Full Length Research Paper

An Assessment of the Effect of Job Enrichment on Employee Commitment in Selected Private Universities in South-West Nigeria

Magaji, N. , Akpa, V. O. , Akinlabi, B. H.

Department of Business Administration & Marketing, School of Management Sciences, Babcock University, Ilishan-Remo, Ogun State, Nigeria
Corresponding author Email : hakinlabitunde@yahoo.co.uk

Job enrichment and employee commitment for ages have been a difficult issue for human resource managers of organizations worldwide. Numerous researches have been carried out over the past years with the aim of resolving this problem. However, little research has been conducted to determine the effectiveness of job enrichment in private universities in Nigeria. This research therefore, evaluated the effects of job enrichment on work-related attitudes of non-academic staff in selected private Universities in South-West Nigeria. This study employed a cross-sectional survey design. The population of the study was 2462 non-academic staff distributed among the seven (7) approved private universities that had existed for six years in South-West Nigeria. A sample of 740 respondents was selected using multi-stage sampling technique. 618 filled questionnaires were returned but 547 was found useable. The simple regression model was used to analyse the data collected. The findings revealed that job enrichment had a statistically significant positive effect on employee commitment of non-academic staff in the selected private universities in South-West Nigeria. The result revealed that job enrichment account for employee commitment at 66% relationship and 44% variation at a significance level of 0.05. This findings shows that non-academic staff in the sample Universities are committed to their work as the result of the practice of job enrichment design. However, the study recommended that managers and human resources directors of the surveyed Universities and other private and public universities and other organizations should pay more attention to job enrichment design practices as to keep employee committed all the time.

Keywords: Job enrichment, Commitment, Skill variety, Task identity, Task significance

INTRODUCTION

In today's dynamic world and highly competitive labour market, organisations need to grapple with trends such as rapid product and technology changes, global competition, and demographic changes and to service economy which has increased the need for the organisations to be responsive, flexible, competitive and

innovative. The traditional meaning of a job, which is a well-defined set of responsibilities and actions is weakened because employees now cannot just limit themselves to their job descriptions as they need to modify their continuously changing requirements of work (Raza & Nawa 2011; Parvin and Kabir, 2011).

On the other hand, involving the employees in managerial functions of the higher ranks is called job enrichment. There is no gainsaying that job enrichment also increases the self-actualization, self-control and self-esteem of the workers which eventually leads to the improved commitment and performance of the employees. In a nutshell, job enrichment is a source of motivation for the employees which leads to a goal-oriented behaviour (Ramllal, 2004).

According to Herzberg (1968)**,** job enrichment is that type of improvement in the context of the job which may give a worker more of a challenge, more of a complete task, more responsibility, more opportunity for growth, and more chance to contribute his or her ideas. This is because excessive job specialization introduced by scientific management and advancing modern technology has been dehumanizing the work by making the workers' job meaningless, routine, repetitive, removing all challenges from it and making the worker a part of the machine culture. As human capabilities are not being fully utilized under such conditions, it is creating frustration among the workers and alienating them from their jobs. The increasing alienation of workers from their jobs is creating a serious human relations problem. Some organisations have been trying to solve the problem of excessive job specialization by periodic job rotation to provide variety, but this has not proved adequate to reduce work boredom and monotony. (Herzberg, Mausner, Peterson, & Capwell, 1975, Lawler & Ledford, 1992).

Moreover, employee responses refer to the level at which an employee attaches himself to the job or organisation and sees its success or failure as his own. The importance of this term might be seen from the fact that over the past few years, numerous researches have been carried out in order to find methods which might increase an employee's commitment to his job and organisation (Porter, Mowday and Steers, 1982). All of these researches suggest somewhat the same, which is that organisational or job performance is highly dependent upon the employee responses in terms of employee's commitment. (Neyshabor and Rashidi 2013).

People management, of course, is an important aspect of organisational processes. This emanated from the recognition that the human resources of an organisation and the organisation itself are synonymous. To ensure the achievement of firm goals, the organisation creates an atmosphere of commitment and cooperation for its employees through policies that facilitate employee satisfaction. These employees then develop sense of involvement or commitment to the firm. (Parvin and Kabir, 2011).

Literature Review

Job Enrichment

Job enrichment according to Hackman & Oldham (1976), Raza and Nawaz (2011) is redesigning of jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, and recognition. It is a qualitative change to a job that increases the extent of autonomy, feedback, and significance of the job, allowing workers to have better control and feedback in their work setting. An addition in job related tasks with a view to increase employee control and responsibility is called job enrichment (Raza and Nawaz, 2011)Yasdani, Yaghoubi, Giri (2011), defines job enrichment as changing job content in order to make tasks challenging and to increase productivity.

Jain, Jabeen, Mishara, and Gupta (2011); Yang and Lee, (2009); Jayawardana and O'Donnell (2009); Jenaibi, (2010) in their studies confirmed that job enrichment satisfies employees' psychological and social needs, and sense of belongingness to the company. Mohr and Zoghi (2006) and Koontz and Weihrich (1988) asserted that job enrichment is an attempt to build into jobs a sense of challenge, achievement and variety, giving workers more freedom in deciding about such things as work methods, sequence and pace of the acceptance or rejection of materials, encouraging participation and interaction between workers, giving feelings of personal responsibility for their task, combination to the finish products, feedback on job performance before their supervisors get it and workers involving workers in any change in the organisation.

An enriched job offers more autonomy and freedom in executing the related responsibility and adds variety and challenge to an employee's daily routine. And besides the pecuniary remuneration associated to work, an enriched job renders self-fulfillment, actualization and contentment of meaningful job (Govender & Parumasur, 2010; Hackman & Oldham, 1976). Lawler (2003) finds that an enriched job has been attributed with certain critical characteristics. His research identifies three psychological conditions for a job to be considered as enriched – Experience of meaningfulness, the experience of responsibility for outcomes and feedback or knowledge of results. Yasdani, Yaghoubi and Giri (2011) asserted that job enrichment provides employee empowerment, and in turn leads to autonomy, in which such employee will manifest greater responsibility, engagement on work, satisfaction, commitment and performance and gives them a feeling or sense of belongingness (Saleem, Shaheen & Saleem, 2012; Chung & Ross, 2013).

Job enrichment according to Latham and Baldes (1975), Latham and Yuki (1975), and Raja (1974), increases the motivational level and performance of the employees in the work place and makes more possible the achievement of the organisational goals. The motivating characteristics of job enrichment include – participation, autonomy and responsibility – appeal to employees who strive for the satisfaction of higher-order needs such as self-control, self-respect and self-actualization (Chung & Ross, 1977).

Job enrichment is a job-design strategy for enhancing job content by building into it more motivating potential (Lunenburg 2011). It is an attempt to motivate employees by giving them the opportunity to use their abilities (Pillai, Mashood, Amoodi, & Husain, 2012; Razag & Nawaz, 2011; Mondy, Noe & Premeaux, 1999). Mohr and Zoghi, (2006) and Cappelli and Rogovsky (1994) asserted that their underlying assumption is that Taylorist jobs cannot meet the employees' psychological and social needs. That job enrichment meets these needs and increases the motivating potential of work, which simultaneously increases both work satisfaction and effort. (Robbins, Judge, Millett & Waters-Marsh, 2008; Razag & Nawaz, 2011, Thomas, Buboltz, & Winkelspecht, 2004).

Job enrichment is an act or process of involving the workers in managerial functions of the higher ranks (Dost and Khan, 2012). Job enrichment encourages workers to learn, develop and do innovative experiments at work, by that it helps to boost up morale and motivation of workers (Hackman and Lawler, 1971; Lawler, 1973; Hackman and Oldham, 1976). Job enrichment also increases the self-actualization, self-control and self-esteem of the workers. (Vroom 1964; Swinth, 1971). According to Herzberg five principles should be followed when implementing job enrichment which are: Increase Job Demands, increase the worker's accountability, providing work scheduling freedom, providing feedback and providing new learning experiences (Mondy, Noe, & Premeaux, 1999)

Newstrom (2011) asserted that ideally, a job must have all the five dimensions to be fully enriched. That for job to be called enriched it must have the five job enrichment dimensions which include: skill variety, task identity, task significance, autonomy and feedback. The core dimensions affect an employee's psychological state, which tends to improve performance, satisfaction and quality of work, and reduce turn over and absenteeism. And that if one is perceived to be missing, workers are psychologically deprived and motivation, satisfaction, commitment, involvement and performance may reduce. Jobs are 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. Specifically, the five core job characteristics- skill variety, task identity, task significance, autonomy and feedback, that help create three critical psychological states (experienced meaningfulness of work, felt responsibility, and knowledge of results), leading, in turn to several

personal and work outcomes (Lunenburg, 2011; Zare, Jajarmizadeh and Abbasi, 2010. Thomas, Buboltz, & Winkelspecht, 2004).

Skill variety
The degree to which the job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the worker (Newstrom, 2011, Bartol & Martin, 1998).

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

Task Significance
Is the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organisation or in the external environment. (Robbins et al, 2008; Jacko, 2004; Glick, Jenkins, & Gupta, 1986) Skill variety, task identity, and task significance together contribute to a person's meaningfulness of the work.

Autonomy
The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. Jobs that provide a great deal of autonomy are said to contribute to a person's responsibility for outcomes of the work. When they have the freedom to decide what to do and how to do it, employees feel more responsible for the results (Robbins, et al 2008, Jacko 2004 Glick, Jenkins, and Gupta, 1986).

Job feedback
The degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance. Feedback can be positive or negative, but it is best when it is balanced appropriately. (Robbins, et al., 2008; Jacko 2004 Glick, Jenkins, & Gupta, 1986). Job feedback gives employees knowledge of the actual results of work activities. 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 and work related attitudes (Lunenburg, 2011).

Growth-Need Strength (GNS)
The degree to which an individual desires the opportunity for self-direction, learning, and personal accomplishment at work is called growth-need strength. Growth- Need

Strength refers to employee motivation for growth on the job—that is, an employee's desire for the challenge of new learning.

Employee Commitment

Over the past three decades, an impressive amount of research efforts have been devoted to understanding the nature, antecedents, and consequences of organisational commitment. Employee commitment is important because high levels of commitment lead to several favorable organizational outcomes. Employee commitment has been broadly studied by several authors and has been related to different variables in the field of human resources management

(Allen & Meyer, 1990; Brooke, 1988; Colarelli, 1990; Cohen, 1999; Goulet & Singh, 2002; Vandenberg & Scarpello, 1994; Lee et al., 2000 in Riveros &Tsai, 2011).

One of the most famous studies about organizational commitment is Modway, Steers and Porter (1979) (Riveros and Tsai 2011). (Obi-Nwosu et al, 2013, Khalid and Irshad, 2010). The concept of employee commitment has been treated as a variable of interest in its own right and a variety of definitions and measures have been proposed (Mowday et al., 1982; Meyer et al., 1998; Eslami and Gharakhani (2012); Sullivan & Arthur, 2006). Eslami and Gharakhani (2012), defined employee commitment as the relative strength of an individual's identification with and involvement in a particular organisation. Allen and Meyer (1996), defined employee commitment as a psychological link between an employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization. Oyewobi, Suleiman and Muhammad-Jamil (2012); Newstrom (2011); and Robbins et al. (2008) proposed three components or dimensions of organisational commitment. These three dimensions suggest that people stay with their organisation because they want to (affective commitment); because they feel they ought to (normative commitment); and because they need to (continuance commitment). Meyer and Allen (1991) have found that these components of commitment can be experienced simultaneously to varying degrees. (Riveros & Tsai, 2011; Zeinabadi, 2010).

Newstrom (2011), (Ketchand and Strawser, 2001), Bateman and Strasser (1984) defined employee commitment (employee loyalty) as the degree to which an employee identifies with the organisation and wants to continue to actively participate in it. It is a measure of employee willingness to remain with a firm in the future. Commitment is akin to being strongly connected and engaged with an organisation on an emotional level. It reflects the employee's belief in the mission and goals of the firm, willingness to extend effort in their accomplishment, and intensions to continue working in that organisation. (Ketchand and Strawser, 2001).

Employee commitment has been conceptualized as a psychological state or mindset that binds individuals to a course of action relevant to one or more targets, and a willingness to persist in a course of action (Cooper-Hakim and Viswesvaran, 2005). Interest in employee commitment has been stimulated largely by its demonstrated positive relationship to work behaviours such as job satisfaction, high productivity, and low turnover (Cohen, 2003), but the field has not conducted enough studies outside the Western countries (Lee et al., 2001; Meyer et al., 2002). Herscovitch and Meyer (2002) defined organisational commitment as the degree to which an employee identifies with the goals and values of the organisation and is willing to exert effort to help it succeed. The issue of organisational commitment within both private and public sector organisations has, generally, received significant research focus over the past 25 years (Meyer & Allen, 1997; Mowday, 1998; Hope, 2003).

Norman (1963) in Dost and Khan (2012), suggested that social psychology of an organisation is dominated by the commitment in them. People evaluate each other on the basis of their commitment levels which they consider to be the only distinct characteristic and people are often judged on different misleading factors such as gender race, profession (Bem and Allen 1974; Abelson 1976; Carton and Mischel 1979; Schewpker 2001). Employee commitment refers to the level at which an employee attached himself to the job or organisation and sees its success or failure as his own (Dost and Khan, 2012).

Robbins et al (2008) defined organisational commitment as a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation. High organisational commitment means identifying with one's employing organisation. Robbins et al. (2008) believes that there is a positive relationship between organisational commitment and job productivity, but the relationship is modest. And that is because the loyalty contract that existed many years ago between employees and employers has been similarly damaged, and the notion of employees staying in a single organisation for most of their career has become increasingly absolute. This makes organisational commitment probably less important as a work-related attitude that it was once. (Daft & Marcic 2007; Kinicki & Williams, 2009).

Theoretical framework

There are several theoretical foundations on job enrichment and work-related factors; but this paper is anchored on enriched job characteristics theory postulated by Hackman & Oldham (1975). The theory was built on the previous knowledge and research, mainly coming humanistic theories of motivation from Maslow's hierarchy of needs theory and Deci and Ryan

self-determination theory (Deci and Ryan, 2005;Vensteekiste, Ryan and Deci, 2008) were the humanistic theories of motivation were adopted for this study (Garg and Rastogi 2005) and using also an earlier work by Turner & Lawrence (1965) about task attributes. According to Huitt(2006), Humanistic theory sees behaviour as determine by learned habits, people as rational beings, free to make their own choices/ decisions about how to live their lives and to be motivated to maximise freedom and also to achieve personal growth and to interprets their experience(Rubin and McNeil 1981, Scholastics 2011, Asendorpf , VanAkan, 2003). Huitt (2001), examined humanistic theory in five objectives to education in work place as to promote autonomy, develop responsibility, challenging task, develop creativity and curiosity and expressing interest in artistic endeavours (Aanstoos, Serlin, & Greening, 2000**)**. Humanistic theory affirms a person's self –needs. That the main property of humanistic theory is the personal goals/needs of the employees. Similarly job enrichment characteristics theory gives the workers the opportunity to do challenging task, offers more autonomy and freedom in executing the related responsibility and adds variety and challenge to an employee's daily routine, an enriched job renders self-fulfillment, actualization and contentment of meaningful job, which leads to three psychological conditions: experience of meaningfulness, the experience of responsibility for outcomes and feedback or knowledge of results which results to change in behaviour such as employee satisfaction, involvement, motivation, commitment and performance. (Grant and Shin, 2011, Lawler 2003). The theory provides a set of implementing principles for enriching jobs in an organization setting which proposed a model of five core job characteristics-skill variety, task significance, task identity, autonomy, feedback that affects commitment (Oldham &Hackman,2010; parker &Ohly,2008, Hackman & Lawler, 1971).

Empirical Studies

Job enrichment and employee commitment

Doest et al (2012), conducted study on the topic 'Job enrichment causes high level of employee commitment during the performance of their duties: Behavioral study from Pakistan'. The finding revealed that job enrichment has moderate effect on employee commitment in an organization. Salami, 2008; Olugbile, 1996; Alarape and Akinlabi, (2000) asserted that as regards commitment of workers (especially those in private sectors), there is divergence of opinions among researchers. Some researchers believe that Nigerian private sector workers are not committed to their organisations. Others believe that they are committed to organisational goals but that at times it is the organisations that do not show commitment

to the plight of the workers. They believe that organisational commitment reflects one side of the reciprocal relationship between the employer and the employees and as such each party has to play its role.

Sneed and Herman (1990) in their study using supervisory and non-supervisory staff found job characteristics for supervisory and non-supervisory staff to be positively related with organizational commitment while individually they found skill variety, dealing with others, feedback and autonomy to be the only significant individual job characteristics. Obi-Nwosu, Joe-Akuune, Oguegbe (2013) conducted a research on job characteristics as predictors of organizational commitment among private sector workers in Anambra State. The study examined job characteristics as predictors of organizational commitment among private sector workers in Anambra state of Nigeria. The finding shows that only two dimensions of job characteristics namely dealing with others and task identity predicted organizational commitment while the remaining five dimensions; skill variety, task significance, autonomy, feedback from the job, and feedback from agents did not predict organizational commitment. The study strongly suggests that job characteristics are a predictor of employees' commitment.

Gokham (2006), conducted a researched on an integrative model of job characteristics, job satisfaction, organizational commitment and organizational citizenship behaviour. The secondary purpose was to investigate the effect of job characteristics on job satisfaction and organizational commitment, and the effects of job satisfaction and organizational commitment on citizenship behaviours. Findings revealed that task identity, autonomy, and aggregate job scope were positively associated with organizational commitment although no single job characteristic was significantly associated with organizational commitment.

Neyshabor and Rashidi (2013) also examined the relationship between job enrichment and organizational commitment, and the result showed that job enrichment has a significant positive influence on organizational commitment of employees. The study strongly suggests that the five dimension of job enrichment are important issues need to be considered by managers, to achieve competitive advantage through employees. In essence, all previous studies on job enrichment and employee commitment showed that job enrichment is a predictor of employee commitment.

Conceptual Model

Based on the literature review, there is a direct relationship between job enrichment and employees commitment. Therefore, the model proposes that, the aim of job enrichment is to enhance commitment of employees in an organization. The model shows that job
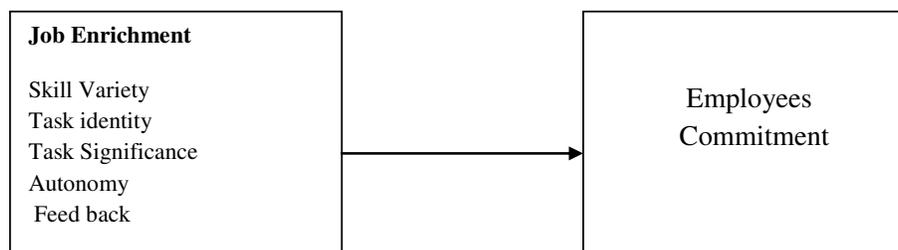
Figure 1
Source: Developed for the study

enrichment is the independent, while the employee commitment is the dependent variable.

METHODOLOGY

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

The data gathering instrument that was used in this study was structured questionnaire. The questionnaire was administered to selected non-teaching staff of Babcock, Covenant, Bells, Ajayi Crowther, Lead City, Bowen and Joseph Ayo Babalola Universities, all in South-Western Nigerian. The questionnaire was administered between 10th and 24th of October, 2013. The questionnaire contained two sections: one on job enrichment and second on employees' commitment respectively. The questions for job enrichment were adopted from Hackman- Oldham model of job diagnostic survey (JDS) which was used by Orphen (1979) and employees commitment items from Raza and Nawaz (2011), Dost and Zia-ur-Rehman (2012), Oladele, Subair, and Sebina (2010), Oyewobe, Suleiman and Mahammad-Jamil (2012) and Parvin and Kabir (2011). The questions adopted were modified to suit the purpose of this study. The six point rating scale was used in the questionnaire so as to avoid the problem of central tendency and to gain more effective screening power (Sin and Tse, 2002; Osuagwu, 2006).The study adopted a six-point rating scale to obtain data from the respondents. The scores were coded as strongly agree =6, agree= 5, partially agree=4, partially disagree=3, disagree =2, and strongly disagree=1.

The study used Cronbach's Alpha reliability test to evaluate the reliability of the questionnaire for the study and validity was established through suitable statistical means. The analysis was done using SPSS. The benchmark for reliability Cronbach's Alpha score is .70 as recommended by Nunnally (1978), thus all above the

minimal 0.70; therefore, the overall reliability of the whole scale is guaranteed (Nunnally, 1978). Cronbach's Alpha Reliability co-efficient for all the construct items in the study were ascertained via the outcome of the pilot study. Table-3.1 reveals that the Cronbach's Alpha values: job enrichment = 0.794 and employees commitment = 0.770. Therefore based on the Alpha values it can be decided that the framed questionnaires are more reliable with each other and the questionnaire survey can be conducted by using the questionnaire.

The statistical analysis carried out in the study by using MS-Excel and SPSS (Statistical Package for Social Science) Software 21 version for windows. The statistical technique like correlation, regression, and ANOVA was used for the analysis. Analyzed and interpreted data have been presented in the form of tables. A self-structured questionnaire assessing the job enrichment and employees commitment measures were distributed to a random sample of 740 respondents. A total of N = 547 questionnaire were returned representing a response rate of 73.91.

RESULTS AND HYPOTHESIS TESTING

The table below presents the result of hypothesis testing.

Pearson Product Moment Correlation was used to test hypothesis. The analysis statistic show that the there is a significant positive relationship between job enrichment and employee commitment among non-academic staff in the surveyed universities($r = 0.66$, $p<0.05$). Hence, the null hypothesis (Ho) which states that *Job enrichment does not have a significant relationship with employee commitment of non-academic staff in selected private universities in South-West Nigeria*, is rejected.

Further evidence from table above showed that job enrichment significantly influences employee commitment ($F_{1,545} = 430.006$, $p<0.05$). Also evidenced is the fact that the percentage of variance in employee motivation explained by job enrichment is about 44.1%.which showed the extent of the effect of job enrichment on employee commitment and also answer the question to what extent is the relationship between job enrichment and employee commitment of non-academic staff in

Table 3.1 Reliability coefficients of research measures (Cronbach's Alpha)

b	Items	Cronbach's Alpha
A	Job Enrichment	0.794
B	Employees commitment	0.770

Source: Field Survey, 2013

Table 4.1. Correlation (Pearson Product Moment Correlation (PPMC) of job enrichment and employee commitment

Variables	N	Mean	Std. Deviation	R	P.	Remark
Job Enrichment	547	4.94	0.65	0.66	.000	Significant
Employee Commitment	547	4.87	0.72			

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

The table shows the Summary of Linear Regression/Analysis of Variance on the effect of Job enrichment on commitment of non-academic in selected private universities in South-West Nigeria. ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	125.681	1	125.681	430.006	.000[b]
Residual	159.291	545	.292		
Total	284.972	546			
R = 0.664 R Square = 0.441					

a. Dependent Variable: Employee Commitment
b. Predictors: (Constant), Job Enrichment
Source: Researcher's Field Survey from SPSS output, 2013

selected private universities in South- Western Nigeria?

DISCUSSION AND IMPLICATION OF FINDINGS

This empirical study was conducted in partial determination of the effect of job enrichment on employee commitment of non-academic staff in selected private universities in South- West Nigeria, while statistical test were applied to test the hypothesis. In the light of the statistical results in which at a significant level of 0.05, it transpired that job enrichment has significant effect on employee commitment in the seven private universities in this surveyed. The finding of this study is in consonance with the finding of Doest et al (2012), in their study titled 'Job enrichment causes high level of employee commitment during the performance of their duties: Behavioral study from Pakistan. The finding revealed that employee commitment and job enrichment are positively interrelated, that job enrichment has strong positive significant impact on employee commitment in an organization. That the more the jobs of the employees are enriched; the higher would be their level of commitment towards the organization. Mottaz (1988), Oliver ,Baker, Demerouti, De(2005), Mottaz (1988), Oliver ,Baker, Demerouti, De(2005) (Akuoko, Dwumahand and Ansong, 2012) Raza& Nawaz (2011), in their study titled 'Impact of job enrichment on employees

'Job satisfaction, motivation and organizational commitment: Evidence from public sector of Pakistan'. The purpose of their study was to understand the degree of job enrichment in the public sector of Pakistan and its impact on work related attitudes and behaviour. Pearson correlation coefficient was used to determine the relationship. The significance of relationship is measured at confidence level 95%and 99%. The result indicated that job enrichment is strongly correlated with job commitment (r=.554, P < 0.05) and a strong predictor of job commitment. Cable and Judge, 1994; Chiu and Chen (2005), also postulates that Private sector workers commitment may not only be as a result of just personal decision of workers to be committed to their work,' but Job enrichment dimensions such as (skill variety, task identity, task significance, autonomy, feedback from the job, feedback from the agents and dealing with other may have a high influence in the level of commitment among workers.

The findings of this study that job enrichment has a strong positive relationship with employees of non-academic is in line with Obi-Nwosu, Joe-Akuune, Oguegbe (2013) who conducted a research on job enrichment (characteristics) as predictor(s) of organizational commitment among private sector workers in Anambra State. The study examined job characteristics as predictors of organizational commitment among private sector workers in Anambra

state of Nigeria. The findings strongly suggest that job enrichment is a predictor of employees' commitment. Also, comparing organisational commitment and job enrichment (characteristics) among private and public sector managers. Flynn and Tannebaum, (1993) found a stronger relationship between job characteristics and organisational commitment among private sector managers than their counterparts in the public sector. This is because of the stipulation of Hackman and Oldham's job enrichment (characteristics) model that the way jobs are perceived in terms of these job enrichment dimensions tend to impact three particular psychological states in employees which include experienced meaningfulness of work; felt responsibility; and knowledge of results and this, it is believed will help to enhance/improve employees commitment. As regards organisational commitment of workers (especially those in private sectors), Salami (2008) stated that there is divergence of opinions among researchers. Some researchers believe that Nigerian private sector workers are not committed to their organisations (Olugbile, 1996). Others believe that they are committed to organisational goals but that at times it is the organisations that do not show commitment to the plight of the workers (Alarape & Akinlabi, 2000). They believe that organisational commitment reflects one side of the reciprocal relationship between the employer and the employees and as such each party has to play its role. Private sector workers commitment may not only be as a result of just personal decision of workers to be committed to their work. Job enrichment (characteristics) such as (skill variety, task identity, task significance, autonomy, feedback from the job, feedback from the agents and dealing with others) may have a high influence in the level of commitment among workers (Cable & Judge, 1994; Chiu & Chen, 2005)

Also a study by (Feather and Rauter, 2004) involving permanent and temporary teachers in Victoria, Australia, revealed a positive relationship between organisational commitment and organisational identification, variety, skill utilization and organisational behaviour. Also Mathieu and Zajac, (1990) postulated that lot of studies have shown organisational commitment and job enrichment dimension-autonomy to be positively related. A study conducted by Colarelli et al. (1987) yielded a positive correlation between organisational commitment and autonomy. The study indicated that the lack of autonomy and the use of close supervision in organisations result in diminished performance and employee stress (Obi-Nwosu, H.,Joe-Akuune, C.O ,Oguegbe,2013).

Allen, et al. (2004), in a study among 255 social and human service employees across northwest Ohio and found a strong prediction/relationship between job characteristics dimensions and organizational commitment. Also Neyshabor, Rashidi (2013), in their study titled' an investigation of the relationship between job enrichment and organization commitment'.

The main aim of their study is to investigate the relationship between job enrichment and organizational commitment. Statistical population of this research includes 250 employees of 20 manufacturing companies in Iran. The results of this study showed that job enrichment has a statistical strong positive significant influence on organizational commitment of employees. However, managers of organizations can improve the commitment of employees by enriching their jobs and the five dimensions of job enrichment are important issues need to be considered by managers, to achieve competitive advantages through employees. Neyshabor and Rashidi (2013), also examined the relationship between job enrichment and organizational commitment, and the result show that job enrichment has a significant positive influence on organizational commitment of employees. The study strongly suggests that the five dimension of job enrichment are important issues need to be considered by managers, to achieve competitive advantage through employees.

This study is conducted with the aim to evaluate the effect of job enrichment on work-related attitudes of non-academic in selected private universities South-West, Nigeria. The findings of this study revealed that Job enrichment has significant effect on employee commitment, of non-academic staff in selected private universities in South-West Nigeria. This implies that job enrichment is being practiced in the seven selected private universities in South-West Nigeria namely-Covenant, Bells Babcock, Lead city, Ajayi Crowther Bowen and Joseph Ayo Babalalo. This implies that the dimensions of job enrichment which are skill variety, task identity, task significant, autonomy and feedback from work done are properly used. That the employees in selected private universities are allowed to used variety of skills and talents which makes the work more challenging to the employees because of the skills involved, relieve monotony that results from repetitive activity; and gives employees a greater sense of competence; task identity practices help the employees to do their work from the beginning to the end visibly, also task significant helps the non-academic staff to know the importance /impact of their jobs to others; the non-academic staff have freedom to make decision in the work they do that affects them, they have freedom to do their job and they get feedback from the work they do and would be able to assess their performance themselves with less or no supervision, which have influence their work-related attitudes. However job enrichment design is a continuous process, therefore human resource manager should at no point relent on redesigning the job of employees by enriching their job. The findings also imply that more attention should be paid to work-related attitudes variables that were less affected by job enrichment.

The findings of the results further implied that the non-academic staff in the surveyed universities are committed

to their organizations/jobs because the organization they work with presently deserve their loyalty, they have a sense of obligation to the people in their organization, they enjoy the feeling of accomplishment they get from their present jobs, the level of autonomy they have in their organization and they enjoy the feeling of accomplishment they get from their present jobs.

CONCLUSION AND RECOMMENDATIONS

This study was carried out in order to ascertain the effect of job enrichment on work-related attitude (employee satisfaction, motivation, commitment, involvement and performance) of non-academic staff in selected private universities in South-West Nigeria. And also to observe whether job enrichment design is being practiced in the studied universities and what are the resultant effects and outcomes it has on the employees. The findings showed that job enrichment is a strong predictor of work-related attitudes (employee satisfaction, motivation, commitment, involvement and performance). The finding revealed that job enrichment provides skill variety, job identity, feeling important in the eyes of others, responsibility, challenge, realizing ones competence, freedom, participation in decision making, performance feedback from the job done, growth and sense of achievement which led to internal motivation, satisfaction, commitment, involvement and high performance of the non-academic staff.

Also the findings of this study revealed that there is positive relationship between the independent variable (job enrichment) and the dependent variables (work-related attitudes) which was highly moderated by employee growth-need strength. This means that employee with strong growth-need strength will turn on eagerly to job enrichment than employee with weak growth –need strength. It is therefore concluded that job enrichment is being practice in the seven selected private universities in South-West Nigeria. And that job enrichment has significant effect on the work-related of non-academic staff in the selected private universities in South-West Nigeria. The study has provided empirical evidence to support theoretical models that prescribe a link between job enrichment and work-related attitudes (employee satisfaction, employee commitment, employee motivation, employee involvement, and employee performance).

It was apparent from the review of existing literature and empirical results of this study that job enrichment is a vital instrument for organizations to equip their employees in today's dynamic world and highly competitive labour market, therefore human resource managers of these seven selected private universities should ensure that job enrichment design is properly implemented.

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