

UNIVERSITY OF CAPE COAST

ASSESSMENT OF THE EFFECT OF JOB ROTATION ON EMPLOYEE
PERFORMANCE AT ACCRA TECHNICAL UNIVERSITY

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:.....

Candidate's Name: Isaac Affum Amoakoh

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date:.....

Supervisor's Name: Dr. Alex Adom

ABSTRACT

This study was conducted to assess the impact of job rotation on employee performance in a public tertiary institution in Ghana. Organizational success largely depends on efficiency of employees and this makes it compelling for organization to strive to continuously adopt methods to update the skills, abilities and build on the competencies of existing staff to increase their performances for the firm to achieve its goals and objective and to gain competitive advantage. The concept of performance covers what has been achieved and how it has been achieved. The study focused on how job rotation enhances the capabilities and competencies of administrators in the university to deliver high performance. The population of the study covered full time non-teaching staff in the university with sample size of fifty (50). The data was collected using self-administered questionnaire and the responses analyzed using inferential and descriptive statistics. The results shows that introducing employees to different level of jobs does not lead to high performances and due to logistical challenge employee's output are hindered anytime their job are rotated. The research findings reflects that the aggregate developmental needs of employees in the university can be achieved through job rotation also through the practice of job rotation employees are moved on a lateral role which helps them to acquire useful work experiences and puts them in competitive position to occupy temporary managerial position within the university.

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DEDICATION

To Mrs. Rita Kaine and the Amoakoh Family

TABLE OF CONTENT

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENT	vi
LIST OF TABLE	x
LIST OF FIGURES	xii
LIST OF ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	4
Objectives of the Study	5
Research Questions	6
Research Hypothesis	6
Significance of the Study	6
Delimitation of the Study	7
Organization of the Study	8
CHAPTER TWO: LITERATURE REVIEW	
Introduction	9
Theoretical Review	9
Job Design	9
Types of Job Design	10
Job characteristics Model	11
Ways of utilizing job rotation	13

Employee and employer learning	13
The impact of job rotation	15
Job rotation and performance	15
Job rotation, job satisfaction and job performance	17
Job rotation and motivation	18
Strategies in implementing job rotation	18
Job rotation implementation cost	20
Challenges of job rotation	21
Resistance by experience staff	21
Job and pay structure	22
Presence of Labour Union	22
Industrial settings	22
Employee's resentment	22
Importance of Job Rotation	23
Approaches to Employee Training & Development	25
Job Rotation	25
Formal Education	27
Assessment	29
Job Experiences	30
Transfers, Promotions and Downward Moves	32
The Impact of Employee Development	34
Training, Development and Career Management	35
Development and Training	36
Development for Careers	36
High Performance Management	39

Conceptual Framework	39
Chapter Summary	42
CHAPTER THREE: RESEARCH METHODOS	
Introduction	44
Research Approach	44
Research Design	45
Study Area	45
Population of the Study	46
Sampling Techniques and Sample Size	46
Sample Size	46
Sampling Techniques	47
Purposive sampling	48
Data Collection	48
Questionnaire Design	49
Validity and Reliability	49
Validity	50
Reliability	50
Questionnaire Pretesting	50
Data Analysis	52
Frequency Distribution	52
Chi-Square Test	53
Correlation Analysis	54
Chapter Summary	55
CHAPTER FOUR: RESULTS AND DISCUSSIONS	
Introduction	56

Organizational Characteristics	56
Inferential Statistics	57
Non Parametric Correlation of Suitability of job rotation in developing and Impact of Job Rotation in enhancing employee performance	58
Frequency Distribution Table	58
Chapter Summary	74
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	75
Summary of Findings	75
Conclusions	76
Recommendations	78
Suggestion for Further Research	79
REFERENCES	80
APPENDIX A	85
APPENDIX B	89
APPENDIX C	98

LIST OF TABLES

Table	Page
1 Chi-Square Test on whether or not introducing employees to different level of work position leads to job satisfaction	57
2 Correlation test determining suitability of job rotation and impact on career development	58
3 How long have you been in employment with the University	59
4 What is your level of education?	59
5 What is your Rank/Status/position?	60
6 Have you ever been rotated on your job?	60
7 How many times have your job been rotated?	61
8 How was your job rotated?	62
9 Does the University follow any sequential steps/procedures in rotating employees?	62
10 If no, briefly describe the policy frame work (structure) employed by the university in rotating employees	63
11 Did it require that you learn new skill and behavior to fit/match the new job?	64
12 If yes to the above, were you given training or orientation before taking the new job?	64
13 If yes, how was the training carried out?	65
14 Does the practice of job rotation in the university suit your career development path?	65
15 Which intervention will you consider as suitable for career development	66

16	How has job rotation impacted on your career development?	66
17	How does the job rotation benefit the institution?	67
18	Briefly describe how the rotation supports your career growth and development	68
19	Which of these employees are more preferable to fill temporary vacancy?	68
20	Provide reasons (if any)	69
21	What significant cost is incurred during job rotation?	70
22	What peculiar difficulty do you encounter on a new job?	71
23	What constitutes work related stress at your work place?	71
24	What emotional feeling do you attach, when your job is rotated?	72
25	In your view, does job rotation take away/reduce boredom in performing same task?	72
26	Which ways can be used to reduced/eliminate boredom in performing same task	73
27	What is your overall assessment of the practice of job rotation in the university?	73

LIST OF FIGURES

Figure		Page
1	Characteristics and consequences of an enriched job: learning new skills have great tendency of increasing satisfaction and productivity of employees.	11
2	A conceptual framework on job rotation and job specialization on employee's performance with mediating effect of skill variation.	38

LIST OF ACRONYMS

ATU	Accra Technical University
UCC,	CoDE University of Cape College of Distance Education
CCL	Centre for Creative Leadership
OL	Organizational Learning
HPWS	High Performance Work System
JCM	Job Characteristic Model
JDI	Job Diagnostic Index

CHAPTER ONE

INTRODUCTION

The chapter presents the overview of the study in brief. The chapter consists of the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and organization of the study.

Background to the Study

Job design related applications began to take shape with a scientific management approach in the 1900s. The study of management scientists such as Taylor and Gilberth on the subject of job design became the foundation stone for job rotation, job enlargement, job enrichment, job engineering, quality of work life, social information processing approach and job characteristics approach (Hackman & Oldman 1976; Valentine & Gotkin 2000).

According to scholars, job rotation are divided into six categories that all of which are to improve organizational performance. These areas include job rotation in order to meet organizational policies and procedures; Job rotation in order to improve special skills; Job rotation in order to improve human relations; Job rotation in order to solve the problem; Job rotation in order to improve management practices and monitoring; job rotation in order to internships (Mirkamali, 2006). Job rotation is a very effective tool to empower employees and develop their horizons. Job rotation is considered the most significant effective element mediated by job satisfaction and skills diversity on employee performance and organizational effectiveness. (Saravani & Abbasi, 2013). Job rotation have existed as method of training for developing individual knowledge, skills and abilities since the

industrial revolution, and in today's dynamic global work place, job rotation afford organizations an opportunity to manage changing psychological work contracts and employees for self-managed careers. As a management approach in the area of human resource management, job rotation helps managers to relocate employees conditionally and pertinently in different positions with different incentives.

Ajidahun (2007) states that one advantage of staff training is that it improves job performance and therefore promotes management efficiency. That training of personnel enhances productivity and education and training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment. In today's competitive world, considering new methods is inevitable for creation of efficiency in organizations. New methods of job design encourage managers to adapt environmental, technological changes and better responsibility to beneficiaries needs and to increase work motivation of employees. One of the most effective means to achieve competitive advantage in the current environment is to improve the efficiency of employees. Job rotation is considered as a method of job design by which employees learn job skills from different parts and relieve exhaustion due to repeated tasks (Jorgensen, Davis, Kotowski, Aedla & Dunning 2005).

Traditionally, job rotation is usually addressed at an organizational level. From the employers' point of view, organizational theorists have advocated frequent rotation as a means of reducing fatigue and boredom on production jobs so as to maintain productivity (Miller, Dhaliwal, & Magas 1973). Wexley and Latham (1981) revealed that fairly frequent rotation after the initial hiring as a means of orientation and placement. Campion, Cheraskin and Stevens (1994)

point out, the management literature often refers to job rotation as a useful practice, but very few authors have conducted a detailed analysis of its costs and benefits.

The establishment of Polytechnic education in Ghana aimed at providing technically skilled middle level manpower to fill the gap between Top Level Managerial position and Bottom Level Staff. Since its inception, the Accra Technical University has gone through three major transitions and upgrade in status by different Acts. The institution was first established in 1949 and named Accra Technical Institute. It attained a tertiary status by the Polytechnic PNDC Law 321 of 1992 and with the promulgation of Technical University Act, 2006 Act 922, it assumed its new status as Technical University.

The Employees' in the institution are mainly categorized into, Academic (teaching) and Non Academic staff (non-teaching). The status and positions of staff are categorized into Management Members, Senior Members, Senior Staff and Junior Staff.

It is evident that, throughout the various phases of the transition, the human resource capital was instrumental towards the realization of the change process. However, the effectiveness of the job design system that supports the dynamics of job rotation as a means to build the capacity and competencies of employees in order to enhance their performance and for optimum productivity has not been investigated in the university. It is against this background that, the research was set out to determine how rotation of employees to different

departments in the institution as carried out by the human resource department has impacted job satisfaction, retention and overall productivity across the University.

Statement of the Problem

Human resource managers among their key roles, is the proper management of employees and also to ensure that their employees are well motivated to continue in employment with the organization. As older employees approach retirement coupled with other employees switching/changing jobs creates skill and knowledge gap/vacancy within an organization.

These issues, including repetitious work causes boredom and where boredom exists, unproductive behaviours, and attitudes such as apathy, disinterest in job, unhappiness, frustration and escapism and avoidance dominate. Human resource managers are expected to respond appropriately to these challenges by creating the needed atmosphere for employees to execute their job without being compelled. (Melamed, Ben-Avi, Luz, & Green 1995) Organizational approach and creation of the needed environment to sustain the interest of employees and to create jobs that is rewarding remain a challenge. Although it is estimated that about 60 percent of training occurs on the job, deciding on an approach or a combination of approaches also remains a challenge for organizations. (Lynch, 1992)

Job design aims to enhance organizational productivity, operational efficiency, and product/service quality as well as fulfill the needs of employee's. Ultimately, the overall objective of job design is to integrate the needs of the individual with those of the organization. (Armstrong 1996) Job rotation can

provide a medium for enhancing skills and resultant effect of increasing motivation, job performance and productivity. It can be an inefficient and frustrating method of acquiring additional knowledge and skills unless it is carefully planned and controlled. Job rotation is viewed as on-the-job training technique supporting the principle of 'learning by practical experience' (Ho, Chang, and Shih & Liang 2009).

Internal development of employee's capacities and succession planning is crucial for ATU, this is because it will save as safety valve and avert premature promotion of senior managers into upper management rank and also functional staff who are not agile to new roles. However, Accra Technical University determined training model in order to effectively develop employee capacity to function out a planned succession towards promoting staff from within to occupy top level managerial position remains a challenge.

Objectives of the Study

The study seeks to achieve the following objectives

1. To determine the presence or otherwise of job rotation as a human resource management practice at Accra Technical University
2. To determine steps followed by the human resource department in implementing and managing job rotation across different employees of the university.
3. To determine the suitability of job rotation in developing and enhancing employee performance at Accra Technical University

4. To determine the impact of job rotation on employee training at Accra Technical University

Research Questions

1. Does Accra Technical University practice job rotation?
2. What steps does Accra Technical University employs in implementing and managing job rotation across the university.
3. What is the suitability of job rotation in developing and enhancing employee performance at the Accra Technical University
4. What is the impact of job rotation on employee training at Accra Technical University

Research Hypothesis

H₀: Introducing an employee to different level of work position does not lead to job high performance.

H_i: Introducing an employee to different level of work position does lead to job high performance.

Significance of the Study

(Jorgensen, Davis, Kotowski, Aedla & Dunning 2005) believes that job satisfaction and learning skills are consequences of job rotation and play effective role of deterministic variables on performance. Cosgel and Miceli (1999) suggest job rotation as the best method to increase efficiency and job satisfaction. Effective and efficient human resource management practices will avoid skill short falls in organizations. The study will contribute to minimizing the risk of

future vacancy within an organization through the creation and implementation of learning and development plan for employees within organization. Again, the study will help improve the succession plan for key management position and other functional level within the Accra Technical University.

Delimitation of the Study

The first limitation relates to the scope of the study. The study concentrated on employees of Accra Technical University (ATU). It covered departments such as human resource, Academic Affairs, Registry and Senior Members and Senior Staff at Academic departments in the university and does not include junior staff and teaching staff.

Another limitation of this study also has to do with determining the real financial cost of training an employee through job rotation. The practice of job rotation in organization can be very costly particularly during the initial process before the trainee becomes accustomed to his new role. The ability to measure real financial cost incurred in rotating employees will be of essence in determining cost benefit analysis for human resource manager to make decision as whether or not to choose job rotation over other training model.

Organization of the Study

The study is composed of five chapters detailed as follows;

Chapter one discusses background to the study, problem statement, object to the study, research question, hypothesis of the study, significance of the study and methodology employed to undertake the research and organization of the study. Chapter Two discusses the review of literature in relations to the research topic. Chapter Three addresses the most suitable research methodology for this research. Chapter Four presents data analysis, and discusses key findings. Finally, Chapter Five presents a summary of findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter focuses on review of related literature on the research topic and the underpinning theories leading to the development of a conceptual framework. Organizations have evolved because the overall mission and objectives of most institutions are too large for any single person to accomplish. Consequently, the organization must have a systematic way to determine which employees are expected to perform a particular function or task that must be accomplished. The cornerstone of the organization is, therefore, the set of jobs performed by its employees.

Theoretical Review

Job Design

Job design related applications began to take shape with a scientific management approach in the 1900s. The study of management scientists such as Taylor and Gilberth on the subject of job design became the foundation stone for job rotation, job enlargement, job enrichment, job engineering, quality of work life, social information processing approach and job characteristics approach (Hackman & Oldman 1976; Valentine & Gotkin 2000).

Chung and Ross (1977) suggested that job satisfaction and productivity will be highest when both job enlargement and job enrichment are jointly applied to redesigning work systems.

Types of Job Design

Champion and Stevens (1991) conducted extensive study in job design and identified four approaches to job design: motivational, mechanistic, biological and perceptual/motor. The four approaches to job design are closely interrelated in its overall aim of improving organizational efficiency and to create jobs that are more satisfying to employees.

Motivational Approach

A motivational approach to job design makes the job challenging and the worker so responsible that the worker is motivated just by performing the job. Job enrichment and job characteristic are examples of this approach.

Mechanistic Approach

The mechanistic approach to job design emphasis total efficiency in performing a job. It assumes that work should be broken down into highly specialized and simplified tasks that involve frequent repetition of assignments. Job specialization describes the mechanist approach.

Biological Approach

Based on ergonomics, the biological approach to job design focuses on minimizing physical strain on the worker. It does so by reducing strength and endurance requirements and making improvements to upsetting noise climate conditions. The biological approach results in less discomfort, fatigue, and illness for workers. This approach is considered as the primary approach to job design.

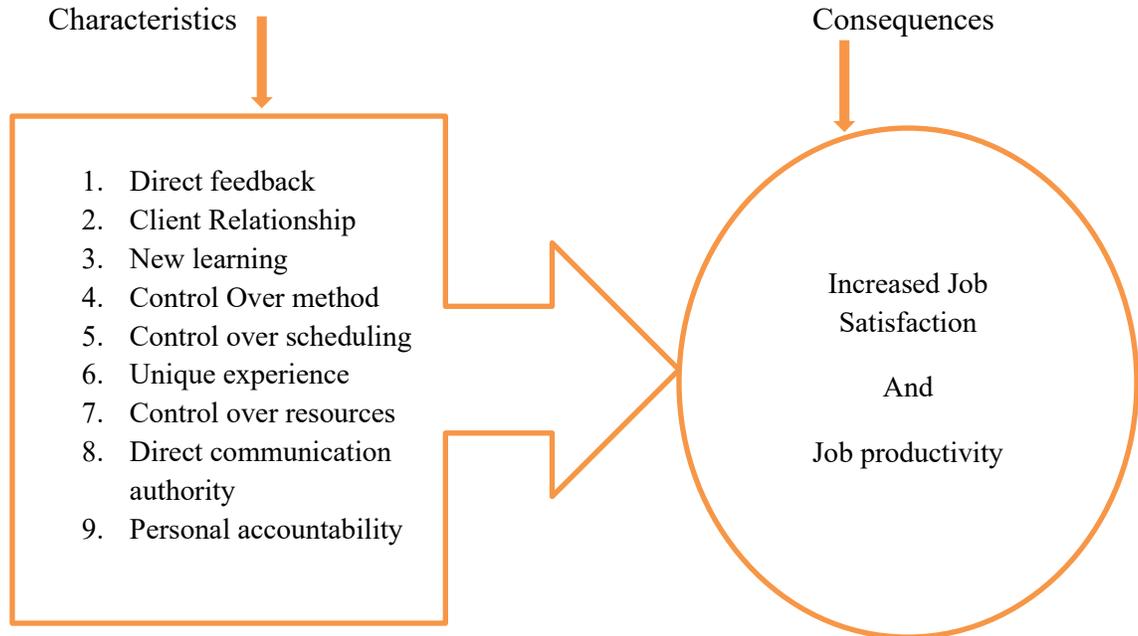
Perceptual/Motor Approach

The perceptual/motor approach concentrates on mental capabilities and limitations. It considers the attention and concentration required by a job and ensures they stay within the capability of the least competent worker. The perceptual/motor approach reduces the chances for error since it determines the potential of worker before work is assigned.

Job characteristics Model

The Job Characteristics Model (JCM) isolates five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback. Salancik and Pfeffer's (1978) Social Information Processing Model postulated the importance of job characteristics needs to be examined in a broader context. Salancik and Pfeffer argue that the employee's social environment can affect his/her perceptions of the job characteristics and thus information obtained from others (such as a co-worker or supervisor) can influence the subordinate's perceptions of job enrichment. A number of studies have examined the impact of coworkers on individuals' job enrichment perception. The Job Diagnostic Index (JDI) was used to measure subordinates' job satisfaction with five facets of the job: work, pay, promotion, supervision, and coworkers (Smith, Kendall, & Hulin, 1969)

Figure 1: Characteristics and consequences of an enriched job: learning new skills have great tendency of increasing satisfaction and productivity of employees.



Adopted from: Marchese & Delprino, (1998) Do supervisors and subordinates see Eye-to-Eye on job enrichment. *Journal of business and Psychology*

Campion, Cheraskin and Stevens (1994) maintained that, the management literature often refers to job rotation as a useful practice, three theories were postulated, the first theory holds that employees who rotate acquire greater human capital as result of their exposure to a wider range of experiences. Thus, the more an employee moves, the more he learns. This is considered as the employee learning theory.

The second theory is that the firm itself learns more about its own employees if it can observe how they perform at different jobs. To find the job that an employee is best at, the employer needs to move the employee around and observe how he performs at each position. We call this the employer learning theory.

The last theory is that job rotation motivates employees who would otherwise become bored and tired of always performing the same tasks. The theories deliver different predictions regarding the types of employees who are more likely to rotate and the types of firms where rotation is more likely.

Ways of utilizing job rotation

Eriksson and Ortega (2011) suggested why organizations introduce job rotation as follows:

Employee and employer learning

According to Champion, Cheraskin and Stevens (1994), job rotation produces two beneficial effects. First, an employee who rotates accumulates experience more quickly than an employee who does not rotate. Hence job rotation is mentioned as an effective tool for career development. Second, an employee who rotates accumulates experience in more areas than an employee who does not rotate. Hence, if an employee rotates more frequently, it is easier to train him to become a generalist. For example, according to Ouchi (1981), the extensive use of rotation by Japanese companies would explain why Japanese employees are more often generalists than specialists, in particular when compared to U.S. employees.

Learning in the workplace also enhances employee engagement. Rowden and Conine (2005) found a statistically significant relationship between workplace learning and job satisfaction in small US banks. They highlight the importance of formal and incidental learning and emphasize the need for

managers to make learning opportunities available to enhance overall job satisfaction. In an Italian study, Panari, Guglielmi, Simbula, and Depolo (2010) also showed that workplace learning opportunities have a role in promoting job satisfaction and, reducing stress and improving work-life balance.

Argument in favour of employee learning postulates that job rotation should be carried out when employees skill gap have been identified by the organization. With respect to employer learner, the position is that job rotation provides essential information that firms can use to further improve the allocation of jobs among employees. According to Ortega (2011), if an employee can be observed performing different activities, it may be easier for the firm to find out the most appropriate job for that employee.

Employee motivation

It is observed from the motivation perspective that job rotation contribute to make work more interesting. This assertion begun to form in the late 1970s literature on career plateau. According to Ference, Stoner and Warren (1977), job rotation is a potential solution to these employees lack of motivation. Cosgel and Miceli (1999) have pointed out increased satisfaction as one of the benefits of job rotation. In their model, employees prefer to perform a variety of tasks rather than specializing in a single task and, as a consequence, job rotation increases job satisfaction. This is beneficial to the firm because it can afford to pay lower salaries when employees are more satisfied. However, job rotation does not contribute to training: contrary to the employee learning argument, employees learn more by specializing than by rotating.

Employees' commitment to their organization depends on how their managers treat them. To "win the war for talent" managers must be able to identify high potential employees, make sure the organization uses the talents of these people, and reassure them of their value, so that they do not become dissatisfied and leave the organization. (Noe, Hollenbeck, Gerhart & Wright 2004)

Undoubtedly, satisfied and motivated employees are more likely to be committed to their organizations unlike dissatisfied and low motivated ones. It therefore beholds on human resource managers to develop a number of incentive packages to create a congenial working environment to gain the commitment of all category of employees.

The impact of job rotation

Job rotation is viewed as on-the-job training technique supporting the principle of 'learning by practical experience' (Ho, Chang, and Shih & Liang 2009). Job rotation is also particularly considered the product of Japanese companies' employment policies to ensure the acquisition of knowledge and skills which will help employees adapt to changes in technology (Whittington, 2004)

Job rotation and performance

In modern era, organizations gain a competitive advantage depending on human resources productivity, learning system development and developing intellectual capital and independent personal and functional identities. Investment on organizational human assets reveals its latent productivity and leads to profitability of human resources. The foundation of enhanced human resource

productivity lies in development of their different abilities. Thus, organizational optimal performance depends on human resource attempts in order to develop organizational capabilities of employees (Noe, Hollenbeck, Gerhart & Wright 2004).

Performance is considered as behavior or a method which operates based on the organizations, groups and individuals. In other words, performance is behavior by determined indicators which can be evaluated positively or negatively for employees (Jans & Frazer-Jans 2004). Furthermore, Origio and Pagani (2008) consider job rotation system as an effective operational system to improve human capital performance and productivity, they claim that it is an effective option in order to facilitate and accelerate operations, save time and resources.

Sullivan and Au (1998) define job rotation as systematic replacement of employees from a job to another or a project to another within the organization to train qualified human resources for competitive advantage. Thus, job rotation system causes enhancing productivity of human resources and improves organizational performance in both organization and individual level by training multi-skilled employees, creating a logical efficient interaction between skill and motivation and providing practical participation for employees whose greatest advantage is increased job satisfaction of employees. Therefore, job design methods are extremely important, including: job rotation in order to achieve maximum efficiency and effectiveness and the highest levels in performance.

Moving from one position to another for set periods results in mobility, new skills, a new working environment, new professional fields, removes the employee from going through the same motions for long periods of time and increases morale and motivation (Adomi, 2006).

Job rotation, job satisfaction and job performance

Job satisfaction is most important element in management and organization area, in general, and in organizational behavior area, in particular. Job satisfaction is known as a part of organizational commitments; it is defined as a kind of pleasure resulting in adopting an individual value for a certain job. Job satisfaction can be defined as a collection of feelings and beliefs in a current job, as a current job, as a positive attitude that is believed leads to high performance or as a reflection of an employee's feelings about various aspects of a work (Tadic & Aljinovic, 2011).

To study job satisfaction two aspects are notable: first, human aspect that it is worthy to treat employees fairly and respectfully; second, behavioural aspects that considering job satisfaction can lead the organizational behaviours (Mirkamaly, Hayat, Noruzi & Jarahi 2010).

Many researchers have tried to identify various dimensions of job satisfaction; therefore, to measure each dimensions of job satisfaction and its effect on staff productivity is considerably important job satisfaction is a result of many factors including of some organizational limitations it creates a kind of job structure or content which causes tension and uniformity in practitioners of a profession (Lu

Hong, 2007). Thus, it is necessary to have job diversity as a spectrum of human capital capabilities which allows goal-oriented actions of organizational members at both technical and contextual levels. These two skill levels are interdependent; ignoring one result in dysfunction of human resource performance.

The concept of variety simultaneously refers to avoiding technical bias toward skills and emphasizes synergic effects of these dimensions (Abdel-Halim, 2001).

Job rotation and motivation

According to Cavins and Pinto (2005) effective human capital management practices were positively correlated to employee motivation. Adomi (2006) and Robbin (1996) revealed that job rotation can reduce boredom and increase motivation through the divergence of employee's activities. Again, optimal implementation of job rotation followed by motivational payments based on learning skills by employees not only increases human capital but also drives out the organization from inactivity and monotony and results in satisfaction as a result of increased efficiency and effectiveness.

Strategies in implementing job rotation

Recognizing job rotation as important human resource strategy for the training and development of employees within an organization requires effort by human resource manager in dealing with the challenges that comes with it. Dan & Eric (2003) suggest nine basic steps for a successful implementation of job rotation.

1. Hold an employee meeting to determine interest and gain involvement and input. During this meeting it would be appropriate to have a short

presentation on job rotation. The purpose here is to build upon the ergonomics training already received and further it by discussing the relationship between it and job rotation.

2. Insure that the physical job requirements are accurate and up-to-date for all jobs being considered for rotation.
3. Verification by the entire employee group within each department affected. For job rotations determined in step 2, apply a common sense review of logistics and compatibility to ensure that:
 - a. The logistics of the proposed rotation are suitable
 - b. The job seems reasonable
4. Provide employees with any training that is required for any new tasks performed or equipment handled.
5. Provide employees with adequate break-in time to ensure that they are fully qualified and physically conditioned to perform their new tasks.
6. Begin job rotation.
7. Monitor the new rotation to ensure flexibility and consideration for individuals that are having difficulty in performing new tasks. Assess if further training, break-in, and/or accommodations can be made for these individuals.
8. Hold follow-up meetings with employees to evaluate the job rotation. Again, survey employees using the job rotation questionnaire. Compare results to the initial survey. If the results indicate a problem then decide if corrective action is needed or if rotation should be discontinued.

9. Track other measures such as injury rates, turnover, employee satisfaction, or workers compensation to determine effects of the job rotation.

Job rotation implementation cost

The cost of rotating employees includes both material-and non-material costs, such as changes in the environments, customs and cultures, especially from the employees' side MacLeod & Kennedy (1999).

Becker and Murphy (1992) developed a model for productive gains for specialization by considering a standard production function that transforms two input X_1 and X_2 into some output Y . the function is given as $Y = f(X_1, X_2)$

The inputs were referred to as "jobs" that must be performed in order to produce the output. Suppose the firm employs two (initially) identical workers, each of whom is capable of performing both jobs. Thus, in a two-period model, each worker would produce the same amount in the first period. By assuming that the workers are identical in their intrinsic skills, it focuses on the effect of the organization of work on acquired skills. According to a well-known principle spelled out by Adam Smith, a specialized worker improves his or her skill over time by repetitively performing the same task. The gain from specialization thus arises in the second period if workers remain in the same job for both periods. In that case, it is assume that the workers can produce more in the second period. By contrast, if the workers switch jobs in the second period, then each produces the same output in the second period that his or her counterpart had produced in the first period. To capture this, let Y_1 denote the total output in the first period, and

Y_{2r} and Y_{2s} denote the output in the second period under rotation and specialization respectively. When workers rotate jobs in the second period, $Y_{2r} = Y_1$; when they specialize and remain in the same job, $Y_{2s} > Y_1$. Specialization thus yields greater output over the two periods by the amount $Y_{2s} - Y_{2r}$. This differential represents the cost of job rotation in terms of foregone output.

One of the greatest challenge of job rotation is the cost involve in its implementation. Job rotation brings about low in productivity since it takes time for new members to adjust to the system. Difference in skill level among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period. Another cost is the length of training and learning period required for staff for new job.

Challenges of job rotation

Although job rotation can be useful to organization by as it enables employees to learn a number of jobs and roles which makes such employees flexible and thereby filling in the gab for an absentee, however, job rotation is confronted with certain drawbacks. Malinski (2002) identified some of the difficulties with the implementation job rotation as follows:

Resistance by experience staff

One limitation of job rotation is the resistance by experienced staff. Experience staff does not want to learn new job skills or move to other locations. Many experience staff think been moved to a different department means to go

back and learn all over again. They see job rotation as a means of taken one away from what they enjoy doing most.

Job and pay structure

Many organizations pay structure is designed on the skill level of the staff with the job they do. Been moved to a new department means the skills and experience one needed to produce at a higher efficiency cannot be utilized. Organizations find it difficult on where to place employees who are under training and do not have the required skill to perform at a higher level.

Presence of Labour Union

Malinski (2002) recognized that a unionized environment may restrict job rotation within particular job classifications. Cosgel and Miceli (1998,) reported, “If a strong labour union negotiates primarily on the basis of wages and disregards other job attributes, then the firm would not be able to offer job rotation”.

Industrial settings

One challenge of the adoption of job rotation is the risk of putting untrained staff in hazardous situations.

Employee’s resentment

In addition, Bennett (2003) pointed out that “cross-functional job rotation for selected groups can make considerable demands on the support of the colleagues of participants” and explained that “this can cause resentment where their support is provided for those they perceive to be members of a privileged

group or be destined for higher things rather than continuing to work along-side them as colleagues”.

Importance of Job Rotation

Analyzing cost and benefit of job rotation, there are also discussions concerning the issue of job matching. In the job matching studies, jobs and employees should be matched in the best way possible because of the job specificity of human capital. However, the proficiency of employees in different jobs could be only known if they actually try such jobs. Therefore, job rotation would be an effective instrument for optimally allocating labor forces in case of asymmetric information in the labor market. Looking at each employee performing different jobs, the employer would find the job that is most suitable for him. Concerned the aspect of job specificity of human capital, there are also some striking arguments that job rotation would improve productivities of working more than specialization (Miller, 2004).

Noe and Ford (1992) suggested that rotation among executive helps career development because it increases management experience in many ways. It provides managers with a broader knowledge in different areas of business ranging from developing a network of organizational contacts to increasing their problem-solving skills.

The usefulness of job rotation is harnessed when employees are allowed to use their latent talent to perform a range of duties. Pravin (2010) suggested the following uses of job rotation;

1. It facilitates the horizontal movement of employees to widen their knowledge and varied skills
2. It enables the organization to identify the skill deficit and training requirement of its employees
3. It enables the interest and satisfaction of the employees in the performance of the job
4. It reduces or eliminates the boredom associated with the performance of the same job for longer period
5. It helps in the identification of the latent talents and also in finalizing the career growth plan of each employee

Training & Capacity Development

The concept of training to develop the capacity of staff have being reinforced by several research outcomes, training can achieve the following:

- i. High motivation and morale as employees who are getting the training will have increased confidence and greater motivation to work.
- ii. Lower the production cost, as the training removes the risk and trained employees are able to make better use of materials and equipment, thus reducing avoid wastage.
- iii. Lower turnover rate as training brings a feeling of security in the workplace, which reduces the rate of labor turnover and absenteeism from work.
- iv. Change management as training helps in managing change through increased understanding and involvement of staff in the change process, it also provides the skills and abilities necessary to adapt to new situations.

- v. Causes a sense of personal satisfaction and achievement, and expand opportunities for career development.
- vi. Helps to improve the quality and availability of employees.

Therefore, training is an essential element to improve organizational performance, but also increases the level of individual and organizational competencies. It helps to reconcile the gap between what should happen and what is really happening according to the goals or required criteria and actual performance levels of work.

Approaches to Employee Training & Development

Organizations seeking to develop careers of their employees are often confronted with the challenge of amount of resources available to them. In the midst of this, organizations tend to choose from varying interventions and of the most widely intervention for career development as suggested by Olorunalusa (2010) and Thamhain (1992) includes assessment centers, career coaching/counseling, cross training, flexitime, job enlargement, job enrichment, job rotation, job sharing, sabbaticals and temporary assignments.

The many approaches to employee development fall into four broad categories: formal education, assessment, job experiences, and interpersonal relationships.

Job Rotation

Another job design technique that can be applied to employee development is job rotation, moving employees through a series of assignments in one or more functional areas. Greyhound Financial Corporation has high-potential

managers participate in its job rotation program, known as “muscle-building”. Greyhound puts managers in departments where they perform tasks different from those they performed in the past. The managers maintain their titles and compensation levels while moving through the assignments, which have varying status.

Job rotation help employees gain an appreciation for the company’s goals, increases their understanding of different company functions, develop a network of contacts, and improves problem-solving and decision-making skills. Job rotation also helps employees increase their salary and earn promotions faster. However, job rotation poses some problems for employees and the organization. Knowing they would be rotated to another job may give the employees a short-term perspective on problems and their solutions. Employees may feel less satisfied and motivated because they have difficulty developing specialized skills and leave the position too soon to fulfill any challenging assignments.

The rotation of employees through a department may hurt productivity and increase the workload of those who remain after employees are rotated out. Job rotation is most likely to succeed when it meets certain conditions:

- I. Job rotation is used for developing skills as well as gaining experience for management careers.
- II. Employees understand specifically what skills rotation is to develop.
- III. The organization uses job rotation for all levels and types of employees.

- IV. Job rotation is linked with the career management process so employees know what development needs each assignment addresses.
- V. The organization manages the timing of rotation to maximize their benefits and minimize their costs.
- VI. All employees have equal opportunities for job rotation for job rotation, regardless of their demographic group.

In view of the relevance of job rotation, organizations must not be short chain with the challenges that job rotation brings to them, but rather draw up a road map that seeks to develop employee at different levels since job rotation help to develop skills and provide immediate feedback to employees. It is worth to note that having employees who are resourceful is an essential key for any organizations to position itself to face the future, such employees have the tendency of exhibiting qualities as; think strategically, flexible in problem solving, work effectively higher management.

Formal Education

Organizations may support employee development through variety of formal educational programs, either at the workplace or off-site. These may include workshops designed specifically for the organization's employees, short courses offered by consultants or universities, university programs offered to employees who live on campus during the program, and executive MBA programs (which enroll managers to meet on weekends or evenings to earn a master's degree in business administration). These programs may involve lectures

by business experts, business games and simulations, experiential programs, and meeting with customers.

Many companies, including Motorola, IBM, General Electric, and Metropolitan Financial, operate training and development centers that offer one- or two-day seminars and week-long programs. For example, GE's Management Development Institute in Croton Ville, New York, teaches courses in manufacturing and sales, marketing, and advanced management training. New employees may take the professional development program, with courses emphasizing preparation for a specific career path. Courses in the executive development program emphasize strategic thinking, leadership, integration of the functional specialties, global competition, and customer satisfaction. Tuition is paid by employee's business unit (Noe, Hollenbeck, Gerhart & Wright 2004).

Independent institutions abroad and home country (Ghana) offering executive education includes Harvard, the Wharton School of Business, the University of Michigan, the Center for Creative Leadership, University of Cape Coast, University of Ghana, Ghana Institute of Public Administration and Kwame Nkrumah University of Science and Technology among others. A growing number of universities are using distance learning to reach executive audiences and professionals. For example, the University of Cape Coast School of Business and College of Education offers (UCC, CoDE) career oriented for working class and public and private teachers. Students learning experience is self-directed with intermittent weakened face to face lecture study aids, and modules are provided.

Another trend in executive education is for the employers and the education provider to create short courses with content designed specifically for the audience. An example of this customized learning is the Global Leadership Program run by Columbia University's school of business. There, executives work on real problems they face in their jobs. One participant, a manager for window maker Pella Corporation, left the program with a plan for international sales.

Assessment

Another way to provide for employee development is assessment—collecting information and providing feedback to employees about their behavior, communication style or skills. Information for assessment may come from the employees, their peers, managers, and customers. The most frequent uses of assessment are to identify employees with managerial potential to measure current managers' strengths and weaknesses. Organizations also use assessment to identify managers with potential move into higher-level executive positions. Organizations that assign work to teams may use assessment to identify the strengths and weaknesses of individual team members and the effects of the team members' decision-making and communication styles on the team's productivity.

For assessment to support development, the information must be shared with the employee being assessment. Along with that assessment information, the employee needs suggestions for correcting skills weaknesses and for using skills already learned. The suggestions might be to participate in training courses or develop skills through new job experiences. Based on the assessment information

and available development opportunities, employees should develop action plans to guide their efforts at self-improvement.

Organizations vary in the methods and sources of information they use in development assessment. Many organizations appraise performance. Organizations with sophisticated development systems use psychological tests to measure employees' skills, personality types and communication styles. They may collect self, peer, and manager ratings of employees' behavior and style of working with others. The tools used for these assessment methods include Myers-Briggs Type Indicator, assessment centers, the Benchmarks assessment, performance appraisal, and 360-degree feedback (Noe, Hollenbeck, Gerhart & Wright 2004).

Job Experiences

Most employee development occurs through job experiences-the combination of relationships, problems, demands, tasks, and other features of an employee's jobs. Using job experiences for employee development assumes that development is most likely to occur when employee's skills and experiences do not entirely match the skills required for the employee's current job. For example, companies that want to prepare employees to expand overseas markets are assigning them to a variety of international jobs.

Most of what we know about development through job experiences comes from a series of studies conducted by the Center for Creative Leadership (CCL). These studies asked executives to identify key career events that made a difference in

their managerial styles and the lessons they learned from these experiences. The key events included job assignments (such as fixing a failed operations), interpersonal relationship (getting along with supervisors), and types of transitions (situations in which the manager at first lacked the necessary background). Through job experiences like these, managers learn to handle common challenges, prove themselves, lead change, handle pressure, and influence others.

The usefulness of job experiences for job development varies depending on whether the employee views the experiences as positive or negative sources of stress. When employees view job experiences as positive stressors, the experiences challenge them and stimulate learning. When they view job experiences as negative stressors, employees may suffer from high levels of harmful stress. Of the job demands studied, managers were most likely to experience negative stress from creating change and overcoming obstacle (adverse business conditions, lack of management, lack of personal support, or a difficult loss). Research suggests that all of the job demands except obstacles are related to learning. Organizations should offer job experiences that are most likely to increase learning, and they should consider the consequences of situations that involve negative stress.

Although the research on development through job experience has focused on managers, line employees also can learn through job experiences. Organizations may, for example, use job experiences to develop skills needed for teamwork, including conflict resolution, data analysis, and customer service.

These experiences may occur when forming a team and when employees switch roles within a team.

Various job assignments can provide for employee development. The organization may enlarge the employee's current job or move the employee to different jobs. Lateral moves include job rotation, transfer, or temporary assignment to another organization. The organization may also use downward moves or promotions as a source of job experience (Noe, Hollenbeck, Gerhart & Wright 2004).

Transfers, Promotions and Downward Moves

Most companies use upward, downward, and lateral moves as an option for employee development. In a transfer, the organization assigns an employee to a position in a different area in the company. Transfers do not necessarily increase job responsibilities or compensation. They are usually lateral moves, that is, moves to a job with similar level of responsibility. They may involve relocation to another part of the country or even to another country.

Relocation can be stressful because of the demands of moving, especially when family members are affected. People have to find new housing, shopping, health care, and leisure facilities, and they often lack the support of nearby friends and family. These stresses come at the same time the employee must learn the expectations and responsibilities associated with the new position. Because transfers can provoke anxiety, many companies have difficulty getting employees to accept them. Employees most willing to accept transfers tend to be those with

high career ambitions, a belief that the organization offers a promising future, and a belief that accepting the transfer will help the company succeed.

A downward (demotion) move occurs when an employee is given less responsibility and authority. The organization may demote an employee because of poor performance or move the employee to a lower-level position in another function so that employee can develop different skills. The temporary cross-functional move is the most common way to use downward moves for employee development. For example, engineers who want to move into management often take lower-level positions, such as shift supervisor, to develop their management skills.

Many employees have difficulty associating transfers and downward moves with development; these changes feel more like punishment. Employees often decide to leave an organization rather than accept such changes, and then the organization must bear the costs of replacing those employees. Employees will be more likely to accept transfers and downward moves as development opportunities if the organization provides information about the change and its possible benefits and involves the employee in planning the change. Employees are more likely to be positive about such a recommendation if the organization provides clear performance objectives and frequent feedback. Employers can encourage an employee to relocate by providing financial assistance with the move, information about the new location and job, and help for family members, such as, identifying schools, child-care and elder-care options, and job search assistance for the employee's spouse.

A promotion involves moving an employee into a position with greater challenges, more responsibility, and more authority than in the previous job. Usually promotions include may increases. Because promotions improve the person's pay, status, and feelings of accomplishment, employees are more willing to accept promotions than lateral or downward moves. Even so, employers can increase the likelihood that employees will accept promotions by providing the same kind of information and assistance that are used to support transfers and downward moves. Organizations can more easily offer promotions if they are profitable and growing. In other conditions, opportunities for promoting employees may be limited (Noe, Hollenbeck, Gerhart & Wright 2004).

The Impact of Employee Development

Touching on the issue of employee development or human resource development, Walton (1999) has this to say, "Whereas much marketing literature talks about products and achieving sales, in terms of human resource development, we talk about identifying and satisfying learning needs". He says that human resource practitioners should think about the provision of consultancy and monitoring services and conduct of training needs analysis should be considered as avenues for reaching and satisfying employees and meeting their learning needs.

Garfield (1992) captured the view of many when he contended that "competing in an era that demands continuous innovation requires us to harness the brain power of every individual in the organization. The models employees in new story of business must be the fully participating partners. Organizations such as Rolls

Royce and Roven have reinforced the new nature of their expectations by designating employees as “associates”. In the past, new recruits and established employees would often be expected to undergo a structured development programmes and attend pre-determined training events.

In today’s modern organization the impact of employee development must be evident in the availability competencies, technical efficiency, and ensure the prevention skill shortage. The premise of this research is to ascertain the extent to which job rotation enhances performance of employees.

Training, Development and Career Management

Organizations desiring to improve the morals of their staff and also to improve Self-efficacy and self-improvement of their employees must provide avenue for its staff to engage in training and development.

Organizations and their employees must constantly expand their knowledge, skills, and behavior to meet customer needs and compete in today’s demanding and rapidly changing business environment. More and more companies operate internationally, requiring that employees understand different cultures and customs. More companies organize work in terms of projects or customers, rather than specialized functions, so employees need to acquire a broad range of technical and interpersonal skills. Many companies expect employees at all levels to perform roles once reserved for management. Modern organizations are expected to provide development opportunities to employees with regards to their sex, race, ethnic background, or age, so that equal opportunity for advancement.

In this climate, organizations are placing greater emphasis on training and development (Noe, Hollenbeck, Gerhart & Wright 2004).

Development and Training

The definition of development indicates that it is future oriented. Development implies learning that is not necessarily related to the employee's current job. Instead, it prepares employees for other positions in the organization and increases their ability to move into jobs that may not exist. Development also may help employees prepare for changes in their current jobs, such as changes resulting from technology, work designs, or customers. So development is about preparing for change in the form of new jobs, new responsibilities, or new requirements (Noe, Hollenbeck, Gerhart & Wright 2004).

The formation of organization's whether public or private is to exist perpetually with prudent management behavior and practices. Human resources managers must develop deliberate policies that support the continuous development of employees to prepare for their future jobs and to enhance the future survival of their firms.

Development for Careers

The concept of a career has changed in recent years. In the traditional view, a career consists of a sequence of positions within an occupation or organization. For example, an academic career might begin with a position as university's adjunct professor. It continues with appointment to faculty positions as assistant professor, then associate professor, and finally full professor. An engineer may start as a staff engineer, then with greater experience earn

promotions to the positions of advisory engineer, senior engineer, and vice president of engineering. In these examples, the career resembles a set of stairs from the bottom of a profession or organization to the top. Changes such as downsizing, restructuring, bankruptcy, and growth have become the norm in the modern business environment.

As this has happened, the concept of career has become more fluid. The new concept of a career is often referred to as protean career- that is, a career that frequently changes based on changes in the person's interests, abilities, and values and in the work environment. For example, an engineer might decide to take a Sabbatical from her position to work in management at the United Way for a year. The purpose of this change could be to develop her managerial skills and evaluate whether she likes managerial work more than engineering. As in this example, the concept of a protean career assumes that employees will take major responsibility for managing their careers. This concept is consistent with the modern psychological contract. In place of traditional expectation of job security and advancement within a company, today's employees need to take control of their careers and personal responsibility for managing their careers. They look for organizations that will support them by providing development opportunities and flexible work arrangements so they can pursue their goals.

In this environment, employees need to develop new skills, rather than rely on an unchanging base of knowledge. This need results from employers' efforts to respond to customer demands. The types of knowledge that an employee needs have changed. The traditional career requires "knowing you" or

having the appropriate skills and remains important, but a protean career also requires that employees “know why” and “know whom”. Knowing why means understanding the employer’s business and culture in order to apply knowledge and skills in a way that contributes to the business. Knowing whom means developing relationships that contribute to the employer’s success—for example, connections with vendors, suppliers, community members, customers, or industry experts. Learning these categories of knowledge requires more than formal courses and training programs. Rather, the employee must build relationships and obtain useful job experiences.

These relationships and experiences often take an employee along a career path that is far different from the traditional steps upward through an organization or profession. Although such careers will not disappear, more employees will follow a spiral career path in which they cross the boundaries between specialties and organizations. As organizations provide for employee development and as employee take control of their own careers, they will need a pair of opportunities. First, employees need to determine their interests, skills and weaknesses. Second, based on that information, employees seek development experiences that will likely involve jobs and relationships as well as formal courses (Noe, Hollenbeck, Gerhart & Wright 2004).

Rapid industry development requires that employers orient its employees on the various career development paths available to them so that they become abreast with the changes. This will go a long way in synchronizing organizational development agenda and career development of employees.

High Performance Management

High performance management aims to make an impact on the performance of the organization in such areas as productivity, quality, levels of customer service, growth and profits. Appelbanum, Bailey, Berge and Kalleberg (2000) defines high performance work system (HPWS) to comprise practices that facilitate employee involvement, skill enrichment and motivation. Thompson and Heron (2005) viewed high performance work system as work practices that invest in the skills and abilities of employees, design work in ways that enables employee collaboration in problem solving and provide incentives to motivate workers to use their discretionary effort.

From the above theories, it is evident the human resource of organization requires continuous skills enhancement, training mechanism in order to bring the employees up to the expected performance. Job rotation can be used as tool to facilitate employee involvement and thereby increasing organizational performance.

Conceptual Framework

The conceptual framework represents the researchers' cognition on how job rotation impact on employee performance. It is imperative to note that, the outcomes of job rotation have several consequences on both the employee and employer. Ultimately every organization exist to remain competitive in today's global business environment, it is incumbent on human resource managers to develop the right strategies to develop a pool of staff that are adaptive and

innovative. The continuous development of employees at all levels in an organization is critical to its survival and growth.

The conceptual framework was founded on working theories with the following dimensions; Pull of job experiences, Reduction in stress and monotony, Increase morale and motivation, Greater understanding of different functions of the company.

Pull of experiences

Most employee development occurs through job experiences-the combination of relationships, problems, demands, tasks, and other features of an employee's jobs. Although the research on development through job experience has focused on managers, line employees also can learn through job experiences. Organizations may, for example, use job experiences to develop skills needed for teamwork, including conflict resolution, data analysis, and customer service. These experiences may occur when forming a team and when employees switch roles within a team (Noe, Hollenbeck, Gerhart & Wright 2004).

Reduction in stress and monotony

The usefulness of job experiences for job development varies depending on whether the employee views the experiences as positive or negative sources of stress. Moving from one position to another for set periods results in mobility, new skills, a new working environment, new social dialogue, new experiences, new professional fields, removes the employee from going through the same

motions for long periods of time, and increases morale and motivation (Adomi, 2006).

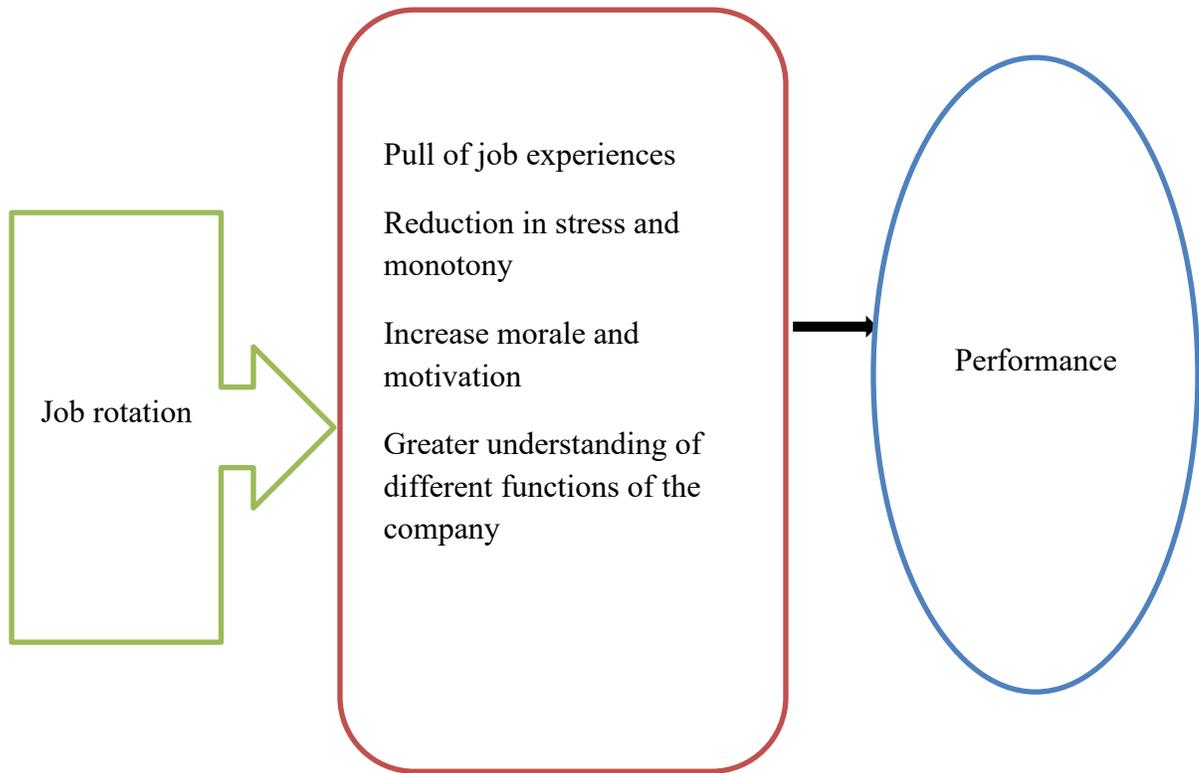
Increase morale and motivation

Robbin (1996) revealed that job rotation can reduce boredom and increase motivation through the divergence of employee's activities. Again, optimal implementation of job rotation followed by motivational payments based on learning skills by employees not only increases human capital but also drives out the organization from inactivity and monotony and results in satisfaction as a result of increased efficiency and effectiveness.

Greater understanding of different functions of the company

Job rotation help employees gain an appreciation for the company's goals, increases their understanding of different company functions, develop a network of contacts, and improves problem-solving and decision-making skills. Correct implementation of job rotation should provide for the employee to be able to see various stages of the production process as a whole. That is, rotation facilitates the learning of all aspects of the business, all products and services, sales and deliveries, even extending to after-sales service (Adomi, 2006).

Figure 2: a conceptual framework on job rotation and employee's performance



Chapter Summary

This chapter reviewed how job design underpins job rotation and shows significant impact on performance. It is conclusive from concepts that job rotation is one of the suitable methods towards enhancing employee performance. A significant relationship was established in the use of job rotation to reduce boredom at the work place, create job satisfaction and increase motivation through the divergence of employee's activities. Human resource managers seeking to successfully implement job rotation would have to follow four basic

steps as (1) discussion of the development needs (2) investigate options and priority (3) identify possible opportunity (4) Rotation and reflection.

The cost of rotating employees includes both material and non-material cost. This results in a dilemma for some human resource managers to trade-off between job rotation and job specialization. Finally, when the decision is reached to adopt job rotation to improve employee's performance it is also faced with opposition that includes resistance by experienced staff, this can however be overcome through effective engagement and also adopting the right strategies in the implementation of the job rotation policy.

It is therefore implied that organizations seeking to fully utilize the benefits of job rotation must have a broad statement (blue print) of the policy and develop incentives to create employee involvement to promote their developmental agenda.

CHAPTER THREE

RESEARCH METHODOS

Introduction

This chapter entails the techniques and methods employed in assessing the effect of job rotation on employee performance. In particular, it highlights the research approach, research design, the area of the study, target population, sample size, the sampling techniques, and mode of data collection and analysis.

Research Approach

The study adopted both quantitative and qualitative research approach to collect, analyse and interpret data which is primary concerned with quality. The approach attempts to answers the why and how employee's job experiences and skills vary in terms of being rotated on a job. The approach is considered appropriate since the question of the quality service offered by practicing job rotation in an organisation, where the approach will be helpful in giving in-depth reasons which characterize the importance of job rotation in Accra Technical University among Senior Members in Administration (Assistant Registrar) and administrative staff (senior staff).

Also, the research adopted a quantitative approach on the question of what job rotation affected the university administrative mechanism and filling vacant position from within experience staff.

Research Design

A research design is a plan that guides the researcher in achieving the desired outcome by providing basic direction (Burns & Grove, 2003). The function of a research design is to ensure that the evidence obtained enables the researcher to effectively address the research problem as unambiguously as possible. The research adopted descriptive and explanatory research design to guide the study and delved to provide answers to the research questions. Thus, these approaches enable the researcher to obtain better understanding of the importance and benefits of job rotation to the university.

Study Area

The study was conducted in Accra Technical University, Accra. It involves Senior Members in Administration (Assistant Registrars) and administrative officers (Senior Staff) of the University. The study area is a state funded public institution and human resource development of the utmost propriety of the university and the state by extension. The staff strength comprising academic and non-academic is estimated 675 with student population of over 15,000. Accra Technical University (ATU) as the trendsetter in superior academic education has over the years been blazing the trail within the technical education fraternity in the country. This feat has become possible by the quest of the university to provide excellent tuition, practical training/learning and research. This is testament by the adept graduates ATU has produced over the years, who are doing remarkably well in their various fields of work.

The impact of this contribution to national development agenda has been enormous in bridging the gap towards a sustained human resource for accelerated economic growth. The efforts of our sedulous and committed teaching and non-teaching staff cannot be underestimated since they have contributing immensely to the attainment of the numerous achievements of ATU.

Population of the Study

The population of this study comprised of both senior members and senior staff in administration of Accra Technical University. The total population is two hundred and fifty-one (251) out of this number forty-five (45) constitute senior members and the reaming two-hundred and six (206) represent senior administrative staff of the university. The administrators provide support to teaching and learning activities which contribute to the development and the growth of the university. The scope of activities includes, human resource management, finance, academic affairs, teaching and research.

Sampling Techniques and Sample Size

Sample Size

A sample size is a subset of the target population from which inference can be made (Kothari, 2008). The choice of methods to be used to determine a sample depends on several factors such as representativeness, the diversity of the target population and researcher's preference. The target population are administrators of the university made up of diverse but have identifiable strata (departments), this research used Roscoe (1975) rule of thumb of greater than 30 and less than 500 respondents.

$$n = \frac{N}{1 + N(\alpha)}$$

Where n is sample size, N is population size, and α is significant level

$$n = \frac{251}{1 + 251(0.05)} \approx 19$$

The computation of the sample size is 19 which fall under small sample size of student t-Test. However, in order to obtain more statistically evidence the sample size was increased to 50 respondents by the researcher to apply the normal statistical distribution test of large sample above 30 respondents.

The sample size was constituted as 23 Assistant Registrar (senior members), and 27 Administrative Assistants (senior staff) which were proportionally selected from population size of 251 administrative staff of the university.

Sampling Techniques

Sampling is that part of statistical procedure concerned with the selection of individual observations intended to yield some knowledge about the population of concerned, especially for the purpose of statistical inferences (Kothari, 2008).

Kothari (2008), recommends that if the population from which a sample is to be drawn, does not constitute a homogenous group as in this study then stratified random sampling should be applied in order to obtain a representative sample. Thus, this research used stratified random sampling and purposeful sampling techniques to obtain responses using questionnaire survey and interview.

Purposive sampling

The researcher used non probability sampling technique as way of selecting its respondent. A purposive sampling which falls under the non-probability sampling technique was used to select administrative staff from each department of the university, to respond to research questions. The selection of departments falls under bracket of persons within the position to provide the information for the study.

Data Collection

The collection of data was done through survey. The use of survey has assumed considerable importance with the increasing investigations in the area of social science. The basis of a survey is the preparation of a series of questions pertinent to the matter under investigation. The collection of data are facts and other relevant materials, past and present serving as basis for research study and analysis Krishnaswami and Ranagnatham (2006). The prepared questionnaire was self-administered to both Assistant Registers' and senior staff at their convenient time. This technique was appropriate because of its relative ease in approaching respondents and convenient engagement with them for immediate feedback. The researcher sat closely to respondent and interacted with them as they completed the questionnaire. This provided an opportunity for respondent to clarify uncertainty on any item on the questionnaire.

Questionnaire Design

The researcher developed questionnaires to solicit primary data. The standard questions were formulated in relation to practice of job rotation in the university. In all twenty-one (21) set of questions were formulated and grouped into four main parts thus A, B, C and D with each part eliciting specific information. The part A of the research questions was formed to generate bio statistics of respondents, part B questions focused on theories and existing practice of job rotation in the university, part C centred on benefits or otherwise the impact of job rotation and its related cost and finally part D addresses challenges and ways to improve job rotation. The researcher used both open ended and closed-ended questions in obtaining primary data. The open-ended questions does not limit the respondent's responses and closed ended questions limit the respondents' responses as to questions ask here alternative answers are provided from which a respondent had to choose the right type of response presented by each question. According to Bryman and Bell (2003), closed questions have some advantages: it is easy to process answers; it enhances the comparability of answers and makes them easier to show the relationship between variables.

Validity and Reliability

The quality of research depended on the design of research instruments as well as application of these instruments in data collection process in the field. There are several criteria or tests used for judging the quality of any empirical research Easwaran and Singh (2010).

Validity

The Researcher was concerned with both external and internal validity. Validity is the degree to which the study findings can be generalized to the entire population Thomas & Nelson (2001). Every effort was made to ensure that the collected data was valid and accurate while adhering to all ethical considerations. Furthermore, the aim was to sample widely, external validity was achieved by analytical generalization of comparing research evidence with the existing literature.

Reliability

Reliability is concerned with the accuracy of the actual measuring instrument or procedure (Joseph et al, 2003). In the words of Ary et al (1990), reliability also refers to when the research instrument is administered several times under the same set of conditions, and then similar results obtained. In this research, reliability was achieved by first pre-testing structured questionnaires and semi structured interview protocols with fifteen respondents from the target population and experts in the field to obtain consistency and accuracy. Their comments and suggestions was incorporated in the data collection instrument developed in the final version of the research instrument used in the field.

Questionnaire Pretesting

The questionnaire was pretested to determine its appropriateness for the study. This was achieved by administering the questionnaire to selected small segment of the targeted respondents, for which five departments was involved. For the pretested questionnaire three staff from each of the five targeted

departments were randomly selected. In all 15 respondents was used which passed the 25% representative of the small sample for the actual work (Saunders, Lewis and Thornhill's 2007). The researcher summarized and reviewed these results and made a determination whether for each tested item, significant problems may exit. The questionnaire items were coded after the results was obtained, the pretest helped in the removal of some items in the questionnaire and addition of new ones to make it more suitable for the study.

Validation of Instrument

The researcher used SPSS version 25 to generate Cronbach's alpha co-efficient for the constructs on the pre-test data. The reliability co-efficient for the pre-test data is shown in

Table 1. Results from the pretested data showed Cronbach's Alpha of 0.960 for employees' performance and 0.873 for job rotation. The Cronbach's Alpha of the two main sections of the questionnaire (Performance and Job Rotation) for this study shows that they were consistent and reliable.

Research has shown that scales with Cronbach's alpha co-efficient of 0.70 or more are considered reliable (Pallant, 2007).

Table 1: Computed Reliability Co-efficient for Pretested Data

Section	Cronbach's Alpha	Cronbach's Alpha Based on Standardised items	Number of items	Sample size
Performance	0.960	1.00	8	15
Job Rotation	0.873	0.965	6	15

Source: Field Survey, Amoakoh (2018)

Data Analysis

This study employed quantitative and qualitative techniques to analyze the collected data from questionnaire and interview respectively. For quantitative data, descriptive statistics was used to analyze and present the data from questionnaires. Summaries of percentages from itemised responses will be compared and evaluated and interpreted as per the objective. In particular, the researcher generated frequency tables as means of presenting data by the assistance of SPSS software package.

Frequency Distribution

A frequency (f) of a particular observation is the number of times the observation occurs in the data. The distribution of a variable is the pattern of frequency of the observation.

A better procedure for organizing data is to list, in order of their size, all possible values within the range of all the values obtained and then to indicate after each

value the number of times it occurred. A frequency distribution may be in the form of a graph or table thus the research maintained tables in its final data presentation.

The percentage frequency is a relative frequency expressed as a percentage:

$$\frac{fi}{n} \times 100$$

The sum of all percentage frequencies are equal to 100%. (Nsawah-Nuamah, 2005)

Chi-Square Test

The research hypothesis was tested by using Chi-Square test. This is a non-parametric test used for testing qualitative variables.

The Chi-Square test is used for testing relationships between categorical variables. The null hypothesis of the chi square test is that no relationship exist on the categorical variables in the sampled population; they are independent. For this research work, the variables tested was;

H₀: Introducing an employee to different level of work position does not lead to high performance.

H_i: Introducing an employee to different level of work position does lead to high performance.

The test statistic is $\chi^2 = \frac{\sum(O - E)^2}{E}$

Where: χ^2 is the chi square calculated

O is the observed frequency

E is the expected frequency

The degree of freedom (df) associated with this test is $df = k - m - 1$ where k is the number of classes and the same as number of independent parameters estimated from the sample.

The test is carried out 5% ($\alpha = 0.05$) level of significant.

Correlation Analysis

The correlation technique was employed to determine whether there is any relationship between job rotation and impact of career development. Correlation is a statistical technique used to measure the strength or degree of relationship existing between two variables. When the variables been measured are two it is known as simple correlation. With respect to this study the

Ethical Issues

Beauchamp and Childress (2001), suggest that "the principle of beneficence includes the professional mandate to do effective and significant research so as to better serve and promote the welfare of our constituents. The researcher therefore sought for clearance from the management of ATU to conduct the study and to make the findings and recommendation available to them.

According to Levine (1976) "privacy is the freedom an individual has to determine the time, extent, and general circumstances under which private information will be shared with or withheld from others. Kelman (1977) believes that an invasion of privacy happens when private information such as beliefs, attitudes, opinions and records, is shared with others, without the patients

knowledge or consent. The researcher assured respondents of anonymity and confidently for their assistance in carrying out the study.

Chapter Summary

The methodology employed was the case study approach. In determining the why and how employee's experiences may vary as a results of their jobs been rotated the qualitative approach was employed. The research adopted descriptive and exploratory research design to guide the study and to provide answers to the research questions. The study focused on senior members and senior staff of the (non-academic) university. With a population of 251, a computed sample size was arrived at 19 which fall under small sample size of student t-Test. However, in order to obtain more statistically evidence the sample size was increased to 50 respondents by the researcher to apply the normal statistical distribution test of large sample above 30 respondents.

The research hypothesis was tested by using Chi-Square test. This is a non-parametric test used for testing qualitative variables. The correlation technique was employed to determine whether there is any relationship between job rotation and impact of career development.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The study was set out to assess the impact of job rotation on employee performance with particular reference to Accra Technical University. The adoption of job rotation as learning model for employees is widely utilized by human resource practitioners. Job rotation when utilize as learning model seeks to equip employees with variety of skills to enhance their efficiency, increase their productivity and also ensure that staff of the organization can perform multiple task.

For this study, the researcher determines the practice of job rotation and the resultant effect on employee performance, to this effect the development of conceptual framework to underpin theoretical perspective. The research hypothesize:

H₀: Introducing an employee to different level of work position does not lead to job high performance.

H_i: Introducing an employee to different level of work position does lead to job high performance.

Organizational Characteristics

The respondents included senior level managers who have high level of responsibility and have standing experience in the functional activities of the university and have been actors in some of the human resource management

policies and also administrators in the category of Technical and Administrative staff with much knowledge and skill in operational functions of the Accra Technical University. The heterogeneity of the respondent covers length of service, educational qualification, position occupied as evident in the sample frame.

Inferential Statistics

Test of Hypothesis

H_0 : Introducing an employee to different level of work position does not lead to job high performance.

H_i : Introducing an employee to different level of work position does lead to job high performance.

Table 2, p-values are greater than level of significance ($\alpha = 0.05$), the research did not displace or reject H_0 and came to conclusion that introducing employees to different level of work position in Accra Technical University does not lead to high performance.

Table 2: Chi-Square Test on whether or not introducing employees to different level of work position leads to higher performance

Estimators	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.570 ^a	2	.277
Likelihood Ratio	4.190	2	.123
Linear-by-Linear Association	.408	1	.523
N of Valid Cases	50		

Source: Field Survey, Amoakoh (2018)

Non Parametric Correlation of Suitability of job rotation in developing and Impact of Job Rotation in enhancing employee performance

Table 3, with regards to Spearman's rho of 0.173 which shows that, there is very weak relationship between the suitability of job rotation in developing employees and its impact towards the enhancement of employee's performance.

Table 3: Correlation test determining suitability of job rotation in developing and impact towards enhancing employee performance

			The suitability of job rotation in development in ATU	Impact of job rotation on enhanced performance in ATU
Kendall's tau b	The suitability of job rotation in development in ATU	Correlation Coefficient	1.000	.165
		Sig. (2-tailed)	.	.227
		N	50	50
	Impact of job rotation on enhanced performance in ATU	Correlation Coefficient	.165	1.000
		Sig. (2-tailed)	.227	.
		N	50	50
Spearman's rho	The suitability of job rotation in development in ATU	Correlation Coefficient	1.000	.173
		Sig. (2-tailed)	.	.230
		N	50	50
	Impact of job rotation on enhanced performance in ATU	Correlation Coefficient	.173	1.000
		Sig. (2-tailed)	.230	.
		N	50	50

Source: Field Survey, Amoakoh (2018)

Frequency Distribution Table

Table 4, 40% of the respondents had worked with the university between 14-16 years and 28% of the respondents had worked with the university between 17 years and above.14% of the respondents had worked with the university between 5-7 years, 10% of the respondents had worked with the university

between 11-13 years and 8% of the respondents had worked with the university between 8-10 years,

Table 4: How long have you been in employment with the University

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5 to 7 years	7	14.0	14.0	14.0
8 to 10 years	4	8.0	8.0	22.0
11 to 13 years	5	10.0	10.0	32.0
14 to 16 years	20	40.0	40.0	72.0
17 years and above	14	28.0	28.0	100.0
Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 5 shows, the level of educational qualification of respondents was necessary because it influences the level of responsibility Table 4.3.2 indicates that 54% of the respondents had MPhil/MBA/MSc/MA degrees, 32% of the respondents had BA/BSc degrees, 12% of the respondents had Diplomas and 2% of the respondents had Post Graduate degrees.

Table 5: What is your level of education?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MPhil/MBA/MSc /MA	27	54.0	54.0	54.0
BA/BSc	16	32.0	32.0	86.0
Diploma	6	12.0	12.0	98.0
post graduate	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 6, the job status and position occupied by respondents was 46% of the respondents occupied the Assistant Registrar’s position and 54% of the respondents occupied Technical/Administrative Assistant’s position.

Table 6: What is your Rank/Status/position?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Assistant Registrar	23	46.0	46.0	46.0
Administrative Assistant	27	54.0	54.0	100.0
Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 7 shows that 100% of the respondents had experienced rotated. The study focused on employees of the University who have experienced job rotation to enable the researcher put their responses into perspective

Table 7: Have you ever been rotated on your job?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	50	100.0	100.0	100.0

Source: Field Survey, Amoakoh (2018)

. Table 8 indicates the frequency respondents had experienced job rotation. 4% of the respondents have been rotated more than fifteen (15) times 2% of the respondents have been rotated twelve (12) times. 8% of the respondents have been rotated ten (10) times 2% of the respondents have been rotated eight (8) times, 12% of the respondents have been rotated six (6) times 22% of the respondents have been rotated at least four (4) times, 20% of the respondents have

also been rotated for not less than three (3) times, 16% of the respondents have been rotated two (2) times, 14% of the respondents have been rotated at least once.

Table 8: How many times have your job been rotated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	14.0	14.0	14.0
	2.00	8	16.0	16.0	30.0
	3.00	10	20.0	20.0	50.0
	4.00	11	22.0	22.0	72.0
	6.00	6	12.0	12.0	84.0
	8.00	1	2.0	2.0	86.0
	10.00	4	8.0	8.0	94.0
	12.00	1	2.0	2.0	96.0
	15.00	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 9 indicates that 86% of the respondents were rotated across different departments 10% of the respondents were rotated within the same department and 4% of the respondents were rotated both within and across departments.

Table 9: How was your job rotated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Within same department	5	10.0	10.0	10.0
	Different department	43	86.0	86.0	96.0
	Both	2	4.0	4.0	100.0
Total		50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 10 shows 63.3% of the respondents reported that the university does not follow a sequential procedure in rotating employees. 30.6% of the respondents reported that the university follows a formalized procedure in rotating employees. 6.1% of the respondents had no idea as to whether the university followed a sequential procedure in rotating employees or not.

Table 10: Does the University follow any sequential steps/procedures in rotating employees?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	30.0	30.6	30.6
	No	31	62.0	63.3	93.9
	no idea	3	6.0	6.1	100.0
Total		49	98.0	100.0	
Missing	No Response	1	2.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 11 indicates that 22% of the respondents reported that there was no policy frame work guiding the rotation of employees. 14% of the respondents reported that occasionally, the university employed a policy frame work to guide the rotation of employees. 4% of the respondents reported that they had no idea as to whether a policy frame work was employed to guide the rotation of employees.

Table 11: If no, briefly describe the policy frame work (structure) employed by the university in rotating employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no policy	11	22.0	55.0	55.0
	Occasion	7	14.0	35.0	90.0
	no idea	2	4.0	10.0	100.0
	Total	20	40.0	100.0	
Missing	No Response	14	28.0		
	Not Applicable	16	32.0		
	Total	30	60.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 12 indicates that 68% of the respondents considers that, new skills should be learned in order to fit into a new job and 32% of the respondent's view was that acquiring new skills shall not be pre-requirement for taking new job.

Table 12: Did it require that you learn new skill and behavior to fit/match the new job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	68.0	68.0	68.0
	No	16	32.0	32.0	100.0
Total		50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 13 indicates that 56% employees were neither given training nor orientation before taking new job, 32% indicated that training was not required to take up new job and 12% employees received training before taking new job.

Table 13: If yes to the above, were you given training or orientation before taking the new job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	12.0	17.6	17.6
	No	28	56.0	82.4	100.0
Total		34	68.0	100.0	
Missing	Not Applicable	16	32.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

From Table 14, 86% of the respondents could not provide ways the university carry training exercise however 12% suggested that they received in house training.

Table 14: If yes, how was the training carried out?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In-house training	6	12.0	100.0	100.0
Missing	No Response	1	2.0		
	Not Applicable	43	86.0		
	Total	44	88.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 15 provides that 76% of the respondents' position was yes to job rotation supporting their career development whiles 24% says it does not.

Table 15: Does the practice of job rotation in the university suit your career development path?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	76.0	76.0	76.0
	No	12	24.0	24.0	100.0
Total		50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

From Table 16, 70% respondents did not identify alternate intervention to carry development, 10% suggest formal education, again 10% of respondents suggests coaching/counseling and another 10% of respondents suggests assessment.

Table 16: Which intervention will you consider as suitable for career development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal education	5	10.0	33.3	33.3
	Coaching/Counseling	5	10.0	33.3	66.7
	Assessment	5	10.0	33.3	100.0
	Not Applicable	35	70.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 17 shows that 44% of respondents develop new competencies when their job is rotated, 40% of respondents develop holistic knowledge about the university and 16% of respondents' career development is enhanced.

Table 17 : How has job rotation impacted on your career development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Developed new competencies	22	44.0	44.0	44.0
	Develop holistic knowledge about the university	20	40.0	40.0	84.0
	Enhance career development	8	16.0	16.0	100.0
Total		50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 18 provides benefits of job rotation to the university 52% of respondent suggests that it helps employees become more flexible and develop new competencies, 30% of respondents suggests that it promotes promotion of staff from within, 16% respondents suggest that it reduces staff turnover and 2% respondent could not give any indication.

Table 18 : How does the job rotation benefit the institution?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Promotes promotion from within	15	30.0	30.0	30.0
reduce turnover	8	16.0	16.0	46.0
flexible workforce and competencies	26	52.0	52.0	98.0
no idea	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 19 describes ways that career development is supported 58% represents learning new things, 22% represents confidence building and 20% of respondents could not provide any description.

Table 19 : Briefly describe how the rotation supports your career growth and development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Build confidence	11	22.0	27.5	27.5
	learn new things	29	58.0	72.5	100.0
	Total	40	80.0	100.0	
Missing	No Response	10	20.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 20 shows type of preferred employee to occupy temporary vacancy 60% represents flexible staff, 34% represents specialized staff and 6% did not respond to the question

Table 20: Which of these employees are more preferable to fill temporary vacancy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Flexible staff	30	60.0	63.8	63.8
	Specialized staff	17	34.0	36.2	100.0
	Total	47	94.0	100.0	
Missing	No Response	3	6.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 21 provides reasons for the preferred employee 56% of respondent did not give any reason, 26% of respondent's preference was based on

multitasked and 16% of respondents preference as based on when specific task is to be completed.

Table 21: Provide reasons (if any)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	when specific task must be completed	8	16.0	36.4	36.4
	Multitasked	13	26.0	59.1	95.5
	to avoid high cost	1	2.0	4.5	100.0
	Total	22	44.0	100.0	
Missing	No Response	28	56.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 22 shows cost incurred in rotating employees 42% of respondents indicated mismatch and deficiency in human capital, 36% of respondents indicated low productivity, 18% respondent indicated material wastage and breakdown of equipment, 2% of respondent didn't have idea of it and 2% without response.

Table 22 : What significant cost is incurred during job rotation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Material wastage and breakdown of equipment during initial training	9	18.0	18.4	18.4
	Low productivity	18	36.0	36.7	55.1
	Mismatch and deficiency in human capital	21	42.0	42.9	98.0
	no idea	1	2.0	2.0	100.0
	Total	49	98.0	100.0	
Missing	999.00	1	2.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

Table 23 Provides difficulty employee face on new job 52% respondents suggest lack of logistic support as challenge for taking new job, 40% respondents suggest task related, and 8% respondents suggest politics and conflict.

Table 23: What peculiar difficulty do you encounter on a new job?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Task related problem	20	40.0	40.0	40.0
politics and conflict	4	8.0	8.0	48.0
lack of logistical support	26	52.0	52.0	100.0
Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 24 describes what constitutes work related stress in the university 46% represents monotony of work, 40% represents work overload and 14% represents long hours of work.

Table 24 : What constitutes work related stress at your work place?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Monotony of work	23	46.0	46.0	46.0
Long hours of work	7	14.0	14.0	60.0
Work overload	20	40.0	40.0	100.0
Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 25 provides that 42% of employees are in agreement anytime their job are rotated, also 42% are indifferent and 16% of employees get aggrieved when they are rotated.

Table 25 : What emotional feeling do you attach, when your job is rotated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agreeable	21	42.0	42.0	42.0
	Aggrieved	8	16.0	16.0	58.0
	Indifferent	21	42.0	42.0	100.0
	Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Table 26 shows that 82% of respondent says that job rotation reduces boredom in performing same task and 18% of respondents says job rotation does not reduce boredom.

Table 26 : In your view, does job rotation take away/reduce boredom in performing same task?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	82.0	82.0	82.0
	No	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

From Table 27 90% of respondents could not provide alternative measure to reduce boredom at work place, 8% of respondents suggest training and 2% suggested financial rewards.

Table 27 : which ways can be used to reduced/eliminate boredom in performing same task

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Training	4	8.0	80.0	80.0
	financial reward	1	2.0	20.0	100.0
	Total	5	10.0	100.0	
Missing	No Response	45	90.0		
Total		50	100.0		

Source: Field Survey, Amoakoh (2018)

From Table 28 provides employees overall assessment of the practice of job in the university 40% of respondents suggests it is good, 38% of respondents suggest it is fair, 22% of respondents suggest it is poor.

Table 28: What is your overall assessment of the practice of job rotation in the university?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	20	40.0	40.0	40.0
	Fair	19	38.0	38.0	78.0
	Poor	11	22.0	22.0	100.0
Total		50	100.0	100.0	

Source: Field Survey, Amoakoh (2018)

Chapter Summary

The research sampled fifty (50) administrators of the university twenty three of the respondents were of the rank of Assistant Registrar and above and twenty seven on of them were on the grade of Administrative Assistant and above. All the respondents had ever experienced job rotation either from within the same department or between departments.

The research findings indicates that rotating employees does not lead to job satisfaction and this gives an indication to the diversity and complex nature of satisfying employees. To this end literature considers job satisfaction to include employee's collection of feelings about various aspect of a work.

The study revealed a weaker relationship between job rotation and employee development, however, literature have substantially established job rotation as one of the approach to employee development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents summary of findings, draws conclusion from the established findings of the research and made recommendations to be implemented by the Accra Technical University.

Summary of Findings

1. Although there was a positive impact of the practice of job rotation towards career development of employees in ATU, However, it cannot be wholly accepted as preferred training mode. This is due to lower involvement of the employees themselves in the job rotation practices.
2. The practice of job rotation in ATU is characterized with lower esteem and frustration because employees are faced with inadequate logistical support cumulating into difficulties in performing task. There was indication that some employees were rotated into jobs that they cannot perform.
3. The study also revealed that the practice of job rotation moves employees through various levels of job position mostly on a lateral role this congruous to literature works on career development. Noe, Hollenbeck, Gerhart & Wright (2004) established that a traditional view of career development which of consists of a sequence of positions within an occupation or organization. Also, employees who jobs are rotated tend to

develop set of interest, abilities and values within the environment of the university which collaborates the concept of protein career.

4. The study revealed that substantial cost is incurred with the practice of job rotation due to the absence of needs assessment preceding the implementation of the exercise leading to mismatch and deficiency of human capital which results to lower productivity.
5. The study revealed that employees whose job are rotated tend to benefit from reduced work related stress associated with performing same task for a long period of time.

Conclusions

There is the need for the university to redesign its work process to accommodate work structure enabling employees to be pertinently rotated into different job position. This will mitigate against short to medium term skill shortage to be created in the absence of any technically trained staff.

The study revealed that Accra Technical University adopts job rotation practices, however, the rotation is unstructured. As a result, the practice of job rotation in the university is considered blur, as some employees relates (interprets) it as job transfer. Whereas some employees perceived that, job rotation takes place only when an employees' services are more needed in other departments due the assumption of leave by a fellow colleague, others also feel the practice is bias and aimed at favouring some members of staff by placing them in strategic position. Again, the rotation is perceived to be carried out in a situation where

there is a perceived disunity among coworkers and also unfavorable working relations/terms with a supervisor.

The study established that, it is unknown to employees the policy framework and or guidelines that underpins the job rotation practice in the University. The employees are not oriented, trained nor given a period to under study from an experienced staff prior to taking new job. In view of this, employees are mostly faced with task related problems and takes longer time in accomplishing assigned job. Orientation and training are effective tool for an employee to either update themselves in current development or learn new skills in their respective positions. It is therefore important for the human resource department to ensure that employees receive training and orientation prior to job rotation exercise.

There was a weak relationship on the suitability of job rotation on career development of employees. This can be attributed to lack of flexibility in the organizational structure and politics which limit the type of employees to be rotated temporary or pertinently. Another hindrance to the suitability of job rotation practice towards the development of careers of employees is the inability to identify the unique talent of individual employees to align training to his abilities.

The study revealed that the practice of job rotation in the university supports the professional growth of employees. The concept requires that; employees learn new skills, to develop new competencies, and also gain insight

about the functional activities of other departments. These skills and knowledge are thus transferred to employees who have experienced jobs rotation either within same or different departments. Further to it, job rotation helps employees to acquire useful work experiences which puts them in a competitive position to occupy temporary managerial vacancy. Despite, the positive impact of job rotation on the professional growth of employees, they attached mix feelings when their job are rotated. There is therefore the need for the university to improve on the practices to ensure that employees become more agreeable with the practice. This can be achieved when experienced employees earn promotion to various positions within the university hierarchy.

Recommendations

The findings of the research have informed the following recommendations:

1. The university should redesign its current job structure to utilize job rotation as training model. This will ensure formalization of the practice of job rotation and particularly to benefit from the development of specific skills for the future needs of the institution. Further to it, the university should adopt deliberate policy to promote from within employees whose skills are enhanced through job rotation.
2. The university should adopt professional career management plan since employees lose their moral when they continue in the same job over a long period of time which is connected to career plateau and results in negative work outcome such as lack of job satisfaction, low job commitment and

high level of turnover. The employees can be stimulated by adopting a quicker job rotation schedule during the early stages of their career development and much slower during the later career stage.

3. The human resource department is encouraged to carry out job rotation consciously on employees with the strong desire to be trained. Predetermination of outcomes is enhanced when job rotation is perceived by employees as voluntary and thereby achieving the intended developmental and improved performances.
4. The growth and professional development of employees must be considered as win-win for employers and employees and therefore the cooperation of both parties towards a successful implementation of job rotation must be solicited and encouraged.

Suggestion for Further Research

In furtherance of this research it is suggested that an extensive financial analysis be conducted to determine the real cost of rotating employees in an organization.

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APPENDIX A
UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS

The purpose of this study is to conduct an assessment into the ‘Effects of Job Rotation on Employee Performance’ taking into consideration Accra Technical University. The questionnaire targets employees of the university who have experienced job rotation either within or between departments.

S/NO.	
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SECTION A – RESPONDENT PROFILE

- A. How long have you been in employment with the University?
(a) 2 to 4 years (b) 5 to 7 years (c) 8 to 10 years (d) 11 to 13 years (e) 14 to 16 years
(f) Other. Please specify
- B. What is your level of education?
(a) PhD/DBA (b) MPhil/MBA/MSc/MA (c) BA/BSc (d) Diploma
(f) Other. Please specify
- C. What is your Rank/Status/position?
(a) Registrar (b) Deputy Registrar (c) (d) Assistant Registrar
(e) Administrative Assistant (f) other please specify
.....
- D. Which department do you belong?
.....

SECTION B – PRACTICE OF JOB ROTATION

1. Have you ever been rotated on your job?

Yes/No

2. How many times have your job been rotated?

(a) Two (b) three (c) four (d) five (e) other please specify

.....

3. How was your job rotated?

(a) Within same department (b) Different department (c) Both

4. Does the University follow any sequential steps/procedures in rotating employees?

Yes/No

5. If no, briefly describe the policy frame work (structure) employed by the university in rotating employees?

.....

6. Did it require that you learn new skill and behavior to fit/match the new job?

Yes/ No

7. If yes to the above, were you given training or orientation before taking the new job?

Yes/ No

8. If yes, how was the training carried out?

(a) In-house training (b) external (c) short course taken

9. Does the practice of job rotation in the university suit your career development path?

(a) Yes/No

10. If no, which intervention will you consider as suitable for career development

(a) Formal education (b) Coaching/Counseling (c) Assessment

SECTION C – BENEFITS AND COST OF JOB ROTATION

11. How has job rotation impacted on your career development?

(a) Developed new competencies (b) Develop holistic knowledge about the university (c) Enhance career development (d) other, please specify

12. How does the job rotation benefit the institution?

(a) Promotes promotion from within (b) reduce turnover (c) flexible workforce and competencies (d) other please specify

13. Briefly describe how the rotation supports your career growth and development?

.....
.....
.....

14. Which of these employees are more preferable to fill temporary vacancy?

(a) Flexible staff (b) Specialized staff

Provide reasons (if any)

.....
.....
.....
.....

15. What significant cost is incurred during job rotation?

- (a) Material wastage and breakdown of equipment during initial training
- (b) Low productivity
- (c) Mismatch and deficiency in human capital
- (d) Other please specify

PART D – CHALLENGES OF JOB ROTATION

16. What peculiar difficulty do you encounter on a new job?

- (a) Task related problem (b) politics and conflict (c) lack of logistical support (d) other please specify

17. What constitutes work related stress at your work place?

- (a) monotony of work (b) Long hours of work (c) Work overload

18. What emotional feeling do you attach, when your job is rotated?

- (a) Agreeable (b) aggrieved (c) indifferent

19. In your view, does job rotation take away/reduce boredom in performing same task?

Yes/ No

20. If no, which ways can be used to reduced/eliminate boredom in performing same task

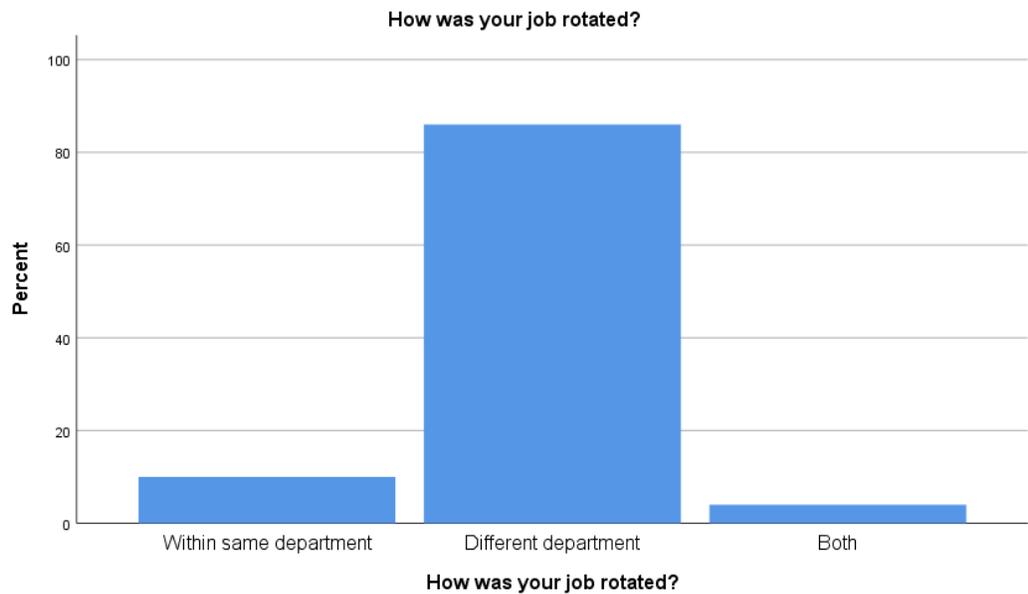
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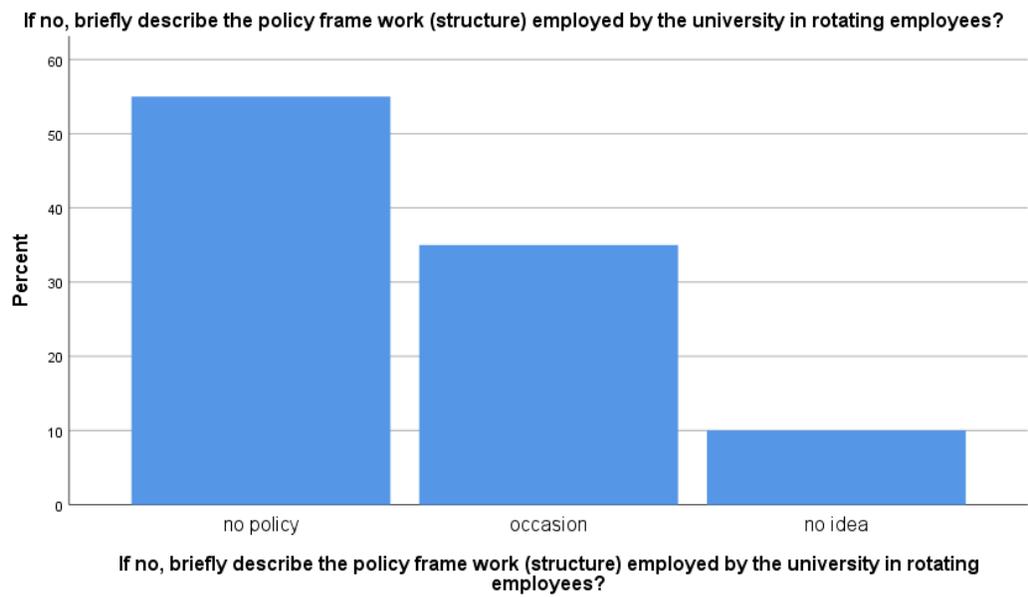
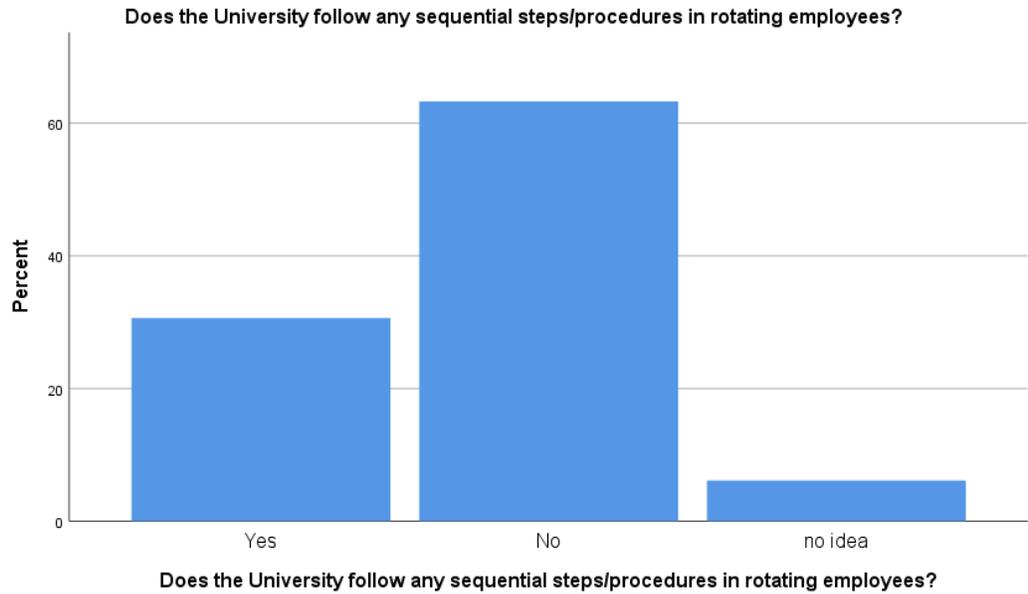
21. What is your overall assessment of the practice of job rotation in the university?

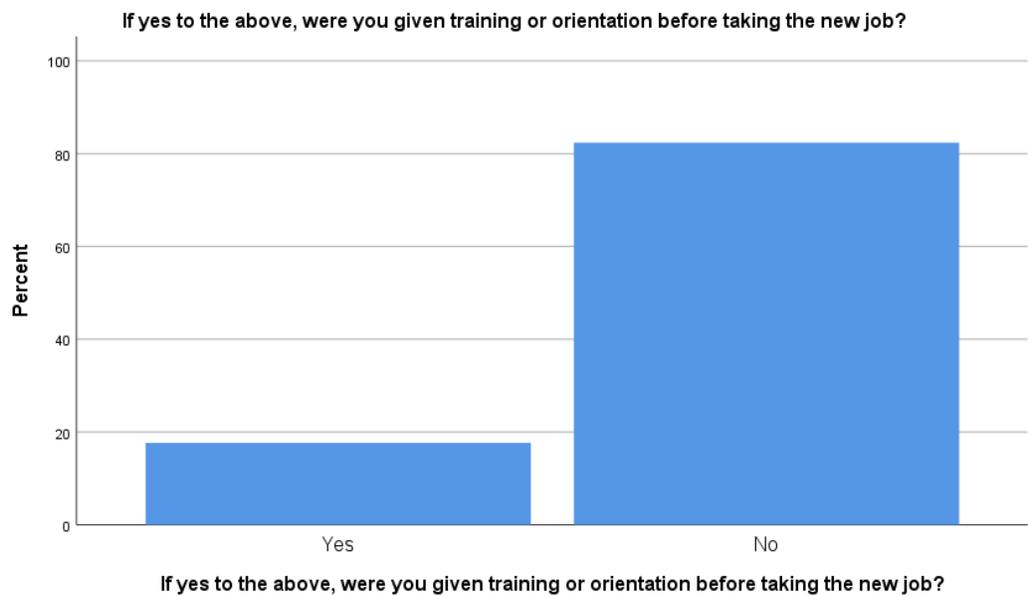
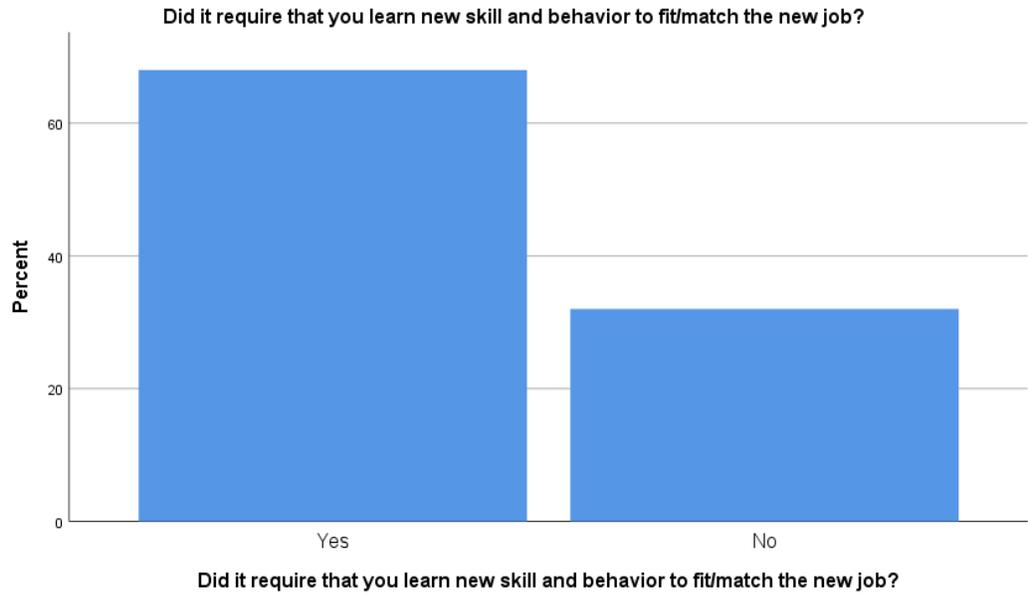
(a) Excellent (b) Good (c) Fair (d) Poor

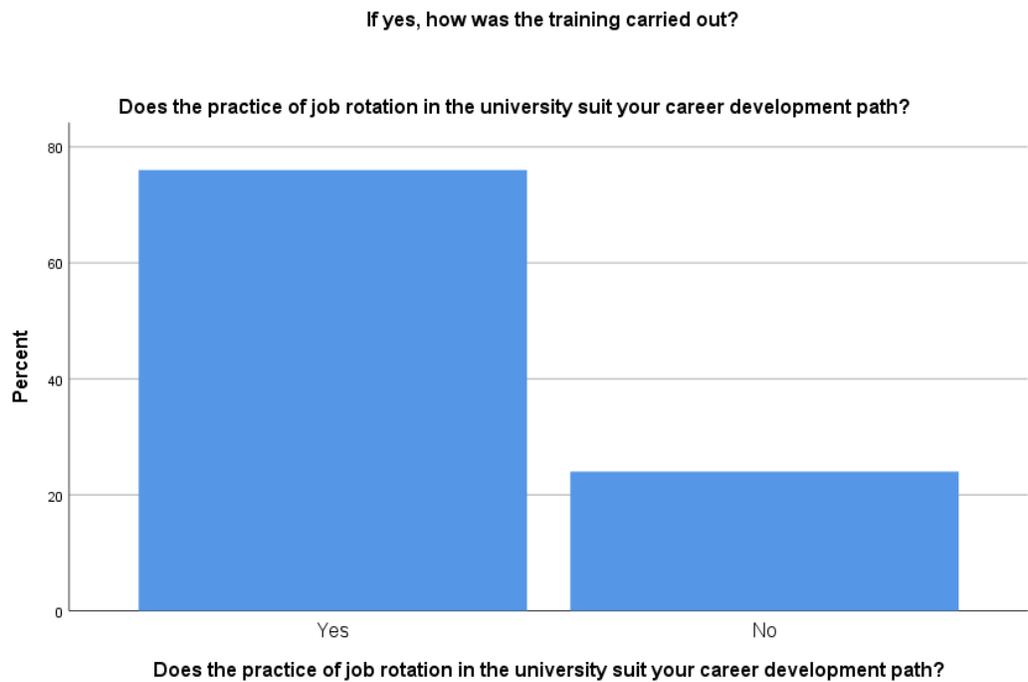
Thank you.

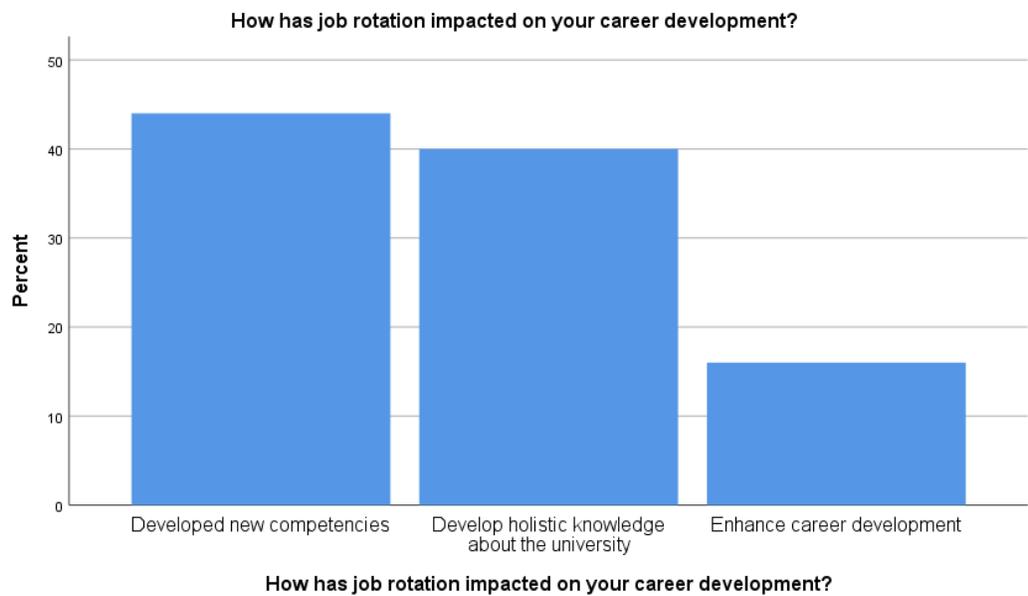
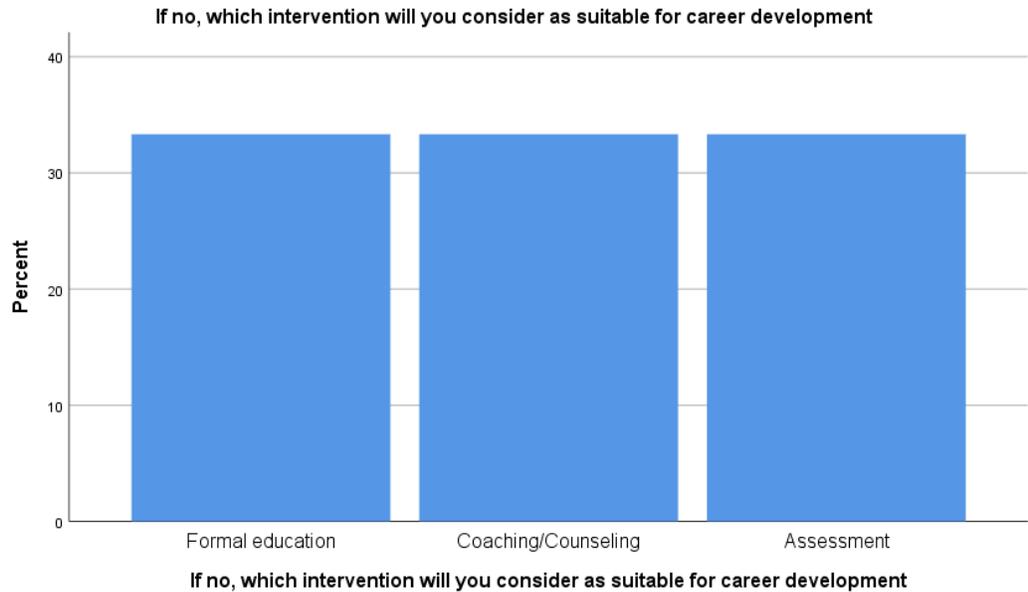
APPENDIX B

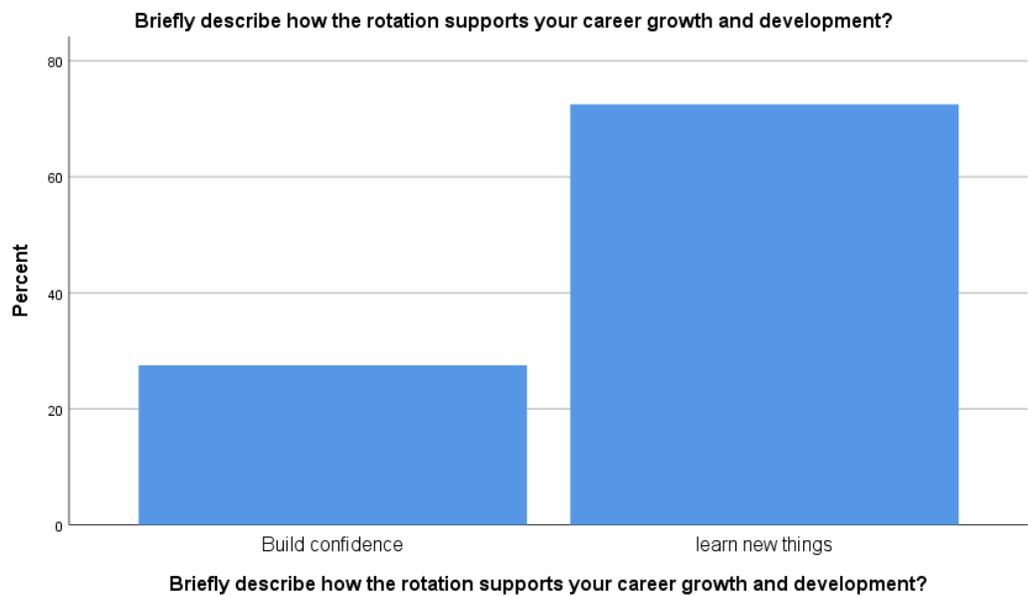
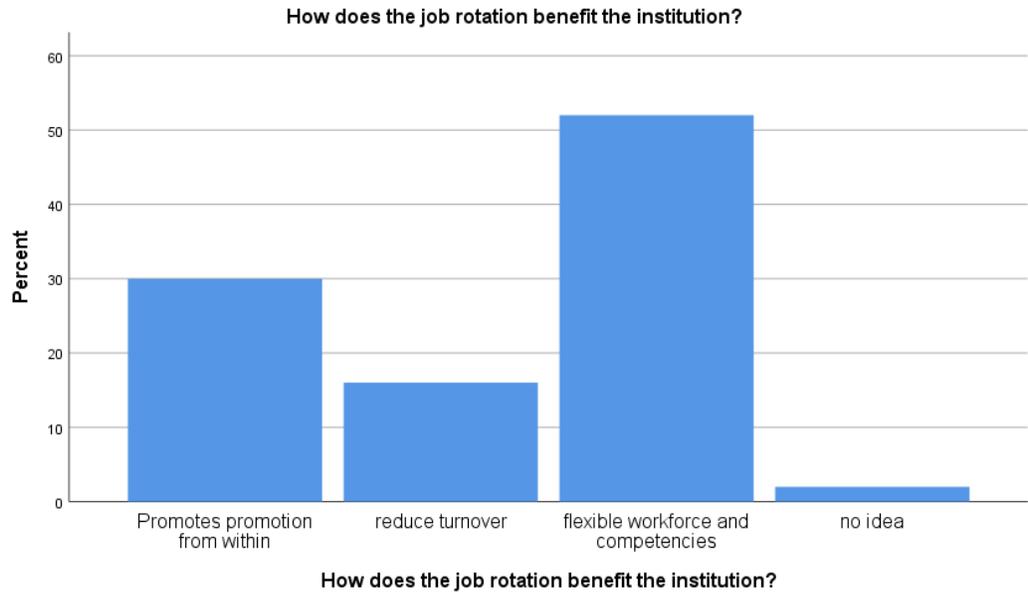


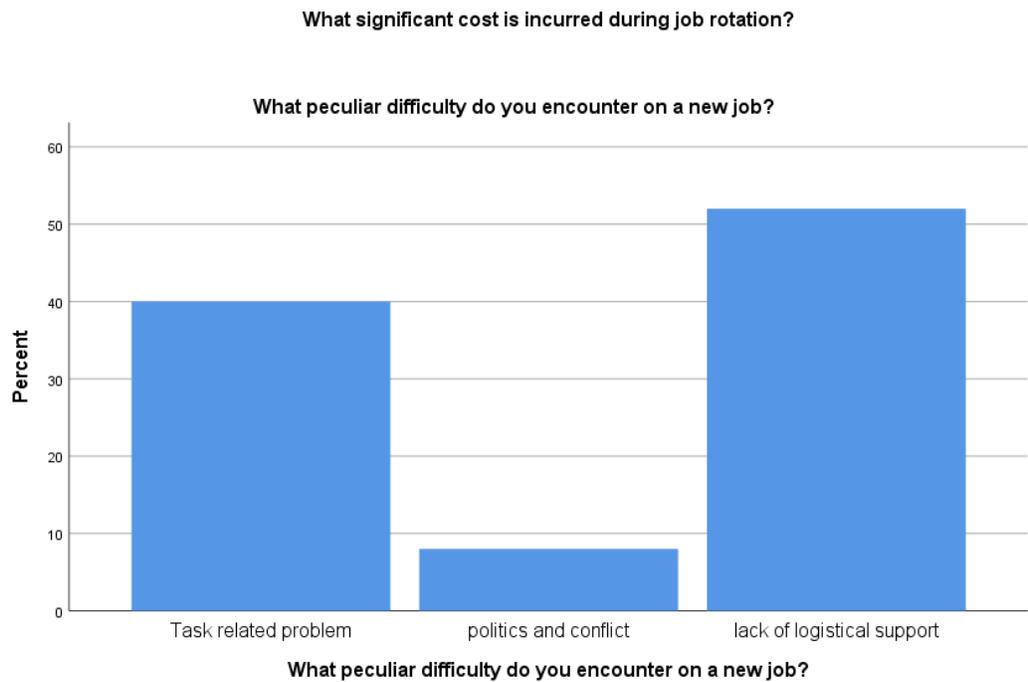
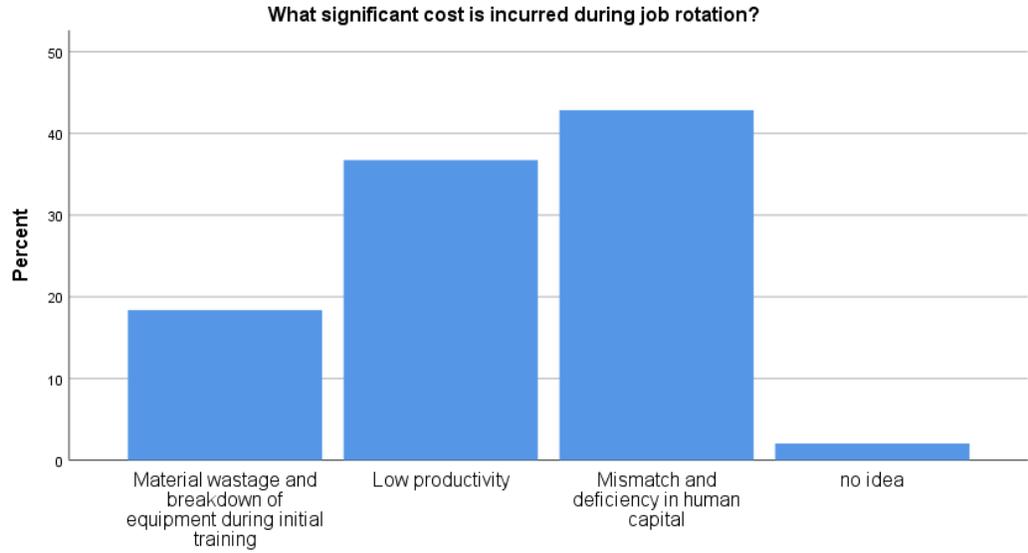


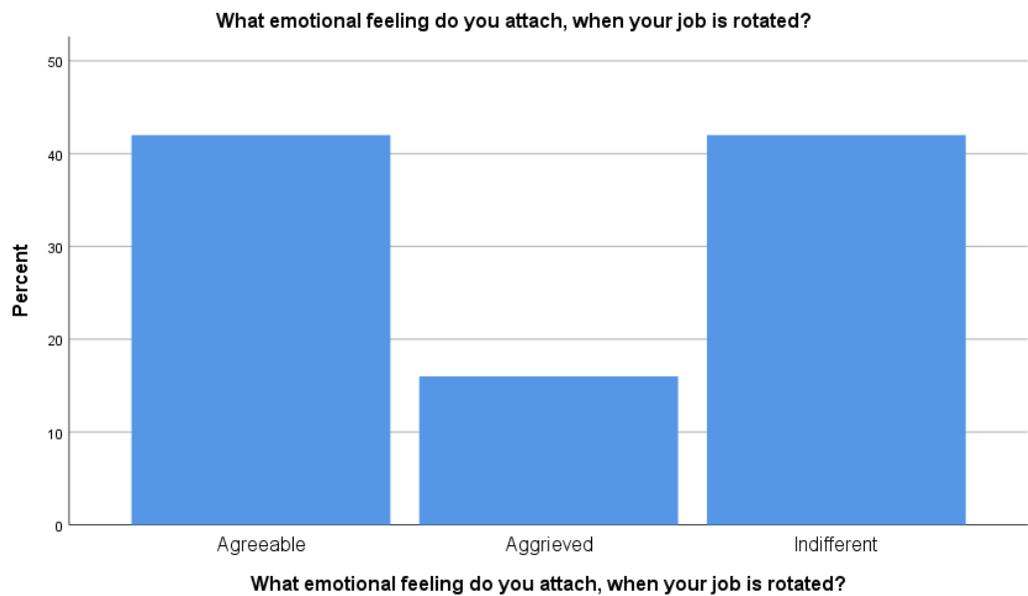
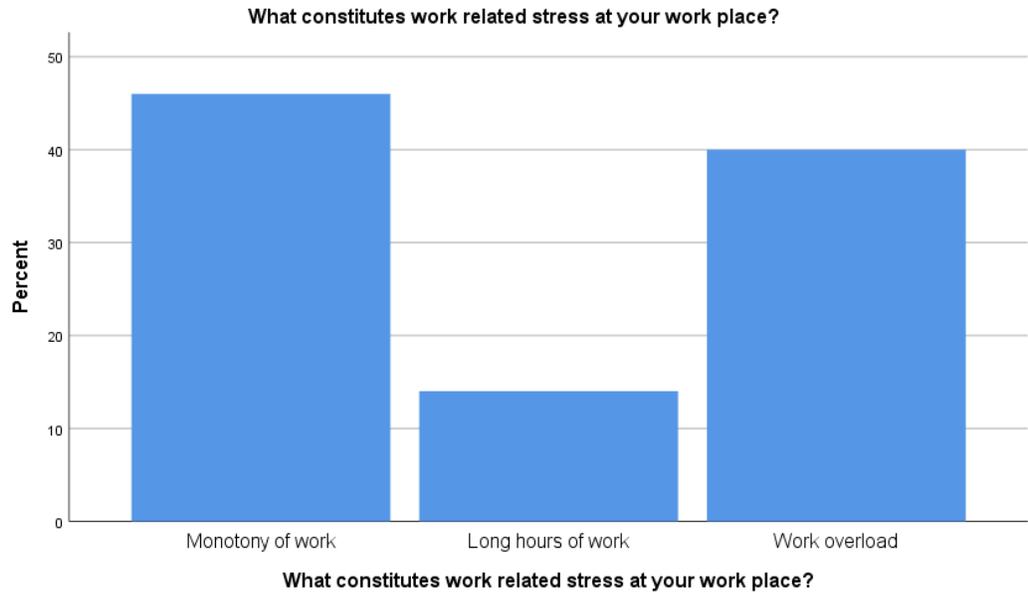


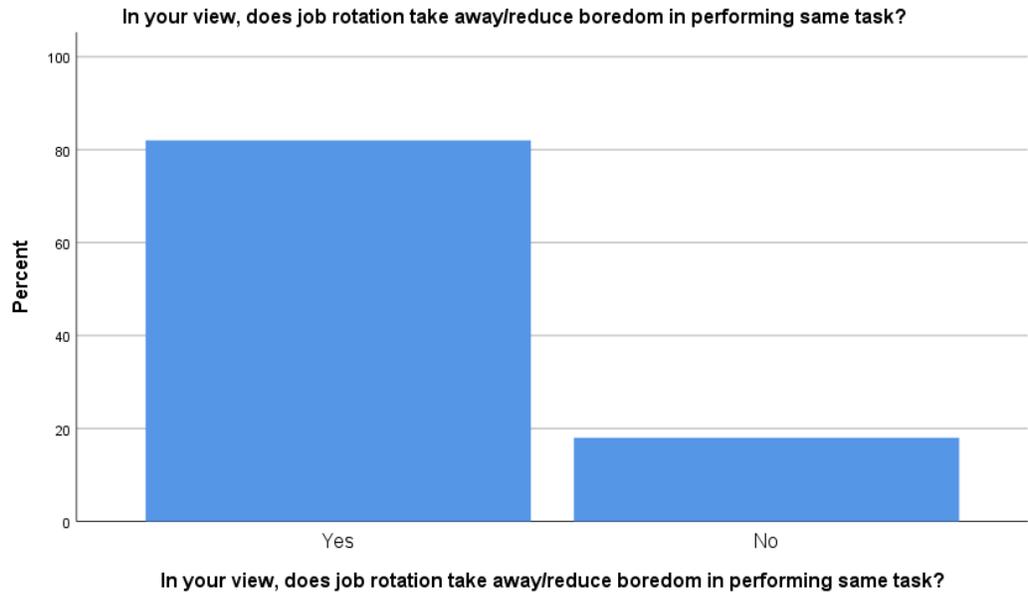












APPENDIX C



ACCRA TECHNICAL UNIVERSITY

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OFFICE OF THE REGISTRAR

Our Ref: AP/G.1/77/Vol.VI

Date: 9th May, 2018

Your Ref:

**College of Humanities and Legal Studies
University of Cape Coast
Cape Coast**

Dear Sir/Madam,

TO WHOM IT MAY CONCERN

RE: INTRODUCTORY LETTER

This is to confirm that **ISAAC AMOAKOH AFFUM** is a staff of Accra Technical University:

Approval has been given by Management for him to collect data from members of staff to enable him complete his research work on the topic: **"ASSESSMENT OF THE EFFECTS OF JOB ROTATION ON EMPLOYEE PERFORMANCE"**.

Please your kind consideration is anticipated.

Thank you.

Yours faithfully,

**DANIEL LARBI
(HOD – GEN. ADMIN)**
For: Ag. Registrar

Cc: Ag. Vice Chancellor
File