

# Effects of Job Enrichment on Employees Psychological State in Universities of Tanzania: A Case of Sokoine University of Agriculture

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## Abstract

This paper analysed the effects of job enrichment on employee's psychological state in Universities of Tanzania: A case of Sokoine University of Agriculture. A case study research design was adopted and a total sample size of 104 respondents was selected through quota and judgmental sampling techniques. The findings show that job enrichment improves job satisfaction. But at SUA job enrichment is suited to senior staff than junior staff. For that matter job enrichment should balance the differences effectively blend the five job characteristics which are task identity, task variety, task significance, autonomy and job feedback with other hygiene factors to suit the special needs of their employees. The study recommends that job enrichment necessitates empowerment and supervision for junior staff, and match the salary and other incentives of workers. Moreover, it can be inferred that similar situation prevail in universities of Tanzania, however, further the study on job enrichment phenomenon in other universities in Tanzania should be conducted.

**Keywords:** Job enrichment and psychological state

**DOI:** 10.7176/JESD/13-10-06

**Publication date:** May 31<sup>st</sup> 2022

## 1.0 Introduction

Job enrichment has a positive influence on employee psychological state. Experienced meaningful of the work, sense of feeling of personal responsibility of the work outcome and the knowledge of actual result of the work outcome as a function of five job characteristics are termed as the benefits of job enrichment in this study create the positive feelings about the job. Ellis, (1987) studied the model of educational supervision, job design, and teacher motivation and he explained that when study Job Characteristic Model, careful attention should be given to the core job dimensions (skill variety, task identity, task significance, autonomy, feedback) that shape the psychological states (experienced meaningfulness, experienced responsibility, and knowledge of results) and which determine the personal and work outcomes of employees including job satisfaction. Meta- analysis by Scott et al, (2000) provides that critical psychological play mediating role between job enrichment and personal work output including satisfaction. Jacko, (2004) proposed that critical psychological states follow the frame of core job characteristics and that the relationship between critical psychological states. He added that the attitudinal outcome weakens over time, an individual may perhaps experience high degree of meaningfulness responsibility and knowledge about the job, but the job characteristics is not constantly monitored may turn satisfaction down. The validation of hypothesis revealed that the Core Job Characteristics significantly predict and influence the three psychological states he added that three psychological states significantly influence Civil Servants' internal motivation, general job satisfaction and their performances.

Job enrichment is part of on-job training that facilitates increased employee's knowledge creativity and innovation by employees while executing the job. Personal development and colleague relations by enriching jobs were viewed to be of importance (Lawrence, 2001). Manpower development broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks (Okereke and Nnenna, 2011). Organization can yield most from outcomes of employee development and training by incorporating job enrichment practices in one's job. Most employee development intervention in the workplace is costly and therefore important to ensure that employees apply what they have learnt and improve their performance and productivity (Sepeng, and Miruka, 2013). It also reported that lack of support and acknowledgement of new skills acquired by trainees from their line managers and lack of cooperation and support from colleagues was among challenges faced trainees in applying acquired knowledge and skills (Ibid, 2013). These problems are common in Tanzania public organizations that people after training

are unable to transfer knowledge and skills and one of the reasons is related the content of the job.

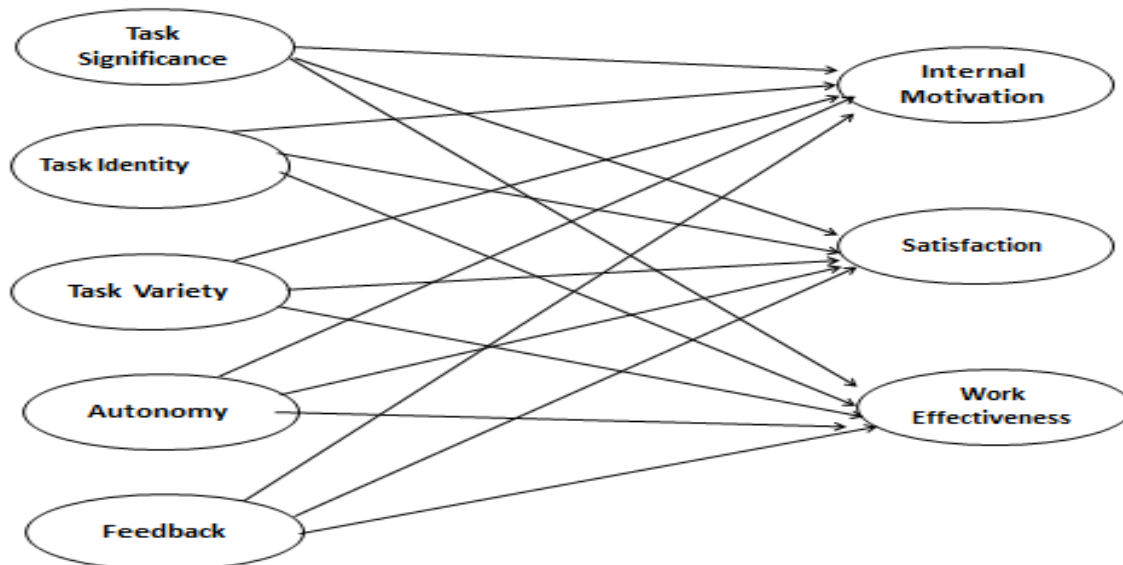
The positive attitude toward the ones job can help to reduce unpleasant feelings that are associated with the poor economy such as low pay and unpleasant work environment in developing countries and specifically in Tanzania public organizations. Job enrichments answers people's deep-seated need for growth and achievement and increase the self-actualization, self-control and self-respect of the workers (Saleem, 2012) and will therefore lead to high satisfaction. It can be a breakthrough in management of misuse of resources and improve of service delivery in public organization in Tanzania. Decentralization by Devolution (D by D) is among efforts taken in recent years (Frumence *et al.*, 2013). The basis for D by D is to enrich jobs through transfer of functions, power and authority from the center to the local government authorities (LGAs) to improve the delivery of public goods and services. Frumence *et al.*, (2013) reported that among the benefits of D by D are increased autonomy in local resource mobilization and utilization, an enhanced bottom-up planning approach, increased accountability and reduction of bureaucratic procedures in decision making. Job enrichment increases satisfaction to the teams as well as individuals in the context of such institutional set-ups.

Public organizations in the developing world are habitually faced with recurring performance constraints such as absenteeism, lateness, redundancy, lowly paid and unmotivated and satisfied public servants leading to delayed and poor service delivery (Therkildsen *et al.*, 2007; Songstad *et al.*, 2012). Further, public service in Africa is highly defined by rigid bureaucratic hierarchical organizational structures which negatively impacts efficiency in service delivery (Therkildsen *et al.*, 2007). Job enrichment has been suggested as among ways to improve efficiency in service delivery or attainment of organizational goals (Lunenborg, 2011; Dost and Khan 2012 and Salau *et al.*, 2014). It satisfies employees' psychological and social needs and will therefore improve job satisfaction (Lunenborg, 2011; Hackman and Oldham, 1976 and Dost and Khan 2012). However, the Hackman and Oldham Theory (1976) which describes the relationship between enriched job characteristics and an individual response to work including job satisfaction has been tasted by different scholars and showed some incompatible findings. For instance, Hadi and Adil (2011) conducted the study on Job Characteristics as Predictors of Work Motivation and Job Satisfaction of Bank's Employees in Pakistan; the findings indicated job enrichment was successful in predicting job satisfaction. Again Shirazi *et al.* (2014) studied the relationship between core job characteristics, critical psychological states and growth need strength, satisfaction and internal motivation among Mashhad English institutes' teachers and found that teachers with high autonomy in their job have lower satisfaction. This finding was not in agreement with the aspect of Job enrichment theory that the job characterized with high level of autonomy will also produce the high feeling of personal responsibility and high level of job satisfaction.

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

### 1.1 Job Characteristics Model

Many researchers in testing the model have ignored the intervening variables (the psychological states) and examined the relationship between the core job characteristics and the personal and work outcomes (Guise, 1988 and Scott *et al.*, 2000). The finding from the analysis of importance of critical psychological state on job characteristics model show that condensed two-stage model (job characteristics and personal and work output) findings demonstrates adequate fit (Scott *et al.*, 2000). Orpen (1979) acknowledged the presence of the psychological states as a result of the simultaneous presence of the five core job characteristics. Perhaps those who ignore the psychological states believe it to be present when job characteristics are also present (Guise, 1988). The assumption is when employee is positive toward job characteristics of his/her job will have also positive attitude towards the job. Furthermore, Scott *et al.*, 2000 from their analysis found that from both modified two stage and (three stage model Hackman and Oldham, 1976) original model results shown that autonomy is the core job characteristics with the strongest relationships with outcome variables including employee job satisfaction. This implied that investigating the whole model and or the part of that can yield the same findings.



**Figure 1:** Modified Two Stage Job Characteristics Model.

**Source:** Scott et al. (2000). The Importance of Critical Psychological States in the Job Characteristics Model: A Meta Analytic and Structural Equations Modeling Examination. *Journal of Social Psychology*, 5(12): 1-14.

However, Asl (2015) found no significant relationship between job enrichment and job and job performance of nurses. Low satisfaction is likely to bring individual performance down and general performance of an Organization. The study conducted on motivating IT staff in a government organization in South Africa revealed reject the hypothesis that work itself (job enrichment) is the main motivator and satisfier (Carolissen, 2014).

## 1.2 Job enrichment and Psychosocial state theoretical and conceptual underpinning

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

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

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

on the undesirable effects of oversimplification by increasing the job depth to enhance work satisfaction (Wegner and Hollenbeck, 1992). It should be noted that satisfied employees are committed and their performance can be improved to allow organization effectively and efficiently to compete in the world market (Dost and Khan, 2012). Unlike job enlargement which is horizontally loads the job, job enrichment is vertically load of the job; there are not necessarily more task to perform but more responsibility and accountability (Luthan 2005 and Gibson *et al.*, 2009).

The idea that job enrichment include job characteristic that makes employee feel excited with his/her job was developed by Herzberg two factors theory of job satisfaction. This theory explains the value employees placed on their work. The outgrowth of the theory emphasized the process where motivators or satisfiers are concerned with job content, while the hygiene factors or dissatisfies are more concerned with the environment in which the job is performed. The motivators focused on the factors responsible for producing attitudes or job satisfaction which includes the opportunity for task completion, for seeing results of effort and for solving problems independently. The hygiene are the factors that can lead to dissatisfaction such as company policy, supervision, relationship with coworkers and salary emphasizes on the effectiveness of company organization and the effectiveness with which the company's policies are administered (House and Wigdor, (1967) and Darte-Baah, and Amoako, (2011). Hackman and Oldham worked on ideas of Frederic Herzberg and came up with comprehensive Theory of Job Characteristic theory (JCT) known also as new strategy to job enrichment (Hackman *et al.*, 1975).

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

## 2.0 Methodology

This study adopted a case study research design. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2009). Case study design has been chosen because it is an appropriate method when investigating a causal relationship between variables (Yin, 2009). The study was conducted at Sokoine University of Agriculture (SUA) in Morogoro.. It is located 3.0 km from Morogoro Municipality centre, which is about 200 km west of Dar es Salaam. Its geographical coordinates are 6° 49' 0" South, 37° 40' 0" East. As the institution is among the Higher Learning Government Institutions in Tanzania, the success of academic performance excluding other factors depends on employee's job satisfaction. SUA staffs were selected as it is a relatively old academic institution with ideal academic profile ranking from Professors all the way to Tutorial Assistants that enabled the researcher to capture different views from all academic levels. The selection of the two campuses also hinges on the fact that they are both older and major defining campuses of the University where degree programmes from undergraduate to PhD are offered. The area was also ideal to provide convenient access to needed information that has been used in this study.

The study focused on academic staff of SUA (both at the main campus and Solomon Mahlangu Campus). SUA has two major groups of employees that are academic and administrative staffs. Academic staffs perform similar activities such as lecturing, supervision, consultancy, outreach and research while administrative staff performs unrelated jobs such as finance, procurement and supplies, administration, health, office attendants, drivers, security, and students' welfare. Academicians are 514 and 736 other jobs to make total of 1250 employees. To ensure homogeneity in results and that the study was not comparative, the researcher decided to focus on only academic members of staff and therefore differences in views were towards job enrichment and job satisfaction were compared basing on grouping between senior and junior academic staff. In such grouping it was made possible to study characteristics of individual job and find out whether they are enriched enough to cause job satisfaction. In Higher Learning Institutions academic staff are regarded to hold distinctive competencies that if are developed and maintained they may potentially improve the overall performance of the organizations in the dynamic market (Yamoah, 2013). Due to time constraints, the target population was thought

appropriate to ensure quick and reliable information could be gathered within a reasonable timeframe. The target population consisted of 514 members of academic staff ranging from Tutorial Assistants, Assistant Lecturer, Lecturers, Senior Lectures, Associate Professors and Full Professors. In this study the sample size used was 104 out of 514 academic staff employees at SUA. Questionnaires were formulated to gather relevant information and were administered to junior and senior Academic staff (Tutorial Assistants, Assistance Lecturers, Lectures, Senior Lectures, Associate Professors, and Full Professors).

Interviews were used to collect information from 8 key informants that are Deans of Faculties and Heads of Departments and Sections. The method enabled to capture the respondents' perceptions in their own words, which is a very desirable strategy in qualitative data collection. In such situation, it was possible to compare the responses from management and staffs. Different documents (such as Promotion policy, Human resource profile, scheme of service and students' admission records were reviewed. Information regarding number of students admitted provides picture on the capacity of the university; promotion policy to see if job enrichment has contribution to the growth and advancement of academic staff at SUA; academician duties also were viewed to get information about the description of the job to see if it enriching one's work. Both quantitative and qualitative analyses were adopted to deduce the findings and variations among variables. Quantitative data obtained through questionnaires were entered, coded and analysed using IBM SPSS Statistics software, a Statistical Package for Social Sciences (SPSS for Windows version 20). Data from interview were analysed by content analysis.

### 3.0 Results

#### Overall response to effects of job enrichment on employee's psychological state

Results shows that job enrichment had positive influence on employee's psychological state with average mean scores of 3.8 (SD=1.18). The average mean scores were calculated by using the result of three effects of job enrichment on psychological state of an employee which are: (1) Feeling of doing meaningful work which is prompted by three job characteristics of task identity, task significance and task variety; (2) Feeling of personal responsibility stimulated by the job characteristics of task autonomy and; (3) Knowledge of actual result of work outcome resulted from continuous job feedback. Further analysis was undertaken to determine each of the three effects of job enrichment for each of critical psychological state as follows:-

#### 3.1 Experiencing meaningfulness of the work

This was the first effects of job enrichment to employee's psychology in this analysis. It was measured by the following two questionnaire items: (1) Most of things I have to do in this job seem useless. (2) The work I do in this job is very important to me. The feeling of meaningfulness of the work received the highest score (M=4.00; SD=1.26). The respondents were also asked to give their feeling on effects of job enrichment to their psychological state in relation to the meaningfulness of the job during interview. It was found that they view their job to be valuable and important by all (8) interviewed. However, the effort to ensure task variety as one of the characteristics of the job that create feeling of meaningfulness of the job was found to be not fully initiated by SUA management, that 5 out of 8 interviewees remarked that consultancy and involvement in research projects are mostly individual initiatives.

#### 3.2 Feeling of personal responsibility

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

On reviewing documents together with the responses from interview increase workload and lack of resources were found to be the factors that hinder experiencing total personal responsibility for work outcome. All (8) interviewed mentioned increased workload while (6) out of (8) mentioned lack of resources. It was also revealed from the document that promotions at work for academic staff at SUA are based on good work performance and publications. Staffs are required to fulfill class activities and doing research for publication purposes. This makes some employees to dislike increased responsibility to their jobs.

#### 3.3 Knowledge of actual result of work outcome

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

As regards to effects of job enrichment to employee's psychological state, the study found that that all

interviewed (8) felt that job feedback helps to improve work performance. This in turn is used as a basis for promotion to higher position.

**Table 1: Means and Standard Deviation for Effects of Three Psychological States for Academic Staffs**

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

Source: field data (2016)

#### 4.0 Findings and Discussion

##### 4.1 Comparison of response to three psychological states to junior and senior staffs

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

**Table 2: Means and Standard Deviation of Three Psychological States for Senior and Junior Academic Staffs**

Psychological state	Senior Staff		Junior Staff	
	Means	SD	Means	SD
Meaningfulness of the work	4.24	1.13	3.85	1.38
Responsibility of the outcome of the work	3.83	1.08	3.53	1.13
Knowledge of the actual result of the work outcome	3.84	1.21	3.73	1.13

Source: field data (2016)

The effects of job enrichment on employee's psychological state shows two parts, the first part covers the overall response of the effects of job enrichment and the second part entails the comparison of views between senior and junior academic staff on their feeling toward job enrichment.

##### 4.2 Overall response of effects of job enrichment to psychological states of an employee

Job enrichment was found to have positive influence to the psychology state of an individual employee at SUA with average mean scores (M = 3.8; SD = 1.18). This implies that existence of five job characteristics (skill variety, task identity, task significance, autonomy and feedback) leads to productive result to the mental state of job holders. This is supported by Ellis, (1987) that Job enrichment gives attention to the core job characteristics that shape the psychological states of individual employee. By looking at each of three effects of job enrichment on psychological state of an employee which are: feeling of meaningfulness of the job, personal responsibility of work and knowledge of actual result of work outcome was discussed as follows:-

##### 4.3 Meaningfulness of the work

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

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

##### 4.4 Personal responsibility of the work outcome

Task autonomy leads to feeling of personal responsibility of the work outcome. The scores for feeling of personal responsibility was the lowest among other effects of job enrichment on employee psychological states

( $M=3.64$ ). Experiencing personal responsibility is the degree to which a jobholder feels responsible and accountable for the results of the work done (Lunenburg, 2011). Respondents views on the level of job autonomy ( $M=3.98$ ;  $SD=1.11$ ) is higher than the feeling of personal responsibility ( $M= 3.64$ ;  $SD=1, 11$ ). This mismatch implies that job has relatively high degree of freedom of deciding how job should be done but less feeling of being held responsible and accountable for the work outcome.

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

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

#### **4.5 Knowledge of the actual result of the work outcome.**

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

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

#### **4.6 Comparison of response to three psychological states**

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

### **5.0 Conclusion and Recommendations**

#### **5.1 Conclusion**

The findings of this study concluded that job enrichment improves job satisfaction. However, job enrichment at SUA was found to be more suited to senior staff than junior staff. To satisfy employees, managers need to effectively blend the five job characteristics which are task identity, task variety, task significance, autonomy and job feedback with other hygiene factors to suit the special needs of their employees. In SUA, it would be

more prudent for managers to strike a balance job enrichment differences. Job enrichment necessitates empowerment and or supervision of junior staff. Effective supervision creates confidence that will enable them to feel better with the job and assume higher responsibilities. Senior staff were found to have higher level of job satisfaction than junior staff and can be for the reason of hesitating job challenges springs from job enrichment practices. Moreover, it can be inferred that similar situation prevail in universities of Tanzania.

## 5.2 Recommendations

This study recommends the following:-

- Match the salary and other incentives of workers with their efforts so as to increase job satisfaction.
- Enhance job satisfaction by increasing the composition of job enrichment.
- Enhance distribution of task variety, provision of enough resources, empowerment of junior staff, job enrichment and job pay and other incentives.

## 5.3 Areas for further studies

The study on job enrichment for other universities in Tanzanian can be carried out to have broader insight of the situations.

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