Motivating Potential Scores in Higher Education: Insights from a Job Diagnostic Survey Among College Teachers

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ABSTRACT:

Job enrichment has emerged as a critical strategy in enhancing employee motivation and satisfaction, particularly among college teachers. This study explores the impact of job enrichment on college teachers' job satisfaction, motivation, and overall performance. Through a comprehensive quantitative analysis, we examine how elements such as increased autonomy, task variety, meaningful work, and opportunities for professional development contribute to job enrichment. The study employs a survey method to gather data from college teachers across various disciplines. Findings indicate that job enrichment significantly enhances job satisfaction and intrinsic motivation, leading to improved teaching performance and reduced turnover intentions. Additionally, the study highlights the role of institutional support and leadership in fostering a conducive environment for job enrichment. These insights provide valuable implications for higher education institutions aiming to enhance teacher engagement and performance through strategic job design. By focusing on the specific needs and challenges faced by college teachers, this research offers a nuanced understanding of job enrichment's potential to transform the academic work environment, thereby contributing to the broader discourse on educational quality and teacher well-being.

Keywords: *Job Enrichment, Teacher Motivation ,Job Satisfaction, Higher Education, Job Characteristics Model, Motivating Potential Score*

INTRODUCTION:

Background and Context

Job enrichment plays a vital role in organizational behavior, involving the enhancement of a job's scope to foster greater intrinsic motivation, responsibility, and growth opportunities. In the educational sector, where teachers are essential in shaping future generations, job enrichment can significantly impact job satisfaction, performance, and retention. Understanding the influence of job enrichment on teachers can aid in developing strategies to improve their work environment, leading to better educational outcomes.

In higher education, job enrichment is particularly pertinent due to the distinct nature of academic work. College teachers encounter various challenges, such as balancing teaching, research, and administrative duties. Their job satisfaction and motivation are influenced by factors like autonomy in their research and teaching methods, the significance of their contributions to student learning and academic knowledge, and the feedback they receive from peers and students.

The higher education sector has undergone substantial changes in recent years, including increased expectations for research output, teaching excellence, and administrative responsibilities. These changes have intensified pressures on faculty members, impacting their job satisfaction and motivation. Addressing job enrichment in this context involves understanding how these pressures interact with job characteristics to affect faculty well-being.

Job enrichment among college teachers is critical for several reasons:

Retention and Recruitment: Higher job satisfaction correlates with lower turnover rates. Colleges that offer enriching job experiences are more likely to retain their faculty and attract top talent. Retaining experienced and skilled teachers is essential for maintaining high educational standards.

Quality of Education: Motivated and satisfied teachers are more likely to engage deeply with their students and provide high-quality education. Enhancing job enrichment can improve teaching effectiveness, leading to better learning outcomes for students.

Faculty Well-being: Job enrichment contributes to the overall well-being of faculty members. Teachers who find their work meaningful and satisfying are less likely to experience burnout and stress, improving their overall health and job performance.

Institutional Success: Enriched faculty members contribute positively to the institution's success through their involvement in research, departmental activities, and institutional initiatives. Their increased motivation and satisfaction can lead to enhanced

institutional reputation and performance.

Research Problem

Despite the critical role of teachers, many face challenges such as workload, lack of resources, and insufficient professional development opportunities. These issues can lead to job dissatisfaction, burnout, and high turnover rates. This study addresses the problem of job dissatisfaction among teachers by exploring how job enrichment can enhance their work experience and effectiveness.

Objectives of the Study

- Assess the current level of job enrichment among teachers.
- Identify key factors contributing to job enrichment in the teaching profession.
- Provide recommendations for enhancing job enrichment in educational institutions.

Literature Review:

Theoretical Framework This study utilizes the Job Characteristics Model (JCM) developed by Hackman and Oldham, which is a foundational theory in job design and enrichment. The JCM proposes that the characteristics of a job can profoundly influence an employee's motivation, satisfaction, and performance. The model highlights five core job dimensions that affect three key psychological states, ultimately impacting work outcomes. These dimensions are skill variety, task identity, task significance, autonomy, and feedback.

Skill Variety: Skill variety refers to the extent to which a job involves a diverse range of activities and the use of various skills. In the teaching profession, this could involve lesson planning, classroom management, student evaluations, and participation in extracurricular activities. Jobs with high skill variety tend to be more engaging and challenging, enhancing job satisfaction and motivation. For teachers, this diversity in tasks can lead to a greater sense of achievement and personal development.

Task Identity: Task identity describes how much a job entails completing a complete and identifiable piece of work. For teachers, this might be seen in the process of creating a curriculum, implementing it over a semester, and observing student outcomes. High task identity can offer teachers a sense of pride and ownership over their work, contributing to increased job satisfaction and a deeper connection to their role.

Task Significance: Task significance refers to the impact a job has on others, whether within the organization or the broader community. Teaching is inherently significant as educators influence students' knowledge, skills, and attitudes. When teachers recognize the importance and impact of their work, they are more likely to feel purposeful and motivated. This dimension highlights the societal value of teaching and its role in shaping future generations.

Autonomy: Autonomy relates to the level of freedom and discretion an employee has in determining how to perform their job and manage their time. In teaching, autonomy may include the ability to select teaching methods, design curriculum, and manage classroom activities. Increased autonomy can enhance a teacher's sense of responsibility and ownership, leading to higher intrinsic motivation and job satisfaction. However, the degree of autonomy can vary depending on institutional policies and administrative support.

Feedback: Feedback is the extent to which employees receive clear and direct information about their performance. For teachers, feedback may come from student evaluations, peer reviews, and self-assessment. Effective feedback helps teachers gauge their performance, recognize areas for improvement, and supports their professional growth. Regular and constructive feedback can boost confidence, foster continuous learning, and improve teaching practices.

Psychological States: The JCM suggests that these job dimensions influence three crucial psychological states: the meaningfulness of the work, responsibility for outcomes, and understanding of work results.
Meaningfulness of Work: This state is primarily influenced by skill variety, task identity, and task significance. When teachers find their work meaningful and impactful, they are more likely to be engaged and motivated.

Responsibility for Outcomes: Autonomy is the key factor driving this psychological state. Teachers who have control over their work processes are likely to feel more responsible for student outcomes.

Knowledge of Results: Feedback provides teachers with information about their performance, helping them understand their impact and identify areas for improvement.

Work Outcomes: The model indicates that these psychological states lead to favorable work outcomes, such as increased internal motivation, high-quality performance, job satisfaction, and reduced absenteeism and turnover. For teachers, these outcomes can result in more effective teaching, higher job satisfaction, and lower levels of burnout.

Applying the JCM to teaching helps in identifying how job enrichment can be achieved. For example, enhancing skill variety through professional development, increasing task identity by involving teachers in curriculum design, acknowledging the significance of teaching through recognition, providing more classroom autonomy, and ensuring consistent feedback can contribute to greater job satisfaction and effectiveness.

In summary, the Job Characteristics Model offers a valuable framework for analyzing job enrichment in teaching. By focusing on the five core dimensions and their effects on psychological states, this model provides insights into how job design can improve teacher motivation, satisfaction, and performance.

Job Enrichment in Educational Research: A Review

Job enrichment, inspired by Herzberg's motivation-hygiene theory, is a key area of focus in educational research due to its potential to boost teacher motivation, satisfaction, and performance. This section examines several studies on job enrichment among teachers, highlighting their findings and contributions.

Frase (2015) explored the application of Herzberg's theory by comparing the impact of two types of rewards—professional training travel versus cash—on teachers' job enrichment and recognition. The study, involving 38 high-performing teachers, found that those who opted for professional development opportunities reported significantly higher levels of job enrichment and recognition. This supports Herzberg's view that intrinsic rewards, like professional growth, may be more effective than extrinsic rewards such as cash in enhancing job satisfaction.

Awar, Anwar, and Tariq (2023) examined how job enrichment and job enlargement affect university teachers' motivation and performance, focusing on motivation as a mediator. Analysis of data from 150 teachers using regression techniques showed that both job enrichment and enlargement had a positive impact on motivation and performance. The study suggests that incorporating varied job designs can enhance engagement and make teaching roles more fulfilling.

Eke (2023) investigated effective job enrichment strategies for improving teacher satisfaction in public secondary schools in Anambra State. Key strategies identified included job security, supportive teaching environments, favorable service conditions, regular promotions, and capacity-building programs. Eke's study highlights the importance of these strategies in helping teachers engage more fully in their roles and contribute to overall educational success.

Annamalai (2022) explored how perceived equity, job enrichment, burnout, job satisfaction, and turnover intentions are related among faculty members at private universities in India. The study, which analyzed data from 272 faculty members, found that job enrichment positively affected job satisfaction and subsequently reduced turnover intentions. This underscores the significance of job enrichment in improving job satisfaction and reducing faculty attrition.

Chizoba and Ibara (2023) focused on job enrichment strategies in public senior secondary schools in Rivers State. Their research showed positive associations between job autonomy, skill variety, and job rotation with teachers' commitment. The study recommends that school administrators adopt these strategies to enhance teacher dedication and meet educational goals.

Nwokonko (2023) examined strategies for job enrichment that improve instructional performance among secondary school teachers in Abia State. The research highlighted the importance of creating supportive teaching environments, offering good service conditions, and providing regular promotions. Nwokonko's findings suggest that these strategies are crucial for enhancing teachers' instructional performance.

Mac-Ozigbo and Daniel (2020) investigated the effects of job enrichment on organizational performance among non-teaching staff at the University of Abuja. Their study found significant positive links between job depth, training, and core job dimensions with organizational performance. They emphasized the role of recognizing task significance in boosting employee commitment and achieving organizational objectives.

Dehghani and Ghandehani (2019) explored the connection between job enrichment dimensions and the effectiveness of physical education

teachers in Hormozgan Province, Iran. Their findings revealed positive relationships between job autonomy, skill variety, career importance, and feedback with teacher efficacy, underscoring the importance of job enrichment in enhancing physical education teachers' effectiveness.

Janik (2015) studied how work-role fit, job enrichment, relationships with supervisors and peers, psychological meaningfulness, and turnover intentions are interconnected among secondary school teachers in Namibia. The study found that job enrichment and work-role fit positively influenced psychological meaningfulness, which in turn decreased turnover intentions. Janik's research suggests that improving job enrichment and work-role fit can enhance teacher retention by increasing psychological meaningfulness.

In summary, these studies collectively highlight the crucial role of job enrichment in boosting teacher motivation, satisfaction, performance, and retention. Strategies such as professional development, supportive teaching conditions, job autonomy, and skill variety are identified as effective means of enriching teachers' roles. These insights are valuable for educational leaders and policymakers aiming to improve teacher engagement and educational outcomes through targeted job enrichment initiatives.

Methodology:

Research Design: This study adopts a quantitative approach and utilizes the Job Diagnostic Survey (JDS) for data collection. The JDS consists of 23 items on a Likert scale, aimed at evaluating various facets of job enrichment.

Population and Sample: The research targets a sample of 150 teachers from different educational institutions. To ensure the sample accurately reflects various school types and teaching levels, stratified random sampling techniques were employed.

Data Collection Methods: Data were gathered through an online survey platform using the JDS. Participants were requested to respond to each item on a Likert scale, where 1 denotes strong disagreement and 5 denotes strong agreement.

Data Analysis: Data were analyzed using the JDS, which includes 23 questions rated on a Likert scale from 1 (strongly disagree) to 7 (strongly agree). These questions assess five key job dimensions: Skill Variety (SV), Task Identity (TI), Task Significance (TS), Autonomy (A), and Feedback (F). Each dimension is evaluated through multiple items within the survey.

Calculation of Motivating Potential Score (MPS): In JCM, job enrichment is typically assessed through the Motivating Potential Score (MPS). The MPS is a predictive index that indicates the potential of a job to foster internal work motivation. The formula for calculating the MPS is:

$$MPS = \frac{(Skill\ Variety + Task\ Identity + Task\ Significance)}{3} \times Autonomy \times Feedback$$

Findings: The study employed the Job Diagnostic Survey to assess job enrichment among college teachers, focusing on five core dimensions: Skill Variety, Task Identity, Task Significance, Autonomy, and Feedback. The results provide insights into how these dimensions are perceived by faculty and their implications for overall job enrichment. The data was analyzed using descriptive statistics, and the Motivating Potential Score (MPS) was calculated to summarize the overall job enrichment.

Sample Characteristics

Table 1 illustrates the sample characteristics, with 40 respondents (26.7%) being under 25 years old, 33 respondents (21.9%) in the 26 to 35-year range, 41 respondents (27.6%) between 36 and 45 years, and 36 respondents (23.8%) over 45 years. The average age of the participants was 38.77 years. In terms of gender, the sample included 97 males (64.8%) and 53 females (35.2%). Regarding educational qualifications, 69 respondents (46.3%) held Doctorates, while 81 respondents (53.7%) had Master's degrees. Employment settings showed that 79 respondents (52.7%) worked in government institutions, whereas 71 respondents (47.3%) were employed in private institutions.

Income levels revealed that 52 respondents (34.7%) earned less than 3 lakhs annually, 42 respondents (28%) earned between 3 and 6 lakhs, 47 respondents (31.3%) had an annual income ranging from 6 to 10 lakhs, and 9 respondents (6%) earned more than 10 lakhs annually.

In terms of experience, approximately 45 respondents (30.5%) had been in their roles for less than a year, 30 respondents (20%) for 1 to 5 years, 39 respondents (25.7%) for 5 to 10 years, and 36 respondents (23.8%) for more than 10 years.

Table 1. Respondents' Characteristics (N=150)

Variable	Group	Frequency	Percentage
	Under 25 years	40	26.7%
Age	26 to 35 years	33	21.9%
	36 to 45 years	41	27.6%
	45 + years	36	23.8%
	Male	97	64.8%
Gender	Female	53	35.2%
	Other	0	0%
	Less than 1 year	45	30.5%
Tenure	1 to 5 years	30	20.0%
	5 to 10 years	39	25.7%
	10+ years	36	23.8%
Highest Educational attainment	Doctorates	69	46.3%
	Masters	81	53.7%
	Less than 3	52	34.7%
AnnualIncome (in lakhs)	3 to 6	42	28.0%
	6 to 10	47	31.3%
	More than 10	9	6.0%
Type of Organization	Government	79	52.7%
	Private	71	47.3%

Descriptive Statistics

Using the scoring key provided in the Job Diagnostic Survey (JDS), the dimensions of Skill Variety (SV), Task Variety (TV), Task Significance (TS), Autonomy (A), and Feedback (F) were calculated and tabulated in Table 2 below.

Table 2. Descriptive Statistics

Variable	Mean (SD)	Interpretation
Skill Variety	2.44(.99)	Moderate
Task Identity	2.89(1.17)	Moderate
Task Significance	2.85(1.07)	Moderate
Autonomy	2.90(.95)	Moderate
Feedback	3.48(1.19)	High

Determining the Motivating Potential Score (MPS)

The Motivating Potential Score (MPS) was calculated using the following formula:

$$MPS = \frac{(Skill\ Variety + Task\ Identity + Task\ Significance)}{3} \times Autonomy \times Feedback$$

Substituting the survey results:

$$MPS = \frac{(2.44 + 2.89 + 2.85)}{3} \times 2.90 \times 3.48$$

$$MPS = 27.51$$

The calculated MPS of 27.51 indicates a moderate level of job enrichment. This score reflects a balance between the core dimensions of job enrichment, suggesting that while there are areas of strength, there is also significant room for improvement.

Discussion:

The analysis of job enrichment among college teachers has shed light on how various job characteristics influence their motivation and job satisfaction. The survey data provided average scores for key dimensions of job enrichment: Skill Variety, Task Identity, Task Significance, Autonomy, and Feedback. The overall Motivating Potential Score (MPS) was calculated to be 27.51, reflecting a moderate level of job enrichment.

Interpretation of Key Dimensions:

Skill Variety (2.44): The relatively low score for skill variety suggests that college teachers may be involved in a narrow range of tasks and responsibilities. This finding supports existing research that higher skill variety generally enhances job satisfaction and motivation. Limited skill variety might lead to feelings of monotony and disengagement. To address this, institutions could offer opportunities for faculty to participate in diverse activities such as interdisciplinary projects, collaborative research, or varied teaching assignments.

Task Identity (2.89): The moderate score for task identity indicates that while teachers often view their work as part of a larger process, they may not always perceive their roles as completing distinct, identifiable tasks. Task identity is important for job satisfaction, as it helps employees feel a sense of achievement. Improving task identity could involve more clearly defined roles and responsibilities and ensuring faculty members can observe the direct outcomes of their work, such as student success and research contributions.

Task Significance (2.85): The moderate score for task significance suggests that while teachers acknowledge the impact of their work, it may not always be seen as highly significant. Task significance is vital for motivation, as employees who believe their work has a meaningful impact are generally more engaged. Colleges might enhance this perception by emphasizing the broader societal and academic impacts of faculty contributions and involving teachers in projects that highlight the importance of their roles.

Autonomy (2.90): The moderate score for autonomy indicates that teachers have some level of independence but may face limitations in their decision-making authority. Autonomy is crucial for motivation, as it allows employees to have control over their work and make decisions that affect their performance. Increasing autonomy could involve providing more flexibility in teaching approaches, research focus, and involvement in departmental decisions.

Feedback (3.48): The highest score in feedback suggests that teachers generally receive clear and constructive feedback about their performance. Feedback is essential for helping employees understand their performance and identify areas for improvement. Ensuring that feedback remains specific, timely, and actionable can support faculty development and motivation.

Comparison with Previous Studies

The study's findings, including an overall Motivating Potential Score (MPS) of 27.51 and specific scores for Skill Variety (SV = 2.44), Task Identity (TI = 2.89), Task Significance (TS = 2.85), Autonomy (A = 2.90), and Feedback (F = 3.48), offer a comparative basis with existing research on job enrichment in teaching. The MPS of 27.51 points to a moderate level of job enrichment, suggesting that there is potential for improvement in increasing the motivating aspects of teachers' roles. This observation is in line with Frase's (2015) research, which found that intrinsic rewards, such as professional development opportunities, can lead to greater job enrichment and recognition. The higher feedback score corroborates Frase's findings, emphasizing the importance of feedback and peer recognition as key elements of job enrichment.

The moderate ratings for SV, TI, TS, and Autonomy in this study are similar to the results reported by Awar, Anwar, and Tariq (2023), who demonstrated that job enrichment positively affects teacher motivation and performance. Their study underscored the value of varied job roles in making teaching positions more fulfilling. Eke's (2023) work also supports this view, highlighting job security, supportive teaching conditions, regular promotions, and capacity-building as important job enrichment strategies. The current study's results suggest that while some aspects of job enrichment are present, further efforts to diversify job roles and implement additional strategies are needed to boost motivation and performance.

Annamalai (2022) highlighted that job enrichment can enhance job satisfaction and reduce turnover intentions, especially when perceived equity and burnout are addressed. The moderate MPS in this study indicates that while job enrichment contributes to job satisfaction, focusing on perceived equity and burnout could further improve satisfaction and reduce turnover. Similarly, Chizoba and Ibara (2023) found that job autonomy, skill variety, and job rotation positively influence teachers' commitment. The current study's results align with these findings, suggesting that enhancing these dimensions could further benefit teacher performance.

Furthermore, Mac-Ozigbo and Daniel (2020) found that job depth, training, and key job dimensions positively impact organizational performance. The moderate MPS and individual scores from this study suggest that increasing job depth and training opportunities could further improve organizational outcomes. Dehghani and Ghandehani (2019) identified positive relationships between job autonomy, skill variety, career significance, feedback, and teacher efficacy, which are consistent with this study's scores. Lastly, Janik (2015) demonstrated that job enrichment and work-role fit improve psychological meaningfulness and reduce turnover intentions. The moderate scores here imply that enhancing job enrichment could boost psychological meaningfulness and decrease turnover intentions among teachers. Overall, the comparison emphasizes the crucial role of job enrichment in enhancing teacher motivation, satisfaction, performance, and retention, with significant room for improvement through targeted strategies.

Implications of the Study

The study offers valuable insights for improving job enrichment among

college teachers, with implications for both practice and policy. To enhance job enrichment, colleges should implement several practical strategies. Professional development is crucial; institutions should provide a range of training opportunities to expand skill variety among faculty, including workshops on advanced teaching methods and research skills. Mentorship programs can also be beneficial, as pairing experienced faculty with newer members can improve task identity and significance, helping teachers understand the broader impact of their work and fostering a collaborative environment.

Redesigning job roles to include diverse responsibilities can enhance skill variety and engagement. For instance, rotating faculty through different teaching roles or involving them in cross-departmental projects can keep their work dynamic and interesting. Clear role definitions and expectations also help teachers understand their contributions to institutional goals, thereby strengthening task identity. Increasing autonomy is another key area; colleges should provide more freedom in course design and research, and involve faculty in departmental decisions to boost their sense of ownership and significance.

Constructive feedback and recognition play a crucial role in motivation. Institutions should establish regular feedback mechanisms that offer actionable insights into teaching and research performance, and implement recognition programs to highlight faculty achievements through awards, promotions, or public acknowledgment. On the policy level, integrating job enrichment principles into institutional frameworks is essential. Policies should mandate continuous professional development and encourage faculty autonomy in academic and administrative matters to create a supportive work environment.

Funding for enrichment programs is also critical. Allocating resources for professional development, research support, and other enrichment activities ensures that colleges can effectively implement these initiatives. Additionally, professional development should be included in faculty evaluation and promotion criteria to ensure ongoing skill enhancement. Flexible work arrangements and autonomy in academic roles can improve job satisfaction and reduce burnout. Lastly, evaluation frameworks should incorporate multiple feedback sources and link performance to incentives, further motivating faculty and enhancing job enrichment.

In summary, focusing on professional development, role redesign, autonomy, feedback, and recognition can create a more motivating and supportive environment for college teachers. These strategies not only improve faculty satisfaction and performance but also contribute to better educational outcomes and institutional success.

Conclusion:
This study offers an in-depth examination of job enrichment among college teachers, focusing on key aspects such as Skill Variety, Task Identity, Task Significance, Autonomy, and Feedback. The results indicate a moderate level of job enrichment, with an overall Motivating Potential Score (MPS) of 27.51. While Feedback is notably strong, other areas such as Skill Variety, Task Identity, Task Significance, and Autonomy reveal room for improvement.

The low score in Skill Variety suggests that teachers may experience job monotony, which could affect their motivation and job satisfaction. Similarly, moderate scores in Task Identity and Task Significance indicate that, although teachers see their roles as part of a larger process and recognize their work's impact, there is potential to enhance their sense of achievement and the perceived value of their contributions. The moderate level of Autonomy suggests some limitations in decision-making power, which might influence faculty motivation and engagement.

The high score in Feedback underscores the importance of regular and constructive performance evaluations, which are essential for faculty development and satisfaction. Effective feedback mechanisms are vital for helping teachers improve and feel valued in their roles.

To address these findings, several practical recommendations arise. Institutions should aim to diversify faculty roles to increase Skill Variety, clarify job roles to boost Task Identity, highlight the importance of faculty contributions to enhance Task Significance, and provide greater autonomy to improve motivation. Additionally, maintaining and enhancing feedback mechanisms will continue to support faculty development and satisfaction.

Despite its contributions, the study has limitations. The reliance on self-reported data may introduce biases, and the cross-sectional nature of the survey does not capture changes over time. Future research could address these limitations by incorporating qualitative methods, conducting longitudinal studies, and exploring the relationship between job enrichment and other factors such as job performance and faculty retention.

In summary, addressing the identified areas for improvement could create a more enriching work environment for college teachers. By refining job characteristics, institutions can enhance faculty motivation, job satisfaction, and overall performance, leading to better educational outcomes and greater institutional success.

Limitations of the Study

This study has several limitations. The relatively small sample size may affect the ability to generalize the results. The reliance on self-reported data introduces potential biases. Additionally, the cross-sectional nature of the study prevents the establishment of causality. The research specifically targeted college teachers, leaving out other educational levels that might experience job enrichment differently. The unique cultural and institutional context of the study may also impact the results, which could limit their broader applicability. To address these issues, future research should consider using larger and more varied samples and incorporate longitudinal approaches.

Recommendations for Future Research

Future research should delve into the specific aspects of job enrichment that most significantly affect teacher motivation and performance. This includes investigating how dimensions such as skill variety, task significance, autonomy, and feedback individually and in combination impact job satisfaction and effectiveness. Additionally, exploring the influence of contextual factors like school culture, administrative support, and external conditions on the effectiveness of job enrichment strategies could provide valuable insights.

Longitudinal studies are needed to assess the long-term effects of job enrichment practices on teacher retention, burnout, and professional growth. Comparative research across various educational levels, regions, and types of institutions—such as public versus private—would help tailor job enrichment approaches to different contexts. It's also important to include diverse teacher perspectives to ensure that job enrichment strategies are inclusive and equitable.

Incorporating qualitative research methods, such as interviews and focus groups, could provide a deeper understanding of teachers' experiences and perceptions regarding job enrichment. These methods could reveal how teachers perceive the effectiveness of different enrichment strategies and their impact on professional life. By addressing these areas, future research can contribute to the development of more targeted and effective job enrichment programs that enhance teacher motivation, satisfaction, and overall performance.

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