The Influence of Motivation to Participate in Training, Organizational Ethic, Personnel Appreciation and Self Efficacy on Job Enrichment among Non-Teaching Polytechnic Workers in Oyo State, Nigeria

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ABSTRACT

The increased need for Management and Administrators to be more responsive, flexible, competitive and innovative is intricately intertwined with a greater percentage of productivity problems in work environment of organizations. Using descriptive research design, this study examines the influence of motivation to participate in training, organizational ethic, personnel appreciation and self-efficiency as factors influencing job improvement of non-Teaching members of staff at The Polytechnic, Ibadan, Oyo State. Based on its findings, the study recommends that non-Teaching members of staff at the Polytechnic are encouraged to pay close attention to all the motivating factors utilised in this study as they are vital to ensure job performance and reduced challenges of low morale and stress at work. It also submits that the Institution's management would realize the full potential and cognisance of organizational ethics once policy formulation positively impacts and enhances the commitment of members of staff to work and the organizational development.

Keywords: Job Enrichment, Organizational Ethics, Personnel Appreciation, Social Efficiency, Polytechnics Oyo State

INTRODUCTION

The growth and survival of any organization depend to a large extent on the productivity of its workforce. Similarly, the wealth of a nation as well as socio-economic wellbeing of it people depends on the effectiveness and efficiency of it various sub components (Akinyele,2007). Productivity is therefore of great importance to the individual worker, the organization, national economy at large and therefore also important to the upliftment of the welfare of the citizen and reduction of mass poverty in the polity (yesufu 200). Productivity of the Polytechnic Non-teaching staff has be adjudged lower than that of counterparts in the teaching line (Thingan 2005).

There is wide spread interest in improving the level of job enrichment in public Polytechnic among the non-teaching workers which will lead to the economic and academic benefit of better preparing them for unprecedented demands of modern workplace, there are also social benefits tied to improving performance and access for larger number of workers to post-organizational performance ,Training and Development opportunities laying stronger foundation to skills for long-life learning which will become useful in their line of career . This study is aimed at investigating motivation to participate in training, organizational ethic, personnel recognition and self-efficiency on Job enrichment among Non-teaching staff in polytechnic in Oyo state

Job enrichment is a way to motivate workers by giving them opportunity to use a range of their creative abilities, more responsibilities and varieties in their job. The purpose of job enhancement is to reverse the negative effect of repetitive tasks requiring autonomy, and having effects such as boredom, lack of flexibility, low morale and employees dissatisfaction. An enriched job will contain

1. A range of tasks and challenges of varying toughness
2. A complete unit of work and
3. Feedback, encouragement and communication mechanisms (Leach and Wall, 2004)

 The earliest effort on job enrichment was by Herberg and later by Hackman and oldman who designed a job characteristics model. Kotila (2010) reported that model assumed that if five core job characteristics are present (skill, variety, task identify, task significance, autonomy and feedback) three psychological states critical to motivation will be produced in the worker namely; meaningfulness of work, responsibilities of work outcomes and knowledge of results. Then, there would be five positive job outcomes, namely; internal work motivation, job satisfaction, growth satisfaction, low absenteeism and high quality performance.

Job enrichment is also the redesigning of jobs in a way that increases the opportunities for the worker to experience the feeling of responsibility, autonomy, work itself, achievement, growth and recognition shilpa, Roopa (2013). Job enrichment allows the employee to work innovatively and accordingly because of expansion of role and responsibility shilpa, Roopa (2013).

Motivation to participate in training as a factor to enhance Job enrichment in this current study is a means through which Non-teaching staff are provided with the necessary knowledge and skills to improve overall organizational performance and achieve the objective of the organization not this alone, it is also enhances interpersonal development and entrepreneurship ability of an individual. Motivation to participate in training is the process of encouraging the non-teaching staff to acquiring specific skills to perform better on the job (Chiaburu & Teleab, 2005). It helps people to become qualified and proficient in carrying out their designated duties effectively (Noe,2009)

Usually an organization facilitates the workers' learning through training so that their modified behavior contributes to the attainment of the organization's goals and objectives.

To ensure the Non- teaching staff are no longer burdens to the organization, their employers and government, they must be trained frequently so as to facilitate Job enrichments. Motivation to participate in training also create opportunities that gives accessed to vocational and career aspirations and goals. It is an avenue to learn new skills and develop capacity for exploration in business and entrepreneur. Apart from improving organizational performance through training of the employees in an organization, another relevant effect of the programme is that it helps the workers after retirement to leave independently in that, it reduces the burdens on the employers of labour. It will also create opportunities to generate income for the family rather depending on the employers for pension. Motivation to participate in training delivers long-term benefits in the form of high productivity.

Another important factor that can affect Job enrichment is the issue of organization ethic, organizational ethic is a complex phenomenon. In practice, it is the application of ethical values and morals to everyday organization processes, behavior, and policies.

Ethics is a practice that applies to everyone employed in the organization, regardless of position, level of responsibility, and range of responsibilities (Paliwal, 2006). Drucker (1981) states ethics is non-negotiable, there is one ethics. There are morality rules and ethical behavior code that applies to all people alike. Ethical behavior and undertakings relate to actions, which are characterized by honesty, integrity, morality and good management practices while earning profits for the business organization.

Another crutial factor that can affect Job enrichment is personnel recognition. Personnel recognition of performance system are powerful means of directing attention within an organization hence management must understand the psychology of praising employees for good work, to apply the principle of personnel recognition and to encourage others to imitate such in their working relationship (Akter, 2013). The author went on to state that appreciation is a vital human need and that employeyss retort to gratitude expressed through recognition of their good work because it confirms their work is valued

Lastly, Self-efficiency is one of the factors that would be considered in this study that can enhance Job enrichment. Self Efficacy is a central tenant of albert Bandura's (1977) social cognitive theory. Self Efficacy is the belief, or confidence, that one can successfully execute a behavior required to produce outcome such that the higher the level of efficiency, the more an individual believes he or she can execute the behavior necessary to obtain a particular outcome (Bandura, 1977)

Social cognitive career theory (Brown & Hackett, 1994) was developed out of this work to provide a conceptual framework to explain how career and academic interest develop, how career are made and how career- related performance are achieved

Statement Of Problems

The need for improved productivity in tertiary Institution has raised a great concern to Nigeria economy that depends on efficient and effective of manpower improvement. It has further become necessary, in view of modern global advancement, to develop human capital through of motivation to participate in training, organizational ethic, personnel appreciation and self-efficiency. Thus the role played by Non-teaching Polytechnic workers in improving organizational productivity cannot be over-emphasized.

This is because some members of Non-teaching staff in the polytechnics system have refused to enhance their skills towards achievement of the organizational goals. Some members of staff are so indolent or not wanting to work, they avoid responsibilities by delegating jobs to their younger counterparts but love money and recognition. They love social status and want to be seen and recognized, treated with respect. They refused to be trained and when they go for training, they cannot identify the gap in their knowledge. The focus of this study, therefore , is to investigate how motivation to participate in training, organizational ethic, personnel appreciation and self-efficiency as factors influencing Job enrichment of non-teaching Polytechnic workers in Oyo state

LITERATURE REVIEW

Concept of Job enrichment

In today's dynamic world public organization need to grapple with trend such as rapid product and technological changes, global competition, deregulation, demographic changes and a shift to service economy. This are increase to organizations to be more responsive, flexible competitive and innovative. So the traditional meanings of a job that is of well-defined set of responsibilities and action is weakened because employee now cannot just limit themselves to their job descriptions as they need to modify their work according to continuous changing requirements of work.

Now the focus is shifting towards "DE jobbing" that is broadening the responsibilities of the organization's job and encouraging workers not to limit themselves on what is written on their job description. That can be done by redesigning traditional job design through the application of modern job designs such as job enrichment.

Job enrichment is the redesigning of jobs in a way that increases the opportunities of the worker to

experience feeling of responsibility, autonomy, work itself, achievement growth and recognition. Job enrichment allows the employee to work innovatively and accordingly because of expansion of role and responsibility Shipla,Asif (2012)

According to Akrani (2011) job enrichment embraces some distinct features for effectiveness namely

1. The nature of the jobs are such that require high-level knowledge, skills and responsibilities
2. The objective of an enriched job is such that the job is more lively and challenging ,thus becoming source of motivation to the staff
3. The enriched job is packaged to give positive result, because the workers are given opportunities to use their initiative and innovate while working
4. D an enriched job encourages self-discipline ,it reduces external direction control

Job Enrichment Theory

Herzberg's (1959) two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles this theory will be adopted in this study for job enrichment. According to Hewstone and Stroebe (2001) Herzberg's two-factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors why dissatisfaction is influenced by hygiene factors. Motivation are those aspect of the job that make people want to perform well and provide them with enrichment. For example, achievement in work, recognition and promotional opportunities. The motivating factors are considered to be intrinsic to the job as individual may have a degree of control over them. Hygiene factors include aspect of the job that are extrinsic to the individual such as remuneration, company policies, supervisory practices and other working conditions.

Motivation to Participate in Training

Investment in human capital are central to job enrichment and growth when taste and technologies are changing rapidly, human capital investments are important in maintaining high level of competitiveness among workers.

Without a workforce that is continually acquiring a new skills, it is difficult to reap all the returns from technological progress. This study focuses on a particular component

Theory of Motivation to participate in training

Orthodox training theory, formalized by Becker, 1964 and Oi 1962, among others, it is an investment that raises expected future productivity, albeit at a cost. Training costs comprise the opportunity costs of foregone earnings as well as the direct costs of training. Investment in human capital is thus very similar to investment in physical capital but with one crucial distinction, in absence of slavery, workers retain ownership and thus control of their embodied training.

According to Malone, Straka & Logan (2000), the most recent studies involving training assessment have shown that participants learn much of what is provided in targeted practice programme and improve their attitudinal knowledge or behavior levels when involved in training program. However, many researchers have found evidence that the same participants typically do not apply what they learned during their training to real life experience in the workplace (Gaskins and Powers, 2005)

Training and learning techniques based on problem solving often achieve transfer through hugging techniques. Bridging for training allows for transfer in ways that create conditions for the " deliberate, mindful abstraction of skill or knowledge from one context for application in another

Organizational Ethics

Definition and principles of Organizational ethics includes either corporate and business ethics, or, put in another way, both the corporate values and the financial practices of the organization. They relate to all aspects of the organization including mission, vision, governance, and leadership. Organizational ethics is a highly discussed and debated subject in today's corporate and business world, as well as in educational and academic circles (Brown, Trevino, & Harrison, 2005).

In practice, it is the application of ethical values and morals to everyday organization processes, behavior, and policies. Ethics is a practice that applies to everyone employed in the organization, regardless of position, level of responsibility, and range of responsibilities (Paliwal, 2006). Drucker (1981) states ethics is non-negotiable, there is one ethics. There are morality rules and ethical behavior code that applies to all people alike. Ethical behavior and undertakings relate to actions, which are characterized by honesty, integrity, morality and good management practices while earning profits for the business organization.

There are certain parameters, which influence the extensive level and degree to which ethics has been analyzed by scholars and researchers in recent years, such as globalization, technology, intangible assets, talent management (Hollenbeck, Gerhart, & Writght, 2014). Furthermore, there are factors, which inhibit ethical intentions and behavior such as increasing competition; pressure for profits and return on investment; political corruption; values and morals not considered important by younger generations; the expectancy of fast money and profits; and disregard for social responsibility, honesty, and integrity. These standards must be modeled and practiced while having the commitment of the administration of the organization. Moreover, there must have been established a formal code of ethics outlining the policies, regulations, and expectations for all stakeholders

Personnel Appreciation

Appreciation is also a strong motivator, because it is a normal human need for long (Dubrin and Andrew 2004) state that motivating others by giving recognition and praise can be considered a direct application of positive reinforcement. Appreciating an employee can be seen as expressing recognition for his or her efforts, it is a good and positive practice for both parts (Bowen,2000). Appreciation must be consistent, given in a regular basis and most important, it should become part of the organization.

There are two kinds of appreciations: informal and formal appreciations. Informal appreciation can be describe as an individual thing. It could be from work partner to another, from a manager to his or her subordinate. Bowen et al (2000) underline some examples of informal appreciation as follows: Time off with pay, Lunch, Card and letter for all occasions, certificate for outstanding service. While formal appreciation are concentrated from an organizational achievement perspective, where employee are recognized when they achieve organizational objectives, when they meet performance goals, solving departmental organizational problems (Bowen et al 2000). Bowen state that compared with informal, the formal appreciation programs learn to look out over longer time horizons, incorporate benchmarks e.g profit objectives and achievement

Rosha, (2005) supports this notion by adding that employee performance and job satisfaction increases when the feel that their work is being valued, thus they are motivated to perform to their best

Self-Efficiency

Self-efficiency is another factor that can enhance job enrichment. Perceived self-efficiency is define a people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1994). The construct of self-efficiency represents one core

aspect of Bandura's social cognitive theory. He postulates that these expectations determine whether or not a certain behavior or performance will be attempted, the amount of effort the individual will contribute to the behavior, and how long the behavior will be sustained when obstacles are encountered. Self-efficiency beliefs how people think, feel and motivate themselves and behave. Such beliefs produce these diverse effects through four major processes, namely, Cognitive, affective, motivational and selection processes

Theory of Self-efficacy

The psychological concept of self-efficacy originates in the social cognitive theory of Albert Bandura (1977). Social cognitive theory has its root in social psychology and behaviorism but emphasis on social learning thereby situating the individual within a social context and with social relationship. Bandural developed a multi-dimensional model of the relationship between human cognition, environmental influences and human behavior, called reciprocal determinism. Rather than the individual being constructed as determined by either their environment or their biology

design

This Study used a Descriptive research design. The purpose of descriptive survey was used because, the researcher did not manipulate any variables of interest that occurred prior to the beginning of this study. The study was essentially to investigate the influence of IV on DV among No-Teaching staff at the Polytechnics in Ibadan Oyo state

Setting For The Research

The target population of the study was comprises of all Non-Teaching workers in Private and Public Polytechnic in Oyo State, Nigeria. The research was carried out in twelve institutions

Participants

The technique adopted for selection of the sample was being multistage random selection procedure.

There were 400 participants. Of these, (43%) 323 were males; while (57%) 429 were females. Their age ranges from 22-62 years, with a mean age of 35.5 years. The academic qualifications of the participants are:

- NCE, OND
- B.Sc., B.Ed.
- M.Sc., ME.d, MA, PhD

Instrument

Research instrument used to collect data for the study was structured questionnaire consisting of four section labelled A, B, C, D, E and F. The questionnaire was specifically designed to accomplish the objectives of the study. The section A consisted of demographic information such as age, sex, salary range, level of education, marital status, position, and year of experience. The second section contained the items, and was divided into five parts.

Section B. Job **Enrichment Scale (JES)** the scale adopted from Okurame (2012), the scale was design to measure how employees are being saddle with higher responsibility and promotion within the organization both in term of structure and content growth. It consist of 15 items. The second part of the instrument contains items that measure Institution organizational Ethics. It is a 5-point Likert (attitudinal scale): =Strongly Agree SA; Agree = A; disagree = D:Indifferent= I Strongly Disagree = SD . The overall reliability co-efficient of the instrument yielded an r = 0.76 cronbach alpha

Section C. **Motivation to Participate in Training Scale (MPTS).** The scale was measured with 10 items. These items have been used in previous training research (Bartlett 2001) with several items being slightly modified from the Noe and Schmitt (1986) instrument. The alpha reliability of the scale was 0.7

Section D. The second part of the instrument contains items that measure Institution **organizational Ethics**. It is a 5-point Likert (attitudinal scale): =Strongly Agree SA; Agree = A; disagree = D: Indifferent= I Strongly Disagree = SD, items in this section were adapted from the Organizational ethics Brazil Questionnaire by Barrons and Prate (1996) with 8 questionnaires. The overall reliability co-efficient of the instrument yielded an r = 0.644cronbach alpha

Section E**. Personnel Recognition scale (PRS).** The researcher adopted scale developed by Sonawane (2009) the scale was used to assess the significance of individual and organizational factors in enhancing the value of recognition for employee. Its consist of 30 items construct out of which 10 was used for the purpose of the current study. The reliability value reported from 0.86 to 0, 90 with 4 likert scale.

Section F**. Self-Efficiency scale (SES).** SES was developed by Schwarzer.R and Jerusalem .M (2000) Using a four likert scale. The scale consist of 10 statements about the workers, it is general sense of perceived self-efficiency. The reliability valued from 0.80 which is the internal consistency of the questionnaire

Procedure

The researcher moved round to the twelve Institutions (Public & Private) in the study and administered the instrument to Institutions personnel after the approval from the appropriate quarter. Following the instructions on the instrument, the questionnaires were filled and returned.

Statistics

The researcher made use of multiple regression, Pearson Product moment correlation and t.test statistical analysis. Multiple regression analysis was employed to find the joint contributions and relative effects of the independents variables on dependent variables. Pearson was used to find the relationship between the variables. The Statistical package for social science (SPSS) was the software used to analyze the work. The qualitative data were transcribed into black and white before the socio-metric analysis was carried out. In the procedure, the themes of the data transcribed were sorted out and improvised in the discussion section to buttress the Validity of the quantitative data results.

RESULTS

The following results presented are based on research questions raised and hypothesis generated which the study has sought to answer Demographic Characteristic of Respondents

Table 1: Distribution of Respondents by Sex

Sex	Frequency	Percentage %
Male	191	47.80%
Female	225	54.10%
Total	416	100%

The table indicates that 191 (47.8%) of the respondents are male, while 225 (54.1%) of the respondents are females. This implies that majority of the respondents are female

Table 2: Distribution of Respondents by Age

Age	Frequency	Percentage %
25-35	122	29.3%
36-45	131	31.5%
46-55	101	24.3%
56-65	62	14.9%
	416	100%

Table 2 shown that 122 (29.3%) were between 25 and 35 years while respondents between 36 and 45 years were 131 (31.5%), 101 (24.3%) were between 46 and 55years, 62 (14.9) were between 56 year and above. 31.5% which were 36 and 45 years accounted for the majority of the participants age group of the study.

Table 3: Distribution of Respondents by Educational Level

Educational Level	Frequency	Percentage %
Ph.D	12	2.9%
Msc, Med, MTech	114	27.5%
Bsc	138	33.2%
HND/OND/NCE	152	36.5%
	416	100%

Table 3: revealed that all had formal education ranging from Ordinary Higher Diploma to PhD in the following order; that 12 (2.9%) of the respondents had PhD, 144 (27.5%) had Masters degree, 138 (33.2%) had first degree, while 152 (36.5%) had Higher National diploma/Ordinary diploma and it equivalent and this educational level accounted for the majority of the participants educational qualification in this study.

Table 4: Distribution of Respondents by Cadre

Cadre at work	Frequency	Percentage %
Lower Cadre (level 6 downward)	166	39.9%
Middle cadre (level 7-11)	149	35.8%
Higher cadre (level 12-above)	101	24.3%
	416	100%

Table 4: It indicates the cadre distribution of the respondents by virtue of level 166 respondents that represent 39.9% belong to lower cadre in Polytechnic system, 149 (35.8%) were middle cadre in their job, while 101 (24.3%) represented higher level officer. 166 (39.9%) accounted as the majority of the

respondents.

Polytechnics involved	Number of respondents	Percentage
The Polytechnic, Ibadan	92	22.1%
Oke Ogun Polytechnic Shaki	48	11.5%
Adeseun Ogundoyin Polytechnic Eruwa	56	13.5%
Ibadan City Polytechnic Alakia Ibadan	31	7.5%
Oyo State College of Agriculture and Technology Igbo Ora	42	10.1%
Saf Polytechnic, Iseyin	31	7.5%
Bolmor Polytechnic Ibadan	27	6.5%
Towel Polyechnic Liberty Road Ibadan	34	8.2%
Novelty Polytechnic Kishi	25	6.0%
Federal Polytechnic Ayede	30	7.2%
10 Higher Institution of Learning	**416**	**100%**

As shown in Table 6, above indicate the list of Public and Private Institutions that participated in the research paper. Number of respondent shows the Polytechnic Ibadan as highest participants with 92 respondents (22.1%) while Novelty Polytechnic recorded lowest respondent 25 (6%) for the research questionnaire

Table 5: Correlation Matrix showing relationship between study variables

Variables	Mean	Std. Dev.	1	2	3	4
Job enrichment	38.8458	9.34992	1.000			
Motivation to Participate in Training	30.5920	7.76613	.042**	1.000		
Organizational Ethics	29.5423	5.44613	.464**	.370**	1.000	
Personnel Recognition	33.62	.52566	.362**	.190**	-317**	1.000
Self Efficacy	30.67	8.03702	.485**	.502**	.451**	.379**

*Correlation is significant at 0.05 (2 tailed)

Table 5 reveals the relationship of each independent variables (motivation to participate in training, organizational ethic, personnel recognition and self-efficiency) with the dependent variable (Job enrichment: Job enrichment had a significant positive correlation with motivation to participate in training: this implies that an increased influence of motivation to participate in training, organizational ethic, personnel recognition and self-efficiency could increase job enrichment of Non-teaching staff at the Polytechnics.

Table 6: Summary of regression of the joint contributions of Independent variables to the prediction of job enrichment

R=6.51

R Square=.604

Adjusted R square=.702

Std. Error=2.91798

Model	Sum Sq	DF	Mean S	F	Sig
Regression	15806.841	4	5268.947	318.812	.000
Residual	1677.378	222	8.515		
Total	17484.219	226			

This suggest that the four factors combined accounted for 72.2 & % (Adj.R2=.702) variance in the prediction of job enrichment . The other factors accounting for 28.8 % variance in the prediction of job enrichment is beyond the scope of this study.

FINDINGS AND DISCUSSION

The findings of the study have revealed that there was significant relationship among motivation to participate in training, organizational ethic, personnel appreciation and self-efficiency and job enrichment of the participant. This study has important implications for administrators, visitors to the institutions, personnel officers, and career counsellors that are developing human resources systems or conducting activities where workers motivation for training is of interest. it is also has implication of government for authorities and Institutions to ensure that motivation to participate in training, organizational ethic, personnel appreciation and self-efficiency should be enhanced to ensure organizational productivity in the public and civil service delivery.

Therefore, the government organization across the nation must accord high priority on the subject matters development of their workers. Similarly, the authorities should consider the four factors mentioned in this study relevant in their administration activities in improving their workers performance in terms of job enrichment

CONCLUSION

The paper assessed the factors that contribute to non-teaching employees in the Polytechnics in Oyo state, Nigeria and reveals that number of factors that need to be addressed as a matter of urgency to avoid losing talented employees. Employees at all levels have significant experiencing similar factors which embedded to Job enrichment. Polytechnics in Oyo state and its environs should not ignore these factors as they have huge consequences.

Participating in training, organizational ethic, personnel appreciation and self-efficiency with Management support and feedback and understanding of policies were the crucial factors that affect job enrichment of employees. This paper provides a wake-up call to management and leaders to assess their organizations based on these factors and implement interventions that can bring a desired result for future. Management and leaders are the heads of the institutions and non-teaching staff are the necks of the same heads. Without a neck the head cannot be able to move from one side to another and the whole body will collapse

RECOMMENDATION

- Non-teaching workers should be develop personal interest in training programme that can enhance abilities/skills that could increase their job performance since some of them cannot dabble into academics that requires rigorous activities.
- The administrators should realizing the full potential of organizational ethic that contributed mostly to equity, justice, morals and commendation which is capable of enhancing workers commitment
- Training and development to educate people about the necessity requirements to for career growth and advancement and balance of the allocations of duties to employees fairly based on their KPAs to

meet the institutional goals and improve performance.

- Proper recognition and Incentive should be made available to workers so that they can be motivated and invest in job rotation and flexibility to reduced boredom

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