

Lecturer Perception on Job Design: The Case of a Private Higher Education Institution in Indonesia

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Abstract

The purpose of this research is to identify the elements of the Motivational Job-Design Approach that have contributed to the lecturers' motivation while working in a private higher education institution in Indonesia. This research uses descriptive statistics analysis to provide a simple summary about the perception of job design. Independent sample t-test as well as one-way ANOVA are used to investigate whether there is a difference between the demographic factors of the respondents (i.e., age, gender, and latest degree attainment) toward perception of job design. The overall result shows that lecturers' perception on the job design are "very good" (the mean score is 3.91), where the highest average scores is found on the elements such as ability/skill-level, ability/skill variety, and growth/learning (mean score are 4.55, 4.29, and 4.23 respectively, or "excellent"). On the other hand, this research also found that among the 18 elements of Motivational Job-Design Approach, extrinsic job feedback has the lowest mean (mean score is 3.26 or "good") which is very little in contribution to the lecturers' motivation. This element must get priority from the institution to be addressed so that lecturers' motivation can be improved in the future.

Keywords: Indonesia, Motivational Job-Design, Perception, Private Higher Education Institution.

Introduction

Job design is one of the most effective device used to increase employee's motivation that leading to the enhancement of performance (Suryaman, 2018; Zareen, Razzaq, & Mujtaba, 2013). Furthermore, Zareen, et al. (2013) stated that job that well designed, produce job satisfaction and involvement of the employees in putting their maximum energy and efforts on their work. It will contribute to the increasing of employee's productivity and loyalty to the organization, therefore, contributes towards the sustainability of the organization (Suryaman, 2018).

Since the first time job design approach was conceptualized by Frederick Taylor in the early twentieth century, various theories and concepts have been proposed by scientific management researchers, and applied by professionals in many organizations around the world (Redmond, 2016). Aswathappa (2013) argued that job design is the process of

connecting certain tasks with a particular job, and it also decides how tasks should be done. Work must be designed in a way that encourages the achievement of organizational goals by motivating employees to perform the best they could.

In line with that argument, Schermerhorn, Hunt, and Osborn (2005) also stated that in general, job design concept aims to increase employee's job satisfaction and to motivate them by showing better performance in work. Several researches have shown that work that is meaningful, interesting, and motivating will provide a high level of satisfaction to employees. High level of satisfaction will generate productive employees that will contribute to the achievement of organizational goals. Therefore, nowadays organizations are more innovating in creating job design because they believe that good design of a job is positively related to employee's motivation.

Theories of Job Design

According to Oldham and Hackman (2010), when Frederick Taylor first published his scientific work on job design in 1911, the way organizations think have flourished and then implemented it to bring greater flexibility in the workplaces. The basic idea was to design work systems with standardized operations and highly simplified work to help people in doing their job efficiently. Since then, theories and practices of job design have been improved and enriched by many scholars.

More than six decades ago, Herzberg (1966) introduced the groundbreaking approach in designing job, known as Two-Factor Theory, in order to stimulate workers to perform better. According to Herzberg (1966), work in essence must be enriched rather than just simplified. Job should be planned and managed to promote advancement, growth in competence, responsibility, recognition, and achievement. Job's extrinsic factors, for example, pleasant working condition and sound supervisory practices, were classified as hygiene factors that bring to employee's dissatisfaction if poorly managed by organizations.

A decade later, Hackman and Oldham (1976) introduced theory of job characteristics which is improved from the Herzberg's two-factor theory (Northouse, 2016). Job characteristics theory consists of five elements (i.e., task significance, skill variety, autonomy, feedback, and task identity). This theory proposes that job that is well designed based on those five elements, contribute to the increasing employee's internal motivation and satisfaction toward their jobs. It is also contributing to lower rate of employee's turnover, reducing absenteeism and increasing the quality of work. On the whole, employees might show positive motivation resulting to improved job performance (Grant, Fried, Parker & Frese, 2010).

Job-Design Approach

After studying more than 120 various jobs, 23 supervisors, 215 incumbents from five organizations, Campion and Thayer (1985) discovered four unique approaches to job design. Those four unique approaches are Mechanistic Job-Design Approach, Biological Job-Design Approach, Perceptual/Motor Job-Design Approach, and Motivational Job-Design Approach. Campion and Thayer (1987) also developed the questionnaires for each of these approaches. The aim of their study is to find "rules" for the employers in designing a job that increases motivation of the employees. Furthermore, according to Campion and Thayer (1987), Motivational Job-Design Approach, as shown in Table 1, will be best fit in designing a job for the professional and managerial positions. Since the job of a lecturer is also professional in

nature, this research utilizes Motivational Job-Design Approach as a tool in measuring the level of motivation of job design.

Table 1

Motivational Job-Design Approach

No.	Elements	Explanation
1.	Autonomy	The job provides discretion in work scheduling, quality control, or other decisions.
2.	Intrinsic job feedback	Work activities provide feedback about the effectiveness of job performance.
3.	Extrinsic job feedback	Coworkers or supervisors provide information about the effectiveness of job performance.
4.	Social interaction	The job provides positive social interaction (such as teamwork or coworker assistance).
5.	Task/goal clarity	The job requirements and goals are clear and specific.
6.	Task variety	The job has a variety of tasks.
7.	Task identity	The job gives a chance to do an entire piece of work independently from beginning to end.
8.	Ability/skill-level	The job requires a high level of knowledge and abilities.
9.	Ability/skill variety	The job requires a variety of types of abilities and skills.
10.	Task significance	The job is significant compared with other jobs in the organization.
11.	Growth/learning	The job provides opportunities for learning and growth in competence and proficiency.
12.	Promotion	The job provides opportunities for promotion to higher-level jobs.
13.	Achievement	The job provides with feelings of achievement and task accomplishment.
14.	Participation	The job allows to participate in work-related decision making.
15.	Communication	The job provides access to relevant information and communication channels.
16.	Pay adequacy	The pay for the job is adequate compared with the job requirements.
17.	Recognition	The job receives recognition from others.
18.	Job security	The job provides a high degree of job security.

Source: adapted from Campion and Thayer (1987).

There are several researches that employed some of the elements of the Motivational Job-Design Approaches proposed by Campion and Thayer (1987). Kariuki and Makori (2015) studied about job autonomy and job feedback toward employee satisfaction and motivation. Their study utilized a sample of 83 employees from The Presbyterian University of East Africa. Based on the results of the study, they recommended the university to improve employee performance through appropriate work design process. In the banking sector, Achieng, Ochieng, and Owuor (2014) applied four elements of Motivational Job-Design Approach (i.e., task significance, task identity, task variety, and autonomy) to measure employee performance in several commercial banks located in Kisumu, Kenya. 297 bank employees have participated in their study. Lastly, Uruthirapathy (2011) used the Motivational Job-Design Approach to propose job design model at the IT organizations in Canada.

However, there is no evidence found in the previous research that uses the Motivational Job-Design Approach to identify what elements of job design motivate employees the most. Therefore, the purpose of this research is to identify what elements of Motivational Job-Design Approach contributes the most to the employee motivation, especially for lecturers that are working in private higher education institutions in Indonesia.

Methodology

This research was performed at a private higher education institution in Indonesia. The aim of this research is to examine lecturers' perceptions on job design that contributes to the increasing of motivation. This research utilized survey-base method. This research uses descriptive statistical analysis to describe the basic features of the data. The descriptive statistical method provides simple summary about the sample and how to measure it. This research also uses an independent sample t-test and one-way ANOVA in SPSS v.23 to investigate whether there is a difference between demographic factors (i.e., age, gender, and latest degree attainment) of the respondents and their perception of job design. This research utilizes a questionnaire as an instrument to gather data from the respondents. The questionnaire was adapted from Motivational Job-Design Approach questionnaire, that was proposed by Campion and Thayer (1987). All questions were put in google form questionnaire and were distributed to the respondents.

Convenient sampling method was used in this research. The link to the questionnaire was distributed to 115 respondents who are part-time and full-time lecturer on March 5th, 2019. Among the 115 respondents, only 66 participated in this research. This indicates that the response rate is 57.39 percent. Furthermore, out of 66 respondents, 62 are full-time lecturers and the rest are part-timer. Since the part-time lecturer was only six percent out of the total respondents, these were excluded them from this research.

Eighteen questions were used in the questionnaire to gather information about their perception whether the job has been properly designed to enhance their motivation. All questions were measured using the five levels of Likert-Scale as recommended by Vagias (2006). Nominal scale was used in collecting demographic data of the respondents. Survey method was used for the purpose of data collection. Finally, data were analyzed based on descriptive statistics and had been interpreted using an interpretation scale adapted from Vagias (2006), as presented in Table 2.

Table 2

Likert-Scale Interpretation

Likert Scale	Average Weight of Numerical Likert-Scale	Degree of Interpretation
5	4.21 to 5.00	Excellent
4	3.41 to 4.20	Very Good
3	2.61 to 3.40	Good
2	1.81 to 2.60	Fair
1	1.00 to 1.80	Poor

Results and Discussion**Reliability Test**

Cronbach's Alpha is used to measure the reliability of each questions in the questionnaire. The test is most commonly used when a research has multiple questions in a questionnaire that form a Likert-scale. Cronbach's Alpha values 0.70 and above are considered to be acceptable (Taber, 2018). Table 3 shows that the Cronbach's Alpha for the questionnaire used in this research is 0.783. It means that the questionnaire is reliable to measure the lecturer's perceptions towards job design.

Table 3

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.784	18

Demographic Factors of the Respondents

The sampling of respondents consists of more males than females (i.e. 66.90 percent male and 37.10 percent female). Majority of the respondents (77.05 percent) hold master's degree as their highest education attainment, while the rest holds a doctorate degree (22.95 percent). Only one respondent is with a bachelor's degree from those who participated in this study but was later removed because of its insignificant number. The summary of the demographic distribution of the respondents is presented in Table 4.

Table 4

Demographic Factors of the Respondents

Demographic Factors	Frequency	Percentage
Age:		
1. 30 - 40 years	29	46.77%
2. 41 - 50 years	21	33.87%
3. > 50 years	<u>12</u>	<u>19.35%</u>
	62	100%
Gender:		
1. Male	39	62.90%
2. Female	<u>23</u>	<u>37.10%</u>

	62	100%
Latest Education Attainment:*		
1. Master's Degree	47	77.05%
2. Doctorate Degree	<u>14</u>	<u>22.95%</u>
	61	100%

* Lecturer with bachelor degree was removed because the frequency is only one.

Lecturer Perception on Job-Design

Overall, the perception of lecturers on job design based on Motivational Job-Design Approach, are presented in Table 5. The table shows three of the elements of Motivational Job-Design: Ability/skill-level (i.e., the job requires a high level of knowledge and abilities), Ability/skill variety (the job requires a variety of types of abilities and skills), and Growth/learning (the job provides opportunities for learning and growth in competence and proficiency) are the most valuable elements that motivate lecturers in doing their job (the mean scores are 4.55, 4.29, and 4.23 respectively). While the element such as Extrinsic job feedback (i.e., coworkers or supervisors provide information about the effectiveness of job performance) has less contributed to motivation (the mean score is 3.26).

Table 5

Lecturers' Perception on Job Design

No.	Elements	N	Min	Max	Mean	SD	Interpretation
1	Ability/Skill-Level	62	3	5	4.55	0.53	Excellent
2	Ability/Skill Variety	62	3	5	4.29	0.55	Excellent
3	Growth/Learning	62	2	5	4.23	0.82	Excellent
4	Social Interaction	62	2	5	4.21	0.73	Very Good
5	Communication	62	2	5	4.18	0.76	Very Good
6	Task Variety	62	2	5	4.13	0.80	Very Good
7	Task/Goal Clarity	62	2	5	4.08	0.93	Very Good
8	Task Identity	62	2	5	4.03	0.77	Very Good
9	Task Significance	62	2	5	3.95	0.78	Very Good
10	Job Security	62	2	5	3.84	0.93	Very Good
11	Intrinsic Job Feedback	62	1	5	3.79	0.94	Very Good
12	Achievement	62	1	5	3.76	0.90	Very Good
13	Participation	62	2	5	3.73	0.89	Very Good
14	Autonomy	62	2	5	3.71	0.93	Very Good
15	Pay Adequacy	62	1	5	3.61	1.01	Very Good
16	Recognition	62	1	5	3.60	0.90	Very Good
17	Promotion	62	1	5	3.45	1.00	Very Good
18	Extrinsic Job Feedback	62	1	5	3.26	0.89	Good
GRAND MEAN					3.91		Very Good

The finding in this research affirms some findings from the previous studies. First, Lynn (2012) found the idea that growth and learning opportunities for professional teachers should be provided by educational management/leaders in order to elevate their performance and motivation in doing their jobs. And lastly, Kariuki and Makori (2015) had

shown that skill variety, task identity, and job feedback have positively affected employee motivation at a religious based university in East Africa, while Job feedback was the most significant factor among those three.

Lecturer Perception on Job Design Based on Demographic Factors

Furthermore, this research conducted used the independent sample t-test and one-way ANOVA in order to find if there is a significant difference on perception of job design when lecturers are grouped according to age, gender, and latest education attainment.

Is there any significant difference between age distribution and job design? The result of one-way ANOVA as presented in Table 6 showed that there is no significant difference (sig =.737) on lecturers' perception of job design when they are grouped according to age (i.e., 30-40 years, 41-50 years, and > 50 years).

Table 6

Lecturer Perception on Job Design According to Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.096	2	0.048	0.306	0.737
Within Groups	9.227	59	0.156		
Total	9.323	61			

Is there any significant difference between gender distribution and job design? The result of Independent Sample T-Test as presented in Table 7 showed that there is no significant difference on lecturers' perception of job design when they are grouped according to gender (i.e., male and female). The Levene's test for equality of variances shows not significant value (sig =.765).

Table 7

Lecturer Perception on Job Design According to Gender

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
MJD A	Equal variances assumed	1.217	0.274	0.300	60	0.765	0.03109	0.10356	-0.17605	0.23824
	Equal variances not assumed			0.279	36.632	0.782	0.03109	0.11152	-0.19495	0.25713

Is there any significant difference between the latest education attainment distribution and job design? The result of Independent Sample T-Test as presented in Table 8 showed that there is no significant difference on lecturers' perception of job design when they are grouped according to the latest education attainment (i.e., master's and doctorate). The Levene's test for equality of variances shows not significant value (sig = .541).

Table 8

Lecturer Perception on Job Design According to the Education Degree

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- taile d)	Mean Differe nce	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
MJ DA	Equal	2.325	0.13	-	59	0.54	-	0.120	-	0.166
	variances		3	0.61		1	0.0738	06	0.3141	36
	assumed			5			8		1	
	Equal			-	29.1	0.47	-	0.101	-	0.133
	variances			0.72	04	2	0.0738	30	0.2810	27
	not			9			8		2	
	assumed									

Conclusion

Job design approach has been implemented on many organizations around the world since it was conceptualized by Frederick Taylor in the early twentieth century. Since then, theories on job design have been developed by several scholars, among them are Herzberg, Hackman, and Oldham. Based on those theories, Campion and Thayer have discovered four unique approaches to the design of job, where the Motivational Job-Design Approach is one among them. The purpose of this study is to identify what elements of the Motivational Job-Design Approach have contributed to the lecturers' motivation while working in a private higher education institution in Indonesia.

The overall result shows that the lecturers' perception on the job design are "very good" (the mean score is 3.91), where the higher average scores are found on the factors such as ability/skill-level, ability/skill variety, and growth/learning (mean score are 4.55, 4.29, and 4.23 respectively). On the other hand, this study also found that among the 18 factors, extrinsic job feedback (i.e., coworkers or supervisors provide information about the effectiveness of job performance) has contributed less to their motivation (the mean score is 3.26). These factors must get priority from the institution to be addressed so that the lecturers' motivation can be improved in the future.

This research only involved full-time lecturers as the respondents. Future research could involve those who are working part-timer, because the motivational driver between full-time and part-time lecturers are different. The object of this research is only one private higher education institution in Indonesia where the results of this study might only be applied to this institution. Further research can be expanded to several private and public higher

education institutions in order to get a better picture about factors that are motivating and are less motivating to the employees, particularly for those who are working as lecturers.

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