AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (2), January-April, 2026; https://ajemates.org

JOB ENRICHMENT AS PREDICTOR OF CAREER ADMINISTRATORS' JOB PRODUCTIVITY IN FEDERAL UNIVERSITIES IN SOUTH-EAST

Prof. L.C. Onyali & Ukoma Christiana Ebih
Email: ic.onyali@unizik.edu.ng
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka

ABSTRACT

The purpose of the study was to determine the predictive value of job enrichment approach on career administrators' job productivity in federal universities in South-East. One research question and one null hypothesis guided the study. The correlational research was adopted in carrying out the study. The study was conducted in Universities in South-East Zone of Nigeria. The population of study comprised 7854 career administrators in the five federal universities in the area of study. The sample for this study consisted of 1177 career administrators drawn from all the five universities in the South East region of Nigeria. The two instruments for data collection were titled ''Career Administrators' Job Enrichment Questionnaire (CAJEQ)'' and ''Career Administrators' Job Productivity Questionnaire (CAJPQ).'' respectively. The instruments were subjected to face validation by three experts. The reliability coefficients of the instruments were determined using Cronbach Alpha method. The data analyzed yielded coefficient value of 0.85 for CAJEQ and coefficient value of 0.77 for CAJPQ. Direct method of data administration was utilized by the researchers together with five research assistants who were deputy registrars in the concerned universities. The data collected were analyzed using simple regression for both the research question and testing the hypothesis. Findings showed that job enrichment approach is a significant predictor of career administrators' job productivity in federal universities in South-East Nigeria. Based on the findings of this study, it was recommended among others that the government and other policymakers should ensure that laws are being passed on ensuring fairness and equity in workload distributions to nurture employees to ensure the success of job redesign through job enrichment.

Keywords: Job Enrichment; Career Administrators; Job Productivity; Federal Universities

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (2), January-April, 2026; https://ajemates.org

Introduction

Education is one of the basic means of human and cultural self-realization as well as means of realizing the productive power of a nation. Education is the engine that drives the growth and development of a nation; the threshold of a country's development, in that it influences and moderates the level and dimensions of development in a nation. In Nigeria, education is categorized into three groups; basic Education (pre-primary, primary and junior secondary) senior secondary and higher education. The National Policy on Education (FGN, 2014), defined Higher Education as the Post-Secondary section of the National Education System. Higher education is that level of education offered subsequent to secondary education in designated institutions such as universities, colleges of education, and polytechnics (Saue and Victor, 2023). Uwamusi, (2025), defined university as the highest educational institution for the acquisition of knowledge and the production of workforce and materials for personal and societal growth and development. Universities make an optimum contribution to national development through relevant higher level manpower training.

The university education is an organized education that deals with production of manpower for the social, economic and political development. The primary goal of the university education is to satisfy specific or general educational needs of the nation through the teaching of students, conducting research and dissemination of knowledge together with other community service activities (FGN, 2014). The achievement of the noble objective of Nigerian universities already stated above requires effective management of the system through proper utilization of human and material resources. The human resources include the academic staff and non-teaching staff. The academic staff are in charge of teaching, researching and carrying out other academic services. The non-teaching staff are under the registry department and are headed by the Registrar. The registry department is the administrative heart of the university, responsible for the routine administration of the university except those bothering on financial matters, accounts and academics. These staff handle the administrative programmes of the universities, they provide complementary roles other than teaching and research. The registry department is responsible for the secretarial services, analysis and storage of relevant statistics. The registry is also concerned with the efficient management of the resources of the university for maximum output, manages the budgets, personnel and policy, coordinates and ensures the flow of communication, plans and executes developmental programmes, provides infrastructures and facilities for teaching and learning, ensures interaction and relationship with the university`s external and internal environment. There are different cadres under non-teaching category in Nigerian universities. These cadres include; registrar, executive, clerical among others. The registrar cadre is referred to as the career administrators. These career administrators

are expected to work towards increased productivity.

Productivity in the workplace refers simply to how much work is done over a specific period. Ezeugbo, (2018), observes that one of the key areas of concern of administrators and indeed the ultimate challenge of an organization is to enhance productivity. Improved productivity enables employees to achieve objectives faster, in a more efficient manner, leading to cost savings and enhanced profitability. It also contributes to employee satisfaction and organizational success. A major component of productivity is the elimination or automation of rote or tedious tasks that don't require a great deal of human cognitive input (Stryker, 2024). It is based on this assertion that Tella, Ayeni and Popoola, (2024), asserted that no matter how automated an organization may be, high productivity still depends on the level of effectiveness of the workforce.

The productivity of the university career administrators according to (Ezeugbo 2018), as in the case of many other categories of workers in both public and private enterprises is largely a function of their work attitudes, perceptions and dispositions toward their job. Operationally, productivity is all about working quickly, efficiently, and with extreme determination while avoiding distractions and finishing the work before the deadline. Employees' productivity measures how efficiently and effectively a worker or a group of workers contribute to accomplishing organizational goals. Productivity of the university career administrators is a measure of how well resources are utilized to produce output. It is a key performance indicator that measures the output of work in relation to the inputs of time, effort and resources. Many workers (irrespective of gender) are now saddled with more family and personal tasks and concerns making it progressively more imperative for organizations and university management in particular, that want to retain their workers and record efficiency at workplace, to identify measures that predict organizational productivity and one of such major measures is job redesign.

The demand for efficiency in the university system requires redesigning of the administrators' job to meet the current demand of high productivity in form of efficient service delivery from the work-force. Job redesign is the restructuring of the elements of work including tasks, duties and responsibilities of a specific job (Alber, 2017). Job redesign can benefit both organizations and workers by increasing employee motivation, satisfaction, and productivity while reducing costs associated with absenteeism and turnover. It involves changing components of an existing job to improve, clarify, or update it. This process can help employers find skills gaps in their workforce and create targeted training programmes to address them. Job redesign is a practice where job responsibilities and tasks are surveyed, and possibly re-allocated among staff, to improve outcome. Job redesign is essential for maintaining an effective and motivated workforce. Obi (2024), affirmed that job redesign is good for an organization because it increases

employee satisfaction. It reduces supervision for the supervisor and motivates the employee to achieve optimal productivity.

According to Obi (2024), redesigning a job to make it very meaningful to the job holder is not an easy task. Sometimes instead of increasing the variety of tasks, redesigning to suit the job holder is considered the most ideal thing to do. Redesigning university career administrators' jobs is very important as it can bring improvements in both productivity and in job satisfaction through strategies such as rotating employees through different departments, expanding and enhancing employees' responsibilities, and allowing flexible or remote work arrangements. It is a tradition in Nigeria universities to move administrative staff from one job to another. This rotation is done from time to time, some universities rotate every three or five years, but the Management of universities do not engage in this rotating of staff as supposed. Staff response to rotation and other changes that would enhance productivity is determinant on whether it favors or disfavors them.

Ogunode, Jegede, Abubakar, and Martina, (2020), observed that jobs performed by career administrators seem not to be challenging and enjoyable. This has made some administrators to combine businesses with their administrative work. Wilson (2016), observed that although productivity has been high on the agenda of many higher education institutions, only a few of them, especially in the developing world, provide a friendly and supportive working environment for administrative staff to achieve their working goals. One of the best ways universities can meet the needs of their employees, particularly career administrators; in improving the basic relationship between a person and his or her work, change behavior directly and maintain the change, offer the opportunity to initiate other organizational changes that can foster productivity, alter management style and re-humanize rather than dehumanize the people who work in them could be through job redesign. Operationally, job redesign is the process of rearranging tasks and responsibilities to better align the roles of university career administrators with the changing environment inside and outside the university system for optimal productivity.

Keeping job roles of career administrators' relevant, and engaging in the long term, Weldo (2019), identified various approaches of job redesign which include job rotation, job enlargement, job enrichment, flextime, job sharing and telecommuting. Alao, Barinua and Udochukwu, (2024), on the other hand, asserted that approaches of job redesign include: job enlargement, job rotation, job enrichment, job simplification, duty allocation and job crafting. In another work by Erik (2025), the following were identified as approaches to job redesign: job rotation, job enlargement, job enrichment, and job simplification. However, this study will be limited to job rotation, job enrichment and job enlargement as the approaches of job redesign because they are mainly needed by career administrators for effective and efficient discharge of their duties There is

therefore need to focus attention on redesigning the jobs of career administrators, especially the dimensions of job rotation, job enrichment and job enlargement in order to impact the overall university administration. These three are needed in university administration to ensure optimal productivity. Organizing these approaches or components well, organizations would get multiple benefits, such as increasing employees' motivation and satisfaction, reducing absenteeism and turnover costs, and expanding productivities. Though, enormous attention has been paid to job redesign of workers in various organizations, yet to the best of the researchers' knowledge, not much literature has adequately delved deeper into redesigning of university career administrators' jobs with special emphasis on job enrichment.

Job enrichment is the process of changing job content in order to make tasks challenging and to increase productivity. It is the addition of more motivational factors to an already established role in an organization (Yasdani, Yaghoubi, Giri, 2021). Job enrichment is a technique in which a manager will expand an employee's job by increasing the levels of control the worker has in planning their job, executing it or evaluating the work. This may include making existing tasks more meaningful by giving greater autonomy on the job. Job enrichment leads to enhancement in the framework of the job which gives the employees more challenge, complete task, responsibility, opportunity for growth, and chance to contribute their ideas. According to Raza and Nawaz (2018), job should be redesigned 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. Job enrichment is therefore an increase in the purposefulness and the responsibilities to an employee of an organization. Operationally, job enrichment is one of the strategies university management uses to increase the motivation level and promote workers' satisfaction as well as improve productivity. Apart from having an administrator's job enriched, there is need to also to increase the number or enlarge the volume of work an administrator is expected to cover within a time frame.

One of the ways to enhance employee performance is by incorporating job characteristics that contribute to employees' commitment and increased output. According to Hawa, (2018), Amodu Okeke and Nwangwu (2023) and Barinua and Udochukwu (2024) job must have all the five dimensions to be fully meaningful and enriched, these five core job dimensions include; skill variety, Task identity, task significance, autonomy and feedback.

Skill variety according to Umukoro and Egwakhe, (2019) is the extent 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. Derek and Laura, (2020) opined that movement of employees

from one task to another within a particular organization and allowing workers to adopt a variability of tasks in their work helps in avoiding repetitiveness, dullness, and boredom. Several researchers have claimed that when a variety of skills are necessary to complete a task and those skills are perceived to be of value to the organization; employees find their work to be more meaningful (Bratton, 2017; Magaji, 2019). As a result, an employee can draw from several different skills and abilities as well as upon a range of knowledge. Thus, whereas a job that has limited skill variety is likely to be less stimulating and may result in boredom, jobs that are high in skill variety are perceived by employees as more challenging because of the range of skills involved (Kemboi, Biwott, Chenuos, and Rutto, 2019; Pee, 2020). However, very high skill variety may deplete employees' mental resources and lead to mental overload and increase job pressure (Chen and Chiu 2019). The above assertions were corroborated by Awolusi, (2019) that despite the advantages of skill variety, the strategies implemented in achieving skill variety have to be prudently weighed.

Task Identity is the extent to which a job requires completion of a "whole" and identifiable piece of work. Doing a job from beginning to end with a visible outcome. According to Choge, Chepkiyeng, and Chelimo, (2018) task identity is defined as the extent to which an individual can complete a whole and identifiable piece of work. Scholars have opined that employees who work on a tiny part of whole work are unable to identify their contribution to the task, however, when tasks are broadened to produce a whole product or an identifiable part of it, then task identity has been established (Hasebur and Sheikh, 2024; Lunenburg, 2023). Lunenburg (2023) indicated that task identity creates a sense of responsibility for completion that acts as a motivational driver and increased commitment. Omid and Alborz, (2024) added that it assists employees in understanding the link between the jobs assigned to them and other activities in the organization. As a result, task identity is a critical element of employee personal and workout outcomes since the entire job is viewed from a holistic view and not viewed for its components (Nyabundi and Kagiri, 2024). Thus, employees working in jobs with low task identity feel that they lack personal accomplishment, feel bored, and perceive their jobs as meaningless. However, when task identity is very high, administrators are likely to feel solely accountable for the results of their work and this may result in stress and negatively impact the performance levels of career administrators.

Scholars defined task significance as the degree to which the job has a substantial impact on the lives or work of other people, both in the immediate organization or in the external environment (Choge, Chepkiyeng, and Chelimo, 2018; Lunenburg, 2023). Academics have claimed that if employees understand the significance of their tasks, they will seek to increase their capabilities and learning. Such individuals continually desire to improve their work knowledge to maintain the value of their job (Omid and

Alborz, 2024). Consequently, Salauet, (2024) asserted that task significance centers on how essential the task is to the overall efforts of the organization both locally and internationally. Hence, when task significance is very high, it will serve as a driving force and motivational tool for employees to increase and exert more efforts on the job. Task significance of career administrators of Nigerian universities can be explained as the rate at which the integral tasks of the job are significant to the institution and have a relevant effect on the job and livelihood of colleagues, students and those without the institutions. Task significance is thought to be particularly critical in universities in South–East Nigeria, as the administrators are concerned with doing work that benefits other people and contributes to society.

Autonomy is the level 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 (Sisodia and Das, 2023). It is the extent to which employees have a say in scheduling their work, selecting the equipment to be used, and deciding on procedures to be followed. Several scholars have claimed that job autonomy refers to the extent to which an employee can determine the pace, sequence, and methods to accomplish the job (Magaji, 2019; Naqvi, Ishtiaq, Kanwal, and Ali, 2019; Volmer, Spurk, and Niessen, 2022). Salauet (2024), claimed that autonomy reflects the degree of liberty, freedom, independence, impartiality, objectivity, and administrative ability the employee has in completing the task assigned. Hence, increased job autonomy enables employees to break out of a routine and to find the best solution, gives employees the opportunity to try out new and useful combinations of work procedures (Wang, Lin and Chu, 2022). However, some scholars argued that job autonomy is different from freedom; as the latter refers to people's opportunities to make a judgement at work and to choose which tasks to accomplish (Cohen Meitar, Carmeli, and Waldman, 2019; Naqvi et al., 2019). Nevertheless, whether autonomy or freedom, Volmer et al. (2022) claimed that employees have many more opportunities provided by job characteristics to develop new and useful ideas and to demonstrate originality at work.

Job feedback is the extent to which the job makes available information about the effectiveness of the employee performance which can be optimistic (positive) or adverse (negative). Hellriegel and Slocum, (2021) opined that job feedback is the degree to which carrying out the work activities required by the job provides the individual with direction and clear information about the effectiveness of the individual's performance. However, feedback can be positive or negative, but it is best when it is balanced appropriately (Lunenburg, 2023). As a result, feedback should frequently occur rather than be delayed until the annual evaluation meeting. Sole, (2021) claimed that feedback does not stop until it goes further to communicate back to the employees. Employee's evaluation through appropriate

feedback mechanism to a considerable extent help employees to monitor progress within the organization, to carry out duties, tasks, and responsibilities and this feedback can be made available on a daily, weekly, monthly, and quarterly basis (Kemboi, 2019). However, Salauet (2024) stated that. whereas too much feedback may have a negative effect, too much negative feedback can threaten an employees' sense of competence while too much positive feedback can cause an employee to feel ingratiated. Therefore, feedback should not just be every year but also as frequent and timely as possible to maintain and sustain performance and measure productivity

The low job productivity of career administrators is assumed to be mostly because of the inappropriate placement of the employees to the right task and position which will guarantee their effectiveness and efficiency in carrying out their duties. It seems that there is little or no provision made by the management of universities for effective training programme which include capacity building in the form of conferences, workshops seminar, oversees training, information and communication technology (ICT) training and other types of in-service education. It is no secret that through continued evaluation of job-related components, it is possible to identify the strengths and value of each element and devise a mechanism to optimize their contribution towards increasing career administrators' productivity. It is based on these problems that the study therefore investigated job redesign as predictor of career administrators' job productivity in federal universities in south-East zone of Nigeria.

Research Question: What is the predictive value of job enrichment approach on career administrators' job productivity in federal universities in South-East.?

Research Hypothesis: Job enrichment approach is not a significant predictor of career administrator's job productivity in federal universities in Nigeria.

Research Method

The correlational research was adopted in carrying out the study. The study was conducted in Universities in South-East Zone of Nigeria. South-East Zone is one of the six geopolitical Zones in Nigeria. There are five states in this geopolitical zone and they include Abia, Anambra, Ebonyi, Enugu and Imo. The population of study comprised 7854 career administrators in the five federal universities in the area of study. These career administrators are the non-teaching staff of the Registrar Cadre. In the population, Michael Okpara University of Agriculture Umudike, Abia Sstate has 814 administrators, Nnamdi Azikiwe University Awka, Anambra State has the total of 2,103 administrators; Federal University Ndufu – Alike Ikwo, Ebonyi State has 715, University of Nigeria, Nsukka, Enugu State has 2,306 administrators, and Federal University of Technology, Owerri, Imo State has 1,916.

The population size was derived from the data collected from the personnel units of these Universities. The sample for this study consisted of 1177 career administrators drawn from all the five universities in the South East region of Nigeria. The sample comprised 15% of the entire population of career administrators from five federal universities in South- East, Nigeria. From Michael Okpara University of Agriculture Umudike Abia, 34 male sand 88 female career administrators were sampled; 61 male career administrators and 245 female career administrators were sampled from Nnamdi Azikiwe University Awka, Anambra State; 22 male career administrators and 85 female career administrators were sampled from Alexander Ekwueme Federal University Ndufu–Alike Ikwo, Ebonyi State; 92 male career administrators and 255 female career administrators were drawn from University of Nigeria, Nsukka, Enugu State; and 65 male career administrators and 222 female career administrators were drawn from Federal University of Technology, Owerri, Imo State. The total sample distribution yielded a sample size of 122 career administrators from Michael Okpara University of Agriculture Umudike Abia, State; 315 career administrators from Nnamdi Azikiwe University Awka, Anambra state; 107 career administrators from Alexander Ekwueme Federal University Ndufu – Alike Ikwo, Ebonyi State; 346 career administrators from University of Nigeria, Nsukka, Enugu State; and 287 career administrators from Federal University of Technology, Owerri, Imo State.

The two instruments for data collection were titled ‘‘Career Administrators’ Job Enrichment Questionnaire (CAJEQ)’’ and ‘‘Career Administrators’ Job Productivity Questionnaire (CAJPQ).’’ respectively. CAJRQ was structured by the researchers based on intensive literature review. they are sections A and B. Section A dealt with personal data information about the respondents and it contained three questions. Section B contained 10 items on job rotation. CAJEQ is structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively

CAJPQ was structured by the researchers based on intensive literature review. CAJPQ has two sections namely, A and B. Section “A” dealt with personal data information about the respondents and it contained three questions. Section B contained 19 items structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The career administrators responded to the instruments.

The instruments were subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instruments was determined using Cronbach Alpha method. The data used

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (2), January-April, 2026; https://ajemates.org

for the reliability test was obtained using single administration of 50 copies of the instruments to 50 career administrators from Admiralty Federal University Ibusa, Delta State. The data analyzed yielded coefficient value of 0.85 for CAJEQ. On the other hand, coefficient value of 0.77 was obtained for CAJPQ. Direct method of data administration was utilized by the researchers together with five research assistants who were deputy registrars in the concerned universities. The data collected were analyzed using simple regression for both the research question and testing the hypothesis. The hypothesis was tested at the 0.05 significant level. The decision rule is that wherever p-value is greater than or equal to the significant value of 0.05, the null hypothesis will not be rejected. On the other hand, a null hypothesis will be rejected wherever the p-value is less than significant value and this means that the null hypothesis is significant. In other words, the null hypotheses will be accepted when the p-value is greater than or equal to 0.05 and will be rejected when otherwise.

Research Question: What is the predictive value of job enrichment approach on career administrators' job productivity in federal universities in South-East?

Research Hypothesis: Job enrichment approach is not a significant predictor of career administrator's job productivity in federal universities in Nigeria.

Table 1: Regression analysis on the predictive value of job enrichment on career administrators' job productivity in federal universities in South-East Nigeria

Variable	N	BETA	Cal. t	df	Pvalue	Remark
Job Enrichment	1169	0.756	39.412	1167	0.000	S

Table 1 shows that job enrichment had Beta of 0.756. This indicates that job enrichment had contributed to 75.6 percent for the career administrators' job productivity in federal universities in South-East Nigeria.

In addition, at 1167df and 0.05 level of significant, the calculated t39.412 with Pvalue 0.000 which is less than the 0.05, the second null hypothesis is not accepted. Therefore, Job enrichment approach is a significant predictor of career administrators' job productivity in federal universities in South-East Nigeria.

The finding of the study revealed that job enrichment had contributed to 75.6 percent for the career administrators' job productivity in federal universities in South-East Nigeria. This showed that job

enrichment is a strong predictor of job productivity of universities career administrators. This is in line with the finding of Ozigbo and Cross (2020) which revealed that there is strong positive impact among elements of the job enrichment and organizational performance. This also agreed with Salau, Adeniji, and Oyewunmi, (2024) which showed that there was positive correlation between elements of the job enrichment and workers/organizational performance.

It was also found that job enrichment approach is a significant predictor of career administrators' job productivity in federal universities in South-East Nigeria. This supported the findings of Ozigbo and Cross (2020) which showed a significant positive relationship with the elements of the job enrichment and organizational performance. Also, the finding of Shakeela shaheen and saleem (2022) revealed that job enrichment had direct impact on employees' performance.

Summary of the Findings

1. Job enrichment had contributed to 75.6 percent for the career administrators' job productivity in federal universities in South-East Nigeria.
2. Job enrichment approach is a significant predictor of career administrators' job productivity in federal universities in South-East Nigeria.

Conclusion

Based on the findings, it was concluded that job redesign practices are positive and significant predictors of career administrators job productivity in federal universities in South-East Nigeria. The result of the study showed that job enrichment does not only have a positive impact on performance but such impact is strong and statistically significant with reference to job productivity in federal universities in South-East Nigeria

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The government and other policymakers should ensure that laws are being passed on ensuring fairness and equity in workload distributions to nurture employees to ensure the success of job redesign through job enrichment.
2. Universities' management should take job enrichment seriously when tackling the problems of low performance or productivity.

REFERENCES

Alao A., Barinua, V., and Udochukwu, E. V. (2024). Job redesign and employee turnover intention. *Open Access Journal of Business and Entrepreneurship. 2*(4), 103-114.

Amodu, M., Okeke C.O. and Nwangwu, C.J., (2023). Job redesign and employee productivity on vegetable oil firms in Anambra State, Nigeria. *International Journal of Business and Economics ISSN: 2713-4695, 8 (5). 62-81.*

Awolusi, O. D., (2019). Effects of motivation on employees' job commitment in the Nigerian banking industry: an empirical analysis. *International Journal of Business & Innovation Research. 1* (3), 34-40.

Alber, J, (2017). *An Exploratory Study of the Benefits and Costs of Job Enrichment*. Unpublished PhD Dissertation, University Park, The Pennsylvania State University.

Barinua, V., and Udochukwu, E. V. (2024). Job redesign and employee turnover intention in private universities. *Open Access Journal of Business and Entrepreneurship. 2*(4), 103-114.

Bratton J., (2017). *Work and organizational behavior*: New York: Paul Grave Mac Millan.

Chen, H., and Chiu, S. (2019). Impact of skill variety on employee well-being: A longitudinal study. *International Journal of Human Resource Studies*, 9(1), 20–34.

Choge P.J., Chepkiyeng J.F., and Chelimo K.K., (2018). Effects of task identity on employee motivation: A survey of Eldoret Polytechnic Kenya. *European Journal of Business and Management, 6* (33), 24-27.

Cohen A. (2019). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human Resource Management* 17 (4).

Derek T, and Laura H (2020). *Human resource management-the inside out, 4th Ed.* England: Prentice Hall Publisher.

Erik V. (2025) *Job Redesign. A Practical Guide to Redesigning Jobs and Roles.* Retrieved from www.abjournals.org on March, 2025.

Ezeigbo, O.G. (2016). *Utilization of the committee system of administration in state universities in South East Nigeria*.

Unpublished PhD Dissertation, University of Nigeria, Nsukka.

Federal Republic of Nigeria (2004). National Policy on Education (4th Ed). Lagos: NERDC.

Hawa J. A (2018). *Effect of job redesign on employees' performance: A case study of the international centre for research and agro-forestry (ICRAF).* Unpublished master's thesis, United States International University-Africa.

Hasebur, R., and Sheikh., M. N. (2024). A comparative study of motivating potential score of employees of public and private commercial banks: An assessment of demographics influence. *Global Journal of Management and Business Research*, 14(4), 59-78

Hellriegel, D., and Slocum, J. (2021). *Organizational Behavior, 2nd ed.* St. Paul, MN.

Kemboi A, Biwott G., Chenuos N. and Rutto A (2019). Skill variety, feedback and employee performance: A case of Moi teaching and referral hospital Eldoret. *European Journal of Business and Management. 5* (19).

Lunenburg, F. C. (2023) Motivating by enriching jobs to make them more interesting and challenging. *International Journal of management, Business and Administration*, 15(2).

Magaji, N., Akpa, V. O. and Akinlabi, B. H. (2017). Assessment of the effect of Job Enrichment on Employee Commitment in Selected Private Universities in South-West Nigeria. *Funai Journal of Accounting, Business and Finance* (FUJABF). 1.(1), 262-271.

Naqvi, S., Ishtiaq, M., Kanwal, N., and Ali, M. (2019). Impact of job autonomy on organizational commitment and job satisfaction: The moderating role of organizational culture in fast food sector of Pakistan. *International Journal of Business and Management*, 8(17), 92-102.

Nyabundi, G. O., and Kagiri, A. (2024). Effects of task identity on the performance of employees of the Supreme Court of Kenya. *International Journal of Management and Commerce Innovations, 4*(2), 921-925.

Obi, E. (2024) *Educational Management: Theory and Practice*. Enugu: Jamor Enterprises.

Ogunode N, J., Jegede, A. M., Martina U., (2020). Challenges facing non-

academic staff of higher institutions in Nigeria and the way forwards. *GBS*, 3(5),78.

Omid, M. K., and Alborz, G. (2024). Study of the relation between job characteristics (task significance and task identity) and organizational learning. *Research Journal of Fisheries and Hydrobiology*, *10*(13), 88-94.

Pee L.G (2020). Effects of job design on employees' knowledge contribution. *Thirty Second International Conference on Information Systems,*10-13 June 2017. Shanghai, Japan.

Raza, M.A., and Nawaz, M.M. (2018). Impact of job enrichment on employee's job satisfaction, motivation and organizational commitment: Evidence from public sector of Pakistan. *International Journal of Business and Social Science*; 23 (2), 220-226.

Sa‟adat, E., (2024). *Human resources management*. Tehran: Samt Publication, 8(6).

Saue, B. P and Victor, I. (2023). Influence of management approaches on staff productivity among technical and vocational educators in Universities in South-South Nigeria. *International Journal of the Society for Commonwealth Scholars in Research and Sustainable Development*, 16, 108-118.

Sisodia S and Das I. (2023). Effect of job autonomy upon organizational commitment of employees at different hierarchical level. *Journal of Psychological Thought,* 6 (2), 37-40.

Stryker C. (2024). What is employee productivity? *IBM HR Transformation Services.* Retrieved from ibm.com.

Sole C.J (2021). Relationship with common performance variables and contextualization of training recommendations. *Journal of Human Kinetics* 74, 15-16

Tela A. Ayeni C.O., and Popoola S.O., (2024). Work motivation, job satisfaction and organizational commitment of Library personnel in Academic and Research Libraries'in Oyo State, Nigeria. *Library philosophy and practice.*1-6

Umukoro, J. E. and Egwakhe, A. J. (2019). Research/review paper. *Distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Imported License.*

Retrieved from http://creative commons.org/licenses/by-nc/3.0/.

Uwamusi, C. B (2025). Non-teaching staff development and institutional efficiency: A focus of University of Benin. *International Journal of Research and Innovation in Social Science*. Retrieved from https://dx.doi.org/10.47772/IJRISS.2025.9010068.

Volmer J, Spurk D and Niessen C. (2022). Leader member exchange (LMX), job autonomy, and creative work involvement *The Leadership Quarterly* 23.

Wang K, Lin J., and Chiu (2024). Board gender diversity and firm performance: recent evidence from japan. Journal of Risk Finance Management 17(1) 2.

Weldo (2026). Women empowerment literacy and development organization. Retrieved from https://dx.doi.org/10.47772/Weldo.8

Wilson, K.G. (2023). Impact of work environment on academic staff job performance: Case of a Uganda University. *International Journal of Advances in Management and Economics*, 4(4), 95-103.

Yazdani, B. O., Yaghoubi, N. M., and Giri, E. S., (2021). Factors affecting the empowerment of employees. *European Journal of Social Sciences*, *20*(2), 267-274.