

## **An Assessment Of The Moderating Effect Of Growth-Need Strength On The Relationship Between Job Enrichment And Work-Related Attitudes Of Non-Academic Staff In Selected Private Universities In South- West Nigeria.**

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**ABSTRACT:** Job enrichment and work related attitudes for ages have been a difficult issue for human resource managers of organizations worldwide; private universities in Nigeria are not an exception. Numerous researches have been carried out over the past years with the aim of resolving this problem. Job enrichment implementation schemes constitute a major problem that affects work- related attitudes. This research evaluated the moderating effects of growth – need strength on the relationship of job enrichment and work-related attitudes of non-academic staff in selected private Universities in South-West Nigeria. A survey research design was adopted. The population of the study was 2462 non-academic staff distributed among seven (7) approved private universities that had existed for six years in South-West, Nigeria. A multi-stage sampling technique was adopted in selecting the sample from the population of the study. A sample of 740 respondents was selected using multi-stage sampling technique. 618 filled questionnaires were returned but 547 was found useable. Multiple regressions, analysis of variance and Pearson Product Moment Correlation were used to analyse the data collected and to test the hypotheses. The findings revealed that there is positive relationship between job enrichment and work-related attitudes which was highly moderated by employee growth-need strength. The study concluded that employee with strong growth-need strength will turn on eagerly to job enrichment than employee with weak growth –need strength. The study recommended that human resource manager should encourage the employees with high growth-need strength and find strategies for helping those with low growth- need strength through training.

**KEY WORDS:** Job enrichment, Employee satisfaction, Motivation, Commitment, Involvement and Performance, growth- need strength.

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Date of Submission: 12-10-2018

Date of acceptance: 27-10-2018

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### **I. BACKGROUND TO THE STUDY**

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 that 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. The problem of job enrichment stemmed from the fact that in today's rapidly corporate environment, organizations globally want to maximize the potential of their human resources to stay ahead of the aggressive competition to survive in the middle of the quest (Raza & Nawaz 2011; Mohsan, Nawaz, Khan, Shaukat & Aslam, 2011). Employees in every organization want to draw fulfillments from their jobs and every human resource Manager/management wants the employees to be fulfilled being the most important resources of the organization. But managers for ages have been struggling on how to make them get the fulfillment (Parvin and Kabir, 2011; Magaji 2014). Globalization has created many challenges for multinational and local organisations such as cost of production that is on the increase day by day due to universal factors such as world recession, resource limitation, modern world computing, information technology and trends that have affected the way work is done and also changed the face of competition among organisations. Job enrichment is a motivational problem created by the disaffection of employees from their work, and by lack of their interest in their work. Here the problem is how to make the work more interesting, purposeful and acceptable to employees so that they may perform it more enthusiastically and with a greater sense of responsibility. Job enrichment is the problem which every supervisor and manager has to face while managing and making their subordinates work (Pride, Huges & Kapoor 2013, Davoudi & Mehdi, 2013). 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 the employee's satisfaction, involvement, performance, commitment and motivation to their job and organisation (Neyshabor & Rashidi 2013, Ramllal, 2004,). There is no doubt that job enrichment processes have enjoyed enormous popularity both among the theorists and practitioners during the last century. It is to this fact that this study now intends to evaluate the moderating effect of growth –need strength on the relationship between job enrichment and work-related attitudes of non-academic staff in selected private universities in South-West Nigeria.

## **II. LITERATURE REVIEW**

### **Conceptual Framework**

#### **Job Enrichment**

Job enrichment according to Hackman & Oldham (1976), Raza and Nawaz (2011); Yazdani, Yaghoubi, and Giri, (2011); Neyshabor & Rashidi, (2013); Pillai, Mashood, Amoodi, & Husain, (2012) 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. Job enrichment as changing job content in order to make tasks challenging and to increase productivity. (Lunenburg 2011; Mondy, Noe & Premeaux 1999; Magaji, Akpa & Akinlabi, 2017, Magaji, Akpa & Onyia 2018). Jain, Jabeen, Mishara, and Gupta (2011); Yang and Lee, (2009); Jayawardana and O'Donnell, (2009); Koontz and Wehrich (1988), Jenaibi, (2010) Saleem, Shaheen and Saleem (2012); Chung and Ross (2013) sees job enrichment as involving the workers to managerial functions of the higher ranks and which leads to the increase employee performance and decrease the overall cost of the organisation as employees can be moved in vertical way to do different tasks at different levels (Magaji, 2015; Mandy & Newstrom, 2011; Koontz, O'Donnell & Wehrich, 1988; Govender & Parumasur (2010; Lawler, 2003; Latham & Boldes, 1975; Latham & Yuki (1975), Raja (1974; Cappelli & Rogovsky, 1994) Job enrichment also increases the self-actualization, self-control and self-esteem of the workers. Vroom 1964; Swinth, 1971; Robbins, Judge, Millett and Waters-Marsh, 2008; Dost and Khan, 2012). Job enrichment is involving employee in pleasurable activities and motivating them to use their skills effectively. (Davoudi, 2013, Hackman & Oldham, 1976). Lunenburg (2011) defines job enrichment as a job-design strategy for enhancing job content by building into it more motivating potential. It is an attempt to motivate employees by giving them the opportunity to use their abilities (Brown, 2004; Pillai, Mashood, Amoodi, Husain, 2012). Newstrom (2011); Zare, Jajarmizadeh and Abbasi, (2010); Thomas, Buboltz, and Winkelspecht (2004) asserted that a job must have all the five dimensions and moderating relationship of growth need to be fully enriched: Skill variety, Task Identity, Task Significance, Autonomy, Autonomy, Growth-Need Strength (GNS). According to Bartol & Martin, (1998), Glick, Jenkins, & Gupta, (1986); Jacko, (2004), Growth-Need Strength is the extent to an individual desires the opportunity for self-direction, learning, and personal accomplishment at work and for professional development. Growth Need Strength refers to employee motivation for growth on the job—that is, an employee's desire for the challenge of new learning. This concept is essentially the same as Abraham Maslow's (1970) esteem and self-actualization needs, Clayton Alderfer's (1972) growth needs, and Frederick Herzberg's (2009) motivation factors.

#### **Motivation**

Motivation is a goal-directed behaviour which involves taking a course of action which leads to the attainment of a goal or a specific valued reward (Armstrong, 2006; Usugami, & Park, 2006; Chaudhary & Sharma 2012; Mohsan et al., 2011). Berman, Bowman, West and Wart (2010) defined motivation as the drive or energy that compels people to act with energy and persistence towards some goal. While Luthan (2005) sees motivation as a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal incentive. Therefore, the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives. Miner, Ebrahimi, and Watchel, (1995) Hellriegel, Solcum and Woodman (1992) described motivation as the force acting on or within a person to behave in a specific, goal-directed manner (Kim, 2002; Magaji, Akpa & Olaniyan, 2017).

#### **Job Satisfaction**

Job satisfaction is the emotional or affective reaction to the job, resulting from the employee's comparison of actual outcomes with required outcomes (Finn 2001, Cranny, Smith & Stone, 1992). Job satisfaction according to Noe, Hollenbeck, Gerhart and Wright (2009), is a pleasant feeling resulting from the perception that one's job fulfils or allows for the fulfillment of one's important job values. Luthans (2005) agrees that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction represents an attitude rather than a behavior. (Daft and Marcic, 2007);

Robbins, Judge, Miller and Waters-Marsh, 2008).Falaja (2002) and Mullins (2008), added that job satisfaction is more of attitude, and an internal state which could be associated with (an individual or personal) feeling of achievement, which could either be quantitative or qualitative. Job satisfaction in relation to an organization is the overall positive feelings people have about an organization whether as an employee, customer, supplier or regulator (Bloisi, Cook, & Hunsaker, 2003; Lussier & Achua 2007). Bolino and Turnley (2003) add that if organizations want to have satisfied employees, they must meet their needs. Job satisfaction is based on perception, not always on an objective and complete measurement of the situation. Workers will be satisfied with their jobs as long as they perceive that their jobs meet their important values. However, in order to enhance workers' satisfaction, managers can configure the work environment and its associated rewards and recognition to help reinforce workers' value (Noe et al., 2009, Magaji et al., 2017).

### **Employee Involvement**

Job involvement is the degree to which employees immerse themselves in their jobs, invest time and energy, and view work as a central part of their overall lives. Job involvement measures the degree to which people identify psychologically with their job and consider their perceived performance level important to self-worth. That is, employees' belief in the degree to which they impact their work environment, their competence, the meaningfulness of their work. (Akuoko, Dwumah & Ansong, 2012; Knick & Williams, 2009; Spreitzer & Mishra, 1999; Kuye et al., 2011). Employee involvement consists of those practices which are initiated principally by management, and are designed to increase employee information about, and commitment to, the organisation. It is a process usually initiated by management to increase the information given to employees and thus, enhance their commitment to the success of the organisation (Lodahl & Kejner, 1965; Kanungo, 1982; Marchington & Parker 1990; De Cenzo & Robbins, 1994; Armstrong, 2001; Chughtai & Zafar, 2006; Robbins et al, 2008; Ram & Prabhakar, 2011; Akuoko et al., 2012).

### **Employee Commitment**

According to Eslami and Gharakhani (2012); Sullivan & Arthur, (2006), employee commitment is the relative strength of an individual's identification with and involvement in a particular organisation. Allen and Meyer (1999) Allen and Meyer (1996) sees employee commitment as a mental connection among workers and their organization that makes them not to think of leaving the organization on their own Oyewobi, Suleiman & Muhammad-Jamil, 2012; Newstrom 2011;; Riveros & Tsai, 2011; Zeinabadi, 2010; Robbins et al. 2008).Ketchand and Strawser, (2001), Goutlet & Singh, (2002) defined employee commitment as the degree to which an employee identifies with the organisation and wants to continue to actively participate and willingness to remain with the firm and belief in the mission and goals of the firm (Obi-Nwosu, Joe-Akuune, & Oguegbe 2013, Khalid & Irshad, 2010).According to Cooper-Hakim and Viswesvaran, (2005); Cohen (2003); Lee, Allen, Meyer, and Rhee (2001);Herscovitch and Meyer (2002), employee commitment is the degree to which an employee recognized the objectives and value of the organization and is keen to assist in its development. That is the extent to which employees attached themselves to an organization and perceives the achievements or problems as theirs (Dost & Khan, 2012; Raze & Nawaz, 2011; Kinicki & Williams, 2009; Daft & Marcic 2007; Schewpker 2001; Carton & Mischel 1979; Abelson 1976; Bem & Allen 1974).

### **Employee Performance**

The importance of employees as the real assets in every organization's success, competitiveness and as a primary source of competitive advantage is increasing day by day (Mohsan, Nawaz, Khan, & Shaukat, 2011). Magaji, Akpa, & Olaniyan (2017); Bao & Nizam, (2015) sees performance as the extent to which employees contribute, add value in their activities for the achievement of the organizational goals. It is a rating system used to decide the abilities and output of the employee (Gungor, 2011). Organizations can only gain competitive advantage through its employees who creates first impressions to customers and potential about organization. Organizations also require highly performing people so as to meet their goals, to deliver products and services they specialize in, and most importantly, to achieve competitive advantage which is what business strive for (Barkker & Schaufeli, 2008).

### **Theoretical Framework**

There are many theoretical foundations on job enrichment but this paper is anchored on humanistic theories of motivation from Maslow's hierarchy of needs theory and Deci and Ryan self-determination theory. 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 maximize freedom and also to achieve personal growth and to interpret their experience (Scholastics 2011, Asendorpf, & VanAkan, 2003). Huit (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). 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 involvement and performance. (Grant & 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 affect work-related attitudes (Oldham & Hackman, 2010; Parker & Ohly, 2008, Hackman & Lawler, 1971).

### **III. EMPIRICAL REVIEW**

#### **Job Enrichment and Employee Satisfaction**

A large body of empirical evidences has demonstrated that job enrichment influence job satisfaction that job satisfaction is an overall attitude which can apply to various parts of an individual's job that are believed to be important. Orphen (1979) the results showed that enrichment caused significant increases in employee job satisfaction, job involvement, and internal motivation. Kim (2002) reported that more inclusive and participatory styles of management foster increased job satisfaction. Raza and Nawaz (2011) Job enrichment was found as strong predictor of job satisfaction, motivation and commitment. Mohr and Zoghi (2006) conducted research titled: is job enrichment really enriching? The result of the study showed that several form of enrichment, specifically suggestion programs, information sharing, team work, quality of circles, feedback from work, autonomy, and training, raise satisfaction. Job enrichment satisfies employees' psychological and social needs and will therefore increase satisfaction. Therefore, job enrichment practices are positively related to job satisfaction. (Newstrom, 2011; Slocum & Hellriegel, 2007; Samad, 2006; Ramlall, 2004; Boonzaier, 2001; Kreitner, 1992; Fried & Ferris, 1986; Loher, Noe, Moeller & Fitzgerald, 1985; Hackman-Oldham, 1980; Katz, 1976).

#### **Job enrichment and employee motivation.**

Raza & Nawaz (2011) conducted a study on the Impact of job enrichment on employee's job satisfaction, motivation and organizational commitment: Evidence from public sector of Pakistan. The finding showed that job enrichment is strongly correlated with motivation (Lunenburg, 2011). Also finding is in agreement with the findings of (1967); Myers (1970); Odiorne (1970); Ronan, Latham and Kinne (1973); Raja (1974); Latham and Kinne, (1974); Latham and Yuki (1975); Latham and Baldes, (1975); Newstrom (2011); Kinick & Williams (2009); Mohr & Zoghi, (2006); Oladele, Subair & Sebina, (2010) which in their studies they discovered a strong statistical positive relationship between job enrichment and employee motivation in different organizational set ups. (Oladele, Subair and Sebina, 2010). Mohr and Zoghi (2006), Brom (1964) and Maier (1963) findings indicated that participation in decision making via enriched job designs leads to greater acceptance of decisions by workers and thus increase employee motivation. (Latham and Yuk, 1975; Likert, 1967; Odiorne, 1970). Orphen (1979), in his research titled 'the effects of job enrichment on employee satisfaction, motivation, involvement, and performance: a field experiment'. The results showed that employees in the enriched condition perceived their jobs as more enriched than before and this caused significant increases in employee job motivation. Also Mensa-Bonsu (2012); Oladele et al, (2010); Riehl (2000) reported that there is a positive relationship between job enrichment and motivation of employees. This is supported by the findings of Oldham and Hackman (1980); Pillai, Mashood, Amoodi, & Husain, (2012); Mondy, Lunenburg, (2011); Lunenburg (2011); Garg and Rastogi, (2006); Chiu & Chen (2005); . In summary, all previous studies on job enrichment and employee motivation showed that job enrichment is a strong predictor of employee motivation.

#### **Job Enrichment and Employee Commitment**

A study conducted by Doest et al (2012) revealed that job enrichment has moderate effect on employee commitment in an organization. Salami, 2008; Olugbile, 1996; Alarape and Akinlabi, (2000); Sneed and Herman (1990) found job characteristics to be positively related with organizational commitment. Obi-Nwosu et al (2013) conducted a research on job characteristics as predictors of organizational commitment among private sector workers in Anambra State. The findings showed that only two dimensions of job characteristics namely task significance and task identity to have positive effect on employee commitment. Also Gokham (2006); Doest et al (2012); Dwumahand & Ansong, (2012); Akuoko, Raza & Nawaz (2011); Oliver, Baker & Demerouti-De (2005); Mottaz (1988) study the effect of job characteristics on employee commitment, revealed that task identity and autonomy are positively associated with employee commitment. Neyshabor and Rashidi (2013) also examined the relationship between job enrichment and employee commitment. The result showed that job enrichment has a significant positive influence on employee commitment. The study strongly asserts that skill variety, task identity, task significance, autonomy and feedback remain significant topics required to be well-

thought-out by administrators, so as to attain competitive edge through workers. In essence, all previous studies on job enrichment and employee commitment revealed that job enrichment is a predictor of employee commitment. (Yasdani, Yaghoubi & Giri, 2011; Mehvish, Khansa, Nosheen & Javeria, 2011; Allen. et al., 2004; Niehoff, Moorman, Blakely & Fuller 2001; Pierce & Dunham, 1976)

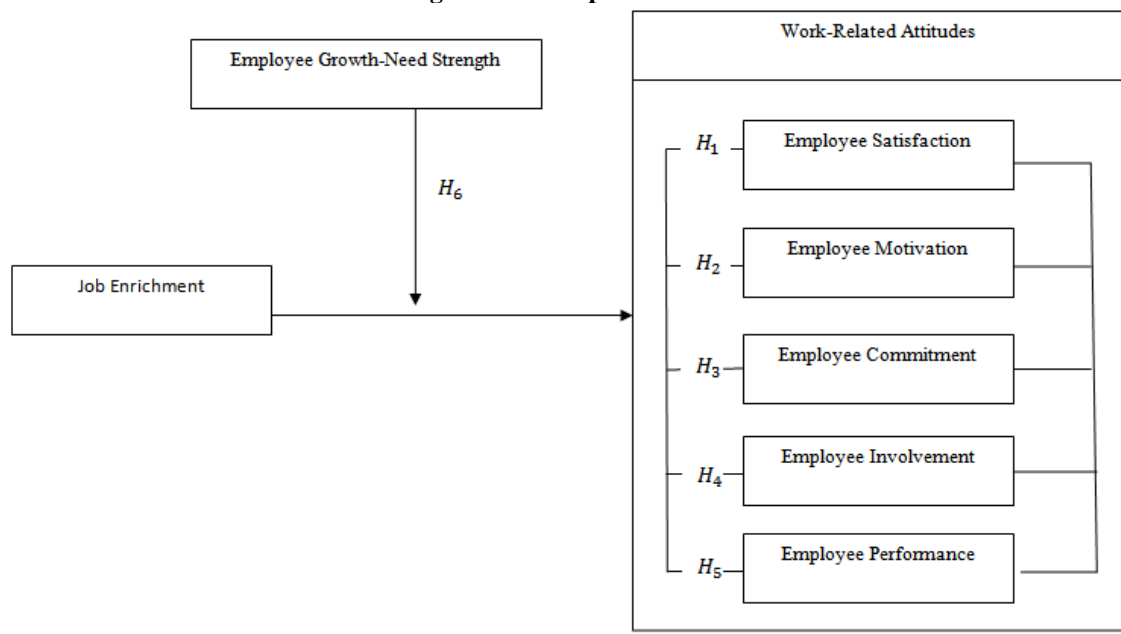
**Job Enrichment and Employee Involvement**

Britt, Adler, and Bartone (2001) Harter, Schmidt & Hayes, (2002); Locke (1968); Nelson and Simmons, (2003); Frank, Finnegan, and Taylor, (2004) Locke (1968) in their study shows that there is a positive relationship between employee involvement and the accomplishment of the goals by the workers when these employees’ jobs are enriched (Pandey David & Moynihan, 2007). Also Yazdani, Yaghoubi and Giri, 2011; Lawler, 2003). Also, Kemelgor (2002) found a positive relationship between job enrichment and employee involvement. They argued that when employees are given the opportunities of contributing their ideas and suggestions in decision making, increased firms’ performance may result since deep employee involvement in decision making maximizes viewpoints and a diversity of perspectives. Akuoko et al. (2012), reported that there was a significant positive relationship between job enrichment and employee involvement of Pakistan public sector personnel. Pandey, e tal (2007), Orphen (1979) found out in their studies that job enrichment have positive relationship with employees involvement in the organization. (Hackman & Lawler, 1971; Hackman & Oldham 1977; Wehrich and Koontz, 1993; Mondy et al., 1999; Kreither, 2007; Lunenburg, 2011).

**Job enrichment and employee performance**

Zareen, Kiran, and Mujtaba (2013); Saleem, et al. (2012) in their studies found a significant positive relationship between job enrichment and employee performance. Lunenburg (2011), Employees performing enriched jobs usually experience lower absenteeism and turnover and high performance. And enriching certain elements of job alters people’s psychological states in a manner that enhances their work effectiveness. The result of Locke (1968), showed that there is a positive relationship between involvement and the accomplishment of goals by the workers when their jobs are enriched. And that job enrichment also increase the motivation level and performance of employees in the work place and their tendency to achieve the goals also becomes more possible (Wehrich and Koontz, 1993; Latham & Boldes, 1975; Latham & Yuki, 1975; Raja, 1974). Zareen, Kiran, and Mujtaba (2013), discovered a significant positive impact on the relationship between job enrichment and employee performance (Orphen, 1979; Saleem et al, 2012; Chung & Ross, 2013; Garg and Rastogi, (2006), Borman (2004), Al-Ahmadi, (2009),).

**Figure 1: Conceptual model**



Source: Researcher’s Conceptual Model (2013).

The conceptual model above gave the guides path of investigation which represents the six hypotheses that were tested in this study. The model shows that job enrichment is the independent, work-related attitudes are the dependent variable while the employee growth is the moderating variable.

#### IV. METHODOLOGY

##### Research Design

The descriptive survey research design was adopted as the study guide to assess the effects of job enrichment on employee work-related attitudes so as to ascertain the degree of relationship among 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.

##### Population of the study

The population of this study was 2462, which is comprise of twenty one (21) (43%) approved private universities in South-West Nigeria.

##### Sample Size Determination

The sample of this study was the seven (7) approved private universities that had existed for six years and above as at 2013. These universities include: Babcock, Covenant, Bells, Ajayi Crowther, Lead City, Bowen and Joseph Ayo Babalola Universities. The total number of non-teaching staff working in the seven universities mentioned above was two thousand four hundred and sixty two - 2462 (Human Resource Department, 2013). The sample size for this study was determined using Yamane formula (1967), as used by Grebner, Semmer, Faso, Gut, Kalin and Elfering (2003). This was given by the formula below:

$$n = N \div [1 + N(E)^2]$$

Where:

n= sample size

N= population of the study

l= constant

e= assumed/tolerated error margin 5 % ( 0.05)

Given that N= 2462 and e= 0.05%

Therefore:  $n = 2462 \div [1 + 2462(0.05)^2]$

$$n = 2462 \div [1 + 2467(0.0025)]$$

$$n = 2462 \div [1 + 6.155]$$

$$n = 2462 \div [7.155]$$

$$n = 351.714$$

$$n = \text{approx. } 352$$

The sample size for the study which arrived at with Yamane's formula was three hundred and fifty two (352). However, in order to determine the number of questionnaire to be distributed, it was increased by eighty percent (80%) amounting to six hundred and thirty four (634). Also thirty percent (30%) of 352 was added to compensate for non-response, for the persons the researcher was unable to contact, and for wrongly filled questions amounting to 740.

##### Sampling Techniques and Procedures

A multi-stage sampling technique was adopted in selecting the sample from the working population of the study. Stage one entailed the used of stratified sampling technique in the selection of private universities in the South- West Nigeria. In Stage two, purposeful sampling technique was used in selecting the sample from the working population of the study. Seven (7) out of the eleven (11) private universities in South-West Nigeria, that had existed for a minimum of six academic sessions would be purposefully selected. Stage three involved the use of proportional stratified sampling technique in the allocation of questionnaires to the seven (7) private universities in South- West Nigeria. The last stage involved the use random sampling technique in selecting the final respondents from each private university. This technique was chosen in order to give potential respondents in the study equal chance of being selected and included in the sample population (Asika 2004, Obadara, 2007).

##### Instrumentation

The questions for job enrichment were adopted from Hackman- Oldham model of job diagnostic survey (JDS) which was used by Orphen (1979). Also the questions for work-related attitudes (employee satisfaction, motivation, commitment, involvement and performance) were adopted from Dost and Zia-ur-Rehman (2012); Raza and Nawaz (2011); 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.

**Validity and Reliability of the Research Instrument**

The research instrument was subjected to expert opinion validity as used by Raza and Nawaz (2011). The instrument was scrutinized by senior academics specialized in Human Resource Management, and some senior non-academic staff that works in Human Resource units of selected private universities to ensure content validity of the research instrument. However, Average Variance Extracted (AVE) > 0.5 was further treated as an additional evidence of convergent validity, the construct validity of all variables involved in the study were therefore ascertained as the AVE for the variables are greater than 0.5. Moreover, a reliability test was conducted to ascertain whether the developed factors measured consistently the factors intended to measure. The result of the pilot study indicates a high level of internal consistency among seven (7) constructs: job enrichment (0.794), employee growth need strength (0.836), employee satisfaction (0.841), employee involvement (0.718), employee performance (0.814), employee motivation (0.746), and employee commitment (0.770). 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.

**Methods of Data Analysis**

Descriptive and parametric statistical analyses were used in the process of analyzing data that were generated in the course of this research. Descriptive statistics was used in analyzing the demographic data obtained from the field of survey. Inferential statistics was used to determine the relationships between job enrichment and work-related attitudes of Non-academic staff. Statistical Analysis, however, enabled the researcher to calculate the multiple regression equation and ANOVA, which was used to test hypothesis one through five. Data were double entered for verification to minimize human data entry error. Statistical Packages for Social Sciences (SPSS) was used for all statistical analyses. Errors, inconsistencies, and missing data were verified with the original questionnaires. Moderated multiple regressions was used to ascertain the last hypothesis.

**V. HYPOTHESES TESTING, RESULTS AND DISCUSSION**

This section deals with the presentation, analysis and interpretation of data collected in response to the questionnaires administered to the respondents. The test of the hypotheses and discussion of findings are presented.

**H<sub>01</sub>:** Job enrichment does not have a significant relationship with employee satisfaction of non-academic staff in selected private universities in South-West Nigeria.

**Table1: Correlation (Pearson Product Moment Correlation (PPMC) of job enrichment and satisfaction**

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

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

From the research hypothesis tested above (table 1) using Pearson Product Moment Correlation (PPMC), it was observed that there is a significant positive relationship between job enrichment and employee satisfaction (R = 0.663, p < 0.05). Hence, the null hypothesis (H<sub>01</sub>) which states that Job enrichment does not have a significant relationship with employee satisfaction in selected private universities in South-West Nigeria is hereby rejected.

**H<sub>02</sub>:** Job enrichment does not have a significant relationship with employee motivation of non-academic staff in selected private universities in South-West Nigeria.

**Table2 Correlation (Pearson Product Moment Correlation (PPMC) of job enrichment and employee motivation**

Variables	N	Mean	Std. Deviation	R	P.	Remark
Job Enrichment	547	4.94	0.65	0.664	.000	Significant
Employee Motivation	547	4.82	0.74			

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

The Pearson Product Moment Correlation (PPMC) was used to test the above hypothesis which states that “Job enrichment does not have a significant relationship with employee motivation of non-academic staff in selected private universities in South-West Nigeria”. Table 2 above showed that there is a strong positive relationship between the independent and dependent variables, which are job enrichment and employee

motivation ( $r = 0.664, p < 0.05$ ). Hence the null hypothesis which states that “Job enrichment does not have a significant relationship with employee motivation of non-academic staff in selected private universities in South-West Nigeria” is rejected

**H<sub>03</sub>:** Job enrichment does not have a significant relationship with employee commitment of non-academic staff in selected private universities in South-West Nigeria.

**Table3: 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

Pearson Product Moment Correlation was used to test hypothesis three as stated above. 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 (Ho3) 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.

**H<sub>04</sub>:** Job enrichment does not have a significant relationship with employee involvement of non-academic staff in selected private universities in South-West Nigeria.

**Table 4: Correlation (Pearson Product Moment Correlation (PPMC) of job enrichment and employee involvement**

Variables	N	Mean	Std. Deviation	R	P	Remark
Job Enrichment	547	4.94	0.65	0.650	.000	Significant
Employee Involvement	547	4.74	0.80			

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

From the research hypothesis tested above (table 4) using Pearson Product Moment Correlation (PPMC), it was observed that there is a significant positive relationship between job enrichment and employee involvement ( $R = 0.650, p < 0.05$ ) of non-academic staff in selected private universities in South-West Nigeria. Hence, the null hypothesis (Ho1) which states that Job enrichment does not have a significant relationship with employee involvement in selected private universities in South-West Nigeria is hereby rejected.

**H<sub>05</sub>:** Job enrichment does not have a significant relationship with employee performance of non-academic staff in selected private universities in South-West Nigeria.

**Table 5: correlation (Pearson Product Moment Correlation (PPMC) of job enrichment and employee performance**

Variables	N	Mean	Std. Deviation	R	P	Remark
Job Enrichment	547	4.94	0.65	0.603	.000	Significant
Employee Performance	547	4.93	0.68			

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

From the research hypothesis tested above (table 5)using Pearson Product Moment Correlation (PPMC), it was observed that there is a significant positive relationship between job enrichment and employee performance ( $R = 0.603, p < 0.05$ ) the null hypothesis and conclude that Job enrichment had significant relationship with Employee performance in selected private universities in South West Nigeria is rejected.

**H<sub>06</sub>:** Employee growth-need strength does not have a significant effect on the relationship between job enrichment and work-related attitudes of non-academic staff in selected private universities in South- West Nigeria.

**Table6:Model Summary of Moderating Effect of Employee Growth- Need Strength**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Change Statistics				
						R Change	Square	F Change	df1	df2
1	.760 <sup>a</sup>	.578	.577		.40829	.578	745.836	1	545	.000
2	.819 <sup>a</sup>	.670	.669		.36121	.092	152.319	1	544	.000

a. Predictors: (Constant), Job Enrichment  
 b. Predictors: (Constant), Job Enrichment, Employee Growth Need Strength  
 Source: Researcher’s Field Survey from SPSS output, 2013



Table 6 shows the model summary of moderating effect of employee growth- need strength on the relationship between job enrichment and work-related attitude. In the analysis, employee growth need strength accounted for 0.670 of the variance in work-related attitude above 57.8% of the variance in work-related attitude accounted for by job enrichment (in step 1). This high value shows that employee growth need strength plays a very high moderating role in the relationship between job enrichment and work-related attitude in selected private universities in South- West Nigeria. The result is statistically significant at 5 per cent level ( $p=0.000$ ;  $< 0.05$ ). Furthermore, assessing the  $r$  square values for the employee growth need strength in both Tables 4.5 and 4.6 above reveals that the  $r$  squares are the same. Therefore, it can be concluded that employee growth need strength moderate the relationship between job enrichment and work-related attitude (Baron and Kenny, 1986).

## **VI. DISCUSSION OF FINDINGS**

This study was carried out to ascertain whether employee growth- need strength significantly moderates the relationship between job enrichment and work-related attitudes of non-academic staff in the selected private universities in South-West Nigeria.

Hypothesis one was to ascertain whether job enrichment has any significant effect on employee satisfaction of the selected private universities in South –West, Nigeria. The finding showed a positive significance relationship between job enrichment and employee satisfaction of the selected private universities in South –West, Nigeria. The finding of this study is also in consonance with the findings of Raza & Nawaz (2011); Ānuvar (2006); Kim (2002); Umstot, Mitchell and Bell (1978) in which their results indicated that job enrichment increases employee satisfaction and that job characteristics, especially the aggregate variable of job enrichment, were associated with job satisfaction as was proposed by Hackman and Oldham (1980) and Katz (1976). Numerous researchers such as Katz (1976); Fried & Ferris, (1986); Kreitner (1992); Boonzaier, (2001); Robbins (2003); Ramlall (2004); Luthans (2005); Samad (2006); Slocum and Hellriegel (2007); Rampur (2009); Newstrom, (2011); also found a strong statistical positive relationship between employee satisfaction and job enrichment and that this relationship changes significantly according to the career stage of the individuals. (Oldham, Hackman & Pearce, 1976; Hackman & Lawler, 1976; Loher, Noe, Moeller & Fitzgerald, 1985)

The second hypothesis was to ascertain whether job enrichment has any significant effect on employee motivation in the selected private universities in South –West, Nigeria. However the findings revealed that job enrichment has statistical strong positive relationship with employee motivation among the non-academic staff in the seven selected private universities used for this study. This is supported with the findings of Likert (1967); Myers (1970); Odiorne (1970); Ronan, Latham and Kinne (1973); Raja (1974); Latham and Kinne, (1974); Latham and Yuki (1975); Latham and Baldes, (1975); Newstrom (2011); Kinick & Williams (2009); Mohr & Zoghi, (2006); Oladele, Subair & Sebina, (2010) which their findings revealed that job enrichment has statistical strong positive relationship with employee motivation (Pillai, Mashood, Amoodi, & Husain, 2012; Mondy, Lunenburg, 2011; Lunenburg, 2011; Garg and Rastogi, 2006; Chiu & Chen, 2005)

Hypothesis three was to ascertain whether job enrichment has any significant effect on employee commitment of the selected private universities in South –West, Nigeria. 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 agreement with the findings of Doest et al (2012); Dwumahand & Ansong, (2012); Akuoko, Raza & Nawaz (2011) Oliver, Baker, Demerouti- De (2005); Mottaz (1988) that employee commitment and job enrichment are positively interrelated, that job enrichment has strong positive significant effect on employee commitment (Obi-Nwosu et al 2013; Chiu & Chen, 2005; Salami, 2008; Alarape & Akinlabi, 2000; Chiu & Chen, 2005; Feather & Rauter, 2004; Steers 1977). Similarly, Gokham (2006); Yasdani, Yaghoubi and Giri, (2011); Niehoff, Moorman, Blakely, Fuller (2001), in their study found that job enrichment helps in employee empowerment which is beneficial to the organisation by permeating a feeling of sense of belongingness and commitment in the employee psyche. Allen et al. (2004), Pierce and Dunham (1976), Neyshabor, Rashidi (2013), Mehvish, Khansa, Nosheen & Javeria (2011), Neyshabor & Rashidi (2013),

Hypothesis four was to determination of the effect of job enrichment on employee involvement of non-academic staff in selected private universities in South- West Nigeria. The result showed that job enrichment has a strong positive relationship with employee involvement of non-academic staff in selected private universities. This finding is congruent with the study of Robbins et al. (2008); Knick and Williams (2009); Dost and Khan (2012), Orphen (1979), Britt, Adler, and Bartone (2001), Harter, Schmidt & Hayes, (2002); Locke (1968); Nelson and Simmons, (2003); Frank, Finnegan, and Taylor, (2004) Locke (1968) in which the results showed that enrichment caused significant increases in employee job involvement. (Akuoko, et al, 2012; Yazdani, Yaghoubi and Giri, (2011; Hewitt, (2002), Singh, (2009); Kingir and Mesci, (2010), Noah (2008); Cohen et al., (1997), Kemelgor (2002), (2012), Pandey David & Moynihan, 2007; Lawler, 2003)

Hypothesis five was to ascertain the relationship between job enrichment and employee performance of non-academic staff in selected private universities in South- West Nigeria. The findings of the study revealed that the predictor variable -job enrichment had a strong positive relationship with employee performance. The finding of this study is in consonance with the findings of Zareen, Kiran, and Mujtaba (2013), Saleem, et al. (2012);Lunengbury (2011) Ali &Aroosiya (n.d.), Luthans, Kemmerer, Paul and Taylor (1987), Ferried and Ferris (2006), Pierce and Dunham (1976) Vroom 1964; Swinth, 1971). Mohr and Zoghi, (2006) and Cappelli and Rogovsky (1994) in their studies espoused a significant and positive relationship between job enrichment and performance 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 performance. When employees perform jobs that incorporate high levels of the five core job characteristics, they should feel highly motivated, be highly satisfied with their jobs, and perform work effectively- Hackman and Oldham. Saleem et al (2012), Chung and Ross (2013), Latham and Boldes (1975), Latham and Yuki (1975), and Raja (1974) Garg and Rastogi ( 2006), Borman (2004), Al-Ahmadi, (2009), (Weihrich and Koontz, 1993).

Hypothesis 6 is to ascertain whether employee growth- need strength significantly moderates the relationship between job enrichment and work-related attitudes of non-academic staff in the selected private universities in South-West Nigeria. The finding reveals that employee growth- need strength significantly moderates the relationship between job enrichment and work-related attitudes of the non-academics staff in the selected private universities. This finding is in consistence with Orphen (1979) study which the result showed statistical significant strong positive relationship between job enrichment and the responses and that growth-need strength is a strong moderator between job enrichment and work –related attitudes. This in line with the findings of Oldham, Hackman, Pearce,( 1976), who tested the moderating effects of employee growth- need strength and level of satisfaction with the work context on employee responses to enriched work. Their findings revealed that employees who had strong growth- needs and also were satisfied with the work context responded more positively to enrich jobs than employees who had weak needs for growth and were dissatisfied with the work context (Hackman& Lawler, (1971); Hackman & Oldham, (1976), job characteristics theory, hypothesizes that employee growth need strength (GNS) will moderate the relationship between job characteristics and work outcomes. Only employees having strong growth needs are predicted to develop strong internal motivation when working on complex, challenging jobs. And employees with less strong -needs for growth, will be less likely to take advantage of opportunities for professional development provided by a job high in motivating potential. Loher, Noe, Moeller &Fitzgerald, (1985) Results indicate a moderate relation between job characteristics and job satisfaction. The relationship was stronger for employees high in growth- need strength.

## **VII. CONCLUSION AND RECOMMENDATION**

This study was carried out in order to ascertain the moderating effect of growth-need strength the relationship between job enrichment and work-related attitude .The study concluded that there is positive relationship between job enrichment and 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. The study recommended that human resource manager should encourage the employees with high growth-need strength and find strategies for helping those with low growth- need strength through training.

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MAGAJI "An Assessment Of The Moderating Effect Of Growth-Need Strength On The Relationship Between Job Enrichment And Work-Related Attitudes Of Non-Academic Staff In Selected Private Universities In South- West Nigeria. "International Journal of Business and Management Invention (IJBMI) , vol. 07, no. 10, 2018, pp 15-26