

UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEPTION OF STAFF ON JOB ROTATION AND THE PERFORMANCE OF
WORKERS AT THE GHANA EDUCATION SERVICE IN BOSOMTWE DISTRICT OF
ASHANTI REGION



LUCY TETTEH

**A Project Report in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies, University
of Education, Winneba, in partial fulfilment of the requirements for award of the
Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

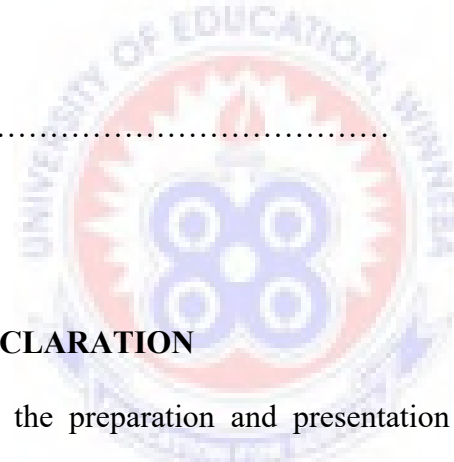
DECLARATION

STUDENT'S DECLARATION

I, LUCY TETTEH, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines and supervision of the project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

SIGNATURE:.....

DATE:

ACKNOWLEDGEMENTS

The successful completion of this dissertation would not have been possible without the assistance and guidance of my supervisor, Dr. Kofi Asiamah Yeboah. Your corrections suggestions and remarkable virtue is well noted and appreciated. Kindly accept my profound gratitude. I also thank my husband Nana Ekow Abban II for his financial, moral and emotional support my children, Henry, Jessica, Jeffery and Jeremy Rowland. I say God richly bless you.



DEDICATION

To my husband Nana Ekow Abban II and my children, Henry, Jessica, Jeffery and Jeremy
Rowland.



TABLE OF CONTENTS

CONTENTS	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study	7
1.4. Objectives of the Study	7
1.5. Research Questions	7
1.6. Significance of the Study	8
1.8. Organization of the Study	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE	10
2.1. Introduction	10
2.2. The Concept of Job Rotation	10
2.2.1 Development Job Rotation	11
2.2.2 Career Enrichment Job Rotation	14

2.3. Benefits of Job Rotation	17
2.4. Steps of Job Rotation	19
2.5. Predictors of Job Rotation	20
2.5.1. Age as a determinant of Job Rotation	20
2.5.2. Gender as a predictor of Job Rotation	20
2.5.3. Staff performance as a predictor of Job Rotation	21
2.5.4. Training as a determinant of Job Rotation	21
2.5.5. Motivation as a predictor of Job Rotation	22
2.6. Barriers of Job Rotation	23
2.7. The Concept of Job Performance	26
2.7.1. Elements and Determinants of Job Performance	27
2.8. Job rotation and performance	29
2.9 Management views about job rotation	31
2.9.1 Reasons for the development of job rotation	31
2.9.2 How to Implement an Effective Job-Rotation Programme in a Company	34
2.9.3 Risks of implementing job rotation	36
2.10 How organizations benefit from job rotation	36
2.11 Challenges of Job Rotation	39
2.11.1 Resistance by experience staff	39
2.11.2 Job and pay structure	39
2.11.3 Cost of implementation	40
2.11.4 Presence of Labour Union	40
2.11.5 Industrial settings	40

2.11.6 Three key challenges	40
2.11.7 Employee's resentment	41
CHAPTER THREE: METHODOLOGY	42
3.1. Introduction	42
3.2. Research Design	42
3.3. Population	43
3.4. Sample and Sampling Technique	43
3.5. Data Collection Instrument	44
3.7. Pilot Test	44
3.8. Data Collection Procedure	45
3.9. Data Analysis Procedure	45
3.10. Ethical Considerations	46
CHAPTER FOUR: RESULTS AND DISCUSSIONS	47
4.0 Introduction	47
4.1 Response rate of the questionnaires	47
4.2 Demographic Characteristics of Study Participants	48
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	62
5.1 Summary of Findings	62
5.2 Major Findings of the Study	62
5.3 Conclusion	65
5.4. Recommendations	65

5.5. Suggestions for Future Research	66
REFERENCES	67
APPENDIX A: QUESTIONNAIRE	75



LIST OF TABLES

FIGURE	PAGE
4.1 Demographic Characteristics of Study Participants	48
4.2: The perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation.	50
4.3: The Obstacles that impact negatively on implementation of job rotation to the teaching staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region	54
4.4: The contribution of job rotation to the employees job performance	58



LIST OF FIGURES

FIGURE	PAGE
1: Response rate of the Respondents	47



ABSTRACT

The main purpose of the study was to assess the perception of staff on internal job rotation and the performance of the workers of the Ghana Education Service in the Bosomtwe District of Ashanti Region. The researcher used descriptive research design. Quantitative research approach was used. The target population of the study was made up of employees at Bosomtwe District Education in Ashanti Region of Ghana that comprised of 108 employees. Census sampling techniques was used to select all the 108 respondents for the study. The Statistical Package of Social Sciences (SPSS) version 16.0 was used to analyse the data. The study found that job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity. The study results indicate that job rotation is the effective method for developing the horizon of employees. Furthermore, job rotation is the process of managing employees talents. To add more, 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. The study concluded that job rotation was effective method for developing the horizon of employees and managing employees talent at GES. Moreover, job rotation leads to better understanding and reduced productivity for some period. Also, unfavorable working conditions affected job rotation management. Furthermore, difficulties in finding appropriate jobs to rotate affected job rotation management. The study recommended that the GES Directorate should educate the experience staff on the benefits of job rotation in order for staff to accept handing over their current good positions to pave way for implementation of job rotation in the office.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Modern society, as shaped by universal economy has entered a phase where knowledge is a competitive advantage for those that can acquire it. One of the many strategies that businesses adopt in order to remain competitive is job rotation. Job rotation has been defined as systematic movement of employees from one job to another at planned intervals (Gannon & Prangle, 2002; Malinski, 2002). It involves periodic shifting of employees from one task to another where each task requires different skills and responsibilities (Frazer, 2003). Mondy and Robert (2005) describe job rotation as movement of employees among different tasks and positions which will probably be of similar nature. Different organizations including banks do rotate their employees from one job to another across various departments for multiple reasons depending on specific needs of an organization.

Numerous firms have used job rotation as a tool to motivate employees by providing task variety and enhancing employee socialization (Harvey, 2004). Job rotation also gives the employer the flexibility to adjust to the client needs and to achieve many different human resource objectives. The value of job rotation has long been espoused in promoting employee learning, career satisfaction and interpersonal collaboration effectiveness. Job rotation is the movement of workers between different jobs. It requires workers to move between different jobs, or more usually work stations, usually at fixed times. Job rotation increases the variety of tasks built into the job which may involve taking on more duties and usually adds variety to a person's job (Armstrong, 2009).

Benefits of job rotation include offering increased social interaction and collegiality between workers, variability and a break from monotony, and the opportunity to increase skills and versatility, potentially making workers more valuable marketable, and hence more secure on their job. Job rotation can also offer physical benefits to workers. These include decreasing the amount of time on physically demanding jobs different jobs offer changes, and gives workers the perception of physical relief (Miller, 2004).

Job rotation provides an opportunity for staff to work in different areas of the office, gaining valuable insight into the diverse work. It is also an opportunity to improve staff motivation and morale, particularly for those who have worked in one position for a long period of time, or whose job has repetitive or stressful elements. Job rotation opportunities will only be available to permanent members of staff. Rotations also improve relationships across the office, leading to more efficient and effective exchanges of information and expertise (Marshall, 2006). Job rotation is just one of the many workplace learning tools (Malinski, 2002).

There is agreement that rotations occur among employees at the same level of responsibility within an organization for a fixed period of time. Job rotation schemes are often used with new graduate employees, especially in medium to large sized organizations in preparation for appointment to a substantive post (Ortega, 2001). Job rotation can be seen to promote employee learning (in that it makes employees more versatile) as well as employer learning (employers learn about individual employees. strengths through rotation) (Eriksson & Ortega, 2006).

The importance of job rotation has been long recognized in almost every corporate setting all around the world. Job rotation is an excellent way for the organizations to

develop employees, managers and executives (Dessler, 2004). It enables the training of employees to be backups for other employees so that organizations have a more flexible work force and a ready supply of trained employees which serves as a competitive edge for the organization (Decenzo & Robbins, 2007). Job rotation also improves employee's problem-solving abilities and shared understanding of the job, enhances team efficiency and enables the employees to assess promotion opportunities after successful completion of job rotation programs (Eguchi, 2005). Thus, both the employees and employers can benefit from job rotation practices.

Unfortunately, in the Ghana Education Service, the absence of a well-defined policy framework on job rotation leaves the Directors of Education with no option than to use their discretionary powers to appoint and reshuffle officers to the various schedules. The use of these discretionary powers by the Directors of Education to internally reshuffle or rotate their staff (GES) are most often perceived by these workers as an administrative tool to ensure efficiency. Job rotation is seen as just another transfer rather than as an important internal control measure and human resource strategy to strengthen the administrative capability of staff to perform well and subsequently improve the efficiency of human resource in the education sector. It is sometimes used as a means of punishing poor performance, silencing officers who challenge the authority of the Director of Education and or settling scores arising from institutional politics and not as a process of switching a person from job to job which increases an employee's capability and value to an organization (Dessler, 2004).

This phenomenon has become disturbing in GES, especially, where the immense positive effects of job rotation as an internal administrative (tool) control mechanism is

overlooked and rather used as a means by directors of education at the metropolitan, municipal and districts levels to show off their powers to their subordinates. These actions by some directors of education impact negatively on the morale, attitude and the overall performance of the worker. Consequently, most GES staff, directly or indirectly, seem to put up resistance against job rotation exercise with all the powers within them whenever an attempt is made to reshuffle or internally rotate them to hold other positions within the organization. The particular challenge is how to effectively manage internal job rotation to positively impact on the performance of the GES worker in the education office without necessarily creating a conflict situation in the organization.

1.2. Statement of the Problem

The Ghana Education Service, like any other organization, has goals and objectives to achieve through the efforts of its members. In pursuance of this, the organization needs employees who are dedicated, committed, multi-skilled and competent to handle the various tasks they perform towards the realization of the set goals. It is therefore necessary that the organization adopts strategies to improving the skills and competencies of its staff in order to maximize their overall performances. Dessler (2004) notes that one of such measures or strategies employed to upgrade the performances of human resource base of any formal institution is the implementation of internal job rotation. Internal job rotation helps to equip individual employees with adequate knowledge, skills and competencies necessary for the performance of relevant tasks which result in overall achievement of the set goal.

The application of job rotation depends largely on institutional policy and culture. Eguchi (2005) states that job rotation puts more variety and knowledge to the job of

employees, and it is very helpful in improving their performance and reducing turnover if the new job fits with their life interest. In order to ensure effective delivery and better outcome for the Ghana Education Service (GES), there is the need to regulate the human resource base and improve management for efficiency within that sector. In this case, the office staff as frontline policy-implementers of GES policies, and all other categories of support staff employed by the Ministry of Education need to be effectively managed in order to improve the quality of teaching and learning. Unfortunately, in the Ghana Education Service, there is absence of a well-defined policy framework on job rotation and as a result most Directors of Education are left with no option than to use their discretionary powers to appoint and reshuffle officers to the various schedules without recourse to any laid down policy that tie officers' pursued programmes to the schedules held.

The use of these discretionary powers by the Directors of Education to internally reshuffle or rotate their staff (GES) are most often perceived by these workers as witch hunting, rather than an effective administrative tool aimed at strengthening the administrative capability of staff to perform well and subsequently improve the efficiency of human resource in the education sector. Other workers see it to be just another form of transfer used by directors of education to punish poor performance, silence officers who challenge their authorities, or settle scores arising from institutional politics, and not as a process of switching a person from job to job which increases an employee's capability and value in an organization (Dessler, 2004).

These misconceptions held by some GES workers regarding internal job rotation as an administrative tool to punish subordinates rather than strengthening the administrative capability of staff to perform well and subsequently improve the efficiency of human

resource in the education sector defeats the very essence of the implementation of job rotation in the service. Consequently, some staff do register their displeasure directly or indirectly, by putting up resistance against job rotation exercise with all the powers within them whenever an attempt is made to reshuffle or internally rotate them to hold other positions within the organization. Again, the discretionary powers held by directors of education in the implementation of internal job rotation most of the time impact negatively on the morale, attitude and performance of the worker which affects the overall delivery of quality education in the country. Thus, poorly-handled job rotation in most educational directorates has been a major source of rivalry and disunity among staff (workers). The current upsurge in the resistance by education directorates' staff against internal job rotation is increasingly becoming disturbing and continues to affect productivity, performance and thereby contributed to lower standards of education syndrome as well as poor delivery of education (Dessler, 2004).

Sharif, (2009), concentrated on the effect of job rotation on performance at universities in Mecca Province - Saudi Arabia, it revealed that the teaching staff applied job rotation optionally and this will finish managerial corruption. Moreover, Al zahrani & Al gahtani (2008), showed that job rotation contributed on performance development among teachers at schools. Al yami, (2008) discovered that the process of job rotation effects behavior and relations among employees and their managers. Adjei (2012) conducted a study in Cape Coast and found that there are many reasons for implementing a job rotation system, including the potential for increased product quality, giving employees the opportunity to explore alternative career paths, and perhaps most importantly, preventing stagnation and job boredom.

The research gap in this study is that, there is a lack of empirical evidence concerning the influence of job rotation on the performance of workers at the Ghana Education Service in Bosomtwe District of Ashanti Region. Therefore, this study examines the influence of job rotation on the performance of workers at the Ghana education service in Bosomtwe District of Ashanti Region.

1.3. Purpose of the Study

The main purpose of the study was to assess the perception of staff on internal job rotation and the performance of the workers at the Ghana Education Service in the Bosomtwe District of Ashanti Region.

1.4. Objectives of the Study

The specific objectives of the study sought to:

1. Determine the perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation.
2. Identify obstacles that impact negatively on implementation of job rotation to the staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region .
3. Determine the contribution of job rotation to the employees job performance.

1.5. Research Questions

The following research questions will guide the study:

1. What is the perception of the staff at the Ghana Education Service Bosomtwe District office of Ashanti Region on job rotation?

2. What obstacles impact negatively on implementation of job rotation to the staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region?
3. What is the contribution of job rotation to the GES staff job performance at the Bosomtwe District of Ashanti Region?

1.6. Significance of the Study

- This study would provide information to Directors of the GES, regarding the benefits of job rotation and staff performance.
- Secondly, the recommendations of the study would make contribution to the existing body of knowledge on job rotation and performance and thus stimulate further research in both job rotation and staff performance.
- The study would enable the staff at GES and other educational stakeholders to embrace job rotation and its contribution to job performance. Job rotation is a technique which is able to enhance motivation. This study would develop workers' outlook, increase productivity, satisfaction levels and improve organization performance on various levels by its multi-skilled employees.
- It would also provides workers with new opportunities to improve their attitude, thought, capabilities and skills. Moreover, job rotation in GES would result in increased individual knowledge and experience and decreased burnout and exhaustion thus leading to intellectual development and innovation. Job rotation applications are significant not only for production workers but also for employees considered as managers candidates.

1.8. Organization of the Study

The study is segmented into five chapters. Chapter one, which is the introductory section, includes background to the study, statement of the problem, purpose or objectives of the study, research questions, hypotheses, significance of the study, delimitation of the study, and organization of the study. Chapter two deals with the Literature review. Chapter three gives insight into the methodology, the research design, the target population, the accessible population, sampling procedure and sample size, data gathering procedure, data analysis, and validity and reliability. Chapter four deals with data presentation analysis and discussions, whereas chapter five, which is the final chapter, deals with the summary of the findings, limitation to the study, needed recommendations and conclusions.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviewed of the existing literature relevant to the topic of peer influence among adolescents. More specifically, this chapter is a review of topics including the concept of job rotation, benefits of job rotation, steps of job rotation, predictors of job rotation, barriers of job rotation, the concept of job performance, elements and determinants of job performance and job rotation and performance.

2.2. The Concept of Job Rotation

Job rotation is just one of the many workplace learning tools (Malinski, 2002). While there have been many definitions of the practice, there is agreement that rotations occur among employees at the same level of responsibility within an organization for a fixed period of time (Earney & Martins, 2009). Job rotation schemes are often used with new graduate employees, especially in medium to large sized organizations, in preparation for appointment to a substantive post (Bennett, 2000). Job rotation is a tool that promotes both training and labor market activities. It provides employees with paid leave to participate in supplementary training, while they are being replaced in their jobs by unemployed people, who in turn receive a period of on-the-job training (Schyns & Von Collani, 2002). Job rotation is the process of switching a person from job to job which increases an employee's capability and value to an organization (Edwards, 2005)

Job rotation can also be defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time. Job rotation is position-

oriented, with management determining the need for a specific job to be done. An employee selected for job rotation will normally possess the requisite skills and be paid for work-out-of-class if the assignment is in a higher salary range than that corresponding to the employee's usual classification (Waterman & Collard, 2004). Job rotation comes in many forms and in useful situations. It is the systematic movement of employees from one job to another (Malinski, 2002).

Job rotation is an alternative to specialization. It is a way to reduce employee boredom and it also facilitates more of an understanding about the organization. Job rotation is moving from one job to another. Similar jobs can be rotated to become refreshing to the staff. For example, a person who is in charge of accounts receivable could change with a person who is in charge of accounts payable. An employee could work as a marketer for a year and then work as a selling agent for another year (Cosgel & Miceli, 2008). Two different forms of job rotation are defined:

2.2.1 Development Job Rotation

The opportunity for an employee to develop new skills. The employee shall not be expected to initially perform the full range of duties of the position or class, but shall be expected to develop the skills necessary to perform them during the rotation. 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 jobs so as to maintain productivity (Miller, et al 2013) and fairly frequent rotation after the initial hiring as a means of orientation and placement (Wexley & Latham, 2011). Job rotation enables the training of workers to be backups for other workers

so that managers have a more flexible work force and a ready supply of trained workers (Rothwell et al., 2014). When rotation occurs at longer intervals, it has been thought as a practice of progressive human resource development or a means of enhancing the value of work experience for career development (Campion, et al., 2014).

Also from the employers' standpoint, however, the practice of job rotation may be very costly. As pointed out by Yoder, et al (2008), while job rotation may encourage generalization, it prevents job specialization so that the optimal level of performance cannot be reached. Although this problem may be negligible for many jobs, it can be very serious for those jobs where high specialization is needed so that the costs in terms of training and supervision are prohibitive. One should not be surprised by the fact that only 42.5% of the companies in Taiwan are practising job rotation and that they carry out their job-rotation policy selectively and cautiously (Huang, 2017). Thus, for a job-rotation study at individual level, the focused question is whether the individuals perceive there is a job-rotation practice that they actually participate with, rather than whether the companies have allegedly adopted a policy of job rotation.

Ortega (2011) interestingly states that job rotation was rarely viewed from the perspective of the employees themselves. Through a nation-wide survey, this study addresses the following question: How seriously do employees regard job rotation? Specifically, the researcher wanted to measure the relationship between job rotation and job satisfaction and, secondly, wanted to know whether those employees with job rotation and those without job rotation would judge their companies differently in terms of training effectiveness.

According to Ortega (2011), there are different reasons an organisation may choose to utilize job rotation such as using job rotation as a learning Mechanism. Ortega (2011) research suggests that there are significant benefits that may outweigh the costs involved with training employees for diversified positions. As a learning mechanism, employees are given the opportunity to learn necessary skills which can help them to advance within a company. This employment opportunity also has the effect of boosting morale and self efficacy. The company may benefit from using job rotation by having the ability to staff key positions within a company. This practice may allow a company to run more efficiently, and as a result, become more productive and profitable.

Rothwell et al, (2014) states that organizations use job rotation to alleviate the physical and mental stresses endured by employees when working the same position, year after year. By allowing employees to rotate to other positions, the risk factors for some types of musculoskeletal disorders may be reduced. Job Rotation is also believed to have the ability to decrease the amount of boredom and monotony experienced by employees who work the same position for extended periods of time.

Ortega (2011) emphasis that job rotation improve employer brand image in a tight economy, everyone is likely to be heavily focused on job security. If you provide and publicize your focus on inside hiring preferences, it will bolster the firm's external brand image of offering long time employment security and a good place to work because you focus on the needs of your current employees. The increased security that you offer may also increase the retention rate of your current employees. Excellent internal movement programs are frequently praised by employees and the business press. If you have an

excellent program, it will help you build your external image as an employer of choice and a "best place to work".

Campion et al, (2014) states that job rotation allows for more entry level hiring by filling most jobs internally through transfers or promotions you allow the firm to do almost all of its external hiring at the "entry level". This is a good thing because entry-level jobs are cheaper to fill, have a larger candidate pool and give the firm more time to train and assess "unknown" external hires while they are in jobs where they can do less damage. Higher retention rates rapid movement minimizes frustration and burnout. People working in their "ideal job" are unlikely to find a superior opportunity outside the firm.

In the opinion of Eriksson and Ortega (2011), multiple on-the-job learning opportunities are likely to develop leaders faster and more effectively because the development assignments will include opportunities to lead more teams under a variety of circumstances.

2.2.2 Career Enrichment Job Rotation

Career enrichment job rotation occurs when an employee is given the opportunity to use existing skills in a different setting. The employee shall be expected to satisfactorily perform essentially the full range of duties of the assignment from the beginning of the career enrichment job rotation (Jonsson, 2008). Job rotation is a more "sophisticated form of cross training which usually involves extended periods (from one month to six months). With job rotation, the employees' role is of a different nature. He is not considered as trainee, but is responsible for certain job functions, for which he has to prove his capability

(Jarvi & Unsitalo, 2004). There have been different terminologies and definitions depending on how job rotation is conducted and these are explained below.

External secondment which is a fixed term placement that usually occurs between organizations, with the expectation that the person concerned will return to the parent organization. This placement can be either into or out of organization. Internal secondment which is a fixed term placement that usually occurs between business units, teams or branches, with the expectation that the person concerned will return to the parent business unit, team or branch (Miller, 2004). Rotation is a placement within an organization that is usually permanent. The difference between a secondment and a rotation is the understanding that a secondee will return to the original position. This understanding does not exist for a rotation (Marshall, 2006).

Considering all related definitions of job rotation, the researcher may propose that job rotation means taking on similar or different tasks in a different organizational unit within the same organization. It always involves transfer into a different organizational unit, i.e. team, department or division. It is not job rotation if the tasks change but the position remains the same. In order to use the term job rotation, the employee must move from one organizational unit into another.

Job Rotation involves shifting employees from one position to another with the goal of sustaining or enhancing satisfaction, motivation, and performance. Job Rotation adds new challenges and has elements of both job enlargement and job enrichment since it may include both horizontal and vertical integration. Job Rotation refers to the systematic movement of staff from one job to another (Weichel, 2010). It sometimes involves lateral/non-lateral transfers, within or between departments that enable employees to work

in different jobs (Adomi, 2006). Moreover, Verbruggen and Sels (2008) indicated that job rotation concerns lateral transfer of employees among a number of different positions and tasks within jobs where each requires different skills and responsibilities'. Talbot and Billsbery (2010) added that job rotation is working at different tasks or in different positions for a period of time. Ng and Gosset (2013) opined that job rotation allows employees to expand their knowledge, skills and attitudes useful for the working environment. The concept of job rotation also refers to an individual's perception of the opportunity for intra-organisational career mobility. Intra-organisational career mobility refers to job changes that include substantial changes in work responsibilities, hierarchical level or titles within an organization (João, 2010). Job rotation also refers to occupational change, which includes transitions that require fundamentally new skills, routines and work environments, along with new training, education or vocational preparation within an organisation (Feldman & Ng, 2007).

The existence of intra-organisational career mobility opportunities in contemporary careers is evident in the new psychological contract between employers and employees which highlights the provision of lateral moves and developmental opportunities in exchange for longer working hours, added responsibility, broader skills and employee tolerance of change and ambiguity (Baruch, 2002). Aligned with the new psychological contract, career attitudes focus on the need for individuals to adapt to their work environment and to manage their own careers (Briscoe & Hall, 2006). In addition to opportunities for intra-organisational career mobility, modern-day careers are also characterised by an inclination towards physical movement between organisational

boundaries. The increase in competition in response to globalisation has exacerbated intra-organizational career mobility (João, 2010).

2.3. Benefits of Job Rotation

Job rotation programmes can help a company meet the challenges of a highly competitive environment and a flattening management structure. At the organizational level as empathy and understanding develop among the various positions, job rotation programmes helps to bring about a durable outcome of the commitment of each employee to the firms value base (Arogyaswamy & Simmons, 2003). At the departmental level, management might use a developmental rotation to reward good performance by employees (Campion, Cheraskin & Stevens, 2004). At the group level, job rotation makes members of a work group interdependent and thus encourages teamwork. Everyone in the group is held responsible for carrying out essential job functions of the group or team (Rothwell & Kazanas, 2001).

At the individual level, most importantly, job rotation is a major enabler when employers and employees enter into a new covenant under which employers give individuals the opportunity to develop greatly enhanced employability in exchange for better productivity. In other words, what matters to employees is having the competitive skills required to find another job whenever it becomes necessary. The focus should be on employability instead of a traditional focus on employment (Waterman & Collard, 2004).

Dan and Eric (2003) on the other hand noted the following benefits of job rotation:

- Reduces boredom and work stress of involved employees
- Increases productivity of affected departments

- Reduces absenteeism and turnover of involved departments
- Involves and further educates employees
- Increases innovation in the design of jobs, workload balance, and department boundaries
- Increased free time activity

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 (Eriksson & Ortega, 2004). According to Jans and Frazier-Jans (2001) job rotation also contributes to career satisfaction by sharing the good and bad assignments, and also provides the organization the ability to rapidly fill vacancies. They further emphasize that job rotation produces innovation by improving an institution's ability to generate and respond to change. Process style innovations are produced because of workers knowledge of the overall relationship among tasks, allowing workers to apply their knowledge of one task to the improvement of others. Jans & Frazier-Jans (2001) concluded that job rotation provides an organizational overview, encourages interdepartmental cooperation, brings fresh viewpoints to otherwise stagnant sections of the organization, and it promotes flexibility.

2.4. Steps of Job Rotation

Dan and Eric (2003) noted the following nine basic steps of job rotation:

- *First Step:* 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.
- *Second Step:* Ensure that the physical job requirement is accurate and up-to-date for all jobs being considered for rotation.
- *Third Step:* 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: the logistics of the proposed rotation are suitable and the job rotation seems reasonable
- *Forth Step:* Provide employees with any training that is required for any new tasks performed or equipment handled.
- *Fifth Step:* Provide employees with adequate break-in time to ensure that they are fully qualified and physically conditioned to perform their new tasks.
- *Sixth Step:* Begin job rotation.
- *Seventh Step:* 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.
- *Eighth Step:* 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 results are favorable then continue rotation. If results indicate a

problem then decide if corrective action is needed or if rotation should be discontinued.

- *Ninth Step:* Track other measures such as injury rates, turnover, employee satisfaction, or workers compensation to determine effects of the job rotation.

2.5. Predictors of Job Rotation

2.5.1. Age as a determinant of Job Rotation

Dan and Eric (2003) emphasized that age is an important variable that could play a fundamental role in determining whether an employee should be rotated or not in the Ghanaian work setting. Rotation becomes much difficult as one gets older (Baruch, 2002). The Ghanaian society is hierarchical in nature. And people are respected because of their age, experience, and wealth. Elderly people are viewed as intelligent and respected, and it is assumed that the most senior person will make decisions that are in the best interest of the group (Kuada, 2004). Workers are sometimes assigned to janitorial jobs or jobs in the company's canteen when they become older (Baruch, 2002). In the same vein, much younger superiors find it difficult to give instructions at the work places because of societal norms (Baily & Waldinger, 2001). To this end, age in this study was assumed to be a variable that could be used to determine employees' reassignment to other units among administrative staff.

2.5.2. Gender as a predictor of Job Rotation

Job assignment based on an employee's gender is not rare in most workplaces around the world. Interestingly, jobs that provide little self-esteem are likely to be assigned

to women and in times of recession, women seem to experience more rotation than men (Zareen, & Mujtaba, 2013). Generally, women accept orders to move without complaining and may be ready to quit a new job if they do not like it, while men would accept rotation because they have no choice (Knoke & Kalleberg, 2004). In the light of this, the study posited that, gender is a variable that could be used to determine the rotation of employees.

2.5.3. Staff performance as a predictor of Job Rotation

Organisations hope to have flexible, skillful and multi-skilled staff with the capacity to accelerate performance, save time, and to maximise returns to resources invested (Pagani & Origo, 2008). To this end, employees could be rotated to other units depending upon their performances. An employee with low level of performance could be required to move to other areas that would help bring his skills level come up to expectation. Similarly, others with exceptional abilities could also be reassigned to other units to help sanitise those areas (Jarvi & Unsitalo, 2004). Baruch (2002) in their study concluded that staff performance had a significantly positive relationship with job rotation. Similarly, Forrier, Sels and Stynen (2009) on the other hand other posited that, staff performance is a determinant of job rotation.

2.5.4. Training as a determinant of Job Rotation

Job rotation is used extensively as staff development technique (Allwood & Lee, 2004). It increases individuals knowledge and experiences, decreases tiredness, which leads to intellectual transformations, creativity and innovation (Sa'adat, 2011). Training provides both new and present employees the skills they need to perform their jobs. Organisations do

this by employing on-the-job training. Job rotation involves having an employee learn a job by actually performing it on the job. In most public institutions in Ghana, on-the-job training is widely employed to train employees (Dessler, 2004). Job rotation can stimulate interest and provide a broader perspective of the organization. Learning in an organization can be considered seventy percent (70%) experience, twenty percent (20%) mentoring, and ten percent (10%) classroom training (Jans & Frazer-Jans, 2004).

It gives employees a first-hand experience and wholesome idea about the organizations' service offerings, lines of business, and processes, which is why it is used as an effective training tool in many organizations. Job Rotation, in its entirety, is a remarkable learning experience for many individuals, providing career and personal development. To this end, this study submits that, training within organisations is a predictor of job rotation among employees.

2.5.5. Motivation as a predictor of Job Rotation

Effective human capital management such as job rotation, job enrichment and job enlargement could have positive impact on employees' motivation (Cavins & Pinto, 2005). To this end, Adomi (2006) revealed that job rotation has the capacity to reduce boredom and increase motivation through the performance of divergent activities by employees. In the same vein, Foss, Minbaevra and Pedersen (2009) revealed that job rotation leads to movement of employees from one department to another and that could assist current departments make use of relevant skills and knowledge acquired from previous departments. Besides, Griffin (2001) opined that job design intervention will directly affect how employees perceive meaningful changes and tend to recognize those changes over time. Likewise, Olorunsola (2000) submitted that motivation has a positive relationship

with job rotation and this has the capacity to remove monotony and boredom, thereby improving efficiency and productivity of employees.

2.6. Barriers of Job Rotation

Jonsson (2008) indicated that several case studies noted difficulties in implementing job rotation. Most of these difficulties came from the challenge of changing the work structure and not from the job rotation itself. Jonsson (2008) noted the following as barriers of job rotation:

- Experienced workers not wanting to learn new types of work
- The rotating employee would be reluctant to return to their original position after being exposed to new ideas or responsibilities
- Machine operators not wanting to "lend" their machines to others
- Practical problems of physically getting from one job to the next
- Unsuitable wage forms
- Education and training of workers for new jobs
- Difficulties in finding appropriate jobs to rotate to
- Inappropriate use of job rotation by management
- Differences in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period
- A unionized environment may prohibit job rotation or restrict job rotation within particular job classifications.
- Through a learning process, individuals are likely to have a developed behavioral strategy that protects them from the apparent hazards of the job. Thus, rotation of

unskilled workers into a biomechanical stressful job increases the risk of injury with each rotation

- Job rotation has close relations with the work structure, workplace relation and culture, and employees' behaviors. As usual, experienced employees do not want to do new types of jobs or handover their currently good conditions or share their knowledge and experiences of working to newcomers.
- It is also very difficult to identify appropriate job for each people in the organization in the process of rotating. On the other hand, there are usually not small costs of rotating, including both material-and non-material costs, such as changes in the living environments, customs and cultures, especially for the employees' side.

Job rotation alone does not change the risk factors present in a facility. It only distributes the risk factors more evenly across a larger group of people. Thus, the risk for some individuals will be reduced, while the risk for others will be increased. However, there will be no net change in risk factors present.

Jonsson (2008) noted that the resulting rotation job, which is the average of the light and demanding job, may be safe or it may be dangerous depending on where the actual safe limit is. Jonsson (2008) further emphasized that when employees rotate between two jobs the risk exposure can be thought of as being "averaged". Job rotation may drop the average to within a safe level, or raise the whole group in excess of safe limits. Unfortunately, it is not possible with current knowledge to determine what the safe limit is. For this reason it is critical to select job rotations which minimize the exposure level. In this example, the two jobs being rotated have very different total risks; if the jobs had similar risk then the benefit of risk reduction would be lost. Thus, rotation among jobs that are similar is not appropriate.

Jobs best able to benefit from job rotation are those of a dynamic character, which require more real variation in muscular load (Dan & Eric, 2003).

This highlights the importance for complete training and break-in periods before an employer begins a job rotation program. The training and break-in period enables the employee to develop those behavioral strategies needed to limit the risk factors. This also suggests that the number of jobs included in a particular rotation should be kept to a minimum, perhaps two or three, allowing the employees to become "experts" at each task (Jonsson, 2008). Miller (2004) pointed out that studying the cost and benefit of job rotation, there are also discussions concerning the issue of job matching. Miller (2004) indicated in the job matching, 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). Ortega (2001) emphasized that considering job rotation as a learning mechanism in a clear theoretical framework of the job specificity of human capital, job rotation would be assignment policy, and also showed as a better learning mechanism than specialization when there is little prior information about the relative profitability of different jobs/ works. Relative gains from job rotations are higher than specialization when the initial uncertainties about employees and technologies become larger. Ortega (2001)

further added that empirical works also support the view that firms using new technologies are likely to use job rotations.

Esmaili (2008) noted that to realize the beneficial aspects of job rotation it is necessary to establish definitive guidelines which ensure consistency of application and at the same time allow for restricting employees from rotating into jobs they cannot perform. Job rotation can mean that a worker performs two or more different tasks in different parts of the day (i.e. switching between tasks "A" and task "B"). The important consideration is to ensure that the different tasks do not present the same stress to the same parts of the body and the same requirements.

2.7. The Concept of Job Performance

The concept of performance is related to the behavior of the individual and the organization. It occupies a special place in any organization as a final output of all activities at the level of individual, organization and the state. Definitions of researchers to performance are varied. Job performance refers to the outcome of human behavior in the light of the procedures and techniques that guide the work towards achieving the desired objectives (AlRubi, 2004).

Job performance consists of the observable behaviors that people do in their jobs that are relevant to the goals of the organization. Job performance is of interest to organizations because of the importance of high productivity in the workplace. Performance definitions should focus on behaviors rather than outcomes, because a focus on outcomes could lead employees to find the easiest way to achieve the desired results, which is likely

to be detrimental to the organization because other important behaviors will not be performed (Murphy, 2009).

The concept of job performance expresses the net effect of the efforts of the individual starting from competencies and awareness of the role or tasks which then refers to the degree of achievement and completion of tasks (Sultan, 2004). Some researchers believe that the performance is closely linked to the nature of the work done by the individual, and to understand the various processes of the work in order to reach the desired achievement. Therefore, performance is the outcome of human behavior in the light of procedures and techniques that guide the work towards achieving the desired objectives. In spite of the differences between researchers in the definition of performance, there are factors that combine these definitions as follow:

- Employer: who possesses knowledge, skills, values , attitudes and motives.
- Job: with all its requirements, challenges and opportunities for work.
- Position: The organizational environment which includes the business climate, supervision, administrative systems and organizational structure (Alsagheer, 2002).

The researcher summarizes that the concept of job performance means the activity (duties, functions and responsibilities), the workers must do all in their jobs, and optimal performance is to carry out the duties, functions and responsibilities at a high range.

2.7.1. Elements and Determinants of Job Performance

Determining the level of individual performance requires knowing the factors that determine this level and the interaction between them. Mursy and Sabbagh (2008) indicated that there are several difficulties in identifying the factors affecting the performance and the

extent of interaction between them. They further noted that the worker who possesses knowledge, skills, desires, interests, values and motives is a key in determining the level of performance. The job and its required tasks, duties, challenges and opportunities for career growth is also a major key in determining the level of performance. The position which includes organizational environment, material resources, flexible or rigid organizational structure and styles of leadership is also a major key in determining the level of performance (Mursy & Sabbagh, 2008).

Ashour (2006) noted three main factors (the outcome of the effort, personal characteristics, and individual recognizing for his role in job) as key determinants of job performance. The effort in the work reflects the degree of enthusiasm, the individual previous experience. Individual awareness of his role is represented in his personal conduct during the performance and affected by his perceptions and impressions on the way of performing his role in the organization (Ashour, 2006). Suleiman (2002) added that it is considered that performance is not determined by the availability or unavailability of some of the determinants, but is the result of the outcome of the interaction between three determinants and stated that:

- **Individual motivation:** The extent of desire existing in an individual to work and that can be shown through his enthusiasm.
- **Business climate:** gratification provided by the internal work environment which expresses the sense of satisfaction from his work after he achieves his objectives , desires and all his needs.

- **The ability of an individual to perform the work:** This ability can be achieved by individual education, training, experience and specialized skills and knowledge of work.

Harbi (2003) argued that the determinants of performance based on three variables:

- **Work effort:** It reflects the degree of individuals' enthusiasm to perform the work and the extent of his motivation towards the performance.
- **Capabilities and individual characteristics:** the individual abilities and past experiences, which depends upon the effort.
- **Individual's awareness of his role:** The individual's behavior during the performance of personal perceptions and impressions in the organization.
- The determinants of the performance of a particular class are not the determinants of the performance of another one.
- The determinants of performance of individuals working in a particular organization is not necessarily the same determinants of performance of individuals working in other organizations
- The external environmental factors have a positive or negative impact in identifying the determinants of performance.

2.8. Job rotation and performance

In modern times, organizations gain a competitive advantage depending on human resources productivity, learning system development and developing intellectual capital and independent personal and functional identities (Noe & Wright, 2009). 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 (Jans & Frazer-Jans, 2004). Performance is considered as behaviour or a method which operates based on the organizations, groups and individuals (Origo & Pagani, 2008).

Furthermore, Origo 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. Weichel (2010) defines 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 enhances productivity of human resources and improves organizational performance at both organizational 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 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 (Xie & Johns, 2005). Job rotation system results in increased production and improved productivity of human resources by promoting work

performance of employees, providing opportunities for operational team work, decreasing job stresses; increasing intellectual power and innovation, and increasing hours of effective work (Xie & Johns, 2005).

2.9 Management views about job rotation

Hunng (2009) states that, job rotation at the senior management levels is frequently referred to as management rotation, is tightly linked with succession planning developing a pool of people capable of stepping into an existing job. Here the goal is to provide learning experiences which facilitate changes in thinking and perspective equivalent to the "horizon" of the level of the succession planning. For lower management levels job rotation has normally one of two purposes: promo ability or skill enhancement. In many cases senior managers seem unwilling to risk instability in their units by moving qualified people from jobs where the lower level manager is being successful and reflecting positively on the actions of the senior manager. Many military jobs use the job rotation strategy to allow the soldiers to develop a wider range of experiences, and an exposure to the different jobs of an occupation.

2.9.1 Reasons for the development of job rotation

There are many reasons for implementing a job rotation system, including the potential for increased product quality, giving employees the opportunity to explore alternative career paths, and perhaps most importantly, preventing stagnation and job boredom. Sustaining employee interest in a single job is not easy, which is perhaps why retention poses such a big challenge for businesses, even in a slow economy. Employees outgrow their jobs

quickly and it may not be possible for employers to provide enough diversity within a career path to maintain employee interest in the job.

This is where job rotation steps in to provide job enrichment from an employee's perspective. Employees who participate in job rotation programs develop a wide range of skills, are more adaptable to changes in jobs and career, and are generally more engaged and satisfied with their jobs when compared to workers who specialize in a single skill set or domain.

Ortega (2011) investment in staff development is a major key to survival and growth, but carries a cost in terms of releasing key staff and finding the right training. Job Rotation provides tailored training for staff of small and medium sized enterprises, whilst providing a replacement worker to cover whilst existing employees are released on training. There are many reasons for implementing a job rotation system, including the potential for increased product quality, giving employees the opportunity to explore alternative career paths, and perhaps most importantly, preventing stagnation and job boredom.

Sustaining employee interest in a single job is not easy, which is perhaps why retention poses such a big challenge for businesses, even in a slow economy. Employees outgrow their jobs quickly and it may not be possible for employers to provide enough diversity within a career path to maintain employee interest in the job.

This is where job rotation steps in to provide job enrichment from an employee's perspective. Employees who participate in job rotation programs develop a wide range of skills, are more adaptable to changes in jobs and career, and are generally more engaged and satisfied with their jobs when compared to workers who specialize in a single skill set or domain.

In Hsieh (2014) opinion job rotation presents many unique opportunities for businesses and employees. The rationale for implementing a job rotation design system may vary depending on business goals and human resource strategies. However, whatever the reason, one thing is certain businesses that implement a job rotation strategy unquestionably reap the benefits of added organizational success and more satisfied, motivated, and committed employees.

Job rotation is also practised to allow qualified employees to gain more insights into the processes of a company and to increase job satisfaction through job variation. For lower management levels job rotation has normally one of two purposes: promotion or skill enhancement. This approach allows the manager to operate in diverse roles and understand the different issues that crop up.

Hsieh (2014) also explains that there are some negative attributes associated with job rotation. Firstly, some positions within a company may not be eligible for rotation. There may be positions within a company that may be specialized due to technology or may require highly skilled workers. These positions may not fit the profile for rotation opportunities because of the costs involved to train the workers. Jaturanonda et al (2016) in their opinion explain that another problem faced by companies is that some employ unionized workers that may be resistant to job rotation due to standard union practices.

Lynch et al (2014) state that, one other problem faced by companies is the possibility of having to pay incentives to workers for cooperation with the job rotation implementation which can lead to wage inequality. Finally, Lynch et al (2014) further explains that, the utilization of job rotation may have the effect of reducing a workforce because of the cross-

training involved; a company may not need to hire additional staff to cover positions and may possibly layoff current employees no longer considered necessary.

2.9.2 How to Implement an Effective Job-Rotation Programme in a Company

Employees who participate in job rotation programs develop a wide range of skills, and generally they are more adaptable to changes in jobs and career and more engaged and satisfied with their jobs in comparison with workers who specialize in a single skill set or domain. However, job rotation may increase the workload and decrease productivity for the rotating employee and for other employees who must take up the slack. This is why preparation is key to the success of any job rotation program. Tips for effectively implementing job in order to avoid potential pitfalls by Fiester (2009)

i. Formulate clear policies regarding who will be eligible and whether employees will be restricted to certain jobs or opportunities will be open to people in all job classifications.

ii. Determine if the program will be mandatory or if employees will be allowed to “opt out.” Will opting out have an adverse impact on their performance appraisal?

iii. Involve the employees and managers in planning job rotations so that there is a clear understanding of mutual expectations.

iv. Determine exactly what skills will be enhanced by placing an employee in the job rotation process.

v. Use job rotation for employees in non-exempt jobs, as well as for those in professional and managerial jobs.

By carefully analyzing feasibility, anticipating implementation issues, communicating with and ensuring the support of senior and line managers, and setting up realistic schedules for each position, both large and small organizations can derive value from a job rotation program. Zeff (2008) writes on how to effectively design job rotation programme. He proposes the following:

- a. Talk to both your stars and those who have reached a plateau. Find out about the opportunities they are seeking. Have them write down what it is they want from their jobs.
- b. Give the employees ownership of the rotation policy. They should be part of the process.

When we have ownership and responsibility for something, we start to care. When employees start to care, the next step is passion. Your ultimate goal is for all your employees to develop passion for their jobs.

- c. Communicate with your employees about the rotation policy. What are their ideas? What works for them? What works for you?

- d. As a manager, ask yourself one question: How can I make the other people around me more successful? As you put the rotation policy together, answer that question and act on it and you will have a very successful team. If you don't care who gets the credit, and if you learn to support and take care of the person next to you, the entire work environment will quickly change.

- e. Don't be afraid to change. If you try one rotation policy and it is not working for everyone, then try something different. Sometimes we have to admit we made a mistake.

We must slow down, reassess and then try a new path.

f. Teach your employees to take ownership of their happiness and passion. Too many times, employees let other people's actions or words determine their happiness. Help your employees understand that happiness is a choice.

2.9.3 Risks of implementing job rotation

There are costs associated with job rotation. Malinski (2012) identified several difficulties with implementation of a job rotation programme such as resistance by experienced staff, educating and training staff for new jobs, fitting the skill level of the staff with the job and pay structure, the direct costs of implementation, and exposing untrained staff to hazardous situations in industrial setting. Identification of the specific process, the type of rotation, staff communication, and the length of training and the learning period all must be determined. Difference in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period.

Malinski (2012) recognizes that a unionized environment may restrict job rotation within particular job classifications. Cosgel and Miceli (2008) reported, "If a strong labor union negotiates primarily on the basis of wages and disregard (or oppose) other job attributes, then the firm would not be able to offer job rotation" (p. 12)

2.10 How organizations benefit from job rotation

One way that employers can meet job rotation objectives is through more flexible forms of job organization that provide more opportunities for employees to use their talents, do a range of tasks, and have more management over their work. Eriksson and Ortega (2014) writes: According to Campion, et al. (2014), 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 noted as an effective tool for career development. Second, an employee who rotates accumulates experience in more area than an employee who does not rotate. Hence, if an employee rotates more frequently, it is easier to train him to become a generalist.

Cosgel and Miceli (2008) report that, job rotation produces innovation by improving a firm's ability to generate and respond to change. "Process style" innovation is produced because of workers knowledge of the overall relationship among tasks, "allowing workers to apply their knowledge of one task to the improvement of others". (p.3). Rohr (2010) reported that job rotation "provides an organizational overview, encourages interdepartmental cooperation, bring fresh viewpoints to otherwise stagnant sections.

Malinski (2012) sums the benefits as "reductions in boredom, work stress, absenteeism, and turnover and an increase in innovation, production, and loyalty." (p.9). Job rotation and cross-training can benefit both the employee and employer. The workforce learns new skills and experiences less monotony from performing the same tasks over and over. Jans and Frazier, (2011) write, an employee who rotates is competent in skills that are not necessarily performed in their normal duties making them more responsive when change is necessary. It also contributes to career satisfaction by sharing the good and bad assignments, and provides an organization the ability to rapidly fill vacancies.

Bennett (2013) listed the following as some benefits of a job rotation program for employees:

- i. Job rotation can lead directly to the accelerated development of new staff members;
- ii. Enabling staff to work in different areas of the organisation through cross-functional job

rotation and job swaps can contribute to employees' knowledge of the organisation and its functions; iii. Cross-functional job rotation can lead to a greater understanding by employees of the many functions of the organisation; iv. Job rotation can contribute to the development of social and individual human capital by enabling employees to develop new relationships with other employees across the organisation as well as gaining on-the-job experience; v. Skill diversity may help employees to meet the minimum qualification of jobs for future career advancement; vi. Employees may make a more serious commitment to their career when an organisation invests time in an employee and develops their abilities; vii. Various job assignments can make employees' work more enjoyable and provide more skills to avoid redundancy. In addition to the opportunity to learn new skills through job rotation, other benefits of job rotation programs for employees are highlighted by Indiana University (107), including: a) Increased job satisfaction; b) Broadened work experience; c) Greater job variety; d) New perspectives on individual responsibilities; and e) Personal self-development. Emphasising the benefits of job rotation to the organisation, Earney and Martins (2009) state that managers can use job rotation programs to develop their staff with potential to meet future departmental goals. In addition, Olorunsola (2010) states that job rotation is a powerful tool that can be used to align employee values and organisation goals. Engel et al. (2013 p.7) suggests that "job rotation exercise identifies one potential solution to recruitment problems".

2.11 Challenges of Job Rotation

Job rotation is a human resources strategy where companies move employees around to various jobs within the organization. Intended to provide benefits to both employees and the employer, job rotation is supposed to increase employee interest level and motivation. Despite benefits related to multiple skill development, job rotation also has its limitations. There are limitations associated with job rotation. The cost and risk of rotation varied with the type of rotation experience. Poaching of rotating personnel from the transferring office was a major concern, along with the possibility; the employee would be reluctant to their original position after exposure new ideas or responsibilities. The original position may not exist, or managers may have learned to do without the individual rotating. Managers could be reluctant to commit staff that they have trained. A lack of clarity in expectations could reflect poorly on the employee or the transferring organization. Additional risks included the perceived increased workload on remaining staff, and the time spent bringing a person up to speed State Services Commission (2009). Malinski (2012) identified several difficulties with implementation of job rotation programme and as follows:

2.11.1 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.

2.11.2 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.

2.11.3 Cost of implementation

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.

2.11.4 Presence of Labour Union

Malinski (2012) recognized that a unionized environment may restrict job rotation within particular job classifications. Cosgel and Miceli (2008, p.12) 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”.

2.11.5 Industrial settings

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

2.11.6 Three key challenges

Malinski (2002) again identified three key challenges:

- i. the determination of the type of job rotation,
- ii. the clarification of the process of changing the work structure itself,

iii. and the communication to all about the type of staff training and the length of the learning period”

2.11.7 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” (p. 8) 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” (p. 8).



CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter is concerned with methodological procedures through which the data relevant to the research problem was collected. It included the description of research design, target population, sample and sampling procedures. Furthermore, instruments for data collection and data analysis procedures were presented.

3.2. Research Design

Research design is referred to as an arrangement of condition for collection of data and analysis for the aims of combining research purpose with the economic procedure (Fraenkel & Wallen, 2009). The researcher used descriptive method using quantitative research approach since the researcher wanted to find out the employees' perception on internal rotation, specifically, to assess the influence of rotation on the performance of staff at Bosomtwe District Education Office. Creswell and Plano Clark (2007) also defined the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. Descriptive research design is concerned with describing characteristics of a problem. Descriptive design helps portray an accurate profile of persons, events and situations.

The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study, and to explore the cause or causes of a particular condition. The researcher used this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions

and recommendations for the study. Case study research is good in facilitating understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Bernard (2005) defined the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

3.3. Population

Population refers to the entire group of people, event or things of interest that the researcher wished to investigate, it forms a base from which the sample or subjects of the study will be drawn (Welman, Kruger & Mitchell, 2010). A study population therefore refers to the entire group of people to whom researchers wish to generalize the findings of a study, including persons who did not participate in the study (Creswell, 2009). The target population of the study was made up of employees at Bosomtwe District Education in Ashanti Region of Ghana that comprised of 108 employees.

3.4. Sample and Sampling Technique

Census sampling techniques was used to select all the 108 respondents for the study. A census sampling technique would be employed. This involves collecting data from all individuals in the target population due to the small nature of the population. It is called a census sample because data is gathered on every member of the population. To Bryman

(2004), the key advantage to using a census is that it provides a true measure of the population (no sampling error). The study would use quantitative research approach because it is convenient for social research.

3.5. Data Collection Instrument

Creswell and Plano Clark (2010) indicated that several methods were used to collect data in a social science research. In this research, data was collected using questionnaires. The researcher used a set of self-administered questionnaires directed toward the employees. The questionnaire was made up 5-point likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Neutral 4= Agree, and 5 = Strongly Agree). The questionnaire consisted four sections. Section A collected data on the employees demographic data. Section B determined the perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation. Section C identified obstacles that impact negatively on implementation of job rotation to the teaching staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region. Section D determined the contribution of job rotation to the employees job performance.

3.7. Pilot Test

A pilot test were conducted to determine the clarity and readability of the questionnaire, and to test the internal reliability of the measures. A pilot test was conducted at the Bosomtwe District Education Office. Fifteen respondents were selected to participate in this pre-test. Pilot testing of the questionnaire helped the researcher to unearth the content validity and reliability of the questions in measuring what it was intended. The

questionnaire was amended accordingly for use in the field. The refining of the items in the questionnaire is to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. The pilot-test also gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 20.0 to determine the reliability of the instrument.

3.8. Data Collection Procedure

Structured questionnaires containing close ended questions were administered to respondents. This was undertaken during working days between 10am to 2:00pm. The researcher visited the selected Directorate and interacted with the authorities. After obtaining permission from the authorities, the researcher personally administered the questionnaires to the employees and also collected the questionnaire later.

3.9. Data Analysis Procedure

After sorting out the questionnaires, the data was computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 16.0. The statistical analysis such as frequencies, percentages and mean were used to analyze the questionnaire. The questionnaire of five – point likert format where strongly disagree = 1, disagree = 2, not sure = 3, agree = 4 and strongly agree = 5. With regard to the analysis of the qualitative data, after every field visit, the researcher would summarize the interview into themes. The researcher first transcribed and read through to get acquainted with it. Further, the researcher transcribed the interviews and collate with the information from the field notebook and analyse using thematic analysis.

3.10. Ethical Considerations

Ethics as a set of moral principles suggested by an individual or group, and which is widely accepted, offers rules and behavioural expectations about the correct conduct towards respondents (Bryman, 2004). Ethical considerations are very important when research is conducted. Brynard and Hanekom (2006) state that ethical issues are especially predominant with qualitative research because of the closer relationships between the researcher and the researched. Leedy and Ormrod (2005) identify three main areas of ethical issues, namely informed consent confidentiality and the consequences of the interview.

In this study, the researcher adhered to the following ethical measures in the process of data collection, analysis and dissemination:

1. The participants chose to participate in the study voluntarily.
2. The participants chose the interview time and date to their convenience.
3. The researcher remained open and honest to the participants during the entire investigation to ensure that all information important to them was reflected.
4. To guarantee the confidentiality, anonymity, non-identifiability and non-traceability of the participants, the researcher used codes instead of names.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

The main purpose of the study was to assess the perception of staff on internal job rotation and the performance of the workers at the Ghana Education Service in the Bosomtwe District of Ashanti Region. The specific objectives of the study sought to determine the perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation. Secondly, to identify obstacles that impact negatively on implementation of job rotation to the staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region and thirdly, to determine the contribution of job rotation to the employees job performance. The analysis of the study was based on these research objectives.

4.1 Response rate of the questionnaires

The researcher sent 108 questionnaires to the field to gather primary data. Out of the 108 questionnaires sent out for primary data, 106 questionnaires were received while 2 questionnaires were not received. Therefore, the analysis of the study was based on 98% response rate as shown in Figure 1.

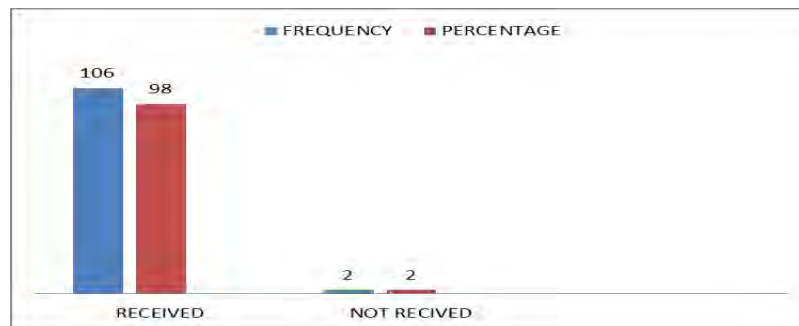


Figure 1: Response rate of the Respondents

4.2 Demographic Characteristics of Study Participants

Table 4.1 gives results on the demographic characteristics of the respondents used for the study, including the respondent's gender, age categories, highest academic qualification and working experience of the respondents.

Table 4.1 Demographic Characteristics of Study Participants

Characteristic	Sub-character	Number of Respondents	
		Frequency	Percentage
Gender	Male	57	54
	Female	49	46
Total		106	100
Age (Years)	Less than 30 years	12	11.3
	31-40 years	25	23.6
	41-50 years	43	40.6
	Above 50 years	26	24.5
Total		106	100
Educational qualification	Bachelor's degree	38	35.8
	M.ED	43	40.6
	Mphil	25	23.6
Total	Total	106	100
Experience	Less than 3 years	15	14.2
	3 - 5 years	23	21.7
	More than 5 years	68	64.1
Total		106	100

n=106

Source: Field survey, (2018)

Table 4.1 shows that 57 respondents representing 54% were males while 49 respondents representing 46% were females. Moreover, 43 respondents representing 40.6% were between the age ranges 41-50 years, 26 respondents representing 24.5% were above 50 years, 25 respondents representing 23.6% were between the age categories 31-40 years, while 12 respondents representing 11.3% were less than 30 years. Furthermore, 43 respondents representing 40.6% were holding M.ED as their highest academic qualification, 38 respondents representing 35.8% were Bachelor's degree holders, while 25 respondents representing 23.6% were possessing MPhil as their highest certificates. Also, 68 respondents representing 64.1% said that they have more than 5 years working experience at GES, 23 respondents representing 21.7% had 3-5 years working experience, while 15 respondents representing 14.2% have less than 3 years working experience.

What is the perception of the staff at the Ghana Education Service Bosomtwe District office of Ashanti Region on job rotation?

Results of the perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation.

The first objective of the study sought to assess the perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation.

Table 4.2: The perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation.

Statement(s)	Agree n(%)	Neutral n(%)	Disagree n(%)	Total n(%)
Job rotation is a process by which employees laterally mobilize and serve their tasks in different organizational levels	97 (91.5)	3 (2.8)	6 (5.7)	106 (100)
Job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity	99 (93.4)	4 (3.8)	3 (2.8)	106 (100)
Job rotation is the effective method for developing the horizon of employees	100 (94.3)	3 (2.8)	3 (2.8)	106 (100)
Job rotation is the process of managing employees talents	95 (89.6)	3 (2.8)	8 (7.5)	106 (100)
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	88 (83)	3 (2.8)	15 (14.2)	106 (100)
Job rotation leads to better understanding and cooperation diverse organizational units	92 (86.8)	3 (2.8)	11 (10.4)	106 (100)
Job rotation is working in different positions or in different situations at time periods which are classified based on a range of individual knowledge, skill and capability of employees	99 (93.4)	3 (2.8)	4 (3.8)	106 (100)
Job rotation reduces productivity for some period	7 (6.6)	4 (3.8)	95 (89.6)	106 (100)
Some employees are unionized workers that may be resistant to job rotation	96 (90.6)	3 (2.8)	7 (6.6)	106 (100)

Statement(s)	Agree n(%)	Neutral n(%)	Disagree n(%)	Total n(%)
Experienced employees do not want to do new types of jobs or handover their currently good conditions	96 (90.6)	4 (3.8)	6 (5.7)	106 (100)
Job rotation create bad feeling among the employees	12 (11.3)	3 (2.8)	91 (85.8)	106 (100)

n=106

Source: Field survey, (2018)

Table 4.2 shows that 97 respondents representing 91.5% agreed that job rotation is a process by which employees laterally mobilize and serve their tasks in different organizational levels, 6 respondents representing 5.7% disagreed while 3 respondents representing 2.8% were neutral. Moreover, 99 respondents representing 93.4% agreed that job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity, 4 respondents representing 3.8% were neutral, while 3 respondents representing 2.8% disagreed. The study results indicate that 100 respondents representing 94.3% agreed that job rotation is the effective method for developing the horizon of employees, while 3 respondents representing 2.8% disagreed and were neutral respectively.

Furthermore, 95 respondents representing 89.6% agreed that job rotation is the process of managing employees talents, 8 respondents representing 7.5% disagreed, while 3 respondents representing 2.8% were neutral. To add more, 88 respondents representing 83% agreed that 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, 15 respondents representing 14.2% disagreed, while 3 respondents representing 2.8% were neutral. The study results held that 92 respondents representing 86.8% agreed that job rotation leads to better understanding and cooperation diverse organizational units, 11 respondents representing 10.4% disagreed, while 3 respondents representing 2.8% were neutral.

Furthermore, 99 respondents representing 93.4% agreed that job rotation is an act of working in different positions or in different situations at time periods which are classified based on a range of individual knowledge, skill and capability of employees, 4 respondents representing 3.8% disagreed, while 3 respondents representing 2.8% were neutral. Also, 95 respondents representing 89.6% disagreed that job rotation reduces productivity for some period, 7 respondents representing 6.6% agreed, while 4 respondents representing 3.8% were neutral. Moreover, 96 respondents representing 90.6% agreed that some employees are unionized workers that may be resistant to job rotation, 7 respondents representing 6.6% disagreed, while 3 respondents representing 2.8% were neutral.

Furthermore, 96 respondents representing 90.6% agreed that experienced employees do not want to do new types of jobs or handover their currently good conditions, 6 respondents representing 5.7% disagreed, while 4 respondents representing 3.8% were neutral. To add more, 91 respondents representing 85.8% disagreed that job rotation create bad feeling among the employees, 12 respondents representing 11.3% agreed, while 3 respondents representing 2.8% were neutral.

These results are in agreement with Cavins and Pinto, (2005), they revealed that effective human capital management such as job rotation, job enrichment and job

enlargement could have positive impact on employees' motivation. To this end, Adomi (2006) revealed that job rotation has the capacity to reduce boredom and increase motivation through the performance of divergent activities by employees. In the same vein, Foss, Minbaevra and Pedersen (2009) revealed that job rotation leads to movement of employees from one department to another and that could assist current departments make use of relevant skills and knowledge acquired from previous departments. Besides, Griffin (2001) opined that job design intervention will directly affect how employees perceive meaningful changes and tend to recognize those changes over time. Likewise, Olorunsola (2000) submitted that motivation has a positive relationship with job rotation and this has the capacity to remove monotony and boredom, thereby improving efficiency and productivity of employees.

What obstacles impact negatively on implementation of job rotation to the staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region?

Results of the Obstacles that impact negatively on implementation of job rotation to the teaching staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region.

The second objective of the study assessed the Obstacles that impact negatively on implementation of job rotation to the teaching staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region.

Table 4.3: The Obstacles that impact negatively on implementation of job rotation to the teaching staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region

Statement(s)	Agree n(%)	Neutral n(%)	Disagree n(%)	Total n(%)
Experienced workers not wanting to learn new types of work	103 (97.2)	0	3 (2.8)	106 (100)
The rotating employee would be reluctant to return to their original position after being exposed to new ideas or responsibilities	104 (98.1)	2 (1.9)	0	106 (100)
Practical problems of physically getting from one job to the next	97 (91.5)	0	9 (8.5)	106 (100)
Unfavorable working conditions	101 (95.3)	5 (4.7)	0	106 (100)
Difficulties in finding appropriate jobs to rotate to	103 (97.2)	3 (2.8)	0	106 (100)
Inappropriate use of job rotation by management	101 (95.3)	5 (4.7)	0	106 (100)
Differences in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period	104 (98.1)	2 (1.9)	0	106 (100)
A unionized environment may prohibit job rotation or restrict job rotation within particular job classifications.	97 (91.5)	0	9 (8.5)	106 (100)
It is also very difficult to identify appropriate job for each people in the organization in the process of rotating.	101 (95.3)	5 (4.7)	0	106 (100)

n=106

Source: Field survey, (2018)

Table 4.3 revealed that 103 respondents representing 97.2% agreed that experienced workers not wanting to learn new types of work may affect job rotation management, while 3 respondents representing 2.8% disagreed. Furthermore, 104 respondents representing 98.1% agreed that the rotating employee would be reluctant to return to their original position after being exposed to new ideas or responsibilities while 2 respondents representing 1.9% were neutral. The study results indicate that 97 respondents representing 91.5% agreed that practical problems of physically getting from one job to the next may affect job rotation management, while 9 respondents representing 8.5% disagreed. Also, 101 respondents representing 95.3% agreed that unfavorable working conditions may affect job rotation management, while 5 respondents representing 4.7% were neutral.

Furthermore, 103 respondents representing 97.2% agreed that difficulties in finding appropriate jobs to rotate to can affect job rotation management, while 3 respondents representing 2.8% were neutral. Additionally, 101 respondents representing 95.3% agreed that inappropriate use of job rotation by management can affect the practice while 5 respondents representing 4.7% were neutral. Moreover, 104 respondents representing 98.1% agreed that the differences in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period while 2 respondents representing 1.9% were neutral. The study results indicate that 97 respondents representing 91.5% agreed that a unionized environment may prohibit job rotation or restrict job rotation within particular job classifications, while 9 respondents representing 8.5% disagreed. To add more, 101 respondents representing 95.3% agreed that it is also very difficult to identify appropriate job for each people in the organization in the process of rotating, while 5 respondents representing 4.7% were neutral.

These results concord with Jonsson (2008), he asserted that several case studies noted difficulties in implementing job rotation. Most of these difficulties came from the challenge of changing the work structure and not from the job rotation itself. Jonsson (2008) noted the following as barriers of job rotation:

- Experienced workers not wanting to learn new types of work
- The rotating employee would be reluctant to return to their original position after being exposed to new ideas or responsibilities
- Machine operators not wanting to "lend" their machines to others
- Practical problems of physically getting from one job to the next
- Unsuitable wage forms
- Education and training of workers for new jobs
- Difficulties in finding appropriate jobs to rotate to
- Inappropriate use of job rotation by management
- Differences in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period
- A unionized environment may prohibit job rotation or restrict job rotation within particular job classifications.
- Through a learning process, individuals are likely to have a developed behavioral strategy that protects them from the apparent hazards of the job. Thus, rotation of unskilled workers into a biomechanical stressful job increases the risk of injury with each rotation
- Job rotation has close relations with the work structure, workplace relation and culture, and employees' behaviors. As usual, experienced employees do not want to

do new types of jobs or handover their currently good conditions or share their knowledge and experiences of working to newcomers.

- It is also very difficult to identify appropriate job for each people in the organization in the process of rotating. On the other hand, there are usually not small costs of rotating, including both material-and non-material costs, such as changes in the living environments, customs and cultures, especially for the employees' side.

Job rotation alone does not change the risk factors present in a facility. It only distributes the risk factors more evenly across a larger group of people. Thus, the risk for some individuals will be reduced, while the risk for others will be increased. However, there will be no net change in risk factors present. Jonsson (2008) noted that the resulting rotation job, which is the average of the light and demanding job, may be safe or it may be dangerous depending on where the actual safe limit is. Jonsson (2008) further emphasized that when employees rotate between two jobs the risk exposure can be thought of as being "averaged". Job rotation may drop the average to within a safe level, or raise the whole group in excess of safe limits. Unfortunately, it is not possible with current knowledge to determine what the safe limit is. For this reason it is critical to select job rotations which minimize the exposure level. In this example, the two jobs being rotated have very different total risks; if the jobs had similar risk then the benefit of risk reduction would be lost. Thus, rotation among jobs that are similar is not appropriate. Jobs best able to benefit from job rotation are those of a dynamic character, which require more real variation in muscular load (Dan & Eric, 2003).

What is the contribution of job rotation to the GES staff job performance at the Bosomtwe District of Ashanti Region?

Results of the contribution of job rotation to the employees job performance

The third objective of the study sought to identify the contribution of job rotation to the employees job performance. Table 4.4 identified the contribution of job rotation to the employees job performance.

Table 4.4: The contribution of job rotation to the employees job performance

Statement(s)	Agree n(%)	Neutral n(%)	Disagree n(%)	Total n(%)
I am keen to achieve the overall goals of the Directorate	71 (67)	6 (5.7)	29 (27.4)	106 (100)
I have the ability to take responsibility for the daily burden of work	75 (70.8)	9 (8.5)	22 (20.8)	106 (100)
I have the ability to adapt in the event of emergency situations at work	87 (82.1)	7 (6.6)	12 (11.3)	106 (100)
I am able to coordinate and cooperate with others to perform the work assigned	79 (74.5)	10 (9.4)	17 (16)	106 (100)
I have the full knowledge of the requirements of the job I performed	57 (53.8)	12 (11.3)	37 (34.9)	106 (100)
Administration's commitment to performance quality helps me to improve upon my performance	57 (53.8)	10 (9.4)	39 (36.8)	106 (100)
I have the ability to create, innovate to improve my job development	58 (54.7)	13 (12.3)	35 (33)	106 (100)
I have the ability to correct errors resulting from the performance of work	79 (74.5)	11 (10.4)	16 (15.1)	106 (100)
Direct supervision and constant follow-up of my immediate supervisor improve my performance levels	53 (50)	8 (7.5)	45 (42.5)	106 (100)
I am able to carry out orders and instructions issued by my immediate head for the work	87 (82.1)	7 (6.6)	12 (11.3)	106 (100)

n=106

Source: Field survey, (2018)

Table 4.4 reveals that 71 respondents representing 67% agreed that as a result of job rotation they are keen to achieve the overall goals of the Directorate, 29 respondents representing 27.4% disagreed, while 6 respondents representing 5.7% were neutral. Moreover, 75 respondents representing 70.8% agreed that as a result of job rotation they are able to take responsibility for the daily burden of work, 22 respondents representing 20.8% agreed, while 9 respondents representing 8.5% were neutral. Furthermore, 87 respondents representing 82.1% agreed that as a result of job rotation they are able to adapt in the event of emergency situations at work, 12 respondents representing 11.3% disagreed, while 7 respondents representing 6.6% were neutral.

To add more, 79 respondents representing 74.5% agreed that as a result of job rotation they are able to coordinate and cooperate with others to perform the work assigned, 17 respondents representing 16% agreed, while 10 respondents representing 9.4% were neutral. Moreover, 57 respondents representing 53.8% agreed that as a result of job rotation they have full knowledge of the requirements of the job they performed, 37 respondents representing 34.7% agreed, while 12 respondents representing 11.3% were neutral. Furthermore, 57 respondents representing 53.8% agreed that administration's commitment to performance quality helps me to improve upon my performance, 39 respondents representing 36.8% agreed, while 10 respondents representing 9.4% were neutral.

Also, 58 respondents representing 54.7% agreed that they have the ability to create, innovate to improve my job development, 35 respondents representing 33% disagreed, while 13 respondents representing 12.3% were neutral. To add more, 79 respondents representing 74.5% agreed that they have the ability to correct errors resulting from the performance of work, 16 respondents representing 15.1% disagreed, while 11 respondents

representing 10.4% were neutral. Moreover, 53 respondents representing 50% agreed that direct supervision and constant follow-up of my immediate supervisor improve my performance levels, 45 respondents representing 42.5% agreed, while 8 respondents representing 7.5% were neutral. Furthermore, 87 respondents representing 82.1% agreed that as a result of job rotation they are able to carry out orders and instructions issued by my immediate head for the work, 12 respondents representing 11.3% disagreed, while 7 respondents representing 6.6% were neutral.

These results are in agreement Noe and Wright, (2009), they indicated that 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 (Jans & Frazer-Jans, 2004). Performance is considered as behaviour or a method which operates based on the organizations, groups and individuals. In other words, performance is behaviour by determined indicators which can be evaluated positively or negatively for employees (Origo & Pagani, 2008).

Furthermore, Origo 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. Weichel (2010) defines 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 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 (Xie & Johns, 2005). Job rotation system results in increased production and improved productivity of human resources by promoting work performance of employees, providing opportunities for operational team work, decreasing job stresses; increasing intellectual power and innovation, and increasing hours of effective work (Xie & Johns, 2005).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The main purpose of the study was to assess the impact of internal job rotation on the performance of the workers at the Ghana Education Service in the Bosomtwe District of Ashanti Region. The researcher used descriptive research design. Quantitative research approach was used. The target population of the study is made up of employees at Bosomtwe District Education in Ashanti Region of Ghana that comprised of 108 employees. Census sampling techniques was used to select all the 108 respondents for the study. The Statistical Package of Social Sciences (SPSS) version 16.0 was used.

5.2 Major Findings of the Study

The first objective of the study was to determine the perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation. The study shows that 91.5% of the respondents agreed that job rotation is a process by which employees laterally mobilize and serve their tasks in different organizational levels. Moreover, 93.4% agreed that job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity. The study results indicate that 94.3% agreed that job rotation is the effective method for developing the horizon of employees.

Furthermore, 89.6% agreed that job rotation is the process of managing employees talents. b To add more, 83% agreed that 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. The study results held that 86.8% agreed that job rotation leads to better understanding and cooperation diverse organizational units. Furthermore, 93.4% agreed that job rotation is an act of working in different positions or in different situations at time periods which are classified based on a range of individual knowledge, skill and capability of employees. Also, 89.6% disagreed that job rotation reduces productivity for some period. Moreover, 90.6% agreed that some employees are unionized workers that may be resistant to job rotation. Furthermore, 90.6% agreed that experienced employees do not want to do new types of jobs or handover their currently good conditions. To add more, 85.8% disagreed that job rotation create bad feeling among the employees.

The second objective of the study sought to identify obstacles that impact negatively on implementation of job rotation to the staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region. The study revealed that 97.2% agreed that experienced workers not wanting to learn new types of work may affect job rotation management. Furthermore, 98.1% agreed that the rotating employee would be reluctant to return to their original position after being exposed to new ideas or responsibilities. The study results indicate that 91.5% agreed that practical problems of physically getting from one job to the next may affect job rotation management. Also, 95.3% agreed that unfavorable working conditions may affect job rotation management. Furthermore, 97.2% agreed that difficulties in finding appropriate jobs to rotate to can affect job rotation management.

Additionally, 95.3% agreed that inappropriate use of job rotation by management can affect the practice. Moreover, 98.1% agreed that the differences in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period. The study results indicate that 91.5% agreed that a unionized environment may prohibit job rotation or restrict job rotation within particular job classifications. To add more, 95.3% agreed that it is also very difficult to identify appropriate job for each people in the organization in the process of rotating.

The third objective of study determined the contribution of job rotation to the employees job performance. The study reveals that 67% agreed that as a result of job rotation they are keen to achieve the overall goals of the Directorate. Moreover, 70.8% agreed that as a result of job rotation they are able to take responsibility for the daily burden of work. Furthermore, 82.1% agreed that as a result of job rotation they are able to adapt in the event of emergency situations at work. To add more, 74.5% agreed that as result of job rotation they are able to coordinate and cooperate with others to perform the work assigned. Moreover, 53.8% agreed that as results of job rotation they have full knowledge of the requirements of the job they performed.

Furthermore, 53.8% agreed that administration's commitment to performance quality helps me to improve upon my performance. Also, 54.7% agreed that they have the ability to create, innovate to improve my job development. To add more, 74.5% agreed that they have the ability to correct errors resulting from the performance of work. Moreover, 50% agreed that direct supervision and constant follow-up of my immediate supervisor improve my performance levels. Furthermore, 82.1% agreed that as a result of job rotation they are able to carry out orders and instructions issued by my immediate head for the work.

5.3 Conclusion

The study concluded that job rotation was an effective method for developing the horizon of employees and managing employees' talent at GES. Moreover, job rotation leads to better understanding and reduced productivity for some period. Also, unfavorable working conditions affected job rotation management. Furthermore, difficulties in finding appropriate jobs to rotate affected job rotation management. Additionally, inappropriate use of job rotation by management affected the practice.

5.4. Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded:

1. The GES Directorate should educate the staff to curb ill feeling in case the staff were asked to rotate or of switch a person from job to job in the office. Moreover, the GES Directorate should educate the staff on the need of job rotation in order to improve the staff performance from moderate to high job performance.
2. The GES Directorate should educate the experienced staff on the benefits of job rotation in order for staff to accept handing over their current good positions to pave way for implementation of job rotation in the office.
3. The GES Directorate should employ job rotation effectively to contribute to work performance and alert that staff that job rotation provides the ability to innovate at work as a result of obtaining diverse knowledge and helps to be familiar with the organization's duties.

5.5. Suggestions for Future Research

The areas suggested by the study for further research include:

- Impact of Job Rotation on Organizational Performance
- Assessing the effectiveness of job rotation



REFERENCES

- Adomi, E. (2006). Job rotation in Nigerian University Libraries. *Library Review*, 55(1), 66-74.
- Allwood, J. M., & Lee, W. L. (2004). The impact of job rotation on problem solving skills. *International Journal of Production Research*, 42(5), 865-881.
- AlRubiq, M. (2004). *The factors that affects the efficiency of the security staff performance*. Master Research in Naif Academy of Security Science. Saudi Arabia
- Alsagheer, F. (2002). *The organizational climate and its impact on employees performance*. Master Research in Naif Academy of Security Science.
- Arogyaswamy, B., & Simmons, R. P. (2003). *Value-directed management: Organizations, customers, and quality*. Westport, CT: Quorum Books.
- Armstrong, M. (2009). *A handbook of personnel management practice* (10th ed.). London: Kogan Page Limited.
- Ashour, A. A. (2006). *The human behavior in organisations*. Alexandria, University Knowledge Publish House.
- Baily, T., & Waldinger, R. (2001). Primary, Secondary and Enclave labour markets: A training system approach. *American Sociological Review*, 56, 432-445.
- Baruch, Y. (2002). Developing career theory based on "new science": A futile exercise? The devil's advocate commentary. *Management*, 5(1), 15-21.
- Bernard, H. R. (2005). *Research methods in anthropology: Qualitative and quantitative approaches*. Walnut Creek, CA: AltaMira.
- Bennett, B. (2000). Job rotation: Its role in promoting learning in organizations. *Development and Learning in Organizations*, 17, 7-9.

- Bennett, B. (2013). Job rotation. *Development and Learning in Organizations*, 17(4), 7-9.
- Bryman, A. (2004). *Social research methods* (2nd ed.). New York: Oxford University Press.
- Brynard, P. A., & Hanekom, S. (2006). *Introduction to research in management related field*. Pretoria: Van Schaik.
- Campion, M. A., (2014). Career-related Antecedents and outcomes of Job rotation. *Academy of Management Journal*, 37(6), 1518-1542.
- Campion, M. A., (2004). Career related antecedents and outcomes of job rotation. *The Academy of Management Journal*, 37(6), 1518-1552.
- Campion, M. A., Cheraskin, L., & Stevens, M (2004). Career-related antecedents and outcomes of job rotation. *Academy of Management Journal*, 2, 12-45.
- Cavins, J., & Pinto, M. (2005). The impact of HRM on organizational performance: An examination of contingency theory. *Human Resource Management Review*, 30, 357-369.
- Cosgel, M. M., & Miceli, T.J. (2008). *On job rotation*. Storrs, CT: University of Connecticut.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Prentice Hall.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark V. L. (2010). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.

- Dan, M., & Eric, K. (2003). *Job rotation system*. Chicago, National Safety Congress.
- Decenzo D. A., & Robbins S. P. (2007). *Fundamental of human resource management* (8th ed.). London: Prentice-Hall.
- Dessler, G. (2004). *Human resource management* (6th ed.). Englewood Cliff, NJ: Prentice Hall.
- Earny, S., & Martins, A (2009). Job rotation at Cardiff University Library Service: A pilot study. *Journal of Librarianship and Information Science*, 12, 45-56.
- Edwards , S. T. (2005). *Fire service personnel management* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Eguchi, K. (2005). Job transfer and influence activities. *Journal of Economic Behaviour & Organization*, 56, 187-197.
- Erickson, J. (2007). High performance work systems: Dynamic workforce alignment and firm performance. *Academy of Management Proceedings*, 4, 45-56.
- Eriksson, T., & Ortega, J. (2004). *The adoption of job rotation: Testing the theories*, Aarhus, Denmark: Departments of Economics, Aarhus School of Business.
- Eriksson, T., & Ortega, J (2006). *The adoption of job rotation: Testing the theories*. Aarhus, Denmark: Department of Economics, Aarhus School of Business.
- Erikson, T., & Ortega, J. (2011). The adoption of job rotation: testing theories”, *Industrial and Labour Relations Reviews*, 59(4), 653-66.
- Esmaili, B. (2008). Personnel training and job rotation. *Tadbir Magazine*, 5, 96-109.
- Forrier, A., Sels, L., & Stynen, D. (2009). Career mobility at the intersection between agent and structure: A conceptual model. *Journal of Occupational Psychology*, 82, 739-759.

- Foss, N., Minbaeva, D., & Pedersen, T. (2009). Encouraging knowledge sharing among employees, how job design matters. *Human Resource Management, 48*(6), 871-893
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). New York: McGraw Hill.
- Frazer, M. B. (2003). The effects of job rotation on the risk of reporting low back pain. *Ergonomics, 46*(9), 904-919.
- Gannon, M. I., & Prangle, R. E. (2002). Involuntary job rotation and work behaviour. *Personnel Journal, 4*, 446-448.
- Griffin, W. (2001). Work redesign effects on employees attitudes and behaviors a long term field experiment. *Academy of Management Journal, 34*(2), 425-435.
- Harbi, K. (2003). *The organizational improvement and its impact on performance efficiency*. An Empirical Study in Jidda , King Abd Alazeez University.
- Harvey, R. J. (2004). *Job analysis: In handbook of industrial and organizational psychology* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press, Inc.
- Hsieh, A., & chao, H. (2014). A reassessment of the relationship between job specializations, job rotation and job burnout: *The International Journal of Human Resource Management, 15*(6), 1108-1123.
- Jans, N., & Frazer- Jans, J. (2001). Job rotation and Military capability: Benefits, certainly but is anyone counting the cost? *Australian Defense Force Journal, 23*, 56-67.
- Jans, N., & Frazer-Jans, J. (2004). Career development, job rotation, and professional performance. *Armed Forces & Society, 30*, 255–277.

- Jarvi, M., & Unsitalo T. (2004). Job rotation in nursing: A study of job rotation among nursing personnel from the literature and via a questionnaire. *Journal of nurse Manage, 12*(5), 337-347.
- Jans, N., & Frazer-jans, J. (2011). Job Rotation and Military Capability: Benefits, certainly-but is anyone counting the cost? *Australian Defence Force Journal, 146*(2), 23-45.
- Jaturanonda, C., Nanthavanij, S., & Chonoghphaisal, P. (2016). A survey study on weights of decision criteria for job rotation in Thailand: Comparison between public and private sectors: *The International Journal of Human Resource Management, 17*(10), 1834-1851.
- Jonsson, B. (2008). Electromyographic studies of job rotation. *Scandinavian Journal of Work, Environment & Health, 23*, 34-56.
- Knoke, D., & Kalleberg, A, L. (2004): Job training in US organisations. *American Sociological Review, 59*, 537-546.
- Kuada, J. (2004). *Managerial behaviour in Ghana and Kenya – A cultural perspective*, Aalborg University Press, Aalborg.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8thed.). New Jersey: Pearson Prentice Hall.
- Marshall, J. (2006). *The effectiveness of job rotation intervals in reducing discomfort in cyclic assembly work*. MSc. Thesis. University of Waterloo.
- Malinski, R. (2002). *Job rotation in an academic library: Damned if you do and damned if you don't!* Library Trends.
- Malinski, R. M. (2012). Job rotation in an Academic library: damned if you do and damned if you don't. *Library Trends, 50*(4), 673-80.

- Miller, R. (2004). Job matching and occupational choice. *Journal of Political Economy*, 92, 56-76.
- Mondy, R., & Robert M. (2005). *Human resource management* (9th ed.). USA: Pearson Education, Inc.
- Murphy, K. R. (2009). Dimensions of job performance. In R. F. Dillon and J. W. Pellegrino (Eds.), *Testing: Theoretical and applied perspectives*. New York: Praeger.
- Mursy, M., & Alsabagh Z. (2008). *Performance management*. Alriad: General Administration College.
- Noe, R., & Wright, P. (2009). *Fundamentals of human recourse management* (3rd ed.). London: McGraw-Hill.
- Olorunsola, R. (2000). Job rotation in academic libraries: The situation in a Nigerian university library. *Library Management*, 21(2), 94-98.
- Origo, F., & Pagani, L. (2008). Workplace flexibility and job satisfaction: Some evidence from Europe. *International Journal of Manpower*, 3, 42-48.
- Ortega, J, (2001). Job rotation as a learning mechanism. *Management Science*, 4, 47
- Ortega, J. (2011). *Job rotation as a mechanism for learning*. Centre for labour market and social research, (Work Paper 2000-04).
- Rothwell, W. J., & Kazanas, H. C. (2004). *Improving on-the-job training: How to establish and operate a comprehensive OJT program*. San Francisco: Jossey Bass.
- Sa'adat, E. (2011). *Human resources management* (15th ed.). Tehran, Samt Publication: McGraw-Hill.

- Schyns, B., & Von Collani, G. (2002). A new occupational self-efficacy scale and its relation to personality constructs and organizational variables. *European Journal of Work and Organizational Psychology, 11*, 219-241.
- Suleiman, H. (2002). *The human behavior and the performance*. Alexandria . Egyptian University Publish House.
- Sultan, M. S. (2004). *The human behavior in organisations*. Cairo, The New University Publisher.
- Waterman, J. A., & Collard, B. A. (2004). Toward a career-resilient workplace. *Harvard Business Review, 4*, 34-56.
- Weichel, H. (2010). Job rotation – implications for old and impaired assembly line workers. *Occupational Ergonomics, 9*, 67-74.
- Welman, C., Kruger, F., & Mitchell, B. (2010). *Research methodology*. Cape Town: Oxford University Press.
- Wexley, K. N. (2011). Developing and training human resources in management. *Academy of Management Journal, 37*(6), 1518-1542.
- Yoder, D., Heneman, H. G., Jr, Turnbull, J. G., & stone, C. H. (2008). *handbook of personnel management and labor relations*. New York: McGraw-Hill.
- Xie, J. L., & Johns, G. (2005). Job scope and stress: Can job scope be too high. *The Academy of Management Journal, 38*, 1288-1309.
- Zareen, M., & Mujtaba, B. G. (2013). Job design and employee performance: The moderating role of employee psychological perception. *European Journal of Business and Management, 5*(5), 46-55.

Zeff, J. (2008). *Make the right choice: Creating a positive, innovative and productive work life*. London: Prentice-Hall.



APPENDIX A

SELF - ADMINISTERED QUESTIONNAIRE FOR EMPLOYEES

Dear Respondent,

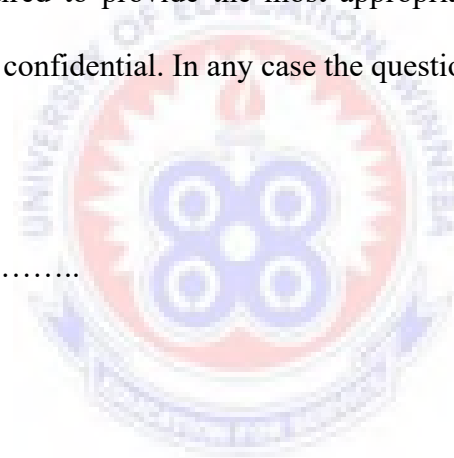
I am carrying out a study on the topic “*The Perception of staff on Job Rotation and Performance of Workers at the Ghana Education Service in the Bosomtwe District of Ashanti Region*”. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

.....

LUCY TETTEH

Researcher



SECTION A

RESPONDENTS' BACKGROUND INFORMATION

The researcher is a Post Graduate student of University of Education Winneba, Kumasi Campus conducting a research to investigate the “*The Perception of staff on Job Rotation and Performance of Workers at the Ghana Education Service in the Bosomtwe District of Ashanti Region*”. I respectfully request that you form part of this research by completing the attached questionnaire. Anonymity and non-traceability are assured. It is my fervent hope that you participate in the study. May I thank you for your valuable cooperation.

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer.

1. Sex: Male []. Female [].

1. Age. Less than 30 []. 31- 40 []. 41 - 50 [] 51+ []

3. Educational Status: First Degree [] M.ed [] Mphil []

4. Teaching Experience: 1 – 5 yrs [] 6 – 10yrs [] 11 – 15yrs [] 16+yrs []

SECTION B: The perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation.

This section contains items that assess the perception of staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region on job rotation. Please answer all questions and please use the scale below.

1= Strongly Disagree 2= Disagree 3= Not Sure, 4 = Agree 5= Strongly Agree

Statements	1	2	3	4	5
Job rotation is a process by which employees laterally mobilize and serve their tasks in different organizational levels.					
Job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity.					
Job rotation is the effective method for developing the horizon of employees.					
Job rotation is the process of managing employees' talents					
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					
Job rotation leads to better understanding and cooperation with diverse organizational units.					
Job rotation is working in different positions or in different situations at time periods which are classified based on a range of individual knowledge, skill and capability of employees.					
Job rotation reduces productivity for some period.					
Some employees are unionized workers that may be resistant to job rotation					

Experienced employees do not want to do new types of jobs or handover their currently good conditions.					
Job rotation creates bad feeling among the employees					
Inappropriate use of job rotation by management					

SECTION C: Obstacles that impact negatively on implementation of job rotation to the teaching staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region .

This section contains items that evaluate the obstacles that impact negatively on implementation of job rotation to the staff in the Ghana Education Service at the Bosomtwe District of Ashanti Region. Please use the scale below to answer all questions.

1= Strongly Disagree 2= Disagree 3= Not Sure, 4 = Agree 5= Strongly Agree

Statements	1	2	3	4	5
Experienced workers do not wanting to learn new types of work.					
The rotating employee would be reluctant to return to their original position after being exposed to new ideas or responsibilities.					
Practical problems of physically moving from one job to the next.					
Unsuitable wage forms					
Education and training of workers for new jobs					
Difficulties in finding appropriate position to rotate to.					
Inappropriate use of job rotation by management.					
Differences in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of					

productivity for some period.					
A unionized environment may prohibit job rotation or restrict job rotation within particular job classifications.					
It is also very difficult to identify appropriate job for each people in the organization in the process of rotating.					

Section D: Determine the contribution of job rotation to the employees job performance.

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 4-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree) as sincerely as possible.

Statements	1	2	3	4	5
I am keen to achieve the overall goals of the Directorate					
I have the ability to take responsibility for the daily burden of work					
I have the ability to adapt in the event of emergency situations at work					
I am able to coordinate and cooperate with others to perform the work assigned					
I have the full knowledge of the requirements of the job I performed					
Administration's commitment to performance quality helps me to					

improve upon my performance					
I have the ability to create, innovate to improve my job development					
I have the ability to correct errors resulting from the performance of work					
Direct supervision and constant follow-up of my immediate supervisor improve my performance levels					
I am able to carried out orders and instructions issued by my immediate head for the work					

