



Examining the extent of the application of job enrichment components, job security, and job dynamism in primary schools

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Article Info	ABSTRACT
Article type: Research Article	The present study aimed to examine the extent to which the components of job enrichment, job security, and job dynamism are implemented in non-governmental primary schools in Zahedan during the 2024–2025 academic year. In terms of purpose, this research is applied, and in terms of method, it is a descriptive study of the correlational type. The statistical population consisted of all primary school teachers in non-governmental schools in Zahedan (N = 750). Based on the Krejcie and Morgan table and using a stratified random sampling method, a sample of 375 teachers (165 females and 210 males) was selected. Data were collected using the Job Enrichment Questionnaire (McDowell, 2005), the Job Security Questionnaire (Nissi et al., 2000), and the Job Dynamism Questionnaire (Tez et al., 1997). The collected data were analyzed at both descriptive and inferential levels, including descriptive statistics, one-sample t-test, and the Friedman test, using SPSS version 28. The findings indicated that the level of implementation of the components of job enrichment, job security, and job dynamism in non-governmental primary schools in Zahedan was above the average level. However, from the respondents' perspective, the implementation of the component of individual freedoms within job enrichment was not satisfactory. Among the job enrichment components, social interactions at work ranked first based on mean rank. Furthermore, among the components of job security, job choice received the highest mean rank. In addition, among the components of job dynamism, promoting organizational excellence ranked first based on mean rank. The results of this study can assist educational managers and policymakers in improving the working conditions of teachers in non-governmental schools.
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Introduction

The structure of a country's educational system consists of a set of institutions, programs, and policies designed to educate, nurture, and develop students. This system encompasses various types of schools, each with distinct goals and characteristics that contribute differently to the educational process. Among these institutions are non-governmental (non-profit) schools, which play an increasingly important role in many educational systems.

Non-governmental schools are established and administered by the private sector and operate without direct government funding. These schools primarily rely on tuition fees paid by parents and, in some cases, on financial and charitable support ([Ghalichi et al., 2023](#)). The employment conditions of teachers in such schools differ notably from those in public schools. Teachers in non-governmental schools are often hired on temporary or annual contracts, which generally provide lower levels of job security. Salaries, benefits, working hours, and professional expectations vary across institutions; while some schools may offer relatively higher compensation, many teachers experience lower pay, longer working hours, and increased job demands compared to their public-school counterparts ([Gereband & Khatampour, 2023](#)).

In contrast, public-school teachers typically benefit from more stable and long-term employment arrangements, which contribute to higher job security. Nevertheless, both sectors present distinct advantages and challenges. Although public schools often provide greater job security, job enrichment, and structured compensation systems, they may face limitations related to professional development opportunities and available facilities. These differences suggest that employment in either sector involves trade-offs, and teachers' preferences may depend on individual priorities and circumstances ([Ghafari et al., 2022](#)).

Teachers are the most fundamental element of the teaching–learning process, and the effectiveness of any educational system largely depends on their motivation, morale, and professional commitment ([Daraei, 2021](#)). However, discrepancies frequently emerge between the expectations imposed on teachers by society and educational systems and the extent to which their professional needs and well-being are addressed. Such imbalances can negatively affect teachers' attitudes toward their profession and their overall job satisfaction ([Rahim Niya & Rahnama, 2017](#)).

The quality of human resources is a critical factor in enabling organizations to respond effectively to environmental challenges and maintain a competitive advantage. Accordingly, promoting job satisfaction and enhancing employee work engagement are among the key strategies adopted by organizations to improve performance ([Lane, 2019](#)). Recent research highlights job enrichment and innovative behavior as important determinants of job satisfaction and engagement, both of which contribute to higher organizational productivity ([Zand Karimi et al., 2021](#)).

Job enrichment among teachers plays a vital role in improving both educational quality and staff well-being. Attention to its dimensions and influencing factors can enhance teachers' working conditions, foster a motivating school environment, and ultimately improve learning outcomes ([Nakabiito, 2023](#)). Increasing teachers' job satisfaction has been shown to enhance motivation and performance and to contribute to greater success in the educational process ([Derakhshan et al., 2021](#)). Moreover, job enrichment directly influences students' learning experiences by improving the quality of teaching ([Bagheri et al., 2022](#)).

Conversely, insufficient job enrichment can reduce productivity and creativity and increase psychological vulnerability and job insecurity. Job security refers to individuals' confidence in the stability and continuity of their employment and working conditions and encompasses aspects such as job stability, organizational support, and future career prospects ([Ghafari Aghdam et al., 2016](#)). Job security is a major determinant of teachers' job satisfaction and effective performance ([Olobia, 2024](#)). Addressing its components can improve working conditions, increase motivation, and enhance educational quality by creating a supportive and stable work environment ([Domfeh & Hunsaker, 2020](#); [Amiri & Askari, 2023](#)).

In addition, job dynamism reflects employees' capacity to adapt to changes in roles, responsibilities, and organizational conditions ([Assaf & Antoun, 2024](#)). In educational contexts, job dynamism involves teachers' ability to respond to curricular reforms, evolving student needs, and changing environmental demands. This construct plays a crucial role in enhancing teaching quality, job satisfaction, and professional growth ([Ghazalsaflo et al., 2023](#)). Providing opportunities for professional development and fostering adaptability can improve teachers' competencies and positively affect students' academic outcomes ([Li & Zhang, 2024](#)).

Given the significance of job enrichment, job security, and job dynamism in shaping teachers' professional experiences and educational quality, examining the extent to which these components are implemented in non-governmental primary schools is essential. A lack of accurate and comprehensive information regarding these factors may hinder effective decision-making and human resource management, potentially leading to reduced motivation, increased stress, and diminished teaching quality. Furthermore, economic constraints and managerial limitations in non-governmental schools may pose additional challenges in addressing these issues effectively.

Accordingly, the main objective of the present study is to examine the extent to which job enrichment, job security, and job dynamism components are implemented in non-governmental primary schools in Zahedan and to identify their implications for teachers' working conditions and educational quality.

Method

Sample and Sampling Method

The statistical population of this study consisted of all primary school teachers working in non-governmental schools in Zahedan during the 2024–2025 academic year ($N = 750$). Based on the Krejcie and Morgan sample size table, a sample of 375 teachers was selected using a stratified random sampling method. The sample included 165 female and 210 male teachers.

Tools Used

Job Enrichment Questionnaire: Job enrichment was measured using the Job Enrichment Questionnaire (McDowell, 2005), consisting of 24 items across four subscales: social interactions at work (items 1–6), rituals and celebrations at work (items 7–12), individual freedoms (items 13–18), and overall work climate (items 19–24). The questionnaire is based on a Likert scale ranging from “strongly disagree” to “strongly agree.” Total scores are obtained by summing all items, with possible scores ranging from 24 to 120. Higher scores indicate greater job enrichment. The instrument's validity was confirmed in terms of face and content validity, and its reliability, assessed Alfa Cronbach's alpha, was reported to be above 0.70 for the total scale and subscales. In the present study, the overall reliability coefficient was 0.75.

Job Security Questionnaire: Job security was assessed using the Job Security Questionnaire (Nissi et al., 2000), consisting of 30 items across nine subscales: job focus (items 1–3), low job mobility (items 4–6), job choice (items 7–9), job satisfaction (items 10–12), economic satisfaction (items 13–15), emotional work environment (items 16–18), sense of tranquility (items 19–22), organizational commitment (items 23–26), and organizational advocacy (items 27–30). Responses are measured on a five-point Likert scale. Total scores range from 30 to 150, with higher scores indicating greater job security. The validity of the instrument was confirmed by Nahvi et al. (2016) through item analysis, and its reliability was reported as 0.95 using Cronbach's alpha. In the present study, the reliability coefficient was 0.80.

Job Dynamism Questionnaire: Job dynamism was measured using the Job Dynamism Questionnaire (Tez et al., 1997), consisting of 10 items across three components: continuous staff training (items 1–3), creation of competitive advantage (items 4–7), and promotion of organizational excellence (items 8–10). The questionnaire uses a Likert scale from “strongly disagree” to “strongly agree.” Total scores range from 10 to 50, with higher scores indicating greater job dynamism. The validity of this instrument was confirmed by Jalali Farahani and Fereydouni (2020) through exploratory analysis, and its reliability was reported as 0.91. In the present.

Procedure

The statistical population of the present study consisted of all elementary school teachers employed in non-governmental schools in Zahedan during the 2024–2025 academic year, totaling 750 individuals. In the first stage, a list of non-governmental elementary schools was obtained in coordination with the Department of Education. The schools were then stratified based on gender (boys' and girls' schools) and geographical district, and schools were randomly selected from each stratum. In the next step, teachers working in the selected schools were randomly chosen as the study sample.

The sample size was determined to be 375 participants based on the Krejcie and Morgan table, including 210 males and 165 females. Inclusion criteria comprised being officially employed as an elementary school teacher in non-governmental schools in Zahedan, having at least one year of teaching experience, and providing informed consent to participate in the study. Exclusion criteria included withdrawal from the study, unwillingness to continue participation, and incomplete or invalid questionnaire responses.

Data were collected using standardized questionnaires measuring job enrichment, job security, and job dynamism. Data analysis was conducted at two levels: descriptive and inferential statistics. Descriptive statistics included measures such as mean and standard deviation. For inferential analysis, the normality of data distribution was examined using the Kolmogorov–Smirnov test. Subsequently, a one-sample t-test was employed to compare mean values with the hypothetical mean, and the Friedman test was used to rank the study components. All statistical analyses were performed using SPSS software, version 28.

Result

Initially, the descriptive statistics of the research variables were examined, and the results are presented in Table 1. The findings indicated that the mean and standard deviation of job enrichment were ($M = 3.55$, $SD = 0.782$), job security were ($M = 3.66$, $SD = 0.706$), and job dynamism were ($M = 3.85$, $SD = 0.828$). The descriptive information for the components of the variables is presented in Table 1.

Table 1. Descriptive information of research variables

Variable	Mean	Variance	SD
job enjoyment	3.55	0.612	0.782
Social communication	3.92	0.566	0.745
Rituals and festivals at work	3.63	0.819	0.905
Individual freedoms	3.07	0.785	0.886
General job atmosphere	3.59	1.117	1.056
Job security	3.66	0.498	0.706
Job focus	3.86	0.723	0.850
Less job displacement	3.30	0.771	0.877
Choosing a suitable job	3.93	0.859	0.926
job satisfaction	3.53	0.591	0.768
Economic satisfaction	3.72	0.699	0.836
The emotionality of the environment	3.85	0.798	0.893
Feeling calm	3.40	0.552	0.743
Organizational commitment	3.89	0.827	0.909
Organizational defense	3.55	0.854	0.924
Job dynamics	3.85	0.686	0.828
continuous education	3.87	0.945	0.972
Competitive advantage	3.72	0.721	0.848
Organizational excellence	4	0.717	0.847

Prior to examining the research questions, the normality of the variables was assessed using the Kolmogorov–Smirnov test. The results indicated that all research variables (job enrichment, job security, and job dynamism) had significance levels greater than 0.05, suggesting that the data were normally distributed. Accordingly, it can be concluded that the distribution of these variables follows a normal distribution.

Research Question 1: To what extent are the components of job enrichment (social interactions, rituals and celebrations at work, and individual freedoms) implemented in non-governmental schools in Zahedan?

Table 2: Comparison of the average score of the use of job enjoyment components with the hypothetical average (3)

Variable	Mean	t	P-Value	95% confidence interval	
				lower limit	upper limit
Social communication	3.92	23.55	0.001	0.843	0.997
Rituals and festivals at work	3.63	13.42	0.001	0.543	0.730
Individual freedoms	3.07	1.54	0.123	-0.019	0.163
General job atmosphere	3.59	10.82	0.001	0.490	0.708

As shown in Table 2, the significance levels of the one-sample t-test for the components of “social interactions at work,” “rituals and celebrations at work,” and “overall work climate” were calculated under the null hypothesis. Since the significance levels of the t-test for these components were less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating that the mean scores of “social interactions at work,” “rituals and celebrations at work,” and “overall work climate” differ significantly from the test value of 3 (the midpoint of the five-point Likert scale).

Moreover, since the mean scores for “social interactions at work,” “rituals and celebrations at work,” and “overall work climate” were 3.92, 3.63, and 3.59 respectively, and the upper and lower bounds of the mean differences were both positive, it can be concluded that the level of implementation of these components is above the average level. Therefore, these components are considered to be at a desirable level in non-governmental schools in Zahedan. However, the component of individual freedoms was not found to be at a desirable level. In addition, comparison of mean ranks (Friedman test) indicated that the highest mean rank (3.13) was assigned to the component of social interactions at work, meaning that this factor was considered the most important indicator from the participants’ perspective (Table 3).

Table 3: The results of the average rank

Variable	Average Rank
Social communication	3.13
Rituals and festivals at work	2.65
Individual freedoms	1.56
General job atmosphere	2.66

Research Question 2: To what extent are the components of job security (job focus, low job mobility, appropriate job selection, job satisfaction, economic satisfaction, emotional work environment, sense of tranquility, organizational commitment, and organizational?) implemented in non-governmental schools in Zahedan?

Table 4: Comparison of the average score of the use of Job security components with the hypothetical average (3)

Variable	Mean	t	P-Value	95% confidence interval	
				lower limit	upper limit
Job focus	3.86	19.41	0.001	0.777	0.953
Less job displacement	3.30	6.64	0.001	0.215	0.396

Choosing a suitable job	3.93	19.34	0.001	0.844	1.035
job satisfaction	3.53	13.38	0.001	0.460	0.618
Economic satisfaction	3.72	16.65	0.001	0.643	0.816
The emotionality of the environment	3.85	18.28	0.001	0.761	0.948
Feeling calm	3.40	10.29	0.001	0.324	0.477
Organizational commitment	3.89	18.67	0.001	0.796	0.983
Organizational defense	3.55	11.38	0.001	0.456	0.646

As shown in Table 4, the significance levels of the one-sample t-test for the components of “job focus, low job mobility, appropriate job selection, job satisfaction, economic satisfaction, emotional work environment, sense of tranquility, organizational commitment, and organizational advocacy” were calculated under the null hypothesis. Since the significance levels of the t-test for all these components were less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating that the mean scores of the aforementioned components significantly differ from the test value of 3 (the midpoint of the five-point Likert scale).

Moreover, since the mean scores of the components were 3.86, 3.30, 3.93, 3.53, 3.72, 3.85, 3.40, 3.89, and 3.55 respectively, and the upper and lower bounds of the mean differences were both positive, it can be concluded that the level of implementation of the components of job security is above the average level. Therefore, these components are considered to be at a desirable level in non-governmental schools in Zahedan. In addition, comparison of mean ranks indicated that the highest mean rank (6.18) was assigned to the component of job selection, suggesting that this factor was regarded as the most important indicator from the respondents’ perspective (Table 5).

Table 5: The results of the average rank

Variable	Average Rank
Job focus	5.72
Less job displacement	3.77
Choosing a suitable job	6.18
job satisfaction	4.39
Economic satisfaction	4.92
The emotionality of the environment	5.89
Feeling calm	3.69
Organizational commitment	6.05
Organizational defense	4.38

Research Question 3: To what extent are the components of job dynamism (continuous staff training, creation of competitive advantage, and promotion of organizational excellence) implemented in non-governmental schools in Zahedan?

Table 6: Comparison of the average score of the use of Job dynamics components with the hypothetical average (3)

Variable	Mean	t	P-Value	95% confidence interval	
				lower limit	upper limit
Continuous Education	3.87	17.23	0.001	0.788	0.974
Competitive advantage	3.72	16.28	0.001	0.637	0.812
Organizational excellence	4	22.52	0.001	0.912	1.087

As shown in Table 6, the significance levels of the one-sample t-test for the components of “continuous staff training, creation of competitive advantage, and organizational excellence” were calculated under the null hypothesis. Since the significance levels of the t-test for these components were less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating that the mean scores of the aforementioned components significantly differ from the test value of 3 (the midpoint of the five-point Likert scale).

Moreover, since the mean scores of the components were 3.87, 3.72, and 4.00 respectively, and the upper and lower bounds of the mean differences were both positive, it can be concluded that the level of implementation of job dynamism components is above the average level. Therefore, these components are considered to be at a desirable level in non-governmental schools in Zahedan. In addition, comparison of mean ranks indicated that the highest mean rank (2.32) was assigned to the component of organizational excellence, suggesting that this factor was regarded as the most important indicator from the respondents’ perspective (Table 7).

Table 7: The results of the average rank

Variable	Average Rank
Continuous Education	1.96
Competitive advantage	1.72
Organizational excellence	2.32

Discussion & Conclusion

The present study examined the extent to which job enrichment, job security, and job dynamism are implemented in non-governmental primary schools in Zahedan. The findings indicate that most components of these constructs are implemented at an above-average and generally desirable level; however, notable weaknesses remain in specific dimensions, particularly individual freedoms.

With regard to job enrichment, components such as social interactions in the workplace, rituals and celebrations, and the overall work climate were evaluated positively. These results are consistent with previous studies ([Mohamadi Babazeydi et al., 2023](#); [Djastuti, 2020](#); [Zandkarimi, 2020](#); [Pakdemir et al., 2020](#)) and highlight the importance of a supportive and positive organizational environment in enhancing teachers’ motivation and job satisfaction. Nevertheless, the relatively low level of individual freedoms suggests limited teacher autonomy in decision-making and instructional practices. Since autonomy is a core element of job enrichment, its insufficient implementation may restrict teachers’ creativity, innovation, and ability to respond flexibly to students’ needs.

The findings related to job security reveal that components such as job focus, low job mobility, appropriate job placement, job and economic satisfaction, emotional work environment, sense of tranquility, organizational commitment, and organizational advocacy were perceived as desirable. These results align with earlier research ([Olobia, 2024](#); [Amiri & Askari, 2023](#); [Rajaei, 2023](#); [Mehrabi & Golnari, 2019](#)),

emphasizing the central role of job security in teacher motivation and performance. However, given the prevalence of temporary and short-term employment contracts in non-governmental schools, these findings should be interpreted cautiously. Although teachers reported relatively favorable perceptions of job security, underlying structural uncertainties related to contract renewal and long-term employment stability may still affect their sense of security. Managerial support, transparent employment policies, and access to professional development opportunities appear to be key factors in strengthening teachers' perceptions of job security.

Regarding job dynamism, the results show that continuous staff training, the creation of competitive advantage, and organizational excellence were implemented at desirable levels. These findings are consistent with previous studies ([Asbari et al., 2023](#); [Li & Zhang, 2024](#)) and underscore the role of job dynamism in enhancing motivation, professional growth, and instructional quality. Opportunities for continuous learning, exposure to new responsibilities, and engagement with evolving educational practices contribute to higher levels of teacher engagement and adaptability. However, maintaining such dynamism requires sustained investment in training programs, technological resources, and participatory organizational structures.

Overall, the findings demonstrate that job enrichment, job security, and job dynamism play a critical role in shaping teachers' professional experiences in non-governmental schools. When these components are adequately supported, teachers exhibit higher motivation, reduced burnout, greater creativity, and improved instructional quality, which ultimately enhances students' learning outcomes and overall school performance. At the same time, the uneven implementation of certain dimensions—particularly individual autonomy and long-term employment stability—indicates the need for targeted interventions. Strengthening teacher autonomy, establishing more stable and transparent employment arrangements, and institutionalizing continuous professional development programs can significantly improve working conditions and educational quality in non-governmental primary schools in Zahedan. Despite limitations related to self-reported data and the regional focus of the study, the findings provide valuable insights for school administrators and policymakers and offer a foundation for future comparative and longitudinal research in this field.

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