



Exploring the Impact of Job Enrichment on Teaching Performance: A Study in the Academic Sector

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ABSTRACT

Faculty constitute a pivotal resource in higher education institutions (HEIs), with their efficient performance crucial for achieving the institution's vision amidst increasing challenges. This study explores the relationship between job enrichment and teaching performance among faculty at Mindanao State University - Buug, a Public Higher Education Institution. Adopting a descriptive-correlational design, data collected was statistically analyzed. Results from Pearson Product-Moment Correlation tests reveal a significant relationship between teaching performance and job enrichment in terms of feedback ($r=0.268$, $p=0.036$), although no significant relationship was found with other factors such as skill variety, autonomy, task identity, task significance, and overall job enrichment. The study recommends a focus on strengthening feedback mechanisms to enhance faculty understanding of their performance effectiveness. Effective feedback provision offers specific, actionable insights into teaching performance, enabling faculty to improve their output. Future educational researchers are encouraged to validate these findings across diverse academic institutions using alternative methods and statistical tests.

Keywords: *faculty, teaching performance, job enrichment, higher education institution, feedback*

1 INTRODUCTION

THE faculty members in the academe are a unique and eminent group worthy of study (Eyupoglu & Saner, 2017). The quality of higher education faculty performance is critical in society (Daumiller, Stupnisky, & Janke, 2020). It is a significant challenge for faculty in a higher education institution to perform well and make important contributions in an ever-changing working environment characterized by high teaching and research demands. Beyond being able to better understand and support faculty in higher education institutions, further research on the different factors that influence their performance is what the present researcher aims for this study. Their teaching performance serves as an important basis for promotion and retention,

but it is being influenced by several factors that determine outcomes.

According to (Bichi, 2019), the evaluation of teacher performance is a continuous, routine, and mandatory exercise in educational settings. Its enormous relevance on students' learning outcomes and school accountability cannot be underestimated. As the most significant resource in schools, faculty are critical to raising education standards. Improving the efficiency and equity in schools depends, to a large extent, on ensuring that teachers are highly skilled, well-resourced, and motivated to perform at their best. The findings from these evaluations are used to provide feed-

back to faculty and guide their professional development. The data obtained from these evaluations are used to make decisions on both tenured (for promotion or advancement) and untenured (for renewal, separation, or permanency) teachers. This will also reveal strengths and weaknesses of the faculty and the school in terms of policy making in faculty recruitment and professional development. This helps to determine the degree to which an educational institution meets the challenges of its own standards.

While the academic profession in higher education face global challenges, the Philippines and a number of its education institution have faced deep-seated organizational problems. As cited by (Adeyemo et al., 2015), higher education has attempted to cope with the challenges of improving job satisfaction and job performance by adopting classical or modern management approaches such as the Job Enrichment technique, among others, to improve administrative and organizational efficiency.

The government is continuously making strong efforts in making quality education accessible to all. Article 14, Section 1 of the 1987 Constitution provides that "the state shall protect and promote the rights of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all". This mandate emphasizes that there is a need for schools to carry on with their roles in society. As noted by the OECD (Organization for Economic Co-operation and Development) in 2012, universities are challenged to attract and retain talented academics within work environments conducive to their growth and fulfillment, thereby sustaining robust academic productivity. Additionally, University teachers have been compelled to enhance their teaching performance due to the growing emphasis on accountability in higher education, as noted by (Cao, Shang, & Meng, 2020).

Amidst the escalating challenges faced by higher education institutions and their employees, this study aims to investigate the correlation between job enrichment and teaching performance among faculty members. Specifically, the research will focus on teaching employees of Mindanao State University- Buug. By addressing this relationship, the study seeks to contribute valuable insights into the factors influencing teaching effectiveness within the academic setting.

1.1 Statement of the Problem

Generally, this study aims to determine the influence of job enrichment to the teaching performance of Faculty.

Specifically, this study sought to answer the following questions:

1. What is the perceived level of job enrichment manifested in the academe?
2. What is the level of teaching performance of the faculty?
3. Is there a significant relationship between the teaching performance of the faculty and their job enrichment?

1.2 Hypothesis

H₀₁: There is no significant relationship between job enrichment and the teaching performance of the employees.

1.3 Significance of the Study

The present investigation holds significance as it aims to expand the viewpoints of administrators by highlighting the prospective influence of work-centered job enrichment. The overarching outcome of this phenomenon is the facilitation of job enrichment, thereby fostering the development and attainment of self-actualization. The employment opportunity is structured in a manner that fosters intrinsically driven motivation. The enrichment of job is anticipated to result in better performance, thereby facilitating an augmented emphasis on humane and efficient job practices. The employees' enhanced job performance, elevated levels of job satisfaction, and attainment of self-actualization culminate in their ability to more effectively engage in various life roles.

In the field of Public Administration, this would contribute to the body of knowledge that will guide administrators or heads of offices on the vital role of job enrichment to the job performance of the employees. Administrators in decision-making positions should become familiar with the job enrichment technique to avoid the negative effects of lack of output; and do so achieve the goals of increasing job performance efficiently and effectively (Adeyemo et al., 2015). This study would serve as a basis for employee career development, employee retention, promotion, and maintenance of effective and efficient performance in the academe. This would serve as a baseline that would redound to the benefit of the employees, institutions, and future researchers.

1.4 Theoretical Background

This study is anchored on the Job Characteristic Model pos-

tulated by Oldham and Hackman (1976). According to the model, employees can respond differently to the same job. The model allows for the modification of the position to promote motivation and enjoyment, resulting in improved performance. Task significance, task variety, autonomy, and job-based feedback are examples of job attributes that can be modified. The seminal work of the same authority lends insights into the notion that a job design fulfilling the fundamental job characteristics would likely engender a perception of meaningfulness and responsibility within employees, while enabling them to evaluate the successful execution of their assigned tasks. The consequences of such an occurrence would engender a superior standard of work proficiency and a heightened sense of job fulfillment consequent to an individual's inherent drive to accomplish the task at hand.

1.5 Literature Review

Job enrichment, as explored by Chilgong et al. (2021), and its impact on teaching performance among academic staff in public universities is a topic of significant relevance in educational contexts. Job enrichment refers to the process of enhancing job roles by increasing autonomy, responsibility, and task variety, which are believed to lead to higher levels of job satisfaction and performance.

Moreover, Indradevi and Vijay (2015) emphasized the significance of task identity in enhancing individual performance, particularly in academic settings. The authors maintain that providing academic freedom and autonomy to faculty members enables them to leverage their unique competencies effectively. This autonomy is crucial as it allows faculty members to autonomously manage their tasks, contributing to higher job satisfaction and performance.

In contrast, Johari and Yahya (2016) explored job enrichment among public servants, focusing on task significance, feedback, skill variety, task identity, and autonomy. It was found that task significance and feedback significantly influenced job performance, mediated by work involvement. Specifically, when public servants perceived their tasks as significant and received constructive feedback, their job performance improved.

These studies collectively emphasize the importance of job enrichment and specific job characteristics in enhancing performance, both in academic institutions and public service sectors.

2 METHODOLOGY

2.1 Research Design

This study employed a descriptive-correlational design. It aims to determine the relationship of job enrichment to the teaching performance of faculty in Mindanao State University-Buug. This study described the situation or case of the study and examined the degree of relationship between the independent and dependent variables. Statistical analysis technique was used to calculate and analyze the relationship established.

2.2 Respondents

The respondents of the study were the total population of full-time teaching employees both permanent and non-permanent faculty of Mindanao State University-Buug Campus who have served the institution for three (3) years and above. There are seventy-five (75) total number of teaching employees who met the prescribed criteria. They are composed of fifty-three (53) females which constitute 71% of the population and twenty-two (22) males which constitute the remaining 29% of the population. They are appropriate respondents of the study since it focuses in the academic setting and the researcher believes that they are the right people who can give adequate information for the objective of the study.

2.3 Data Gathering Procedure

The survey questionnaire was the major tool employed in gathering the necessary data for this study. For this study, the questionnaire composed of necessary information pertaining about job enrichment manifested in the academe. Questionnaire for job enrichment had undergone reliability testing through Cronbach alpha. Based on the result: the value of Cronbach's Alpha is equal to 0.878 which means "good". Moreover, the teaching performance was obtained through secondary data from the Office of Academic Affairs of the University.

2.4 Data Analysis

The data gathered in this study was subjected to quantitative analysis. The descriptive statistics used frequencies and percentages to present the results deriving from the level of job enrichment and level of teaching performance of faculty. The hypothesis of this study was subjected to a statistical test using Pearson Product Correlation Coefficient Test.

3 RESULTS AND DISCUSSION

The result of the study in terms of the faculty perceived level of Job Enrichment has an overall mean of 4.40 which means that job enrichment is Very High. Having the standard deviation of 0.553 means that answers are clustered near the mean. In terms of the level of Job Enrichment: Skill variety, feedback, task identity, task significance, and autonomy were perceived as very high among the faculty of MSU Buug.

Table 1 Level of Job Enrichment

Perceived Level of Job Enrichment

	Descriptive Statistics		
	Mean	Std. Deviation	QD
Skill Variety	4.17	0.548	Very High
Task Identity	4.41	.518	Very High
Task significance	4.51	.527	Very High
Autonomy	4.36	.553	Very High
Feedback	4.22	.696	Very High
Overall Job Enrichment	4.40	0.553	Very High

The results further show that of the five characteristics, task significance was rated highest (4.51), followed by task identity (4.41), autonomy (4.36), skill variety (4.17), and feedback (4.22). Task significance having the highest rate ensures that the task provided has a substantial impact in the organization and the lives or work of other people, whether in the immediate organization or the external environment. This also implies that Faculty find joy and meaning in doing their tasks of how they influenced others. The result of this study is congruent to what was said by (Chilgong, F., Karanja, G, and Muturi, W. 2021), that among the job characteristics, task significance had the most elevate mean score. Hence, having the highest rate signifies that faculty felt a sense of worthwhile accomplishment in their work.

The overall computed weighted mean of the perceived level of Job enrichment is 4.40 which revealed that the faculty respondents perceived a Very High level of job enrichment concerning their job.

The result of the teaching performance of the faculty showed that majority of faculty respondents had an outstanding performance. It is interesting to note that none of the faculty got a satisfactory grade.

Table 2 Level of Teaching Performance

Teaching Performance	Frequency	Percentage
O	68	91%
VS	7	9%
S	0	0%
Total	75	100%

Out of 75 faculty respondents, 9% got a Very Satisfactory (VS) Teaching Performance, and 91% of faculty got an Outstanding (O) Teaching Performance. The results show that the faculty performed well in their tasks as rated by their superior (Department Chairmen, Dean, or immediate Supervisor 30%), peers (20%), and students (50%). With an overall weighted mean of 95.552 which was high. Generally, the results showed that the faculty have met the teaching standards set by the university as perceived by the raters implying that these faculty have equally given their best in their teaching duties.

Table 3 Overall Teaching Performance of Faculty

	Descriptive Statistics			
	N	Mean	Std. Deviation	QD
Overall teaching performance	75	95.5521	1.99388	O
2 nd sem sy16-17	75	95.0177	2.91409	O
1 st sem sy17-18	75	95.4564	2.4354	O
2 nd sem sy17-18	75	94.471	3.79424	O
1 st sem sy18-19	75	95.7358	2.11228	O
2 nd sem sy18-19	75	96.102	2.228	O
1 st sem sy19-20	75	96.5292	1.73716	O

Table 3 presents the sum of the results that showed that the computed mean of the Teaching performance of the faculty-respondents was 95.91 which shows an Outstanding Performance in Teaching. This means that educators have really excellently performed in their teaching duties and responsibilities as determined based on the result of their teaching efficiency rating (TER).

Table 4 Test of Significant Relationship between the Teaching Performance of the Faculty and their Job Enrichment

Factors		Strength of Relationship	p - value	Interpretation	
JOB ENRICHMENT	Skill Variety	0.185	Weak Positive Relationship	0.149	Not Significant
	Task Identity	0.072	Weak Positive Relationship	0.579	Not Significant
	Task Significance	0.187	Weak Positive Relationship	0.146	Not Significant
	Autonomy	0.055	Weak Positive Relationship	0.673	Not Significant
	Feedback	.268*	Weak Positive Relationship	0.036	Significant
	OVERALL JOB ENRICHMENT	0.205	Weak Positive Relationship	0.110	Not Significant

Note: * Correlation is significant at the 0.05 level (2-tailed); r is interpreted using Cohen's Scale: -0.3 to $+0.3$ = weak relationship, -0.5 to -0.3 or $+0.3$ to $+0.5$ = moderate relationship, -0.9 to -0.5 or $+0.5$ to $+0.9$ = strong relationship, -1.0 to -0.9 or $+0.9$ to $+1.0$ = very strong relationship.

Table 4 presented the results of Pearson Product-Moment Correlation test on the relationship between the Teaching Performance of the Faculty and their Job Enrichment. The results revealed that the teaching performance of the faculty has a significant relationship with their job enrichment in terms of feedback ($r = 0.268$, $p = 0.036$). This means that as the feedback increases the teaching performance of the faculty also increases and as the feedback decreases the teaching performance of the faculty also decreases. However, the results also revealed that the teaching performance of the faculty has no significant relationship with their skill variety ($r = 0.185$, $p = 0.149$), task identity ($r = 0.072$, $p = 0.579$), task significance ($r = 0.187$, $p = 0.146$), autonomy ($r = 0.055$, $p = 0.673$), and even to that of the overall job enrichment ($r = 0.205$, $p = 0.110$).

Thus, among the Job Enrichment factors, only feedback has a significant relationship in teaching performance. The study however was supported by (Chilgong, F., Karanja, G, and Muturi, W. 2021), in their study on the influence of Job Enrichment on Performance of Academic staff in Public Universities in Kenya which established that there is a positive correlation between job enrichment and

the performance of academic staff in public universities in Kenya. Also, this result also affirmed to the study of (Johari & Yahya, 2016) which claimed that job performance is strongly influenced by feedback.

Moreover, the findings of this study relate to the study of Ralph Brown (2004), which asserts that job enrichment does not work for everyone. Some people are very resistant to more responsibility or to opportunities for personal growth, but researchers report that some people whom they expected to resist seized the opportunity. Enriching jobs is particularly an effective way to develop employees if jobs are truly enriched, not just more work for them to do. Every employee in an organization may not be eligible to participate in job enrichment. Those individuals who want more responsibility, but haven't shown that they can handle it, may become disgruntled, bitter toward management and to the employees who are a part of the job enrichment process. Notwithstanding the fact that educators are adaptive to change, there are indications of resistance and indifference in their work environments.

4 CONCLUSION

Based on the results of this study, the following conclusions are drawn. *First*, the perceived level of job enrichment is High and always manifested in Mindanao State University-Buug; *Second*, the faculty were found to have an "outstanding" rating in their teaching performance. *Third*, that based on Pearson Product-Moment Correlation test results on the relationship between the Teaching Performance of the Faculty and their Job Enrichment, revealed that the teaching performance of the faculty has a significant relationship with their job enrichment in terms of feedback ($r=0.268$, $p=0.036$) but no significant relationship to other factors such as skill variety, task identity, task significance and even to that overall job enrichment ($r = 0.205$, $p = 0.110$).

5. RECOMMENDATION

The findings established that there is a significant relationship between teaching performance and job enrichment in terms of feedback. The study therefore recommends that organizations should strengthen feedback. Feedback is needed so that the faculty understand the effectiveness of their performance. It gives employees a clear, specific, detailed, actionable information about the effectiveness of

their teaching performance, they have better overall knowledge of the effect of their work activities, and what specific actions they need to take to improve their output. Other educational researchers can conduct a study on the same subject to other academic institutions to validate the conclusion of this work by employing other methods and different statistical tests.

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