salau, 2014).

Hadi and Adil (2011) conducted their study on Job Characteristics as Predictors of Work Motivation and Job Satisfaction of Bank Employees in Pakistan and findings were consistent with the aspect of Job Characteristic Model. Job satisfaction was measured by questionnaire using likert scale where high scores indicate higher levels of job satisfaction. The study has demonstrated the predictive validity of job characteristics in relation to work motivation and job satisfaction.
Yen-Ju, Yeh, and Lin, (2007) also studied on the influence of job characteristics on job outcomes of pharmacists in hospital, clinic, and community pharmacies and found that the more enriched the job, the greater the job satisfaction and less intention to leave the job however feedback did not influence job satisfaction.

Review of the literature pertaining to job characteristics model reported that the collective effects of the core job characteristics on affective responses (satisfaction and motivation) have been largely supported (Corderly, 2001 and Luneburg, 2011), but not work performance (Corderly, 2001). Bhatti et al. (2012), conducted a study on Job Satisfaction and Motivation in Banking Industry in Pakistan. The main objective of this study was to determine the relationship job characteristics and personal outcomes. As per the hypotheses analyzed and tested in this study, it was found that job characteristics have a positive and significant effect on the personal outcomes: that is satisfaction, internal work motivation. It was concluded that the existence of job characteristics in the banking sector employees and their job satisfaction level does certainly increase because of five job characteristics. Jacko (2004), support the exists for the relationships between the job characteristics and job Satisfaction

Vijay (2015) has proved a relationship between Job enrichment and Individuals satisfaction and performance. Among job enrichment factors Task Identity contributes more towards enhancing the performance of individuals. Hence academic institution should focus on giving academic freedom to their faculty.

Achieng et al. (2014), conducted investigation on the effect on job redesign on employee performance in the commercial banks in Kisumu City. Variable used to mean job design were task identity, task variety, task significance and autonomy on performance. Three variables that is task identity, task significance and task variety seen to have effect on individual performance. The study however determined the task autonomy that does not affect the performance of employees in commercial banks in Kisumu City. These finding imply that task autonomy did not satisfy employees and the reason for its failure to affect the performance.
Feedback was not included in this investigation as one among five job characteristic necessary to promote personal and work outcome.

Many researchers in testing the model have ignored the intervening variables (the psychological states) and examined the relationship between the core job characteristics and the personal and work outcomes (Guise, 1988 and Scott et al., 2000). The finding from the analysis of importance of critical psychological state on job characteristics model show that condensed two-stage model (job characteristics and personal and work output) findings demonstrates adequate fit (Scott et al., 2000). Orpen (1979) acknowledged the presence of the psychological states as a result of the simultaneous presence of the five core job characteristics. Perhaps those who ignore the psychological states believe it to be present when job characteristics are also present (Guise, 1988). The assumption is when employee is positive toward job characteristics of his/her job will have also positive attitude towards the job.

Further (Scott et al., 2000) from their analysis found that from both modified two stage and (three stage model Hackman and Oldham, 1976) original model results shown that autonomy is the core job characteristics with the strongest relationships with outcome variables including employee job satisfaction. This implied that investigating the whole model and or the part of that can yield the same findings.
However, Asl (2015) found no significant relationship between job enrichment and job and job performance of nurses. Low satisfaction is likely to bring individual performance down and general performance of an Organization. The study conducted on motivating IT staff in a government organization in South Africa revealed reject the hypothesis that work itself (job enrichment) is the main motivator and satisfier (Carolissen, 2014).

2.2.4 Growth Need Strength (GNS) as moderator

Shirazi et al. (2010) studied on the relationship between core job dimensions, critical psychological states and growth need strength with satisfaction and internal motivation among Mashhad English institutes’ teachers. The analysis also indicated that GNS has an indirect role between critical psychological states and personal/work outcomes.
He added that in case of high critical psychological states among teachers with high growth needs strength, satisfaction and internal motivation teachers with high responsibility in their job and high growth need strength have lower internal motivation satisfaction. Employee with high growth-strength need is more likely to respond positively to job enrichment (Lunenburg, 2011). Employee might experience high growth need strength and at the same time dissatisfied with increased job challenges and responsibility. The study further suggest that before enriching teachers job it is necessary to understand the individual differences and recognizing individual challenge and tolerance by evaluating the level in which they respond positively to a challenging task which in turns leads to higher satisfaction and higher internal motivation (Shirazi et al., 2010).

As it can be seen from the studies, which involved measures of growth need strength, its sample mean is always very high, usually the highest among the all variables measured (see for example Hackman and Oldham 1975; thus, people generally show to possess high degree of the need for growing (Jacko,2004). In South Africa Carolissen (2014) found that 6.32 scores for GNS and richness of the job was 5.39. The miss match was 0.93 indicate that the degree of GNS will not necessary equal to the perceived scores of job characteristics.

2.2.5 Synthesis of literature review

Different literature related to job enrichment and job satisfaction has been reviewed. Theoretical review concentrated on explaining the concept of job enrichment and job satisfaction. Hezerbag two factors which were improved by Job Characteristic Theory were the leading theories in this study. Empirical literature review revealed the existence of job enrichment in different work settings such as Vijay and Indradevi (2015), Bhatti et al. (2012), Casey and Robbins (2009) and Ayanyika and Pius (2014). The evidence that job enrichment influence the psychological state of individual employee were seen in the works of Ellis (1987), Scotte et al. (2000), Jacko (2004) and Ayanyika (2014). Studies have shown a link between job enrichment and job satisfaction including the following: Jacko (2004), Salau (2014).

However, Asl (2015) findings did not agree with existence of relationship between job enrichment and job satisfaction while Carolissen (2014) found that work itself cannot be enough motivator. At the time of reviewing this literature, no study has been found to have been conducted in Tanzania that is related to job enrichment/job characteristics and job satisfaction.

2.3 Conceptual Framework of the Study

Hackman and Oldham (1976) as was cited by Robbin and Judge (2007) and Timothy and Ryan (2003) identify five core job characteristics that when are present the job are likely to be intrinsically motivating and contribute to employees satisfaction. These are (1) task identity; (2) task significance; (3) skill variety; (4) autonomy; (5) feedback. Satisfaction perceptive in job enrichment suggests the job should contain job characteristics that shall fit the need and the interests of the people who perform them to provide opportunity for satisfaction at work (Wegner and Hollenbeck, 1992).

The job characteristic model has three parts which are; core job characteristics, critical psychological states and personal and work outcome. This study focused five job characteristics that influence critical psychological state and produce personal and work outcome of job satisfaction while motivation and work effectiveness were not involved. The study gets interest on job satisfaction as among other output of job enrichment model because satisfaction gives an individual greater opportunity for personal achievement and growth than the rest of the job characteristics outcomes (Faturochman, 1997).

Five characteristics of rich job to mean skill variety, task identity, task significance, task autonomy, and feedback positively influence three critical psychological state of feeling of doing meaningful work, personal responsibility and knowledge of actual
result of the work. Of five job characteristics three job characteristics which are task variety, task identity, and task significance are responsible for creating feeling of meaningfulness of the job, task autonomy prompt feeling of personal responsibility and job feedback create feeling of knowledge of actual result of work outcome.

The link between job enrichment and job satisfaction was predicted by using job characteristics variables which are skill variety, task identity, task significance, task autonomy and feedback and personal outcome that is job satisfaction (Scott et al., 2000). Studies that ignore to test psychological state in establishing the link between job enrichment and job satisfaction believe that whenever job characteristics are present psychological state will also be present in the same ways (Guise, 1988). Growth Need-Strength (GNS) moderated the relationship between Job enrichment and job satisfaction. Fried and Ferris (1987) and Jacko (2004) found that GNS, to be most commonly used moderator used in job characteristic model. The moderating variable growth need strength has an impact on the level of employees’ job satisfaction thus performance outcome (Lunenburg 2011)
Figure 3: Conceptual Framework; Job Enrichment and Job Satisfaction

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology entails techniques and ways in which different methods and tools in field work are organized towards understanding of the study phenomena (Nachiamias and Nachimias, 1981). It may be understood as a science of studying how research is done (Kothari, 2004). Therefore, this chapter provides a detailed explanation on research methodology which was used to guide the study. It includes the following research design, study area, target population, the population sample, sampling techniques, and methods of data collection, data analysis, data presentation and ethical consideration.

3.1 Research Design

Research design is a plan that guides the investigator in the process of collecting, analyzing and interpreting observations (Yin, 2009). It involves the links among the research questions, data to be collected, and the strategies for analyzing the data that allows the researcher to draw conclusions concerning causal relations among the variables under investigation (Yin, 2009 and Yin, 2011). There are various types of research designs such as case study, survey and experimental. Therefore, this study adopted a case study research design. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2009). Case study design has been chosen because it is an appropriate method when investigating a causal relationship between variables (Yin, 2009). This study design helps to investigate job enrichment and improvement of job satisfaction over the range of variables in the job enrichment model (Ndunguru, 2007) and it involved the academic staff at Sokoine University of Agriculture as the single unity of inquiry.
3.2 Study Area

The study was conducted at Sokoine University of Agriculture (SUA) in Morogoro. It is located 3.0 km from Morogoro Municipality centre, which is about 200 km west of Dar es Salaam. Its geographical coordinates are 6° 49’ 0” South, 37° 40’ 0” East. SUA is a Public University located in Morogoro, Tanzania, specializing in agriculture. SUA was established on 1 July 1984 by Parliamentary Act No. 6 of the same year (TCU, 2013). The University is made up of four campuses namely, Main and Solomon Mahlangu campuses in Morogoro, Olmotonyi Campus in Arusha and Mazumbai Campus in Lushoto. SUA has a total number of 1250 employees of which academicians were 514 and administrative staff were 736. Among activities at SUA includes, training, research, consultancy and outreach. SUA offers training ranging from undergraduate programmes to PhD level that leads to awards of certificates, diplomas, bachelors, masters and doctorates. SUA offer other non-degree programmes including Diploma in Information and Library Science, Diploma in Records, Archives and Information Management, Diploma in Animal Health and Production and Diploma in Laboratory Technology. This study focused on the two campuses, the Main and Solomon Mahlangu.

As the institution is among the Higher Learning Government Institutions in Tanzania, the success of academic performance excluding other factors depends on employee’s job satisfaction. SUA staffs were selected as it is a relatively old academic institution with ideal academic profile ranking from Professors all the way to Tutorial Assistants that enabled the researcher to capture different views from all academic levels. The selection of the two campuses also hinges on the fact that they are both older and major defining campuses of the University where degree programmes from undergraduate to PhD are offered. The area was also ideal to provide convenient access to needed information that has been used in this study.
3.3 Target Population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Mizner, 2008). The study focused on academic staff of SUA (both at the main campus and Solomon Mahlangu Campus). SUA has two major groups of employees that are academic and administrative staffs. Academic staffs perform similar activities such as lecturing, supervision, consultancy, outreach and research while administrative staff performs unrelated jobs such as finance, procurement and supplies, administration, health, office attendants, drivers, security, and students’ welfare. Academicians are 514 and 736 other jobs to make total of 1250 employees (SUA Human Resource Document). To ensure homogeneity in results and that the study was not comparative, the researcher decided to focus on only academic members of staff and therefore differences in views were towards job enrichment and job satisfaction were compared
basing on grouping between senior and junior academic staff. In such grouping it was made possible to study characteristics of individual job and find out whether they are enriched enough to cause job satisfaction.

In Higher Learning Institutions academic staff are regarded to hold distinctive competencies that if are developed and maintained they may potentially improve the overall performance of the organizations in the dynamic market (Yamoah, 2013). Due to time constraints, the target population was thought appropriate to ensure quick and reliable information could be gathered within a reasonable timeframe. The target population consisted of 514 members of academic staff ranging from Tutorials Assistants, Assistant Lecturer, Lecturers, Senior Lectures, Associate Professors and Full Professors.

### 3.4 Sample size and Sampling Technique

This section covers sample size and sampling techniques used in a study.

#### 3.4.1 Sample size

Sample size refers to the number of items to be selected from the study population to constitute a sample (Kothari, 2004). In this study the sample size used was 104 out of 514 which is 20% of academic staff employed at SUA as shown in table 1 below.

<table>
<thead>
<tr>
<th>SN</th>
<th>Academic staff</th>
<th>Population</th>
<th>Selected Sample Size</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior Academic Staffs (Full Professors, Associate Professor and Senior lectures)</td>
<td>224</td>
<td>39</td>
<td>17.4</td>
</tr>
<tr>
<td>2</td>
<td>Junior Academic Staffs (Lectures, Assistance Lecturers and Tutorial Assistance)</td>
<td>290</td>
<td>65</td>
<td>22.4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>514</strong></td>
<td><strong>104</strong></td>
<td><strong>20.2</strong></td>
</tr>
</tbody>
</table>

*Source: SUA administration office*
3.4.2 Sampling techniques

Sampling techniques are the plans of obtaining sample from a selected study population (Kothari, 2004). There are two types of sampling techniques namely probability and non-probability sampling. In this study the researcher applied non-probabilistic sampling where quota and judgmental sampling were used.

3.4.2.1 Quota sampling

Quota sampling is a non-probability sampling that requires the researcher to create categories within a population and sample collection in each category is left to the discretion of the researcher (Bhattacharyya, 2011). Respondents were grouped into two categories of senior and junior academic staffs. The purpose to establish these categories was to increase representativeness of data. As explained earlier that in quota sampling the selection of sample from each category is left to the whim of the researcher (Bhattacharyya, 2011). The goal or purpose was to yield the most relevant and plentiful data, given the topic of study. Samples were collected to fulfil the requirement for each as established in sample size through purpose sampling technique. The findings are subjected to lack of generalizability but provide a picture to other researchers and the readers on what might be happening (Table 1).

3.4.2.2 Judgmental sampling

Judgemental sampling is a non-probability sampling method where the researcher use his/her judgement to select members whom he or she feels will give desired or accuracy information (Black, 2010). This study used judgemental sampling method to obtain eight (8) members to whom interview was done to get additional and or complimentary information that might have not been covered in the questionnaires. This group included two (2) Faculty Deans, one (1) Director of Institute and five (5) Heads of Departments.
3.5 Methods of Data Collection

Methods of data collection entail the whole process of gathering data from the field. There are several types of data collection methods which depend on the type of research and the interest of researcher. Triangulation method of data collection is a desirable way of collecting data when a researcher adopts case study design (Yin, 2009). Triangulation minimizes not only weaknesses of relying on one research tool for the purpose of increasing study credibility but also capture the different dimensions of the same phenomenon (Kulkarni, 2016). Questionnaires, interviews and documentation were used to explore the possibility of job enrichment to improve employee’s job satisfaction.

3.5.1 Questionnaire

Questionnaire is a set of questions which translates the researcher’s information needs into a set of question that a respondent will give answers to (Kothari, 2004). Questionnaires are a useful method to investigate user needs, expectations, views, priorities and preferences. It is also useful in collecting data that provides information on patterns, frequency, ease and success as well as the relevance of study in question. Therefore, this study used questionnaires as method of data collection in gathering respondent’s views on job enrichment and improvement on job satisfaction. Questionnaires were formulated to gather relevant information (see Appendix 1) and were administered to junior and senior Academic staff (Tutorial Assistants, Assistance Lecturers, Lectures, Senior Lectures, Associate Professors, and Full Professors).

Questionnaires were in form of a likert scale with five levels ranging from the most negative to the most positive statement (1-Strongly Disagree; 2-Disagree; 3-Undecided; 4-Agree and 5-Strongly Agree). (These questionnaire were adopted from Lawrence (2001), study on Application of Job Characteristics Model in 2001 in community music school except for demographic information. Likert scales were anticipated to provide information on views of employees toward the enriched job as a measure of improving their job satisfaction.
The responses were provided by assigning a numerical rank to ensure consistency of measurement. Due to limited resources in terms of time the method was considered relatively appropriate, effective and fast.

Ten questionnaires items were used to diagnose the existence of job enrichment (task variety, task significance, task identity, autonomy and feedback). Each job characteristic was measured by two questionnaire items from section B of Appendix 1. There were also six items for three effects of job enrichment (meaningfulness of the job, personal responsibility and knowledge of the result of work outcome). Each of critical psychological state was measured by 2 questionnaire items in section C. Job satisfaction level was ranked by four questionnaire items also in section C of Appendix 1. Moderating variables Growth- Need Strength (GNS) were measured by five paired questions one representing job with growth- need strength (GNS) job characteristics and another represent non growth job characteristic. Respondents were asked to pick the kind of job they preferred most (see Appendix 1).

3.5.2 Interview

Interview is a verbal conversation between researcher and respondent with objective of collecting relevant information for the purpose of the research (Kothari, 2004). Interviews were used to collect information from 8 key informants that are Deans of Faculties and Heads of Departments and Sections. These groups are important part of top management team of SUA and were asked questions that provided information on the characteristics of job enrichment, effects of job enrichment on the psychological state of an employee, and the link job enrichment and job satisfaction. They were also given chance to give their comments regarding job enrichment at SUA. The method enabled to capture the respondents’ views in their own words on either they were positive or negative toward job enrichment aspects, which is a very desirable strategy in qualitative data collection. In such situation, it was possible to compare the responses from management and staffs.
3.5.3 Documentation

While interviews and questionnaires help a researcher to collect primary data, document review is designed to collect secondary data. Unlike primary data which are original data selected for the first time, secondary data are processed data which are present in several documents (Bowen, 2009). Different documents (such as Promotion policy, Human resource profile, scheme of service and students’ admission records) were reviewed. Information regarding number of students admitted provides picture on the capacity of the university; promotion policy to see if job enrichment has contribution to the growth and advancement of academic staff at SUA; academician duties also were viewed to get information about the description of the job to see if it enriching one’s work.

3.6 Data Analysis

Both qualitative and quantitative analyses were adopted to deduce the findings and variations among variables. Quantitative data obtained through questionnaires were entered, coded and analysed using IBM SPSS Statistics software, a Statistical Package for Social Sciences (SPSS for Windows version 20). In SPSS reliability test, descriptive statistics (frequencies, descriptive and cross tabulation) were done. Mean scores and standard deviation for job enrichment was measured by questionnaire items (section B of questionnaire): task variety was measured by questionnaire items 1&4; task identity-2&7; task significance-5&9; task autonomy-6&8 and feedback-3&1. For the effects of job enrichment on psychological state of employee, mean scores and standard deviation for questionnaire items (section C) were also used: meaningfulness of the job was measured by questionnaire item -2&5; personal responsibility- 4&7; knowledge of actual result of work outcome-1&6; job satisfaction-3, 8, 9 & 10). Lastly Growth Need Strength was measured in section “D” using percentages with average of 5 questionnaire items. Cross tabulation were also regarded as best approach enables grouping data by category and thus shortening comparison between and within groups.
The link between job enrichment and job satisfaction was found by comparing average means for five job characteristics and average mean for job satisfaction.

The Pearson product-moment correlation coefficient was also used to measure the strength of the linear relationship between job characteristics and employee’s satisfaction.

The results were presented by bar charts, tables to make descriptive data clear and easy to understand. Frequency tables and bar charts were used to indicate status of response by the magnitudes. The method is based on its ability to express data in quantitative form in a way that ordinary reader can understand.

Data from interview were analysed by content analysis. Content analysis involves reading data repeatedly, highlight the words that capture key thought or concept by making notes of thoughts and create a meaningful cluster (Hsieh and Shannon, 2005). The researcher created the group of who agree and disagree and for those with positive and negative views. Data obtained from interview were used to support and give more explanation on finding gathered through questionnaire which covered the larger part of data collected in this study.

Motivating Potential Scores (MPS) is the index that shows the possibility of the job characteristics to generate motivation and job satisfaction (Lunenburg, 2011). It was used to give preliminary determination as to whether job enrichment as SUA can lead to job satisfaction.

\[ \text{MPS} = \frac{(\text{Task Variety} + \text{Task Significance} + \text{Task Identity}) \times \text{Task Autonomy} \times \text{Feedback}}{3} \]

The highest score for job each job characteristics were 5 therefore the expected to range from 1-125.
Table 2: Data Analysis Matrix

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Variable</th>
<th>Scale</th>
<th>Descriptive statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic information</td>
<td>Gender, age, ToE, JT, LoE, F/I</td>
<td></td>
<td>Percentages and frequencies; JT with F/I and; JT with LoE</td>
</tr>
<tr>
<td><strong>Objective 1</strong></td>
<td>TV, TI, TS, TA, FB</td>
<td>Reliability analysis</td>
<td>Means and SD</td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>MW, PRWO, KARW</td>
<td>Reliability analysis</td>
<td>Means and SD</td>
</tr>
<tr>
<td><strong>Objective 3</strong></td>
<td>Satisfaction</td>
<td>Reliability analysis</td>
<td>Means and SD; Correlation-ordinal by ordinal (JE &amp;JS)</td>
</tr>
<tr>
<td><strong>Objective 4</strong></td>
<td>GNS</td>
<td>Reliability analysis</td>
<td>Percentages</td>
</tr>
</tbody>
</table>

TV= Task Variety; TI= Task Identity; TS= Task Significance; TA Task Autonomy; FB=Feedback; MW= Meaningfulness of the Work; PRWO= Personal Responsibility of the Work Outcome;; KARW= Knowledge of Actual Result of Work; JE= Job Enrichment; JS= Job Satisfaction; ToE= Term of Employment; JT=Job Title; LoE= Level of Education; F/I= Faculty/Institute

3.7 Ethical Considerations

Ethics is accumulation of all values and principles that address questions of what is good or bad in human affairs. Ethics searches for reasons for acting or refraining from acting; for approving or not approving conduct; for believing or denying something about virtuous or vicious conduct or good or evil rules (ALRC, 2001). In data collection from any study participants, it is a responsibility of the researcher to observe and respect each individual participant’s autonomy. It is important that research is conducted in an ethical manner and best research practice (Kelly et al. 2003).
In this respect, two important ethical issues to adhere when conducting research are confidentiality and informed consent. Babbie (1998), highlights on awareness and keen agreements shared by researchers about what is good and what is not good when doing or conducting a research. This study observed principles of research ethics. Permission to conduct study was sought from the relevant authorities. The office of the DVC-AF in particular, gave permission to conduct this study for the earmarked group of participants (Appendix 2). Participation in the study was voluntary and the unwilling study participant was free to withdraw from the study at any time without repercussions. Informed consent was primary for the conduct of this study and the researcher declared and maintained confidentiality by not disclosing or identifying the contribution of each respondent by names.
CHAPTER FOUR
PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings on the job enrichment and improvement in job satisfaction among academic staff at Sokoine University of Agriculture (SUA)-Morogoro. The findings are presented in accordance with the specific research objectives.

This chapter is organized into six parts as follows: Demographic information of respondents; reliability statistics, characteristics of job enrichment practices at SUA; effects of job enrichment on psychological state of employees among member’s academic staff at SUA; the link between Job enrichment and Employees job satisfaction academic staff at SUA and the employees feeling about their growth-Need Strength

4.1 Demographic Information of the Study Population

The first part of the questionnaires gathered general information about respondents. These include gender, age, terms of employment, occupational categories, level of education and the Faculty/Institute to which the respondent belongs. This is important because help the researcher to assess the respondents and break the overall study response into meaningful groups as shown in Table 3 below.
Table 3: Characteristics of the study population by different categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>23.1</td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td>76.9</td>
</tr>
<tr>
<td>Age class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 30 years</td>
<td>5</td>
<td>4.8</td>
</tr>
<tr>
<td>31-40 years</td>
<td>47</td>
<td>45.2</td>
</tr>
<tr>
<td>&gt; 41 years</td>
<td>52</td>
<td>50.0</td>
</tr>
<tr>
<td>Terms of employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent</td>
<td>102</td>
<td>98.1</td>
</tr>
<tr>
<td>Contract</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Occupational category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior academic staff</td>
<td>39</td>
<td>37.5</td>
</tr>
<tr>
<td>Junior academic staff</td>
<td>65</td>
<td>62.5</td>
</tr>
<tr>
<td>Level of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>8</td>
<td>7.7</td>
</tr>
<tr>
<td>Master</td>
<td>42</td>
<td>40.4</td>
</tr>
<tr>
<td>PhD</td>
<td>53</td>
<td>51.0</td>
</tr>
<tr>
<td>Faculty/Institutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Forestry</td>
<td>16</td>
<td>15.4</td>
</tr>
<tr>
<td>Faculty of Agriculture</td>
<td>32</td>
<td>30.8</td>
</tr>
<tr>
<td>Faculty of Veterinary Medicine</td>
<td>20</td>
<td>19.2</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>20</td>
<td>19.2</td>
</tr>
<tr>
<td>DSI</td>
<td>10</td>
<td>9.6</td>
</tr>
<tr>
<td>SNAL</td>
<td>6</td>
<td>5.8</td>
</tr>
</tbody>
</table>

Source: Field data (2016)

- **Sex**
  The findings from the study show that 76.9 % of the respondents were male while 23.1 % of the respondents were female. This means that males constitute the biggest part of respondents something that might reflect that most of academic staff employees at SUA are males.

- **Age**
  Table 3 indicates that 4.8 % of the respondents have less than 30 years, 45.2 % of the respondents were aged between 31-40 years while 50 % of the respondents
were aged 41 and above. This reflects that the largest part of respondents were above the age of 41 and thus closing in on the retirement age which is 60 years for public service in Tanzania.

Terms of employment

The findings of the study reveal that majority of the respondents (98.1%) were permanent employees while only 1.9% of the respondents worked on contract basis. Thus most of academic staffs at SUA are permanently employed. This could reflect that the retention rate of experienced senior academic staff at SUA by contract staff retired staff is minimal.

- **Occupational categories**
  Number of senior staff was 39 (37.5%) and junior staff were 65 (62.5%) reflecting that most of academicians are junior staff at levels of tutorial assistants, assistant lecturers and lecturers. This is indicative of possible succession plan in recruiting academic staff at SUA.

- **Level of education**
  Half of respondents had a PhD degree (51%), master degree accounted for 40.4% and 7.7% had a bachelor degree (Table 3). This implies that academicians with PhD constitute the largest part while with bachelor degree is very few.

- **Faculty/Institutes**
  The study established the categories of senior and junior academic staff and conveniently the researcher picked the respondents from each group. However, in selection of respondent the researcher tried to include every faculty and institutes to make sure at least all areas are represented in this study. Of four Faculties which are Faculty of Forestry, Faculty of Agriculture, Faculty of Veterinary Medicine and Faculty of Science together with Development Studies Institute (DSI) and SNAL were involved in this study.
Figure 5 shows the distribution of academic staff across the academic units at SUA. Faculty of Agriculture gave more respondents (30.8%) and it is also the biggest Faculty at SUA while SNAL was the least (5.8%). Both senior and junior academic staffs of SUA were represented basing on their Faculties/Institute.

**Figure 5**: Representation of respondents by Faculty/Institute

### 4.2 Reliability Statistics

Based on reliability test results in Table 4 below, the value of Crobanch’s Alpha for the questionnaire was ($\alpha = 0.62$). Six demographic variables were excluded in testing the reliability of item because they have different measurements that are nominal data while other 25 test item are ordinal data. The test items were in form of five Likert scale ordered from negative to positive perception 1-5 respectively. The Cronbach’s alpha reliability measure indicates the extent to which a questionnaire is error free and thus, consistent and stable across the different variables in the questionnaire (Maiyaki and Mokhtar, 2011). Cronbach’s alpha reliability coefficient has generally been reported in ranges between 0 and 1, though a negative value is technically
possible. The closer Cronbach’s alpha coefficient is to 1, the greater the reliability of variables in the questionnaire (Gilem and Gilem, 2003).

George and Mallery (2003) as cited by Gilem and Gilem (2003), provides the following rules of thumb for interpreting Cronbach’s Alpha: “_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable” According to this benchmark, the result from the reliability analysis (α = 0.62, Table 4 below ) suggests that the questionnaire used for this study is acceptable/reliable to assess to study the effects of job enrichment of job satisfaction.

Table 4: Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.62</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: Field data (2016)

4.3 The existence of Job Enrichment Practices at SUA

The presentation of the findings in this section include the general views on the existence of job enrichment by employees, comparison of views between senior and junior staff regarding the existence of job enrichment to their job and motivating potential scores.

4.3.1 General views on existence of job enrichment by employees

The respondents were asked to put a tick on scaled scores for ten questions that diagnose the job enrichment features. The scores ranged from 1 to 5; where 1 indicates strongly disagree, 2-disagree, 3- neutral, 4- agree and 5- strongly agree. Thus the respondents were asked to show their degree of agreement with each questionnaire item that describe the characteristics of their job. Table 5 shows results on views of respondents about existence of characteristics of job enrichment i. e. task identity, task significance, task variety, task autonomy and feedback.
The findings reveal that both senior and junior academic staffs agreed that job enrichment practices exist at SUA with average mean score M= 3.84 and Standard Deviation (SD = 1.05).

Analysis of views for each of five job characteristics that exist at SUA revealed that academic staff strongly agreed that, their tasks are significant (M=4.09). Task autonomy mean score was (M=3.98), which was very close to strongly agreed. They also agreed the job itself provided them with feedback (M=3.94) and task identity was agreed by (M=3.85). Task variety had a low mean score (M=3.35), close to neutral as indicated in table 5.

**Table 5: Mean scores of job characteristics for academic staff at SUA**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task variety</td>
<td>103</td>
<td>1</td>
<td>5</td>
<td>3.35</td>
<td>1.09</td>
</tr>
<tr>
<td>Task identity</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.85</td>
<td>1.03</td>
</tr>
<tr>
<td>Task significance</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>4.09</td>
<td>0.99</td>
</tr>
<tr>
<td>Task autonomy</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.98</td>
<td>1.13</td>
</tr>
<tr>
<td>Feedback</td>
<td>102</td>
<td>1</td>
<td>5</td>
<td>3.94</td>
<td>0.83</td>
</tr>
<tr>
<td>Average mean Scores</td>
<td></td>
<td></td>
<td></td>
<td><strong>3.84</strong></td>
<td><strong>1.05</strong></td>
</tr>
</tbody>
</table>

Source: Field data (2016)

All of the respondents 8 agreed that job enrichment practices do exist at Sokoine University of Agriculture. Results indicated that task variety, task significance, task identity, task autonomy and feedback exist. Among the five job characteristics mentioned above, the interviewees 8 managed to identify examples of only three job characteristic which were task variety, task autonomy and job feedback. The interviewees were further asked by the researcher to identify examples of their job characteristics practiced in SUA. Varieties of task found to be performed by academic staff are: teaching, consultancy, outreach research (own researches and supervision of students researches i.e. Undergraduates, masters and PhD students) as well as administrative duties for those who hold managerial positions. It was also mentioned by all 8 of the respondents that OPRAS gives employees autonomy to set work objectives and provide feedback on how the job is being done. Other forms of
feedback to academic staff were found to be through university examination, tests, assignments, customer’s opinion and satisfaction and student’s assessment forms. They also agreed that they have chances to make important decisions pertaining to their job.

4.3.2 Comparison of views on existence of job enrichment for senior and junior staff

Comparison between senior and junior staff regarding the existence of job enrichment to their job found that, both have almost similar views that the average mean score of senior staff on the existence of job enrichment to their job was (M=3.87; SD=1.07) while the mean score for juniors on the existence of job enrichment to them was (M=3.83; SD=0.99) as shown in table 6.

Table 6: Cross tabulation mean scores for senior and junior academic staffs

<table>
<thead>
<tr>
<th>Job Characteristics</th>
<th>Senior Staff</th>
<th></th>
<th>Junior Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Means</td>
<td>SD</td>
<td>Means</td>
<td>SD</td>
</tr>
<tr>
<td>Task variety</td>
<td>3.42</td>
<td>1.06</td>
<td>3.30</td>
<td>1.12</td>
</tr>
<tr>
<td>Task identity</td>
<td>3.87</td>
<td>1.03</td>
<td>3.85</td>
<td>1.03</td>
</tr>
<tr>
<td>Task significance</td>
<td>4.12</td>
<td>1.03</td>
<td>4.08</td>
<td>0.94</td>
</tr>
<tr>
<td>Task autonomy</td>
<td>3.89</td>
<td>1.26</td>
<td>4.03</td>
<td>0.99</td>
</tr>
<tr>
<td>Feedback</td>
<td>4.03</td>
<td>0.80</td>
<td>3.89</td>
<td>0.87</td>
</tr>
<tr>
<td>Average mean</td>
<td>3.87</td>
<td>1.07</td>
<td>3.83</td>
<td>0.99</td>
</tr>
</tbody>
</table>

Source: Field data (2016)

4.3.3 Motivating potential scores (MPS)

The rates combination of five job characteristics (task identity, task significance, task variety, task autonomy and feedback) yields an index known as the Motivating Potential Score (MPS). MPS is the degree to which the job has the potential to prompt self-generated motivating and satisfaction and must be not equal to zero (Lunenburg, 2011 and Hackman & Oldham, 1975). The calculated MPS was 59 indicating that there is a possibility of job characteristics that exists at SUA to generate motivation and job satisfaction. The formula used in calculating MPS was as follows:-
MPS = (Task Variety + Task Significance + Task Identity) / 3 × Task Autonomy * Feedback

\[
\text{MPS} = \frac{(\text{Task Variety} + \text{Task Significance} + \text{Task Identity}) \times \text{Task Autonomy} \times \text{Feedback}}{3}
\]

\[
\text{MPS} = \frac{(3.35 + 3.85 + 4.09) \times 3.98 \times 3.94}{3} = 59
\]

The calculated MPS (59) suggests that the level of job satisfaction among SUA staff was not strong. This is so because the highest possible MPS score for the five job characteristic on a likert scale of 5 points was expected to be 125. In the unlikely scenario that the respondents selected the highest point for each job characteristic, it would have translated as shown below:

\[
\text{MPS} = \frac{(5 + 5 + 5) \times 5 \times 5}{3} = 125
\]

### 4.4 Effects of Job Enrichment on Employee’s Psychological State

In this objective the researcher used questionnaire, interview and documentary review as the methods of data collection to gather the relevant information concerning the objective. The findings of this objective are organized into two parties. The first part covers the overall response to the effects of job enrichment on employee’s psychological state and the second part entails the comparison of responses between senior and junior staff on the effects of job enrichment to psychological state of employees.
4.4.1 Overall response to effects of job enrichment on employee’s psychological state

Results in table 7 showed that job enrichment had positive influence on employee’s psychological state with average mean scores of 3.8 (SD=1.18). The average mean scores were calculated by using the result of three effects of job enrichment on psychological state of an employee which are: (1) Feeling of doing meaningful work which is prompted by three job characteristics of task identity, task significance and task variety; (2) Feeling of personal responsibility stimulated by the job characteristics of task autonomy and; (3) Knowledge of actual result of work outcome resulted from continuous job feedback.

Further analysis was undertaken to determine each of the three effects of job enrichment for each of critical psychological state as follows:

- **Experiencing meaningfulness of the work**
  This was the first effects of job enrichment to employee’s psychology in this analysis. It was measured by the following two questionnaire items: (1) Most of things I have to do in this job seem useless. (2) The work I do in this job is very important to me. The feeling of meaningfulness of the work received the highest score (M=4.00; SD=1.26).

  The respondents were also asked to give their feeling on effects of job enrichment to their psychological state in relation to the meaningfulness of the job during interview. It was found that they view their job to be valuable and important by all (8) interviewed. However, the effort to ensure task variety as one of the characteristics of the job that create feeling of meaningfulness of the job was found to be not fully initiated by SUA management, that 5 out of 8 interviewees remarked that consultancy and involvement in research projects are mostly individual initiatives.

- **Feeling of personal responsibility**
  The second effect of job enrichment to psychological state of employee was the feeling of personal responsibility of the outcome of the work. Two questionnaire
items were used; (1) I should personally take a credit or blame for the results of my work on this job and (2) I feel high degree of personal responsibility for the work I do in this job. A mean score for the feeling of being responsible for the outcome of the work had low score compared to other psychological state of an employee (M= 3.64; SD=1.11).

On reviewing documents together with the responses from interview increase workload and lack of resources were found to be the factors that hinder experiencing total personal responsibility for work outcome. Of all (8) interviewed mentioned increased workload while (6) out of (8) mentioned lack of resources.

It was also revealed from the document that promotions at work for academic staff at SUA are based on good work performance and publications. Staffs are required to fulfill class activities and doing research for publication purposes. This makes some employees to dislike increased responsibility to their jobs.

- **Knowledge of actual result of work outcome**

The third effect of job enrichment on employee’s psychological state was feeling that they understand the actual result of the work outcome, which was also measured by two questionnaire item; (1) I usually know whether my work is satisfactory in this job. (2) I often have trouble figuring out whether I am doing well or poorly in this job. The mean score for feeling of knowledge of actual result of work outcome was (M= 3.77; SD=1.17).

As regards to effects of job enrichment to employee’s psychological state, the study found that that all interviewed (8) felt that job feedback helps to improve work performance. This in turn is used as a basis for promotion to higher position.
Table 7: Means and Standard Deviation for Effects of Three Psychological States for Academic Staffs

<table>
<thead>
<tr>
<th>Effects of Job Enrichment on Employee Psychological State</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean scores</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningfulness of the work</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>4.00</td>
<td>1.26</td>
</tr>
<tr>
<td>Responsibility of the outcome of the work</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.64</td>
<td>1.11</td>
</tr>
<tr>
<td>Knowledge of the actual results of the work outcome</td>
<td>102</td>
<td>1</td>
<td>5</td>
<td>3.77</td>
<td>1.11</td>
</tr>
<tr>
<td><strong>Average mean score</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.8</strong></td>
<td><strong>1.16</strong></td>
</tr>
</tbody>
</table>

Source: field data (2016)

4.4.2 Comparison of response to three psychological states to junior and senior staffs

Feelings of Senior staff on effects of job enrichment on their psychological state were more positive than for junior staff (Table 8). Seniors strongly agreed that they are doing meaningful work with mean scores (M=4.24; SD=1.38), while juniors just agreed (M=3.85; SD=1.08). Feeling of personal responsibility of work outcome was also high to senior staff (3.83) and for junior staffs (M=3.53; SD=1.13). There is no significant difference in experiencing knowledge of actual result of work outcome to both categories (M=3.84; SD=1.21) for seniors and (M=3.73; SD=1.13) for juniors.

Table 8: Means and Standard Deviation of Three Psychological States for Senior and Junior Academic Staffs

<table>
<thead>
<tr>
<th>Psychological state</th>
<th>Senior Staff</th>
<th>Junior Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Means</td>
<td>SD</td>
</tr>
<tr>
<td>Meaningfulness of the work</td>
<td>4.24</td>
<td>1.13</td>
</tr>
<tr>
<td>Responsibility of the outcome of the work</td>
<td>3.83</td>
<td>1.08</td>
</tr>
<tr>
<td>Knowledge of the actual result of the work outcome</td>
<td>3.84</td>
<td>1.21</td>
</tr>
</tbody>
</table>

Source: field data (2016)

4.5 Link between Job Enrichment and Job Satisfaction

This objective aimed at finding the link between job enrichment and job satisfaction by member of Academic staff at SUA. The level of satisfaction was first explored and
compared with the scores for characteristics of job enrichment. The level of satisfaction was measured by questionnaires with five levels.

The scores for job satisfaction to all academic staffs showed that members of academic staff at SUA are satisfied with the job where the average mean score was (M= 3.68) as shown in table 9. Further when comparing respondent’s views on richness of their job and job satisfaction it was found that, average mean scores for job enrichment characteristic (M=3.84) and job satisfaction (M=3.68) are both positive. Nevertheless, senior staff were more satisfied (M=3.92) than junior staff (M=3.44).

The link between job enrichment and job satisfaction was also found by establishing the relationship between variables of objective one (the existence of job enrichment practices at SUA as shown in appendix 1) and those of job satisfaction as shown in table 9. The result indicates that there is a positive correlation between job enrichment and job satisfaction (r=0.167).

### Table 9: The level of job satisfaction to member of academic staff at SUA

<table>
<thead>
<tr>
<th>Job satisfaction</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean scores</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am very satisfied with this job</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.72</td>
<td>1.19</td>
</tr>
<tr>
<td>I am generally satisfied with kind of work I do in this job</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.87</td>
<td>0.88</td>
</tr>
<tr>
<td>My opinion goes up when I do this job well</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.66</td>
<td>1.16</td>
</tr>
<tr>
<td>People on this job often think of quitting</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.48</td>
<td>1.24</td>
</tr>
<tr>
<td>Means average</td>
<td>104</td>
<td>1</td>
<td>5</td>
<td>3.68</td>
<td>1.12</td>
</tr>
</tbody>
</table>

Source: field data (2016)

#### 4.6 Feeling of Respondents on their Growth Need- Strength

The analysis was conducted by looking at the responses for both categories of respondents (Junior and Senior Academic staff) on their needs for growth and achievement. The findings were also crossed group of senior and junior staff to
understand their differences in growth need strengths levels basing on their job titles categories.

4.6.1 General response on feeling of growth-strength need (GNS)

Regarding the feelings of respondents on their GNS, each of the respondents were asked to pick one job that they prefer most out of five paired job. Job “A” represents GNS job characteristic and “B” other job characteristics (Table 10). Of 104 respondents 55.15 % of them prefer GNS job characteristics, 30% of the respondents prefer other job characteristics, and 3.28 % of the respondents were neutral while 11.54 % of the respondents were missing (Table 10). This indicates that members of academic staff at SUA have slightly high GNS which is just above average.
Table 10: General response to GNS

<table>
<thead>
<tr>
<th>SN</th>
<th>Pair of Growth Job Characteristics and Other Job Characteristics</th>
<th>Growth Need Job Characteristics (%)</th>
<th>Other Job Characteristics (%)</th>
<th>Neutral (%)</th>
<th>Missing (%)</th>
</tr>
</thead>
</table>
| 1  | A: A job where there is considerable opportunity to be creative and innovative  
    B: A job where the pay is very good | 41 | 45.2 | 1.9 | 11.5 |
| 2  | A: A job where you are often required to make important decisions  
    B: A job with many pleasant people to work with. | 53.8 | 31 | 1 | 13.5 |
| 3  | A: A job in which greater responsibility is given to those who do the best work  
    B: A job in which greater responsibility is given to loyal employees who have the most seniority. | 60.6 | 18.3 | 10.6 | 10.6 |
| 4  | A: A job which provides constant opportunities for you to learn new and interesting things.  
    B: A job with a supervisor who respects you and treats you fairly | 57.7 | 29.8 | 1 | 11.5 |
| 5  | A: A job which allows you to use your skills and abilities to the fullest extent.  
    B: A job with very satisfying teamwork | 62.5 | 25 | 1.9 | 10.6 |
| Average | | 55.1 | 30 | 3.28 | 11.54 |

Source: field data (2016)

4.6.2 Comparison between senior and junior staff on their growth-strength need

The desire for opportunities to be creative and innovative, to make important decisions, greater responsibility, and challenging jobs, thus experiencing growth and advancement, show differences between the two categories of employees. Senior staff had higher GNS 65.7 % when compared to junior staff 59 % as shown in table 11. Interestingly, the findings also show that in comparing preferences of respondents between jobs that have a very good pay and the jobs where there is considerable opportunity to be creative and innovative, the preferences were found to be almost
similar. The findings show that 50% of the senior staff respondents prefer job characteristics that allow them to grow while to junior staff was 51.7%.

**Table 11: Comparison between Senior and Junior Staff on their Growth-Strength Need**

<table>
<thead>
<tr>
<th>Job characteristics</th>
<th>Senior staffs (%)</th>
<th>Junior staffs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth job Characteristics</td>
<td>65.7</td>
<td>59</td>
</tr>
<tr>
<td>Other job characteristics</td>
<td>28.6</td>
<td>36.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: field data (2016)
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The concern in this chapter is to interpret and discuss findings presented in the earlier chapter with reference to aims of the study. The objectives of this study were four; first to explore the characteristics of job enrichment at SUA; second to determine the effects of job enrichment to employee’s psychological state among member’s academic staff at SUA; third to find out the link between Job enrichment and Employees job satisfaction at SUA and fourth was to find the extent to which members of academic staff feel about their need for growth and advancement.

5.1 The Existence of Job Enrichment Practices at SUA

This section covers general views on existence of job enrichment and comparison of views on existence of job enrichment by senior and junior academic staff.

5.1.1 General views on existence of job enrichment practices by employees

The views for both senior and junior academic staff revealed that job enrichment practices exist at SUA. The average mean score for job enrichment practices which are task variety, task identity, task significance, autonomy and feedback was (M=3.84; SD =1.05) (Table 5). This implies that all respondents agreed with the existence job enrichment practices at SUA. The findings of the study are consistent with different studies such as Ayanyika and Pius (2014), Vijay and Indradevi (2015), and Casey and Robbins (2009) who reported the existence of enriched jobs characterized by the five job dimensions such as task variety, task identity, task significance, task autonomy, and feedback to be significantly present.
For each job characteristic, it was found that respondents strongly agreed their tasks are significant (M = 4.09; SD = 0.09). This score indicates that respondents view their job as something affecting their own life, job of others (co-workers), the organization and society at large (Lawrance, 2001). They also agreed that job enrichment allows them to do identifiable piece of work (M = 3.850; SD = 1.06). Task identity creates a sense of job recognition by employees and makes them feel better with the job. Respondents also felt that the job does not require a high utilization of their various skills and talents as indicated by the range of scores (M = 3.35; SD = 1.09). Task variety reduces repetitiveness in one’s job and makes challenging jobs more interesting (Lunenburg, 2011). The findings from interviews also show that the variety of tasks performed by academic staff are teaching, consultancy, research, supervision of students’ research reports, theses and dissertations as well as administrative activities for those who hold management positions were mentioned by all 8 respondents. Of 8 interviewed 5 (62.5 %) said that consultancy and involvement in research projects are mostly individual initiatives and this could have been the reason for low scores in task variety (M=3.35; SD=1.09).

Task autonomy score was (M = 3.98); (SD = 1.13), very close to strongly agreed. The high degree of autonomy indicates the employees have high freedom to decide how, which and when the job needs to be done (Lawrance, 2001). The job also allows them to use personal initiatives and innovativeness in accomplishments of the task. The findings from interviews reveal that academic staff at SUA have autonomy to plan their work at the time they fill the OPRAS form. Scott et al. (2000) found autonomy to be the strongest core job characteristics to enrich employee’s jobs. However, this was not the same for SUA, where task significance was the strongest job characteristics (M=4.02).

Finally, respondents agreed that the job is arranged in such a way that it provides them with information on how the job is done. Mean score for job feedback was (M = 3.85); (SD = 0.83). Performance Review and Appraisal System (OPRAS) were mentioned by all (8) interviewed to be the current formal tool that has been adopted and is used to provide feedback regarding the work performance using the work
standard set by Organization Strategic Plan. This implies that employees use the set standards to gauge the performance on a continuous basis. This gives information on if their performance is progressing well.

Other forms of feedback to academic staff were found to be through university examination, tests, assignments, customer’s opinion and satisfaction and students assessment. These forms of feedback help an employee to make quick alterations regarding work performance as needed instead of waiting until annual performance review.

5.1.2 Comparison of views by senior and junior staffs on existence of job enrichment

Both categories of staff had almost similar views about the existence of job enrichment at SUA. Average mean scores for senior staff was (M = 3.87; SD = 1.07) while for juniors (M = 3.83; SD = 0.99). The results suggest that they agreed on the same level about the extent to which their jobs are enriched (table 6). The findings are inconsistent with Herzberg (1956) who suggested that senior staffs are likely to be positive toward job enrichment than junior staff.

5.2 The effects of job enrichment on employee’s psychological state

In discussing this objective the researcher categorized it in two parts, the first part covers the overall response of the effects of job enrichment and the second part entails the comparison of views between senior and junior academic staff on their feeling toward job enrichment.

5.2.1 Overall response of effects of job enrichment to psychological states of an employee

Job enrichment was found to have positive influence to the psychology state of an individual employee at SUA with average mean scores (M = 3.8; SD = 1.18). This implies that existence of five job characteristics (skill variety, task identity, task significance, autonomy and feedback) leads to productive result to the mental state of job holders.
This is supported by Ellis, (1987) that job enrichment gives attention to the core job characteristics that shape the psychological states of individual employee.

By looking at each of three effects of job enrichment on psychological state of an employee which are: feeling of meaningfulness of the job, personal responsibility of work and knowledge of actual result of work outcome was discussed as follows:-

- **Meaningfulness of the work**
  The results indicated the feeling of meaningfulness of the work to be the highest (M=4.00; SD=1.26). The indication is that task variety; task significance and task identity which are job characteristics responsible for meaningfulness of work influence the mind of academic staff at SUA positively. These three job characteristics enrich one’s job by creating job challenges and reduce job monotony due to presence of variety of tasks performed. They also enhance the feeling of job recognition through mutual function of task identity, task variety and task significance. Lunenburg (2011) supported task variety, task identity, task significance as creating the sense of meaningfulness of work towards employees consistent with their value system.

  The scores for the meaningfulness of the job indicate that there is stronger positive attitude towards three job dimensions responsible for this critical psychological state (task variety, task identity and task significance). In this study task significance seems to be the job characteristic which was strongly agreed to be present and can be the reason for high score in experiencing meaningfulness of the work (M=4.09). It is also reported that according to the norms of job enrichment model, it is not necessary for all three job characteristics that prompt meaningfulness of the work to be present and or having equal weight only one can be enough (Faturochman, 1997). Thus task significance can be the strongest job characteristics for critical psychological state of meaningfulness of the work at SUA.
**Personal responsibility of the work outcome**

Task autonomy leads to feeling of personal responsibility of the work outcome. The scores for feeling of personal responsibility was the lowest among other effects of job enrichment on employee psychological states (M=3.64). Experiencing personal responsibility is the degree to which a jobholder feels responsible and accountable for the results of the work done (Lunenburg, 2011). Respondents views on the level of job autonomy (M=3.98; SD=1.11) is higher than the feeling of personal responsibility (M= 3.64; SD=1, 11). This mismatch implies that job has relatively high degree of freedom of deciding how job should be done but less feeling of being held responsible and accountable for the work outcome. Hackman and Oldham, (1975) provide that the scores of job autonomy will lead to the same scores as feeling of personal responsibility of the work outcome by an employee.

The reasons for the lower scores of feeling of personal responsibility and accountability can be due increased workload and resources. This was shown in interview on effect of job enrichment regarding the influence of job autonomy in the psychological state of an employee. Six respondents (6) out of (8) interviewed reported unavailability of resources makes employee not to feel responsible and accountable for the set organization objectives despite the autonomy in setting the objectives. This was mentioned as a great challenge faced by management in implementation of OPRAS to meet standards of work performance set by the University.

Increase of workload was found to be another reason for decrease of sense of personal responsibility by all (8) interviewed. This means that they have autonomy to decide and set procedures on how job need to be done but too much to complete in a given time margin. Tasks performed by academicians are such as, preparing not less than five theoretical and five practical assignments, continuous test two practical and two theories, annual examination, course work sessions and supervision of research reports for Undergraduates, Masters and PhD students. Documents also indicated that the number of undergraduate students to be 7053 and postgraduate students is 943 to make sum of 7996 while academic staff are 504. It was reported that increased
responsibilities are sometimes taken as a burden to employee and hence the low score for the feeling of personal responsibility.

- **Knowledge of the actual result of the work outcome.**

  Job feedback gives an employee better understanding on how the job is being done. The mean scores for knowledge of actual result of work outcome was (M = 3.77; SD = 1.11). This indicates that respondents agreed that the job gives them information on how the job is being done (Jacko, 2004). When a job is designed to provide employees with information about the effects of their actions in the workplace, they are better able to develop an understanding of how well they have performed and such knowledge improves their effectiveness (Lunenburg, 2011). However, the scores for job characteristics (feedback) was higher (M= 3.94) than experienced knowledge of work outcome. This indicates the level of job feedback does not influence the same degree of the knowledge of actual result of work. This can be due to lack of effective clear work standards, quality control programs, direct client relationship and poor keeping of performance records.

Respondents were asked about effects of job enrichment on employee psychological state during the interview. As regards to job feedback which is one of the elements of job enrichment, respondents revealed that the feedback obtained from the job help employees to understand what is expected from them and consequently improved work performance which in turn is used as a basis for promotion to higher positions. Respondents felt that understanding of actual results of work outcome to be an important aspect of their job. Feedback about the work facilitates learning and provides chance for personal growth and achievement (Faturochman, 1997). Documents revealed work promotion for academic staff at SUA is based on good work performance and publications. For these reasons they can view their job as a source of personal achievement, growth and advancement because the job itself allows learning, using their knowledge and skills. Employees develop positive attitude towards work when they feel they are capable of doing it otherwise the work becomes stressful (Robbins, 2001).
5.2.2 Comparison of response to three psychological states

Senior staff feelings on effects of job enrichment were more positive compared to junior staff (Table 8). Seniors strongly agreed that they are doing meaningful work (M = 4.24) while junior staffs agreed (M = 3.85). Feeling of responsibility of work outcome was also high to senior staff (M=3.83) and low for junior staff (M = 3.53). However, junior staff agreed strongly that they have autonomy in doing their job (M= 4.03). The reason for relatively low feeling of personal responsibility to junior staff can be that juniors stress their effort toward attaining needs grouped as lower needs such as job security and physiological needs than the senior staff who are more satisfied by higher order needs such as growth, achievement, responsibility and recognition (Maslow, 1943).

5.3 The link between job enrichment and job satisfaction

The findings of the study show that respondents agreed that they are satisfied by the job itself (M=3.68; SD=1.12) as shown in table 9. There was no significant difference between the average mean scores for job satisfaction (M= 3.68) (Table 9) and the average mean scores for job characteristics (M=3.84) (Table 5). This indicates that the extent to which employees view their job as rich at the same time determines the level job satisfaction. These findings were supported with Yen-Ju, Yeh, and Lin, (2007), that the more enriched the job, the greater the job satisfaction. The difference was found in Asl, (2015), whose findings did not agree with existence of relationship between job enrichment and job satisfaction. Carolissen, (2014) found that there are other factors than job enrichment that can satisfy employees.

Again in establishing the link between job enrichment and job satisfaction; MPS also suggests the job enrichment characteristics found to exist at SUA are likely to generate job satisfaction. The calculated MPS was greater than zero that is (59). This supports that job satisfaction is possible to academic staff at SUA. The reason for MPS to read (59) and not (125) the highest index as explained earlier is due to the reason that respondents did not strongly agreed on the existence of job enrichment and as a result were not strongly satisfied.
However, senior staff were more satisfied (M=3.92) than junior staff (M=3.44). It can be due to the fact that junior staff have more needs compared to seniors (Maslow 1943) and the most of their important needs fall under the dissatisfiers factors as categorized by Herzberg two factors theory (Herzberg, 1956).

Correlation results also indicate that there is positive correlation between job enrichment and job characteristics (r=0.167). The findings are consistent with Jacko, (2004), Salau, (2014), Hadi and Adil (2011), Corderly, (2001) and Luneburg (2011), Vijay (2015) Achieng et al. (2014), Guise (1988) and Scott et al. (2000) who observed the existence of positive relationships between job enrichment and job satisfaction.

5.4 Feeling of Academic Staff on their Growth Need- Strength

This section discusses the general feeling and comparison between senior and junior academic staff on their growth need-strength

5.4.1 General feeling for GNS

The desire for personal achievements and growth in this study revealed that 55.15 % of 104 respondents prefer growth job characteristics 30 % prefer other job characteristics. This indicates that employees with high GNS are slightly higher than those without. Average mean score for job characteristics was M=3.84 (76.8 %) and for job satisfaction was M=3.68 (73.6 %). There was a significant difference between the extent of feeling of need to grow, advancement, recognition, achievement and responsibility with that of job characteristics and job satisfaction. For this reason, GNS might be weakly moderating relationship between job enrichment and job satisfaction. GNS has shown to have an indirect role between job characteristic and job satisfaction in the study conducted on an oriental culture (Shirazi et al. 2010). These findings are contrary to those by Lunernburg, (2011) who found that the degree, to which the job dimensions determine the job satisfaction, depends upon the respondents’ need to experience growth in their job.
The relative low GNS in this study can be due to the fact that in developing countries like Tanzania employees need to satisfy the low level needs (physiological, security and social needs) for their entire work life. In South Africa, GNS was found to be higher than scores for job characteristics (Carolissen, 2014). This indicates that the level of GNS depends on the environment in which employees thrive.

5.4.2 Comparison of growth job characteristics by senior and junior staff

The findings of the study show that senior staff had higher GNS (65.7 %) compared to junior staff (59 %). This suggests seniors have higher desire to obtain professional growth and achievement than juniors. Job enrichment is an attempt to motivate and satisfy employees by giving them greater opportunity for personal growth and achievement (Faturochman 1997). Senior staffs are more satisfied with richness of their jobs as it gives opportunities such as growth, achievement, accomplishment, recognition and increased responsibility than juniors (Herzberg, 1956).

Comparing preference of respondents between jobs that have a very good pay and the jobs where there was considerable opportunity to be creative and innovative; 50 % of senior staff preferred job characteristics that allow them to grow and achieve while about half of junior staff (51.2 %) preferred jobs where the pay was very good. Some juniors chose not to show their preference on these pairs of job characteristics (3.4 %) (Table 12). This is not supported by Herzberg (1956) who found salary not to be linked to job characteristics that cannot create job satisfaction. 50 % of senior academic staff at SUA (Senior lecturers, Associate Professors and Full Professor) prefer jobs with good pay just as junior staff. This indicates that job salary is also a key factor of job satisfaction. This interpretation is supported by Carolissen and Smith, (2014) who suggested that in developing countries job pay can be among the moderating relationship between job enrichment and job satisfaction than GNS.
CHAPTER SIX
SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary, conclusions and policy implications as the means of improving employees’ job satisfaction through job enrichment at SUA.

6.1 Summary of the Study

This study explored the extent to which job enrichment improves job satisfaction. To achieve this goal, four objectives were set; first to determine the existence of job enrichment practices to academic staff at SUA; second to find out the effects of job enrichment to employee’s psychological state among members of academic staff at SUA; third to find out the link between job enrichment and job satisfaction to academic staff at SUA and fourth was to find the extent to which members of academic staff felt about their need for growth and advancement.

The researcher reviewed selective literature related to job enrichment and employee’s job satisfaction. The main purpose of the selective literature review is to sharpen researchers and readers preliminary considerations regarding job enrichment and employee job satisfaction, and data source which are a source of evidence for this new study (Yin, 2011).

Questionnaires, interview, and other supporting documents were used to collect information that provided answers to questions under the four objectives. The Likert scale was used to measure employees’ attitude on job enrichment and its impact on job satisfaction. Quantitative and content analysis were used as the main method of data analysis.

- Existence of job enrichment practices to academic staff at SUA

The findings of the study show that there is existence of job enrichment practices to academic staff at SUA (M=3.84; SD=1.05) where senior and junior staff views on
existence of job enrichment are similar (M=3.87; SD=1.07) and M=3.83; SD=0.99) respectively.

- **The effects of job enrichment to employee’s psychological state among member of academic staff at SUA**

  It was found that job enrichment has positive effects on employee feelings about the job (M=3.8; SD=1.16). Senior staffs were more positive when compared to junior staff that is the mean score for senior staff was (M=3.84; SD=1.21) while for juniors (M=3.73; SD=1.13). However feeling of personal responsibility for junior staff had the lowest scores (M=3.53; SD=1.13)

- **The link between job enrichment and job satisfaction of academic staff at SUA**

  The study established that there is a link between job enrichment and job satisfaction. It was found that the mean scores for job characteristics (M=3.84) to have no significance difference with mean score for job satisfaction (M=3.68). There was also positive correlation between job enrichment and job satisfaction (r=0.167). Senior staffs were more satisfied than junior staff (M=3.92) and (M=3.44) respectively.

- **The extent to which member of academic staff feel about the need for growth and advancement**

  The findings of the study reveal that the growth need strength (GNS) was found to be slightly high that 55% of 104 respondents. Senior staffs had higher GNS (65%) than junior staff which was (59%). Interesting both categories has similar preference for when comparing job pay and need for job initiative and innovative. Half of seniors (50%) and half of juniors (51%) preferred the job where there is good pay

6.2 Conclusion

The findings of this study concluded that job enrichment improves job satisfaction. However, job enrichment at SUA was found to be more suited to senior staff than junior staff. Growth Need Strength is not a strong moderator of job enrichment model to members of academic staff at SUA. To satisfy employees, managers need to effectively blend the five job characteristics which are task identity, task variety, task
significance, autonomy and job feedback with other hygiene factors to suit the special needs of their employees. In SUA, it would be more prudent for managers to strike a balance between job enrichment, Growth Need Strength and job remunerations.

### 6.3 Recommendations of the study and area for further studies

This section contains recommendations that can be used to enhance improvement of job satisfaction through job enrichment and area for further studies.

#### 6.3.1 Recommendations of the study

- **Improvement of job characteristics**
  
  There is a need to improve job characteristics which are task identity, task variety, task significance, job autonomy and feedback to increase the level of job satisfaction by employees. The struggle to improve the earlier mentioned five job characteristics will enhance job satisfaction and consequently increase organizational performance in the respective institutions.

- **Enhancing recognition to the academician**
  
  The institution should focus on enhancing recognition to the academicians because they rated task significance to be the top most job characteristic that enhances job experience. Acknowledging that the employees work is significant that positively affects the wellbeing of the society would enable them to utilize their skills and ability.

- **Improve distribution of task variety**
  
  Management should also put more effort in enhancing task variety and make sure that all staff are equitably experiencing a variety of tasks at their job. Task variety was reported to be relatively low compared to the rest job characteristics.

- **Provision of enough resources**
  
  There is a need to secure enough resources for smooth implementation of the set organisations objectives. In this study respondents were found to have higher level of job autonomy than the feeling of personal responsibility and
accountability for the outcome of the work. Insufficient resources both financial and non-financial need to be checked to leave accountability in the hands of job occupants.

- **Empowerment of junior staff**
  Job enrichment necessitates empowerment and or supervision for junior staff. Effective supervision creates confidence that will enable them to feel better with the job and assume higher responsibilities. Senior staff were found to have higher degree of personal responsibility in job than junior staff and can be for the reason of hesitating job challenges springs from job enrichment practices.

- **Job enrichment and job pay and other incentive**
  The salary and other incentives of workers should match with their efforts so as to increase job satisfaction. The study suggests job pay to increase the composition of job enrichment which has a link with job satisfaction will consequently reduce job dissatisfaction. GNS does not adequately suffice to consider in isolation when thinking about their responses towards job enrichment and job satisfaction. There is a need to strike a balance between GNS and job incentives and salary. In other words, job enrichment provides an environment through which employees can learn, advance and develop at work but will make sense to employees if it is accompanied with good pay and other job incentives

6.3.2 **Area for further studies**

This study was conducted to academic staff at SUA a similar study can be conducted covering more than one institution in public institution to come up with generalizable findings in public organization in Tanzania. Also a similar study can be studied to compare the contribution of job enrichment to job satisfaction level of public and private institutions in Tanzania to see if they will have similar feelings.
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APPENDICES

Appendix 1: Questionnaire

Dear respondents,

My name is Romana Mathias Mbuya; I am currently a Master’s degree student at Mzumbe University pursuing Master of Science in Human Resource Management (MSc. HRM). I am carrying out research on “The role of Job Enrichment in Improving Employee Satisfaction with the job. I kindly request you to take not more than 20 minutes to voluntarily respond to this questionnaire appropriately according to your own understanding and experience. Your participation in this study will provide me with the necessary data and information from which conclusion can be drawn. This study is part of my MSc studies and information given here will be treated with strict confidentiality. Data will be reported in aggregate and all responses will remain anonymous. I highly appreciate your participation

A. Demographic information:

Instructions

Put a trick [√] where applicable.

1. Gender
   (a) Female [    ] (b) Male [   ]

2. Age
   (a). Below 30 yrs [    ] b) 30-40 yrs [    ] c) Above 40yrs [    ]

3. Terms of employment
   (a). Permanent [    ] b). Temporary [    ] c). By contract [    ]

4. What is your Job title
   (a) Tutorial assistant [    ] b) Assistant Lecturer [    ] c) Lecturer [    ]
   (d) Senior Lecturer [    ] e) Assistant Professor [    ] f) Professor [    ]

5. Level of education
   a) A Bachelor degree [    ] b) Masters [    ] c) PhD [    ]

6. Faculty/Institute____________________
B: Please indicate YOUR PERSONAL VIEWS about the nature of your job. Use the scale below to show how much you agree with each statement.

1-Strongly Disagree; 2- Disagree; 3- Neutral; 4- Agree; - 5-Strongly Agree

<p>| | | | | | |</p>
<table>
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<tbody>
<tr>
<td>1</td>
<td><strong>The job requires me to use a number of complex or high-level skills</strong></td>
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<td>2</td>
<td><strong>The job is arranged so that I can do an entire piece of work from beginning to end</strong></td>
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<td>3</td>
<td><strong>Just doing the work required by the job provides many chances for me to figure out how well I am doing</strong></td>
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<td>4</td>
<td><strong>The job is quite difficult and involves no repetitiveness.</strong></td>
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<td>5</td>
<td><strong>This job is one where a lot of other people can be affected by how well the work gets done</strong></td>
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<td>6</td>
<td><strong>The job denies me any chance to use my personal initiative or judgment in carrying out the work</strong></td>
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<td>7</td>
<td><strong>The job provides me the chance to completely finish the pieces of work I begin</strong></td>
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<tr>
<td>8</td>
<td><strong>The job gives me considerable opportunity for independence and freedom in how I do the work</strong></td>
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<tr>
<td>9</td>
<td><strong>The job itself is very significant and important in the broader scheme of Things</strong></td>
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<tr>
<td>10</td>
<td><strong>After I finish a job, I know whether I performed well</strong></td>
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</tbody>
</table>
C. Below are phrases about a variety of aspects of your job. Please use the rating scale below each phrase to indicate how you agree with each of the statements.

1. strongly disagreed; 2- disagreed; 3- neutral; 4- agreed; 5- strongly agreed

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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td>The job provide me with a sense of recognition and achievement</td>
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<td>2</td>
<td>My job is non-repetitive interesting and challenging</td>
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<td>3</td>
<td>My job gives me the freedom to use my own judgments</td>
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<td>4</td>
<td>I fell happy with increased responsibility of my present job</td>
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<td>5</td>
<td>My job is a source of constant stress</td>
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<td>6</td>
<td>I am happy with the amount of personal growth and development I get in doing my job. (i.e. promotion into jobs that requires more skills)</td>
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<td>7</td>
<td>I feel I should personally take the credit or blame for the results of my work on this job.</td>
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<td>8</td>
<td>I often have trouble figuring out whether I'm doing well or poorly on this job.</td>
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<td>9</td>
<td>Most of the things I have to do on this job seem useless or unimportant.</td>
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<td>10</td>
<td>People on this job often think of quitting.</td>
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</table>
D: Please indicate which of the two jobs you personally would prefer if you had to make a choice between them. In answering each question, assume that everything else about the jobs is the same. Pay attention only to the characteristics actually listed.

Use the scale 1 to 5

<table>
<thead>
<tr>
<th></th>
<th>A. A job where the pay is very good</th>
<th>B. A job where there is considerable opportunity to be creative and innovative</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>A. A job where you are often required to make important decisions</td>
<td>B. A job with many pleasant people to work with.</td>
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<tr>
<td>3</td>
<td>A. A job in which greater responsibility is given to those who do the best work</td>
<td>B. A job in which greater responsibility is given to loyal employees who have the most seniority.</td>
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<tr>
<td>4</td>
<td>A. A job with a supervisor who respects you and treats you fairly.</td>
<td>B. A job which provides constant opportunities for you to learn new and interesting things.</td>
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<tr>
<td>5</td>
<td>A. A job with very satisfying teamwork.</td>
<td>B. A job which allows you to use your skills and abilities to the fullest extent.</td>
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</tbody>
</table>

*Thank you for your time you can leave me your e-mail address if would like to know the findings of this work.*
Appendix 2: Interview Guide to the Deans and HoDs

Interview guide

1. Do job enrichment at exists at SUA
2. To what extent job enrichment influences employee’s psychological state
3. Do you think there is a link between Job enrichment and job satisfaction?
4. How employee feel about their need for growth and advancement at SUA?
5. Comment on job enrichment and job satisfaction at SUA?
Appendix 3: Letter of permission for data collection

Ref. No. SUA/ADM/R.1/8 Vol
Date: 15.01.2016

Head of Department,
Department of Human Resource Management,
Mzumbe University,
P.O. Box 63,
Mzumbe,
MOROGORO

RE: DATA COLLECTION PERMISSION FOR ROMANA M. MBUYA

Kindly please refer to your letter with Ref. No. MSC/HRM/MSC/028/T.14 dated 25th January, 2016 regarding the heading above.

Be informed that the University Management has granted permission to Romana M. Mbuya your becalme student to conduct data collection at SUA.

The approved dates are from 25th January, 2016 to 28th March, 2016.

Yours sincerely,

[Signature]

For: DEPUTY VICE CHANCELLOR
(ADMINISTRATION AND FINANCE)

cc: Vice Chancellor
   Deputy Vice Chancellor (Academic)
   Deputy Vice Chancellor (A & F)
   Romana M. Mbuya – for your Information