

Effect of Job Enrichment and Job Enlargement on Teacher's Performance as Mediated by Motivation at University Level

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ABSTRACT

Job enlargement and enrichment make the work more innovative, challenging, and rewarding for employees because these techniques allow them to do a range of activities and additional tasks, which help them acquire new knowledge and skills, resulting in increased motivation and performance. This study sought to find the effect of job enrichment and job enlargement on teachers' motivation and performance at the university level and the mediating effect of motivation in the relationship between independent and dependent variables. Data were collected from 150 teachers of different departments of the University of Sargodha and the University of Education. A five-point Likert-type questionnaire was adapted to measure variables. The Cronbach alpha reliability coefficient was measured to ascertain the reliability of the questionnaire. The data were analyzed through regression analysis and process Macro using SPSS. The results of regression analysis established the effect of job enrichment and job enlargement on teachers' motivation and performance. The findings also made it clear that motivation partially mediated the relationship between job enrichment and teachers' performance, and the same was true for job enlargement. The study recommends that heads of departments should create variety in job design to involve teachers in their work to make the job more rewarding.

Keywords: *Job Enrichment, Job Enlargement, Motivation, Performance, Higher Education*

Introduction

Today's changing work environment has stimulated organizations to compete globally by developing their human capital. Now organizations are shifting from the traditional work orientation philosophy to new, innovative, and effective ways to get work done. It has been admitted that people who work in multifarious and diversified task-related environments led to organizational performance effectively (Hanushek, 2013). A plethora of research on human resource practices revealed a strong impact of job design on organizational effectiveness (Garg & Rastogi, 2006; Al-Ahmadi, 2009) because the job design ensures that assigned tasks match employees' skills, and interests, and maximize their performance. Job design supports the employees in identifying and involvement in work-related activities, which leads to forecasting the motivation and performance of employees in doing the job (Chung & Ross, 2013). Job expansion is increasing the scope of a job by extending the range of duties and different tasks on the same level in job design which can be done through the techniques of job enlargement and job enrichment. These techniques provide an opportunity for every worker who aspires to grow, acquire multiple skills, think out of the box, and achieve the desired task. Upneja & Ozdemir (2014) explained that organizations must link their employees' jobs with enrichment and enlargement techniques that upgrade their knowledge, abilities, and skills.

Literature indicates that job enrichment and enlargement add a feeling of motivation and satisfaction derived from the work. In contrast, research shows a close linkage between job enrichment, job enlargement, employee motivation, satisfaction, and performance. The performance of employees can be boosted by multiplying their motivation which can be heightened by enriching and enlarging their jobs (Saleem et al., 2012). Inappropriate job design is a problem that can seriously become a

hindrance to the success of organizations. Therefore, job enrichment and job enlargement examined the several assumptions associated with the job design process, along with the employees' commitment, job satisfaction, motivation, low turnover, high level of performance, and increase in achievement of objectives in various fields. Workers' motivation levels and performance can be enhanced by raising their level of satisfaction. Furthermore, satisfaction can be improved by enriching and expanding workers' jobs in the institution. As the previous studies tell us that job enlargement and job enrichment play a vital role in the performance and motivation of teachers at the university level (Adagbabiri & Okolie, 2019; Choudhary, 2016; Muneer et al., 2017; Tumi et al., 2021; Saleem et al., 2012; Ustot et al., 1994). This research article addressed the relationship of job enrichment and job enlargement with teachers' performance. Furthermore, the mediating effect of motivation on the relationship of job enrichment and enlargement with teachers' performance was also determined.

Job design is one of the important functions of human resource management practices. It describes what individuals do at work (determining the task and responsibilities), how tasks are arranged, and how successfully they can accomplish them. Job design significantly affects employee satisfaction, improving performance quality and organizational effectiveness. There are three job design techniques, i.e., job enrichment, job enlargement, and job rotation; however, job enrichment and job enlargement are most crucial in designing and analyzing the job.

Job enlargement entails combining several organizationally equivalent tasks and adding them to the existing job. It refers to a situation where workers are rotated to different positions and assigned extra duties to perform during their normal routine job (Dessler, 2013). According to Raza and Nawaz (2011), job enlargement is the horizontal expansion of job duties to enhance workers' scope and workload. Job enlargement aims to improve job satisfaction, productivity, and quality of work and reduce employee dissatisfaction (Atkinson, 1984). Job enlargement focuses on the span of professional duties and responsibilities and is important for motivating employees by increasing their exposure and efforts toward achieving organizational goals (Tumi et al., 2021). Job enlargement increases the job scope and brings back the skills and variety into the task, contrary to the division of tasks. Job enlargement aims to meet employees' unique needs by reorganizing work so that the type and content of allocated tasks correspond to social and personal needs. It can be completed by accepting an uninteresting routine job and adding responsibilities to the job to make it more significant and appealing to the worker. The job enrichment technique increases the employees' self-control, self-actualization, and self-respect.

The concept of job enrichment is based on the motivation-hygiene theory of work attitude. It is characterized by increasing the scope of current jobs to make them more challenging and rewarding. It increases the scope of work by extending the scope of tasks and their responsibilities, often at the same level and edge. Job enrichment is a kind of on-job training that causes increased employee knowledge, innovation, and creativity while doing the job (Misafi et al., 2022). Job enrichment is a process where the administration assigns more responsibilities and duties to the employees and workers (Salau et al., 2014). Furthermore, Davoudi and Mehdi (2013) added that job enrichment is the implementation of programs intended to influence the task to give it more meaning and provide job satisfaction by involving workers in job planning, implementation of organizational and work supervision so that job enrichment aims to increase responsibility in decision-making, increase autonomy and authority to design jobs and expand the horizons of work. Dost & Khan (2012) have shown that job enrichment helps when pressure increases on an organization to reduce staff. In this case, job enrichment has been used successfully to save lives, and the increase in the number of tasks makes the work more exciting and demanding. As a result, the work becomes more psychologically satisfying.

Employees' performance and motivation are considered the primary drivers of an organization's success (Sakovska, 2012); therefore, these constructs have been of main concern for human resource managers to fulfill organizational goals. Motivation is energy that compels employees to exercise high levels of effort toward achieving organizational goals. Motivation is based on significant and direct effects of employees' attitudes and behaviors (Lindner, 1998). No matter the type and scope of the organization, motivation is considered one of the most domineering constructs (Muogbo, 2013). The word motivation comes from "Motive," which means individual desire, wants and needs. Thus, employee motivation can be defined as a procedure where an organization inspires

their employees in terms of bonuses, work itself, rewards, increments, a sense of responsibility and authority, etc. On the other hand, employee performance is referred to as how employees behave and how well they perform their job. Moreover, Jiang et al. (2009) refer the performance as work quality, efficiency, and effectiveness at the task level. Magaji et al. (2017) illustrate performance as the degree to which employees contribute and add value to their tasks and activities to achieve goals. Ali and Jadoon (2012) added that employee performance could be gauged by their motivation, attitude, and behavior to achieve targets.

Research related to human resources management practices and HRM professionals has discovered that in an organization, there is a strong impact of job enrichment and job enlargement on the performance and motivation of employees (Misafi, et al., 2022). Job enrichment and job enlargement are techniques used to give the employees the impression that the organization genuinely owns them, increasing their motivation level, which multiplies their workplace performance. While performing their task, this impression influences employees' level of satisfaction, which eventually raises the performance of employees. Literature explicitly indicated that there is interdependence between job enrichment, job enlargement, employees' motivation level, and performance. Employees' performance can be enhanced by increasing their motivation level, and motivation level can be enhanced by enriching and enlarging their jobs in the organization (Saleem et al., 2012). Lunenburg (2011) investigated that job enrichment and enlargement yield high job satisfaction and increase motivation. He concluded that the organizations wherein employees are doing enriched and enlarged jobs generally face lower turnover & absenteeism and achieve high performance.

If we talk about the educational sector, a plethora of research has investigated the relationship between job enrichment and job enlargement, teachers' motivation, job satisfaction, job commitment, and performance (Misafi et al., 2022). Preparing a well-developed human with updated knowledge, valuable attitudes, and diversified skills for both the current and future eras is crucial. Teachers at all levels, particularly in higher education, are the most important and useful resource in delivering quality education. The teaching faculties are the major set of professionals playing a significant role in enlightening society (Gibbs & Jenkins, 2014). Teaching faculties are expert figures in guiding and changing the behavior of students. Therefore, good teachers are crucial for the actual success and effective functioning of educational groups and for improving the standard of teaching. Numerous factors influence a teacher's teaching, including talent, attitude, teaching techniques and methods, classroom environment, general intelligence, personality, guidance and planning, parent and community relationships, and relationships of teachers with students. The problem of boredom and frustration at work leads to poor teaching and reduced performance. Administrative delays, stress, absences, lateness, and eventual termination of service are common in most organizations (Dankade et al., 2016).

Job designing is one of the strategies used to motivate and improve teachers' performance at the higher education level. When teachers are given autonomy, job enrichment results in a wider diversity of teaching tasks. By participation of teachers in decision-making, they will feel more accountable for their teaching and results connected to their work. The capacity of teachers to manage many tasks helps to create a fulfilling learning environment and inspires them to perform better (Garg & Rastogi, 2006). Job enrichment gives teachers the freedom to handle flexible teaching activities and teaching processes, resulting in a high motivation level (Baral & Bhargava, 2010). Some researchers have confirmed that enriching the teaching experience improves teachers' motivation and job performance (Ali et al., 2010). Whereas the components of job enlargement focused on the professional responsibilities provided to the higher educational institutional teachers. Present-day teachers pursue an extremely high multipurpose and thought-provoking role in teaching-learning, which would support in strengthening teachers' professional credentials (Jiang et al., 2009). Under the circumstances, job enlargement is considered advantageous in motivating teachers by enhancing their exposure, acquaintance, and efforts toward attaining instructional objectives.

Good job design will help improve the efficiency of the educational program. Expanding the number of tasks makes teachers feel genuinely connected to the organization, increasing their productivity and motivation. Teachers who are dissatisfied with their work will not be productive (Savall, 2010). As a result, not only the teaching profession would be seriously threatened, but the

implementation of the national agenda would also be affected. Thus, it is necessary to explore job enlargement and job enrichment practices and their impact on the motivation and performance of teachers. There was a need to investigate what espouses job redesign and its effect on teachers' performance and motivation. This study intended to analyze the effects of job enlargement and job enrichment on teachers' motivation and performance. It also aimed at finding the mediating effect of motivation in the relation among job enlargement, job enrichment, and performance of university teachers.

Objectives of the Study

A study initiated by OECD (2010) pointed out the importance of the teachers' job characteristics towards their performance and reported a close connection between motivation, performance, and quality of education. In this study, priority was given to teachers' multifarious and diversified job-related tasks. Thus, investigating the construct of job characteristics in terms of job enrichment and enlargement, particularly among teachers in universities, is critical because diversified job-related tasks among teachers at the higher education level have deep implications for the success of the higher education system. Therefore, this study was conducted on teachers working in public sector universities in Punjab province aimed at the following objectives:

- To explore the level of and relationship among job enlargement, job enrichment, motivation, and performance of university teachers.
- To investigate the impact of job enlargement and job enrichment on the motivation and performance of university teachers.
- To find out the mediating effect of motivation in the relation between job enlargement, job enrichment, and performance.

Research Methodology

The study was correlational in nature, so a descriptive survey research design was found suitable. The population comprised all the teachers in public universities in the Punjab province of Pakistan. A sample of 150 teachers from 2 public universities, i.e., the University of Sargodha and the University of Education (Bank Road campus Lahore and University of Education Jauharabad campus), was taken for data collection.

Instrument of the Study

For data collection, a questionnaire was developed using a five-point Likert-type scale ranging from 1 (strongly agree) to 5 (strongly disagree), which contains four sections. The first section contained 11 statements about job enlargement; the second contained 11 statements about job enrichment; the third contained 12 statements about performance; and the fourth contained 13 statements about motivation. To ensure the scale's reliability, the data were collected from 50 teachers at the University of Sargodha, and reliability was ascertained through Cronbach alpha using the SPSS-22. The results are given in Table 1, which ranged from .741 to .920.

Data Analysis

One hundred and eighty questionnaires were distributed personally. Researchers received 150 responses which were used for data analysis. Data were analyzed through the SPSS-22 software package. Data were analyzed through Mean, Standard deviation, t-test, ANOVA, and regression analysis.

Results

Table 1
Mean, Standard Deviation, Pearson r, and Alpha Reliability of Variables of the Study

Variables	Mean	SD	α	Job enrichment	Motivation	Performance
1 Job enlargement	50.440	2.829	.741	.632**	.601**	.687**
2 Job enrichment	50.607	2.634	.789		.625**	.763**
3 Motivation	59.793	2.988	.882			.730**
4 Performance	55.273	2.778	.920			

** Correlation is significant at the 0.01 level (2-tailed).

The table shows mean scores, which were all above the mid-point indicating high motivation and performance. University teachers also rated job enlargement and enrichment as high. This means they were being assigned additional tasks and responsibilities and were performing extra duties of the same level. Results revealed a strong positive correlation of job enlargement with motivation ($r = .601, p < .001$) and performance ($r = .683, p < .001$). It further revealed that job enrichment also had a strong positive correlation with motivation ($r = .625, p < .001$) and performance ($r = .763, p < .001$).

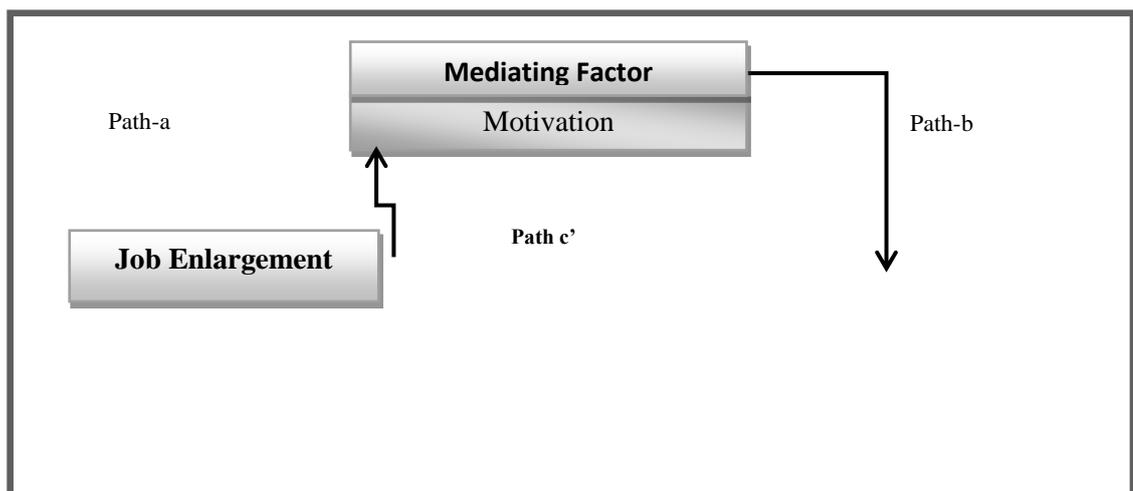
Table 2
Multiple Regression Analysis of Job Enlargement and Job Enrichment Towards Teachers' Performance

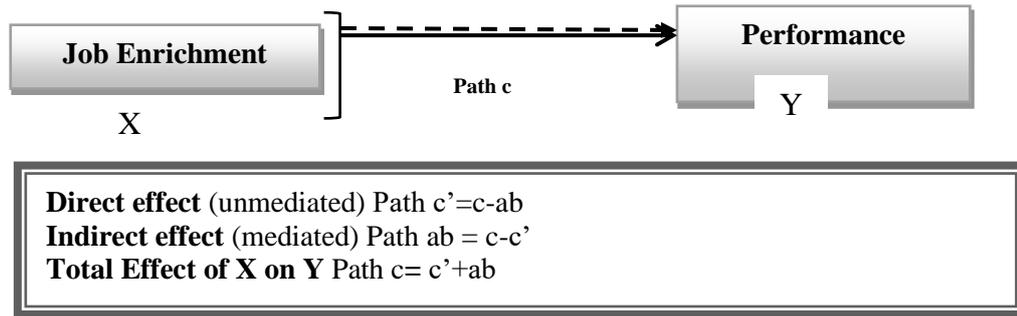
		<i>B</i>	Std. Error	β	<i>T</i>	<i>P</i>
Motivation	(Constant)	18.106	3.726		4.859	.000
	Job Enlargement	.362	.083	.342	4.381	.000
	Job Enrichment	5.096	.975	.408	5.225	.000
	<i>R</i>	.679				
	<i>R</i> ²	.461				
	<i>F</i>	62.813* (2, 149)				
Performance	(Constant)	9.154	2.781		3.291	.001
	Job enlargement	.335	.062	.341	5.437	.000
	Job enrichment	6.352	.728	.548	8.726	.000
	<i>R</i>	.808				
	<i>R</i> ²	.652				
	<i>F</i>	137.972 (2, 149)				

The outputs in the table portrayed that the regression equations utilized in this research were significant. The output in Table 2 discovered that the coefficient of determination was .461, which signaled that job enlargement and job enrichment explained 46.1% variations in teachers' motivation. The data in the above table also revealed that the coefficient of determination was .652, which indicated that job enlargement and job enrichment explained 65.2% variations in teachers' performance.

Figure 1

Conceptual Framework of hypothesized mediation Model





Note: This figure demonstrates the conceptual framework of the effect of job enrichment and job enlargement on performance and the mediating effect of motivation on the relationship of job enrichment and job enlargement with performance of university teachers.

Table 3

Direct, Indirect, and Total Effects of Job Enrichment and job enlargement on University Teacher Performance as Mediation by Motivation

Effects	B	t	P	95% CI: LL, UL
Direct Effects				
JobEnr→TP	.532	8.54	.000	[.409, .655]
JobEnl→T3	.383	6.21	.000	[.261, .505]
Indirect Effects				
JobEnr→Motiv→TP	.273		Sig	[.196, .356]
JobEnl→Motiv→TP	.292		Sig	[.207, .399]
Total Effects				
JobEnr→TP + JobEnr→Motiv→TP	.805	14.37	.000	[.694, .916]
JobEnl→TP + JobEnl→Motiv→TP	.675	11.51	.000	[.558, .791]

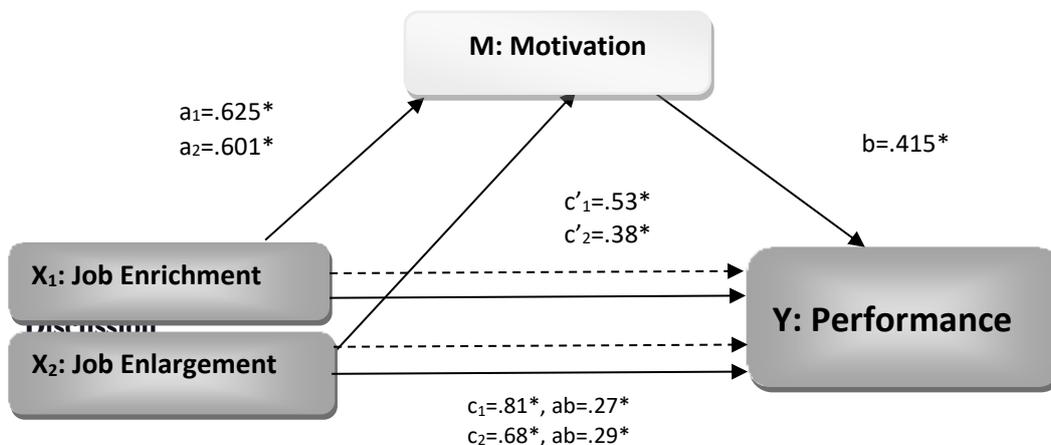
Note: JobEnr= Job Enlargement; JobEnl= Job Enrichment; Motiv= Motivation; TP = Teacher Performance

The results in Table 3 indicated the direct, indirect, and total effects of the mediation of motivation in the relationship between job enrichment and the performance of university faculty members. The results showed a significant direct effect between job enrichment and university teacher performance ($\beta = .532$, 95% CI = [.409, .655]) and indicated the significant indirect effect of job enrichment on teachers' performance through motivation ($\beta = .273$, 95% CI = [.196, .356]) which reflected significant indirect effect (27.3% variation) of motivation in the relationship between job enrichment and university teacher performance ($p < .05$). This significant results of direct effect and indirect effect indicated partial mediation of motivation in the relationship between job enrichment and university teacher performance at $p < .05$.

It also revealed the positive significant direct effect of job enlargement on university teacher performance ($\beta = .383$, 95% CI = [.261, .505]) and a significant indirect effect of job enlargement on university teacher performance through motivation ($\beta = .292$, 95% CI = [.207, .399]) showed significant indirect effect (29.2 %) of motivation in the relationship between Job enlargement and university teacher performance. It explained that due to the indirect effect (mediation) of motivation when Job enlargement goes up by 1 standard deviation, university teacher performance goes up by .29 standard deviations. Overall significant results of direct effect ($\beta = .38$, $p = .000$) and indirect effect ($\beta = .29$, $p < .001$) indicated partial mediation of motivation in the relationship between job enlargement and university teacher performance at $p < .05$

Figure 2

Direct, Indirect, and Total Effects of Variables



Note: This figure demonstrates the values for the direct effect of job enrichment and job enlargement on teachers' performance and the indirect effect of job enrichment and job enlargement on teachers' performance through

motivation as a mediator. Moreover, the total effect of job enrichment and job enlargement on teachers' performance has also been exhibited.

Discussion

The results made it evident that majority of the university teachers rated themselves high on all constructs, i.e., job enlargement, job enrichment, motivation, and performance, which means involvement in additional duties and tasks improve their abilities and skills, and which are helpful for their performance and motivation towards achievements of organizational and personal objectives. The results further show that job expansion factors had a significant and noteworthy impact on the performance and motivation of university teachers. According to the findings, job enlargement significantly impacts teachers' performance and motivation within an institution. These findings are consistent with Ameh and Shokumbi (2013), who claimed that job enlargement increases productivity and outcome by capitalizing on workers' best capabilities in task execution. Results revealed that job enlargement makes teachers' jobs more interesting and allows them to learn from others. The findings also support the views of Saleem et al. (2012), who stated that job enlargement is a component of reorganizing workers' capacities to effect operational changes to improve workers' performance and overall organizational productivity. It was also found that job expansion provides opportunities to learn from others. The findings support the submissions of Jathana (2011), who stated that job expansion or job enlargement is a foundation for improving job specifications, workload, and eventual job security because it demonstrates that the workers' role is expanded and contributes well to job motivation.

The findings of this study show that job enrichment wields considerable influence on teachers' performance and motivation within their institutions. These findings are consistent with Salau et al. (2014) submissions, which stated that job enrichment is a process in which management assigns more responsibilities to the workers. According to the findings, job enrichment increases employee responsibilities and duties. Mahmoud (2014) supported the idea that job enrichment is necessary for improving operational efficiency. Job enrichment is critical to increasing workers' efforts by increasing job responsibilities and providing increased autonomy over task processes and completion. The findings show that university jobs are constantly modified and redesigned, adding new tasks and skills to the existing ones. The findings make it clear that additional duties provide teachers comfort and motivation to carry out their responsibilities. Teachers responded positively to job enrichment because it provided various benefits, such as demonstrating increased motivation. The findings are contrary to Raza and Nawaz (2011) and consistent with Adagbabiri and Okolie, (2019), Saleem et al. (2012), Ustot et al. (1994), which found that job enrichment, defined as a qualitative expansion of the job, has a significant influence on improving or enhancing organizational performance and commitment.

The regression analysis findings indicated that job enlargement and job enrichment are significant predictors of employee performance and teachers' motivation. Multiple regression analysis findings indicated that job enlargement and job enrichment jointly significantly predicted employee performance and motivation. These findings are consistent with Misafi et al. (2022), asserting that job enrichment increases job satisfaction, especially for senior staff than junior staff. They further conclude that administrators need to blend the five job characteristics of job enrichment with satisfaction to meet the needs of employees. Magaji et al. (2017) reported similar results for job enrichment and employee commitment of non-academic staff in private universities in Southwest Nigeria. Similarly, Marta and his colleagues (2021) revealed that job enrichment significantly impacts organizational commitment. Muneer et al. (2017) also found a positive and significant relationship between job enlargement and job enrichment on organizational citizenship behavior. Another study found job enrichment and enlargement as strong predictors of employee motivation, as employees believed they were more independent in performing their jobs (Tumi et al., 2021).

The significant results of direct and indirect effects indicated partial mediation of motivation in the relationship between job enrichment and university teacher performance and the relationship between job enlargement and teacher performance. These findings coincide with Marta and his colleagues (2021), who revealed that motivation and satisfaction partially mediate the influence of job enrichment on organizational commitment. Muneer et al. (2017) also found that motivation partially mediates the relationship between job enlargement, enrichment, and organizational citizenship

behavior. Saleem et al. (2012) also found a moderate level of interdependence between job enrichment, job enlargement, employee satisfaction, and performance.

Conclusions and Recommendations

Most teachers revealed that additional tasks make their job challenging and more interesting, and they happily accepted additional responsibilities assigned to them. They consider that an increased range of tasks gives them a chance to perform their work efficiently. Most teachers consider that the jobs are redesigned in the university continuously, which includes adding new tasks and skills to the current ones. Many teachers considered that an increased range of tasks contributes to increasing motivation, and the amount of responsibility they possess in their job impacts their overall performance. Most teachers find themselves strong, vigorous, enthusiastic, happy, and motivated at their job. The regression analysis findings indicated that job enlargement and enrichment were significant predictors of employee performance and motivation. The significant results of direct and indirect effects indicated partial mediation of motivation in the relationship between job enrichment and university teacher performance and between job enlargement and teacher performance.

It was suggested that teachers should be compensated and appreciated while performing multiple tasks, as it increases the motivation level of teachers. The working environment for teachers should be conducive to involving and engaging them in organizational tasks. As additional tasks make the job challenging, it is recommended that university management take steps to motivate the teachers to achieve the organizational objectives set for the job. Most of the teachers said that feedback on their job performance from the organization persuades them to do more hard work; therefore, the authorities should give proper and timely feedback to the teachers.

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