



SCHOOL ADMINISTRATORS' ROLE IN JOB DESIGN AND PERFORMANCE OF OFFICE EMPLOYEES IN TERTIARY INSTITUTIONS IN RIVERS STATE

Nweke, Emmanuel Onyekachi; Nwankwo, Stella Amuma
Department of Educational Management
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State
Email: emyi242000@yahoo.com; stellaamumanwankwo@gmail.com

ABSTRACT: The study delved into school administrators' role in job design and role performance of office employees in tertiary institutions in Rivers State. A sample size of 250 was drawn from a population of 400 consisting of administrators (HODs, Deans, Bursar, directors and other principal officer) in tertiary institutions in Rivers State. The purposive sampling technique was adopted. The tertiary institutions included the Rivers State University, Ignatius Ajuru University of Education, Port Harcourt, Capt. Elechi Amadi Polytechnic, Port Harcourt, KenSaro Wiwa Polytechnic, Bori and Rivers State College of Health Technology. Out of the 250 questionnaire instruments distributed, 235 or 94% were duly completed and returned. The analysis of this study was based on the returned copies. Two research questions and two null hypotheses were posed. The descriptive statistical of tool of mean and standard deviation was used in answering the research questions while Chi-square was used in testing the research hypotheses. The questionnaires were validated by a senior lecturer in the department of Educational Management Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instrument was tested using the Crumbach Alpha (SPSS version 23) and obtained $.811 > .71$ which showed that the instrument was highly reliable. The findings showed that job enlargement, role differentiation or rotation, job enrichment and engineering approach lead to greater performance of the office staff. The study recommended that administrators should endeavour to allocate roles to staff according to the staff competences, attitude, skills.
Key Words: School administrators, Role, Office employee, Tertiary institutions, Job design, Approaches, Performance.

INTRODUCTION

A systematic attempt to design work was first made in the wake or emergence of machine technology and mass production system immediately after industrial revolution in Western Europe. Since then, educational firm education enrolment has continued to increase in size, become more mechanistic, task-oriented, etc. Also the people working in the educational institutions are younger, highly skilled, better educated and therefore want to be involved in making decisions affecting them and their work. They are today less willing to accept routine, monotonous work and look for opportunities to utilize and develop their potentialities. Thus, it appears that the way most educational institutions function is in conflict with the needs and expectations of the people working in them. This failure is due to adequate match of the needs of the educational institution from efficiency point of view with the needs of the employees on whom the educational institution depends, are reflected on increased alienation, poor performance, absenteeism, disputes, all in turn affect productivity in educational industries.

Leaders or managers can form natural work units. The central idea is to establish in an employee's mind a sense of ownership over the job. This can occur when for example hostel attendants in a educational firm hostel are assigned a specific floor of their own rather than getting rooms that are randomly assigned. It also happens when the manager's office has

three official cars and each driver is assigned responsibility for a particular car. When this happens, task identity and task significance both increases. The words management uses, the way management chooses to spend time, and the settings chosen for various activities all can influence employee perceptions.

Management or leadership actions also can influence employee perceptions. What managers do reflect what they consider important. The manager who does not spend time in the back of the house tells kitchen employees their jobs are less important. Managers should notice the little things employees do that make the difference between doing or not doing a job well. It is also important to know when to step in to assist (Koss, 2015). Management also can influence employee perceptions through the work setting chosen. At the employee dining area of the Bank of England in London, the dish-washing section is placed on the third floor in a well-ventilated, brightly painted large room with a view. The effect on the employees, who are used to being sequestered in the dingy basement of an educational firm, is dramatic.

The place chosen for employee meetings can affect the way in which employees view the importance of the topic under discussion. A meeting held in the comfort of a meeting room normally used for guest business will have more attention than one held in the employees' quarters. Symbols cannot be a substitute for substance. However, a program of job design can be made ineffective unless management ensures that positive signals about the employees' jobs are given them through management words and actions. In view of such problems, it is believed that ways structuring jobs and managing educational institutions that worked earlier may not work now, simply because the people who work in such educational institution are more enlightened now and will no longer put up with the former routine of work. An important question facing educational institutions, relates to; how they can achieve a fit between persons and their jobs so as to obtain both high work productivity and a high quality educational institutional experience for the people who work in them. The answer lies in the way work is organized and managed in educational institution. Breaking down tasks associated with each component in the system, has led to the concept of job design. Job design came about with rapid technological advancements at the turn of the 20th century when mass production and assembly line operations emerged. In the same vein, educational technological inputs have permeated the educational system giving rise to increase to knowledge access and borderless knowledge. As jobs continued to become more sophisticated and specialized, the need for educated and motivated workforce become indispensable.

Job design is a systematic and purposeful allocation of job-related tasks, responsibilities, functions and duties to individuals, and groups within the educational institution in order to achieve specified objectives. This involves specifying the contents, method and relationships of job to satisfy technological and educational institutional requirements, as well as the personal needs of job-holder. The main purpose of job design is to increase both employee (teachers, other educational firm workers) motivation and productivity, Rush (2004). Increased productivity can manifest itself in various forms. For example, the focus



can be that of improving quality and quantity of good and services, reduce operation costs, and/or reduce turnover and training costs. Job design approach refers to the general guideline on ways of allocating job-related tasks to individuals in an educational institution to achieve educational institutional objectives. Job design approach was conceptualized from time and motion study, a research work of Fredrick Winslow Taylor and Frank and Lilian Gilbreth (the Gilbreths). Taylor was a mechanical engineer who sought to improve industrial efficiency through education and experience in factory work during the post-industrial revolution era (this was a time in American history when a significant amount of the workforce consisted of uneducated, English illiterate immigrants). Taylor notices that most jobs of this time were fairly simple, such assembly line factory jobs. He noticed several issues with this work setting, employees seem to complain about having such a boring job, is to let higher absentee rates and high turnover rates. Manager thought the best way increase motivation was with money but did not think about job content (PSU World, 2014). Taylor also deliberated on the ideas of separating the planning from execution and simplifying tasks. One of the views that Taylor strongly believed in was the idea that management was responsible for deciding how to divide and design work, as well as institute the control methods. In addition, many identified his ideas to be employee-centric, focusing on designing tasks to fit the abilities of the workforce while others interpreted his emphasis on the measurement of time and productivity to be dehumanizing.

REVIEW OF RELATED LITERATURE

Concept of Job Design and Performance of Office Staff

Job design approach can be seen as the general guideline on how job-related tasks are allocated to individuals in an educational institution to achieve educational institutional objectives. The search for the best approach to adopt in designing jobs came about during the era of industrial revolution as a result of the problems associated with the way of carrying out tasks and the lots of complaint from employees. Job design theory and research has its roots in economic perspectives on the division of labor, (Babbage, 2005). Economics such as Smith and Babbage proposed that productivity could be increased if hobs were broken down into simple tasks. The premise of this thinking was that division of labour and simplifications would allow employees to develop specialized skills and efficient techniques for completing tasks, as well as to eliminate distractions and reduce time wasted while switching tasks, (Morgeson, 2003). In the beginning of the 20th century, proponents of "scientific management" sought to test and apply this logic, for example (Taylor, 1911) conducted time and motion studies in an effort to systematize efficient division of labour by managers. Today, job design serves a vital way by which educational institutions can accommodate more diverse workforce in terms of gender, age, life-style and ability. The search for productivity and control leads naturally to the identification of an appropriate job design approaches because through job design, educational institutions try to raise productivity levels by offering non-monetary rewards such as greater satisfaction from a sense of personal achievement in meeting the increased challenge and responsibility of one's work, and the approach used in the job design goes long way in achieving this goal.

A number of job design approaches attempt to incorporate satisfaction into work. This is based on the assumption that workers contribute more if they are happy and feel that they

are contributing something of value to something of value (Petty & Konny, 2010). Each approach emphasizes different aspects to be considered in effective job design. The question is what is the best way to job design? In fact, there is no single best way. There are actually several major approaches to job design. Each draws from a different discipline and reflects different theoretical orientations and values. Each approach also emphasizes different aspects to be considered in effective job design.

This study describes some of the various design approaches, its flaws and benefits to educational institutional productivity.

JOB ENLARGEMENT

Job enlargement refers to the expansion of the number of different tasks performed by an employee in a single job. For example, an auto mechanic undergoes job enlargement when he switches from only changing oil to changing oil, greasing and changing transmission fluid. Job enlargement attempts to add somewhat similar tasks to the existing job so that it has more variety and be more interesting, Brash (2010). The job enlargement approach to job design has been criticized as well as appreciated. An enlarged job can motivate an individual for five reasons:

(a) Task Variety: Highly fragmented jobs requiring a limited number of unchanging responses tend to be extremely monotonous. Increasing the number of tasks to be performed can reduce the level of boredom.

(b) Meaningful Work Modules: Frequently, jobs are enlarged so that one worker completes a whole unit of work, or at least a major portion of it. This tends to increase satisfaction by allowing workers to appreciate their contribution to the entire project or product.

(c) Ability Utilization: Workers derive greater satisfaction from jobs that utilize their physical and mental skills and abilities better. Enlarged jobs tend to fulfill this condition. However, management must be careful not to enlarge jobs too much, because jobs that require more skills and ability than the worker possesses lead to frustration and present obstacles to task accomplishment. Enlarged jobs with optimal levels of complexity, on the other hand, create tasks that are challenging but attainable.

(d) Worker-paced Control: Job enlargement schemes often move a worker from a machine-paced production line to a job in which the worker paces himself/herself. Workers feel less fatigued and are likely to enjoy their work more if they can vary the rhythm and work at their own pace.

JOB ROTATION

Job rotation will as part of the process of determining the specific tasks and responsibilities to be carried out by each member of the organization or teams, Beach (2010).

Job rotation refers to moving employees from job to job to add variety and reduce boredom by allowing them to perform a variety of tasks. When an activity is no longer challenging, the employee would be to another job at the same level that has similar skill requirements. It reduces boredom and disinterest through diversifying the employee's activities. Employees with a wider range of skills give the management more flexibility in scheduling work, adapting to changes and filling vacancies. Job rotation also has its drawbacks. Training costs are increased. Work is disrupted as rotated employees take time to adjust to



a new set-up, and it can demotivate intelligent and ambitious trainees who seek specific responsibilities in their chosen specialty. Example of job rotation in an educational institution will engender cost reduction for the institution and encourage job satisfaction. If for instance there is a vacancy for a Bursar, instead of employing external hand, the Chief Payroll officer who has the required skills could be fit into the job.

EMPLOYEE PRODUCTIVITY

An educational institution can be seen as a social unit of people or group of individuals that is structured and managed to pursue a collective goal. The concept of productivity itself is a subject that is widely discussed by politicians, economists, managers and media; it is often vaguely defined and poorly understood. In practice, this lack knowledge results in productivity being ignored by those who influence production process. Productivity also known as productive efficiency is the quantitative relationship between what is produced (output) and the resources used in production (inputs), Mac'Ódo (2008). Inputs include resources that used for production, e.g. labour, capital, raw materials, energy, etc, while output can be in the form of goods and/or services. Production itself can be referred to as the transformation of inputs into output. Productivity in industrial engineering defined as the relation of output (i.e. produced goods) to input (i.e. consumed resources) in the educational transformation process. It is therefore, on the one hand, closely connected to the use and availability of resources. This means in short that productivity is reduced if a company's resources are not properly used or if there is a lack of them. On other hand, productivity is strongly linked to the creation of value. Thus, high productivity is achieved when activities and resources in the educational transformation process add value to the produced products. Also, productivity is strongly linked to creation of value.

Thus, high productivity is achieved when activities and resources in the educational transformation process add value to the products (students/graduates). Increasing productivity is a way of increasing the ability of people to what they want to do as well as achieving higher standard of living for all suffering from low income and in boosting the prosperity of the overall economy. This implies that productive efficiency of an educational institution has a great impact on the economy within which it operates because the level of output reflects on the country's Gross Domestic Product (GDP) which measures the total value of goods and services produced within a nation's borders. While productivity is a measure of how much work is required to produce it. Employee productivity is process to enhance both the effectiveness of an educational institution and the well-being of its member through planned interventions. One of the three key points of the educational institutional development will which lead to educational institutional performance are when many of educational institution development effort to increasing educational institutional learning, with the intent of then impacting educational institutional performance (Jon & Randy, 2009). Educational institutional performance was referring to the actual output or results of an educational institution as measured against its intended outputs, goals and objective (Jon & Randy, 2009). There are four types of educational institutional performance measures, first human resource outcomes, second educational institutional outcomes, third financial accounting outcome, and lastly capital market

outcomes. Human resource outcomes related to change in employee behaviour which included employee satisfaction, turn over and absenteeism.

Educational institutional outcomes contain labour productivity, customer satisfaction, and quality of product services. Financial accounting outcomes included three measures such as returns on assets, return on equity and profitability. Capital market outcomes reflect how market evaluates an educational institution which consists of the three indicators which is stock price, growth rate of stock price and market returns (Dyer & Reeves, 2015). Educational institutional performance basically can be defined as the outcome that indicate or reflect the educational institution efficiencies or inefficiencies in term of corporate image, competencies and financial performance (Khandekar & Sharma, 2006). Work performance is the way employee perform their work. An employee's performance is determined during job performance review, with an employer taking into account factor such as leadership skills and productivity to analyze each employee on an individual basis. Job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if an employee should be fired (Rowold, 2011).

There were so many ways to evaluate employee work performance. According to Rowold (2011) high performance work system and practices have need identified as playing a key role in the achievement of business goals and improved educational institutional effectiveness. While there is no agreement on an ideal configuration or bundle of such systems and practises. The logic is that high performance work systems influence and align employee's attitude and behaviours with strategic goal of the educational institution and they increase employee commitment and subsequently educational institutional performance. Campbell 1990 (cited from Xinyan, Jianqiao, & Degen, 2010) proposes that work performance comprises not only task but also contextual elements such as interpersonal and motivational components that contribute to a two-dimensional performance construct. Schermehorm, Hunt, & Osborn, (2005) Locke and his friend have developed a comprehensive framework linking goals to performance. The model used elements of expectancy theory to help clarify the implication of goal setting for performance while taking into account certain moderating conditions, such as ability and task competency. Schermerhom (2005) says that performance appraisal is a process of systematically evaluating performance and providing feedback on which performance adjustments can be made. From an evaluation perspective, performance appraisal lets people know where they stand relative to objectives and standard. As such, performance appraisal is an input to decisions that allocated rewards and otherwise administer the educational institution's personnel factions. From a counselling perspective, performance appraisal facilitates implementing decisions relating to planning for and gaining commitment to the continued training and personal development of subordinates.

Peter (2005) Company performance is traditionally related to increasing shareholder value. Performance can, however, also be measured in terms of reduction environmental footprint, improved occupational health and safety performance, increase customer satisfaction. In Sriwan (2004) Company performance should be judged against a specific objective to see



whether the objective is achieved. Without an objective, the company has no criterion for choosing among alternative investment strategies and projects. For instance, if the objective of the company is to maximize its return on investment, the company would try to achieve by adopting investments with return on investment ratios greater than the company's current average return on investment ratio. However, if the objective of the company were to maximize its accounting profits, the company would adopt any investment, which would provide a positive accounting profit, even though the company might lower its current average return on investment ratio. Performance measurement is important for keeping a company on track in achieving its objectives.

Productivity is the overriding goal for the success and growth of any business, and is generally defined as a ratio between revenue and cost (i.e. profit/assets). Profitability can change for reasons that have little to do with productivity, such as inflation and other external conditions that may bear no relationship to the efficient use of resources. Miller argues that productivity is a more suitable measure to monitor educational excellence in the long run rather than profitability, since profits are influenced by many factors in a short-term perspective. Without profitability businesses will not survive in the long run. So, measuring current and past profitability and projecting future profitability is important. The term productivity clearly has a profitability component, but it is strongly influenced by the prices a company pays for its input and receives for its output. If a company can recover more than the cost of its input from rising prices for its output, its profitability can be increased even in times when its productivity is decreasing. Profitability is measured with income and expenses. Income is money generated from the activities of the business. For example, if crops and livestock are produced and sold, income is generated. However, money coming into the business from activities like borrowing money does not create income. This is simply a cash transaction between the business and the lender to generate cash for operating the business or buying assets. Expenses are the cost of resources used up or consumed by the activities of the business. For example, seed corn is an expense of a farm business because it is used up in the production process. A resource such as a machine whose useful life is more than one year is used up over a period of years. Repayment of a loan is not an expense; it is merely a cash transfer between the business and the lender. Increasing profitability is one of the most important tasks of business managers. Managers constantly look for ways to change the business to improve profitability, because a business that is not profitable cannot survive. Conversely, a business that is highly profitable has the ability to reward its owners with a large return on their investment.

METHODOLOGY

Statement of the Problem

Both past and present theorists of management had and are still having rough time with decency in terms of productivity due to the general guidelines that are used to allocate job-related tasks amongst individuals in the educational industry. It appears that there is a decrease in educational productivity arising from the inability of management and office workers to develop appropriate approach for planning and execution of job design for office workers. Too often, jobs or tasks are allocated haphazardly, they become arbitrary

groupings of activities that our machines cannot do. Also, a number of existing factors affect designing of job techniques in educational institutions. They include: work nature, ergonomics, autonomy, educational institutional. Given these, this research is intends to identify basic approaches of job design and how they influence educational institutional productivity, in order to improve job satisfaction, profitability, standard of living, quality and quantity of products (students) as well as reduce employee problems (e.g. grievances, absenteeism) which will in turn affect productivity of educational institutions positively. The research design used in this study is survey design. The population for this research comprised of a sample size of 250 was drawn from a population of 400 consisting of administrators (HODs, Deans, Bursar, directors and other principal officer) in tertiary institutions in Rivers State. The purposive sampling technique was adopted. The tertiary institutions included the Rivers State University, Ignatius Ajuru University of Education, Port Harcourt, Capt. Elechi Amadi Polytechnic, Port Harcourt, KenSaro Wiwa Polytechnic, Bori and Rivers State College of Health Technology. Out of the 250 questionnaire instruments distributed, 235 or 94% were duly completed and returned. The Instrument for data collection was questionnaire which will be distributed by the researcher with the aid of a research assistant. The instrument for this study was validated by a senior lecturer in the department of Educational Management. The test of reliability was done using SPSS version 20, Crombach Alpha which ensured the reliability of the instrument at $.981 > .71$ showing that the instrument was highly reliable. The research questions were answered using mean and standard deviation and the two hypotheses tested with Chi-square.

Purpose of the Study

This study is aimed at the followings:

1. To analyse critically, Job Rotation as an approach in job design and its effect on the office staff productivity of educational institutions.
2. To examine the relationship between job enlargement approach and office staff productivity.

Research Questions

To make appropriate investigation of the topic under study, the following questions will be answered:

1. How does Job Rotation approach affect office staff productivity in educational institutions?
2. How does job enlargement approach influence office staff productivity in educational institutions?

Research Hypotheses

To answer the research questions sated above, and to achieve the aim of the study, the following hypotheses are conserved and stated in its null form:

- Ho₁. There is no significant relationship between Job Rotation approach office staff productivity in educational institutions.



H02. There is no significant relationship between job enlargement approach and office employee productivity.

RESULTS AND ANALYSIS

Response to Questionnaire Distributed

In this study, a total number of 250 copies of questionnaires were distributed to teaching and non-teaching staff of four educational firm institutions in Rivers State, namely Rivers State University, Captain Elechi Amadi Polytechnic, Rumuola, Ignatius Ajuru University of Education, Port Harcourt and Ken Saro Wiwa Polytechnic, Bori. Some copies of the questionnaire distributed were duly completed, while some were not completed, some were not returned due to respondent's unavailability.

Table 1 above shows that out of the 250 questionnaires that were educational firm institutions in Rivers State, 235 copies or 94% was duly completed and returned. Fifteen copies representing 6% were not completed or returned. However, for the purpose of analysis, the 94% returned and completed will be used for analysis.

Table 1 Respondents Gender bracket

	Frequency	Percent
Male	95	40.4
Female	140	59.6
Total	235	100.0

Breakdown of the data showed that 95 or 40.4% are male, while 140 or 59.6% were female. This implies that there were more of female respondents than male.

Table 2 Respondents Age Brackets

Brackets	Frequency	Percent
31-40	88	37.4
41-50	36	15.3
51-60	71	30.2
60-above	40	17.0
Total	235	100.0

Breakdown of the data above showed that 31-40 brackets were 88 representing 37.4%, 41-50 were 36 representing 15.3% while 51-60 were 71 or 30.2% and 60 – above were 40 representing 17%. Age brackets 31-40 dominated the age brackets of the respondents.

Table 3. Respondents Marital Status

Items	Frequency	Percent
Single	48	20.4
Married	183	77.9
Separated	4	1.7
Total	235	100.0

and 180 (77.9%) were married, meaning that most of the respondents were married, while 4 or 1.7% of the respondents were separated.

Table 4. Educational Qualifications of Respondents

ITEMS	Frequency	Percent
OND/NCE	22	9.4
DEGREE/HND	84	35.7
MASTERS	74	31.5
PHD	38	16.2
SSC	17	7.2
Total	235	100.0

The data above revealed that 22 (9.4%) of the respondents have the NCE/OND qualification, 84 or 45.7% have HND/Degree in, 74 (31.5%) have Master's Degree, 38 (16.2%) have PHD, 17 or 7.2% were educational firm certificated.

Answer to Research Questions

The analysis of research questions is based on the 235 copies of the questionnaire that were duly completed. The research questions were analysed using Mean and Standard Deviation. The grand mean of 2.5 was adopted as bench-mark.

Table 6: How does Job Enrichment Approach influence staff productivity in educational firm institutions? (Items 5-8).

Dimensions	N	Mean	Std. Deviation	Remark
1. Staff do better when their nature of job becomes more challenging	235	2.1106	1.12684	Disagree
2. Employee do better when their job becomes more interesting than it was	235	3.1872	.79093	Agree
3. Employee productivity is enhanced when they have opportunity to take discretion	235	2.6936	3.24506	Agree
4. Creativity in the job engenders staff productivity	235	3.8553	5.11914	Agree
Total	235			

From table 7 above, **item 5** showed with mean score of 2.1 and STD 1.12684 suggests that respondents disagreed to the point that they do better on their jobs when it is made to be more challenging than it was. Mean score of 3.2 and STD 3.1872 in **item 6** suggests that respondents agree that their performance improves when it is made more interesting. In **item 7** mean score of 2.7 and STD 3.24506 indicate that the respondents agreed that allowing them discretion on duty post improves their performance. While the respondents in **item 8**,



with mean score of 3.9 and STD 5.11914 suggests that respondents equally agreed that creativity engenders staff performance.

Table 8, How does Job Enlargement Approach influence staff productivity in educational Institution offices? (Items 9-12).

Dimensions	N	Mean	Std. Deviation	Remark
5. Doing additional tasks encourages employee performance	235	2.4553	3.61648	Disagree
6. Repetition of tasks reduces staff performance	235	3.3362	.57341	Agree
7. Task variety enables the staff motivation to work	235	2.9362	4.22307	Agree
8. Employee working at their own pace leads to greater performance	235	1.2255	.41882	Disagree
Total	235			

From the table 8, **item 9**, with mean score of 2.5 and STD 3.61648 shows that doing additional tasks encourages employee performance, while they agreed **item 10** with the mean score of 3.3 and STD .57341 that repetition of tasks reduces staff performance. In **item 11**, mean score of 2.9 and STD 4.22307 shows that the respondents task variety enables the staff motivation to work, and in **item 12**, mean score of 1.2 and STD .41882 indicates that the respondents disagreed that employee working at their own pace leads to greater performance.

Testing of Hypotheses

Hypothesis One: There is no significant relationship Job Enrichment Approach and staff productivity in educational firm institutions in Rivers state.

Table 6: Chi-square analysis of Hypothesis 1

S/N. Variables	Chi-squared	Df	Asymp. Sig
5. Staff do better when their nature of job becomes more challenging	68.677 ^a	3	.000
6. Employee do better when their job becomes more exciting than it was.	91.953 ^b	1	.000
7. Employee productivity is enhanced when they have opportunity to take discretion	44.574 ^a	3	.000
8. Creativity in the job engenders staff productivity	17.511 ^a	2	.000

From table above, all four variables in Hypothesis I shows $.000 < .05$. This implies that there is a significant relationship job enrichment approach and staff performance in educational firm institutions in Rivers state. The null hypothesis is therefore rejected. The respondents consented to the fact that job enrichment approach to job design is related to staff performance. That when the job roles of an individual staff is enriched that it could lead to improved job performance. The respondents aligned with Brass, (2009) enumerating that the benefits of Job enrichment as a potent approach in job design as management concept that involves redesigning jobs so that they are more challenging to the employee and have less repetitive work. Job enlargement was developed to increase the total number of tasks workers perform.

Hypothesis Two: There is no significant relationship Job Enlargement Approach and staff productivity in educational firm institutions in Rivers state.

Table II, Chi-square analysis of Hypothesis III

S/N. Variables	Chi-squared	Df	Asymp. Sig
9. Doing additional tasks encourages employee productivity.	16.145 ^a	2	.000
10. Scientific means of job assignment improves efficiency.	25.230 ^b	1	.000
11. Task variety enables the staff motivation to work.	45.455 ^a	2	.000
12. Division of work amongst employees has proven to be reason for timely delivery of work assignments.	70.813 ^b	1	.000

From table above, all four variables in Hypothesis III shows $.000 < .05$. This implies that there is a significant relationship between job enlargement approach and staff performance in educational firm institutions in Rivers state. The null hypothesis is therefore rejected. The respondents opined in line with Job enlargement with Brash (2010) stating that job enlargement is the expansion of the number of different tasks performed by an employee in a single job. For example, and auto mechanic undergoes job enlargement when he switches from only changing oil to changing oil, greasing and changing transmission fluid. Job enlargement attempts to add somewhat similar tasks to the existing job so that it has more variety and be more interesting, thereby increasing performance.

Summary of Findings

- In Hypothesis I testing, there is a significant relationship between enlargement job design approach and staff performance of educational firm institution in Rivers State.



That when jobs are enlarged, staff tend to get better challenge leading to improved performance.

2. Hypothesis 3 testing showed that there is a significant relationship between job enrichment approach and staff performance in educational firm institutions in Rivers State.

CONCLUSION

Job design approaches and staff performance which identified job enrichment, job engineering, job enlargement and job rotation approaches are employed to ensure improved staff performance in the organization. All the approaches may not apply at the same but based on the contingency, skills, attitudes of the staff and done within the available resources of the organization in question. Jobs should be designed to capture the capabilities of the staff to achieve organizational goal. Job design should target improved performance of the staff.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were reached:

1. The result also showed that there is a significant relationship between job enlargement approach and staff performance. Management should therefore encourage employees by enlarging the scope of their tasks especially when it becomes monotonous and less challenging.
2. Since there is a significant relationship between job enrichment and staff performance in educational firm institutions in Rivers State. It is recommended that when the job roles of an individual staff are enriched it could lead to improved job performance.

REFERENCES

- Blau, G., (2005). *Toward enhancing research with the social information processing approach to job design*. Academy of management review.
- Bond, F. W., Flaxman, P. E. & Bunce, D. (2011). *The influence of psychological flexibility on work redesign: Mediated moderation of a work reorganization intervention*. Journal of Applied psychology.
- Brass, D. J. (2009). Structural relationships, job characteristics and worker satisfaction and performance, administrative science quarterly *Journal of the Service*, 26, 331-348.
- Breaugh, A. (2005). *The measurement of work autonomy*. Human relationship, 38, 551-570.
- H. Singh, J. Motmwan, Kumar A., *A review and analysis of the state of the art research on productivity, Industrial management and data systems*, Vol. 100, pp2344-41, 2000.
- Kinnandar, A. and Grondahl P., *Productivity development in educational systems, a project proposal within prosper*, internal report, Stockholm: The Royal Institute of Technology, 2009.
- Koss, E. and Lewis, D. (2012). *Productivity or efficiency, measuring what we really want*, National productivity review, Vol 12, pp273 -95.

Faturochman (2007). *The job characteristics theory. A review.* Buletinpsikologi vol. 2
December, 2007 p1-13.

Fried, Y. and Ferris, G. R. (2009). *The validity of the job characteristics model. A review
and meta-*

ERROR: syntaxerror
OFFENDING COMMAND: --nostringval--

STACK: