



ST.MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF JOB ROTATION ON EMPLOYEES MOTIVATION:
THE CASE OF WEGAGEN BANK S.C**

BY
FASIL ASSEFA WORKU
ID NO. SGS/0100/2009A

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JANUARY, 2019
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**A THESIS SUBMITTED TO ST.MARY’S UNIVERSITY, SCHOOL OF
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DECLARATION

The researcher hereby declares that this thesis has been prepared by me in partial fulfillment of the requirements for the award of a Master's Degree in Business Administration. The researcher wish to state that this work has never been presented in any University or Institution of learning apart from references made to the works of other people for which the researcher have dully acknowledged. Therefore, it is an original work done by me under a close supervision of my advisor.

Name

St. Mary's University, Addis Ababa

Signature

January, 2019

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate studies with my approval as a university advisor.

Advisor Signature

St. Mary's University, Addis Ababa

January, 2019

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LIST OF ABBREVIATIONS/ACRONYMS

ANOVA: Analysis of Variance

SPSS: Software Package for Social Science

VIF: Variable Inflation Factor

WB: Wegagen Bank

JR : Job Rotation

IBD: International Banking Department

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ABSTRACT

This study is about the assessment on the effects of job rotation on employees' motivation in Wegagen Bank. It is a survey research. The target population of the study was professional employees of the company. A sample size of 215 out of 457 employees was taken. The relevant data was collected through survey questionnaire with simple-random sampling technique for distributing the survey questionnaires. The main purpose was to collect data on job rotation and to identify their effect on employees' motivation. The data was analyzed mainly by using descriptive statistics, correlation and regression analysis and the proposed hypotheses were tested and all of them were accepted. Major findings of the study revealed that an output job rotation factor on employees' motivation was positive and significant. Based on this the researcher concluded that job rotation significantly predict the overall employees' motivation in the company and according to the descriptive analysis the overall employees' motivation in the company is found at medium or average. In addition, some recommendations that might enable organizational transformation to be effective in achieving organizational effectiveness and efficiency in the study company are presented based on the results of the study. The researcher also recommended that all independent have a positive and significant effect on employee motivation therefore the bank should work on the indicators of these dimensions for further achievement.

Keywords: job rotation, motivation, Wegagen Bank

CHAPTER ONE

INTRODUCTION

The focus of this chapter is mainly to address the background of the study, background of the organization, statements of the problem, Objectives of the study, Significance of the study, Scope and limitation of the study and organization of the study.

1.1. Background of the Study

Job rotation is planned replacement of staff in jobs and in different time periods with the aim of gaining skills and job autonomy, motivation, and productivity (Saravani,Abbasi, 2013). Job rotation is an interesting mechanism for employees to work in different positions and jobs as possible. And as a result it leads to learning and working in various professions to learn one's appropriate job (Ortega, 2001; Kuijer, de Vries, van der Beek, van Dien, Frings-Dresen, 2004), defined job rotation as: it happens regularly, alternatively between different jobs in an organization based on a plan, or alternatively based on individual needs of workers (Coyne, 2011). Job rotation is a horizontal displacement of workers in different stations so that each workstation requires different skills and responsibilities (Dari and Akbari and Zandieh, (2012)). Job rotation is including job design strategies, which is used to enhance staff motivation at work or repetitive tasks (Ayough et al., 2009). John Sullivan, (2008) presents this definition: job rotation is a systematic displacement from a job to another job or from project to another project within an organization, as one of the ways to achieve different objectives of human resources.

There are different reasons a company may choose to utilize job rotation such as using job rotation as a learning mechanism. 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.

Job rotation is also practiced to allow qualified employees to gain more insights into the processes of a company, and to reduce boredom and increase job satisfaction through job variation. Job rotation benefits employees who participate by reducing job burn-out, apathy, and fatigue, which ultimately increase the level of employee satisfaction and motivation Plowman(2012). Not all employees are open to the idea of job rotation. Higher performers compared to under performers are likely to like job rotation because it is perceived to add to a greater improvement in skills Khan (2010).

Wegagen Bank has made efforts towards strengthening its human capacity by providing various structured on-and off-the job training, recruiting additional new and trained employees as well as retaining existing staff through devising different incentives and benefit packages. With the objective of enhancing the expertise and professionalism of its employees, employees were offered various training programs, including technical induction and management, and knowledge sharing as well as training on core banking solutions.

Accordingly, the Bank has been trying to provide all staffs with the required skills and competencies and to motivate them in various ways in such a way that they well understand customers' needs For this to happen, one of the means that WB applied in its branches is job rotation practice. It is one of the different ways of on-the-job training which helps employees to become generalist professional, to make employees to have the general outlook of the bank and to motivate them. The bank has used job rotation practice as a way to equip employees in delivering a one window service to its customers.

Wegagen Bank (WB) is the largest bank in the country in terms of capital, asset and number of branches. Its vision is be one of the ten reputable and competent Banks in Africa by the year 2025. However, its vision couldn't be achieved with the absence of well skilled and qualified human resources. In order to have such kind of staff, the bank has been applied job rotation system.

In this case, this study was to assess how and in what condition Wegagen Bank (WB) has been applied job rotation to its employees. Largely, this study was examining the effect of job rotation system endeavors of the Bank on its employee's motivation. Besides, this study will inspect to what extent the job rotation system activities build employees motivation.

WB has practiced job rotation across its branches with the aim of creating generalist professionals, learning mechanism and to reduce boredom and increase job satisfaction through job variation. The study examined the empirical understanding concerning the practice of job rotation, the benefits of job rotation and the challenges encountered while implementing job rotation program in order to accomplish organizational objectives of the bank.

1.2 Background of the Organization

Wegagen Bank S.C is established on June 11, 1997. It came into being thanks to 16 visionary founding members who recognized the critical role that financial institutions would play to create a sustainable economic development and raised an initial capital of Birr 30 million. As at June 30, 2016, the paid up capital of the Bank reached Birr 1.8 billion. The number of Shareholders is now 2,349.

Wegagen Bank has a network of 211 branches of which 83 are in Addis Ababa and the remaining 128 are located in regional cities and towns of the country. To expand its service coverage, the Bank keeps on opening additional branches both in Addis Ababa and regional towns.

Wegagen Bank is a pioneer to introduce a Core Banking System as of July 2000, thereby managing to network the Head Office & all branches. Through its versatile ISO Standard Core Banking System, the Bank is now delivering more efficient services to its customers. The system has also enabled the Bank to provide technology-based banking services such as Card payment services (through ATM & POS), internet banking as well as mobile banking services. Wegagen Bank is governed by the Board of Directors consisting of a Chairperson, a Vice Chairperson and seven Directors. The overall management is entrusted to the management team which comprises the President/Chief Executive Officer, who is appointed by the Board of Directors, four Vice-Presidents and sixteen Directors as well as Manager of Engineering Service. As at March 31, 2016, the number of employees of the Bank stood at 3,726, of which, 1,720 are holding first and second degrees, 343 are diploma holders while the remaining 1,663 attended different levels of education and high school.

1.3. Statement of the Problem

Job rotation is a horizontal displacement of workers in different stations so that each workstation requires different skills and responsibilities (Dari 2012). Job rotation is including job design strategies, which is used to enhance staff motivation at work or repetitive tasks (Ayough, 2009).

According to Zeira (1974), Job rotation is said to be an excellent tool for enhancing employee motivation, commitment and job involvement, which are very important for smooth and effective function of an organization. As one of effective on-job-training tools modalities, he explains that effective job rotation brings high customer satisfaction. However, it fails when Job rotation systematically move employees from one job task to another with planned intervals and without proper follow ups and measurement.

Wegagen Bank job rotation practice within the branch involves from one job grade position to same job grade position with different jobs (for example from teller to personal banker from personal banker to forex, from personal banker to loan officer, from teller to IBD and vice versa).

WB believes that building capacity of its employees lets it to provide quality service and makes it competent in the industry. Therefore, along with this, to provide swift and quality service for its customers, it undertakes aggressive employee trainings. It is believed that since WB has huge

number of employees that have direct contact with customers, it uses different human resources development modalities. Among the modalities, practicing job rotation across its branches is the one it uses with the aim of creating generalist professionals.

Wegagen Bank has been doing a lot in job rotation to its workers motivation. Thus, this study was appraising the nature of job rotation granted by Wegagen Bank. Moreover, this research was examined the extent to which the job rotation programs of the Bank are effective, responsive to the needs and expectation of its staff, and how this affects staff motivation. However, there has been a concern that job rotation activities in organization is not well planned, not systematically implemented and not fairly spread across all departments in the organization. By doing this, the study seeks to fill the information gap and to show if there is anything done by the bank to make adjustments on how job rotation could be offered. It was also help to establish how job rotation has impacted on motivation of employee and what improvements have to be done to help equip the employee further as well motivated them to work better for better performance. The study was help the employee to come up with suggestion of what they would like to be incorporated in the job rotation programs so as to improve their motivation, therefore, sets out to assess the role of job rotation on the human resource.

External and internal audit reports also repeatedly comment on operational errors and as a result in customer dissatisfaction this may be due to improper job rotation and the researcher tries to check this problem is linked with job rotation or not. Wegagen Bank has huge number of employees that have direct contact with customers and all of those staff should be aware of what they are working but this operational error may be happened with low coaching system for new employee for new assigned job. Allowing employees to perform the same transactional duties everyday usually make them feel bored and unsatisfied with what they are doing. Thus the importance of job rotation is introduced to alleviate the physical and mental stresses endured by employees when working in the same position, year after year. The researcher seeks to find out the effectiveness of job rotation in the organization and ways and means to improve the awareness of job rotation.

Wegagen Bank (WB) believes that Job rotation helps workers to understand the different steps that go into creating a product and/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. Hence, job rotation permits individuals to gain experience in various phases of the business and, thus, broaden their perspective. The researcher seeks to find out that after the application of job rotation weather customer complain is reduced or not. Therefore, assessing the actual application of job rotation practice systematically will be very important since WB needs to identify the

contribution of job rotation to build employees capability and create generalists that provide quality service for its customers at any time, and highly satisfying service for its customer. There is no study conducted on the effect of job rotation practice of WB and to what extent it enhances employee motivation. The above indicated problem in WB might be caused by ineffective and improper design of employee job rotation program and implementation which leads to customer dissatisfaction.

1.4. Research Questions

The study sought to answer for the following basic research question

- 1) To what extent decreasing Monotony affect employee motivation?
- 2) To what extent increasing knowledge/ skill affect employee motivation?
- 3) To what extent preparations for management affect employee motivation?
- 4) To what extent determining correct job/position affect employee motivation?
- 5) To what extent development of social relation affect employee motivation?

1.5. Objectives of the Study

1.5.1. General Objective

The general objective of the study is to investigate the effect of job rotation practice in Wegagen Bank to enhance employees' motivation at different tasks.

1.5.2. Specific Objective

- 1) To determine the effect of decreasing monotony on motivation;
- 2) To assess the effect of increasing knowledge/skill and motivation;
- 3) To examine the effect of preparation for management on motivation;
- 4) To explore the effect of determining the correct job /position on motivation; and
- 5) To determine the effect of developing of social relations on motivation

1.6. Research Hypotheses

Hypothesis is alternative assumption to be verified during the study. Following are the hypothesis the researcher developed for this study.

Hypothesis 1: Decreased monotony as a result of job rotation applications has a negative effect on motivation.

Hypothesis 2: Increased knowledge/skill/competency as a result of job rotation applications has a negative effect on motivation.

Hypothesis 3: Preparation for management as a result of job rotation applications has a positive effect on motivation.

Hypothesis 4: Determine the correct job/position as a result of job rotation applications has a negative effect on motivation.

Hypothesis 5: Development of social relations as a result of job rotation applications has a negative effect on motivation.

1.7. Definition of Key Terms

Job rotation- Job rotation is a horizontal displacement of workers in different stations so that each workstation requires different skills and responsibilities.

Motivation - Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Job design - the specification of the contents, methods, and relationships of jobs in order to satisfy technological and organizational requirements as well as the social and personal requirements of the job holder

1.8. Significance of the Study

The study will have great significance for the company, in that it can show how the job rotation strategy implemented has contributed in motivating employees or vice versa. Accordingly, the company can take required remedial measures identified. The result of the study will also have significant contribution for those involved in the bank industry and they can draw a lesson from the result.

Moreover, the finding of the study can initiate other researcher to conduct in depth study in the area considering variables that this study didn't address. Thus, the report can serve as a reference material for those who conduct similar studies

1.9 Scope of the Study

It would have been good to study the factors that influence motivation of the entire employee at Wegagen located all over the country, so that all the information could be exhaustive. However, there were constraints in terms of time, money and experience and consequently, the scope of this study is delimited to employees working at branches under East district of Addis Ababa. After all, Wegagen Bank is a big organization having a large number of branch offices all over the country. These offices are highly dispersed and distantly located geographically which could limit their accessibility. The study focused on the effect of job rotation as an employee development technique, on employee motivation of Wegagen Bank S.co.

The data collection was also delimited to questionnaire, because it was difficult to use interview and other data collection methods due to time constraints and limitation of cooperation. Moreover, the sample size was delimited to 215 out of 2098 employees serving in Addis Ababa branches, using a standard formula for the purpose of manipulation of data.

1.10. Organization of the Paper

The study is divided into five chapters.

The first chapter deals with introduction which encompasses background of the study, background of the organization, statement of the problem, research questions, Objectives of the study, scope of the study, limitation of the study and significance of the study.

The second chapter deals with the review of related literatures on job rotation. This part gives a highlight on the theoretical, empirical and conceptual framework of the topic under study.

The third chapter discussed research approach, research design and methodology which includes population and sampling size, data type and source, data collection instrument, data analysis technique and methods.

The fourth chapter is namely the presentation, analysis and interpretation, it is carefully diagnosed the data collected through questionnaire.

The fifth chapter is dedicated to summary of findings, conclusions and recommendations by the researcher based on the outcomes of the overall study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with literature review of related concept and consist of theoretical, empirical and conceptual framework of the study.

2. 1Theoretical Literature Review

2.1.1 Definition of job design

Job design can be defined as “the specification of the contents, methods, and relationships of jobs in order to satisfy technological and organizational requirements as well as the social and personal requirements of the job holder” (Armstrong, 2003, p. 494). According to another definition, job design “is the functions of arranging task, duties and responsibilities in to an organizational unit of work” (Ali and Aroosiya, 2012, p. 4). Job design should start with an analysis of task requirements, namely what should be done, and then it should take into account the following motivating characteristics: autonomy, responsibility, discretion, and finally self-control (Armstrong, 2003). Chaneta (2011, p. 2) defines job design as “the specification of the content, methods and relationship of jobs in order to satisfy technological and organizational requirements as well as the social and personal requirements of the job holder”.

Chaneta (2011) states the criteria that should be taken under consideration for job design, which are the following:

Maximize the degree of specializing; minimize the time required to do the job; minimize the level of skill required; Minimize learning time/ training time; maximize the use of the machines; and minimize the degree of flexibility in the performance of the job.

2.1.2 Definition of Job Rotation

Job rotation is a job design method which is able to enhance motivation; to develop views and double productivity in humanized resources and to improve organization performance and individual levels by multi-skilled workers, well applied available capacities and providing new horizons for attitude, thought, capabilities and skills of workers (Soltani, 2000, as cited in Wageeh&Nafei, 2014).

Edward (2005, p. 74) describes job rotation as “the process of switching a person from job to job” which increases an employee’s capability and value to an organization. Job rotation can 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. Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation. The term job rotation can also mean the scheduled exchange of persons in offices, especially in public offices. Developed in Denmark in the 1980's, Job Rotation can be used in a variety of ways to meet the development and training needs of companies and employees, without a break in production.

Job rotation is an alternative to job 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. Job can be rotated that are very similar or drastically different for example, a person 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 a year (John Pappajohn Entrepreneurial Centre).

Job rotation comes in many forms and is useful in many situations. Job rotation is the systematic movement of employee from one job to another. How this movement is accomplished depends on the purpose that you wish to achieve and how dramatic a move you are willing to take (Malinski, 2002). The Human Resource Development Council (HRDC 1997) describes job rotation as "a career development strategy where an individual temporarily moves laterally into an established or 'shadow position' (HRDC, p.1) which "usually requires the employee to suspend his or her current job duties" (HRDC, 1997, p.12).

According to Parker (2002) job rotation is a model of training through which already employed staffs leave their jobs to go on further training and unemployed people are brought into their places for work, Torrington and Hall (1991) hold the view that in job rotation, individuals are moved between jobs of similar nature. Arnold and Felderman (1986) write that the movement of staff in jobs is at the same level in the organization as they are not promoted in the job where they are rotated. All these views above are the views of the people who support job rotation and explain what is job rotation and they also agree to a common point that in job rotation staff is moved between different jobs and it is most of the time within the organization between different jobs or tasks.

The shift towards recognizing the importance of human capital in industrial age has led companies, and organizations, to change their paradigm about people management. Most organizations no longer see employees as a resource whose primary function is to provide goods and services, but rather are seen as critical to their capability of providing quality services and their ability to grow and evolve continuously (Farzad , 2006 , p.12) The need for organizations to pass on the structural knowledge from experienced staff and managers to new members is critical. Of the many techniques that might

be chosen to assist in this transfer are such techniques as coaching, mentoring, training, and job rotation. The value of job rotation as one of the important techniques in succession-planning and the development of managers .The business world sees the importance of such activities as job rotation in providing a dynamic, productive, and satisfied staff.

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 and Ortega, 2006, p653). However, it has been suggested that rotation is better at building some skills over others ; for example , it improves knowledge about the organization more than technical expertise . (Campion, M. &others , 1994, p. 523)

Bennett (2003) suggests two forms of job rotation: These are

(1) Within-function rotation

He explains that within-function rotation means rotation between jobs with the same or similar levels of responsibility and within the same operational or functional area.

(2) Cross-functional rotation

Cross-functional rotation according to Bennett (2003 P.3) means “movement between jobs in different parts of the organization over a period of time”. However, rather than rotating between a number of jobs that are in the same group and closely related to each other, the individual or new employee would rotate through a number of jobs in different departments. This method provides the individual or new employee with developmental opportunities and such methods can also be used by the organization to gather data about their skills, interests and potential to indicate their final placement.

2.1.3 How Job Rotation Is Utilized By Organizations

Eriksson and Ortega (2004) tested three theories of why organizations introduce job rotation. These are

- a) Employee learning.
- b) Employer learning.
- c) Employee motivation.

Employee learning

With employee learning, the theory is “that employees who rotate accumulate more human capital because they are exposed to a wider range of experiences. The more an employee moves, the more he learns” (Eriksson and Ortega, 2004, p.2). For example, inter-functional job rotation helps prepare junior employees to become top managers. As employees move up to broader jobs, they need to gain deeper understanding of more aspects of business, and job rotation helps them do so. At lower hierarchical levels, intra-functional rotation can be very useful for allocative efficiency reasons: firms benefit from being able to re-allocate employees across different tasks because this enables them to meet production requirements. But re-allocation is too costly unless employees have already gained experience in different jobs.

Employer learning

Under the employer learning, the theory is “the firm itself learns more about its own employees if it can observe how they perform at different jobs. To find the job that an employee is best suited, the employer needs to move the employee around and observe how he performs at each position” (Eriksson and Ortega, 2004, p.2). The idea is that job rotation provides the employer with information about the employee’s abilities. Specifically, it enables the firm to identify which part of an employee’s performance is due to the employee’s general abilities, which part to job-specific factors unrelated to the employee (for example, the job might be particularly difficult and performance low for that reason), and which part to the employee’s job-specific abilities. This information can be used to improve promotion decisions. Ortega (2001) showed that the relative benefits of job rotation are greater when the firm knows less about its employees’ abilities, and when the firm is engaging in activities for which the returns are a priori more uncertain.

2.1.4 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)

- ✓ 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.
- ✓ 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?
- ✓ Involve the employees and managers in planning job rotations so that there is a clear understanding of mutual expectations.
- ✓ Determine exactly what skills will be enhanced by placing an employee in the job rotation process.
- ✓ Use job rotation for employees in non-exempt jobs, as well as for those in professional and managerial jobs.

2.1.5 Barriers of Job Rotation

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. The following problems were noted: (Jonsson ,2001, p.30)

1. Experienced workers not wanting to learn new types of work
2. The rotating employee would be reluctant to return to their original position after Exposure new ideas or responsibilities. (MacLeod & Kennedy, 1993, p.201)
3. Machine operators not wanting to "lend" their machines to others
4. Practical problems of physically getting from one job to the next
5. Unsuitable wage forms
6. Education and training of workers for new jobs
7. Difficulties in finding appropriate jobs to rotate to
8. Inappropriate use of job rotation by management
9. Differences in skill levels among staff may be significant resulting in additional expense in upgrading staff or loss of productivity for some period
10. A unionized environment may prohibit job rotation or restrict job rotation within particular job classifications.
11. It stated that 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. (Steven A. , 2003 , P.757)

12. 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. (Cosgel&Miceli , 2008 , p170)

13. 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. (MacLeod &Kennedy , 1993 , p.212)

Outputs of job rotation

Kurtulus Kaymaz (2010)point out five outputs of job rotation namely decreasing monotony, preparation for management, increase knowledge/skill, determining correct job and developing social relation.

Monotony

When looked at in its entirety, from the angle of employees undergoing rotation the most important associated advantage of differentiation at work is the prevention of monotony and loss of motivation (Azizi et al, 2009, p. 2). Job rotation has found wide acceptance as a means of reducing monotony (Gannon et al, 1972, p. 447). Moving from one position to another for set periods results in mobility, new skills, a new working environment, new social dialogue, new experiences, new professional fields, removes the employee from going through the same motions for long periods of time, and increases morale and motivation (Adomi, 2006, p. 66). Going away from psychologically negative effected job/position provide relief and decrease stress (Xie and Johns, 1995, p. 1303; Aryanezhad et al, 2009, p. 195). In simple, shaped with certain boundries jobs giving low or no autonomy, employees are more exposed to stress and monotony arising from the structure or the content of the work, and this is known to be a cause of job dissatisfaction (Abdel-Halim, 1981, p. 261). Implemented to minimize monotony, rotation and the resultant increase in employee motivation leads to personal development, higher quality work output, a lower rate of absenteeism and a higher level of job acceptance (Umstot and Mitchell, 1978, p. 868). While on the one hand rotation decreases monotony and negative reflections, it can on the other hand prevent specialization. The major criticism of this technique is at the point where it prevents specialization for a specific job.

Although employees acquire a general perspective of a company or production, they are prevented from gaining specialist depth by moving to different jobs at set periods of time (Ortega, 2001, p. 1362). It has been stated that rotation technique can negatively affect the person and the performance level of the work in areas where specialization is required (Susan, 1996, p. 86).

Increasing Knowledge, Skill and Competency

Rotation can also be seen as an on-the-job training technique supporting the principle of 'learning by practical experience' (Ho et al, 2009, p. 118). The research performed by Eriksson and Ortega (2006) indicated that job rotation applications support both employee learning and the employer learning. It is a training means of facilitating the acquisition of skills to make the work productive. By working in more than one department or section at set intervals and learning by actually doing the work oneself, makes it easier to acquire the knowledge and skills related to many functional areas of the organization (Bennett, 2003, p. 8; Eguchi, 2005, p. 189). Job rotation makes people in different functional areas more connected. It also provides individuals with a better knowledge of the other parts of the business. Hence the greater job rotation, the more consensus is created between workers, which influences the interpretation of information and provides a mechanism for organizational learning. (Weerd-NederHof et al, 2002, p. 322). In this perspective, the learning is affected in two dimensions, by periods in various departments with the routine procedural processes and also the accumulation of the employee's personal experience in the related departments. In comparison with other learning methods, training by rotation allows for better development of knowledge, skills and competencies, and provide opportunities to be applied at work. This supports the creation of an infrastructure for the employee with higher motivation and performance (Ortega, 2001, p. 1362). Correct implementation of job rotation should provide for the employee to be able to see various stages of the production process as a whole (Adomi, 2006, p. 67). That is, rotation facilitates the learning of all aspects of the business, all products and services, sales and deliveries, even extending to after-sales service. Therefore the employee has the opportunity to see how the efforts of his own department and the quality of his own production affect other departments and processes, to know the working conditions and management techniques of other departments, to know details of the terminology used in various technical processes at company level, and to be aware of the potential effects of both external and internal forces on the company as a whole (eg. from the aspect of customers, suppliers and shareholders). By taking a general view of the scale of the company, the employee's accumulation of technical knowledge and skills and his command of the work, increases.

When a person is aware of what type of problems a potential mistake can create further down the line, he will try to minimize the mistake and make a greater effort to continually improve his work. This means that in this condition the person will be high motivated and the work will be more productive (Huang, 1999, p. 75). Job rotation is particularly the product of Japanese companies' employment policies to ensure the acquisition of knowledge and skills which will help employees adapt to changes in technology (Whittington, 2004, p. 595). When it comes to changes in technology, moving from one job to another is the correct course of action to be taken to enable employees to acquire the skills to facilitate the integration of new technological progresses. This mobility increases the value of the employees in labor market, as it removes the uncertainty of which skills will be acquired for future demand in related branches of industry. The highest attributes gained by job rotation for the employees are to have both supply job security and also the opportunity to find work easily in the labor market in the possible event of leaving work. Job security generates motivation (Mourdoukoutas and Roy, 1994, p. 58).

Development of Managerial Skills

The job rotation applications are significant not only for production workers but also for employees considered as manager candidates. In US and Japanese firms, qualified workers who are expected to be promoted as managers are required to have a broad view of the entire firm. The workers have experienced various production segments by rotating through different jobs, effectively learning many aspects of the company as a manager point of view (Eguchi, 2005, p. 190). Rotation influences motivation and the direction of career development. The role adopted by rotation in career management and the points that trigger motivation can be summarized under these headings (Campion et al, 1994, p. 1519-1520). - To have progressive career steps it is necessary to have a serious level of experience and the employee can gain this experience by rotation technique, - Rotation creates energy and change on the career path for the employee, - New knowledge and skills presented by new and different jobs and departments, provide enhancing performance in the current position, qualifications and candidature for the next career step, - On-the-job training by means of rotation achieves more effective results in comparison with outdoor training or orientation programmes and gives more support to career development than other training methods. In these circumstances, rotation develops an employee's management skills towards career goals. In a company which takes the employees views, suggestions and criticisms into account in the design of all processes, job rotation facilitate the acquisition of managerial decisions. In other words, it becomes feasible to make a more effective contribution to all managerial level decisions by the knowledge and experience gained from various duties in several departments and from a good

understanding of all the production processes. Feeling important to the company and having the perception of making decisions related to the future of the company increases the level of organizational commitment and has a positive effect on motivation (Gallagher and Einhorn, 1976, p. 361-362). Rotation technique increases an employee's problem-solving capability from a management angle (Kuijjer et al, 1999, p. 1168). Understanding and dealing with a new job, a new department, new staff and new work processes brings many problems. This may be because in a different department working with different managers it may be necessary to change the approach to staff problems and may be at that time to abandon the routinely used methods. The fact that every new problem brings new solutions and ways of dealing with them generally creates a wide viewpoint related to the possible sources of problems in the company. Especially in production process, rotation generates effective results created by a flexible workforce ready to deal with unexpected situations (Allwood and Lee, 2004, p. 868). Not only for technical problems, but job rotation also provides the competency to solve problems related to human factors and develop managerial effectiveness.

Social Interaction

Working with many people at different time periods, develop human relations and support internal and external communication among departments. Rotation gives several cues about how to establish communication with people with different behavioral characteristics. Employees who are closer to each other in a social context will be able to resolve any problems which may arise during technical processes more easily. This makes it feasible for the workplace to be more peaceful and work to be carried out with high motivation (Morris, 1956, p. 269). Despite this, when rotation necessitates a geographic change there can be unwanted will effect employee's social and family life negatively. Many international firms deploy their employees to various countries where they have factories in the same way that rotation might be applied in different regions of the same country. In order to learn and be successful for the period of the rotation, greater effort is required for work as it is new and different. The workload increases as the employee needs to apply more time to new and more complex work, which means that social life suffers. If the rotation necessitates a geographic change, (a temporary posting to another factory or a temporary overseas posting in an international company) then the employee and family together need to move, bringing the upheaval of new social circles, new employment for a spouse, new schools for the children etc. (Ofner, 1987, p. 38). These changes wrought to the employee's social and living conditions by geographic rotation can also increase stress with the various difficulties of the change. Although this may be temporary, from the employee's point of view it is an important but possibly unwanted disruption in social life, may have negative effect on the level of motivation (Morris, 1956, p. 270).

Determining the Correct Job / Position

A firm can observe the performance of each worker within job rotation and then assign the worker to the most appropriate job as determined by that worker's skills and characteristics (Eguchi, 2005, p. 190). When performing poor performance in a particular job over a particular period of time, rotation is a valuable tool in determining in which department or position would be more productive. If the data from a time period shows an employee to have low productivity, by the systematic moving on to other work, job rotation allows for easier definition of units or departments where high performance could be displayed (Jaturanonda et al, 2006, p. 1836). In other words, if an employee is in an unsuccessful situation and the performance data support this lack of success, one of the first precautions which can be taken so as not to lose the employee, is to transfer them to a different job and thus prevent the drop in performance. In this way the employee can be placed in the most productive job or position. Working in a comfortable job with an overlapping of knowledge and skill levels has a positive effect on motivation (Adomi, 2006, p. 67). In a report in 1994 by Osterman of a study carried out in 1992 in EU and OECD countries, it was reported that in 26% of the companies in the study more than half the employees were engaged in rotation. Continuing the previous study, a 1998 report, again by Osterman, of a 1997 study showed that in 24% of companies with more than 50 employees and in 12% of the remaining companies, all the employees were engaged in rotation. Adding to this, a study by Champion et al in 1999 in OECD countries presented data verifying that rotation improves and develops human resources processes. (Ortega, 2001, p. 1361). Another study by Osterman in 1994 of 694 American companies stated that rotation techniques were used in 43% of these companies (Burke and Moore, 2000, p. 127)

2.1.6 Definition of Motivation

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). As Deci et al. (1999) observe, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such

as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413).

2.1.7. Employee Motivation

Understanding exactly what motivation is will help managers decide what actions to take to encourage their employees. Motivation is very important for improving employees' performance, productivity, and for job satisfaction. Nowadays, successful business organizations are using many tools and policies that help to motivate employees such as training & development, orientation & placement, transfer & promotion, improving remuneration, compensation, and reward system, and JR adoption (Paswan et al., 2005). The term motivation will gotten from the Latin root which means Stimulate. Motivation is a conduct; it is not a thing or exceptional occasion that can be watched straightforwardly. It is a compound which depicts particular practices. Two parts of the behavior have been portrayed by the concept motivation. They are to support the behavior or motivation behind a behavior, and appropriate consuming energy. In other words, when behavior is propelled to get a specific purpose, or when seriousness and occurrence level of vitality is not the same as past circumstance. Consequently, the term motivation alludes to two different issues. Initially, what does make a man activate? At that point, what does dominate a form of some activities to the others? (Pakdel, 2013).

Employee motivation has been proven to be a long term success factor in many organizations. Motivating employees is vital to any business. A motivated workforce means a highly productive staff, all of which will help any organization to achieve its business goals. And this should be a main objective in any organizational and business plan. Before organizations build a motivational strategy, the first step needs to be taken is to understand what motivates organization employees. What drives them to their peak performance will better help the organization develops programs that both motivate and retain the best employees for its business (Pakdel, 2013).

There are two kinds of motivation, extrinsic motivation and Intrinsic and in many studies and researches, it will concluded that organization that satisfies both extrinsic and intrinsic factor of workers gets the best out of them. It is important to understand that people are not all the same; thus

effectively motivating employees requires management to gain an understanding of the different types of motivation. Such an understanding will enable the organization's management to better categorize its team members and apply the appropriate type of motivation. It will be clearly noticed that each member is different and each member's motivational needs will be varied as well. Some people respond best to intrinsic which means "from within" and will meet any obligation of an area of their passion. Conversely, others will respond better to extrinsic motivation which, in their world, provides that difficult tasks can be dealt with provided there is a reward upon completion of that task. To become experts in determining which type of motivation will work best with which team members (Stringer et al., 2011).

According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, will be believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcers. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus.

Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. Under this framework, the teacher's job is clear: to use good grades and praise to reward desired behavior and bad grades or loss of privileges as punishment. As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Stipek, 1996). These limitations, coupled with changing perspectives on motivation, ultimately led to yet another transformation of the literature on motivation emerging in the late 1960s and 1970s. This third-wave literature is characterized by the belief that behavior is affected by cognition rather than the consequences of one's actions (Stipek, 1996). Broussard and Garrison (2004) observe that contemporary motivation research tends to be organized around three questions:

- Can I do this task?
- Do I want to do this task and why?
- What do I have to do to succeed in this task?

2.1.8 Early Theories of Motivation

A. Maslow's hierarchy of needs Abraham Maslow

A psychologist formulated one of the most familiar theories of individual motivation. Maslow based his hierarchy of needs theory on two important assumptions: 1. People always want more, and their needs depend on what they already have. A need that has already been satisfied is not a motivator, only unsatisfied needs can influence behavior. 2. People's needs arise in order of importance. When one need has been partially satisfied, the next one will come forward to be satisfied.

The five levels in Maslow's hierarchy of needs model are:

1. Physiological needs: In organizations, these needs represent the most basic level in the hierarchy and comprise such needs as salary or wages and basic working conditions. As long as these needs are unsatisfied, employees will strive to satisfy them. However, once these needs are satisfied, they no longer influence behavior. Most employees belong to labor unions, which negotiate for higher wages and basic working conditions to ensure that these basic needs of their members are satisfied.

2. Security needs: Once a person's basic physiological needs have been satisfied, his or her security needs come into play. Security in the workplace, job security, insurance, medical aid schemes and pension schemes satisfy an individual's need for security.

3. Social needs: These are the needs for love, friendship, acceptance, and understanding by other people and groups of people. In organizations, people join different groups to satisfy their social needs. By forming work groups, teams, and encouraging sufficient interaction among employees, managers can ensure that the organization meets their employees' social needs. At Google, they go out of their way to address their employees' social needs. For example, at lunchtime, almost everyone eats in the office café, sitting at whatever table has an opening and enjoying conversations with peers from different teams.

4. Esteem needs: This higher-order need is the need for self-respect and recognition by others. The need for success, recognition and appreciation of achievement are examples of esteem needs. It is in this area in particular that managers can play a significant role in satisfying the needs of their employees, for example, by rewarding high achievement with recognition and appreciation.

5. Self-actualization needs: The highest level of Maslow's hierarchy of needs is the need for self-actualization. This represents the apex of human needs. Self-actualization is the full development of an individual's potential. The need for self-actualization is the most difficult to satisfy in an organizational context.

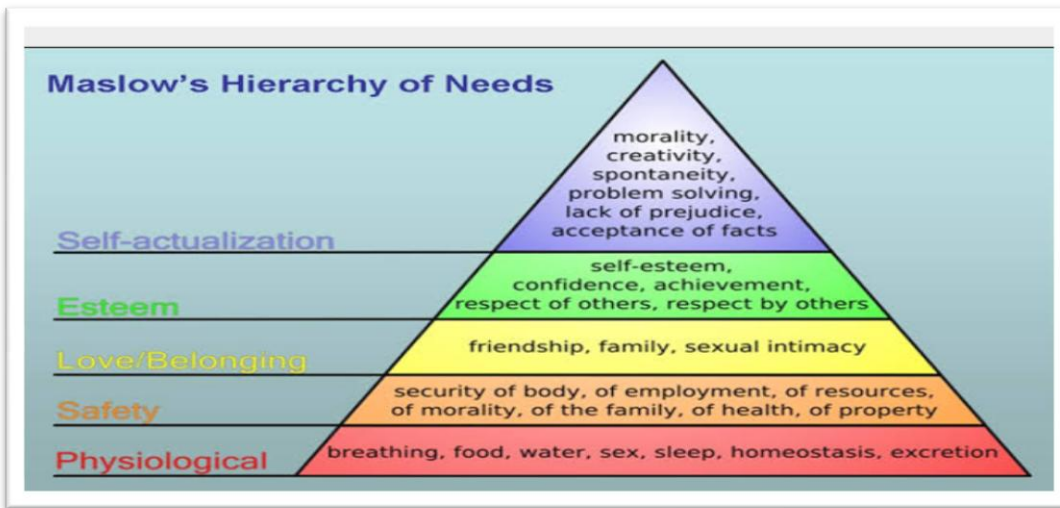


Figure 2.1: Maslow's hierarchy of needs model

B. The ERG theory

Clayton Alderfer refined Maslow's theory by dividing Maslow's five needs into three broader categories of needs, namely existence needs, relatedness needs and growth needs (ERG theory).

1. Alderfer's existence needs correspond to Maslow's physiological and physical safety needs.
2. The relatedness needs focus on how people relate to others and correspond to Maslow's social needs.
3. Growth needs relate to Maslow's esteem and self-actualization needs.

The theory differs from Maslow's theory because Alderfer suggested that more than one level of needs can motivate at the same time, for example, a desire for friendship (relatedness) and the need for a promotion (growth) can simultaneously influence the motivation of an individual. The ERG theory also has a 'frustration-regression aspect', which means that if needs remain unsatisfied; an individual may become frustrated and revert to satisfying lower level needs.



Figure 2.2: The ERG theory

C. Herzberg's two-factor motivation theory

In the 1950s, Frederick Herzberg conducted a study to examine the relationship between job satisfaction and productivity within a group of about 200 accountants and engineers. He found that the factors leading to job satisfaction were separate and different from those leading to job dissatisfaction – hence the term ‘two-factor model’. Figure 20.3 on the next page shows the two-factor model. Herzberg termed the sources of work satisfaction ‘motivator factors’. These include the work itself, achievement, recognition, responsibility, and opportunities for advancement and growth. These factors relate to job content (what people actually do in their work) and are associated with positive feelings about their work.

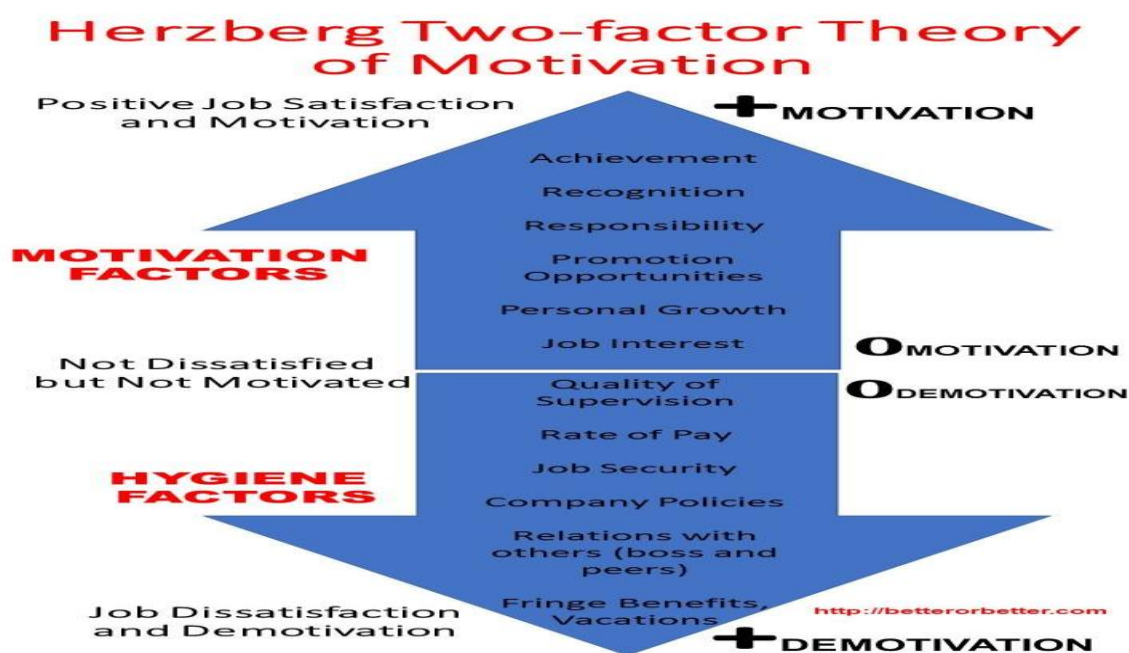


Figure 2.3: Model of Herzberg's two-factor theory

Herzberg termed the sources of work dissatisfaction ‘hygiene factors’. These are factors in the job context, including salary, interpersonal relations (supervisor and subordinates), company policy and administration, status and job security. If the organization provides adequately for hygiene factors, there will be no dissatisfaction. However, if they are not in place, it will cause dissatisfaction. Herzberg found that hygiene factors are associated with individuals’ negative feelings about their work and these factors do not contribute to employee motivation. Herzberg’s theory differs from Maslow’s hierarchy of needs in that he assumes that most employees have already satisfied their social and economic needs (lower-order needs) to such an extent that only Maslow’s higher-order needs motivate them. However, they must continue to satisfy their lower-order needs in order to maintain their present situation.

D. Acquired Needs Theory (McClelland)

David McClelland’s research indicates that individuals are motivated based on three needs:

- ✓ Need for achievement (NAch): The drive to excel, to achieve in relation to a set of standards, to strive to succeed.
- ✓ Need for power (NPower): The need to make others behave in a way that they would not have behaved otherwise.
- ✓ Need for affiliation (NAff): The desire for friendly and close interpersonal relationships.

Unlike Maslow, McClelland did not differentiate between any certain transition among the needs. He indicates that some people have higher levels of one need than others.

People who have high achievement needs are different from others in the following ways:

1. They seek personal responsibility for finding solutions to problems. This means they take the initiative to find results, sometimes even when it isn’t their problem!
2. They need rapid feedback on their performance. They are usually very frustrated by not receiving feedback and the quicker the better!
3. They are not gamblers, but instead set appropriately challenging goals. High achievers like to control their own success; they don’t like to “win the lottery” or anything by chance!
4. They want to stretch themselves, so they set goals that are challenging but ones that they perceive they have at least a 50% chance of attaining.

E. The equity theory of motivation

According to the equity theory, an individual must be able to perceive a relationship between the reward he or she receives and his or her performance. The individual perceives a relationship based on a comparison of the input-output ratio between himself or herself and someone else whom he or she regards as an equal.

Own Input-output: Input-output of comparable individual

Inputs refer to effort, experience, qualifications, seniority, and status. Outputs include praise, recognition, salary, promotion, and so on. The equal peer could be a co-worker in the organization or a worker in a different organization doing a similar job. A store manager in Woolworths may consider another store manager in the same organization as a comparable peer, or he may identify a store manager in Pick n Pay as a comparable peer. Note that the definition stresses the word 'perceived' and not actual input or output. A worker's comparison of his or her own situation with another comparable worker's situation leads to one of three conclusions: the worker is under-rewarded, over-rewarded, or equitably rewarded.

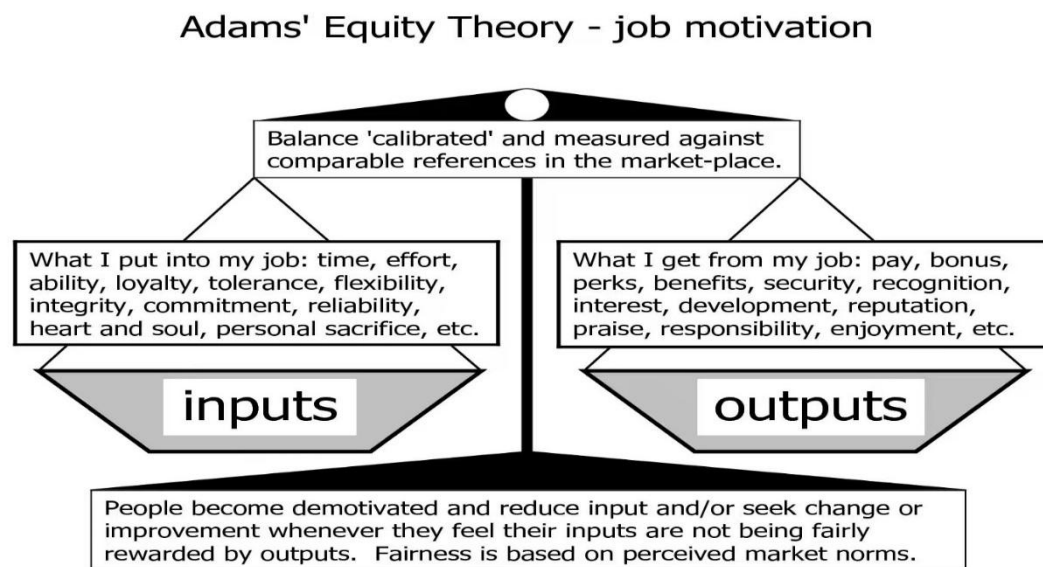


Figure 2.4: Model on equity theory of motivation theory

F. The expectancy theory of motivation

Victor Vroom developed the expectancy theory. This theory is currently one of the most widely accepted explanations of motivation. The expectancy theory argues that people will act according to their perceptions that their work efforts will lead to certain performances and outcomes, and how

much they value the outcomes. The expectancy theory suggests that the following three elements determine an individual's work motivation¹¹:

1. **Expectancy (effort–performance relationship)** Expectancy is the individual's belief that a particular level of performance will follow a particular level of effort, for example, expectancy will be high when a salesperson is sure that she will be able to sell more units (performance) if she works overtime (effort). Expectancy will be low if she is convinced that, even if she works overtime, she will not be able to sell more units. High expectations generally create higher motivation than low expectations. In the above example, the salesperson is likely to work overtime to achieve her goal of selling more units – if she expects that by working overtime, she will be able to reach her goal.

2. **Instrumentality (performance–reward relationship)** Instrumentality refers to the degree to which an individual believes that a certain level of performance will lead to the attainment of a desired outcome. In our example, instrumentality will be high if the salesperson believes that if she sells more units, she will receive a bonus. It will be low if she believes that she will not receive a bonus, even if she sells extra units.

3. **Valence (rewards–personal goals relationship)** Valence is the value or importance that an individual attaches to various work outcomes. Each outcome has an associated valence or value. For motivation to be high, employees must value the outcomes they will receive for their performance. To be motivated, the salesperson in our example must value the bonus (outcome) she will receive for working overtime to sell more units. If she places a higher value on other outcomes, such as less work stress or more time with her family, her motivation to work overtime and sell more units will be low.

G. Reinforcement theory of motivation

Reinforcement theory of motivation is a behaviorists approach with the basic premise that behaviors followed by positive consequences will occur more frequently. Behaviors followed by negative consequences will not occur as frequently. There are four types of Operant Conditioning: **Positive Reinforcement**, **Negative Reinforcement**, **Punishment**, and **Extinction**. Both Positive and Negative Reinforcement strengthen behavior while both Punishment and Extinction weaken behavior.

- **Positive reinforcement.** Strengthening a behavior. This is the process of getting goodies as a consequence of a behavior. You make a sale, you get a commission. You do a good job, you get a bonus & a promotion.

- Negative reinforcement. Strengthening a behavior. This is the process of having a stressor taken away as a consequence of a behavior. Long-term sanctions are removed from countries when their human rights records improve. (you see how successful that is!). Low status as geek at Salomon Brothers is removed when you make first big sale.
- Extinction. Weakening a behavior. This is the process of getting no goodies when do a behavior. So if person does extra effort, but gets no thanks for it, they stop doing it.
- Punishment. Weakening a behavior. This is the process of getting a punishment as a consequence of a behavior. Example: having your pay docked for lateness.

The traditional reinforcement schedule is called a **continuous reinforcement schedule**. Each time the correct behavior is performed it gets reinforced. Then there is what we call an **intermittent reinforcement schedule**. There are fixed and variable categories.

Fluctuating combinations of primary and secondary reinforcers fall under other terms in the variable ratio schedule; For example, Reinforcers delivered intermittently in a Randomized Order (RIR) or Variable Ratio with Reinforcement Variety (VRRV).



Figure 2.5: The reinforcement theory model

2.2. Empirical Analyses

Woldemedhin Kidane (2015) tried to find The Effectiveness of Job Rotation Practices in Improving Employee Motivation, Commitment and Job Involvement in case of commercial bank of Ethiopia. In his study All dependent variables coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies; informal learning, job Instruction and formal continuing education have positive coefficients of correlation value to motivation, commitment and job involvement and this indicating that have a significant impact on it.

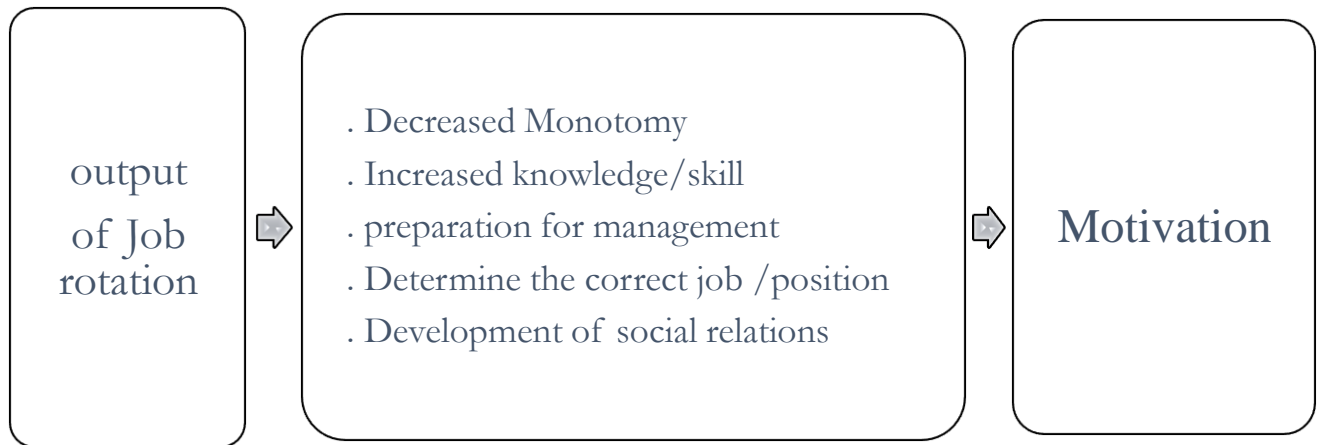
A research by Kurtulus Kaymaz (2010) for the Effects of Job Rotation Practices on motivation on Managers with in the Automotive Organizations and the research results support the theory that job rotation practices have a positive effect on motivation. A decrease in monotony, an increase in knowledge, skills and competence and development of social relations in job rotation practices were determined as having a positive effect on motivation. It was also shown however, that in rotation practices the expected positive contribution to motivation was not seen from the aspect of preparation for management and determination of correct job/position. From all the independent variables, it was found that the function of decreasing monotony of job rotation practices was the most important variable on motivation.

A study conducted by Griffin, (1989) on 1,000 tellers from 38 banks found from the job design intervention that, employees perceive meaningful changes and tend to recognize those changes over time. In addition to this, a meta-analysis of the job characteristics model (Fried and Ferris, 1987) found general support for the model and for its effect on motivation and satisfaction and performance outcome. And concluded that generally job design studies was effective in increasing motivation, job performance and levels of productivity.

Adler, (1991) found that systems in which employees reported higher perceptions of skill variety, task significance, autonomy, and feedback reported higher levels of satisfaction and internal work motivation. Moreover, Dodd and Ganster, (1996) examined the interactive relationship between feedback, autonomy and variety of job design characteristics by manipulating these characteristics. In his study, Arce, (2002) also espoused that the reward from outside activities is affected by the performance on inside activity. The study provided a rationale for the existence of synergies between both the inside activities of an employee and the outside activities of the employee.

Loher, et al, (1985) also tried to find the relation between job characteristics and job satisfaction. In their study, they tried to provide a comparative analysis of the overall level of job satisfaction between Franchisees and Small Business Owner Managers (SBOMs) in Australia, and to empirically examine key personality and job characteristic factors influencing franchisee and SBOM job satisfaction. Using a mailed questionnaire, data were obtained from 399 franchisees and 347 SBOMs. The study findings demonstrated that, the work roles of franchisees and SBOMs are markedly different. Statistically significant

2.3. Conceptual Framework



Source: kurtulosKarmaz (2010) Business and Economics Research Journal Volume 1.Number 3.2010

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the methods which were used in order to address the research questions and fulfill the purpose of the research are presented. It provides an overview of the research approach, research design, data type, sampling design; sources of data, research instrument, data analysis procedure, validity and reliability and ethical considerations will be presented for this particular study.

3.1 Research Design and Approach

There are two basic approaches to research, the quantitative approach and the qualitative approach. Quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. This approach can be further sub-classified into inferential, experimental and simulation approaches to research. The purpose of inferential approach to research is to form a data base from which to infer characteristics or relationships of population. This usually means survey research where a sample of population is studied (questioned or observed) to determine its characteristics, and it is then inferred that the population has the same characteristics. So, to achieve the objective of this study and answer the research questions, the researcher adopts and used quantitative research approach. This includes the generation of data in quantitative terms which was subjected to rigorous quantitative analysis in the formal way (Kothari 2004).

In education, varieties of research design are applicable. However, in this study, explanatory research design was used to investigate the relationship between job rotation and motivation. According to Cohen et.al. (1980), this research design was found to be the most commonly used method in educational research. Explanatory research tries to establish the relationship that exists between variables. It aims at identifying how one variable affects the other; it seeks to provide an empirical explanation to the causes and effects relationship between one or more variables. Hence, the researcher chose explanatory research design over the others to study and examine the effect of job rotation that need to be tackled so as to enhance the motivation of employee.

3.2. Population, Sample Size and Sampling Techniques

3.2.1. Target Population

According to Hair (2006), target population is said to be a specified group of people or object for which questions can be asked or observed made to develop required data structures and information. For this study, those respondents were 100 Customer Service supervisor (CSS), 145 Associate

Customer Service Officer, 67 Branch Auditor, 155 Junior Customer Service Officer (CSO) with a total number of 467 employee who are working in East district office is included.

3.3.2. Sampling Frame and Sampling Technique

The sampling frame is source materials from which the sample is selected. In this research, the participant of the study was professional employees of Wegagen Bank working in East Addis Ababa district.

The study was conducted in Addis Ababa city on Effect of Job Rotation Practices in Improving Employee Motivation The Case of Wegagen Banks.c.WB has a network of 213 branches of which 84 are in Addis Ababa and the remaining 129 are located in other cities and towns of the country. To expand its service coverage, the bank keeps on opening additional branches both in Addis Ababa and regional towns. Branches in Addis Ababa are classified in to four district these are East, West, South and North district. Here the researcher purposively select East district due to time and geographical constraint and all branches are included. Branches are classified according to their performance Tier 1, Tier 2 and tier 3. Tier 1 represent high performing branch and Tier 3 represents low performing branches or sub branches.

Following aggressive branch opening in the review period , the staff strength of the bank has shown growth year-on-year and reached 3656 as at June 30, 2017.Out of this 2098 are working in Addis Ababa city branches. Random sampling techniques are used to select employee or respondent. Sample size is determined using Yemane Tago (1976) formula. Accordingly, the sample size was determined as shown below

$$n = N / (1 + N e^2)$$

WHERE n=number of samples

N=Total population

e = error tolerance level here confidence level is 95% and error tolerance level is 5%

$$n = 467 / (1 + 467 * 0.05^2)$$

$$= 215$$

Total number of respondent is 215 employees

So the researcher were selected all 37 branches under East district. From those branches simple random sampling technique was used to select employees for collecting the required data. From 37

branches 30 customer service supervisors, 25 associate customer service officer 140 customer service officers and 20 auditors totally 215 was selected.

3.4. Source of Data and Data Collection Tools/instruments

3.4.1. Source of Data

Primary source of data was used to collect data for the study. Information was gathered through questionnaires from the sample respondents. According to Biggam (2008), primary data is the information that the researcher finds out by him/herself regarding a specific topic. The main advantage with this type of data collection is that it is collected with the research's purpose in mind. It implies that the information resulting from it is consistent with the research questions and objectives.

3.4.2 Data Collection Instruments

The questionnaire was used to gather the primary data from the employees of Wegagen Banks s.c. in Addis Ababa, which was distributed by the researcher to the respondents. For the purpose of this study, close-ended items were used to measure dependent and independent variable. The Likert-type scale method with a range of responses: strongly disagree, disagree, neutral, agree, and strongly agree, with a numeric value of 1-5, respectively was used.

The usage of this particular scaling method ensured that the research study illustrated the ability to assess the responses and measure the responses quantifiably so that a pattern or trend may be produced in order to answer the research questions. Bhattacharyya (2006) highlights that attitude scales are used to measure an individual or group's attitude toward some object. The literature has revealed that the use of scales in measuring how respondents feel is a common practice (Maree, 2008). Cooper and Schindler (2001) state that a Likert scale is most appropriate for measuring attitude. Cameron and Price (2009) concur with Cooper and Schindler (2001) adding that the Likert scale is recommended for use when a respondent is required to reply to a statement via five degrees of agreement or disagreement.

Cameron and Price (2009) attest that the Likert scale should have odd number of response categories for all for a neutral reply, and should be used intermittently to prevent central tendency bias from distorting data.

3.5. Data Analysis Techniques

Once data collected, it is necessary to employ statistical techniques to analyze the information. This study is quantitative in nature. Data was entered and analyzed using SPSS 23 version.

The data analysis was done after collecting all the data from the respondents. Thus, the analysis of the study was consistent with the objective of the research. Accordingly, descriptive (Frequency, Percentage, mean, standard deviation) analysis was used to present the data with regard to the practices of job rotation in the first place. Next, inferential statistics such as correlation and linear regression analyses were employed to show the relationship between the components or outcomes of job rotation practices and employees' motivation.

3.6. Validity and Reliability of Instrument

3.6.1 Validity

Hair et al (2010) identify validity as the extent to which a measure accurately represents what it's supposed to. Ensuring validity requires a thorough understanding of what is to be measured and making it as accurate and right as possible.

The validity of results can either be internal or external. The internal validity aspect refers to the analysis of the findings and results obtained. The external validity refers to whether the results and findings can be generalized. Therefore, the results are confined to the organization under study, and that its findings are only to be generalized to the organization understudy.

here the researcher focused on content validity of instrument focusing on the relevant literature reviewed and research question and distributed to subject experts and practitioners for reviewing and comment and incorporate their comment and suggestion final submitted to research advisor for professional comment . After incorporating advisors comment validity is also checked by conducting pilot test and proved to be valid.

3.6.2 Reliability

Reliability refers to ensuring whether an instrument can be interpreted consistently across different situations. Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Hair et al. (2007) defines reliability as the extents to which a variable or a set of variables is consistent in what it is intended to measure.

The Cronbach's Alpha has been used to measure the internal consistency of the scale in this research for the estimation of the consistency of the individual respond to items within the scale. (Nunnally, 1978) Found that a scale of 0.7 that was widely accepted as consistent and reliable in social science research.

Table 3.1: Reliability Analysis

Variables	Cronbach's Alpha
decreasing monotony	.743
preparation for management	.802
determine correct job	.897
develop social relation	.743
Increase knowledge	.903
Motivation	.890

Source: SPSS Output from survey Data, 2018.

Initially, the overall internal consistency of all items was tested and the result showed that Alpha value which is greater than 0.7. Thus, it can be concluded that the questionnaire was reliable and consistent, because the Alpha value is greater than 0.70.

3.7. Ethical Considerations

The information collected from the respondents through questionnaires in the actual survey is treated with strict confidentiality. To keep anonymity of the questionnaire respondents, they were not asked to write their name. The subjects are also assured that their responses used only for the purpose of the study. An attempt is made to first explain the objectives and significance of the study to the respondents.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter presented the results of the data analysis. The study was aimed to determine the effect of job rotation practices in improving employee motivation at Wegagen Bank (WB). To reach at the Necessary conclusions, the primary data collected were analyzed in relation to research objective and questions set.

In order to meet the purpose, this chapter discussed the general information about the respondents. Descriptive statistics allowed the study to organize and summarize the descriptive data collected, and correlation and regression analysis were applied to describe the explanatory aspect of the study. SPSS version 23 software was used to process quantitative data to come up with dependable conclusion and implication. In order to make the collected data suitable for the analysis, all questionnaires were screened for completeness. All returned incomplete questionnaires were considered as errors and ignored from the data. This section is organized and assembled in the following sections.

4.1. Response Rate

4.2 Demographic characteristics of respondents

4.3 Descriptive Statistics

4.4 Correlation Analysis

4.5 Regression Analysis

4.1 Response Rate

A total of 250 questionnaires were distributed to employees working in 37 branches under East A.A district of WB in AA city area. From the total number of questionnaires distributed to employees, 235 were completed and returned. However, the researcher had secured only 215 properly completed questionnaires and the remaining 20 questionnaires were discarded because some of them had missing data and were not fully answered. Therefore, the number of valuable questionnaires collected with a response rate of 94%.

4.2 Demographic Information of the Respondents

The first section of the schedule questionnaires was contained the demographic information of the respondents. Demographic characteristics of the respondents included in the questioners were; gender, age, level of education, work experience and marital status of the respondent.

Table 4.1 Demographic statistics of the respondents (gender, age, level of education, work experience and marital status)

Demographic characteristics	Description	frequency	percentage
Gender	Male	117	54
	Female	98	46
Age	Below 25	36	17
	26-35 years	148	69
	36-45 years	18	8
	Above 45 years	13	6
Education	Diploma	43	20
	Degree	168	78
	Masters	4	2
Experience	1-5 Years	101	47
	6-10 Years	59	27
	11-15 Years	24	11
	ABOVE 15 Years	31	15
Marital status	Single	66	31
	Married	144	67
	Divorced	2	.9
	Widowed	3	1.4

Source: SPSS Output from survey Data, 2018.

According to the survey taken, 117 or 54 % of the respondents were male customers whereas 98 OR 46 % of the respondent were female. Almost the study tried to balance the number of male and female but in small number male is greater than females. In terms of age, 36 or 17 % of survey

respondents were below age 25 years, 148 or 69 % between age 26-35, 18 or 8 % between age 36-45, and remaining 13 or 6 % of the respondents were above 45 years. This shows that the majority of the respondents in nine Wegagen Banks (68%) were young. Therefore, the majority employees were within the productive age.

With respect to academic qualification, 43 or 20% of respondents were diploma, 168 or 78 % were degree holder and finally 4 or 2 % of the respondent were master degree. It can be said from the survey that, most of Wegagen Banks employees were degree holders. The lowest numbers of respondents were masters' holders. In terms work experience 101 or 47 % were 1-5 years , 59 or 27 % were 6-10 years , 24 Or 11 % were 11-15 years and the remaining 31 or 15% were with an experience of above 15 years. From this we can understand that, most of the respondents are with 6-10 years experienced. In case of marital status most of the respondent 144 or 67% of were married, 66 or 30.7 % were single, 2 or 0.09 % were divorced and the remaining 3 or 1.4 % are widowed.

The above analyzes shows that there were more male respondents representing (54.4%) in the study than female which represent (45.6%). The majority of the respondents belong to the age group between 26 years old and 40 years old representing (68.8%) of total respondents. With respect to academic qualifications, the result shows respondents who had bachelor degree representing (78.1) of total respondents. Moreover, 47% of the respondents are from the group with experience between 1-5 years. Finally, (67%) of the respondents were married. This show that the bank should give focus to those youngest and medium educational levels this can help the bank to target those customers.

4.3. Descriptive statistics

The analysis of this study was done using descriptive statistic or through using central tendency, from these the researcher used the mean scores of each variable. The main reason of using this measurement was to demonstrate the average responses of respondents for each question that was included under each dimensions of the predictor variable and to reach the grand mean of each dimension.

Finally, the interpretation is made through using the grand mean of each independent dimension for the aim of achieving partial research objectives of the study. The interpretation was made based on the following measurement scale intervals or range. Mean scores 4.51-5.00 excellent or very good, 3.51-4.50 good, 2.51-3.50 average or moderate, 1.51-2.50 fair and 1.00-1.50 is poor Reilly &Pepe (1995).

Table 4.2 Respondents view on the contribution of job rotation in decreasing monotony

DECREASING MONOTONY								
s.n	Statement	SDA	D	N	A	SA	Mean	Std. Deviatio
1	The application of rotation reduces the monotony experienced in my work.	3	24	9	159	20	3.786	.815
2	I feel bored working with one job position day to day	9	18	8	90	90	4.088	1.079
3	job rotation reduces boredom of employee on work		9	17	99	90	4.255	.776
Total							4.043	0.890

Source: SPSS Output from survey Data, 2018.

As it can be seen from Table 4.2 above, Respondents view on the contribution of job rotation in decreasing monotony the response of employees, the mean value and standard deviation were considered for each of the question of decreasing monotony. From this we can understand that the highest mean value was 4.25 for the questions that job rotation reduces boredom of employee on work, with standard deviation 1.07, this is the highest determinant factor of motivation, whereas the moderate mean value was 3.78 for the question that the application of rotation reduces the monotony experienced in my work. With standard deviation 0.81. Here it seems that employees are decreased monotony due to job rotation application. The highest mean value of all questions to evaluate decreasing monotony as a result of job rotation is 4.0434 and with the variability of 0.8902. From this it is possible to conclude that there was highest effect on decreasing monotony as a result of effective job rotation practices in WB.

Table 4.3 Respondents view on the contribution of job rotation in preparation for management

PREPARATION FOR MANAGEMENT								
s.n	Statement	SDA	D	N	A	SA	Mean	Std. Deviation
1	Job rotation helped me to know all works in my organization and well skilled for the next step	9	18	18	98	72	3.958	1.064
2	Job rotation provides me a chance for promotion	18	26	63	36	72	3.548	1.292
3	The application of rotation supports my preparation for higher level management	9	27	9	72	98	4.037	1.175
4	Communication with colleagues and supervisors from different jobs during job rotation is satisfactory.	9	18	36	71	81	3.916	1.120
Total							3.8651	0.387

Source: SPSS Output from survey Data, 2018.

As shown in the above table 4.3 the first question was concerning about Job rotation helped me to know all works in my organization and well skilled for the next step. The response showed that 170 strongly agreed and agreed with this idea. 18 were neutral, 18 disagreed; while only 9 of the respondent strongly disagreed with the Job rotation helped them to know all works in their organization and well skilled for the next step. From this it is possible to say, the majority of the employees are knowledgeable about all works in their organization and well skilled for the next step by rotation practices. The mean values of knowing all works in the organization and well skilled for the next step job rotation practices is 3.958, which is highly moderate value with standard deviation of 1.064.

The next question was about Job rotation provides me a chance for promotion. The response rate showed that 36 of the respondents agreed and 72 strongly agreed that Job rotation provides them a chance for promotion. 63 were neutral, 26 are disagreed and 18 were strongly disagreed with the Job rotation provides them a chance for promotion. From this we can understand that employees agreed that Job rotation provides them a chance for promotion. In the work place Job rotation provides a chance for promotion with the mean value of 3.5488, which is highly moderate value with standard deviation of 1.29.

The third question related to the application of rotation supports my preparation for higher level management. 72 agreed and 98 strongly agreed with the application of rotation supports their preparation for higher level management. 9 were had neutral attitude to application of rotation supports their preparation for higher level management, whereas 27 were disagreed and 9 were strongly disagreed. This showed that most of the respondents were agreed with application of rotation supports their preparation for higher level management. The mean values for the application of rotation supports their preparation for higher level management throughout the job rotation practice is 4.037, which is highly moderate value with standard deviation of 1.175.

The fourth question of this output of job rotation practices was about Communication with colleagues and a supervisor from different jobs during job rotation is satisfactory. 71 of the respondents agreed and 81 strongly agreed with Communication with colleagues and supervisors from different jobs during job rotation is satisfactory. 36 were indifferent and 18 disagreed and 9 strongly disagreed, with Communication with colleagues and supervisors during job rotation practices. From this we can say that the majority of the employees agreed with Communication with colleagues and supervisors from different jobs during job rotation is satisfactory. The mean value of the Communication with colleagues and supervisors is 3.916, which has moderate value with standard deviation of 1.12.

In general, the highest moderate mean value for preparation for management due to job rotation was 4.04, which was for the question the application of rotation supports my preparation for higher level management with a standard deviation of 1.175. This showed that most of the employees were agreed with the preparation for management due to job rotation, whereas, the least mean value is 3.54 with standard deviation of value of 1.29 for the question towards Job rotation provides me a chance for promotion. The highest moderate average mean value in support provision during job rotation was 3.86 with a standard deviation value of 0.387.

Table 4.4 Respondents view on the contribution of job rotation for determining correct job

DETERMINE CORRECT JOB/POSITION								
s.n	Statement	SDA	D	N	A	SA	Mean	Std. Deviation
1	The application of rotation facilitates the determination of in which job I can be more productive.	2	19	26	159	9	3.716	.722
2	I am well informed about job rotation	2	21	27	158	7	3.683	.731
3	Job rotation used by WB is effectively known and clear job description	2	19	27	159	8	3.707	.718
4	WB makes staffs responsible for my mistakes rather than blaming others during job rotation.	2	21	26	157	9	3.697	.740
5	All job position I have been rotated is well fitted with me	3	18	25	160	9	3.691	.712
6	WB has uniform system of getting feedback for Improvement during job rotation practice.	5	21	27	147	15	3.679	.834
Total							3.70	0.744

Source: SPSS Output from survey Data, 2018.

From the table 4.4 it can be seen that the response of employees, the mean value and standard deviation were calculated for each of the questions of motivation. From this we can see that the highest mean value was 3.716 for the questions that The application of rotation facilitates the determination of in which job I can be more productive, with standard deviation 0.722, whereas the lowest mean value was 3.679 for the questions that WB has uniform system of getting feedback for Improvement during job rotation practice with standard deviation 0.834. This gave an understanding that it was the least determinant factor of motivation. The average Mean value for all determining correct position questions was 3.7 with low variability 0.744. From this we can understand that there was above moderate effect on employees' motivation as a result of effective job rotation practices in WB.

Table 4.5 Respondents view on the contribution of job rotation in developing social relation

DEVELOP SOCIAL RELATION								
	Statement	SDA	D	N	A	SA	Mean	Std. Deviation
1	Colleagues in different jobs of WB support me when I was assigned in their jobs for practice and Learning		27	17	99	72	4.004	.959
2	The application of rotation develops my social relationships			18	107	90	4.334	.626
3	I am willing to work cooperatively with my staff		8	45	90	72	4.051	.832
		Total					4.130	0.806

Source: SPSS Output from survey Data, 2018.

As shown in the above table 4.5 the first question it was concerning about Colleagues in different jobs of WB support me when I was assigned in their jobs for practice and Learning. The response showed that 72 strongly agreed and 99 agreed with this idea. 17 were neutral, 27 disagreed. Colleagues in different jobs of WB support me when I was assigned in their jobs for practice and Learning. From this it is possible to say, the majority of the employees are Colleagues in different jobs of WB support me when I was assigned in their jobs for practice and Learning. The mean values is 4.00, which is highly moderate value with standard deviation of .959.

The second question was about the application of rotation develops my social relationships. The response rate showed that 107 of the respondents agreed and 90 strongly agreed that Job rotation develops my social relationships. 18 were neutral. From this we can understand no response is given for disagreement and strongly disagreed that employees agreed that Job rotation develops my social relationships. In every work Job rotation developing social relationships with the mean value of 4.334, which is value with standard deviation of .626.

The last question is related to employees are willing to work cooperatively with their staff. 90 agreed and 72 strongly agreed with employees are willing to work cooperatively with their staff. 45 were had neutral attitude, whereas 8 were disagreed. This showed that most of the respondents were agreed that they are willing to work cooperatively with their staff. The mean value for employees are willing to work cooperatively with their staff throughout the job rotation practice is 4.05, which is moderate value with standard deviation of .832.

Generally, the highest moderate mean value for developing social relation due to job rotation was 4.33, which was for the question the application of rotation develops my social relationships with a standard deviation of .63. This showed that most of the employees were agreed with the preparation for management due to job rotation; whereas, the least mean value is 3.54 with standard deviation of value of 1.29 for the question towards Job rotation developing social relation. The highest moderate average mean value developing social relation during job rotation was 4.13with a standard deviation value of 0.80.

Table 4.6 Respondents view on the contribution of job rotation in increasing knowledge

INCREASE KNOWLEDGE								
	Statement	SDA	D	N	A	SA	Mean	Std. Deviation
1	29. The job rotation approach is helpful in staff personal development.	9	18	18	63	107	4.120	1.13330
2	30. I am satisfied and confident with the job rotation system offered by the WB enabled me to perform all aspects of the job effectively.	0	36	18	71	90	4.000	1.08516
3	31. There are sharing skills between jobs in which rotation of staff done through	0	27	8	72	108	4.214	1.00037
4	32. The application of rotation increases my knowledge, skills and competencies.	0	45	0	89	81	3.958	1.10357
5	33. Before job rotation, employees were informed about what they will learn in the specific job rotation practice	0	45	27	54	89	3.869	1.16882
6	34. Job rotation improves my interpersonal skills	8	18	18	54	117	4.181	1.12724
7	35.I Have benefited from job rotation in my company	0	27	9	72	107	4.204	1.00232
							4.07	1.08

Source: SPSS Output from survey Data, 2018.

From above table 4.6we can understand that the highest mean value was 4.21 for the questions There are sharing skills between jobs in which rotation of staff done through, with standard deviation 1, this is the highest determinant factor of motivation, whereas the minimum mean value was 3.86 for the question that Before job rotation, employees were informed about what they will learn in the specific job rotation practice with standard deviation 1.168. Here it seems that employees are increased their knowledge/skill due to job rotation application. The highest mean value of all questions to evaluate increasing knowledge/skill as a result of job rotation is 4.07and with the highly moderate variability

of 1.08. From this it is possible to conclude that there was highest effect on increasing knowledge as a result of effective job rotation practices in WB.

Table 4.7 Respondents view on the contribution of job rotation on motivation

MOTIVATION								
S.no	Statement	SDA	D	N	A	SA	Mean	Std. Deviation
1	I am motivated with the competence of my boss in making decisions and provide help on hard problems in process of job rotation		44	9	90	72	3.883	1.089
2	I am motivated with the recognition I get for doing a different tasks with job rotation.		36	26	81	72	3.879	1.056
3	I am motivated with my Promotion opportunity (chance to advance on this job rotation).		27	71	45	72	3.753	1.054
4	Job rotation practices increase my motivation.		27	18	98	72	4.000	.961
5	I am motivated with my work environment (physical environment where I work).		35	54	54	72	3.758	1.088
6	I am motivated with my responsibility (freedom to use my own judgment in job rotation)		36	27	54	98	3.995	1.121
7	I am motivated with what I achieve at work (Feeling of accomplishment I get from the job rotation).				134	81	4.376	.485
8	I am motivated with the Quality of supervision (the way my boss decides and handles his/her people).		27	44	63	81	3.920	1.040
9	I enjoy my job because it is in rotation base.		27	27	89	72	3.958	.982
10	The applications of rotation reduces the monotony experienced in my work and feel motivated.	9		18	72	116	4.330	.946
11	I enjoy the idea of standing out from the group, behaving in a unique manner, and being highly visible with in job rotation.	17	27	9	81	81	3.846	1.271
12	The application of rotation according to my performance increases my motivation		9	9	108	89	4.288	.736
			Total				3.999	0.986

Source: SPSS Output from survey Data, 2018.

In table 4.7 above After analyzing the response of employees, the mean value and standard deviation were calculated for each of the questions of motivation. From this we can see that the highest mean value was 4.376 for the questions that I am motivated with what I achieve at work (Feeling of

accomplishment I get from the job rotation)., with standard deviation 0.485, whereas the lowest mean value was 3.753 for the questions that I am motivated with my Promotion opportunity (chance to advance on this job rotation).with standard deviation 1.054. This gave an understanding that it was the least determinant factor of motivation. The average Mean value for all motivational questions was 3.999 with variability 0.986. From this we can understand that there was above moderate effect on employees' motivation as a result of effective job rotation practices in WB.

Table 4.8. Summary of mean value of variables

Descriptive Statistics				
Variables	Minimum	Maximum	Mean	Std. Deviation
Decrease monotony	2.33	5.00	4.043	0.890
Preparation for Mgt	1.00	5.00	3.8651	0.387
Determine correct job	2.00	5.00	3.70	0.744
Develop social relation	3.00	5.00	4.130	0.806
Increase knowledge/skill	3.29	4.57	4.07	1.08

Source: SPSS Output from survey Data, 2018.

As we can see in the table the first output of job rotation is decrease monotony with mean result of 4.04 and std.deviation of 0.60 .Based on measurement scale intervals or range Reilly &Pepe (1995). Mean scores 3.51-4.50 is grouped as good range so in this case decrease monotony is grouped as good. In case of Preparation for management mean result was found (M= 3.86, SD= 0. .98) this shows Preparation for management is categorized under good range. The remaining Determine correct job (M= 3.7, SD= 0.56), Develop social relation (M= 4.13, SD=0 .64) and Increase knowledge/skill (M= 4.07 , SD=0 .35) respectively is also categorized under good range. From this we can see that job rotation practice given by the bank is acceptable by the employees of Wegagen Bank (WB).

Descriptively, the average or mean level of work motivation in Wegagen Bank (WB) is 3.99 (SD = 0.56) on a five-point Likert Scale. This implies that, the employees of Wegagen Bank (WB) are much motivated with overall job rotation outputs. From the above result we can notice that the management of the bank should keep using job rotation practice in order to bring motivation level higher.

4.4 Correlation Analysis and Hypothesis Test

4.4.1 Correlation Analysis

Correlation analysis is used when independent variables are correlated with one another and with dependent variable. Since both variables are interval, Pearson correlation test was used to conduct and measures the magnitude of correlation between independent variable: -decrease monotony, preparation for management, determine correct job, develop social relation and increase knowledge/skill and dependent variable Motivation. This study also used correlation analysis to accept or to reject the alternative hypothesis. The following measure of association developed by MacEachron, (1998) was used as a reference to evaluate the magnitude of their correlation.

Measure of association	Descriptive adjective
0.00 to 0.20	Very weak or very low
0.20 to 0.40	Weak or low
0.40 to 0.60	Moderate
0.60 to 0.80	Strong or high
0.8 to 1.0	Very high or very strong

Source: from correlation MacEachron, (1998) Basic Statistics in the Human Service: an Applied Approach page 132

Table 4.9 Result of Correlation

		MOTIVATION
Motivation	Pearson Correlation	1
	Sig. (2-tailed)	
	N	215
Decrease monotony	Pearson Correlation	.580**
	Sig. (2-tailed)	.000
	N	215
Preparation for management	Pearson Correlation	.729**
	Sig. (2-tailed)	.000
	N	215
Determine correct job	Pearson Correlation	.404**
	Sig. (2-tailed)	.000
	N	215
Develop social relation	Pearson Correlation	.772**
	Sig. (2-tailed)	.000
	N	215
Increase knowledge/skill	Pearson Correlation	.406**
	Sig. (2-tailed)	.000
	N	215

Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output from survey Data, 2018.

From the above table it can be summarized that there is positive relationship between Job rotation and motivation. The value of correlation of Decrease monotony is 0.580** and the significant level value is 0.000, which is less than (<) 0.01, Preparation for management is positively correlated with the value of 0.729** and significant level value is 0.000, which is less than (<) 0.01, Determine correct job positively correlated with the value of 0.404** and significant level is 0.000, which is less than (<) 0.01, Develop social relation positively correlated with 0.772** and significance level 0.00 which is <0.01 and finally Increase knowledge/skill is positively correlated with 0.406** and significant level value is 0.000, which is less than < 0.01.

According to the above data the researcher understood that all independent variable decrease monotony, preparation for management, determine correct job position, develop social relation, increase knowledge had strong relationship or correlation according to MacEachron, (1998).

4.4.2 Hypothesis Tests

The hypotheses tests of this research were conducted within the correlations conducted above and the result is presented as follows:

Hypothesis 1: Decreased monotony as a result of job rotation applications has a positive effect on motivation.

H1: Decreased monotony as a result of job rotation applications has a positive effect on motivation.

H0: Decreased monotony as a result of job rotation applications has a negative effect on motivation.

Table 4.10: Result of correlation between decreasing monotony and motivation

Decrease monotony	Pearson Correlation	.580**
	Sig. (2-tailed)	.000
	N	215

Correlation is significant at the 0.01 level (2-tailed).

Source research data

From the table 4.3 it can be summarized that there is a positive and strong relationship between decreasing monotony and motivation. In addition it can be seen that the correlation of decrease monotony is .580** and shows that the p-value is 0.000, which is less than (<) 0.01. Therefore, we reject the null hypothesis and conclude that decreasing monotony has a significant influence on motivation in case of WB.

Hypothesis 2: Increased knowledge/skill/competency as a result of job rotation applications has a positive effect on motivation.

H1: Increased knowledge/skill/competency as a result of job rotation applications has a positive effect on motivation.

H0: Increased knowledge/skill/competency as a result of job rotation applications has a negative effect on motivation.

Table 4.11: Result of correlation between increased knowledge/skill and motivation

Increase knowledge/skill	Pearson Correlation	.406**
	Sig. (2-tailed)	.000
	N	215

From the table above it can be summarized that there is a positive relationship between increased knowledge/skill and motivation with value of .406** and p-value 0.00 which is less than 0.01. Therefore the researcher concluded that there is positive relationship between increased knowledge/skill and motivation. Therefore this study accept the alternative hypothesis which state Increased knowledge/skill/competency as a result of job rotation applications has a positive effect on motivation and reject the null hypothesis.

Hypothesis 3: Preparation for management as a result of job rotation applications has a positive effect on motivation.

H1: Preparation for management as a result of job rotation applications has a positive effect on motivation.

H0: Preparation for management as a result of job rotation applications has a negative effect on motivation.

Table 4.12: Result of correlation between preparation for management and motivation

Preparation for management	Pearson Correlation	.729**
	Sig. (2-tailed)	.000
	N	215

From the above table it can understood that preparation for management and motivation are correlated with the value of .729** and level of sig .000. Therefore, the researcher rejects the null hypothesis and summarized that Preparation for management as a result of job rotation applications has a positive effect on motivation

Hypothesis 4: Determine the correct job/position as a result of job rotation applications has a positive effect on motivation.

HA: Determine the correct job/position as a result of job rotation applications has a positive effect on motivation.

HO: Determine the correct job/position as a result of job rotation applications has a positive effect on motivation.

Table 4.13: Result of correlation between Determine the correct job/position and motivation

Determine correct job	Pearson Correlation	.404**
	Sig. (2-tailed)	.000
	N	215

From the table above it can be seen that the value of correlation of determining correct job is 0.404** and with p-value 0.00 which is (<) 0.01. Correlation is significant at the point less than 0.01. Therefore it can be summarized that there is positive relationship between determining correct job and motivation and we reject the null hypothesis and accept the alternative hypothesis which state determine the correct job/position as a result of job rotation applications has a positive effect on motivation in case of WB.

Hypothesis 5: Development of social relations as a result of job rotation applications has a positive effect on motivation.

HA: Development of social relations as a result of job rotation applications has a positive effect on motivation

H0: Development of social relations as a result of job rotation applications has a positive effect on motivation

Table 4.14: Result of correlation between develop social relation and motivation

Develop social relation	Pearson Correlation	.772**
	Sig. (2-tailed)	.000
	N	215

From the table above it can be summarized that develop social relation influence motivation with the value of .772** and p-value 0.00 which is less than 0.01. Therefore these studies rejects the null hypothesis and accept the alternative hypothesis which state development of social relations as a result of job rotation applications has a positive effect on motivation.

Table 4.15. Hypothesis summary

	Hypothesis	Result
Ha1	Decreased monotony as a result of job rotation applications has a positive effect on motivation.	Not Accept
Ha2	Increased knowledge/skill/competency as a result of job rotation applications has a positive effect on motivation.	Not Accept
Ha3	Preparation for management as a result of job rotation applications has a positive effect on motivation.	Not Accept
Ha4	Determine the correct job/position as a result of job rotation applications has a positive effect on motivation.	Not Accept
Ha5	Development of social relations as a result of job rotation applications has a positive effect on motivation.	Not Accept

4.5 Regression analysis

4.5.1 Assumptions of Multiple Regression Model

The basic assumptions should be satisfied in order to maintain data validity and robustness of the regressed result of the research under the multiple regression models. Hence, this study has conducted the assumption tests such as, multi-Collinearity, linearity, Test of Independent of Residuals and normality.

Test for Multi Collinearity

Multi Collinearity is checked using correlations between the variables in the model. Independent variables show at least some relationship with dependent variable (above 0.3 preferably). In this case all of the scales (Decrease monotony, Preparation for management, Determine correct job, Develop social relation, Increase knowledge/skill) correlate substantially with bank motivation (.397, .420, .572, .397 and .680) respectively.

Collinearity diagnostics on the variables as part of the multiple regression procedure is done using tolerance and variance inflation factor (VIF). Tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model. If this value is very small (less than 0.10), it indicates that the multiple correlation with other variables is high, suggesting the possibility of multi Collinearity (Pallant, 2010). Furthermore, the other value

given is the VIF, which is just the inverse of the tolerance value (1 divided by tolerance). According to Pallant, (2010), VIF values above 10 would be a concern, indicating multi Collinearity.

The result shows that the tolerance value for each independent variable is (.397, .420, .572, .397 and .680) respectively. Which is not less than 0.10; therefore, multi Collinearity assumption is not violated. This is also supported by the VIF value, which is 2.520, 2.380, 1.748, 2.519 and 1.472 which is well below the cut-off 10 as shown in the coefficient in the table 4.8.

Table 4.16 Test of Multicollinearity

Model		Collinearity Statistics	
		Tolerance	VIF
1	Decrease monotony	.397	2.520
	Preparation for management	.420	2.380
	Determine correct job	.572	1.748
	Develop social relation	.397	2.519
	Increase knowledge/skill	.680	1.472

Test for Linearity

The second assumption to be tested out is linearity or assumption of linear relationship observed between two variables. Linearity implies that slope of the population regression function is constant; thus, non-linearity means, in other words, that a change in the dependent variable does depend on the value of one or more of the independent variables (Stock, 2007). The linearity test of the disturbance has been presented in the following figure.

The dots at the P-P Plot should be closer to the diagonal line; Normal P-P plot –points should lie in reasonably straight diagonal line from bottom left to top right. In this case the P-P plot the dots are drawn closer to the diagonal line, indicating that assumption of normality is met.

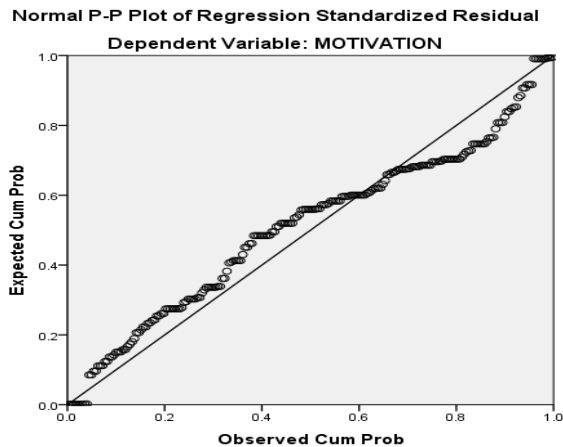


Figure 4.1. Normal p-p plot

Test of Independent of Residuals

Other criteria for multiple linear regression models, it assumes that the residuals are independent of one another. It is an assumption that the value of residuals to be independent from one another (or uncorrelated). To check this assumption we need to look at the regression output of model summary box. Durbin-Watson statistic uses to test the assumption that our residuals are independent (or uncorrelated). This statistic can vary from 0 to 4. Values below 1 and above 3 are cause for concern and may render the analysis invalid. This assumption is accepted since the Durban Watson is around 2 (Field, 2009; Gujarati, D. 2004). A value of two indicates no autocorrelation. A value of towards zero indicates positive autocorrelation. A value towards four indicates negative autocorrelation (Saunders et al., 2009, p.622).

Durbin-Watson
2.679

(Source: Analysis of Survey data using SPSS V23, 2018)

Test of Normality

This assumption is used to determine whether the residuals are normally distributed. This can be tested by looking at the Histogram. To say the Normality assumption of this study is met, the Histogram should be symmetric along the center 0. In this case Histogram is symmetric

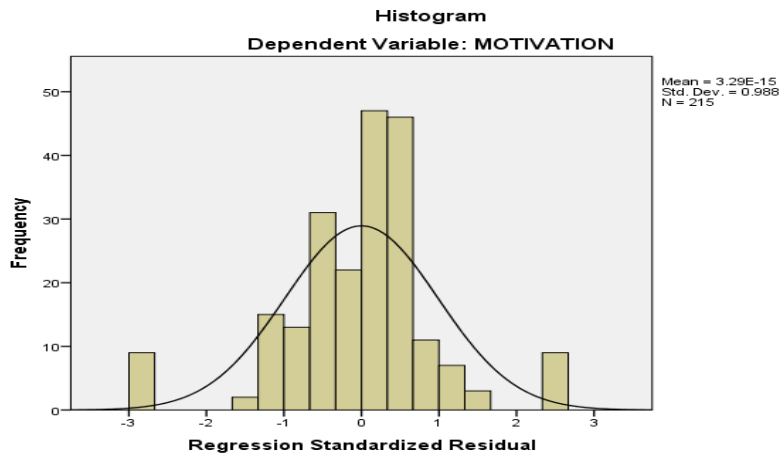


Figure 4.2. Histogram (Normality test)

(Source: Analysis of Survey data using SPSS V23, 2018)

4.5.2 Multiple Regressions

Multiple regression analysis is a method of analyzing the relationship of two or more independent variables on a dependent variable (Kanom, 2011). This analysis aims to know how big the influence of independent variable, Decrease monotony(X_1), preparation for mgt(X_2), determine correct job(X_3), develop social relation(X_4), and increase knowledge(X_5) towards customer motivation (Y) as the dependent variable. Hence, to be able to develop the regression line formula, the dependent and independent variables are denoted as, (X_1 = **Decrease monotony**, X_2 =**preparation for mgt**, X_3 =**determine correct job**, X_4 =**develop social relation** and X_5 =**increase knowledge**) and the dependent variable Y =**motivation**

Before running multiple regression analysis the researcher conducted a necessary basic test assumption that are required to be fulfilled while conducting a multiple regression, which otherwise impossible to do.

4.5.3 Multiple regression result

Once all the multiple regression assumption was met, the researcher decided on the data and further processed it further. Under this part, the researcher was mainly focused on the three most important elements of regression output, i.e. the model summary, ANOVA test and the Beta coefficient.

Table 4.17: model summery of multiple regressions

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.848 ^a	.718	.712		.30206

A. Predictors: (constant), increase knowledge, determine correct job, develop social relation, preparation for mgt, decrease monotony

B. Dependent variable: motivation

Source research data

The regression considered motivation as dependent variable and job rotation effects as independent variables. Multiple regression analysis is conducted to evaluate how job rotation effect has impact on employee motivation.

R value is the correlation coefficient between the dependent (motivation) and the independent variables (preparation for management, Decrease monotony, determine correct job, develop social relation and increase knowledge. According to Mode Summery from the above table the value of coefficient (R) of the independent variables is .848^a. Therefore, there is positive and strong relationship or correlation between independent and dependent variables.

In addition to this the model summery also show that the coefficient of determination (R square) which can help in explain variation. The R Square figure of five independent variables is .718. This means that independent variables (preparation for management, Decrease monotony, determine correct job, develop social relation, and increase knowledge) can explain 71.8% of the variation on dependent variable (motivation). However, there are still leaves 28.2% unexplained in this research. This means there is other additional factors that have not been considered in this research and effect motivation.

Table 4.13: ANOVA of regression result

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.653	5	9.731	106.647	.000 ^b
	Residual	19.069	209	.091		
	Total	67.722	214			

a. Dependent Variable: MOTIVATION

b. Predictors: (Constant), INCR.KNOW, DET.CORR.JOB, DEV.SOC.REL, PRE.FOR.MGT, DEC.MON

Source research data

ANOVA analysis (Analysis of variance) used to compare whether the mean of one dependent variable differ significantly across the categories of other independent variable. ANOVA provides the result of test of significance for R and R² using an F-statistic. According to Cohen, J (2010), if the result of the test is significant, with P-value 0.05, then we reject the null hypothesis that is R² is equal to zero and accept alternative hypothesis that is R² is significant different from zero and there is a relationship between independent and dependent variable.

From the ANOVA statics in table above, the processed data which is the population parameters, had a significance level of 0% which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value) is less than 5%.. F test is a statistical test its purpose is to examine whether the independent variables, taken together, have a significant effect to the dependent variable. If the significance value of the F statistic is small; that means smaller than the error margin 0.05, then the independent variables explain the variation in the dependent variable significantly. It can be observed in table above, there is a significant relationship between job rotation and motivation (P<0.01, F>1).

Therefore we can concluded that the R and R² between dependent variable motivation and independent variable job rotation elements are statically significant (different from zero), based on the data collected from the customers.

Table 4.18: Beta coefficient of regression data

Coefficients^a						
Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.277	.288		.963	.337
	Decrease monotony	.136	.054	.148	2.532	.012
	Preparation for .mgt	.172	.032	.301	5.310	.000
	Determine correct job	.111	.048	.112	2.312	.022
	Develop social relation	.380	.051	.434	7.457	.000
	Increase knowledge	.128	.070	.082	1.830	.0169
a. Dependent Variable: MOTIVATION						

Source research data

Under the Beta coefficient table, the researcher was highly focus on the value of the standardized Beta coefficient in order to figure out the relative importance of each independent variable, in predicting dependent variable.

A. Standard Beta Coefficient

Standard Beta coefficient is also called relative importance weight. More specifically, the proportionate contribution from each predictor to R^2 , (i.e. in our case to the $R^2=.718$), after correcting for inter correlations among predictors (Lorenzo-Seva et al, 2010). This method was recommended when the researcher is examining the relative contribution each variable to the dependent variable Johson, (2000 and 2004) in this study motivation.

It's clear from the data in the above table that there are five job rotation activities carried out by Wegagen Bank have an effect on motivation: The first, is, decrease monotony with .148 as a value of the coefficient of the independent variable Beta, and .000 as a statistical significance, followed by

Preparation For management with .301 a value of the coefficient of the independent variable Beta, and .000 as a statistical significance, followed by Determine Correct Job with .112 as a value of the coefficient of the independent variable Beta, and .000 as a statistical significance. In addition Develop Social Relation and Increase Knowledge follow by the value of .434 and .082 respectively. These mean preparations for mgt, Decrease monotony, determine correct job, develop social relation, and increase knowledge are positively correlated and have an effect on motivation in case of WB.

B. UN Standardized Beta Coefficient

This is sometimes called, the Beta weights. According to Pedhazur, (1997), a Beta weight coefficient inform us, as to how much change in the criterion variable, (i.e. Motivation) we may expect with the one-unit change in the predictor variable, (i.e. preparation for mgt, Decrease monotony, determine correct job, develop social relation, and increase knowledge) holding other independent variable constant.

The linear regression formula for dependent variable, motivation and more than one independent variable of job rotation effect, Decrease monotony, preparation for management, determine correct job, develop social relation, and increase knowledge and took the form of:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e$$

Where Y=dependent variable motivation

a=y axis intercept (the constant Beta value)

b₁, b₂, b₃, b₄ and b₅=Beta weight for each independent variables

X₁, X₂, X₃, X₄ and X₅= Decrease monotony, preparation for mgt, determine correct job, develop social relation, and increase knowledge respectively.

e =the error term (0.05)

Taking into consideration the un standardized beta value in the table above, the regression equation of this particular study to the nearest decimal was written as:

$$Y = .853 + .136X_1 + .172X_2 + .111X_3 + .380X_4 + .128X_5 + 0.05$$

The positive value for the constant intercept should be a cause for concern here. This simply means that, the expected value of the dependent variable motivation was greater than zero when all independent variable are set to zero.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter deals with summary of the finding, conclusions and recommendations. The main purpose of the study was to investigate the effect of job rotation practice in Wegagen Bank to enhance employees' motivation at different tasks. To achieve the objective of the study, relevant literature was reviewed and quantitative data were collected through questionnaire filled by respondents. The data collected through questionnaire were presented, analyzed, interpreted and discussed using statistical package for social science (SPSS 23) version. Thus, based on the analysis the following findings were written, conclusions drawn, and recommendations forwarded for the practitioners of the agency banking in commercial banks and researchers who are interested to conducted in-depth study on this issues on the same organization.

5.1. Summary of Findings

Primary data was gathered by using structured questionnaire. A total of 215 structured questionnaires were distributed to thirty (37) Wegagen Bank branches for top management, middle management and employees through purposive sampling techniques. Quantitative descriptions were applied on the data gathered to analyze the information obtained. By undertaking a detailed analysis of the situation, the following findings were obtained.

- The major findings from descriptive statistics values indicate that the highest mean value is for develop social relation which is 4.1302, while the least mean value is for determine correct job with the value of 3.7 mean where the maximum value is 5.0. Other job rotation variables like as decrease monotony, preparation for management and increase knowledge/skill are above the average. Average or mean level of work motivation in Wegagen Bank (WB) is 3.99 (SD = 0.986) on a five-point Likert Scale.
- The result of correlation shows that there is positive relationship between Job rotation and motivation. The value of correlation of decrease monotony, preparation for management, determine correct job, develop social relation and increase knowledge/skill is 0.580^{**}, 0.729^{**}, 0.404^{**}, 0.772^{*} and 0.406^{**} respectively at significant level of 0.000 which is less than (<) 0.01.
- The model summary of multiple regression analysis revealed that the value of coefficient (R) of the independent variables is .848^a and R square value of .718. This demonstrates that 71.8% of variation in motivation is explained by job rotation dimensions included in this model. The F-Statistic suggests that all the independent variables together significantly predict the variation in motivation at 95% confidence level. Regression Analysis to see the

effect of job rotation on employee motivation revealed that preparation for mgt, decrease monotony, determine correct job, develop social relation, and increase knowledge have positive and significant effect on motivation.

5.2 Conclusions

This study examined the Effect of job rotation in improving employee motivation in Wegagen Bank. From this study finding, there is positive and significant relationship between job rotation practices and motivation of the employees.

- Descriptive statistics values indicate that the highest mean value is for develop social relation which is 4.1302. While the least mean value is for determine correct job with the value of 3.7 mean where the maximum value is 5. This was with the assumption that for more employee motivation develop social relation would be higher. From this finding it is concluded that all job rotation practices and motivation have a mean value of greater than the cut-point three, which indicates the majority of Wegagen Bank employees were believed that their motivation is improved due to job rotation practices.
- From the result of correlation the researcher concluded that there is positive relationship between output of Job rotation and motivation. The value of correlation of decrease monotony, preparation for management, determine correct job, develop social relation and Increase knowledge/skill is 0.580^{**}, 0.729^{**}, 0.404^{**}, 0.772^{*} and 0.406^{**} respectively at significant level of 0.000 which is less than (<) 0.01. From this researcher understood that all independent variable decrease monotony, preparation for management, determine correct job position, develop social relation, increase knowledge had strong relationship or correlation with motivation.
- The model summary of multiple regression analysis revealed that the value of coefficient (R) of the independent variables is .848^a and R square value of .718. This demonstrates that 71.8% of variation in motivation is explained by job rotation dimensions included in this model. This shows that high percentage of dependent variable (motivation) is explained by independent variable included in this model (job rotation).
- Regression Analysis to see the effect of job rotation on employee motivation revealed that preparation for management, Decrease monotony, determine correct job, develop social relation, and increase knowledge have positive and significant effect on motivation. From this it is concluded that there is positive and significant relationship which shows us that successful implementation of job rotation results improved employees 'motivation.

- From this aspect, we can easily express that job rotation applications decrease boredom and moving from one department to another increase morale and cause motivation. This is also a result in doing different tasks and contributing in different processes. Job rotation practices in another way increase personal competencies as said before.

5.3 Recommendations

From the data obtained from the research, it is possible to make various suggestions to increase the effect of job rotation practices on preparation for management and correct choice of job/position.

- In this study preparation for management, Decrease monotony, determine correct job, develop social relation, and increase knowledge have a positive and significant effect on employee motivation. Therefore the bank should work on the indicators of these dimensions for further achievement. And managers have to give more attention in their managerial function to successful implementation of job rotation practices to successful service recovery for higher levels of customer satisfaction in their industry.
- Supervisors and managers have to acknowledge employees deeds on a daily/weekly/monthly basis. Furthermore implementing a formal program to recognize top achievers in every job rotation is important. In addition, healthy competition can boost morale, encourage hard work and increase motivation.
- It is necessary for the branch manager or supervisor to closely monitor the person on rotation and to make the effort to correctly evaluate their performance in the relevant department to be able to determine a job/position of higher productivity within the organization.
- In general the current bank industry is full of competition and Rewards also go far beyond cash compensation and payments. So to be competent WB should continue using job rotation as one tool of attracting

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Annex I: Questionnaire

Dear Sir/Madam, I am student of Master of Business Administration (MBA in general management) in St. Mary University. The following research is part of my MBA study and conducted for purely academic purposes. The purpose of research is to find out the effect of job rotation in WB to improve motivation. All the information collected through the questionnaire will be used only for contribution to knowledge and kept secret/ confidential. Please ensure that you mark all the given statements otherwise incomplete responses will not fulfill researcher requirements.

To this end, kindly request you to answer the following short questions regarding with the stated objective. It will take no longer than 15 minutes of your time. Your response is utmost important to me. Therefore, your genuine, honest and prompt response is a valuable input for the quality and successful completion of the project research paper.

General Instruction

- There is no need of writing your name
- In all case where answers options are available, please make mark(X) in the appropriate place.

Part:-I General Information

This section of the questionnaires refers to general information about the respondents. The information will allow me to compare groups of respondent.

1. Gender: - Male Female

2. Age (in Years):- under 25 between 26 up to 35

Between 36 up to 45 between 46 up to 60

3. Marital Status: - Single Married Divorced Widowed

4. Total Work Experience (in Years)

1 to 5 years 6 to 10 years

11 to 15 years above 15

Part II Assess job Rotation system/practices in WB

This section of the questionnaires prepared to collect data about the general approaches of job rotation practices on employees in WB. Try to recall as many resent job rotation practices as possible in ranking these statement. Please indicate the extent to which you agree or Disagree with each statement by Ticking(X) on a correspondent number. Higher number indicates higher level of agreement. Choose only one answer for each statement.

General approaches

(1) Strongly Disagree (SDA) (2) Disagree (D) (3) Neutral (N) (4) Agree (A) (5) Strongly Agree (SA)

STATEMENT	1	2	3	4	5
	SDA	DA	N	A	SA
1. MOTIVATION					
1. I am motivated with the competence of my boss in making decisions and provide help on hard problems					
2. I am motivated with the recognition I get for doing a different tasks with job rotation.					
3. I am motivated with my Promotion opportunity (chance to advance on this job).					
4. Job rotation practice increase my motivation.					
5. I am motivated with my work environment (physical environment where I work).					
6. I am motivated with my responsibility (freedom to use my own judgment in job rotation)					
7. I am motivated with what I achieve at work (Feeling of accomplishment I get from the job rotation).					
8. I am motivated with the Quality of supervision (the way my boss decides and handles his/her people).					
9. I enjoy my job because it is in rotation base.					
10. The application of rotation reduces the monotony experienced in my work.					
11. I enjoy the idea of standing out from the group, behaving in a unique manner, and being highly visible.					

12.The application of rotation according to my performance increases my motivation					
2.DECREASE MONOTONY	1	2	3	4	5
13. The application of rotation reduces the monotony experienced in my work.					
14.I feel bored working with one job position day to day					
15.job rotation reduces boredom of employee on work					
3.PREPARATION FOR MANAGEMENT	1	2	3	4	5
16.Job rotation helped me to know all works in my organization and well skilled for the next step					
17.Job rotation provides me a chance for promotion					
18.The application of rotation supports my preparation for higher level management					
19. Communication with colleagues and supervisors from different jobs during job rotation is satisfactory.					
4. DETERMINE CORRECT JOB	1	2	3	4	5
20. The application of rotation facilitates the determination of in which job I can be more productive.					
21.I am well informed about job rotation					
22.Job rotation used by WB is effectively known					
23. WB makes staffs responsible for my mistakes rather than blaming others during job rotation.					
24. All job position I have been rotated is well fitted with me					
25. WB has uniform system of getting feedback for Improvement during job rotation practice.					
5.DEVELOP SOCIAL RELATION	1	2	3	4	5
26.Colleagues in different jobs of WB support me when I was assigned in their jobs for practice and Learning					
27.The application of rotation develops my social relationships					

28. I am willing to work cooperatively with my staff					
6. INCREASE KNOWLEDGE	1	2	3	4	5
29. The job rotation approach is helpful in staff personal development.					
30. I am satisfied and confident with the job rotation system offered by the WB enabled me to perform all aspects of the job effectively.					
31. There are sharing skills between jobs in which rotation of staff done through					
32. The application of rotation increases my knowledge, skills and competencies.					
33. Before job rotation, employees were informed about what they will learn in the specific job rotation practice					
34. Job rotation improves my interpersonal skills					
35. I Have benefited from job rotation in my company					