Job Enrichment Strategies for Teacher's Commitment to Duty in Senior Secondary Schools in Rivers State.

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Abstract

This study investigated job enrichment strategies for teachers' commitment to duty in public senior secondary schools in Rivers State. Three research questions and three hypotheses were used for the study. A descriptive research design was used for this study. The population of the study consisted of all the 6,893 teachers in the 286 public senior secondary schools in the 23 local Government Areas in Rivers State. The sample of this study comprised of 950 teachers (respondents) in 60 public senior secondary schools in Rivers State which represented (21%) of the entire population. The stratified random sampling technique was used for the study. Furthermore, the coefficient index value obtained was 0.87 therefore the reliability for the instrument was established. The statistical tool used for answering the research questions were mean and standard deviation statistics, while Z-Test was used to test the formulated null hypotheses at 0.05 level of significance. The findings of this work revealed that there is a positive relationship between the three variables tested: job autonomy, skill variety and job rotation with teachers' commitment to duty in public senior secondary schools in Rivers State. This study

concluded that teachers are indispensible to achieving school goals and educational objectives as long as their job is enriched, as commitment to duty is a function of job enrichment in public senior secondary schools in Rivers State. The study also among others recommended that school administrators should always ensure that these variables are adopted in public senior schools in order to encourage teachers to be committed in their duty.

Keywords: Job enrichment, teachers, teachers' commitment, secondary school, strategies, job autonomy, skill variety, job rotation.

Introduction

Job enrichment is a job-designed strategy for improving on the job content by building into it more motivating potentials like the practice of autonomy, skill variety, and job rotation, among others to make the job more interesting and meaningful. It is a strategy through which institutional management motivate their workers interest by adding responsibility and motivational packages that make the employees to be committed to their duties ,and would not want to leave the organization. This creates a sense of care and importance of the employees' job by the organization for more productivity and profitability. In the school system, it is all about creating more exciting designs into the existing job to increase teachers performance by allocating into it more challenging tasks, more exciting, captivating and giving the employees the autonomy of decision, planning and control in carrying out their jobs.

Job enrichment has become a fundamental tool for management in improving employees' motivation and commitment. It occurs when an employer through development and intensification placed extra amount of work on employees with the aim of making it more interesting, meaningful and increase job challenge and responsibility. It is a fundamental instrument of managing staff for organizational growth and development. It brings about development and intensification in educational institution. It places an additional amount of work on teaching staff with the aim of making it more interesting, meaningful and increasing job challenges as well as responsibility to be more committed in their duties for better productivity. In job enrichment, workers (teachers) derive pleasure and fulfillment

in their position with a greater variety of skills (Brown, 2004).This implies that jobs are enriched to motivate employees (teachers) by adding to their responsibilities with a greater need for skill varieties in their jobs. Job enrichment is a dynamic process of increasing the work structures and processes with an environment that gives room for autonomy, flexibility, personal growth and commitment to workplace. Job enrichment plays a crucial role in deciding how motivated, satisfied and committed an employee will be ,because several studies have shown that when tasks are routine, monotonous, repetitive and unrewarding with an over controlled authority structures, workers tend to be highly bored, de-motivated, and non- committed to their duty.

Job enrichment is a significant part of the school as an organization and the responsibilities of school administrators which afford them the opportunity to involve their subordinates (teachers) in the management of schools for effective administration, and to be committed to their duty. The success or failure of an organization (school) to a large extent depends on the people working in it, their skills, ideas, knowledge, satisfaction, commitment and abilities to perform the job activities that contribute to the attainment of the organizational goals (Amah, 2006). Therefore, it is pertinent that school administrators (principals) and other educational stakeholders to understand and know how to get the best of their workers (teachers). One of the antecedent's determinants of workers performance is believed to be employees' commitment to duty. Committed teachers whose jobs are enriched, contribute their time and energy to the pursuit of educational goals are increasingly acknowledged to be the primary asset available to the educational system. Teachers should be seen and treated as valuable assets in terms of the outcomes they provide to the society.

From the ongoing, job enrichment provides employees with autonomy, skill variety and training needed to enhance commitment towards the organizational goals, as such commitment could be said to be a function of job enrichment. Hence this study evaluates the relationship between job enrichment and teachers commitment to duty in Public Senior Secondary schools in Rivers State.

Statement of the Problem

In our school system today, it has been observed that some public senior secondary school teachers in Rivers State have been experiencing poor job enrichment in their institutional settings, and this has made teachers not to be committed to their duties. The commitment of teachers to service delivery and achievement of organizational goals is critical and determines the success or failure of an educational program or institution. It also determines teacher's productivity and behavior towards their duties. Although management and some other educational stakeholders have at times resorted to fair compensation policies and human resource (HR) strategies ranging from promotion, job security, and good working condition. However, they fail to understand why some employees are yet not committed to their duty. Teachers need to be seen as important instrument in education and the hinge on which the educational processes anchored on. They are the academic instruments that enhance the quality of instructional performance in the school system with regards to implementation of the curriculum, educational policies and programs for the attainment of educational goals and objectives. The issue of teachers' re-occurring truancy, lateness to work, absenteeism and indifference in attitude to work could be traceable to poor job enrichment and motivation in spite of their crucial roles and contributions towards the past, present and future development of Rivers State. This is worrisome, and the researcher wondered, could this be as a result of inadequate job enrichment strategies adopted by most principals that have resulted to teachers' non-commitment to their duties in public senior secondary schools in Rivers State? It is against these backdrops that the researcher intended to carry out an investigation on Job enrichment strategies and teachers commitment to duty in public senior secondary schools in Rivers State.

Aim and Objectives of the Study.

The aim of the study was to evaluate the relationship between job enrichment strategies and teachers' commitment to duty in public senior secondary schools in Rivers State. The specific objectives of the study are to:

1. Determine the extent the practice of job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State,
2. Determine the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

3. Examine the extent job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does the practice of job autonomy enhance teachers' commitment to
   duty in public senior secondary schools in Rivers State?
2. To what extent does skill variety enhance teachers' commitment to duty in public senior secondary schools in Rivers State?
3. To what extent does job rotation enhance teachers' commitment to duty in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were postulated for the study and were tested at 0.05 level of significance.

H_{o1}: There is no significant difference between the mean ratings of male and female teachers on the extent the practice of job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

H_{o2}: There is no significant difference between the mean ratings of male and female teachers on the extent the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

H_{o3}: There is no significant difference between the mean ratings of male and female teachers on the extent the extent job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Theoretical Framework

This study will anchor on job enrichment theory of Hack man and Oldham of (1975) as cited in Onindo (2018) and Employee Commitment Theory of Mown day (1982) as cited in Meyer et al., (2012).Hack man and Oldham proposed the job characteristic model which suggests that by increasing employees autonomy, skill variety task identity, task significance give employees the feeling of

meaningfulness in their jobs and an increase in job- related feedback promotes employees knowledge of the results of work , thus increase the motivational potential of the job. Job enrichment theory assumed that the main approach to job enrichment is based on the job characteristics. The theory proposes that the job itself should be designed to posses certain characteristics that create conditions for high work motivation, satisfaction, performance and commitment. The job enrichment theory identifies the task condition in which individual is predicted to prosper in their work. The 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 these 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. Hackman and Oldham (1975) identified five kinds of job enrichment characteristics that are likely to generate excitement and commitment about work and individuals suitable for it. They include: skill variety, task identity, task significance autonomy and feedback which assist to arouse three critical psychological states that influence various individual and work outcome, and are employees internal work motivation, quality of work delivery and growth need satisfaction, as well as commitment to duty.

The more the teacher experiences meaningfulness of doing the work, experience, responsibility and accountability of work as well as having the knowledge of actual results of his effort in getting the work completed become positive. The theory is based on the assumption that job enrichment could be designed not only to generate excitement simply from doing the job, but help workers perceive the work they are doing as valuable, worthwhile and meaningful. The model identified five core job characteristics/skills specified as essential for job enrichment and are believed to influence staff enrichment and performance. The skill should be inculcated into the job design 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 with positive influence on the lives of others. Job enrichment seeks to find positive extent of addressing each of these areas and improve staff enrichment and personal satisfaction. The enriched job characteristic skills include the follow skills:

- **Skilled variety**: The extent to which job required a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the worker, or rather, grouping interrelated tasks together. This is the degree to which the job requires a teacher to perform a variety of different activities that challenges his different skills and abilities.
- **Task significance**: Is the amount to which the job has a substantial impact on the lives of other people. It involves the degree to which the job has direct impact on the organization or society in general. Teachers enjoy high task significance when they see the effects of their efforts to produce employable students compared to an office messenger who repeatedly runs errands in the office. According to Oldham and Kulik in Peretomode (2014), the major role of academic staff is ensuring quality education delivery to meet the expectations of the institution, students, parents, government and employers of labour through proper task performance.
- **Autonomy:** The level to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be carrying it out. It is the degree in which a person is accountable for the result of the work he performs. Autonomy could be said to be an indication of the degree to which a job gives individuals some measures of independence and exercising discretion in decision- making.

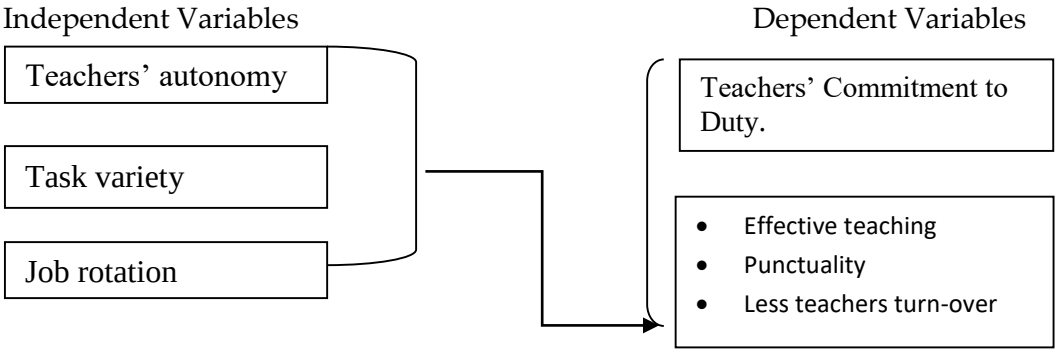
Employee Commitment Theory of Mownday (1982) as cited in Meyer, et al (2012).

The employee commitment theory was propounded by Mownday in (1982). The theory states that employee's commitment is a moral obligation to remain in an organization. He went further to state that it is a force that binds an individual to engage in an action that would sustain his continuous involvement in the organization. Thus, employee commitment is an emotional attachment to and involvement with an organization. Employee commitment is a bond between the employee and the organization such that the employee wants to continue serving the organization and helping it achieve its objectives. Employees with high organizational commitment improve the organization's performance by reducing instances of turnover, absenteeism and improving the quality of service. A committed employee is more compatible with the organization and more productive than those employees with lower levels of satisfaction, loyalty, and

responsibility. In addition, highly committed employees observe that organizational commitment not only increases success in a specific role but also encourages the individual to take many voluntary actions necessary for the life of the organization.

The relevance of these theories to the study is that when teachers' job is enriched with job enrichment measures like autonomy, skill variety, and task significance among others, teachers will become more attached and committed to their teaching profession to achieve their school goals and educational objectives.

Conceptual Framework



(Source: Researcher's concept 2022)

Concept of job Enrichment

Job enrichment is a job design strategy for enhancing job content by building into it more motivating potentials (Lunenburg, 2011). It is also known as vertical job loading, which means that jobs are extended vertically rather than horizontally, that is more satisfying jobs are created by adding work of a different level instead of merely increasing the amount of work carried out. Job enrichment is the degree to which an employee identifies with the organization and wants to continue to actively participate, and willingness to remain with the firm and believe in the mission and goals of the firm (Bateman and Strasser, 1984). It is the degree to which an employer recognized the objectives and value of the organization and is keen to assist in its development. It is an attempt to motivate employees by giving them the opportunity to use their abilities. It upsurges the morale (self-esteem actualization and control of the employees. To provide job enrichment, tasks of

greater complexity can be carried out or further responsibilities can be assigned such as production, planning, material ordering, quality control, or maintenance. In this way, workers are given greater responsibility and as a consequence, their motivation improves.

Job enrichment is seen as motivational technique used by institutions to enhance their staff with greater satisfaction in their job. This is done by adding more responsibilities to staff to give them autonomy in their duties.

Job enrichment in educational setting is a medium through which school administrators motivate their staff for achievement of educational goals and objectives. This gives the staff the feeling of meaningfulness and importance of their duty to the institution. Job enrichment is a management concept that involves redesigning jobs so that they are more challenging to the staff and less repetitive or monotonous. Job enrichment in school system motivates staff (teachers), gives them that satisfaction that would encourage them to be more committed and productive to their jobs, hence the achievement of school goals and educational objective. Job enrichment provides staff with greater responsibility of increasing the range and complexity of tasks they are employed to complete for school development and productivity. The overall goals for educational institutions includes: increasing job satisfaction, reducing turnover, and improving productivity of students. Job enrichment analyses the various assumptions inherent in job enrichment approach, along with the ramifications and utility of employing it in work organizations (Vijay& Indradevi, 2015).

Techniques for Job Enrichment

Job enrichment has three step techniques, they include: turning staff efforts into performance, linking staff performance directly to reward, and making sure that the staff wants the reward.

Turning staff efforts into performance:

This includes supporting functions like communication technology, information technology, personal training and development. This helps to motivate teachers, improve their skills, and provide adequate recognition among staff. It is important that every staff be conversant with the process and how imperative their

contributions are to the institutions and the students. School administrator should ensure that objectives are well defined and understood by everyone.

Linking staff performance directly to reward

It is important to define reward in educational institutions. Explanation of the link between performance and reward helps staff to get the right reward when they perform well.

Making sure the staff wants the reward

The employer should use instruments like questionnaire, checklist, and listing to find out the areas of motivation the employees are interested in.

Other steps for Job Enrichment

The following should be followed for job enrichment, they include:

a) Rotate jobs for workers to experience different parts of the organization and learn more skills,
b) Combine tasks,
c) Identify project- focused work units,
d) Widen decision-making.

Teachers Commitment to Duty

Organizational commitment is an employee's emotional attachment and psychological bond with an organization (Ho et al (2009). It refers to the level at which an employee attaches himself to the job or organization and sees its success or failure as his own. Employee commitment is the degree to which an employee recognized the objectives and value of the organization and is keen to assist in its development. According to Lambert et al (2020), a committed employee exhibits psychological loyalty to work and identifies with the organizations goals. Research suggests that employees with strong organizational commitment are valuable assets of an organization, as a committed workforce, they can improve organizational performance and increase productivity and competitiveness (Mohsan et al, 2012, Redditt et al., 2019; Rose et al., 2011). Most teachers desire to have challenging responsibilities, be appreciated and that would help them exhibit their skills and potential, and be more committed to their duty. Employee commitment serves as a mental connection among employees and their

organization (school) that would not only make them to be more commitment to their duties, also not to think of leaving their schools on their own, hence reduce the rate of teachers' turn-over. Allen and Meyer (1996) see employee commitment as a mental connection among workers and their organization that makes them not to think of leaving the organization on their own. It is the relative strength of an individual's identification with and involvement in a particular organization.

Job Autonomy and Teachers Commitment to Duty

Autonomy is the degree to which job provides substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. It is the degree to which employees have full rights in organizing their work and what they use, and deciding what procedures to follow (Garg & Dhars, 2017). It is the attachment which is formed by individuals towards their organizations (Ketchand and Strawser, 2001).Job autonomy could be said to be an indication of the degree to which a job gives individuals some measures of independence and exercising discretion in decision-making. For instance, an office company receptionist is perceived to enjoy more of autonomy scheduling in the work, booking appointment with different customers in a manner that is most convenient for each of the customers with less supervision when compared to teachers whose work activities are assigned by the head of department, school calendar and subject time table. This implies that when teachers are given the independence and autonomy to their work they will show more dedication to work, hence positive outcomes for the educational system.

Job autonomy is also independence, substantial flexibility, and freedom in determining work procedures and scheduling (Giebel et al, 2016). It concerns the discretion exercise in determining the schedule differences in the work at work (Jin& Kin, 2015). This implies that teachers who are given the freedom to determine the approaches and teaching method, scheduling work time, and location that will be used in carrying out their teaching processes will be happier to exhibit their skills and potentials and will be committed to their duties.

Autonomy helps teachers to experiment with different approaches and methods of teaching. This will enable them to discover ideas and develop them further through the small- scale application of these ideas. Autonomy also increases

freedom of choice, and gives more power and creativity to individuals. In line with that, the responsibility to take initiative in work, find initiative solutions and potential exploration on work also can increase because of the opportunity in employee job autonomy (Garg& Dhar, 2017). This implies that when teachers are given autonomy, they will be motivated, committed, and be more creative than under direction and control. School administrators should ensure that teachers have the opportunity to experience performance achievements, inspiration, creativity and achievement experiences, which will appear as new behaviors (Jin & Kim, 2015). This also implies that school administrator should give teacher the free hand to choose their teaching methods, which include the use of their discretion relating to procedures and practices of how to teach their students. However, teachers' selection of teaching materials and styles should be tailored to the curriculum and the needs of students.

Skill Variety and Teachers Commitment to Duty

Skill variety is the degree to which the job requires a teacher to perform a variety of different activities that challenges his different skills and abilities. Hackman and Oldham (1980), defined skilled variety as the range of different activities needed to carry out the work and the range of skills and talents used. It is important to note that the introduction of some policies that would encourage full participation and collaboration like involving teachers in decision-making will help to reduce boredom and increase teachers' commitment to their duty. Such teacher may perceive the job to possess high personal meaningfulness and reduce monotony of performing the same task repeatedly For instance, the skill variety required by the job of a medical scientist is higher than that call for by the job of a cook. The job of a scientist is seen to contain high skill variety hence possess a high level of challenges and gives no place for monotony that results from repetitive work. A teacher could be a classroom teacher, form teacher, game master, and school secretary among other functions. This implies that the more skills are included in academic job, the higher the meaningfulness the work is likely to serve also helps to broaden teachers competent and commitment to their job.

Job Rotation and Teachers Commitment to Duty

Job rotation involves moving an employee from one department to another in order to increase employees understanding of how things work, to increase their

experience and to prepare them to perform a broader role in an organization. Job rotation enhances employees' problem- solving skills and warrants an understanding of their job holistically. Mohan and Gomathi (2015) defined job rotation practices as the activities that involve mobilizing employees across functional departments in an organization. This helps employees to augment their understanding and share practices between functions. Job rotation also enhances employees learning and skill acquisition and allows them better to understand the capabilities and challenges of other departments ((Arasanmi and Krisshna, 2019).Teachers who are assigned to teach in different classes and other roles like sports masters, house masters among other roles acquire more experiences and knowledge for better service delivery.

Methodology

The study adopted a descriptive research design. This design is appropriate because it soath to gather the responds of the respondents and described the opinions without being biased. The target population of this study was 6,893 teachers in the public senior secondary schools Rivers State. The 6,557 teachers are found in the 302 public senior secondary schools in the 23 local government areas of Rivers State (source: Rivers State Post Senior Secondary Schools Board, 2022). The sample of this study was 950 secondary school teachers. To realize the sample, the stratified random sampling technique was used to select 83 schools from 6 local government areas of Rivers State. This was done by writing the names of all schools in a basket. After mixing the paper, a school was picked at a time and the papers in the basket were mixed again for another paper to be picked. This process continued until all the 83 schools were selected representing 21% of the total population of schools in Rivers State. The main instrument was a two-self structured questionnaire titled: ''Job Enrichment Strategies Questionnaire (JESQ)'' and Teachers Commitment to Duty Questionnaire (TCDQ)''. The questionnaire was divided into two parts of A and B. Part A concentrated on responses for demographic data of the respondents, while part B elicited responses for the research questions and testing of hypotheses. The instrument was structured after a modified four-point Likert type scale of Very High Extent(VHE), High Extent (HE), Very Low Extent(VLE), Low Extent (LE) respectively. The criterion mean value below 2.50 was disagreed. The validity of the instrument was done by presenting the questionnaire to the researcher's supervisor and to two (2) other

experts in the department of Educational Management to ascertain its responsiveness in answering the research questions. It was presented to the other lecturers in the department of Educational Management. Their comments, suggestions recommendations and corrections were integrated into the construction of the final questionnaire instrument that was used for the study. In order to ascertain the reliability of the instrument, 25 copies of the questionnaire were administered to 25 respondents which are not part of the sample. After two weeks, the same set of instrument was administered to the same respondents. The scores of the two sets of instruments were correlated using Pearson Product Moment Correlation to determine the reliability index of 0.87. Thus, the researcher with the help of the research assistants administered 950 questionnaires to the respondents. After seeking the opinion of the respondents, they were requested to respond to the questionnaire on the spot to enable the researcher realize maximum return rate. Some of the respondents, who were unable to respond to the questionnaire on the spot, were visited some days later for the collection of the instrument. However, as a result of security challenges and unavailability of some of the respondents on a visit for the retrieval of the questionnaire, only 910 were retrieved, which gave rise to 98% return rate. The researcher used mean and standard deviation statistics to analyze the research questions while Pearson Product Moment correlation analysis was used in testing the formulated null hypotheses at 0.05 cut off level of significance.

Results and Discussion

Research question one: To what extent does the practice of job autonomy enhance teachers' commitment to duty in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of the practice of job autonomy on teachers' commitment to duty in public senior secondary schools in Rivers State.

SN	ITEMS	X	S.D	RANK ORDER	DECISION
1	It makes teachers to stay as employees.	2.86	1.05	2nd	VHE
2	Teachers will be committed to their duty.	2.58	1.17	5th	HE

3	It reduces the rate of teachers turnover	3.11	1.02	1st	VHE
4	Teachers will not feel happy to teach	2.42	.60	6th	LE
5	They will be happier to do their job.	2.61	1.18	4th	HE
6	Teachers will have the flexibility to manage their way of working and explore more creative ideas.	2.85	1.08	3rd	VHE
	Grand mean	**2.73**	**1.01**		**VHE**

Data on Table 1 shows the mean ratings and standard deviation of respondents on the use of job autonomy on teacher's commitment to duty in public senior secondary schools in Rivers State. From the analysis on the table, the use of job autonomy on teachers commitment to duty in public senior secondary schools in Rivers State include; makes teachers to stay as employees, be committed to their duty, reduce rate of teachers turnover, teachers will not feel happy to teach, and teachers will have the flexibility to manage their way of working and explore more creative ideas on items 1, 2, 3, 5 and 6 with the mean ratings of 2.86, 2.58, 3.11,2.42, 2.61, 2.85.

However, the majority of the respondents disagreed on item 4 having recorded the mean value of 2.42, which implies that the use of job autonomy on teachers' commitment to duty does not include teachers not feeling happy to teach. From the ranking order, item 3 came 1st with the mean value of 3.11, while item 4 came last with the mean value of 2.42. The grand mean value of 2.73 indicates that the use of job autonomy has a positive relationship with teachers' commitment to duty in public senior secondary schools in Rivers State.

Research Question Two: How does skill variety relate to teachers' commitment to duty in public senior secondary schools in Rivers State?

Table 2: Mean rating and standard deviation of respondents on how skill variety relates to teachers' commitment to duty in public senior secondary schools.

S/N	ITEMS	X	S.D	RANK ORDER	DECISION
7	It helps teachers to be versatile and knowledgeable in different areas of their job.	2.89	1.92	3rd	VHE
8	It makes their work meaningful and interesting.	3.23	0.03	1st	VHE
9	Teachers will exhibit their potentials and talents	2.83	1.20	4th	VHE
10	Teachers will be bored.	2.47	1.04	6th	IE
11	It helps teachers to master their job.	2.90	.99	2nd	VHE
12	Teachers will be motivated and committed to their duty.	2.80	1.05	5th	VHE
	Grand mean	**2.85**	**1.03**		**VHE**

Data in Table 2 shows the mean ratings and standard deviation on how skill variety relates to teachers' commitment to duty in public senior secondary schools in Rivers State.

The table shows how skill variety relates to teachers' commitment to duty in public senior secondary schools in Rivers State which includes; it will help teachers to be versatile and knowledgeable in different areas of their job, it makes teachers job more meaningful and interesting, teachers will be bored, teachers will be motivated and committed in their duty as agreed by majority of the respondents on items 7,8,9,11 and 12 with the mean ratings of 2.89,3.23,2.90, and2.80 respectively, which are all above 2.50 decision rule. But the respondents disagreed on item 10 with the mean rating of 2.47 which is below 2.50 decision mean rule, which entails that skill variety does not relate to teachers' commitment to duty in public senior secondary schools in Rivers State. From the ranking order,

item 8 came 1st having posted the mean value of 3.25, while item 10 came last with the mean value of 2.47. In all, the grand mean value of 2.85 showed that skill variety has a positive relationship with teachers' commitment to duty in public senior secondary schools in Rivers State.

Research Question Three: To what extent does job rotation relate to teachers' commitment to duty in public senior secondary schools in Rivers State?
Table 3: Mean rating and standard deviation of respondents on what extent does job rotation relate to teachers' commitment to duty in public senior secondary schools in Rivers State.

S/N	ITEMS	X	S.D	RANK ORDER	DECISION
13	It does not provide stable and positive emotional state for teachers to do their job.	2.45	1.089	5th	IE
14	It helps teachers to acquire more knowledge.	2.55	1.120	2nd	HE
15	It will help to promote teachers.	2.46	1.100	4th	IE
16	Job rotation helps teachers to commit their time, energy and efforts to work.	2.56	1.097	1st	HE
17	It helps teachers to be effective and efficient in their duty.	2.50	1.142	3rd	HE
	Grand Mean	**2.504**			**HE**

Data on Table 3 shows the mean ratings and standard deviation of respondents on the use of job rotation on teachers' commitment to duty in public senior secondary schools in Rivers State. From the analysis, the table shows how job rotation relates to teachers commitment to duty which include: it helps teachers to acquire more

knowledge, helps to promote teachers, it helps teachers to commit their time, energy and efforts to their work, with, and it will help teachers to be effective and efficient in their duty as agreed by majority of the respondents as seen on items 14, 16, and 17 with the mean ratings of 2.55, 2.56, 2.50.

However, the majority of the respondents disagreed on items 13, and 15 having recorded the mean value of 2.45, 2.46 which implies that feedback on teachers commitment to duty does not include: it does not provide positive and emotional stable state for teachers to do their work and helps to promote teachers. From the ranking order, item 16 came 1st with the mean value of 2.56, while item 13 came last with the mean value of 2.45.

The grand mean value of 2.50 indicates that feedback has a positive relationship with teachers' commitment to duty in public senior secondary schools in Rivers State.

Hypothesis testing using Z-test inferential statistical
Test of Hypotheses
Hypothesis One: There is no significant difference between the mean ratings of male and female teachers on the extent the practice of job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Table 4: Summary of z-test analysis of mean ratings of male and female teachers on the extent the practice of job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Groups	N	$\bar{x}$	S.D	Df	Z-cal.	Z-crit.	Decision
Male Teachers	316	2.97	1.07	908	0.50	1.96	**Accepted**
Female Teachers	594	2.94	1.03				**No significance**
N=	**910**						

Level of significance = 0.05

Data on Table 4 above reveals the summary of mean ratings of male and female teachers on the extent the practice of job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

The calculated z-value used in testing the hypothesis stood at 0.5. The z-critical value stood at 1.96 using 908 degrees of freedom. At 0.05 level of significance, the calculated z-test of 0.50 is less than z-critical value of 1.96, hence there is no significant difference between the mean ratings of male and female teachers on the extent the practice of job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

With respect to that, it can therefore be concluded, that the stated null hypothesis was accepted, thus there is no significant difference between the mean ratings of male and female teachers on the extent the practice of job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Hypothesis Two: There is no significant difference between the mean ratings of male and female teachers on the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Table 5: Summary of z-test analysis of mean ratings of male and female teachers on the extent the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State

Groups	N	$\bar{x}$	S.D	Df	z-cal.	z-crit.	Decision
Male Teachers	316	2.8	1.01	908	-1.9	1.96	**Accepted No Significance**
Female Teachers	594	2.9	0.88				
N=	**910**						

Level of significance = 0.05

Data on Table 5 above reveals the summary of mean, standard deviation and z-test of difference between the mean ratings of male and female teachers on the extent the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

The calculated z-value used in testing the hypothesis stood at -1.9. The z-critical value stood at 1.96 using 908 degrees of freedom. At 0.05 level of significance, the calculated z-test of -1.9 is less than z-critical value of 1.96, hence there is no significant difference between mean ratings of male and female teachers on the extent the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State. Based on the foregoing, the stated null hypothesis was accepted, thus there is no significant difference between the mean ratings of male and female teachers on the extent the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Hypothesis Three: There is no significant difference between the mean ratings of male and female teachers on the extent the extent job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Table 6: Summary of z-test analysis of mean ratings of the mean ratings of male and female teachers on the extent the extent job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Groups	N	$\bar{x}$	S.D	Df	z-cal.	z-crit.	Decision
Male Teachers	316	2.92	0.96	908	2.88	1.96	**Rejected**
Female Teachers	594	2.76	1.00				**Significance**
N=	**910**						

Level of significance = 0.05

From Table 6 above, the data reveals the summary of mean ratings of male and female teachers on the extent the extent job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

The calculated z-value used in testing the hypothesis stood at 2.88. The z-critical value stood at 1.96 using 908 degrees of freedom. At 0.05 level of significance, the calculated z-test of 2.88 is more than z-critical value of 1.96, hence there is a significant difference between the mean ratings of male and female teachers on the

extent the extent job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

With respect to that, it can therefore be concluded, that the stated null hypothesis was rejected, thus there is a significant difference between the mean ratings of male and female teachers on the extent the extent job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Summary of Findings

1. To high extent, Job autonomy enhanced teachers' commitment to duty in public senior secondary schools in Rivers State.
2. To high extent, Skill variety enhanced teachers' commitment to duty in public senior secondary schools in Rivers State.
3. To high extent,Job rotation enhanced teachers' commitment to duty in public senior secondary in Rivers State.
4. There is no significant difference between the mean ratings of male and female teachers on the extent job autonomy enhances teachers' commitment to duty in public senior secondary schools in Rivers State.
5. There is no significant difference between the mean ratings of male and female teachers on the extent skill variety enhances teachers' commitment to duty in public senior secondary schools in Rivers State.
6. There is no significant difference between the mean ratings of male and female teachers on the extent the use of job rotation enhances teachers' commitment to duty in public senior secondary schools in Rivers State.

Discussion of Findings

Use of Job Autonomy on Teachers' Commitment to Duty in Public Senior Secondary Schools in Rivers State

The finding from this study shows that job autonomy and teachers' commitment to duty in public senior secondary schools in Rivers State include: it makes teachers to stay as employees, reduces the rate of teachers turnover, teachers will have the flexibility to manage their way of working and explore new creative ideas, and teachers will be more committed to their duties as agreed by the majority of the respondents. These findings are in line with earlier assertion of

Garg and Dhar, (2017), who asserted that the responsibility to take initiative in work, find initiative solutions and potential exploration on work also can increase because of the opportunity in employees' job autonomy. The findings are in line with Ibara (2010), who asserted that motivation is central to management because it explains why individuals behave the way they do, and why a teacher tries to get students to enjoy learning and also enjoys doing so. Again the findings are in line with Ketchand and Strasser (2001), who opined that job autonomy, helps employees to be attached to their organizations.

Skill variety and Teachers' Commitment to Duty in Public Senior Secondary Schools in Rivers State.

The analysis from the study revealed that skill variety and teachers' commitment to duty in public senior secondary schools in Rivers State include: it helps teachers to be versatile and knowledgeable in different areas of their job, it makes their work more meaningful and interesting, teachers will exhibit their potentials and talents, helps teachers to master their jobs, and teachers will be motivated and committed to their duty. This finding is in line with Hackman and Oldham(1980), who see skill variety as the different activities needed to carry out the work and the range of skills and talent used. A teacher could be a classroom teacher, form teacher, game master, and school secretary among other functions. This implies that the more skills are included in academic job, the higher the meaningfulness the work is likely to serve also helps to broaden teachers competent and be committed to their job.

The use of Job Rotation and Teachers' Commitment to Duty in Public Senior Secondary Schools in Rivers State.

The analysis from the study revealed that the use of job rotation and teachers' commitment to duty in public senior secondary schools in Rivers State include: it provides stable and positive emotional state for teachers to do their job, helps teachers to acquire more knowledge, teachers will commit their time, energy, and efforts to work, and it helps teachers to be effective and efficient. These findings are in agreement with Arasanmi and Krishns(2019), who opined that job rotation enhances employees learning and skill acquisition and allows them better to understand the capabilities and challenges of other departments. This implies that

accurate job rotation especially when the employees (teachers) are willing to move motivates teachers and improves their commitment to duty.

Conclusion

Drawing conclusions from the findings of the study, it is crucial to observe that the key variables that informed this work, in a great measure, were found to have been substantial contributions to job enrichment in public senior secondary schools in Rivers State. These variables, job autonomy, skill variety and job rotation Job autonomy which refers to the level to which the job provides substantial freedom, independence and discretion to the individual in scheduling the work and determine the procedure to be carrying it out. Also, skill variety is the degree to which the job requires a teacher to perform a variety of different activities that challenge his different abilities. As revealed by the study, job rotation involves moving an employee (teacher) from one department to another for better understanding, more experience and for broader roles in an organization. Therefore, teachers' commitment to duty is a function of job enrichment strategies in public senior secondary schools in Rivers State.

Recommendations

Based on the findings of this study, the researcher made the following recommendations:

1. School administrators should focus giving employees a considerable level of job autonomy. This would enable them to utilize their skills and ability to complete assigned task and take responsibility for their actions, as well as maintaining strong loyalty and commitment level to their schools.
2. School administrators should establish a cohesive relationship with their teachers in order to analyze the extent of their attachment in their job.
3. School administrators should always maintain the necessary and continuous action to increase and maintain the loyalty and commitment level of teachers.
4. School administrators should ensure the use of job rotation to enable teachers acquire more knowledge and understanding of the challenges of other departments for improvement.

5. School administrators should develop an environment of trust with teachers' by involving them in more challenging tasks to encourage them exhibit their potentials and be more committed to their duty.

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Job Enhancement Strategies and Teachers Commitment to Duty in Public Senior Secondary Schools in Rivers State Questionnaire (JESTCDQ)

Instruction: Please you are requested to indicated your response by ticking (√) against the statement below in your columns using the scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Section A
Demographic Data
Tick in the box provided where appropriate

1. Gender : Male ☐ Female ☐
2. Qualification: NCE ☐ B.Sc ☐ B.Ed ☐ M.Ed ☐ Ph.D ☐
3. Years of Experience: 1-5 ☐ 6-12 ☐ 13-19 ☐ 20-29 ☐

Section B
Job Enrichment Strategies Questionnaire (JESQ)

S/N	ITEMS	VHE (4)	HE(3)	IE (2)	VLE (1)
RQ1	**To what extent does the practice of job autonomy enhance teacher's commitment to duty in public senior secondary schools in Rivers State?**				
1.	It makes teachers stay as employees				
2	Teachers will be committed to their duty				
3	It reduces the rate of teachers turn over				
4	Teachers will not feel happy to teach				
5	Teachers will be happier to do their job				

6	Teachers will have the flexibility to manage their way of working and explore more new creative ideas				
RQ2	**To what extent does skill variety enhance teachers' commitment to duty in public senior secondary schools in Rivers State?**				
7.	It will help teachers to be versatile and knowledge in different areas of their job				
8	It makes their work meaningful and interesting				
9	Teachers will exhibit their potentials and talents				
10	Teachers will be bored				
11	It helps teachers to master their job				
12.	Teachers will be motivated and committed to their duty				
RQ3	**To what extent does job rotation enhance teachers' commitment to duty in public senior secondary schools in Rivers State?**				
13	It does not provide stable and positive emotional states for teachers to do their jobs				
14	It helps teachers to acquire more knowledge				
15	It helps to promote teachers				
16	Teachers with high level of job enrichments commit their time, energy and efforts to work				
17	It helps teachers to be effective in their job				

Section C

Teachers Commitments to Duty Questionnaire (TCDQ)

S/N	ITEMS	SA (4)	A(3)	D (2)	SD (1)
(i)	Teachers are more committed to their duty when they have job autonomy				
(ii)	When teachers are committed to their duty, it will reduce the rate of teachers' turn-over				
(iii)	Teachers are not more productive when they are committed to their duty				
(iv)	Teachers will be happier to do their job				
(v)	When teachers have the flexibility to manage their way of working, they will explore more creative ideas				
(vi)	Teachers will be happy to teacher when they are committed to duty				
(vii)	Teachers are more versatile and knowledgeable when they use their different skills				
(viii	Teachers jobs will be more meaningful and interesting				
(ix)	Teachers will be committed to their duty when they are not bored				
(x)	Skills variety will help teachers to be more committed to their duty.				
(xi)	When teachers are committed to their duties, they will exhibit their potentials and talents				
(xii)	Teachers committed to their duties is a function of job enrichment				
(xiii	Commitment to duty helps teachers to understand the work holistically.				

(xiv	When teachers are committed to their duties, it helps them to perform their jobs more effectively				
(xv)	Commitment to duty provides stable and positive emotional state for teachers to do their job				
(xvi	Teachers will acquire more knowledge when there is job rotation.				
(xvi	Teachers will be more productive when they are committed to their duties.				