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## **Pengaruh Pusingan Kerja Terhadap Prestasi Kakitangan di Insitusi Pendidikan Tinggi**

### **ABSTRAK**

Latihan dan pembangunan adalah merupakan salah satu fungsi dalam pengurusan sumber manusia yang sangat penting dalam meningkatkan prestasi kerja kakitangan. Kajian ini memberi tumpuan kepada pelaksanaan pusingan kerja yang merupakan salah satu strategi pengurusan untuk meningkatkan kemahiran kakitangan dalam organisasi. Objektif kajian adalah untuk mengenalpasti manfaat pelaksanaan pusingan kerja, menentukan pengaruh pusingan kerja terhadap prestasi kakitangan, mengenalpasti cabaran-cabaran dalam pelaksanaan pusingan kerja dan memberi cadangan sewajarnya berhubung pelaksanaan pusingan kerja di Universiti Sultan Zainal Abidin. Kajian ini menumpukan kepada pengaruh pusingan kerja terhadap prestasi kakitangan dan penilaian dibuat menggunakan pendekatan kuantitatif. Rekabentuk Kajian yang digunapakai adalah kaedah kaji selidik dengan menggunakan borang soal selidik untuk menilai hubungan antara pembolehubah bersandar dan pembolehubah tidak bersandar. Sasaran kajian melibatkan 200 orang kakitangan bukan akademik yang pernah melalui proses pusingan kerja merangkumi tiga kampus iaitu Kampus Kota, Kampus Gong Badak dan Kampus Besut. Kajian ini mengunapakai data primer dan sekunder. Kajian menunjukkan bahawa pusingan kerja boleh meningkatkan kemahiran perancangan dan pengurusan di kalangan kakitangan, memberikan kepuasan kerja, meningkatkan kemahiran interpersonal, meningkatkan keyakinan diri, meluaskan jaringan komunikasi, meningkatkan keupayaan kognitif kakitangan dan meningkatkan kemahiran kepimpinan di kalangan staf bukan akademik.

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# **The Influences of Job Rotation on Employee's Performance in Public Higher Learning Institutions**

## **ABSTRACT**

Training and development is one of the most important functions in human resource management to enhance the employee's performance. This study is focusing on job rotation practices which are one of the management strategies to develop employee's skills within organization. The objective of study is to identify the benefits of implementing job rotation, determine the influences of job rotation on employee's performance, identify the challenges of job rotation implementation and to make appropriate recommendations on how to implement effective job rotation in Universiti Sultan Zainal Abidin. This research is focusing on the influences of job rotation on employee's performance and this examination will utilize the quantitative approach. The research design used for this study was the survey method by using questionnaire method to examine the relationship between independent and dependent variables. The targeted sample covers 200 non-academic staff that undergoes the job rotation process in three campuses; City Campus, Gong Badak Campus & Besut Campus. This study uses both of primary data and secondary data. The research show that job rotation improves planning and organizing skills among the employees, provided job satisfaction, improves interpersonal skills, increase self-confident, broaden communication network, increase employee's cognitive ability and improved leadership skill among non-academic staff.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

For any organization regardless in public sector or private sector, employees are the most valuable resources that determine the success of an organization. All of the organizations are conducted and driven by the human resources employed there. The employees play very important role in the organization to determine the success or failure of the organization.

The efficiency of the employees depends on the development of the individual capability and skills. If the employees are provided with the training required by them, their job performance shall increase. Employees with less needed competencies may create problems that can reduce efficient operations (Kleiman, 2000). Training and development is one of the most important functions in human resource management to enhance the employee's performance.

Training and development can be defined as systematic process of providing employees with the needed skills, knowledge, competencies and abilities required to their current job. Compare to employee development, training usually consists of a short-term focus on acquiring skills to perform job (Saks & Haccoun, 2010). Meanwhile, Noe (2013) explain about training as follow:

*“A planned effort by a company to facilitate learning of job-related competencies, knowledge, skills, and behavior by employees.”*

Meanwhile, employee’s development more related to long term training. For example, formal education, job experiences, relationship, assessments of personality, skills, and abilities that could help employees to prepare for their future jobs or positions. Dessler (2011) also highlighted employee development as follow:

*“An attempt to improve managerial performance by imparting employee’s knowledge, changing attitudes or increasing skills.”*

Formal education includes formal type of training such as short courses or long term academic program such as MBA programs or Doctor of Philosophy offered by university. Saks and Haccoun (2010) writes that formal education is a traditional ways to increase the acquisition of new knowledge involves activities and programs that are proper planned a by the management with the main objectives to give value added to employees.

In contrast to formal training, job experience can be regarded as a highly efficient training method. It is knowledge or skills that an employee gains while they are working in the organization for a certain period. Noe (2013) explained that most employees’ development occurs through their job experiences. The relationship, problems, or tasks that they are faced in their routine work, should grow their skill and knowledge. Many of organizations use employee’s development using job experience

strategy because the employees are giving opportunity to learn on their own from their daily experiences (Byars & Rue, 2008).

This study is focusing on job rotation practices which are one of the management strategies to develop employee's skills within organization. Job rotation is the process of moving employees systematically from one job to another (Malinski, 2002). In this strategy, the employees are shifted from current job scope, assignment, task to another or between departments in the same organization. This strategy is mainly to expose them to performance and help the development of the organization.

Bolt (20017) as cited by Saks and Haccoun (2010) besides leader-led development and executive coaching, action learning (job rotation) is the most preferable mechanism for creating bench strength of organization.

## 1.2 Problem Statement

Job rotation has been used as a development strategy for employees. The main objective supposed is to enable employees to develop their skill, knowledge through job experience in various type of tasks or department. However, the organization should have proper knowledge about how to implementing an effective job rotation program to ensure it's succeeded. In some situation, top management seem to not really understand about the job rotation process and don't have clear guideline about job rotation process.

Job rotation implemented to fulfil the need of operation in the organization and also to develop their employee's competency, but they often neglected the employee's acceptance toward job rotation practices. Many of employees do not understand what the objective of job rotation in UniSZA. Most of them think that any employees that undergo the job rotation process are problematic people in the organization. This perception has made employees who are involved in the job rotation itself hard to accept the job rotation and tend to be frustrated and demotivated. They feel that they have been punished.

### 1.3 Objectives of Research

The objectives of research are:

- i. To identify the benefits of implementing job rotation in Universiti Sultan Zainal Abidin
- ii. To determine the influences of job rotation on employee's performance in Universiti Sultan Zainal Abidin
- iii. To identify the challenges of job rotation implementation Universiti Sultan Zainal Abidin
- iv. To make appropriate recommendations on how to implement effective job rotation in Universiti Sultan Zainal Abidin

#### 1.4 Research Questions

- i. What are the benefits of implementing job rotation in Universiti Sultan Zainal Abidin?
- ii. How job rotation influence employee's performance in Universiti Sultan Zainal Abidin?
- iii. What are the challenges of job rotation implementation in Universiti Sultan Zainal Abidin?
- iv. How to implement effective job rotation in Universiti Sultan Zainal Abidin?

#### 1.5 Scope of the Research

This study focused on the influence of job rotation on non-academic staff's performance in Universiti Sultan Zainal Abidin. The study will covered all non-academic staff that undergoes the job rotation process.

#### 1.6 Significance of Study

- i. This study give important information for Registrar to develop proper job rotation system in UniSZA
- ii. This study may help the employees to increase their productivity via effective job rotation implementation

- iii. This study will give a new light to the existing literature on the job rotation on the influence of job rotation on employee's performance where little research has been done, hence creating more knowledge and information base to future researchers and academicians.

## 1.7 Organization of the Study

This report will be organized into five main chapters. Below is the content of each chapter that constitutes this research proposal.

- i. **Chapter 1** are presented in the proposition by giving the introduction of the study includes background of the study, problem statement, objectives of research, research questions, scope of the research, and significance of study.
- ii. **Chapter 2** deals with literature review which identifies and reviews previous research related to the topic. It also involves the definition of the main concept of study.
- iii. **Chapter 3** elaborate the research methodology used in this study. It detailed out the sampling, research instrument and the organizational profile as the case study organization.
- iv. **Chapter 4** presents the analysis and discussion of secondary and primary data collected and the results that have been derived from the analysis of the data
- v. **Chapter 5** deals with summary of findings, conclusion, and recommendations of the whole study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This literature review chapter critically presents the review of the influence of job rotation on employee's performance from the existing research conducted by other researchers. It's described the dependent variable (DV) and independent variable (IVs) in the research conducted. The information is gathered based on various resources including books and journals. It laid out the theories supporting the research project to develop the conceptual framework.

#### 2.2 Training and Development

Training and development have become more crucial as business and industries get more complicated and advanced (How, 2011). According to Kleiman (2000), training is a planned learning through experience that teaches employees how to perform effectively in their current jobs. It is a planned program by the management for employees with a purpose to improve their performance at the all level whether at individual level or group level, and/or organizational level (Cascio, 2010). For Bernardin (2010), training is any attempt to enhance employee performance by developing their knowledge, needed skills, positive attitudes, or appropriate behaviors.



In the opinion of How (2011), training is closely related to employee's performance as follow:

*"An activity designed to improve an individual's performance on a currently held job, aimed at helping employees perform their present job correctly and effectively."*

According to Saks & Haccoun (2010), well-trained employees will have the capability to in charge of more tasks and does it in better ways with fewer mistakes. They also more independent and require minimal supervision because they having positive attitudes and have lower rates of attrition.

Noe, Hollenbeck, Gerhart and wright (2005) emphasizes the goals of training as follows:

*"The goal of training is for the employees to master knowledge, skill, and behavior emphasized in training programs and to apply them to their day-to-day activities".*

While, development is a planned learning program that prepare employees to ensure they can perform their current jobs effectively (Kleiman, 2000). It is a learning opportunities designed to help employees grow (Bernardin, 2010). How (2011) referred development as follows:

*“Activities designed to help the individual to grow and move with the organization as it develops, changes, and grows; they are aimed at helping employees to handle future responsibilities.”*

There are various strategies to develop employee’s performance through job experience. As Noe (2013) writes in his study, there are five methods of how job experiences have been used for employee development consist of promotion; transfer; downward move; temporary assignments, projects and volunteer work; and job rotation (Noe, 2013).

Maimunah (2014) defined promotion as a reassignment of an employee to a higher level job in the organization. Maimunah (2014) also defined transfer as a lateral movement of a respective employee within organization. Meanwhile, downward move is a situation when an employee is given other position with lower responsibility and less authority than previous position (Noe, 2013).

Byars and Rue (2008) stated that there are several methods used to satisfy the organizational training needs include on-the-job training (OJT), job rotation, apprenticeship training, classroom training and virtual classroom. According to Ivancevich (2007), it is estimated that there are more than 60 percent of training undergone by employees are actually occurs on the job itself. OJT refer to a training process when the employees is placed into the workplace and shown the job by a senior employee or a manager in the organization (Byars and Rue, 2008). How (2011) explain about OJT as follows:

*“On-the-job training (OJT) is a common form of training that is usually carried out in an informal manner. It is the systematic training of employees by direct supervisors at the workplace through actual work”*

Job rotations or sometimes called cross-training refer to a strategy when an employee's learns new things after giving opportunity to doing different tasks within different unit in same department or different department (Byars and Rue, 2008).

Apprenticeship training provides new employees with comprehensive training consist of theoretical knowledge and also practical required for the job. Classroom training is one of the most popular training program that usually chosen by any organization to be conducted. The development of technology nowadays result a training changes from classroom training to virtual classroom. Virtual classroom offer training through more choices such as web sites, email, video conferencing and chat rooms.

### 2.3 Job Design

Job design is a systematic process that carried out to determine the content of the work itself and ensure that the job could implement accordingly. Noe, Hollenbeck, Gerhart and Wright (2006) defined job design as below:

*“A process of defining the way of work should be performed and the tasks that will be required in a given job.”*

There are three type of job redesign consists of job enlargement, job rotation and enrichment. Dessler (2011) defined job enlargement as a process of assigning employees with additional activities at the same level. While, Ivancevich (2007) clarify that job enlargement is an effort to increase employee's satisfaction by giving them a various type of of work. For Dessler (2011), job rotation means systematically approach to move employees from one job to another.

Dessler (2011) also writes that:

*“Job enrichment is a process of redesigning jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, and recognition.”*

In this strategy, the management tries to design jobs in ways that help employees satisfy their needs for growth, recognition, and responsibility whereas the job is expanded vertically (Ivancevich, 2007).

Cascio (2010) brief about job design as follows:

*To counter some of the more unpleasant consequences of jobs designed solely to maximize efficiency, researchers turned to job rotation (moving employees from one relatively simple job to another after short time periods ranging from an hour to a day), job enlargement (increasing the number of tasks each employee performs), and job enrichment (increasing each worker's level of accountability and responsibility).*

## 2.4 Definition of Job Rotation

Most organizations adopt job rotation as part of their employee development programs. Whether it is in private or public organizations; most of them are practicing job rotation. According to Bernardin (2010), many of U.S. companies are interested to move employees from one job to another job to ensure their employees be able to perform several job functions so their workforce is more flexible and interchangeable.

Job rotation can be defined as the working professional training plan cross that help employees develop their work area while expanding the experience and skills, stimulating work experience and skills, boost their morale and foster their interpersonal transferred employees to the department or unit which varies in the same department.

Heizer and Render (2014) described job rotation as a system in human resource management which an employee is moved from one specialized job to another. In the view of Mohan (2015), job rotation is part of job design and management strategy in which employees are shifted from one job to another in a planned strategy. According to Tarus (2014), the implementation of job rotation involves lateral movement of employees from their current jobs to another in the same organization.

Oparanma and Nwaeke (2015) describe job rotation as an aspect of training undergone in an organization involving both managers and non-managers. Employees are moved from one job to another after spending sometime in a particular job, task, assignment, or department with a view of enabling the employees to acquire more skills, talents and knowledge. Meanwhile, Dessler (2017) define job rotation as a management

training technique that involves the transition employee from one department to another with the main objectives to broaden his or her experience.

Job rotation also had been explained and defined Plowman (2010) as follows:

*“Job rotation exists when employees rotate across many positions, in varying intervals and durations, in order to gain exposure to different roles and functions. When implementing a job rotation program, companies can have employees rotate only within their home department or across positions in many departments”*

## 2.5 The Impact of Job Rotation

Implementation of job rotation in any organization gives positive impact for employees and the organization itself. Through the implementation of job rotation, employees will be given a series of assignments in various areas of the organization (Noe, 2013). It can be an effective form of training and can improve employee productivity, satisfaction, skills or knowledge and motivate them accordingly.

### 2.5.1 Development of Knowledge and Skills

Opanrama and Nwaeke (2015) agreed that job rotation may improve the worker's performances and increase the knowledge and skills of employees if well

implemented. Yavarzadeh, Rabie and Hoseini (2015) also agree that job rotation is a way of designing job for employees to learn the required skills from different department.

Plowman (2010) writes in his study support this idea as follow:

*“When employees are given the opportunity to rotate between different jobs, they enhance and improve their skills, abilities and competencies.”*

Managers are moving their employees from one job to another job within the organization to expose them to various aspects of the organizational operations (Lepak & Gowan, 2010). The exposure to different aspect of organizational operations helps employees to understand the company’s goal, increase their knowledge about the whole organizational functions, develop networking, improving problem solving ability and enhance decision making’s skills (Noe, 2013).

Kleiman (2000) also agree that job rotation enabled employees to gain an overall perspective of the organization and learn how various parts of job in the organization are interrelated. By rotating employees, more challenges can be created for them to develop new skills.

### 2.5.2 Broaden Experience

Oparanma and Nwaeke (2015) posited that an employee who completed the job rotation program would master the entire operational process and gotten broad experience throughout the process. Plowman (2010) believes that:

*“Employees are able to test many positions and subsequently focus on rotating between positions that enhance performance capacity, which increases the sense of worth and importance within the company.”*

Byars and Rue (2008) described job rotation as follows:

*Job rotation is designed to give an individual broad experience through exposure to many different areas of the organization. In job rotation, the trainee goes from one job to another within the organization, generally remaining in each from six months to a year.*

It enables the employees to develop their career based on his competency, efficiency, productivity and effectiveness in the performance of a given task. According to Adomi (2005), job rotation is conducive to improved effectiveness and productivity of employees and organizations. Job rotation should enhance the employee's ability to perform many tasks because they already had the opportunity to understand the broader view of the company.



### 2.5.3 Reduce Boredom and Monotony Symptom

Lepak & Gowan (2010) pointed out that job rotation can break up the monotony symptom shown by employees as a result of doing the routine work every day over a long period. According to Charity (2015), job rotation is an effective solution for employer to ensure their employees are keeping away from complacency and boredom of routine. Job rotation helps staff to gain new skills and overcome boredom in routine work (Adami, 2005).

In a circumstances when employees is feeling forced to do the same routine every day, they will easily get bored. This statement has agreed by Plowman (2010) as follow:

*“When employees perform the same job functions every day, they are most likely to experience feelings of fatigue, apathy, boredom and carelessness.”*

In support to the above view, Yavarzadeh, Rabie and Hoseini (2015) also agree that job rotation is a way for employees to get rid of exhaustion arising from repeated tasks. When employees given an opportunity to be rotate, the problem of boredom among employees performing the same tasks as inevitable

#### 2.5.4 Employee's Motivation

Besides that, job rotation process also could affect employee's commitment and their motivation. Motivation comes from within the employees his / herself. It depends on how the employees align their individual perceptions, needs and goals to work to achieve the organization's objective (Mosley, Pietri and Mosley, 2008).

There are two type of motivation consist of intrinsic and extrinsic motivation. Mosley, Pietri and Mosley (2008) defined intrinsic motivation and extrinsic motivation as below:

*“Intrinsic motivation is behaviour that an individual produces because of the pleasant experiences associated with the behaviour itself. Extrinsic motivation is behaviour performed not for its own sake, but for the consequences associated with it. The consequences can include pay, benefits, job security, and working conditions.”*

It is very important for the management to ensure their employees have higher motivation because it will lead to higher level of commitment and performance. It has been agreed by Khan *et al* (2014) through their empirical study on bank employees, resulted as job rotation systems are capable to increase employee's commitment and motivation.

Yavarzadeh, Rabie and Hoseini (2015), agree that job rotation is the best way of motivating employees in any organization by diversifying their job activities.

## 2.6 Maslow's Hierarchy of Needs

Most of employees are having difficulty to retain their interest in a given job in a long period of time. This is because humans have a tendency to gain their career development through learning process and working experience that they gain over a period of time. This idea can be supported by Maslow's Hierarchy of Needs theory.

Maslow's Hierarchy of Needs lists out five human's needs; physiological needs, safety needs, belongingness & love needs, esteem needs and self-actualization. The theory is as below:

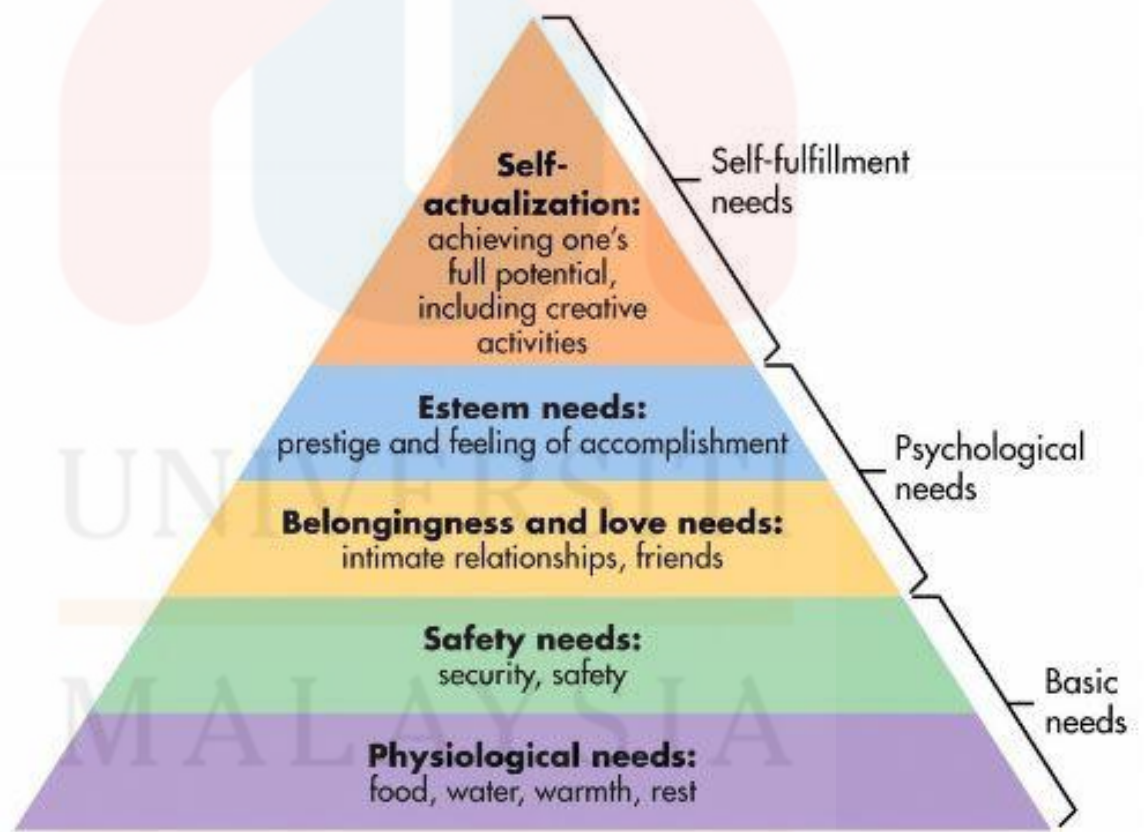


Figure 1.1: Maslow's Hierarchy of Needs, 2016

Source: <http://www.simplypsychology.org/maslow.html>

Charity (2015) also agreed that:

*“Stimulating human mind through diversity of challenges is a sure way to bring to forefront its creative instincts and in taking the individual and organizational performance to a higher plane.”*

## 2.7 Job Satisfaction

According to Cascio (2010), job satisfaction can be defined as follows:

*“A pleasurable feeling that results from the perception that a job fulfills or allows for the fulfillment of its holder’s important job value”*

Job satisfaction is very important aspect in human resource management. It has been known as a part of organizational commitments; it is defined as a kind of pleasure resulting in adopting an individual values for a certain job. Saravani and Abbasi (2013) agree that:

*“Job satisfaction is the most important element in management, organization area and organizational commitment.”*

Based on research conducted by Siengthai and Pila-Ngarm (2015), job satisfaction is positively and significantly related to employee performance. They also conclude that job satisfaction could be a major factor that leads to employee

performance. When employees feel dissatisfied with their current job, they tend to be lack of motivation, unhappy, irritated and ineffective.

According to Saravani and Abbasi (2013), job rotation has been used as an important approach to improve employee's job satisfaction and increase their capabilities. Through the research conducted in 30 branches of Keshavarzi Bank, they found that job rotation positively influence job performance mediated by satisfaction and skill variation. There is no directly positive and significant relationship between job rotation and job performance.

## 2.8 Employee's Job Performance

According to Khan *et al* (2014), performance considered as a behavior and can be categorized to three category, individual performance, group performance and organizational performance. Campbell and Wiernik (2015) defined job performance as thing that people do, actions they take that may contribute to the organizational goals. In the view of Bernardin (2010), job performance can be defined as below:

---

*“It is the outcomes produced by employees on specified job functions or activities during a specific time period.”*

---

Job performance means the result of an employee's action resulting from the interrelationship among their effort, abilities and role or task perceptions (Byars & Rue, 2008). They described effort as the amount of energy used to enable employees in

performing a task results from being motivated. The abilities are employee's personal characteristics used in performing a job. Role or task perception refers to the direction in which individuals believe they should channel their effort on their jobs. The activities and behaviors people believe are necessary in the performance of their jobs define their role perceptions.

Oparanma and Nwaeke (2015) in a research under the title of 'Impact of Job Rotation on Organizational Performance' study the effects of job rotation and employee's performances in business organizations. According to them, performance refers to employee's ability to carry out the given task, job, duty or assignment and the effort of the employee in doing or carrying out the task, job, duty or assignment. In the view of the researcher, they conclude that performance refers to an individual's ability to do or carry out a given task and the effort of the employees in carrying out the task given. In their research, they argued that there was a significant relationship between job rotation and employee performance.

Oparanma and Nwaeke (2015) posited that job rotation is the best training device that if well implemented will improve the employee's performance. The employees should be able to do the task, job, duty or assignment within the time frame and according to rules or regulation set up by the organization. According to them, an organization should practice job rotation and management should build a viable and up to date internal control system, and that employees found wanting in wrong acts should be punished accordingly.

Based on study conducted by Charity (2015), he found that there is significance between job rotation and employee performance at KCB Branches in the North Rift Region, Kenya. Job rotation has a strong positive effect on performance and therefore leading to the conclusion that KCB management need to rethink and redesign their job rotation structure to increase performance of employees. Top management need to restructure and redesign their job rotation framework as non-financial motivator to improve employee performance in their organization.

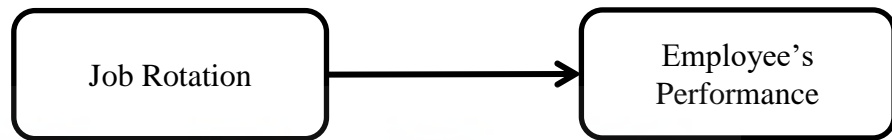
Based on literature review and previous studies, this research hypothesized that:

H0: There is a no significant relationship between job rotation and job performance

H1: There is a significant relationship between job rotation and job performance

## 2.9 Theoretical Framework

Below is the theoretical framework for the proposed study which adapted and modified from Saravani and Abasi (2013). Job rotation is identified as Independent Variable (IV) and employee's performance as Dependant Variable (DV).



Independent Variable (IV)

Dependant Variable (DV)

Figure 1.2: Theoretical Framework

Source: Adapted and modified from Saravani and Abasi (2013)



## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This part describes the research methodology used for this study. It covers the research design, targeted sample, sources of data, data analysis, and pilot study. There are three types of research methods that can be used when conducting a research. The methods are qualitative research, quantitative research and multiple methods research design.

Saunders, Lewis and Thornhill (2012) identify the difference between qualitative research and quantitative research is between numeric data (numbers) and non-numeric data (words, images, video clips and other similar material).

#### 3.2 Research Design

This research is focusing on the influences of job rotation on employee's performance. This examination will utilize the quantitative approach. A cross sectional review outline will be utilized consolidated with expressive and systematic exploration plan.

The research design used for this study was the survey method by using questionnaire method to examine the relationship between independent and dependent variables. Questionnaires are an efficient data collection method that allows researchers gather data needed for their research (Sekaran & Bougie, 2013).

Peil *et al* (1982) cited by Adomi (2005) state that questionnaires allow people time to think about questions which results in more meaningful answers. The questionnaire was designed to obtain information on both personal characteristics of respondents and their opinion about job rotation.

### 3.3 Targeted Sample

The targeted sample covers 200 non-academic staff that undergoes the job rotation process in three campuses; City Campus, Gong Badak Campus & Besut Campus. According to Roscoe (1997) proposes the following rule of thumb for determining the sample size, “Sample sizes larger than 30 and less than 500 are appropriate for most of researchers.”

The respondent are consist of non-academic staff in 29 department / faculties / centre as follows:

Table 3.1: List of Department

<b>No.</b>	<b>Department / Faculty / Centre</b>	<b>Campus</b>
1.	Faculty of Bioresources and Food Industry	Kampus Besut
2.	Faculty of Informatics and Computing	Kampus Besut
3.	Faculty of Pharmacy	Kampus Besut
4.	Office of the Director Besut Campus	Kampus Besut
5.	Library	Kampus Besut
6.	Graduate School	Kampus Gong Badak
7.	Office of the Deputy Vice Chancellor (Student & Alumni Affairs)	Kampus Gong Badak
8.	Office of the Registrar	Kampus Gong Badak
9.	Office of the Bursar	Kampus Gong Badak
10.	Information Technology Centre	Kampus Gong Badak
11.	Department of Development Management	Kampus Gong Badak
12.	Division of Academic Management	Kampus Gong Badak
13.	Faculty of Islamic Contemporary Studies	Kampus Gong Badak
14.	Research Management Innovation and Commercialization Centre	Kampus Gong Badak
15.	Academic Quality and E-Learning Centre	Kampus Gong Badak
16.	Islamic Centre of UniSZA	Kampus Gong Badak
17.	Programme Management Office	Kampus Gong Badak
18.	Student's Holistic Development Centre	Kampus Gong Badak
19.	UniSZA Science and Medicine Foundation Centre	Kampus Gong Badak
20.	Corporate Communications & International Units	Kampus Gong Badak
21.	Counselling Unit	Kampus Gong Badak
22.	Faculty of Economics & Management Sciences	Kampus Gong Badak
23.	Faculty of Medicine	Kampus Perubatan

24.	Faculty of Health Sciences	Kampus Gong Badak
25.	Faculty of Innovative Design & Technology	Kampus Gong Badak
26.	Faculty of Applied Social Sciences	Kampus Gong Badak
27.	Faculty of General Studies and Advanced Education	Kampus Gong Badak
28.	AGROPOLIS UniSZA	Kampus Besut
29.	East Coast Environmental Research Institute	Kampus Gong Badak

### 3.4 Sources of Data

This study uses both of primary data and secondary data. This data enabled the researcher to gather qualitative and quantitative information about job rotation.

#### 3.4.1 Primary Data

The main sources of primary data were from structured questionnaire obtained from the respondents in UniSZA. The questionnaires divided to three sections as below:

- i. Section I – General Information
- ii. Section II – Job Rotation Implementation
- iii. Section III – Job Performance

Section II consists of 13 questions has been adapted and modified from questionnaires developed by Mohan & Gomathi (2015). For section III which consists

of 30 questions are adapted from Munisamy (2013). The questionnaires are using 5-point Likert Scale with 1 being Strongly Disagree to 5 being Strongly Agree.

#### 3.4.2 Secondary Data

Secondary data also used for the literature about the variables obtained from the journal articles, books and internet articles on job rotation and the job performance of employees in organization.

#### 3.5 Data Analysis

The objectives of information investigation included measuring ventral of liking and variability, testing dependability and the speculations created for the study (Sekaran & Bougie, 2003). The answered questionnaires processed via Excel Microsoft and Statistical Package for Social Science (SPSS).

#### 3.6 Pilot Study

A pilot study for questionnaire is a research study conducted with the main objective to refine the questionnaire so that respondents will have no problem in answering the questions. It was conducted before collecting the actual data from respondent.

For this research, a pilot test has been conducted at Universiti Sultan Zainal Abidin, Terengganu. The researcher distribute designed questionnaire for 30 respondents to test the validity and reliability of the questionnaire. The pilot study was conducting to check the consistency of all related factors in the study using Cronbach's Alpha Analysis in SPSS. Based on the data analysed, the Cronbach's Alpha result indicates that all items are positively correlated to one another. The reliability for all questions is .952 as follows:

Table 3.2: Reliability Statistics of Questionnaires

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.951	49

According to Sekaran and Bougie (2013), reliabilities less than 0.60 can be considered as poor while those in the range of 0.70 are acceptable and those above 0.80 can be considered as good. In this study, the reliability of instrument used to measure each variable is 0.952 which is reliable.

## CHAPTER 4

### PRESENTATION, INTERPRETATION AND ANALYSIS OF STUDY

#### FINDINGS

##### 4.1 Introduction

This part presents the analysis and discussion of the findings to the study. It provides a summary of findings and suggestion about job rotation. The data obtained from questionnaires and analysed using SPSS is presented in form of tables and charts.

##### 4.2 Demographic Characteristics of Respondents

A total of 200 responses were obtained from the distribution of the 300 questionnaires. The total percentage of response rate is 66.7%. The Table 4.1 show the frequencies for the female are highest at 75.0% with 150 respondents than compared to the male at 25.0% with 50 respondents.

Table 4.1: The Table of Frequencies for Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	50	25.0	25.0	25.0
Valid Female	150	75.0	75.0	100.0
Total	200	100.0	100.0	

Table 4.2 below show the frequencies of marital status of respondent answered the questionnaires. The most highest is married respondent at 81.5% with 163 respondents and followed by single at 18.0% with 36 respondents. The other is the respondent was divorced at 0.5% with 1 respondents.

Table 4.2 : The Table of Frequencies for Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	36	18.0	18.0	18.0
Married	163	81.5	81.5	99.5
Valid Divorced	1	.5	.5	100.0
Total	200	100.0	100.0	

The Table 4.3 below show the frequencies for age that the age 30 – 39 years old show the highest frequencies at 60.5% with 121 respondents and followed by age range 40 years old to 49 years old at 18.0% (36 respondents). The last is at age range 20 years old to 29 years old at 15.5% (31 respondents).

Table 4.3: The Table of Frequencies for Age

	Frequency	Percent	Valid Percent	Cumulative Percent
20 - 29	31	15.5	15.5	15.5
30 - 39	121	60.5	60.5	76.0
Valid 40 - 49	36	18.0	18.0	94.0
50 - 59	11	5.5	5.5	99.5
44.00	1	.5	.5	100.0
Total	200	100.0	100.0	



Table 4.4 show the frequencies for the highest education by the respondents. Most of respondents obtained Bachelor Degree at 44.0% with 88 respondents and followed by Diploma holder at 30.0% with 60 respondents. Third is secondary level at 23.5% with 47 respondents. Last is postgraduate at 2.5% with 5 respondents.

Table 4.4 : The Table of Frequencies for Highest Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary	47	23.5	23.5	23.5
Diploma	60	30.0	30.0	53.5
Bachelor Degree	88	44.0	44.0	97.5
Postgraduate	5	2.5	2.5	100.0
Total	200	100.0	100.0	

The job category of respondents results in Table 4.5 show that most of respondents answered the questionnaires is from the category Administration at 85.0% (170 respondents), finance at 10.5% (21 respondents) and Information technology at 3.5% (7 respondents). Last is from technical job category at 1.0% with 2 respondents.

Table 4.5 : The Table of Frequencies for Job Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Administration	170	85.0	85.0	85.0
Technical	2	1.0	1.0	86.0
Information Technology	7	3.5	3.5	89.5
Finance	21	10.5	10.5	100.0
Total	200	100.0	100.0	

Table 4.6 below show the frequencies for the job category of the respondents. It's shows that the most respondents are from grade 19 to 26 at 46.0% (92 respondents). Second is from grade 41 and above at 35.0% (70 respondents), and grade 29 to 40 at 19% (38 respondents).

Table 4.6 : The Table of Frequencies for Job Grades

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 19 - 26	92	46.0	46.0	46.0
29 - 40	38	19.0	19.0	65.0
41 and above	70	35.0	35.0	100.0
Total	200	100.0	100.0	

Table 4.7 below show the results for length of service and the highest is at 4 to 10 years at 61.0% (122 respondents) then at range 11 to 15 years at 12.5% (25 respondents). The third score for the length of service at range less than 3 years at 11.5% (23 respondents) followed by 16 to 20 years at 8.5% (17 respondents). The last is at range 21 years and above at 6.5% (13 respondents).

Table 4.7 : The Table of Length of Service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 3 years	23	11.5	11.5	11.5
4 - 10 years	122	61.0	61.0	72.5
11 - 15 years	25	12.5	12.5	85.0
16 - 20 years	17	8.5	8.5	93.5
21 years and above	13	6.5	6.5	100.0
Total	200	100.0	100.0	

Table 4.8 below show the results for the frequency of Job Rotation and the highest is at once at 66.0% (132 respondents) then at 2 to 3 times at 30% (60 respondents). The last is at range of 4 to 5 times at 4.0% (8 respondents). It proved that most of the employees have been undergone the job rotation process either within in unit in the same department or among department.

Table 4.8 : The Table of Frequency of Job Rotation

	Frequency	Percent	Valid Percent	Cumulative Percent
Once	132	66.0	66.0	66.0
Valid 2 - 3 times	60	30.0	30.0	96.0
4 - 5 times	8	4.0	4.0	100.0
Total	200	100.0	100.0	

Table 4.9 below show the results for income and the highest is at less than RM3,000 at 49% (98 respondents) then at range RM3,000 to RM5,000 at 32.5% (65 respondents) followed by RM 5,001 to RM 7,000 at 17% (34 respondents). The lowest score is the income from range RM7,001 and more at 1.5% (3 respondents).

Table 4.9 : The Table of Frequencies for Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than RM 3000	98	49.0	49.0	49.0
Valid RM 3000 to RM 5000	65	32.5	32.5	81.5
RM 5001 to RM 7000	34	17.0	17.0	98.5
RM 7001 and more	3	1.5	1.5	100.0
Total	200	100.0	100.0	

### 4.3 Descriptive Analysis

All variables in this study are evaluated using 5 point Likert Scale shown in Table 4.10 shown below:

Table 4.10 : The Table of Likert Scale

Level	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Scale	1	2	3	4	5

Based on the descriptive analysis conducted, the mean values for all item are above moderate. The result of the descriptive analysis statistics for job rotation implementation is shown in Table 4.11.

Table 4.11 : The Table of Descriptive Statistics for Job Rotation Implementation

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I am interested in Job Rotation (JR) practice	200	1.00	5.00	3.9050	.99545
I feel that JR is a best training and development program followed by the organization	200	1.00	5.00	4.2050	.68946
JR improves my planning and organizing skills	200	1.00	5.00	4.1450	.69019
JR results in job satisfaction	200	1.00	5.00	4.0450	.68946

I believe JR will improves my interpersonal skills	200	1.00	5.00	4.1800	.64004
My self-confident level increases through JR practices	200	1.00	5.00	4.1100	.67093
JR improves communication network	200	1.00	5.00	4.3250	.58402
My cognitive skills get improved through JR	200	1.00	5.00	4.0700	.65363
JR provides me a chance for promotion	200	1.00	5.00	3.9500	.81290
Through JR practice my leadership skills get improved	200	1.00	5.00	4.0600	.68465
JR improves my knowledge of general issues in the organization	200	1.00	5.00	4.2400	.62799
JR enhances knowledge of organization policies, procedures and practices	200	1.00	5.00	4.2200	.61929
JR helps me in understanding organizational goals	200	1.00	5.00	4.1700	.62695
Valid N (listwise)	200				

The result of the descriptive analysis statistics for employees' job performance related to stress is shown in Table 4.12 as follow:

Table 4.12 : The Table of Descriptive Statistics for Job Performance – Stress

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
I enjoy my work	200	2.00	5.00	4.1450	.61307
I am well trained in my work	200	2.00	5.00	3.9800	.59275
I am clear about my duties and responsibilities	200	2.00	5.00	4.1300	.56985
I am willing to accept my faults	200	2.00	5.00	4.2800	.54136
I receive the respect I deserve from my colleagues	200	1.00	5.00	3.9650	.64487
I tend to see problems as challenge rather than as obstacles	200	2.00	5.00	4.2050	.57849
The rewards for success are greater than the penalties for failure	200	1.00	5.00	4.0000	.69456
The manager encourages me at work	200	1.00	5.00	3.9900	.67243
I always receive positive feedback from my employers	200	2.00	5.00	3.8900	.67093
Valid N (listwise)	200				

The result of the descriptive analysis statistics for employees' job performance related to working environment is shown in Table 4.13 as follow:

Table 4.13 : The Table of Descriptive Statistics for Job Performance – Working Environment

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
I gain personal growth by learning various skills in my work	200	2.00	5.00	4.1450	.51507
The management appreciates my suggestions and leadership	200	1.00	5.00	3.7400	.67429
Supervisors encourage me to do well in my work	200	1.00	5.00	3.9800	.64161
I am rewarded for the quality of my efforts	200	1.00	5.00	3.7500	.74853
I am valued by my supervisor	200	1.00	5.00	3.8250	.67576
My organizations has a positive image towards my friends and family	200	1.00	5.00	3.8450	.64268
My job brings positive changes to me	200	1.00	5.00	4.0250	.57097
I am able to solve problems immediately to satisfy my manager	200	2.00	5.00	3.9600	.54763
I understand the importance to value and respect my colleagues	200	2.00	5.00	4.2900	.55447
I am happy with my job	200	1.00	5.00	4.1400	.57625
Valid N (listwise)	200				

The result of the descriptive analysis statistics for employees' job performance related to workload is shown in Table 4.14 as follow:

Table 4.14 : The Table of Descriptive Statistics for Job Performance – Workload

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
I gain personal accomplishment through my work	200	1.00	5.00	3.9950	.66874
I have the tools and resources to do my job well	200	1.00	5.00	3.9600	.60848
I feel encouraged to come up with the new and better ways of doing things	200	2.00	5.00	4.1050	.53423
I could clearly define quality goals in my work	200	2.00	5.00	4.0350	.51488
My skills and abilities are put into good use in my work	200	2.00	5.00	4.1100	.48897
My organization does an excellent job in keeping employees informed about matters affecting them	200	1.00	5.00	3.9100	.67392
I am satisfied with the information given by the management on what is going on in my division	200	1.00	5.00	3.7950	.68946
I am satisfied with my involvement in decisions that affect my work	200	1.00	5.00	3.9050	.63084
I feel safe sharing my plans, programs and policies with my management	200	1.00	5.00	3.7900	.74746
My manager is committed to finding win-win solutions to problems at work	200	1.00	5.00	3.8950	.63719
Valid N (listwise)	200				



Based on the analysis, Null Hypotheses: there is a no significant relationship between job rotation and job performance are rejected. Hypotheses 1, there is a significant relationship between job rotation and job performance are accepted.

#### 4.4 Job Rotation Toward Employee's Job Performances

The study also find that it is necessary to examine the view of non academic staff towards how job rotation could benefit them. There are 11 items incorporated through the questionnaires regarding the benefits of job rotation practices.

##### 4.4.1 Best Training and Development Program

Most of the respondents claimed that job rotation is the best training and development program implemented in UniSZA. Based on the analysis conducted, 61.0% of respondents are agree that job rotation is the best training and development program.

##### 4.4.2 Improves Planning and Organizing Skills

Most of the respondents consists of 65.5% of respondents claimed that job rotation improved their planning and organizing skills. Only 1.0% do not agree that job rotation could improved their planning and organizing skills

#### 4.4.3 Job Satisfaction

Job satisfaction is very important to ensure employees keep motivated and highly performed. When employees are not satisfied with their job, they tend to be demotivated and underperformed. But, through job rotation, employees could achieve job satisfaction. It has been agreed by 68% of respondents in this survey.

#### 4.4.4 Improves Interpersonal Skills

Employees with good interpersonal skills are crucial important for any organization. This skills could be used by employees to interact with others properly. With the implementation of job rotation, employees could enhance their interpersonal skills needed. Most of respondents, 64.5% are agreed that their interpersonal are increases through job rotation practices.

#### 4.4.5 Increase Self-Confident

Most of respondents consists of 68% are agreed that their confident level are increases through job rotation practices. It's very important for employees to have higher confidents level to ensure they have positive attitudes, more productive, and enable them to make decision or giving suggestion.

#### 4.4.5 Improves communication network

Out of 200 respondents, 61% agreed that job rotation could help employees to improve their communication network.

#### 4.4.6 Improved cognitive skills

72% of respondents are agreed that job rotation could help them to improved their cognitive skills.

#### 4.4.7 Giving a chance for promotion

More than half from the total of respondents consists of 58% agreed that job rotation giving them a chance for them to be promoted.

#### 4.4.8 Improved Leadership Skills

Leadership skill is very important for employees to ensure they can lead other's employees supervised by them. In this survey, total of 67.5% of respondents validated that job rotation can improves their leadership skills.

#### 4.4.9 Improves knowledge of general issues in organization

Total of 63.5% of respondents validated that job rotation can improves their knowledge of general issues in organization.

#### 4.4.10 Enhances policies, procedures and practices

67.0% from total respondents verified that job rotation could enhances theory knowledge of organization policies, procedures and practices.

#### 4.4.11 Helps in understanding organizational goals

There are 68.0% respondents agreed that job rotation helps the in understanding organizational goals.

### 4.5 Determinants of Job Performance

There are three determinants that can affect employee's job performance consists of stress, working environment and workload.

#### 4.5.1 Stress

Stress and employee's job performance are closely related. The employees are easily exposed to stress because of nature of work itself. It is a normal emotional and physical reactions occur when an employee deal with work requirement beyond their control.

The level of work stress are depend on many factors such as organizational policies, management interfere, organizational behaviors and etc. Stress may affect employees whether in positive or negative side depends on how the employees handle the stress.

#### 4.5.2 Working Environment

Working environment is undeniable determinants that could affect employee's job performance. Employees who work in unconducive working environment may have lower job performance compare to those who work in good working environment. Apart from the physical condition of the work place, the organization management, colleague, job design and others factors also could affect employees performance.

#### 4.5.3 Workload

Job performance are also related to employee's workload. If any employees are giving workload beyond their capabilities, it will reduce their motivation or decrease their willingness to doing the task given. When it comes to this level, their productivity may decrease and give bad effect to their performance level.

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations based on analysis conducted throughout the study. Then, it is followed by limitations of the study. Recommendations are also listed to give some ideas to the management about the influences of job rotation toward employee's job performance.

#### 5.2 Summary of Findings

Based on the research conducted, the study revealed the following findings:

##### 5.2.1 How Job Rotation Influence Employee's Job Performance?

Job rotation program are recognized as the best training and development program conducted in Universiti Sultan Zainal Abidin by their employees whom already undergone the rotation process. It also improves planning and organizing skills among the employees. Besides that, job rotation also provided job satisfaction to

employees because they can learn new skills when they moved from one one job to another.

It also proven that job rotation could improves interpersonal skills and increase self-confident among the employees. By moving an employess from a department to another department, it may improve their communication network because their exposed to new environment and more people. It also agreed that job rotation may increase employee's cognitive ability and improved leadership skills and it will enhance the employees performance. Most of respondents also agree that job rotation giving a chance of promotion.

Besides that, it also improves knowledge of general issues in organization and enhances policies, procedures and practices. The employees shall also have clearer understanding of organizational goals as whole because they already gone through all of the process involve in the organization.

### 5.2.2 Challenges in Implementing Job Rotation

#### (i) Resistance of Employee

In implementing job rotation program, human resource manager need to deal with the employee who refuse to involve in job rotation. They are reluctant to change their job or department to another because they already comfortable with current



position. In other circumstances, the employees accepting the rotation order but they are not willing to acquire new skill needed to function effectively in that department.

(ii) Resistance of Manager

For some cases, there are also a manager whom not willing to let go their staff to be rotated to another department. It is because they already transfer the knowledge, experience with the current employee. If the employee changed to another department, so they need to start it over again.

(iii) Lack of Knowledge

The study reveals that employees are not given adequate training before them being rotated. Some of them take some time to learn new process or adapt with new environment. This challenge will affect the productivity if the department as employees do not become proficient in sudden time.

### 5.3 Limitation of Research

The research is conducted at Universiti Sultan Zainal Abidin among non-academic staff from job grade 19 and above. Thus, the results may not be generalized to others. This research is using questionnaires as instrument to collect data.

So, there may be a problem of social desirability. Some respondents may have tendency to give responses deemed to be desirable by others, instead of giving honest responses.

## 5.4 Recommendations

Based on the research conducted, the researcher would like to make the following recommendations:

### 5.4.1 Training and Development

Job rotation should be clearly acknowledged as one of the training and development devices to enhance employee's performance. The UniSZA's management should focus on job rotation as a training and development program that could provide non-academic staff with the competencies, knowledge, skills and abilities required to their current job. By applying job rotation program accordingly, each employee will have the opportunity to perform different tasks using various skills and abilities.

### 5.4.2 Clearer Policy and Guidelines

Policy and guidelines are very important to ensure any implementation of job rotation program can be done accordingly. There must be a written document about job

rotation policies and proper guidelines to be referred to. Clearer policy and guidelines will help the management to implement job rotation program systematically. It does also ensure employees are given correct information about job rotation policies.

#### 5.4.3 Future Research

For the future research, the researcher can go more in depth of the components in this study about job rotation and employee's job performance. The researcher also can conducted this study in a larger scale involve other higher learning institution including Universiti Malaysia Kelantan and Universiti Malaysia Terengganu.



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**QUESTIONNAIRE (SOAL SELIDIK)****Section I (Seksyen I): General Information (Maklumat Umum)**

Please circle your answer.

*Sila bulatkan jawapan anda.*

- 1 Gender (*Jantina*)
  - a. Male (*Lelaki*)
  - b. Woman (*Perempuan*)
- 2 Marital Status (*Status Perkahwinan*)
  - a. Single (*Bujang*)
  - b. Married (*Berkahwin*)
  - c. Divorced / Widowed (*Bercerai / Janda / Duda*)
- 3 Age (*Umur*)
  - a. 20 - 29
  - b. 30 - 39
  - c. 40 - 49
  - d. 50 and above (*dan ke atas*)
- 4 Highest education level obtained (*Tahap Pendidikan Tertinggi Diperoleh*)
  - a. Secondary (*Menengah*)
  - b. Diploma (*Diploma*)
  - c. Bachelor Degree (*Ijazah Sarjana Muda*)
  - d. Postgraduate (*Pascasiswazah*)
- 5 Job Category (*Kategori Perjawatan*)
  - a. Administration (N)  
*Pentadbiran (N)*
  - b. Technical (J)  
*Teknikal (J)*
  - c. Information Technology (F)  
*Teknologi Maklumat (F)*
  - d. Finance (W)  
*Kewangan (W)*
  - e. Any Other - please specify:  
*Lain-lain - sila nyatakan:*

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- 6 Job Grade (*Gred Jawatan*)
  - a. Grade (*Gred*) 19 - 26
  - b. Grade (*Gred*) 29 - 40
  - c. Grade 41 and above  
*Grade 41 dan ke atas*
- 7 Length of Service (*Tempoh Perkhidmatan*)
  - a. Less than 3 years  
*Kurang dari 3 tahun*
  - b. 4 - 10 years  
*4 - 10 tahun*
  - c. 11 - 15 years  
*11 - 15 tahun*
  - d. 16 - 20 years  
*16 - 20 tahun*
  - e. 21 years and above  
*21 tahun ke atas*

- 8 How often were you rotated in 3 years?  
*Berapa kerap anda melalui pusingan kerja dalam 3 tahun?*
- a. Once (*Sekali*)
  - b. 2 - 3 times (*kali*)
  - c. 4 - 5 times (*kali*)
  - d. 6 - 7 times (*kali*)
  - e. 8 times and above (*Lebih dari 8 kali*)
- 9 Current monthly income  
*Pendapatan Bulanan*
- a. Less than RM 3,000  
*Kurang daripada RM 3,000*
  - b. RM 3,000 to RM 5,000  
*RM 3,000 hingga RM 5,000*
  - c. RM 5,001 to RM 7,000  
*RM 5,001 hingga RM 7,000*
  - d. RM 7,001 and more  
*RM 7,001 dan ke atas*

**Section II: Job Rotation Implementation**  
***Seksyen II: Pelaksanaan Pusingan Kerja (JR)***

Instructions - Please circle the number which best describe your opinion of the following statements:

*Arahan - Sila bulatkan nombor yang menggambarkan pandangan anda terhadap pernyataan berikut:*

No. Bil.	STATEMENTS PERNYATAAN	Strongly disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Neither agree nor disagree <i>Tidak Pasti</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>
1	I am interested in Job Rotation (JR) practice <i>Saya berminat dengan amalan Pusingan Kerja (JR)</i>	1	2	3	4	5
2	I feel that JR is a best training and development program followed by the organization <i>Saya berpendapat bahawa JR adalah program latihan dan pembangunan yang terbaik dalam organisasi</i>	1	2	3	4	5

3	JR improves my planning and organizing skills JR meningkatkan kemahiran saya dalam merancang dan menyusunatur	1	2	3	4	5
4	JR results in job satisfaction <i>JR menghasilkan kepuasan kerja</i>	1	2	3	4	5
5	I believe JR will improves my interpersonal skills <i>Saya percaya JR akan meningkatkan kemahiran interpersonal saya</i>	1	2	3	4	5
6	My self-confident level increases through JR practices <i>Tahap keyakinan diri saya semakin meningkat melalui amalan JR</i>	1	2	3	4	5
7	JR improves communication network <i>JR meningkatkan jaringan komunikasi</i>	1	2	3	4	5
8	My cognitive skills get improved through JR <i>Kemahiran kognitif saya semakin baik melalui JR</i>	1	2	3	4	5
9	JR provides me a chance for promotion <i>JR memberi peluang kepada saya untuk kenaikan pangkat</i>	1	2	3	4	5
10	Through JR practice my leadership skills get improved <i>Melalui amalan JR,, kemahiran kepimpinan saya semakin meningkat</i>	1	2	3	4	5
11	JR improves my knowledge of general issues in the organization <i>JR meningkatkan pengetahuan saya berkenaan isu-isu umum dalam organisasi</i>	1	2	3	4	5



12	JR enhances knowledge of organization policies, procedures and practices <i>JR meningkatkan pengetahuan berkaitan polisi, prosedur dan amalan di organisasi</i>	1	2	3	4	5
13	JR helps me in understanding organizational goals <i>JR membantu saya dalam memahami matlamat organisasi</i>	1	2	3	4	5

**Section III: Employees Job Performance**

**Seksyen III: Prestasi Kerja Kakitangan**

Instructions - Please circle the number which best describe your opinion of the following statements:

*Arahan - Sila bulatkan nombor yang menggambarkan pandangan anda terhadap pernyataan berikut:*

**EMPLOYEE JOB PERFORMANCE - STRESS  
PRESTASI KERJA KAKITANGAN - TEKANAN**

No. Bil.	STATEMENTS PERNYATAAN	Strongly disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Neither agree nor disagree <i>Tidak Pasti</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>
1	I am a self motivated person <i>Saya adalah seorang yang bermotivasi</i>	1	2	3	4	5
2	I enjoy my work <i>Saya suka kerja saya</i>	1	2	3	4	5
3	I am well trained in my work <i>Saya terlatih dalam kerja saya</i>	1	2	3	4	5

4	I am clear about my duties and responsibilities <i>Saya memahami dengan jelas tugas dan tanggungjawab saya</i>	1	2	3	4	5
5	I am willing to accept my faults <i>Saya bersedia untuk menerima kesalahan saya</i>	1	2	3	4	5
6	I receive the respect I deserve from my colleagues <i>Saya menerima penghormatan yang saya berhak perolehi daripada rakan-rakan saya</i>	1	2	3	4	5
7	I tend to see problems as challenge rather than as obstacles <i>Saya cenderung untuk melihat masalah sebagai satu cabaran dan bukan sebagai halangan</i>	1	2	3	4	5
8	The rewards for success are greater than the penalties for failure <i>Ganjaran untuk kejayaan adalah lebih besar daripada penalti bagi kegagalan</i>	1	2	3	4	5
9	The manager encourages me at work <i>Pengurus memberi galakan kepada saya di tempat kerja</i>	1	2	3	4	5
10	I always receive positive feedback from my employers <i>Saya sentiasa menerima maklum balas positif daripada majikan saya</i>	1	2	3	4	5

KELANTAN

**EMPLOYEE JOB PERFORMANCE - WORKING ENVIRONMENT**  
**PRESTASI KERJA KAKITANGAN - PERSEKITARAN KERJA**

No. Bil.	STATEMENTS PERNYATAAN	Strongly disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Neither agree nor disagree <i>Tidak Pasti</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>
1	I gain personal growth by learning various skills in my work <i>Saya memperoleh perkembangan peribadi saya dengan mempelajari pelbagai kemahiran dalam kerja-kerja saya</i>	1	2	3	4	5
2	The management appreciates my suggestions and leadership <i>Pihak pengurusan menghargai cadangan dan kepimpinan saya</i>	1	2	3	4	5
3	Supervisors encourage me to do well in my work <i>Penyelia menggalakkan saya untuk melakukan yang terbaik dalam kerja saya</i>	1	2	3	4	5
4	I am rewarded for the quality of my efforts <i>Saya diberi ganjaran berdasarkan kualiti usaha saya</i>	1	2	3	4	5
5	I am valued by my supervisor <i>Saya dihargai oleh penyelia saya</i>	1	2	3	4	5
6	My organizations has a positive image towards my friends and family <i>Organisasi saya mempunyai tanggapan positif terhadap kawan-kawan saya dan keluarga</i>	1	2	3	4	5

7	My job brings positive changes to me <i>Tugas saya membawa perubahan positif kepada saya</i>	1	2	3	4	5
8	I am able to solve problems immediately to satisfy my manager <i>Saya dapat menyelesaikan masalah dengan segera untuk memenuhi kehendak pengurus saya</i>	1	2	3	4	5
9	I understand the importance to value and respect my colleagues <i>Saya faham pentingnya untuk menghargai dan menghormati rakan-rakan saya</i>	1	2	3	4	5
10	I am happy with my job <i>Saya gembira dengan kerja saya</i>	1	2	3	4	5

**EMPLOYEE JOB PERFORMANCE - WORKLOAD**  
**PRESTASI KERJA KAKITANGAN - BEBANAN**

No. Bil.	STATEMENTS PERNYATAAN	Strongly disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Neither agree nor disagree <i>Tidak Pasti</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>
1	I gain personal accomplishment through my work <i>Saya memperoleh pencapaian peribadi melalui kerja saya</i>	1	2	3	4	5
2	I have the tools and resources to do my job well <i>Saya mempunyai peralatan dan sumber untuk melakukan tugas saya dengan baik</i>	1	2	3	4	5

3	I feel encouraged to come up with the new and better ways of doing things <i>Saya berasa terdorong untuk melakukan sesuatu dengan cara yang baru dan lebih baik</i>	1	2	3	4	5
4	I could clearly define quality goals in my work <i>Saya dengan jelas boleh menentukan matlamat kualiti dalam kerja-kerja saya</i>	1	2	3	4	5
5	My skills and abilities are put into good use in my work <i>Kemahiran dan kebolehan saya digunakan sebaiknya dalam kerja-kerja saya</i>	1	2	3	4	5
6	My organization does an excellent job in keeping employees informed about matters affecting them <i>(Organisasi saya melakukan tugas yang baik dalam memastikan pekerja sentiasa dimaklumkan tentang perkara yang melibatkan mereka)</i>	1	2	3	4	5
7	I am satisfied with the information given by the management on what is going on in my division <i>Saya berpuas hati dengan maklumat yang diberikan oleh pihak pengurusan berkenaan apa yang sedang berlaku di jabatan saya</i>	1	2	3	4	5
8	I am satisfied with my involvement in decisions that affect my work <i>Saya berpuas hati dengan penglibatan saya dalam keputusan yang memberi kesan kerja saya</i>	1	2	3	4	5

9	I feel safe sharing my plans, programs and policies with my management <i>Saya berasa selamat berkongsi rancangan saya, program dan dasar dengan pihak pengurusan saya</i>	1	2	3	4	5
10	My manager is committed to finding win-win solutions to problems at work <i>Pengurus saya komited untuk mencari penyelesaian menang-menang terhadap masalah di tempat kerja</i>	1	2	3	4	5

**Thank you for completing the questionnaire.**  
***Terima kasih kerana melengkapkan soal selidik ini.***