



# Implications of the Management of Job Enrichment Practices on Delivery of Quality Education in Nigeria

**Tamunokuro Frank BENSON**

Department of Educational Management  
Faculty of Education

Ignatius Ajuru University of Education, Nigeria

[princetammy4real@gmail.com](mailto:princetammy4real@gmail.com)

<https://orcid.org/0009-0005-0947-5795>

**Chinedu Michael NNAJI**

Department of Educational Management  
Faculty of Education

Ignatius Ajuru University of Education, Nigeria

[nnajimicheal2016@gmail.com](mailto:nnajimicheal2016@gmail.com)

<https://orcid.org/0009-0002-2893-1973>

---

## Abstract

The paper examined the implications management of job enrichment practices on quality education delivery in Nigeria. Teacher acquires high level of knowledge and mastery of that subject but however in most cases feels bored from teaching a particular subject over a long period of time. At times he feels frustrated in addition with the inability to respond to changes in the curriculum that will expose him to new learning opportunities in the school. In secondary schools, subject area specialization and design of subjects makes teachers to use the same curriculum, scheme of work, textbooks and notes in a particular subject in the same class and in the same secondary school, thereby making the teacher a superior authority in that subject rather than a fellow-learner in new developments. In respect to this, the teacher is limited to the knowledge of the world around. The indulgence of school administrative attention is needed to reshape academic jobs in order to make their teachers' job less boring, enriched and enjoyable as well. This paper therefore x-rayed the job enrichment strategies that should be implemented in all levels of education to actualize effective teaching and learning in our educational system. Also enumerated in this paper are the benefits of job enrichment strategies as well as challenges inhibiting the implementation of job enrichment strategies. This paper however, focuses on how the various job enrichments could foster quality education delivery in Nigerian schools. The paper went further to suggest that the school administrators should adopt rotating shifts as a job enrichment strategy to expose teachers to all the types of activity in order to be efficient in the administration of the school, and the administrators in administration of the school should introduce compulsory ICT training for all the staff so that they will acquire the different teaching methodology needed to meet up changes in educational processes.

**Keywords:** Management, Job Enrichment, Benefits, Quality, Education, Challenges.

Reference to this paper should be made as follows:

Benson, T. F., & Nnaji, C. M. (2025). Implications of the management of job enrichment practices on delivery of quality education in Nigeria. *International Journal of Scientific Research in Education*, 18(2b), 257-276.

---

Copyright © 2025 IJSRE

## INTRODUCTION

In a situation where secondary education is not accompanied by job enrichment strategy, quality service delivery cannot be said to have been achieved. The circumstances surrounding academic staff job enrichment has become a matter of concern in educational institutions. In recent past, there has been a growing awareness about teaching staff job enrichment as a key to quality education delivery in the educational system. It has been acknowledged that any nation aspiring to maintain high quality education delivery in its education system must take academic staff and their job enrichment needs with utmost high level of seriousness. This picked up the statement of Shaheen and Saleem (2012), who declared that activity improvement frequently brings about better, less turnover, and non-attendance, less complaints, and a by and large greater duty workforce.

Academic staff are significant assets in training and the turn on which the instructive procedure hang. They are the workers that decide the nature of instructional conveyances and impact quality training with respect to execution of the educational plan, programs and instructive approaches in order to achieve the educational objectives. This is the more reason why academic jobs are expected to be properly enriched for quality education delivery in the school system.

Job improvement is a vocation overhaul method that expands the open doors for a worker to encounter the sentiments of seriousness, duty and information on result that acquires him acknowledgment and regard for function admirably done. It is a way for rebuilding occupations, an inspiration strategy that targets making work all the more intriguing, advantageous and trying for the representatives. It primarily comprises of giving more duty than what initially applied to the activity, making open doors for proficient development and acknowledgment (Ololube & Wome, 2025). Occupation improvement is a subjective change to a vocation that builds the degree of aptitude assortment, task character, task criticalness, self-sufficiency and input in their work. It is redesigning work, increasing task, allocation of challenging tasks, making it more exciting, captivating and allows the job holder freedom of decision, planning and control in carrying out the job. Job enrichment is redesigning jobs in a way that will maximize the opportunities to derive internal satisfaction simply from doing the work itself as well as enhancing quality service delivery. Workers who secure their positions fulfilling won't have any desire to get away from their obligations, while the individuals who are not roused will utilize each opportunity to skip work, intentionally or by creating psychosomatic side effects.

Besides, laborers who are given the perfect measure of duty and independence won't have any desire to leave, and a low turnover sends a decent message about the work. In doing as such, the laborers have the inclination that the work they perform has meaning and is essential to the establishment. Occupation enhancement is a technique through which managers gradate obligations to representatives which was regularly held for more elevated level representatives' employments requiring more significant level of expertise, duty and more prominent power over how and when to accomplish their work.

When the employees are not involved in challenging task, they tend to slack off and reduce their effort because they have performed same task every year and viewed their work to be below their skill range. When an employee is assigned with a job, it gives him/her autonomy over the work and tends to feel responsible for the outcome of the work. Job enrichment is seen as a crucial management tool that specified when an individual got personally turned on to their task, type of jobs which are most likely to generate meaningfulness, commitment about the work

and the categories of workers it is best suitable. It can be seen as a method by which institutional management determined what to do to make work more interesting and meaningful for the employees who do them. Quality education Delivery is characterized as specific behaviour teachers exhibits to improve the quality of learning for all students achievements. However, it is pertinent to know that, quality education delivery varies. Quality education delivery ensures that children who come to school are taught to the level of high retention.

Job enrichment is a means which administrators use to reverse the effects of tasks that are repetitive, requiring little autonomy, achieving improvement in morale and productivity as well as employee well-being at work place. A portion of these impacts incorporate fatigue, absence of adaptability and disappointment. As indicated by Fourman and Jones (1997), work enhancement impacts inspiration of workers who are in their vocation. Key components portrayed in work advancement are cleanliness and persuasive elements. He proceeded to express that activity advancement includes more force, obligation and information to work along these lines expanding persuasive factors, for example, responsibility, achievement, improvement and information on a similar activity in this manner it prompts positive inspiration and occupation fulfillment for the worker.

A job is seen to be enriched if the task is made more exciting, challenging and innovative, giving the job holder opportunity for decision making, planning and control over his work. Job enrichment is seen to embody some types of enrichment, characteristics of the job, guiding principles, and implementing steps, roles of administrators in enriching jobs, challenges of implementing and job enrichment strategies job enrichment strategies. There are vertical enrichment and horizontal enrichment types: vertical enrichment is seen as restructuring method where the individual is given more responsibility, authority, freedom to make decisions and control over the manner the task is completed. While horizontal enrichment is a motivational technique whereby increase in number of tasks are assigned without changing the work challenge for the employees.

Job enrichment is aimed at making jobs challenging, interesting and the workers responsible in a dimension that he/she is motivated simply by performing the task. Job enrichment is necessary for jobs that are repetitive in nature, encourages over-conformity, lack ability to respond to change, lack use of personal initiative and innovation, are highly bureaucratic and have over-controlled authority structure. The importance of job enrichment strategy is that it provides opportunity for use of discretion by the job holders, which serves as an encouragement of spurring them to do their work well and makes them to feel important because they are people seen as participating in decision making at workplace.

The purpose of job enrichment strategy is to relieve boredom that is inherent in repetitive work and enrich staff positions so that the employees will be more productive, experience meaningfulness through their work and will less likely seek a job elsewhere. The reason for job enrichment is placing extra amount of work on staff making work more interesting, challenging, allowing responsibility for accountability so that at completion of task the worker will personally experience increased meaningfulness of job and quality job output. Job enrichment is important because it encourages workers to learn, develop and be creative by using one's discretion at work place and boost employee's morale.

The role of work advancement systems is that it gives chance to utilization of ability assortment, work personality, feeling significant according to other people, duty, work challenge, acknowledging ones fitness, opportunity, investment in dynamic, criticism from task performed,

development just as feeling of accomplishment prompts interior inspiration, fulfillment and quality training conveyance of the academic staff.

Job enrichment is said to be traceable to Herzberg's (1959) two-factor theory of motivation as cited in Nwankwoala (2016), which represent two factors that determine whether a worker is satisfied or dissatisfied with his job. Ololube and Wome (2025) pointed out that an enriched job characteristics basically contain: skill variety, task identity, task significance, autonomy and feedback. Most teachers have reduced in their productivity simply because teacher job characteristics lack recognizable and identifiable work unit and does not allow use of variety of skills, responsibility and control as well as lack knowledge of actual outcome of his performance

## **METHODOLOGY**

This position paper adopts a qualitative and conceptual approach to examine the management of job enrichment strategies and their implications for quality education in Nigeria. The methodology involves a comprehensive review of relevant literature, including empirical studies, theoretical frameworks, policy documents, and scholarly articles related to job enrichment, motivation, and educational quality. The sources were selected from reputable databases such as Google Scholar, JSTOR, ResearchGate, and Scopus, focusing on reputable publications. Keywords such as job enrichment, teacher motivation, quality education, educational management, management, Job enrichment strategies, Benefits, challenges were used in the search process. The paper is structured around a critical analysis of how job enrichment strategies such as task variety, autonomy, feedback, skill development, and recognition can enhance teacher satisfaction, commitment, and performance, ultimately leading to improved educational outcomes. In addition, the implications of effectively managing these strategies for school leadership, policy formulation, and teacher professional development are discussed. To ensure a balanced perspective, the paper incorporates both supporting and opposing views from the literature, allowing for a nuanced discussion and the formulation of informed suggestions. This method is suitable for this paper, which aims not to test a hypothesis through experimental or survey-based methods but rather to present an argument based on existing knowledge, research and research findings.

## **THEORETICAL FRAMEWORK**

### **Enriched Job Characteristics Theory**

The enriched job characteristics theory was postulated by Hackman and Oldham in 1976 as cited in Ayandele and Nnamseh (2014). They believed that the main approach to job enrichment is based on the job characteristics which focused on the factors responsible for producing attitudes or satisfaction that is derived from doing the work itself and these factors include: opportunity for using different skills as required by the task to complete identifiable job from the beginning to the end alone, being made to understand importance of the job to the organization, being responsible for accountability for the outcome of his effort in performing his task and having the actual information about the outcome of the work and the three critical psychological behaviour, which are experience meaningfulness, responsibility for outcome and knowledge of results combined to produce personal and work outcomes (Magaji, 2015). The enriched job

characteristics theory advocates that the job itself should be designed to possess certain characteristics that create conditions for high work motivation, satisfaction, performance involvement and commitment. The job enrichment theory identifies the tasks condition in which individuals are predicted to prosper in their work. Job enrichment theory gives the management the insight that employee effectiveness can be enriched by enriching the jobs with high levels of key characteristics and making sure those employees with appropriate personal qualities are assigned to these jobs. The theory provides a set of implementing principles for enriching jobs in an organizational setting which proposed a model of five core job characteristics: skill variety, task significance, task identity, autonomy and feedback that affect motivation (Oldham & Hackman, 1976 in Ayandele and Nnamseh, 2014)

Hackman and Oldham in Ayandele and Nnamseh (2014) identified kinds of job characteristics that are likely to generate excitement and commitment about work and individuals suitable for it. They include skill variety, task identity, task significance or importance, autonomy and feedback which assist to arouse three critical psychological states that influence various individual and work outcome are employees' internal work motivation, quality of work delivery and growth need satisfaction. The more the teacher experience meaningfulness of doing the work, experience responsibility and accountability of the work as well as having the knowledge of the actual results of his effort in getting the work completed, the higher positive personal and work outcomes will show. When teachers deliver the services which is high in levels of the core characteristics of jobs will generate excitement and commitment about work which invariably will make them feel highly motivated and satisfied with their job and perform work well.

The model is based on the assumption that posited that work could be designed not only to generate excitement simply from doing the job rather it should also help workers perceive that the work they are doing is valuable, worthwhile and meaningful. Hackman & Oldham as cited in Etuk (2019), pointed out five fundamental characteristics of job that help to produce the three psychological states that yield different personal and work outcomes. According to the duo, the five core job characteristics are essential for job enrichment and are believed to influence an individual staff enrichment and performance. These conditions are likely to be present when jobs are designed so as to enable the employees utilize a greater variety of skills. These skills are responsible for completion of a whole, identifiable piece of work, have an opportunity to perform tasks that have a positive influence on the lives of others. Job enrichment seeks to find positive ways to address each of these areas and improve staff enrichment and personal satisfaction.

A person's growth need strength will help determine just how effective job enrichment programme might be. It is seen that the job characteristics model indicates that three critical psychological states affect various personal and work outcomes. Also, they noted that enrichment potentials will be high when jobs performed are high in various core job characteristics. The implication is that, for teachers' jobs to yield high level of internal motivation, some requisite conditions must be ascertained in their teaching work. Okorie (2009) pointed out that job enrichment strategies could be applied in academic job and other functional process in educational organization in modifying motivational potentials of teachers and other works in the institution. The core job characteristics model if adhered to by the secondary school administrators will enrich the academic job and enhance teaching and learning for quality education delivery. Hertzberg et al. (2009) asserted that a successful job enrichment model requires both the hygiene factors, growth and motivation factors to be implemented together at the same time. Kotila (2001) is of the view that if this five job characteristics are present in any

three psychological states critical then, motivation are produced. Hackman and Oldham in Ayandele and Nnamseh (2014) noted that only employees who have job related knowledge and skills, high growth need strength and high satisfaction with job context factors of hygiene are likely to be affected in the manner specified in the model

The three psychological states represent the psychological dispositions of workers and internal rewards that are believed to arise as a result of work itself and influence performance and satisfaction when the core job characteristics are present in the job design. The relevance of this theory to this study is that teachers should be recognized in their teaching profession as well as being motivated with various forms of enrichment in order to ease their stress, increase their abilities and their confidence in delivering their services effectively and efficiently for optimum performances of the school system.

## **CONCEPTUAL REVIEW**

### **Management**

Management can be defined in different ways based on the context in which it is being used. Management in simple terms is the act of getting people together to accomplish desired goals. Management can simply be defined as a way of doing work with the help of others. Without management there will be no organizations as they can't exist without it. There are a lot of competitions among well-organized companies today because they have the right work force that are smart, better trained, more committed and so on. Good management therefore brings about workers satisfaction which makes them perform their duties diligently and also serve their customers well. Management is being understood differently by different people and at different times but it has a common feature which is performing the ultimate task of guiding people towards achieving goals by directing individuals' activities into constructive channels so as to achieve their set goals.

Ololube (2024) and Ololube and Wome (2025) defined effective management as the process of planning, organizing, leading and controlling the efforts of organizational members so as to make use of other organizational resources to achieve stated organizational goals. Effective management assists organizations to be able to produce the necessary result that the society, the economy and the individual seeks and without this effective management nothing is achieved.

### **Job Enrichment**

Occupation advancement looks for improving execution and workers' fulfillment by widening the extent of one's work and giving more open doors for individual achievement and development. Activity enhancement is the development of a vocation by expanding how much the laborer controls the arranging, execution and assessment of the work. Occupation improvement has a connection with work amplification both involve expanding the quantity of various assignments in a given activity by adjusting work substance. Activity advancement empowers individual to encounter inward fulfillment in their work and self-awareness potential while work broadening alludes to having extra obligations and duties in a present place of employment depiction. Williams (2009) noted that activity advancement is an essential method of animating the exertion of people by growing occupation obligations and giving self-sufficiency over the undertaking procedures to fulfillment. Koko et al (2006) asserted that job

enrichment is the building up of motivational potentials into jobs in order to captivate interest of job holders in the work they perform for quality output.

Job enrichment is a vertical expansion of job which allows the worker to work innovatively according to the expansion of duties. It implies that job enrichment provides the employee the opportunity to plan, take decisions on how and when to perform his job. Davoudi (2013) asserted that job enrichment is a job redesign that provides a scope of undertakings to be done input channel, support and correspondence. Robbins and Judge (2011) called attention to that activity advancement is vertical undertaking development and orderly method of outfitting work procedures and systems for animating boss' exhibition and fulfillment. Activity advancement is an employment update expected to switch the impacts of errands that are tedious, requiring little self-governance. A portion of these impacts incorporate fatigue, absence of adaptability and disappointment. Hertzberg (2009) noticed that it is a consistent administration process and is basically an organized arrangement of expanding worker duty and authority through viable and very much coordinated designation of obligations. Stephen (2008) called attention to that activity improvement is a road of propelling workers by allotting them greater obligation and presenting assortment in their employments. It could be derived that activity enhancement is a kind of occupation upgrade that requires skill variety, recognizable natural work unit, job holder to know that his task is important, creativity and feedback of work done. This provides opportunities to engage in learning new skills, planning, execution and evaluation of one's work.

### **Job Enrichment and Quality Education Delivery**

Quality is not a one-short concept, it is rather encompassing, multi-dimensional, integrative and fluid as there various intervening variables that are at the same time considered in quality delivery. It is all about standard and specifications. This is the capability of a product or service to fit and satisfy the set objectives for which it was meant. Quality can be said to be a benchmark or level of acceptance or satisfied excellence of educating and learning process in the in the school. Quality instruction conveyance is the fitting procedure, systems and strategy for administration conveyance that must be set up to empower a university effectively complete its elements of educating, examination and network administration to its understudies as clients such that meet their fulfillment. Owolabi (2010) called attention to that National University Commission has specified that quality training conveyance involves accreditation, endorsement of courses and projects, support of least norm and observing of academic exercises in colleges in Nigeria.

Umoeshiet (2012) stated that quality is viewed as the standard of something when contrasted with different things like it, how fortunate or unfortunate something is. Babalola and Erwat (2007) set that quality is the totality of highlight of an item to fulfill expressed or determined requirements of the customers. It could be deduced that good instructional delivery, assessment, evaluation processes including other elements such as adequate funding, adequate qualified and experienced staff, library, classrooms clinic and laboratories put in place enhances high quality education delivery. Quality education is seen in the outputs or graduates of the educational system and the quality in terms of performance of the products of the university, to a considerable level, is indicative of standards of the system. Among most decisive elements within the system is the academic staff and are very significant determinants of quality of any education system.

Quality is the mark of excellence of an item and administration as far as dependability and toughness. In training, quality instruction for the most part may envelop pivotal part of the instruction framework, for example, foundation, structures, organization, administration, the executives, staff, instructional materials, instructional conveyance, research facilities, libraries, and understudies' presentation. This mind boggling circumstance makes quality evaluation a problem. Akinyokun and Uzoka (2010) pointed out that it has been noted that the most Nigerian universities and concerned stakeholders are confronted with information and situations that make people doubt the quality of graduates produced from the universities, that they are not delivering good quality education to their clients and stakeholders and that the graduates are said to be without saleable skills needed by the labour markets.

The university is involved in the affairs and wellbeing of the society especially in deliberate high manpower advancement of knowledge, planning and development, physical planning and development, improvement in quality of life, stable society that is adequately peaceful for all to dwell. These benefits are provided by the university to the society can be achieved if the university capable to deliver their services and this lies on the ability to achieve the goals of their existence in the country. In the universities are academic staff, administrative staff, technical staff and students and the teaching and non-teaching are addressed as academic and non-academic and students are the clients. These are the different categories of personnel in the university system are the individuals who work to achieve the functions of the university including teaching, research and community development for quality education delivery. It is obvious that apart from its functions, academic staff is solely involved in teaching and research with the supports of designated technical personnel while pure non-academic personnel assists in the administrative duties, physical planning and development functions within the university boundaries for social services. This implies that the academic staff is charged with the major role of ensuring qualitative education delivery to meet the expectation of the university, students, parents, government and enterprises.

Peretomode et al. (2006) pointed out that for education delivery is a process where there are adequate numbers of teachers and faculty members the processors of raw material through instructional materials, books money infrastructures, teaching, seminars, assignments, researches, studies, discussions and counseling services which serves as inputs processed into out, the students. Students who are educated, cultured, disciplined, employable and productive individuals fit for use by the administration, government, businesses, employer of labour and agencies. Igwe (2004) asserted that quality education delivery required that the outputs of the institutions are acceptable, desirable, beneficial and productive for use.

These definitions allows for an understanding of quality education delivery to have hinged on the objectives and mission of advanced education division. Quality in training is supposed to be in concurred level instruction conveyance and that of the targets of advanced education. Ololube (2024) attested that quality is the totality of attributes as a result of administration that bear on its capacity to fulfill expressed or inferred needs. This infers quality is the whole attributes of a result of administration gave by the university that bears its capacity to fulfill expressed destinations of advanced education. Hogg and Hogg (1995) attested that it is basic for all items and administrations of the university to have high caliber as indicated in the destinations of advanced education so as to fulfill the understudies, bosses of work, government, businesses, guardians and society everywhere locally and internationally. Somebody could found that quality training conveyance epitomized results that include information, abilities, mentalities and are connected to national objectives for advanced education and positive cooperation in the



public eye. Thinking about the meanings of value, it supposedly is connected to national approach on instruction (FRN, 2014). The basic dimensions of quality education hinged on the ability of university to meet the specifications of government as stipulated in the objectives of higher education in Nigeria. This implies that quality is achieved when the:

- Students like raw materials have been processed, educated, employable and are able to contribute to national improvement subsequent to having gotten significant level pertinent labor preparing in the university.
- Contents that tends to the current needs and significant educational plans that compare with new advances.
- Processes through which prepared educators use understudy focused showing draws near and dexterous appraisal to encourage learning.
- Processes which created and made understudies to soak up the correct qualities for the endurance in situations that are sound, safe and give satisfactory assets and offices.
- Develop the scholarly limit of understudies to comprehend and value their neighborhood and outer conditions by being very much taught and prepared to take an interest and bolster their families and networks.
- Learners who are solid, gained both physical and scholarly aptitude, procured fundamental abilities that empowered the people to act naturally dependent and valuable residents of the general public.
- Individuals who embrace national unity and tolerance.

From the foregone indices of quality education delivery it could be deduced that quality education delivery is quality study, programmes, relevant curriculum, quality research, consultation, benchmarking the objectives, meeting specifications of customers as stipulated in the objectives of higher education and quality of products from the universities as it depicts the image of the university locally and internationally. Yusuf and Alabi (2012) noted that without quality education becomes a waste and without quality product becomes counter-productive, half-baked and incompetent for use. Quality education delivery could be improved if there were factors listed out above and if teachers were encouraged and allowed to upgrade their skills and knowledge to be abreast with current educational development. In view of the foregone definitions quality education delivery in universities in South-South, Nigeria is expressed when learners are exposed to good academic standards, good character and develop into people of integrity who will add value to the society.

The enrichment of academic job is necessary and job enrichment as a job redesign technique, is useful in providing opportunity for autonomy and encouraging employees' initiative towards high quality service delivery and job excellence. Therefore the administrators are expected to redesign work, increasing task, allocation of challenging tasks, making it more exciting, captivating and allows the job holder freedom of decision, planning and control in carrying out the job for enhancement of quality education delivery. Redesign jobs so that intrinsic satisfaction can be derived simply from doing the work itself. Assign employees tasks requiring higher level of skill, responsibility and greater control over how and when to do their work. Job enrichment as a crucial management tool specifies when individuals got personally turned on to their task, type jobs which are most likely to generate meaningfulness, commitment about the work and the categories of workers it is best suitable.

There is a consensus among stakeholder in tertiary education that the academic staff in universities is a critical determining factor of universities' successes in achieving their goals of teaching or dissemination of knowledge, research and community development in the recent past, their work activities have undermined the quality of education delivered. Some of these concerns are often expressed in the form of accusations that most teachers seem to lack diligence, conscientiousness and commitment to their job. In spite of the upward review of minimum wage, a number of individuals cite cases of obvious feelings of teacher apathy and boredom in their academic work activities. These seem to present important message that teachers' salaries alone is not sole determinant of commitment to the job with its resultant influence on quality of education delivery. Management theorists have added a drawn attention to redesign academic jobs in an attempt of increasing their in the tasks in such a dimension that would make their job less boring as a means of reducing eliminating teacher apathy, increasing opportunities for growth, recognition for advancement and meaningfulness. Without eliminating these dysfunctional attributes that could negatively influence teacher output and student learning.

FRN (2014) pointed that no country can transcend the nature of its instructors and if the accessible academic staff is insufficient, wasteful, inadequate and instructing in low regard, expanding the degree of cultural illumination and quality training conveyance might be risked. Academic staff assumes pivotal jobs in educational plan and instructing and in the event that they don't have the correct skills and employment advancement methodologies to satisfy these jobs, make trap in the system.

### **Rotation of Jobs and Quality Education Delivery**

Job Rotation is an administrative methodology where workers are moved between at least two assignments or employments at standard time frames so as to open them to all verticals of an association. It is a pre-arranged methodology with a target to test the worker aptitudes and their capabilities so as to put the person in question at the ideal spot. Notwithstanding it, it diminishes the tedium of the activity and gives them a more extensive encounter and causes them acquire experiences. The most widely recognized overhauling procedure is to do it through occupation revolution. Turning employments offer laborers the chance to use an assortment of abilities, and perform various types of assignments. Move the laborers through an assortment of occupations that permit them to see various pieces of the association learn various abilities and gain various encounters. This can be exceptionally propelling, particularly for individuals in employments that are redundant or that emphasis on just a couple of abilities.

In academics, job rotation is moving a teacher from one course to another within his area of specialization. This entails teaching students in a level higher than the one originally assigned and a teacher who taught same courses for many years would not have challenges as they would with rotation of jobs. Teaching junior students and senior students can give the teacher more variety and allow them to use variety of skills in carrying out their jobs. An academic staff teaching JSS3 students could be promoted to handle SS2 students in order to experience changes in preparation of lesson notes and use various skills to do the teaching. The aim is to keep the teacher from getting bored teaching one subject since they would move round different age groups, grade levels and different subjects. Changing jobs changes a person and his job. Job redesign should not cause a person to feel being intimidated by changes.

Taylor as cited in Peretomode (2006) posited that altering workers and their work should be in a way that placed the needs of the organization in opposition to the needs of the workers

who perform the work. It should follow that the enriched job should not be in a manner that such a person who cannot perform is stripped away from their job. That is to say that Job turn is an all-around arranged practice to decrease the fatigue of doing same sort of employment ordinary and investigate the shrouded capability of a worker. The procedure fills the need of both the administration of the laborers. It helps the board in finding the ability of workers and figuring out what the person in question is best at. Then again, it allows a person to investigate their own advantages and addition involvement with various fields or activities. Occupation Turn has the accompanying Targets:

- The as a matter of first importance target of employment turn is to diminish the tedium and dullness associated with an occupation. It permits workers to encounter distinctive kind of employments and rouses them to perform well at each phase of occupation substitution.
- The idea of progression arranging is 'Who will supplant whom'. Its primary capacity of occupation pivot is to build up a pool of workers who can be put at a senior level when somebody gets resigned or leaves the association. The thought is to make a quick substitution of a high-worth worker from inside the association.
- The accomplishment of an association relies upon the on-work efficiency of its workers. In the event that they're appropriately positioned, they will have the option to give the greatest yield. On the off chance that, they are not appointed the activity that they are acceptable at, it makes a genuine large issue for both worker just as association. In this manner, fitting an opportune individual in right opening is one of the primary targets of employment revolution.
- Another primary capacity of employment pivot process is to presenting laborers to all verticals or activities of the association so as to make them mindful how organization works and how errands are performed. It allows them to comprehend the working of the association and various issues that harvest up while working.
- Testing and investigating worker abilities and skills and afterward doling out them the work that they exceed expectations at is one of the significant elements of employment revolution process. It is finished by moving them to various occupations and assignments and deciding their capability and fitness. Setting them what they are best at expands their on-work profitability.
- Workers, typically would prefer not to change their region of tasks. When they begin playing out a particular assignment, they would prefer not to move from their usual range of familiarity. Through occupation revolution, administrators set them up ahead of time to have a more extensive scope of work understanding and create various abilities and skills. It is fundamental for a general advancement of a person. Alongside this, they comprehend the issues of different offices and attempt to modify or adjust likewise.

### **In-service Training and Quality Education Delivery**

Instructor in-administration preparing program is intended to advance and bolster the expert learning of educators who are as of now in-administration in the study hall. It was found in the investigation directed by Manduku et al. (2018), instructor in-administration preparing program has positive response in educators exercise content conveyance understudies assessment, educators' improvement of understudies instructor relationship and instructor utilization of

showing learning assets. They further implied that educator in-administration preparing program has battered instructor comprehension of the fluctuated understudies, capacities and built up their inclination to help frail understudies through study hall contribution bunch work, and individualized medicinal, educator capacity to direct exercises by posing exercise synopsis inquiries and giving evaluations and empowered educators to make adjustments on understudies' assignments before each exercise, accordingly enhancing their activity. Instructors who are utilized need chances to refresh their insight, showing techniques and redesign their abilities to work adequately in their working environment. Improving instructors' abilities encourages them to render benefits in their different branches of knowledge.

Akpan and Ita (2015) expressed that in-administration preparing uncovered the instructors on the strategies for educating, impromptu creation of instructional materials, the utilization of new exercise plan and the improvement of understudies results. This demonstrates when instructors partake in-administration preparing, they have the chances to secure and refresh their insight and aptitudes for higher occupation execution. In-administration preparing programs causes educators adjust to changes in innovation and arrangements, abilities in the study hall and the effect on understudies learning results. The advancement of aptitudes and capabilities through fitting instructors' advancement projects can inspire them to superior which could prompt the improvement of understudy results. Bellibas and Gumus (2016) found that an enormous extent of instructors are not content with the nature of expert improvement programs accessible to them. Educators accepted that the nature of expert advancement programs gave to them is low as far as its association with the act of instructing. What's more, he proposed that a significant method to guarantee instructors' nonstop learning is to give them in-administration proficient turn of events programmes.

### **Academic Conference and Quality Education Delivery**

Conference is a formal meeting where participants exchange their views on various topics. It is usually a large academic meeting of people who are interested in a particular subject matter comes together to discuss ideas. Ngala and Odebero (2010) opined that teachers' conference enhances their knowledge of research, improvement of instructional strategies and the use of new materials in teaching. It introduces teachers to modern changes and challenges in education

Academic conference provides opportunities for teachers to participate in current issues, theories, techniques and activities in the educational system. Academic conference gives the participants the opportunities to learn and grow by practicing the skills acquired through exposing teachers to brainstorming on modern development in subject areas and management techniques. This is important because when teachers participate in academic conferences that will enhance their performance and invariably lead to the improvement of students outcomes when quality teaching is received. Conference helps teachers to learn new skills, techniques, ideas and experiences that will improve their professional performance (Uchendu et al., 2015).

In essence, through conferences, teachers are exposed to new knowledge, techniques, experiences that are likely to add value to their teaching responsibility. This is really an enrichment approach that enable teachers to get satisfied and updated in their various disciplines Academic conference contributes to the attainment of educational goals at the secondary schools education level. In view of Nnebedum and Akinfolarin (2017), academic conference is important for teachers to empower them to refresh their abilities and information on current issues and furthermore to assist them with adjusting to development in instructive

practices. Fundamentally, gathering brings educators into tutoring rehearses, which improves their viability.

### **Incentives and Quality Education Delivery**

Motivators are different types of support given to inspire one to make a move. Giving of impetuses are significant parts of enhance and spurring educators to work. They are the immediate and circuitous advantages offered to educators as inherent inspirations. Put at the end of the day, they are the use of extra information sources that shape the training procedure to accomplish the possible yields of instruction in alluring manners. Impetuses are an outer convincing variable that empowers the intention which decidedly coordinates the person into working harder, coordinating the necessary execution in the organization, as to get the motivating force. Motivating forces are additionally characterized both as strategies utilized by foundations to urge workers to work with cheerful dispositions and furthermore as concrete and good techniques for fulfilling the people's good and material want.

Motivating forces as the outer enticements and empowering factors that lead the person to work more enthusiastically; they are offered because of the person's phenomenal exhibition since he will work more diligently and create all the more successfully when he feels fulfilled in the organization. Moreover, motivations can likewise be characterized as the thought of the great execution, accepting that the pay is sufficient to cause the specialist to welcome the estimation of the activity that additionally fulfills his essential needs throughout everyday life (Maslow in Ololube, 2024).

Motivations have specific importance for instructors and can be financial impetuses (immediate and backhanded), non-money related motivators and unreasonable motivations. Financial motivators can either be immediate or circuitous advantages. Direct financial impetuses allude to compensation and recompenses that instructors get for their work. The most immediate and viable approach to build the quantity of auxiliary school graduates entering instructing and to energize those as of now in educating to stay as instructors is to expand compensation to a level that makes showing more alluring than elective profession choices. While raising pay rates is a compelling motivator for building a progressively qualified showing constrain, it isn't valuable for forming the particular practices of individual educators. Arrangement of motivations is one of the practices principals' participates in to empower instructors and understudies in educating and learning process in auxiliary schools. Motivating force is the utilization of any methodology or factor to actuate more noteworthy exertion towards the achievement of pre-decided objectives and destinations of the school. Motivations are utilized by associations so as to arrive at specific objectives, empower a specific conduct and cooperation for aggregate superior (Atambo et al., 2013). Compelling school pioneers likewise give motivating forces to educators and understudies to improve the nature of instructing and learning exercises in school (Ololube, 2017). Understudies will perform better when they are taken care of by the instructors who are all around roused as far as motivations and compensation.

### **Workshop Training and Quality Education Delivery**

Workshop is a discussion of academic guidance, formal introduction by at least one specialists in which the participants are occupied with a "hand on training" or research center work. This is

configuration to fortify, engrave and present a quick working measurement to the member's eyes and hands by executing and rehearsing the real idea or method that was instructed through the talk and showing progress. The members work separately as well as in gatherings to fathom genuine business related assignments to pick up hand-on-understanding. Akpan and Ita (2015) attested that workshops open instructors to new showing systems, thus their occupations are improved by the utilization of present day instructional guides in educating and learning. This shows it gives the way to the update of instructors' information.

Ngala and Odebero (2010) stressed that workshops program prompts change in the homeroom practices of educators, at that point changing their mentalities and convictions, and prompting change in the learning results of understudies. Understudy's learning results may improve because of changes in educator study hall rehearses their instructional techniques, materials and straightforward alterations of instructing methods. Educator felt that workshop preparing would be wise to their instructional abilities, exercise plan, relational abilities, utilization of various media helps subsequently improving quality training and create capable instructors with imaginative aptitudes (Baral et al., 2015).

### **ICT Training and Quality Education Delivery**

The instructive framework is influenced by the logical and mechanical advancements of the contemporary world. Accordingly, there is requirement for increment information on the most proficient method to incorporate advancements in instructing and learning forms. The instructional materials are likewise changing with time and instructors are relied upon to stay up to date with the information blast which may make natural reading material and course materials unexpectedly outdated. Instructors need Data and Correspondence and Innovation (ICT) preparing to enhance their exhibition outfitted towards improving their activity. Obtaining of sound information on ICT improves instructing and learning in the schools. Akpan and Ita (2015) expressed that ICT preparing and the aptitudes and information procured encourages instructors to scan for quality materials in the web for exercises planning and improvement of educating and learning in the schools. This improves the proficiency in the instructive procedures and upgrades the improvement of understudies' results. Qasem and Viswanathappa (2016) found that the mix of innovation into the homeroom guidance permits clients to consolidate text, video, picture and activity with enhanced visualizations that can encourage the learning procedure and improve understudies' results.

Olakulehno (2007) stated that presentation of educators to various data and correspondence innovations (ICT) instructing and learning forms along these lines furnishing them with assortments of instructing and learning techniques, adaptable and arrangement of self-coordinated learning, increment support through online correspondence, access to data, study hall the board, expanded long lasting learning aptitudes, for instructors and understudies the same, access to dodge understudy body in various learning places over the globe and self-improvement of the educators normalized content. This implies there is a requirement for all instructors to constantly expand their insight about educating learning rehearses through educator proficient projects to adapt to the progressions in new innovation. Instructors are relied upon to be presented to ICT preparing and to secure the abilities and information that will assist them with searching for quality materials in the web for exercise planning and this improves quality educating and learning.

As referenced already, any utilization of ICT in learning settings can act to help different parts of information development and as an ever increasing number of educators utilize ICTs in their learning forms, the more articulated the effect of this will turn into. Educators create significant and drawing in learning encounters for their understudies, deliberately utilizing ICT to upgrade learning. Understudies appreciate learning, and the free enquiry which creative and fitting utilization of ICT can cultivate. They start to procure the significant 21st century abilities which they will require in their future lives. ICT improving the quality and availability of training ICT expands the adaptability of conveyance of instruction with the goal that students can get to information whenever and from anyplace. It can impact the manner in which understudies are instructed and how they learn as now the procedures are student driven and not by instructors. This would better set up the students for deep rooted learning just as to improve the nature of learning. Working together with land adaptability, innovation encouraged instructive projects additionally evacuates a large number of the fleeting imperatives that face students with exceptional necessities. ICT is changing procedures of educating and learning by adding components of essentialness to learning situations including virtual conditions for the reason.

## **BENEFITS OF JOB ENRICHMENT**

Job enrichment useful to the employee and the organization because employees feel they are entrusted with additional tasks increases their level of motivation will increase adherence to company policies and management as a result may lead to increased work productivity. Brookins (2016), identified advantages of job enrichment including:

- Job enrichment provides opportunity to appraise the employees to identify their strength and weakness. An employee who excels with a great depth of work may gain recognition, awards and incentives in the organization.
- In routine jobs, the employees find their jobs boring and monotonous this can be removed by making the job interesting through job enrichment.
- It provides employees freedom to use their discretion select the method and sequences in carrying out the required tasks with considerable coaching and counseling from supervisor.
- It opens channel of communication with the worker to get the job done regardless of any possible superior-subordinate constraints and maintaining employee accountability for result in doing so, some degree of control are shifted from supervisor and built into the job.
- Workers through feedback, obtain knowledge of actual outcome of their efforts from the job itself, colleagues and stakeholders for reward for work well done or corrections for work poorly performed.
- Skill variety in work helps in accepting extra responsibilities because this will enable the employees to use their discretion and different skills required by the job to perform new task and learn new skills in the process.
- Sushil (2014) pointed out that the existence of independence in occupations encourages laborers to be calm as they have not work under undue tension of their seniors rather have opportunity in work and dynamic. Occupation improvement gives workers more assortment of undertaking and duties in order to lessen the test of weariness emerging from tedious and routine work exercises at work environment.

- Occupation enhancement assists with raising by and large assurance of laborers therefore less people will mull over leaving the organization for employments somewhere else just as recovers the expense of drawing in new workers that are should have been enlisted and prepared by the organization. It upgrades skills, improves potency and increases quality of product delivery.

## **CHALLENGES INHIBITING IMPLEMENTATION OF JOB ENRICHMENT STRATEGIES**

Certain challenges that tend to hamper implementation of job enrichment strategies at work place, include: finance, level of employee trust in the change and commitment to it, notion of dictating to employees by adding extra task, The worker who feels his relationship will be cut off from other contemporaries resulting from too much of responsibilities will definitely be resentful to change. Leach and Wall (2004) identified the constraints to job enrichment, they include:

- Determining who to choose and what extra task to add to an originally assigned task constitutes a problem since job enrichment increases the employee's work load and requires skill prioritizing in order to get the task done. Appleby (1981) asserted that some who workers derive satisfaction from interacting with colleagues may resent changes because there is limited time for social interaction. Also that the actual effect of enrichment depend on individual personality, values and background because some employees may not be able to adjust quickly to their new responsibilities as a result may feel tired as this may lead to low work outcome.
- There is, generally, the tendency on the part of the administrators to impose job enrichment on workers rather than applying it with their consent, may have negative impact on the employees and work output. The employees are given variety of activities and responsibilities without necessarily considering whether they possess the right skills and experience or not for the job. The individual who is not prepared or trained to carry out the task may feel inadequate for the change and this, of course may result in low work outcome.

### **Resistance of Administrators to Relinquish some of their Duties**

The administrators feel reluctant to delegate duties and that they might loss respect from the subordinates since some of their responsibilities have been shifted away from them and built into the job itself to allow some degree of control, accountability and self-assessment for the work they have performed. Another factor is fear of the subordinate performing better than the boss, becoming more knowledgeable than the boss and lack of capable subordinates to assign the task.

### **Lack of Support for Job Security by Union Leaders**

There seems to be no support by union members and the if job enrichment was so much held as valuable by the workers, it would have been translated into union demands, until now, it is yet to occur. Innovation may not allow enhancement of the considerable number of occupations. Afangideh and Nwideduh (2010) noticed that by and by, with specific machines, undertakings



and procedures, it may not be conceivable to make occupations significant if evaluation of the status of data and correspondence innovation accessible in schools isn't set up.

### **Readiness of Workers to accept change**

Venkatesh (2015) attested that the principle issue is that most specialists may loathe the kind of changes which are presented by work enhancement because of testing employments since individuals will in general evade away from obligation and put wages and employer stability most importantly. After an expansion in task obligation, it isn't bizarre for associations to encounter a drop in efficiency, bit by bit as laborers become acquainted with the adjustment over the long haul, there will be expanded output.

### **Problems of emphasis on quality**

The administrators had the challenge of maintaining quality because whatever recognition and compliment workers got for accomplishing their unit task was not commensurate with the effort they have invested in their work. Despite these dysfunctional attributes job enrichment is still seen as the most valuable and effective motivational technique in the organization.

## **CONCLUSION**

Job enrichment is a job redesign technique that increases the opportunities for an employee to experience the feelings of meaningfulness, responsibility and knowledge of result that earns him recognition and esteem for work well done. They includes; rotating shifts, in-service training, academic conferences incentives and ICT as job enrichment which are utilized for quality education delivery in public schools in Rivers State. These strategies help to acquaint the teachers with more knowledge for onward transmission to the students. The implementation of job enrichment strategies as identified boost the morale and motivates teachers to give in their best for a better learning outcome among students. Therefore, it becomes imperative for full implementation of job enrichment strategies by authorities concerned in the administration of public schools in Rivers State.

### **Suggestions**

The impacts job enrichment strategies in the application of job enrichment strategies in the administration of schools cannot be over emphasized. To ensure that these are achieved, the following suggestions are given:

- The school administrators should adopt rotating shifts as a job enrichment strategy to expose teachers to all the types of activity in order to be efficient in the administration of the school.
- The administrators in administration of the school should introduce compulsory ICT training for all the staff so that they will acquire the different teaching methodology needed to meet up changes in educational processes.

- There should be regular holding of seminars and workshops should to avail staff the opportunity to get exposed to lots of knowledge and effective skills that will enhance quality education.
- Administrators should make sure their staff attend academic workshops regularly to provide them with the desired socialization and exposure needed for optimum quality education delivery.

## REFERENCES

- Afangideh, S. T., & Nwideduh, S. B. (2010). Appraisal of the status of information and communication technology in secondary schools in Akwa Ibom State. *Journal of General Studies*, 1(1)1-13.
- Akinyokun, O. G., & Uzoka, F. M. O. (2010). Factor analysis of the effect of academic staff profile on the investment portfolio of a university. *International Journal of Business and Management Tomorrow*, 1(3), 11-15.
- Akpan, C. P., & Ita, A. A. (2015). Teacher professional development and quality universal basic education in Lagos State, Nigeria. *Global Journal of Arts, Humanities and Social Sciences*, 3(9), 65-76.
- Appleby, J. (1981). *Maturational instruments with an organization*. Harper and Row Publishers.
- Atambo, W. N., Munene, C., & Mayogi, E. N. (2013). The role of employee incentives on performance: a survey of public hospitals in Kenya.
- Ayandele, I. A., & Nnamseh, M. P. (2014). Hackman and Oldham Job characteristics model (JCM) and Akwa Ibom state civil servants' performance. *Canadian Social Science*, 10(2), 89-101.
- Babalola, J. B., Adedeji, S. O., & Erwatat E. A. (2007). Revitalizing quality higher education in Nigeria: options and strategies. <http://educ.ui.edu.ng/SOAdedeji.htm> on 27th May 2020.
- Baral, N., Nepal, A. K., Paudel, B. H., & Lamsal, M. (2015). Effect of Teachers Training Workshop Outcomes on Real Classroom Situations of Undergraduate Medical Students. *Kathmandu University Medical Journal*, 13(2), 162-166.
- Bellibaş, M. Ş., & Gümüş, E. (2016). *Teachers' perceptions of the quantity and quality of professional development activities in Turkey*. Cogent Education, 3(1), Article 1172950.
- Brookins, M. (2016). *The advantages and disadvantages of job enrichment*. Retrieved from <http://smallbusinesschron.com/advantages-disadvantages-job-enrichment-11960.html> on May 26th, 2020.
- Davoudi, M. & Mehdi, S. (2013). Impact of job enrichment in organizational citizenship behaviour. *SCMS Journal of Indian Management*, 10(2)106-112.
- Etuk L. (2019). Socio-Economic Development: the Impacts of Micro, Small, and Medium Scale Enterprises in Nigeria. *Sustainable Humanosphere*, 16(2), 448-460.
- Federal Republic of Nigeria (2014). *National policy on education*. NERDC.
- Fourman, L. S., & Jones, J. (1997). Job enrichment in Extension. *Journal of Extension*, 35(5), 209-223
- Hackman, J. R. & Oldham, G. R. (2010). How job characteristics theory happened: *The Oxford handbook of management theory. The Process of Theory Development*, 3(2), 151-170.
- Herzberg, F. (2009). *One more time: How do you motivate employees*. Harvard Business School Press.

- Hogg, R. V. & Hogg, M. C. (1995). Continuous quality in higher education. *International Journal Review*, 63(1) 35-48.
- Igwe, S. O. (2004). *Quality and evaluation in teaching and learning in Nigerian education*. In B. A. Ehiazu and U. M. O. Ivowi (Eds.). *Minimum standards and accountability in the Nigerian educational system*. Mercury International Publishers.
- Koko, M. (2006). *Implementation of job enrichment programme*. Charffant Publishers.
- Kotila, O. (2001). *Job enrichment*. [www.academic.emporia.edu/smithwil/001fmg456/eja/kotil](http://www.academic.emporia.edu/smithwil/001fmg456/eja/kotil).
- Leach, D., & Wall, T. (2004). What is job design? [http://www.shef.ac.uk/~iwp/publications/whatis/job\\_design.pdf](http://www.shef.ac.uk/~iwp/publications/whatis/job_design.pdf).
- Magaji, N. (2015). Effect of job enrichment on employee motivation in selected private universities in South-West Nigeria. *Researchers World*, 6(4), 67-85
- Manduku, J., Edward, B., & Cheruiyot, A. (2018). In-service teacher training programmes: Implications on teacher effectiveness in secondary schools in Kenya. *European Journal of Education Studies*, 4(2), Article 815.
- Ngala, F. B., & Odebero, S. O. (2010). Teachers' perceptions of staff development programmes as it relates to teachers' effectiveness: A study of rural primary schools in Kenya. *Educational Research and Reviews*, 5(1), 1-23
- Nnebedum, C., Akinfolarin, A. V., & Obuegbe, A. S. (2018). Extent of principals' utilization of committee system in the administration of secondary schools. *Journal of Education and Entrepreneurship*, 5(3), 34-48.
- Nwankwoala, HNL (2016). *Fundamental facts in educational administration and supervision*. Harey publications coy.
- Okorie, N. C. (2009). *Organizational setting of leadership theory into practice in educational organizations*. Giebon & Sons Press.
- Olakulehin, F. K. (2007). Information and communication technologies in teacher training and professional development in Nigeria. *Online Submission*, 8(1), 133-142.
- Ololube, N. P. (2017). *Educational management, planning and supervision: model for effective implementation (2<sup>nd</sup> Edition)*. Pearl Publishers.
- Ololube, N. P. (2024). *Institutional leadership: Laying the foundation for success*. Pearl Publications.
- Ololube, N. P., & Wome, M. O. E. (2025). *Principles of green human resource management: Theory and practice*. Pearl Publishers.
- Owolabi, S. A. (2010). Repositioning for quality service delivery in tertiary institution: The role of accountants. *Journal of Educational and Social Research*, 4(2) 335-354.
- Peretomode, V. F. (2006). *Educational administration applied concept and theoretical perspectives for students and practitioners*. Joja Press.
- Qasem, A. A. A., & Viswanathappa, G. (2016). Blended learning approach to develop the teachers' TPACK. *Contemporary educational Technology*, 7(3), 264-276.
- Robbins, S. P. & Judge, T. T. (2011). *Organizational behaviour* (14<sup>th</sup>ed.). Prentice Hall.
- Saleem, S., Shaheen, W. A., & Saleem, R. (2012). The impact of job enrichment and job enlargement on employee satisfaction keeping employee performance as intervening variable: A correlational study from Pakistan. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(845), 1-21.
- Stephen, S. (2008). How can job rotation, enlargement and enrichment be used for a higher grade teacher. <http://packbackbooks.com/answers/1684798/CH9-How-can-job-rotation-enlargement-and>.

- Sushil, S. (2014). Role of job enrichment and job enlargement in work life balance. *Global Journal of Finance and Management*, 6(3) 239-244.
- Uchendu, C. C., Nwafor, I. A., & Nwaneri, M. G. (2015). Marketing Strategies and Students' Enrolment in Private Secondary Schools in Calabar Municipality, Cross River State, Nigeria. *Online Submission*, 3(5), 212-223.
- Umoeshiet, E. A. (2012). Curriculum evaluation and quality assurance in undergraduate business education programme in tertiary institutions in Nigeria. *Journal of Research in Education*, 18(1), 72-76.
- Venkatesh, A. (2015). Job enrichment, meaning, characteristics, advantages and limitations. internet <http://www.yourarticllibrary.com/hrm/jobs/job-enrichment-meaning-characteristics-advantages-limitations/53318>.
- Williams, B. K. (2009). *Management: A practical Introduction* (4<sup>th</sup> Ed.). McGraw-Hill Irwin.
- Yusuf, L. A., & Alabi, C. O. (2012). Education quality management as panacea for sustainable school quality reform in Nigeria. *European Journal of Educational Studies*, 4(2), 233-235.