

Analyzing the Job Rotation Factors for the Education Organizational in Malaysia

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Abstract--- *This project is to find out the determinants of job rotation among employees in education organizational. Organization will more understand about job rotation and its benefit toward organization. Other than that, its useful for management for staffs from education organizational. Job rotation is an essential for management in organization especially for staff from education organizational. Job rotation will help managers explore the hidden talent of employees. Other than that, job rotation is designed to expose employees to a wider range of operations in order to assist managers in exploring their hidden talent. In the process of job rotation. They will exposed to different task and get the experience in handling new working environment. Therefore, it is important to determinant of job rotation in an organization This can help the organization to make improvement in performance and also skill and knowledge. The scope of this study covers the determinants of job rotation among employees in education organizational. This project will be carried out based on the employees of education organizational. Data collection methods are use including disseminating distributed questionnaires to randomly selected employees. 400 questionnaires have been distributed to employees for surveys for employees determinants among employees in education organizational. Employees' responses on questionnaires related to job rotation determinants among officers in education organizational was analyzed using the Statistical Package Social Science (SPSS) software and the results will be indicated in this study*

Keywords— *Education Organizational, Malaysia, Job Rotation, Motivation.*

I. INTRODUCTION

Job rotation is a human resource practice where an employee is rotated on different job functions in the organization enhance his practical knowledge, skills and expertise in professional job. Job rotation is a process when a employee rotated at the various position in the organization to enhance the functional expertise of the employees in all areas of the organization. Employee is rotated at different positions to obtain competency in various functional areas of the organization through job rotation (Gomez & Lorente, 2004). Employers will or able to evaluate employees not only for their personality traits but also for their work skills and output. Attributes like leadership abilities, technical competence, relations with others and judgement may be translated by output measures. Job rotation will allowing employees to become flexible in skills needed throughout the company not just in one section or division, this allows companies to benefit through lower costs to train new employees to make a specific task

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based on the different position. (Talbot and Billsbery, 2010) stated that different task will be given to employees for a time.

Functional prerequisites are general for all levels of analysis included individuals, groups, activities, networks, organizations and communities as well as all other types of systems. The action subsystem is interdependent and helps create a process of exchange of energy and resources that in turn support the whole system of action (Schwandt, 2007). Jaime (2000) argues that work shifts encourage the psychological and physical health of employees through creating positive attitudes towards employees, facilitating their health and enhancing various work through reduced tediousness to work, looking at things in a new perspective, lowering physical and motivational physical portfolios to their position in the organization. Studies by Weichel et al. (2010) describes the rotational work can to develop knowledge and solidarity and when this strategy is going well, employees are expected to have a new knowledge and give benefit to the organization.

Research Objective

This study attempts to achieve the following objective:

1. To study the relationship between motivation and job rotation.
2. To examine the relationship between training and job rotation.
3. To investigate the relationship between skill and knowledge and job rotation.
4. To reveal the relationship between performance and job rotation.

Research Question

This section will help answer the following questions:

1. Does motivation can influence job rotation in education organizational?
2. Does training can impact significantly job rotation in education organizational?
3. How skill and knowledge effects job rotation in education organizational?
4. How performance affects job rotation in education organizational ?

II. LITERATURE REVIEW

Job rotation has existed in business for so many years. It may have been called multi-tasking, lateral transfer, job-shadowing or simply doing what was needed to get the job done. According to Ortega (2001), there are different reasons an organisation may choose to utilize job rotation such as using job rotation as a learning mechanism. The determinant of job rotation among officer in education organizational is motivation, training, skill and knowledge and performance. Employees who are given various job opportunities are to develop leaders faster and more effective because the development task will include the opportunity to lead more teams under various circumstances.

Job rotation is use for many organization to exposing workers to all verticals of the company in order to make them aware how company operates and how tasks are performed. It gives them a chance to understand the working of the organization and different issues that crop up while working. Job rotation is a strategy that organization applied to increased employees performance (Schultz 2010). Job rotation helps workers to understand the different

steps that go into creating a product or service delivery, how their own effort affects the quality and efficiency of production and customer service, and how each member of the team contributes to the process. Other than that, job rotation permits individuals to gain experience in various phases of the business and, thus, broaden their perspective. It is also believed that job rotation has the ability to decrease the amount of boredom and monotony experienced by employees who work in the same position for extended periods of time.

Overview of Data Gathered

Table 1 shows the profiles of questionnaires survey. 400 questionnaire were distributed to the employees. However, only 342 questionnaires were successfully collected. The data is use to analysis is this study.

Consequently, 85.5% of the total questionnaires distributed are response to the questionnaires.

Table 1: Sample Profile of Survey

Number of Questionnaire Distributed	400
Number of Questionnaire Collect Back	342
Response Rate	85.5%
Number of Questionnaires Used for Analysis	342

Data Presentation

Table 2 summarizes all the demographic data of respondents including gender, age, ethnicity, experience of working, level of education and department.

Table 2: Demographic Characteristics of Respondents

Variables	Categories	Frequency	(%)
Gender	Male	155	45
	Female	187	55
Age	Below 25	40	11.7
	25 – 35	146	42.7
	36 – 45	129	37.7
	46 and above	27	7.9
Ethnicity	Malay	334	97.7
	Chinese	5	1.5
	Indian	3	0.8
Experience	< 1 year	22	6.3
	2 – 4 years	70	20.6
	5 – 7 years	81	23.8
	>7 years	169	49.3
Level of education	PhD		-
	Master	31	9
	Degree	197	57.5
	Diploma / Certificate	95	27.8
	SPM	19	5.7
Department	PMR		-
	School / Academic Centers	44	12.9
	Registration / Human Resource (HR)	54	15.7
	Bursary / Financial	52	15.3
	Information and Communication Technology (ICT)	58	16.6
	Student Affair		
	Residential College	66	19.3
Building and Development		30	8.9
		38	11.2

It can be seen that from 342 respondents, there are more female than male respondents. The results show that 55% of respondents are female and the remaining 45% are males. The majority of 342 respondents aged between 25 - 35 years (42.6%), 36 - 45 years (37.7%), less than 25 years (11.7%) and 46 years and above (7.9%).

There were 334 (97.7%) are Malay, 5 (1.5%) Chinese and 3 (0.8%) Indian. For work experience, more respondents work more than seven years 169 (49.3%), there were 81 (23.8%) from five to seven years, from two to four years, 70 (20.6%) and less than one year is 22 (6.3%).

For level of education, 197 (57.5%) were from Degree, 95 (27.8%) graduated with Diploma Qualification, 31 (9%) were from Master and 19 (5.7%) were from SPM. As for department, the highest of respondent are from Student affair 66 (19.3%), 58 (16.6%) were from Information and Communication Technology (ICT), 54 (15.7%) were from Registration / Human Resource (HR), 52 (15.3%) were from Financial, 44 (12.9%) were from Academic Centre, 38 (11.2%) were from Building and Development and Residential College is 58 (16.6%).

Reliability Analysis

Table 3 shows the result of reliability test of independent variable ie motivation, training, skills and knowledge and performance. Cronbach alpha value coefficients for all variable ranging from 0.774 to 0.859 show good inter-item consistency for each factor. Sekaran (1992) explains that the reliability of a measurement is established by testing the consistency and stability of the data collected.

Table 3: Results of Reliability Test

Variables	Number of Items	Cronbach Alpha
Motivation	6	.859
Training	5	.779
Skill and Knowledge	5	.774
Performance	6	.805

Data consistency shows the stage of an item freely measured from the concept. Reliability analysis is used to measure the benefits of data. This step is to make sure that all items used in each variable are free from error and thus provide consistent results. Alfa Cronbach is a measurement. Two variables are good speeches where the motivation and performance and two variables are acceptable which is training and skills and knowledge. According to Sekaran (2000), alpha exceeds 0.80 is considered good, while the range of 0.70 is considered acceptable.

Descriptive Analysis among All Variables

Table 4 Presents means and standard deviations for all the study variables.

Table 4: Descriptive Analysis

Factors	Mean	Standard Deviation
Job Rotation	4.0057	.63815
Motivation	3.8190	.68981
Training	3.6939	.63761
Skill and Knowledge	3.5582	.76431
Performance	4.5681	.44285

Refers to the table above, mean of all variables ranges from 3.5582 to 4.5681. The average variable independent variables that motivation, training, skills and knowledge and performance are 3.8190, 3.6939, 3.5582 and 4.5681 respectively. Standard deviation for all variables ranges from 0.44285 to 0.76431. Standard deviation for motivation is 0.68981, training 0.63761, skill and knowledge 0.76431 and performance 0.44285. Finally for performance has the highest mean of 4.5681 and skill and knowledge have the highest standard deviation of 0.76431.

III. DETERMINANTS OF JOB ROTATION AMONG EMPLOYEES

Multiple regression analysis was used to determine the determinants of job rotation among employees in education organizational. Table below presents results of regression analysis on job rotation.

Variables	Beta	t-Ratio	Sig. t
Motivation	0.177	3.283	0.001
Training	0.132	2.434	0.015*
Skill and Knowledge	0.159	2.843	0.005*
Performance	0.086	1.510	0.132
R square = 0.140			
Durbin-Watson = 1.964			
F = 13.763			
Sig. F = .000			

Regression analysis shows that motivation have a significant relationship on the rotational determinants at education organizational (sig t = 0.001) and had a positive beta. This finding does not contradict conventional wisdom i.e. motivation has a positive effect on the determinants of job rotation among employees of education organizational. It can be explained that people more focus to have employees who have the ability to accomplish their tasks and have good performance in the organization. In addition, motivated workers will help promote job satisfaction. Employees are generally satisfied with the challenging work in character and involve some creative thinking. H1 hypothesis states that there is a correlation between motivation and work rotation among employees of education organizational.

The regression analysis also indicates that Skill and Knowledge also have significant effect determinants of job rotation in education organizational (sig. t = 0.005) with a positive beta. This shows that skill and knowledge does influence the job rotation of employees in education organizational. Therefore, hypothesis H2 proved that there is a significant relationship between skill and knowledge and job rotation.

Training was found to have significant effect (sig. t = 0.015). Training play a role in determinants of job rotation among employees in education organizational. This shows that training of employees will acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Therefore, hypothesis H3 training has a relationship with determinants of job rotation among employees in education organizational.

Regression analysis shows that performance does not have a significant effect on the determinants of job rotation among employees of education organizational (sig. t = 0.132). Performance can gain once employees working and gain experience in organization. Training will improve employees' performance and will develop a good image in future Therefore, the hypothesis H4 proved factors influencing job rotation of job rotation in education organizational was not supported.

IV. SUMMARY

In summary, an analysis that has been conducted, the results of the hypothesis tested are described in Table 5.

Table 5: Results of Hypothesis Testing

No of Hypothesis	Statement of Hypothesis	Results
H1	There is significant relationship between motivation and job rotation.	Accepted
H2	There is significant relationship between training and job rotation.	Accepted
H3	There is significant relationship between skill and knowledge and job rotation	Accepted
H4	There is significant relationship between performance and job rotation.	Rejected

Hypothesis 1 examines hypothesis is accepted between motivation and job rotation. Employees motivation has proven that it help the success of organizations. Motivation is essential to improve employee job satisfaction, performance and productivity. Successful business organizations use many tools and policies that help motivate employees such as training & development, orientation & placement, transfer & promotion, increasing remuneration, compensation, and reward systems, and job rotation acceptance (Paswan et al., 2005). Motivating employees is important for any business. Motivated employees means a very productive worker, this variable help the organization to achieve its business goals. And this should be the ultimate goal in the organization and business plans. Organization need to builds a motivational strategy and the first step to take is to understand what drives organizational workers. What drives them to their peak performance will help organizations develop programs that motivate and retain the best employees for their businesses (Pakdel, 2013).

Hypothesis 2 examined the relationship between training and job rotation. This hypothesis is accepted. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992). The hypothesis was accepted because the main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. So, employees in education organizational can improve organization's performance by gain a tarining when there is job rotation. Training will improve the availability and quality of employees and help to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.

Hypothesis 3 examined the relationship between the skill and knowledge and job rotation, and this hypothesis was accepted. Job rotation is used by the organization to enhance job skills and knowledge of employees by rotating them at various jobs and relieve boredom of staying at same position all the time. It increases the skill variation and employees performance in the organization. Job rotation does not only provides the opportunity to the employees to enhance their jobs skill and knowledge but also provides the chance to learn diverse job functions in the organization. The challenge of perform at a different position make employees to learn diverse expertise and also open to workers to new possibilities with their careers. Job rotation helps employees to develop more skills.

Hypothesis 4 analyzed the relationship between performance and job rotation, and this hypothesis was rejected. Regression analysis shows that there is no significant relationship between performance and job rotation. Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John &

Lee, 2000). While, Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employees in education organizational are not particular about the performance because the process to achieve a good performance may take time because they need to expert in their job and and have a high skill and knowledge. Employees performance may be measure by productivity, efficiency, effectiveness, quality and profitability measures. Organization need to ensure that their employees are contributing to producing high quality products and services through the process of employee performance management not using a strategy of job rotation.

This study has contributed to the understanding of work rotation, which has the determinant of rotational work among employees of education organizational. It helps employees to better understand the acceptance of turnover within the organization. This research can make the employees aware of the turn of the turnout becomes an important part of the organization to increase organizational productivity. This study concludes that most employees at education organizational are likely to have sufficient knowledge and skills in using their turn to understand the relationship between various organizations.

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