Job Enrichment and Managers Commitment in State-Owned Universities in Bayelsa State

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Abstract

This study investigates the relationship between job enrichment and managers' job commitment in state-owned universities in Bayelsa State, Nigeria. Specifically, it examines the relationship between autonomy, task identity, skill variety, and managers' affective commitment. A descriptive survey research design was adopted, utilizing a structured questionnaire to collect primary data from 155 respondents, comprising heads of departments, executive secretaries, and faculty officers from Niger Delta University and the University of Africa. The study employed both descriptive and inferential statistical analyses, including Pearson Product-Moment Correlation and multiple regression, using SPSS version 24. Findings revealed a significant relationship between job enrichment dimensions such as autonomy, task identity, and skill variety and managers' job commitment. The study highlights that providing managers with autonomy, incorporating skill variety, and fostering task identity significantly enhance their affective commitment. Based on these findings, the study recommends that state-owned universities should empower managers with greater autonomy in decision-making, offer skill development programs, and create opportunities for innovation to strengthen their job commitment. The study concludes that enriching managerial roles fosters a stronger commitment to organizational objectives, ultimately enhancing institutional effectiveness.

Keywords: Job Enrichment, Managers Commitment, Autonomy, Skill Varieties, Task Identity

INTRODUCTION

Organisations are continuously battling with creative problems meant to maintain efficiency and cultivate a dedicated staff in today's fiercely competitive commercial market. Every employee must be completely committed to and in agreement with the organization's aims and objectives in order for it to function at its best. Job enrichment is one of the main tactics used by management to inspire workers and foster organisational development. A motivating technique called job enrichment aims to make jobs more interesting, fulfilling, demanding, and accountable. Job enrichment aims to increase employee engagement and performance by giving workers more responsibility and integrating a wider range of abilities into their work (Mac-Ozigbo & Daniel, 2020).

The main goal of work enrichment is to mitigate the detrimental consequences of boring and repetitive duties, which frequently result in rigidity, boredom, and discontent among employees. A comprehensive unit of work, a variety of activities with differing degrees of complexity, and channels for communication, encouragement, and feedback are all common components of an enriched job (Saleem, Shaheen, & Saleem, 2012). In addition to improving job happiness, this strategy helps people feel more accomplished and improve personally.

The idea that work is a strict set of duties and activities is becoming less and less relevant. Employees must adjust to the constantly shifting demands of their professions in today's dynamic workplace; they cannot be restricted to responsibilities that are too specific (Raza & Nawa, 2011; Parvin & Kabir, 2011). According to Sanda, Asikia, and Magaji (2015) and Magaji (2015), job enrichment entails giving workers more authority by allowing them to participate in higher-level management tasks. Their self-actualization, self-control, and self-esteem are all improved by this empowerment, which eventually results in increased motivation and dedication (Ramllal, 2004).

According to Kamal et al. (2008) and Behson, Eddy, & Lorenzet (2000), work enrichment gives employees a sense of fulfilment and happiness by providing a wider range of jobs that call for a variety of talents and more autonomy. Job enrichment fosters creativity and engagement by reducing rigidity, boredom, and unhappiness through an increase in employees' authority, responsibility, and skill diversity. Frederick Herzberg initially proposed the idea of work enrichment in the 1950s. It is sometimes called the "vertical loading" of a job, when more duties and tasks are added to a position to increase its depth and attractiveness (Davoudi, 2013).

Job enrichment is generally acknowledged in the field of human resource management as a dynamic process that improves work structures and procedures. It fosters an atmosphere that encourages independence, adaptability, personal development, and contentment at work (Aguinis, 2009). It has been shown in several research (Salau, Adeniji, & Oyewunmi, 2014; Nzewi et al., 2018; Mac-Ozigbo & Daniel, 2020) that work that is repetitive, regular, and excessively regulated causes employees to become bored, demotivated, and unhappy. By giving workers more control over their work and decision-making authority, job enrichment improves workplace performance and tackles these problems. It's crucial to remember that job enrichment might not work for everyone. Individual variations imply that although some employees thrive on additional responsibility and skill diversity, others may oppose such changes, as noted by Brown (2014) and Hower (2018). However, when done right, work enrichment may greatly increase productivity and job happiness.

Organisations place a high value on employee commitment since it is directly related to lower withdrawal behaviours including turnover, tardiness, and absenteeism. The performance of the organisation as a whole may be significantly impacted by these actions. Employers and managers are focussing more on ways to maximise worker productivity as they realise how important employee performance is to the success of the company (Zheng, Sharan, & Wei, 2010). Since highly motivated individuals are more likely to devote their time and energy to accomplishing organisational goals, employee commitment is seen as a critical factor of success (Magaji, 2015).

In addition to being more productive, dedicated workers also help build social capital, which promotes cooperation and organisational learning.

Given the aforementioned, job enrichment becomes a potent instrument for raising employee dedication by giving workers the freedom, diversity of skills, and accountability required to keep them interested in their jobs. The purpose of this study is to investigate the connection between office managers' work performance and job enrichment in Bayelsa State's state-owned colleges. The study intends to offer insights into tactics for enhancing organisational results and staff engagement in the higher education sector by investigating the relationship between job enrichment and performance.

STATEMENT OF PROBLEM

Organisations compete globally in the age of globalisation, and their personnel is one of the most important assets for gaining a competitive edge. Since workers are essential to the success of the company, management has placed a greater emphasis on enacting equitable pay practices and human resource (HR) tactics to win their loyalty. Promotions, job stability, and establishing positive working circumstances are some of these tactics. However, many organizations— especially public institutions—continue to struggle with issues like low productivity, job unhappiness, and employee ennui in spite of their efforts. These problems frequently result in tardiness, absenteeism, psychological strain, work-related stress, delays in administrative performance, and, in the worst situations, total disengagement from the workplace.

One of the most important components of an organization's success is effective people management. This results from the realisation that an organization's human capital is an integral part of the organisation. An organisation must establish rules that encourage employee happiness in order to create a culture of dedication and collaboration. Employees are more likely to become involved and dedicated to the company when they feel appreciated and content (Parvin & Kabir, 2011). Employee disengagement, on the other hand, might result from boredom and discontent, which lowers output and increases attrition. According to Brown (2014), work enrichment can be a useful remedy for these problems. Organisations may re-engage their staff and keep important people from leaving for rivals by making jobs more rewarding, challenging, and meaningful.

Despite the introduction of equitable remuneration policies and HR procedures aimed at motivating and retaining employees, many managers in Nigerian commercial organisations find it difficult to comprehend why certain employees continue to lack commitment. It has been noted that both managers and staff frequently exhibit signs of boredom, exhaustion, and disengagement, as well as a lack of involvement and independence in their jobs. Poor work enrichment procedures in these organisations are frequently blamed for this disengagement. Employee commitment levels decrease when they are not given the chance to exercise creativity, take on a variety of roles, or make decisions. Because of this, they typically simply complete the duties that are specifically given to them, exhibiting little initiative, originality, or feeling of accountability.

In addition to having an impact on individual performance, this lack of dedication and involvement has wider ramifications for the competitiveness and productivity of organisations. Organisations

must make job enrichment a top priority as a strategic HR strategy in order to solve these issues. Organisations may rekindle workers' enthusiasm for their job, increase their dedication, and eventually boost overall performance by rethinking positions to incorporate more autonomy, a wider range of skills, and chances for personal development. By doing this, they can develop a more vibrant, driven, and effective team that can propel the company forward in a world that is becoming more and more competitive. Therefore, this study is conducted to investigate the relationship between the job enrichment and managers' job commitment in state-owned universities in Bayelsa State.

OBJECTIVES OF THE STUDY

The primarily the study investigate the relationship between the job enrichment and managers' job commitment in state-owned universities in Bayelsa State The Specific objectives are:

1. To ascertain the relationship between autonomy and managers' affective commitment.
2. To find out the relationship between task identity and managers' affective commitment.
3. To determine the relationship between skill variety and managers' affective commitment.

HYPOTHESES

H_{01}: There is no significant relationship between autonomy and managers' affective commitment?

H_{02}: There is no significant relationship between task identity and managers' affective commitment?

H_{03}: There is no significant relationship between skill variety and managers' affective commitment?

CONCEPTUAL AND THEORETICAL REVIEW
Job Enrichment and Managers' Job Commitment.

According to Hackman and Oldham (1976) and Raza and Nawaz (2011), job enrichment entails revamping tasks to provide workers more chances to feel that they are responsible, accomplished, growing, and appreciated. By raising the degree of autonomy, feedback, and job relevance, it transforms a role into a qualitative improvement that gives workers more control over their work and insightful performance feedback. In order to improve employee control and responsibility, job enrichment entails adding activities and responsibilities to a function (Raza and Nawaz, 2011). Similarly, work enrichment is defined by Yasdani, Yaghoubi, and Giri (2011) as changing job content to increase productivity and make jobs more difficult. Expanding the variety of jobs and responsibilities an employee does without necessarily extending their working hours is the fundamental tenet of job enrichment. Eliminating monotonous tasks and avoiding staff apathy are the objectives. Job enrichment gives employees more autonomy and responsibility by requiring a higher degree of experience and abilities and bringing greater diversity in task content. Consequently, this results in more significant and satisfying work experiences (Bakri, 2015). One of the most important strategies for improving worker performance and fostering organisational expansion is job enrichment. Employee commitment and responsibility increase when work environments are made more appealing and stimulating. Organisations today are beginning to see the inherent worth of meaningful work instead of capital as the main factor influencing success.

According to Al-Khayat (2017), employees who find their work enjoyable are driven by an internal feeling of devotion and dedication that frequently outweighs the effects of external incentives. Job enrichment is an administrative method that increases workers' responsibility, autonomy, and control in order to help them feel more satisfied with their positions. As a result, they do better overall (Allemon, 2019). In order to improve job satisfaction for the person carrying out the function, job enrichment entails changing the physical aspects of a job, its essential responsibilities, and its dimensions. Additionally, management uses it as a motivating tool to encourage workers to perform better by giving them more challenging and exciting tasks to do (Salau et al., 2014). Job enrichment and all of its aspects have been found to dramatically increase employee motivation. Organisations may cultivate a more engaged and productive workforce by redesigning roles to offer employees chances for responsibility, success, progress, and recognition (Davoudi & Mehdi, 2013). According to Aninkan (2014), job enrichment gives workers more decision-making power and improves skill diversity, autonomy, and feedback. This covers duties including setting work procedures, scheduling jobs, and guaranteeing quality.

The degree to which a job calls for the use of a range of abilities and skills is referred to as skill variety. Derek and Laura (2000) assert that monotony, dullness, and boredom may be avoided by encouraging employees to take on a range of duties and letting them switch between activities inside an organisation. According to a number of studies, workers find their work more important and satisfying when it requires a variety of talents and those skills are valued by the company (Bratton, 2007; Magaji, 2015). Employees may use a broad range of talents, abilities, and knowledge thanks to this variety, which makes their jobs more interesting and fulfilling (Ali & Aroosiya, 2010).

Roles requiring a high degree of skill variation are frequently seen as more demanding and interesting owing to the range of tasks required, whereas jobs with low skill variety are typically less exciting and can result in monotony. It's crucial to remember, nevertheless, that an overabundance of skill variation might overwhelm workers, exhaust their mental capacity, and cause stress or mental overload (Chiu & Chen, 2009). This viewpoint is supported by Awolusi (2015), who emphasises that although skill variation has many advantages, the methods employed to get it must be carefully calibrated to prevent unforeseen negative effects.

Managers' Job Commitment.

The degree to which an individual feels a feeling of dedication and loyalty to their organisation is known as job commitment, or employee commitment (Akintayo, 2010). Ongori (2007) asserts that it is an emotive reaction or emotional attachment that workers have to their company, indicating their degree of connection and loyalty. Reetta (2018) and Meyer and Herscovitch (2001) go on to characterise commitment as a psychological condition that ties an employee to a company and lowers turnover. It is also seen as a way of thinking that encourages people to act in a way that is consistent with the organization's values and aims, especially when those values are recognised as significant.

The focus on workers' loyalty, emotional attachment, and sense of justice in their psychological contract with the company runs throughout all of these categories. The social exchange theory, which sees the working relationship as a reciprocal exchange of resources regulated by the reciprocity principle, is the foundation of employee commitment (Coyle-Shapiro & Kessler, 2000). Both material advantages like pay and job stability as well as intangible components like mutual respect and trust are involved in this trade. A key factor in determining commitment is the psychological contract, which stands for the unspoken duties and expectations that exist between employers and workers. Employees are more likely to respond with greater levels of dedication when they believe their company has met their responsibilities (Coyle-Shapiro & Morrow, 2006). On the other hand, unfulfilled expectations may result in decreased loyalty and disengagement.

Organisational performance is significantly influenced by employee dedication (Ogeniyi, Adeyemi, & Olaoye, 2017; Nasiri, 2017). Low-commitment workers typically perform the bare minimum needed for their positions and frequently put their own success ahead of the objectives of the company. They are more likely to go if a better opportunity presents themselves since they could see themselves as outsiders rather than long-term employees (Irefin & Mechanic, 2014). Conversely, highly dedicated workers consider themselves essential to the company. They frequently go above and beyond the call of duty to help the organisation succeed because they have a strong commitment to its purpose and core values. These workers are more likely to be innovative, look for methods to perform better, and stick with their company during difficult times (Andrea, 2017). To put it simply, dedicated workers regard the company as though it were their own.

Allen's three-component model (1997) is one of the most well-known models for comprehending organisational commitment. By dividing commitment into three different aspects, this model offers a thorough understanding of the concept:

Affective commitment is the term used to describe an employee's participation, identity, and emotional tie to the company. Because they choose to, workers with strong emotional commitment remain with the company. The perceived costs of leaving the company, such as lack of other possibilities or financial stability, are reflected in the continuity commitment factor. High continuance commitment employees stick around because they feel compelled to.

Normative commitment is the feeling that one has a moral duty to stick with the company. Because they feel it is the proper thing to do, employees with strong normative commitment stick around (Noraazian & Khalip, 2016). When taken as a whole, these three elements offer a more thorough picture of the reasons why workers stick with their companies. Since affective commitment is motivated by sincere emotional attachment and harmony with organisational objectives, it is frequently seen as the most desirable type. Although they are nevertheless significant, continuity and normative commitment are more transactional and duty-based.

Employee commitment is a complex idea that is essential to the success of an organisation. Employee views of reciprocity, fairness, and the satisfaction of psychological contracts all have an impact on it. While less devoted workers may disengage or quit, highly committed workers are

more likely to stay loyal, innovate, and contribute to the organization's goals. Organisations may create plans to encourage a more engaged and dedicated staff by having a better understanding of the commitment aspects as described in Allen's model.

Affective Commitment

An individual's emotional attachment, affiliation, and participation with their organisation is referred to as affective commitment (AC). To put it simply, it symbolises the feelings that a worker has for their place of employment (Rhoades, Eisenberger, & Armeli, 2001; Andrew, 2017; Balassiano & Salles, 2012). Because they truly want to be a part of their company, employees who display emotional commitment have a strong sense of connection to it. They are committed because their personal beliefs and the goals and ideals of the organisation are quite similar (Sayğan, 2011; Wang et al., 2010; Gelaidan & Ahmad, 2013). Employees with high affective commitment stay with their company because they are willing and naturally driven to do so, not because they have to or are required to, as Andrew (2017) emphasises.

Meyer and Allen's commitment model offers a clear framework for comprehending the variables influencing emotional commitment. Job difficulties, objective and task clarity, management's openness to feedback, peer cohesiveness, fairness, perceived personal significance, feedback systems, involvement possibilities, and reliability are some of these aspects, according to Mathotaarachchi et al. (2018). According to Allen and Meyer (1990, p. 2), affective commitment is "an emotional attachment to the organisation such that the strongly committed individual identifies with, is involved in, and enjoys membership within the organisation." Motivated by their sense of belonging and emotional connection, employees with strong affective commitment stay with the company because they want to (Allen & Meyer, 1990).

Affective commitment, the first of three aspects of organisational commitment, is defined by Meyer and Allen (1991) as the emotional bond that workers have with their company. Emotional connection with the organisation and personal choice are the causes of this attachment (Singh & Gupta, 2015). When a person's personal values are in line with the organization's culture and objectives, they exhibit affective commitment, which is a favourable attitude towards the organisation (Mahal, 2012). How people connect with and participate in the organisation demonstrates the depth of emotive commitment (Faloye, 2014).

Enriched Job Characteristics Theory
Hackman and Oldham's (1976) Enriched Job Characteristics Theory serves as the foundation for this investigation. This theory expands upon previous frameworks, including Turner and Lawrence's (1965) work on task characteristics, Vroom's Expectancy Theory, Herzberg's Two-Factor Theory, and Maslow's Need Hierarchy Theory (Garg & Rastogi, 2006). According to the hypothesis, certain employment features that affect motivation, satisfaction, commitment, participation, and performance quality while lowering negative withdrawal behaviours like absenteeism and turnover are the main drivers of job enrichment. The theory holds that three crucial psychological states—experienced meaningfulness, accountability for outcomes, and awareness of results—are responsible for these consequences (Grant, 2008).

According to the notion, employment should be created with certain features that promote high levels of commitment, motivation, and fulfilment. It outlines the circumstances in which people are most likely to flourish at work and proposes that adding essential elements to employment and matching workers with the right personal traits to these positions will increase employee effectiveness (Hackman & Oldham, 1976). This method gives management important information on how to create jobs that encourage worker productivity and engagement.

Humanistic Theory

By emphasising the fundamental motives and personal development of the individual, the Humanistic Theory enhances the Enriched Job Characteristics Theory. This idea highlights that humans are logical creatures with the ability to make free decisions about their life and sees behaviour as impacted by learnt habits. It emphasises the significance of attaining personal development, maximising freedom, and interpreting events in a way that is consistent with one's beliefs and objectives (Huitt, 2006). Humanistic theory highlights autonomy, accountability, demanding work, creativity, curiosity, and creative expression as important goals for promoting employee growth and contentment in the workplace. The approach emphasises how important it is to attend to employees' individual needs and aspirations since they are essential to their dedication and drive.

Empirical Studies

Numerous research have examined the connection between employee commitment and work enrichment, offering important new perspectives on how job design affects organisational results. A research on the connection between work enrichment and employee commitment was carried out by Nzewi et al. (2018) at a few brewing companies in Anambra State, Nigeria. With a sample of 156 respondents and a survey research approach, the study discovered a strong positive correlation between emotional commitment and occupational autonomy. The findings showed that giving workers meaningful work raises their levels of commitment, which raises output. According to the report, companies should provide workers more freedom to use their abilities, accept accountability for their work, and stay loyal to the company.

Neyshabor and Rashidi (2013) also looked at the connection between employee dedication and work enrichment. According to their findings, employee commitment is greatly and favourably impacted by work enrichment. In order for administrators to obtain a competitive edge through staff engagement, the study highlighted the necessity of autonomy, feedback, work identity, task significance, and skill variety. The results supported the notion that employee commitment is strongly predicted by job enrichment.

Bakri (2015) looked at how work enrichment elements including autonomy, feedback, job distinction, diversity of abilities, and task priority may improve job performance among administrative personnel at the Islamic University of Gaza. The study discovered a statistically significant positive correlation between work enrichment aspects and job performance using a stratified random sample of 203 employees. The findings demonstrated that employees had high levels of job enrichment (81%) and job performance (80.45%), underscoring the usefulness of job enrichment in enhancing organisational outcomes.

METHODOLOGY

This study adopts a descriptive survey research design, which is appropriate for analyzing the relationship between job enrichment and office manager commitment in state-owned universities in Bayelsa state, Nigeria. A survey approach enables the collection of quantitative data from a representative sample, allowing for statistical analysis of the relationships among variables.

The population of this study consists of managers' in the Niger Delta University and University of African both in Bayelsa State. In this context, the managers' were made up of employees that performs office manager functions such as head of departments, executive secretaries and faculty officers of the state-owned universities. The sample size for this study is 155 respondents which comprises of comprising Head of departments, Faculty Officers and Executives secretaries from faculties, Department and Units. These participants will be randomly selected from the institutions. The study will rely on both primary and secondary data, which the primary data will be collected using a structured questionnaire and Secondary data are information already in existence, having been collected originally for some other purposes. The questionnaire will be designed using a five-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree) to measure respondents' perceptions of job enrichment and office manager job performance. The questionnaire reliability was tested by use of the Cronbach's alpha. The constructs portrayed the Cronbach's Alpha value which is over the value of 0.7 (0.897)

Data will be analyzed using Descriptive statistics (frequency distribution, percentages and means score.) and inferential statistics (Pearson Product-Moment Correlation). The statistical software SPSS version 24 will be used for analysis. Pearson correlation will measure the strength and direction of the relationships between variables, while multiple regression will determine the predictive power of job enrichment and office manager job performance.

ANALYSIS AND RESULTS

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	AGG SCORE	X
1	I get to experiment with new and creative methods to fulfil my work duties because of my employment.	28 (24.6)	25 (21.9)	36 (31.6)	15 (13.1)	10 (8.8)	388	3.4
2	I am in charge of my own work schedule and methodology.	25 (29.7)	10 (11.9)	60 (35.7)	15 (17.8)	4 (4.7)	379	3.3
3	My supervisor gives me enough latitude to complete my duties effectively.	47 (55.9)	20 (23.8)	38 (9.5)	6 (7.1)	3 (3.5)	444	3.9

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	AGG SCORE	X
4	My success and failure are entirely my own fault.	15 (17.8)	20 (23.8)	50 (23.8)	15 (17.8)	14 (16.6)	365	3.2
5	I get to make a lot of decisions on my own because of my employment.	38 (45.2)	15 (17.8)	35 (5.9)	25 (29.7)	1 (1.1)	406	3.6

Table 1: Descriptive Result on Autonomy

Source: Survey Data, 2024. *All figures in parenthesis are %*

Table 1 presents the descriptive results based on respondents' feedback regarding the extent of autonomy experienced within the studied organization. For the first question, the mean score of 3.4 suggests that employees feel their roles do not provide sufficient opportunities to explore new and innovative approaches to their job responsibilities. The second question, with a mean score of 3.3, indicates that managers have a moderate level of independence in scheduling their work and deciding how to complete it. The third question, with a mean score of 3.9, reflects strong agreement among respondents that managers are granted adequate freedom by their superiors to perform their tasks efficiently. The fourth question, with a mean score of 3.2, shows that respondents agree they are personally accountable for their successes and failures. Lastly, the fifth question, with a mean score of 3.6, demonstrates that respondents agree their roles allow them to make a significant number of decisions independently.

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	AGG SCORE	X
1	I accomplish an assignment from beginning to end. My efforts have produced observable and recognisable outcomes.	35 (30.7)	20 (17.5)	39 (34.2)	14 (12.3)	6 (5.2)	406	3.6
2	I contribute significantly to the finished good or service.	59 (51.7)	14 (12.3)	36 (31.6)	4 (3.5)	1 (0.8)	468	4.1
3	I don't have the opportunity to complete a task from start to finish because of the way my employment is set up.	28 (24.6)	25 (21.9)	36 (31.6)	15 (13.2)	10 (8.7)	388	3.4
4	My employment gives me the opportunity to finish whatever task I begin.	25 (21.9)	18 (15.8)	36 (31.6)	20 (17.5)	15 (13.1)	360	3.1

| 5 | I believe the work I did was really pertinent and acknowledged by my company. | 18 (15.8) | 5 (4.4) | 45 (39.5) | 35 (30.7) | 11 (9.6) | 326 | 2.9 |

Table 2 Descriptive Result on Task Identity

Source: Survey Data, 2024. *All figures in parenthesis are %*

The descriptive findings based on respondents' comments about how much task identity is felt by managers inside the company are shown in Table 2. With a mean score of 3.6 for the first question, respondents concur that managers execute tasks from beginning to end and that the results of their labours are easily seen and distinguishable. With a mean score of 4.1, the second question indicates that respondents strongly believe that they significantly contribute to the finished good or service. With a mean score of 3.4 for the third question, it appears that respondents concur that the way their jobs are structured restricts their capacity to complete a task from start to finish. With a mean score of 3.1 for the fourth question, respondents concur that their employment gives them the chance to finish whatever task they begin. Lastly, the fifth question shows that respondents somewhat agree that their work is recognised and deemed significant in the company, with a mean score of 2.9.

Table 3: Descriptive Result on Skill Variety

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	AGG SCORE	X
1	I have the opportunity to use a wide range of abilities and talents to accomplish a lot of different jobs.	25 (21.9)	10 (8.8)	34 (29.8)	30 (26.3)	15 (13.1)	342	3.0
2	This profession allows me to employ a variety of sophisticated talents.	30 (26.3)	25 (21.9)	40 (35.1)	15 (13.1)	4 (3.5)	404	3.5
3	The work is repetitious and rather easy.	19 (16.6)	15 (13.1)	40 (35.1)	25 (21.9)	15 (13.1)	340	2.9
4	My employment requires me to perform a variety of responsibilities.	25 (21.9)	10 (8.8)	35 (30.7)	30 (26.3)	14 (12.3)	344	3.0
5	My job's requirements are quite regular and predictable.	40 (35.1)	20 (17.5)	44 (38.6)	6 (5.3)	4 (3.5)	422	3.7

Source: Survey Data, 2023. *All figures in parenthesis are %*

The descriptive findings based on respondents' assessments of the degree of skill diversity in the organisation under study are shown in Figure 3. With a mean score of 3.0 for the first question,

respondents appear to moderately agree that managers have the chance to use a wide range of abilities and talents to complete a number of responsibilities. With a mean score of 3.5, the second question shows that managers often employ a variety of sophisticated talents in their work. With a mean score of 2.9, the third question indicates that respondents believe managers' jobs are rather basic and repetitious. With a mean score of 3.0, the fourth question indicates that respondents concur that managers' responsibilities include doing a wide range of duties. Lastly, respondents strongly agreed that the demands of their jobs are quite normal and predictable, as shown by the fifth question's mean score of 3.7.

Table 4: Descriptive Result on Affective Commitment

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	AGG SCORE	X
1	I would be very happy to spend the rest of my career in this organization.	59 (51.7)	14 (12.3)	36 (31.6)	4 (3.5)	1 (0.8)	468	4.1
2	I really feel as if this organization's problems are my own.	28 (24.6)	25 (21.9)	36 (31.6)	15 (13.2)	10 (8.7)	388	3.4
3	I feel like 'part of my family' at this organization.	35 (30.7)	20 (17.5)	39 (34.2)	14 (12.3)	6 (5.2)	406	3.6
4	I feel 'emotionally attached' to this organization.	59 (51.7)	14 (12.3)	36 (31.6)	4 (3.5)	1 (0.8)	468	4.1
5	I would go extra-miles to protect my organization interest.	28 (24.6)	25 (21.9)	36 (31.6)	15 (13.2)	10 (8.7)	388	3.4

Source: Survey Data, 2024. *All figures in parenthesis are %*

The descriptive findings based on respondents' assessments of the degree of affective commitment in the organisation under study are shown in Table 4. With a mean score of 4.1 on the first question, respondents are somewhat in agreement that they would be extremely glad to work for this company for the remainder of their careers. With a mean score of 3.4, the second question indicates that respondents take responsibility of the organization's issues and treat them as though they were their own. With a mean score of 3.6, the third item is in the moderately agree range, indicating that respondents have a strong sense of belonging and consider the organisation to be similar to their family. With a mean score of 4.1 for the fourth question, respondents concur that carrying out a range of duties is part of their employment. Lastly, respondents strongly agreed that they would go above and beyond to safeguard their organization's interests, as indicated by the fifth question's mean score of 3.4.

Table 5 Correlation Outcome between Autonomy and Managers' Affective Commitment.

		Autonomy	Affective Commitment
Autonomy	Pearson Correlation	1	.894**
	Sig. (2-tailed)		.000
	N	114	114
Affective Commitment	Pearson Correlation	.894**	1
	Sig. (2-tailed)	.000	
	N	114	114

**. Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS, 2025

The study's findings indicate that there is a strong positive correlation between managers' affective commitment and autonomy (r=0.894). Additionally, for p=0.00≤0.01, the connection is significant. This indicates that the aforementioned null hypothesis is disproved and that managers' affective commitment and autonomy are significantly correlated. The results of Nzewi, Chiekezie, Ekene, Raphae, and Ebuka's (2018) study, which demonstrated a strong positive correlation between emotional commitment and job autonomy among employees in the chosen brewing companies, corroborate this conclusion. Additionally, it was shown that when workers have more fulfilling occupations, their level of dedication rises, which in turn raises their level of productivity inside the company.

Table 6: Correlational Outcome between Task Identity and Managers' Affective Commitment.

		Task Identity	Affective Commitment
Task Identity	Pearson Correlation	1	.862**
	Sig. (2-tailed)		.000
	N	114	114
Affective Commitment	Pearson Correlation	.862**	1
	Sig. (2-tailed)	.000	
	N	114	114

**. Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS, 2025.

A substantial positive and significant association between task identity and managers' affective commitment is indicated by the inferential analysis's conclusion (r = 0.862). The null hypothesis is rejected because of the statistical significance of this association (p = 0.00 < 0.01), which also confirms that task identity and managers' affective commitment are significantly correlated. The results of Neyshabor and Rashidi (2013), who showed that work enrichment significantly increases employee commitment, are consistent with this conclusion. The study highlights that for administrators looking to gain a competitive edge via their staff, elements like autonomy, feedback, task identity, task relevance, and skill variety are crucial. In conclusion, the idea that work enrichment is a significant predictor of employee commitment has been repeatedly supported by prior studies on the subject.

Table 7: Correlational Outcome between Skill Variety and Managers' Affective Commitment.

		Skill Variety	Affective Commitment
Skill Variety	Pearson Correlation	1	.925**
	Sig. (2-tailed)		.000
	N	114	114
Affective Commitment	Pearson Correlation	.925**	1
	Sig. (2-tailed)	.000	
	N	114	114

**. Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS, 2023.

between managers' emotional commitment and skill diversity. The null hypothesis is rejected because of the statistical significance of this association (p = 0.00 < 0.01), which also confirms that skill diversity and managers' affective commitment are significantly correlated. This finding is in line with that of Bakri (2015), who discovered a statistically significant positive correlation between work performance and the individual and collective aspects of job enrichment. According to the study, the Islamic University had a high degree of job enrichment (relative weight of 81%) and high levels of job performance and staff commitment (relative weight of 80.45%). This lends more credence to the notion that increasing employee engagement and performance requires skill variation, a component of job enrichment.

CONCLUSION
The purpose of the study was to look into the empirical connection between managers' job dedication and job enrichment. Because it enables the use of survey instruments to characterise the behaviour of the study respondents (managers), a descriptive research approach was chosen. The

information gathered via surveys was interpreted using both descriptive and inferential methods. According to the data, there was a substantial correlation between managers' job commitment metrics and all aspects of job enrichment.

In conclusion, the study has shown that managers' job dedication and job enrichment are empirically related. Enhancing managers' duties clearly encourages higher levels of work commitment. An atmosphere that promotes dedicated behaviour is created by elements including task autonomy, creativity, the use of a range of talents, and an appreciation of the importance of managers' job. This is especially important for managers at public institutions, where job enrichment may greatly improve their commitment and output.

RECOMMENDATIONS
The following recommendations were presented from the findings:
1. State-owned colleges ought to empower their administrators by giving them more freedom to make decisions and take responsibility for their work. This method increases their devotion to their responsibilities and cultivates a sense of responsibility.
2. By offering frequent training, workshops, and chances to use cutting-edge techniques, universities should motivate managers to broaden their skill sets. This increases their commitment to the company and enhances their work experience.
3. Managers' dedication and motivation may be increased by highlighting the importance of their jobs and how they affect the university's performance. The importance of their efforts may be reaffirmed through regular feedback, recognition initiatives, and task alignment with the university's objective.

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