

**EVALUATING THE EFFECT OF JOB ROTATION ON EMPLOYEE RETENTION
AND SATISFACTION: A CASE STUDY OF ZAMBIA TELECOMMUNICATIONS
COMPANY LIMITED (ZAMTEL) FINANCE DEPARTMENT.**

BY

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements of the Degree of Master of Business Administration in Management Strategy
(MBA) in the Graduate School of Business**

The University of Zambia

LUSAKA

2020

DECLARATION

I, **Moscane Hampongo**, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged, and that this work has not been previously presented at this university and indeed other universities for similar purposes.

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APPROVAL

This dissertation by **Moscane Hampongo** is approved as fulfilling part of the requirement for the award of the Degree of Master of Business Administration in Management Strategy of The University of Zambia.

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ABSTRACT

Management strategists in most organizations are faced with challenges of attracting and retaining top-notch employees within their organizations. Apart from attractive monetary compensation, leaves, job rotation as a method of employee retention has least been researched on. Therefore, the use of an effective strategy for the proper management of job rotation program has great importance and aids in minimizing the negative impacts of circulation. For this reason, this study sought to evaluate the effectiveness of Job rotation on job satisfaction and job retention at ZAMTEL Zambia Limited. In pursuing this objective, the study utilized a case study approach in seeking to describe the Job rotation process in place within ZAMTEL'S finance department and ascertaining the effect of Job rotation on employee satisfaction. Further, Exploratory and descriptive designs, which aimed to look into the effectiveness of job rotation on the performance of employees, were employed in the study. As a result, an inductive approach was adopted towards the analysis of the research findings. The study made use of primary and secondary data to facilitate the collecting of both qualitative and quantitative information on the subject. The study found that the hypothesis that states that the use of Job rotation results in an increase in employee satisfaction was not statistically significant. Notwithstanding this, ZAMTEL employees have positive attitude towards the practice of Job rotation. The study found that about 72.5 % of the respondents support the practice of Job rotation while only 6.0 % registered strong negative attitude towards Job rotation. The attitude of employees towards Job rotation was not influenced by the employee's age, marital status, sex and economic status. However, the case of Zamtel has shown that the relationship of the key variables is not statistically significant. Notwithstanding that, it was observed that other key variables such as incentives, promotions, longer employment contracts, independence from government in its operations needed to be explored further to understand the key contributors to job satisfaction and retention at the company. The study recommended that ZAMTEL should regularly utilise the practice of job rotation to increase the level of Job satisfaction. The study further recommended that there was need to incentivize employees at ZAMTEL as they are not deriving satisfaction from job rotation. It was also recommended that the government should continue to capitalize the company so that it is made more attractive to the employees to encourage retention in the Finance Department.

Key words: *Job rotation, management, Job satisfaction, Job retention, ZAMTEL*

ACKNOWLEDGEMENTS

This dissertation would not have been successful without the great assistance that I received from my supervisor, Dr. David Foya. I am grateful for his commitment and patience in providing necessary and timely guidance from the start of my research to its completion. He provided timely feedback on my work.

DEDICATION

My heartfelt gratitude goes to my wife, Chilufya Hampongo and my children Chabota Hampongo, Wangu Hampongo, and Mwaale Hampongo whose moral support I could not do without in my studies. Thank you to them!

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| HPWS | High-Performance Work Organizations or Systems |
| HRM | Human Resource Management |
| JR | Job Rotation |
| OJT | On-the-job training |
| MTN | Mobile Telephone Network |
| ZAMTEL | Zambia Telecommunications Company Limited |
| ZIM | Zambia Institute of Marketing |

LIST OF DEFINITION OF KEY TERMS

Job Rotation: Job Rotation is a management approach where employees are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to all verticals of an organization.

Job satisfaction: defined as the level of contentment employees feel with their job.

Job Retention; Retention is defined as the process by which a company ensures that its employees don't quit their jobs.

On Job Training: is a hands-on method of teaching the skills, knowledge, and competencies needed for employees to perform a specific job within the workplace.

CHAPTER ONE

INRODUCTION

1.1 Background to the Study

Today, in organizations, job rotation has become an important issue because it has an impact on job satisfaction and organizational commitment. Therefore, the use of an effective strategy for the proper management of job rotation program has great importance. Managers should pay attention to the job circulation problems so as to solve them and minimize the negative impacts of circulation (Abdullahzadeh, 2007). The benefits of job rotation (transfer and promotion) from two different points that is from organizational and individual have been analyzed (Jordan and Brauner, 2008). Organizationally, the transfer of employees from one job to another job results in developing employees' skills. Managers who change jobs in different parts of the organization they serve gain valuable and practical experience thereof. Thus they are prepared for higher positions. As well as transfer and promotion of manpower and employment planning problem is solved. For example, when organizations expand their operations or merged with another organization it offers Transfer and promotion of staff needed for the new position. Individual aspects of such organizations benefit from the transfer and promotion. Most managers like to use a professional at a young age and have an overview of the organization where they work. This allows the transfer and promotion of the opportunity to obtain a new set of knowledge and competencies. Promotion could mean increases in compensation and benefits for employees.

According to Bennett (2003), job rotation is a planned replacement of employees among various jobs within a period of time in order to enhance skills and job independence and results in increasing motivation, job performance and productivity. Similarly, Gomez, Lorente & Cabrera (2004) define job rotation as the working in varying posts or situations at time periods which are categorized on a range of individual knowledge, skill and capability of employees. Jaturanonda, Nanthavanij and Chongphaisal (2006) found that organizations from the private and public sectors considered the combined 'knowledge, skills and abilities' as the predominant decision criterion on who to rotate, irrespective of the purpose of job rotation. Job rotation or cross training (Ho, Chang, Shih & Liang, 2009) aims to broaden knowledge, skills and experience by moving people from job to job or department to department (Delpasand, Raiisi, Begdely & Shahabi, 2010; Lindbeck & Snower, 2000; Olorunsula, 2000). It can be an inefficient and frustrating method of acquiring

additional knowledge and skills unless it is carefully planned and controlled. Job rotation is a systematic change of employees by transferring them between various areas of responsibility in attempts to enhance employee experience in the job (Dessler & Varkkey, 2009; Malinski, 2002; Zin, Mohd Shamsudin & Subramaniam, 2013). In this regard, Dubois (2000), Williams, Cantillon and Cochrane (2000) and Ebadan and Winstanley (1997) concluded that if employees value job security, increased lateral moves will be imperative to allow organizational renewal and growth in the future.

When job rotation is carefully planned and formally developed it has numerous perceived benefits and is particularly useful in the various industry and work places.

A bored employee can have a substantially negative impact on the level of motivation of other employees. A demotivated workforce will ultimately result in high absenteeism and employee turnover rates usually accompanied by poor customer service (Melamed, Ben-Avi, Luz & Green, 1995). Job rotation has been found to relieve boredom and monotony (USA Today Magazine, 1995). According to Azizi, Zolfaghari & Liang (2009), the most important employee benefit of differentiation at work is the prevention of monotony. A range of issues including repetitious work causes boredom and where boredom exists, unproductive behaviours and attitudes such as apathy, disinterest in job, unhappiness, frustration and escapism and avoidance dominate (Melamed et al., 1995).

Employees setting their sights on positions are finding that the ladder of success actually is a circular one in that the more they rotate within an organization; the higher they will climb (Fægri, Dybå & Dingsøyr, 2010; USA Today Magazine, 1995). Potential managers see rotation as a way of acquiring skills needed for promotion as it creates breadth in an individual, enables him/her to acquire best practices from a number of different tasks, is a good way to build one's career (Baro, 2012) and leads to intellectual development and innovation (Delpasand et al., 2010.) maintains that job rotation enables employees to obtain a broader range of knowledge and a wider range of skills. Goff (1999) believes that rotated employees stay challenged, feel fulfilled and develop a sense of loyalty to their organization.

Zambia has three major Telecommunication companies: ZAMTEL, MTN and AIRTEL. The state-owned Zambia Telecommunications company (ZAMTEL) is the major provider of telecommunication services in the country. It provides both mobile and landline

telecommunication services to the majority of the population. ZAMTEL currently owns the international gate-way for telecommunication in the country and thus other companies pay it for the rights to use its facilities. ZAMTEL also provides other services such as internet and in recent years the company introduced mobile money services (ZAMTEL, 2017).

In the provision of mobile telecommunication services, the company faces huge competition from the other players that include Airtel Networks Zambia Limited (AIRTEL), MTN Zambia Limited (MTN) and the more recent VODAFONE Zambia LTD which broke into the market in 2016 (VODAFONE, 2018). These and other telecommunication companies have more recently turned to the provision of Mobile money services. On this frontier, ZAMTEL faces competition from a mobile money business service called ZAMKWACHA, from Airtel Networks through Airtel Mobile Money and MTN Zambia through its service called MTN Mobile Money (FSD Zambia, 2018).

The use of job rotation in such a competitive telecommunication industry is cardinal for both productivity gains and reduced costs due to lower employee turnover. Job rotation can be applied to all departments in the organization and thus the finance department is not an exception. This is the department that oversees all financial and accounting services and thus increased productivity due to enhanced job satisfaction can have positive ripple effects throughout the organization. A standard Finance Department has various sections or units which include Payables, Receivables, Fixed Assets, Revenue Assurance, Inventory, Treasury and Tax. In summing up, as a profit-making entity, the Finance Department is a critical organ of ZAMTEL. That being the case, it is important that employees who are found in the department receive the necessary satisfaction which can be stimulated through rotating them in various jobs within the department and across branches.

1.2 Statement of the Problem

Job rotation is beneficial to both the organization and employees because employees derive satisfaction from rotating among jobs. ZAMTEL's Finance department has had a staff strength of 42 workers in different capacities earning in the range of ZMW 6,000 TO ZMW 60,000. The company has put in place various measures to retain and satisfy the employees. Among the measures that the company has put in place is the health insurance policy which allows workers with their family members to access inexpensive health services at selected hospitals and clinics in the location that the workers are based. Further the company provides advance salary finance facilities for their workers which are easily accessed when need arises. The company also

endeavours to provide a good and clean office environment as a motivation to the employees at the company. However, despite the different measures that the company has put in place to retain its employees, every year, about 50 per cent of the employees in the finance department move to other companies in search for better opportunities. The study intends to evaluate the job rotation system at ZAMTEL and determine the effectiveness of company's job rotation practices on employee's level of Job satisfaction and retention in the Finance department.

1.3 Research Objectives

This study evaluated the extent of use and effect of Job rotation on employee satisfaction at ZAMTEL Company Limited.

Specifically, the study seeks to achieve the following objectives:

- i. To describe the job rotation process in place at ZAMTEL's Finance Department.
- ii. To ascertain the effect of job rotation on employee job satisfaction.
- iii. To understand the role of the Human resources management in the job rotation process.

1.4 Research Questions

- i. How does ZAMTEL Finance department handle job rotation needs?
- ii. What extent are the employees satisfied or dissatisfied by job rotation in the finance department at ZAMTEL?
- iii. What is the role of Human resources department in the entire process of job rotation?

1.5 Study Justifications

It has been observed that ZAMTEL operates in a highly competitive industry and has been registering high job turnover in the recent past. This has therefore necessitated an investigation as to whether job rotation has an effect on job satisfaction and can thus be used as a tool to reduce turnover and enhance productivity and profitability. This study also adds to the existing body of knowledge on the effectiveness of job rotation as a way of enhancing employee job satisfaction. The study findings may be useful not only to ZAMTEL but all organizations practicing job rotation as a way of satisfying employees. Further, policy makers such as the Government of the Republic of Zambia who are interested in improving employment standards as well as human resource management institutions such as the Zambia Institute of Human Resources Management (ZIHRM) and the Zambia Institute of Management (ZIM) will find these findings valuable in regulating labor related issues and advocating for better employment relationships.

1.6 Scope of Study

This study, being a case study of ZAMTEL, was restricted to the Finance Department at ZAMTEL head office in Lusaka. It therefore involved conducting interviews with officials from the Human Resource department at headquarters and was restricted to the subject of effectiveness of job rotation as a way of satisfying employees. The study can therefore not be directly applied to other organization and other department since the findings may be unique to ZAMTEL's finance

1.7 Organisation of the Study

This chapter provides background information and introduces the subject matter. It therefore documents the Statement of the Problem, Research Objectives and the importance or justification of the study. The remainder of the paper is organized as follows: Chapter Two considers both theoretical and empirical literature and develops a theoretical framework to be used for analysis. Chapter Three explains the research methodology and methods by stating the research design, philosophy and strategies that have been used. Chapter Three also explains the target population, research instrument and data analysis methods employed in evaluating data collected from ZAMTEL. Chapter Four presents the results of the research study in line with the study objectives and then Chapter Five Discusses the findings and tests the hypotheses. The concluding Chapter, Chapter Six, presents the Conclusion and Recommendations. The conclusion is drawn from the findings and in line with the study objectives. The chapter then makes recommendations to the policy makers on what may be done to address the issues that are raised in the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents a compilation of studies that been done globally, regionally and locally on employee satisfaction and job rotation. This seeks to build a strong knowledge base on the subject matter and avoid duplication of work. The chapter begins with background on job rotation in section 2.2 and 2.3 offers insight into the job rotation types section 2.4 presents some useful theoretical frameworks for analyzing the effect of job rotation and employee job satisfaction. Section 2.5 and 2.6 presents empirical literature and critiques literature that is relevant to the study. Section 2.7 presents the summary, section 2.8 identifies the research gaps from the literature and provides a basis for the study, section 2.9 proposes the hypotheses of the study and section 2.10 concludes with a chapter summary.

2.2 Background to Job Rotation (JR)

Job rotation is defined as a management technique that assigns employees to various structures, sections or departments over a period. Surveys show that an increasing number of companies are using job rotation to train employees (Coyne 2011). This primary purpose of job rotation enables staff members to gain knowledge and new skills, and develop a broader understanding of the operations of the organization. Job rotation can also be used for enhancing career development and preventing job boredom or burnout (Jorgensen et al,2005, p.1723).

There are many definitions and descriptions of the practice of job rotation in literature. Woods (1995) broadly defines job rotation as “the systematic movement of employees from job to job or project to project, within an organization, as a way to achieve various human resources objectives.” In other words, Job rotation is a planned replacement of employees among jobs in a period of time for one or more goals of earning skills and job independence; increasing motivation, job performance and productivity. The use of job rotation is prevalent 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 are required to gain experience on various production segments by rotating through different jobs-effectively learning many aspects of the company from a manager’s point of view.

Job rotation can also be used to increase the organizational commitment of employees. This is because the transposition of employees into different positions will prorate difficulties and problems of specific jobs between individuals and will minimize complaints about them. Employees are periodically removed from these physically demanding or mentally stressful tasks to a less demanding task for a certain period of time to give them a break (Mourdoukoutas, 2009). Other positive consequences of job rotation are increasing job satisfaction, creating job sensitivity, and reducing fatigue of employees. These essentially increase employee Duty commitment which is a dimension of organizational commitment defined as an employee's sense of obligation to remain in an organization. In this dimension of commitment, individuals consider it to be their responsibility to continue working in an organization and discharge their duties to that organization (Moghimi, 2004).

Job rotation has existed as a method of training for developing individual knowledge, skills, and abilities since the industrial revolution, and in today's dynamic global workplace, Job rotation affords organizations an opportunity to manage changing psychological work contracts and employee desires for self-managed careers. Nowadays, optimal performance of organizations requires human resource development policies. This is because human resources are considered as the most valuable factor of production, the most important capital and a major source of competitive advantage, and essential competencies of organizations (Kaymaz, 2010 & Holle, 2005).

Bhadury and Radovilsky (2006) discuss a number of Job Rotation obstacles. Among these obstacles and most importantly, are regulations and legislations that are not conducive to Job rotation practices, lack of awareness of the importance of Job Rotation to the process of career development, weakness of career development departments in many organizations, lack of an effective management information system, workers' resistance to change, and lack of financial incentives. Previous research on this topic has proven that changing the organisation structure of an entire facility is difficult, and hence it is recommended to start the program of job rotation slowly at first and then refine the approach before full implementation (Macleod and Kennedy 1993).

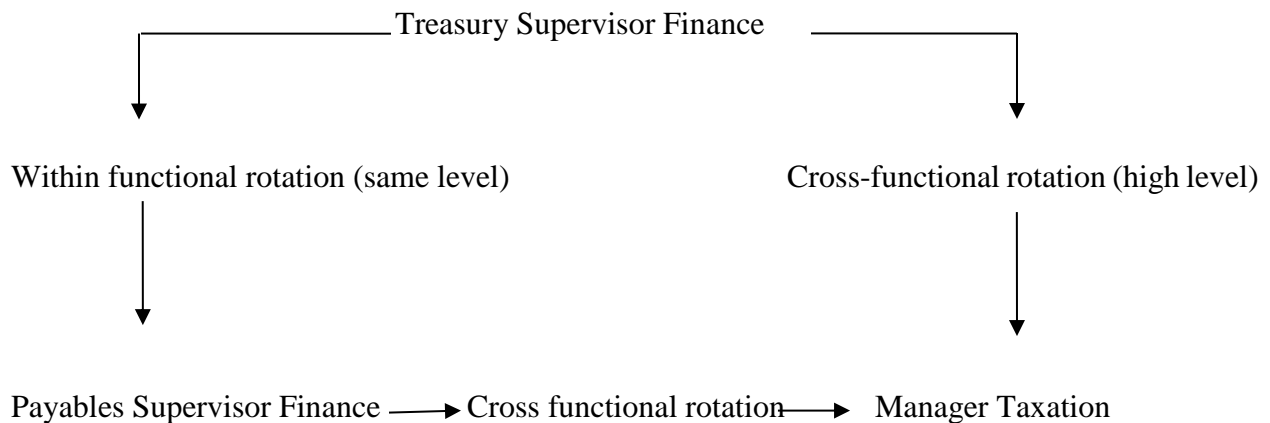
2.3 Job rotation types

The term Job rotation can refer to different types of rotations. Task rotation usually takes place in jobs that involve a high degree of physical demands on the body or a high degree of repetitive tasks that can become extremely tedious.

2.3.1 Position Rotation

Position rotation is the process of moving an employee laterally to different departments, positions, or geographic locations for the purpose of professional development of the employees by exposing them to new knowledge, skills, and perspectives. Position rotation can be further broken down into within-function rotation, and cross-functional rotation. Within-function rotation is where an employee rotates between jobs within the same level of responsibility and in the same functional or operational areas. Conversely, cross-functional rotation, on the other hand, usually involves a sequence of positions, often with increasing levels of job responsibilities (Marshall, 2006).

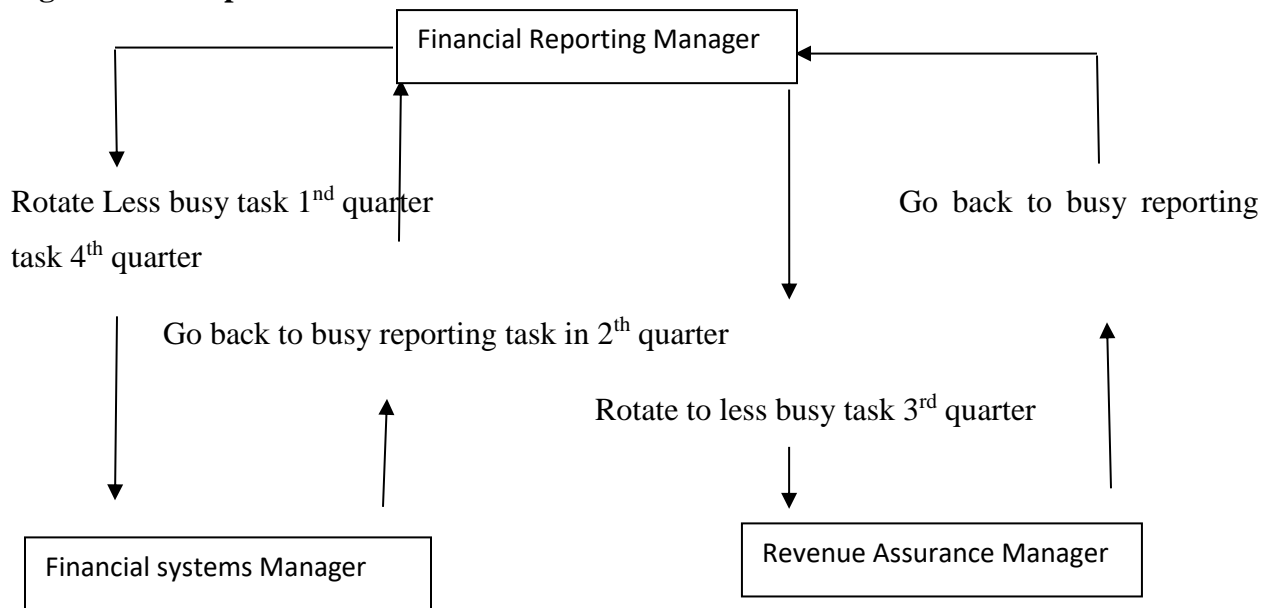
Figure 1: Example of Position (within & Cross functional) Rotation



2.3.2 Task Rotation

Task rotation happens in jobs that involve high degree of physical demand on the body or highly repetitive that can it can become tedious. Employee will be moved from this high physical demanding task to less physical demanding one to give them a breather or break.

Figure 1: Example of Task Rotation



A busy financial reporting Manager can be moved to financial systems where they can rest for a month then go back to their busy role after a quarter.

2.3.3 Job Rotation as an aspect of Training

Training is defined as a process by which people are taught skills and given the necessary knowledge or attitude in order for them to be able to perform their required responsibilities to the required standard (Bratton, 1999). Training is similar to learning which involves the synthesis of different types of information (Kelly, 1999). Learning is part of an education process-while learning is more general, training is more specific. Professionals who are already qualified in their fields from time to time undergo various forms of training on new developments and to sharpen their skills. Training is done in various ways that include Job-on training, coaching and job rotation. There is also off-the-job training which involves lectures, case studies, discussions and role playing (Beardwell & Claydon, 2007). Warner (1984) explains that training identification needs involve determining the kind of training that an organization needs for its employees. It further means identifying which employees need training.

2.3.4 Job rotation and performance

In this modern era, organizations gain a competitive advantage based on human resources productivity, learning system development, and development of intellectual capital, independent personnel and functional identities. Investment in organizational human assets increases productivity and leads to greater profitability of human resources. The foundation of enhanced human resource productivity lies in the development of different abilities. Thus, organizational optimal performance depends on human resource management commitment to developing the organizational capabilities of employees. Origo and Pagani (2000) consider the job rotation system as an effective operational system which can improve human capital performance and productivity. In their postulation, Job rotation is considered to be an effective option which can facilitate and accelerate operations, and save time and resources.

Job rotation systems enhance the productivity of human resources and improved organizational performance in both organizational and individual levels by training multi-skilled employees, creating a logical efficient interaction between skill and motivation and providing practical participation for employees whose greatest advantage is increased job satisfaction of employees. Therefore, job design methods are extremely important, including job rotation, in order to achieve maximum efficiency and effectiveness and the highest levels of performance. Moving from one position to another for set periods results in mobility, new skills, a new working environment, new social dialogue, new experiences, new professional fields, removes the employee from going through the same motions for long periods of time and increases morale and motivation. Job rotation system results in increased production and improved productivity of human resources by promoting work performance of employees, providing opportunities for operational team work, decreasing job stresses; increasing intellectual power and innovation, and increasing hours of effective work (Origo and Pagani, 2000).

2.3.5 Job rotation, satisfaction and performance

Davies et al (2010) explain that job satisfaction is the most important element in management and organizational area, in general, and in organizational behavior area, in particular. Job satisfaction is known as a part of organizational commitment; it is defined as a kind of pleasure resulting in adopting an individual value for a certain job. Job satisfaction is the collection of feelings and beliefs in a current job, as a positive attitude that is believed to lead to high performance or as a reflection of an employee's feelings about various aspects of work. To understand job satisfaction

two aspects are notable: first, the human aspect which infers that it is worthy to treat employees fairly and respectfully. The second aspect is the behavioral aspect that considers job satisfaction as a determinant of the behavior of employees so that it influences organizational functions and tasks and results in positive organizational behaviors.

Many researchers have sought to identify various dimensions of job satisfaction since Job satisfaction is as a result of many factors including individual needs and interests; motivations; attitudes and personality, on one hand, and job conditions such as organizational environment and culture as well as management practices, on the other hand. If the majority of these are factors favorable, a condition in which an individual feels satisfaction will be created. Various and sometimes conflicting concepts about job satisfaction have been formed and developed. Some scholars believe that job satisfaction has two dimensions. One dimension is factors and conditions the lack of which leads to dissatisfaction, including staff attitudes and perceptions, administrative practices, organizational policies, the nature and extent of supervision; job security, working conditions, job position, payment level, establishment of mutual interaction between managers, peers, subordinates, and personal life of employees. Herzberg (2002) calls them hygiene or influencing factors on maintaining the status quo or survival factors. He believes that lack of these factors makes employees dissatisfied so that they leave the organization and threaten its entity.

According to Herzberg (2002), the other dimension includes effective factors on motivation, the existence of which results in motivation and personal satisfaction and the lack of which leads to weak dissatisfaction. According to Herzberg (2002), effective factors on motivation include job achievements, understanding and appreciation of people and their work, job development, personal growth, nature of work and duties. Cosgel and Miceli (2011) report that job rotation the best method to increase efficiency and job satisfaction.

2.4 Theoretical Frameworks

There is no one fully satisfying theory on job rotation, but a growing amount of research is using representative surveys of establishments to address the reason of introducing job rotation in a company (Osterman 1994, 2000; Gittleman, Horrigan and Joyce 1998; OECD 1999). Analysis of job rotation based on individual data are unusual as they often require access to personnel records, which firms are rarely willing to give. Such research looks at one firm at a time (Campion, Cheraskin and Stevens 1994; Kusunoki and Numagami 1998). This puts doubt on the results whether they are representative and thus a more satisfactory approach should combine a

representative sample of establishments with data on employee characteristics. Theories and empirical implications in management literature often refers to job rotation as a useful practice, but very few authors have conducted a detailed analysis of its costs and benefits. Three types of arguments are recurrent in job rotation discussions: for some people, rotation is a training device; for others, it is mostly a way to discover which jobs different employees are best at; and for a third group of people, job rotation's main benefit is motivation.

2.4.1 Employee learning theory

The Employee Learning Theory claims that employees who rotate gain more human capital because they are exposed to a wider range of experiences. It is postulated that as the employee move from one section to another within the department, he or she learns more. Therefore, following this argument, Job rotation is an effective way to develop employee abilities. Job Rotation can be said to have two benefits in this regard; first, an employee who rotates accumulates experience more quickly than an employee who does not rotate. Hence job rotation is mentioned as an effective tool for career development. Second, an employee who rotates accumulates experience in more areas than an employee who does not rotate (Cheraskin and Stevens 1994). Hence, if an employee rotates more frequently, it is easier to train him to become a generalist. This theory expects job rotation to be more likely in a company when employees have more need to be trained. The employees with longer tenure should rotate less compared to those with short tenure. Furthermore, employees with previous work experience in the same industry need less rotation as they are most likely well trained. On-the-job training employees have a high need to be trained and thus more likely to undergo job rotation.

Job rotation will help the employer discover the job the employee is best at through observing the employee performing different jobs. This theory argues that job rotation can provide information that a company can use to allocate jobs among employees. If an employee can be observed performing different activities, it may be easier for the firm to find out the most appropriate for that employee (Ortega 2001). Each time an employee rotates the company learns new dimensions of the employee's ability. Thus it can be said that without job rotation little or nothing new is learnt by the company concerning the employee's abilities.

Ortega (2001) shows that the relative benefits of job rotation increase when the firm knows little about its employees' abilities. The relative benefits are also larger when the firm is engaging in new activities for which the returns are a priori unknown. This has sharp empirical consequences.

First, employees with less tenure in the firm are more likely to rotate, because the firm will be more interested in learning about them. This implies that job rotation should be adopted with a higher probability in firms where average employee tenure is lower. Second, any previous work experience that current employees may have accumulated in other, similar firms should have no effect on the probability of rotation: only the average tenure in the current firm should matter. This is different from what the employee learning theory predicts. Additionally, if the company is relatively new or is introducing innovations, we should expect it to use more job rotation.

2.4.2 Maslow's Needs Theory

According to this theory, individuals strive to seek a higher need when lower needs are fulfilled. Once a lower-level need is satisfied, it no longer serves as a source of motivation. Needs are motivators only when they are unsatisfied. In the first level, Physiological Needs exist which include the most basic needs for humans to survive, such as air, water and food. In the second level, Safety Needs exist which include personal security, health; well-being and safety against accidents. In the third level, belonging needs exist. This is where people need to feel a sense of belonging and acceptance. This is where people seek to be respected and to have self-respect. Achievement needs, respect of others are in this level as well. In the top-level, Self-actualization needs exist. This level of need pertains to realizing the person's full potential (Maslow, 1943).

The greatest value of Maslow's Need Theory lies in the practical implications it has for every management of organizations. The rationale behind the theory lies on the fact that it's able to suggest to managers and policy makers on how they can make their employees or subordinates become self-actualized. This is because self-actualized employees are likely to work at their maximum creative potentials (Robinson & Judge, 2007). Maslow assumed that a hierarchical system could be used to best describe human needs where higher order needs can be fulfilled after the lower order needs. Job Rotation can therefore be used to satisfy some of the social needs of employees in order to make the more productive.

2.4.3 Hackman and Oldham's Job Characteristics theory

Job characteristics theory is a work design theory. A useful perspective on the factors affecting job design is provided by Hackman and Oldham's (1974) job characteristics model. They suggest that the 'critical psychological states' of 'experienced meaningfulness of work, experienced responsibility for outcomes of work and knowledge of the actual outcomes of work' strongly

influence motivation, job satisfaction and performance. They identified the following characteristics of jobs that need to be taken into account in job rotation; skill variety, task identity, task significance, autonomy and feedback. The theory includes individual difference variables as moderator of the relationship between the characteristics and the outcome variables.

Hackman and Oldham (1976, 1980) defined the five job characteristics as follows: Skill variety: the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person. Task identity: the degree to which the job requires completion of a whole, identifiable piece of work that is doing a job from beginning to end with visible outcome. Task significance: the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large. Autonomy: the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedure to be used in carrying it out. Job feedback is the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance.

According to Mukul et al., (2013) it was possible to combine the five characteristics into a single index that reflects the overall motivating potential of a job. In the more specific job characteristics, i.e. skill variety, task identity and task significance, affects the individual's experience meaningfulness of work, autonomy influences experienced responsibility for outcomes: and feedback from job to knowledge of the actual results of the work activities.

Hackman and Oldham began by searching for the basic psychological states that promote high-performance motivation and satisfaction at work. The three conditions they suggested were: (a) a person must experience the work as meaningful, as something which is generally valuable and worthwhile; (b) a person must experience responsibility for the results of the work, that is, he/she must feel personally accountable and responsible for the work results; (c) a person must have knowledge of the final results of the work being done, that is, he/she must understand the effectiveness of his/her job performance. For the development and maintenance of strong internal work motivation, Hackman and Oldham (1975) assert that it is necessary for all three critical psychological states of experienced meaningfulness, experienced responsibility, and knowledge of results to be present. A considerable numbers of studies as summarized below have been conducted on the job characteristics model.

A study conducted by Fried and Ferris (1987) finds that skill variety and task significance have stronger relationships with experienced meaningfulness than with other psychological states as well as the correlation between job feedback and knowledge of results. Since experienced responsibility and in part experienced meaningfulness have high correlations with unspecified job dimension, again is not fully supported. On other hand, relationships between psychological states and personal outcomes are stronger than the relationship between job dimensions and those outcomes.

Cleave (1989) examined the applicability of the Hackman and Oldham survey to administrative positions in university physical education and sport. She collected data from 217 physical education, intramural/recreation, and intercollegiate directors and assistant directors at selected universities in Canada and the state of Illinois. Her analysis of the psychometric properties of the survey confirmed that the model was applicable to physical education and sport administrators in institutions of higher education. Using a t-test, she reported significant differences ($p < .05$) in all comparisons between the study sample and the normative sample of Oldham and Hackman.

Morton (1992) tested the Job Characteristics Model in public schools by administering the survey to 554 elementary teachers employed in forty-eight public schools. He reported that the relationship among job dimensions, psychological states and personal/work outcome measures, as stated in the model, were supported. In addition, Morton compared his means with those of the national norms and concluded that teachers scored higher in all categories of the Job Diagnostic Survey except with pay and growth need strength.

Hadi R. and Adil A. (2010) conducted a study to investigate job characteristics as predictors of work motivation and job satisfaction in bank managers. A purposive sample of 150 male managers from various banks of Rawalpindi city was drawn. Job diagnostic survey, work preference inventory, and job satisfaction subscale of Michigan organizational assessment questionnaire were used for measuring job characteristics, work motivation, and job satisfaction respectively. Zero order correlation revealed positive and significant relationship among various job characteristics, work motivation, and job satisfaction. Multiple regression analyses revealed that job characteristics constituted significant models for predicting intrinsic motivation, extrinsic motivation, and job satisfaction. Task identity turned out to be the most important positive predictor of job satisfaction and intrinsic motivation whereas extrinsic motivation was only predicted by feedback.

Kumar, Abbas, Ghumro, & Zeeshan, (2011) conducted a research that predicted the job satisfaction and motivational level of the banking sector employees through job characteristics. The primary data was collected through the job diagnostic survey originally developed by Hackman & Oldham (1975). The results revealed the existence of job characteristics in the employees of commercial banks of Pakistan. The correlations results showed the positive and significant relationship between job characteristics and personal outcomes: job satisfaction (general satisfaction, growth satisfaction) and high internal work motivation. The multiple regression results also revealed the significant effect of job characteristics on personal outcomes.

Makul et.al (2013) conducted a research on job characteristics model on workers of ten garments industries randomly at Savar area in Dhaka, Bangladesh. The 100 sample respondents have been selected from the only workers of garments industries. For this purpose, five properties have been evaluated include skill variety, task identity, task significance, job autonomy and feedback results of work in the form of five hypotheses that affect the motivation of these characteristics is investigated. According to study the workers in garments sector are satisfied by the task identity, task significance, feedback for their activities but they are not happy with the independence work place, skill varieties. They are so motivated by their task identity, task significance, feedback for their performance.

Ali et.al (2014) conducted a study to give the picture about the application of Hackman and Oldham's job characteristics model to job satisfaction from the viewpoint of fast food outlet managers. The main objective of this study was to determine the relationship between job characteristics and job satisfaction among managers at fast food outlets and to determine which of the five dimensions of the job characteristics model contribute most to job satisfaction among fast food outlet managers. Population of 212 respondents who are from the managerial level from fast food outlet involved were being surveyed. The five points likert -scales were used to the statements based on job characteristics and job satisfaction. The researcher asked the respondents to rate the series of statement that evolve from their viewpoints of job characteristics and job satisfaction. Based on the findings it could be concluded that the study confirms the findings of Hackman and Oldham's (1974) with job satisfaction.

Due to the fact that ZAMTEL department of Finance depend on employees to operate, it takes time and effort to train employees' talents, retain and stimulate their efforts towards organizational goals. As a result, the outcome of job dimensions includes job satisfaction, increased motivation,

low rate of employee turnover, low absenteeism and enhanced knowledge and skills which improves organizational productivity.

2.4.4 High Performance Work Systems Theory

The conception of High-Performance Work Organizations or Systems (HPWS) emerged in the US new Human Resource Management (HRM) literature during the 1980s. Subsequently adopted by the high skills vision of competitiveness as articulated, by, amongst others, Robert Reich, the characteristics of such High Performance Working remain elusive. Attempts to capture its essence have ranged from lists of desired work configurations such as “team working”, “communication” and “consultancy” through statements of shared values such as trust, and descriptions of bundles of practices that facilitate these features: regular meetings, quality circles, job rotation and so on. However, the extent to which such lists of desired practices relate to the reality of the workplace or are merely rather high blown rhetorical statements remains open to question (Guest et. al., 2002).

The approach to developing an HPWS was based on an understanding of what the goals of the business are, what work arrangements are appropriate to the attainment of those goals and how people can contribute to their achievement. This led to an assessment of what type of performance culture was required. The development programme requires strong leadership from the top. Stakeholders – line managers, team leaders, employees and their representatives – should be involved as much as possible through surveys, focus groups and workshops (Armstrong & Armstrong, 2009).

Godard (2004) suggested that there is a general assumption that the benefit of an HPWS increases with the number of practices adopted. However, it is often argued that high-performance practices are complementary to, and hence interact with, each other, so that their true potential is not fully realized unless they are adopted in combination or as part of a full-blown high-performance system (the complementarities thesis). It is also sometimes argued that these effects are not fully realized unless integrated with or matched to a particular employer strategy (the ‘matching’ thesis). A considerable number of studies as summarized below have been conducted that demonstrate the impact of high-performance work systems is positive.

King (1995) cites a survey of Fortune 1000 companies in the United States revealing that 60 per cent of those using at least one practice, increasing the responsibility of employees in the business

process, reported that the result was an increase in productivity while 70 per cent reported an improvement in quality. He examined the impact of the use of one practice. A study of 155 manufacturing firms showed that those which had introduced a formal training programme experienced a 19 per cent larger rise in productivity over three years than firms that did not introduce a training programme. Further research examined changes over time in 222 firms and found that these and other practices are associated with even greater productivity when implemented together in systems. He concluded that the evidence suggest that it is the use of comprehensive systems of work practices in firms that is most closely associated with stronger firm performance. Yet he noted that ‘the nature of the relationship between high-performance work practices and productivity is not clear’.

A survey of 39 organizations was conducted by Varma et al (1999) to examine the antecedents, design and effectiveness of high-performance initiatives. Results indicated that HPWSs are primarily initiated by strong firms that are seeking to become stronger. First and foremost, firms reported that in general their HPWS: had a significant impact on financial performance; created a positive culture change in the organization (e.g, cooperation and innovation); created higher degrees of job satisfaction among employees; positively influenced the way in which work was designed and led to marked improvement in communication processes within the organization. In particular, the use of team-based and non-financial rewards was closely related to improved performance, as was rewarding people for improving their competencies.

According to Appelbaum et al (2000) a multifaceted research design was used by the authors in their study of the impact of HPWSs. This included management interviews, the collection of plant performance and data surveys of workers on their experiences with workshop practices. Nearly 4,400 employees were surveyed and 44 manufacturing facilities were visited. The findings of the research were that: in the steel industry HPWSs produced strong positive effects on performance, for example, substantial increases in uptime; in the apparel industry the introduction of a ‘module system’ (i.e. group piecework rates linked to quality as well as quantity rather than individual piecework, plus multi-skilling) dramatically speeded up throughput times, meeting consumer demands for fast delivery; in the medical electronics and imaging industry those using an HPWS ranked highly on eight diverse indicators of financial performance and production efficiency and quality.

The impact of HPWS on individual workers was to enhance: trust by sharing control and encouraging participation; intrinsic rewards because workers are challenged to be creative and use their skills and knowledge – discretion and autonomy are the task-level decisions most likely to enhance intrinsic rewards; organizational commitment through opportunity to participate, and incentives that make people feel that organizational relationships are beneficial for them; job satisfaction because of participation perception of fairness in pay and adequate resources to do jobs (inadequate resources is a cause of dissatisfaction, as is working in an unsafe or unclean environment). They concluded that taken as a whole, the results suggested that the core characteristics of HPWSs – having autonomy over task-level decision making, membership of self-directing production and off-line teams and communication with people outside the work group – generally enhance workers’ levels of organizational commitment and satisfaction (Appelbaum et al 2000).

Sung and Ashton (2005) conducted a survey of high-performance work practices (HPWP) in 294 UK companies. It provided evidence that the level of HPWP adoption as measured by the number of practices in use is linked to organizational performance. Those adopting more of the practices as ‘bundles’ had greater employee involvement and were more effective in delivering adequate training provision, managing staff and providing career opportunities.

A meta-analysis of 92 studies showed a link between high performance HR practices and organization performance. The three sets of influential HR practices identified were those that: 1) increased skills; 2) empower employees; and 3) improve motivation. HPWSs also improve the internal social structure within organizations, which facilitates communication and cooperation among employees Combs et al (2006).

Ericksen (2007) conducted research in 196 small businesses to test the hypothesis that HPWSs create a human resource advantage by aligning key employee attributes and the strategic goals of the firm and by adapting their workforce attributes in response to new strategic circumstances. Dynamic workforce alignment exists when firms have ‘the right types of people, in the right places, doing the right things right’, and when adjustments are readily made to their workforces as the situation changes. The research showed that there was a strong positive relationship between workforce alignment and sales growth when adaptation was high.

The outcome of use of high performance work systems in firms that is closely with organizational productivity include improved performance, competencies, increased motivation, employee involvement, delivering training provision that enhances knowledge and skills and providing career opportunities which can be used to improve ZAMTEL Finance Department productivity through job rotation.

2.4.5 The Human Capital Theory

According to the Human Capital Theory, there is a positive relationship between investing in education and economic growth. This theory states that education has a significant contribution to economic development (Becker, 1983). This means that the quality of economic growth in a nation depends on education. According to the theory, factors that contribute to economic growth are (i) knowledge (ii) skills (iii) attitudes of the people. The theory contends that economic productivity is influenced by knowledge, skills and attitudes of the people. The three factors, according to the theory, have significant economic value in human capabilities. Economic development is a factor of Land, Labor and Capital and the quality of labor or human resource is an important factor in development. The appreciation of the theory has seen huge investments in the education sector in Zambia as well as globally (Becker, 1983).

The theories above show the relationship among job rotation, Job satisfaction, and organizational commitment, among other key concepts, and can be illustrated using the following conceptual model which has been adopted from the satisfaction of grievance handling (Mwanza 2016).

2.5 Empirical Literature Review

2.5.1 Employee Motivation

According to Tomar & Sharma, (2013), motivation is a kind of force, which energizes people to achieve some common goals. Every organization either public or private is goal oriented and all efforts are geared towards the successful attainment of their goals and objectives. It has been argued that unless individual employees are motivated to make efficient use of the potentials found among them during the employment process, they may not achieve the level of performance that is desired from them (Rothberg, 2005). For an employee to be motivated, he or she perceives that their want is being met. Thus, the satisfaction of the employee represents an indispensable dimension of the motivational process. A satisfied employee would certainly contribute positively to the realization of organizational goals and objectives, while a dissatisfied may not only contribute but can even act in such a way that the realization of such goals and objectives could be

completely destroyed. This underlines the importance of employees' satisfaction to the organization (Anka, 1988).

According to DeCenzo and Robbins (2007), motivation is a multifaceted process with individual managerial and organizational implication. Motivation is not what the employer exhibit but a collection of environmental issues surrounding the job. Zubair (2005) identifies factors that motivate employees in Pakistan organization. Twenty-eight key motivational factors were identified and about 1,230 respondents were asked to rank their top ten motivators in their respective organizations. The results of the study revealed that top four motivators in Pakistani organizations were image, job security, compensation, good relationship and teamwork, (Tomar & Sharma, 2013).

According to Manzoor, (2012) employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations. A motivated employee is responsive of the definite goals and objectives he/she must achieve, therefore he/she directs its efforts in that direction. Getting employees to do their best work even in strenuous circumstances, is one of the employees most stable and greasy challenges and this can be made possible through motivating them. One of the major concerns of manufacturing companies has focused on improving worker productivity, which is one of the job performance measures (Borman, 2004). Employee motivation is one of the strategies managers employ to enhance effective job performance among workers in organizations. For effective work performance to thrive in the organization, motivation has to be managers' top priority.

Atambo and Ayaga (2016) posits that lack of motivational factors has been a major hindrance on employees' performance, motivational factors like job security; training and flexible work arrangements all have effect on performance. Atambo and Ayaga (2016) conducted a study to establish the impact of motivation on the performance of health workers at Kisii Teaching and Referral Hospital where the study was guided with the extent to which recognition, employee allowances, career growth and responsibility affected performance of the health workers. The study revealed that recognition, career growth, delegation of responsibility and allowances had a positive response on employee performance. The study concluded that motivation in its diverse dimensions played a big role in the performance of the health workers.

The employee motivation argument is that job rotation contributes to make work more interesting. This argument was mentioned in the late 1970s literature on the so-called “plateau” employees - employees with limited prospects of promotion. Job rotation motivates employees who would otherwise become bored and tired of always performing the same tasks (Eriksson and Ortega, 2004). According to Ference, Stoner and Warren (1977), job rotation is a potential solution to these employees’ lack of motivation. Cosgel and Miceli (1999) have pointed out increased satisfaction as one of the benefits of rotation. In their model, employees prefer to perform a variety of tasks rather than specializing in a single task and, as a consequence, job rotation increases job satisfaction. This is beneficial to the firm because it can afford to pay lower salaries when employees are more satisfied. If job rotation is a motivation tool, we would expect it to be used by firms where employees have poorer prospects of promotion.

Job rotation has found wide acceptance as a means of reducing monotony (Gannon et al, 1972). 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 thereby motivating employees (Adomi, 2006). Job rotation can also reduce boredom and increase motivation through the divergence of employee’s activities. Foss, et al. (2009) found out that reassignment of job where there is improvement of employee from department to another will help the current department with the previous skills and knowledge the employees possess in their previous department. As a result, their level of motivation will boost up and they will learn the positive effect of job rotation.

Going away from psychologically negative effected job position provide relief and decrease stress (Xie and Johns, 1995). It is important for business owners to provide opportunities to increase employee motivation because greater motivation promotes higher levels of organizational commitment and desire to grow within the company. When employees are given the opportunity to rotate between different positions, they enhance and improve their skills, abilities, and competencies, which lead to better job performance and greater likelihood of promotional advancement. Furthermore, employees that are engaged with a number of different positions throughout a company experience increased appreciation for co-workers and the interrelation between positions, which decreases animosity and enhances organizational commitment.

Osman (2011) reveals that there is a high influence of correlation between job design and the firm performance. This refers to the level of employees that given the autonomy to decide participate and get involved in their area of work. It also enables employees to feel empowered and to exercise elasticity in their jobs. The findings of this research is constant with the Herzberg (1959) two-factor motivation theory which suggested that employees will be highly motivated if the intrinsic factors like responsibility, recognition and personal growth are presented to the worker. Thus by participating in job rotation, it will increase work satisfaction, internal drive for employees to produce better performance besides to provide employees with wide options and opportunities to develop their knowledge, skills and competencies (Sanali et al., 2013).

2.5.2 Worker Involvement

Apostolou, (2000) posits that when an organization truly wants to create a positive work involvement that is based on high trust, exceptional customer service, collaborative teamwork, operational excellence and creative problem solving, then the leadership team must begin to understand, invest in and be responsive to the needs of organizational employees. The return of such investment will come in form of high levels of employee motivation, creativity, productivity and commitment that will move the organization forward with greater profitability. Sofijanova & Zabijakin-Chatleska, (2013) defined employee involvement as a process of participation and empowerment of employees in order to use their input towards achieving higher and individual and organizational performance. The success of any organization greatly depends on employee empowerment as they take larger roles in shaping the organizational culture. According to Apostolou, (2000), employee involvement is a process of empowering employees to participate in managerial decision making and improvement activities appropriate to their levels in the organization while empowerment means that all employees feel that they have responsibility and authority to participate in decision making and problem solving in their appropriate levels.

According to Holden (2001), in differentiating worker involvement from empowerment it is clear that employee involvement initiatives are support mechanisms for other managerial strategies such as Total Quality Management (TQM), business process re-engineering, high performance work systems and the learning organization. Employees can be empowered through job rotation. Empowerment is an initiative in its own right, which can be all-pervasive in organizational terms. In addition, both employee involvement and empowerment can be seen to be managerially inspired, with circumscribed powers given to employees. They have also been strongly associated

with the introduction of HRM strategies. Participation and to a greater degree, industrial democracy allow greater autonomy to employees and their representatives, such as trade unions, who decide their own policies in reaction to organizational changes and managerial policy (Holden, 2001).

Sofijanova & Zabijakin-Chatleska (2013), states that teamwork is considered as an effective way to reduce an organizational hierarchy and increase the worker involvement. Although problem solving teams allow employee involvement in decision making they only have right to make recommendations and examples include quality circles groups for quality improvement. Some organizations go further to create teams that will not only solve problems but also implement solutions that will take responsibilities for results.

Today organizations design customized job rotation programs by asking employees about their career aspirations in order to meet their needs for career satisfaction, have more loyal and committed workforce because by satisfying the longings, managers give greater hope and confidence to employees, which enhance their loyalty to the organizations (Zigarelli, 2004; Leat, 2007). Rotational assignments also encourage the employees to be more content and satisfied in their work and enhance their involvement which may serve as a competitive weapon for an organization in today's dynamic corporate environment. It also helps the organizations to bring about a durable outcome of the commitment of each employee to the firm's value base (Arogyaswamy and Simmons, 1993).

In- role job performance refers to activities that are related to employees' formal role requirements (Borman & Motowidlo, 1997). Generally, it is believed that job involvement by positively affecting employees' motivation and effort, leads to higher levels of in-role job performance. Prior research has indicated some support for this claim. For instance Brown and Leigh (1996) in their study found that job involvement had both direct and indirect effects through effort on performance. The success of an organization depends on the on-job productivity of its employees. If they're rightly placed, they will be able to give the maximum output. In case, they are not assigned the job that they are good at, it creates a real big problem for both employee as well as organization. Therefore, fitting a right person in right vacancy is one of the main objectives of job rotation. Furthermore, employees that are engaged with a number of different positions throughout a company experience increased appreciation for co-workers and the interrelation between positions, which decreases animosity and enhances job commitment. When developing job

rotation program, the management need consider employee interests and attitudes first. It is also important to consider flexibility and employee's views regarding rotation programs to make workers more involved and committed to their jobs.

2.5.3 Training and Development

According to Niazi, (2011), training and development has its strategic positioning and it directly contributes towards organizational business goals and objectives. Training refers to the process to obtain or transfer knowledge, skills and abilities needed to carry out a specific task. In order to meet the current and future challenges of our business, training and development assumes a wide range of learning actions, ranging of employees for their present tasks, knowledge sharing to improve business horizon and customer's service. It also focuses on their career development thus expanding individual, group and organizational effectiveness. A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf 1993).

According to Sari (2009), training and development is seen as one of the key practices of HRM and it refers to the programs designed to teach the employees about the company specifics, educate them on the general rules of an organization, to provide them technical knowledge which is considered important to complete the job tasks effectively and to eradicate the probable imperfections at work. Training is giving new or present employees the skills they need to perform their jobs. On-the-job training (OJT) involves having a person learn a job by actually performing it on the job. In many companies, OJT is the only type of training available to employees (Dessler, 1994). One important form of OJT is job rotation in which the employee moves from job to job at planned intervals.

According to Saravani S. R. and Abbasi B. (2013), developing and improving skills is prerequisite for organizational dynamics and productivity. Without this principle, inspiration and development of the organizational capabilities, creating human relationships with others and coping with conflicting situation is difficult. In HRM, skills are defined as an individual's unique capital: they are studied in three groups which are technical, acquired and job skills. Importance of recognition and acquisition of job skills in behaviour management accelerates internal mutations and mental dynamics of organization and facilitates achieving of goals. While job independence is the result of some organizational limitations it creates a kind of job structure or content which cause tension and uniformity in practitioners of a profession (Abdel-Halim 1981). Thus, it is necessary to have

job diversity as a spectrum of human capital capabilities which allows goal oriented actions of organization members at both technical and contextual levels.

The advantages of job rotation have been long recognized by organizational theorists. As summarized in Sargent (1952): a job rotation plan provides well-rounded training and a background of experience for the individuals; it streamlines the organization through periodic introduction of new managerial viewpoints; it stimulates the development of the individual because of the element of competition introduced; it eliminates the assumption by an individual of any “vested right” in a particular job; it tests the individual; it minimize friction caused by personality clashes or personal feuds; and it widens the trainee’s circle of acquaintances among company executives. In sum, the trainee in the job rotation learns by doing. In each assignment, the employee is given responsibility and expected to fit in as a regular member. Hence, training by job rotation is not perfectly substitutable by other kinds of training method.

According to Campion, Cheraskin and Michael (1994), job rotations are lateral transfers of employees between jobs in an organization. Job rotation is used for employing a group of workers in order to provide on-the-job training. Rotation can also be seen as an on-the-job training technique supporting the principle of learning by practical experience. 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 organisation (Eguchi, 2005).

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). 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).

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). Therefore, rotation influences the direction of career development. The role adopted by rotation in career management and the points that trigger motivation (Campion et al, 1994). Rotation technique increases an employee's problem-solving capability from a management angle. 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, (Campion et al, 1994).

According to Huang, H. J. (1999), a benefit attributed to job rotation is that it creates a good platform for the transformation of human capital. It is well known that the value of human capital depends on utilization, other than deposit. So it is important for firms to have a good platform to make the human capital be transformed into productivity in the process of production. Job rotation makes up a platform of transformation of human capital. Firstly, human capital gained from rotating has good position adaptability and it sets up a precondition of the human capital translation. Employees rotating often make the best use of their knowledge and skills at their positions and that generally means high productivity. In past job rotation was taken with different perspectives, from studying past literature we can argue that job rotation is helpful for Management training officers (MTO's) to develop their career.

Anka L. M. (2006) examines the essential skills needed by managers to work efficiently and effectively in an organization. At lower level, the major need is for technical and human skills and at higher level manager's effectiveness depends largely on human and conceptual skills. At top level, conceptual skill becomes important for successful administration. These three skills play an important role in enhancing efficiency of employees.

2.5.4 Organizational Productivity

According to Liu, et al. (2012), organizations should endeavour to promote and reinforce retention strategies that lead to positive changes in employee job satisfaction and minimize dissatisfaction in order to maintain their valuable human resources. Various retention strategies can be used to address the employee turnover rates in organizations (Steel, et al. 2002). Research findings cited by Allen (2008) show the retention initiatives used such as promotion and career development opportunities, special training and educational opportunities. This provides evidence the internal drivers of employee turnover can be managed through the use of human resource practices to increase job satisfaction, thus leading to employee retention.

Increasing productivity, new product development, creativity and cutting time to market require a stable and productive work force. The stability and productivity of the work force can be dramatically increased by ensuring that every employee is challenged and excited about their job. Employee turnover and the associated loss of tacit and explicit knowledge disrupt team effectiveness and also slow product development hence job rotation can be used to boost company productivity. 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 behavioural 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).

Job rotation intensifies innovation of firms. According to Jaime Ortega (1999), there was a positive correlation between rotation and the intensity of innovation especially in the innovative firm. This could be understood as: Firstly, learning is the base of innovation, so an innovative firm has a great demand to induce employees to learn as much, and job rotation has positive effect on leading employees to learn. Secondly, innovation itself is a kind of creative activity. In the process of innovation, many knowledge and techniques could be created. So job rotation improves greatly the company productivity.

Job rotation enhances job satisfaction hence employees become motivated. Job satisfaction refers to an individual's general attitude toward his or her job. According to Locke (1976), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job and job experiences. As Robbins (1993) put it, when people speak of employee attitudes, they

often mean job satisfaction. Job satisfaction, like any attitude, is generally acquired over a period of time as an employee gains more and more information about the workplace.

Job satisfaction related to a number of variables including organization structural characteristics such as hierarchy, size, and centralization (Berger & Cummings, 1990) and job characteristics such as skill variety, task significance, task identity, autonomy, and feedback (Hackman & Oldham, 1975 & 1976). Conceivably, the practice of job rotation contributes at least to skill variety and task identity. In addition, employees see job rotation as a way of acquiring the skills needed for promotions and as an investment by the employer in their development. Therefore, rotating employees to different positions is an excellent way to motivate employees, give them a sense of belonging, reduce boredom and fight off a lack of commitment (Campion, 1994).

2.6 Critique of the existing literature relevant to the study

When it comes to naming potential costs of implementing job rotation, there almost seems to be unanimity in the theoretical literature: Transferring individuals to new jobs sacrifices job-specific human capital, and frequent job rotation may in consequence entail a serious loss of productivity. With regard to benefits of this particular kind of work design, on the other hand, over the years many explanations have been put forth why it may be worthwhile to incur the afore-mentioned loss in productivity. One of these explanations, formalized in Cosgel and Miceli (1999), posits that workers dislike monotonous jobs. In consequence, regular job transfers increase employees' motivation and overall satisfaction by reducing their boredom and keeping them interested in their jobs, which in turn allows firms to economize on wages. A large part of the theoretical literature, however, focuses on the effects of job rotation on firm learning by placing firms and their employees on very unequal informational footing, with the firm being in a disadvantageous position.

Ortega (2001) finds that a firm can benefit from implementing job rotation in order to optimally match employees to jobs when there is uncertainty about both the profitability of different jobs and the productivity of different persons at different jobs. Eguchi (2005) considers a multi-task situation where, next to regular work activities, the worker can engage in influence activities which become more profitable for the worker the longer he is in his current position. It is shown that when the firm is harmed by this rent-seeking behaviour of its employees but cannot use incentive payment schemes effectively due to difficulties in measuring workers' performance, frequent job transfers are useful to limit these influence activities.

When the firm faces workers of different but unobservable ability, Arya and Mittendorf (2006) argue that implementing optional job rotation programs can help firms to better match pay to an employee's true worth by achieving a self-selection of the workers: When undertaking different tasks is costly for workers but less costly for highly talented employees than for employees of low talent, the former opt for the job transfer program in order to prove their versatility, whereas the latter refrain from doing so because it is too costly.

According to Eriksson and Ortega (2004), there are three major approaches to explain why work place organization may take the particular form of job rotation: employee motivation, employee learning, and employer learning. The employee motivation theory posits that job rotation helps to make work more interesting, thereby in particular providing motivation for so-called "plateaued" employees, i.e., employees with limited promotion prospects. The employee learning theory, on the other hand, contends that, job rotation is an effective way to develop employees' abilities and to improve organizational knowledge in order to help prepare junior employees to become top managers or to better cope with uncertainty. Last, according to the employer learning theory, job rotation improves job assignments by providing the employer with information about the employee's abilities, both general and job-specific, and also job-specific factors unrelated to the employee.

Though we do not see an immediate connection to the first of these approaches, the two tales told in this paper suggest that the presence of bias in organizations might interact with the two latter explanations, employee and employer learning. As for employer learning, about employees' evaluation by supervisors indicates that job rotation may become an even more valuable learning device for the firm when bias is an issue because it may prevent distortion of the signal that the employer receives. The alternative interpretation of literature review, on the other hand, in a sense links employer and employee learning theory: though the ultimate goal of the employer is to learn where best to deploy the asset, when bias is present this may be achieved most profitably by making the employee learn to know the different building blocks of the organization in order to broaden his view and make him less susceptible for partial treatment of information. In particular, this last observation might be relevant for empirical analysis (Eriksson and Ortega 2004).

When organization implementing job rotation then they must keep in mind about employees work experience quality rather than quantity. Organization should keep care about employee's interest, capacity and arrangement of timing, when organization plan for next rotation (Campion *et al.*,

1994). Therefore again and again job rotation may not be productive; factors such like employees learning attitude, background, and task similarity should be taken in consideration for job rotation process.

2.7 Summary

Summarizing the key findings of the studies; the overall performance in the organizational success lies in the motivation of its employees. Motivation greatly affects the performance of workers. Employees who are positively motivated perform better in their jobs unlike demotivated workers. Organizations should ensure that employee motivation is regarded highly so as to attract and retain competent employees otherwise productivity will be affected negatively.

Training and development has been recognized as one of the advantages of job rotation. Training is the process of planned programs and procedures undertaken for the improvement of employee's performance in terms of his attitude, skills, knowledge and behavior or helping them correct weaknesses in their job performance while development is an effort to provide employees with the abilities the organization will need in the future. It should be noted that effective training helps employees to increase their knowledge and capacity to have greater input to the firm than before. Trained employees have the understanding to help most of the organizational problems effectively. A job rotation plan provides well-rounded training and a background of experience for the individuals; it streamlines the organization through periodic introduction of new managerial viewpoints and it stimulates the development of the individual because of the element of competition introduced. A well planned job rotation programme can be used to enhance training and development of employees.

Worker involvement can affect the organizational performance. The direct participation of staff to help an organization fulfill its mission and meet its objectives by applying their own ideas, expertise, and efforts towards solving problems and making decisions is very important in organization productivity. Assurance of employee involvement can help employees be satisfied with their jobs. Unless employees are involved in their jobs, no morale can be build and the organization will experience high labour turnover.

Organizational productivity improves when the stability and productivity of the work force can be dramatically increased by ensuring that every employee is challenged and excited about their job. Employee turnover and the associated loss of tacit and explicit knowledge disrupt team

effectiveness and also slow product development hence job rotation can be used to boost Mount Kenya University productivity.

2.8 Research gaps

Campion, Cheraskin and Stevens (1994) carried out a research on job rotation inside the finance department of a large pharmaceutical company. First they find that tenure has a negative effect on the rate of job rotation: junior employees rotate more frequently than senior employees. Second the rate of job rotation has no significant effect on the rate of job rotation. Thirdly individual performance has a significant positive effect on the rate of job rotation. Fourth, the rate of job rotation has a moderate positive effect on the rate of promotion and lastly the authors use a questionnaire to complete the data that they have collected from personnel records. In that questionnaire employees were asked their opinion about the benefits of job rotation. According to employee's job rotation provides increased knowledge.

Eriksson and Ortega (2004) conducted a research on the adoption of job rotation whereby they tested three theories of why organizations introduce job rotation. These theories were employee learning, employer learning and employee motivation. Employee learning states 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. The second theory is that the firm itself learns more about its own employees if it can observe how they perform at different jobs. To find the job that an employee is best at, the employer needs to move the employee around and observe how he performs at each position. The last theory is that job rotation motivates employees who would otherwise become bored and tired of always performing the same task. The statistical evidence was more favourable to the employee and the employer learning hypotheses. Limited support was found for employee motivation hypothesis.

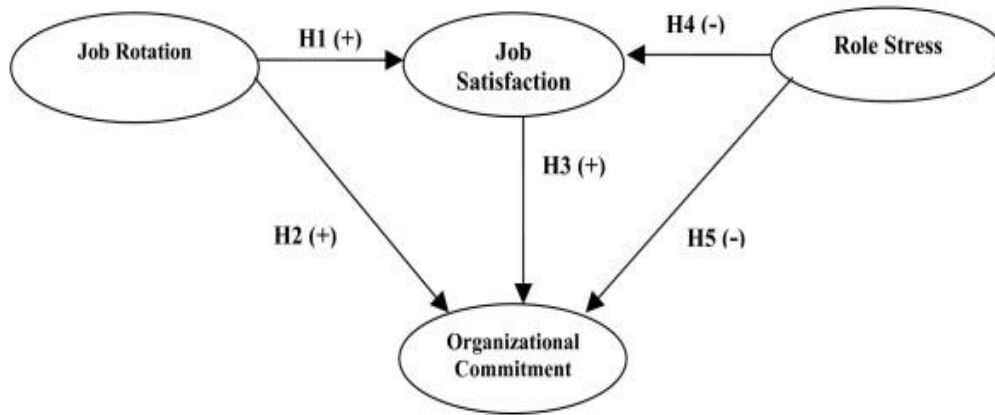
Mohsan F. et al. (2012) study impact of job rotation on employee motivation, commitment and job involvement in banking sector of Pakistan. They found out that when employees are rotated to different jobs across various departments they become less motivated but they were more committed and involved in their respective jobs. Findings of this research indicate that employee commitment and job involvement could be slightly increased by boosting up job rotational activities in banking sector of Pakistan.

Saravani S. R. and Abbasi B. (2013) revealed that job performance is not directly influenced by job rotation. Job rotation positively influences job performance mediated by job satisfactions and skill variation. The results of the study are completely consistent with Deplesand et al (2010) in Tehran. The statistical finding indicates that implementing job rotation policy would weakly act if mediated factors are neglected. Thus job rotation can result in increased job satisfaction. On the other hand, job rotation systems and its effect on multi-skilled employees result in integrity and modulation of employee capabilities and indirectly increased productivity in labour force.

on the effects of job rotation practices on employee development: an empirical study on Nurses in the Hospitals of Vellore District. The study indicates that there is a positive relationship between job rotation and employee development hence it can contribute to the organizational learning activities. The organizational learning involves the learning process of individual and organization as a whole within the organization. Based on the practical implication job rotation practice is well known by the nurses in the hospitals and perform their tasks without knowing its importance. The study concentrated on the various benefits given to the nurses through job rotation practices which are clearly revealed and the HR executives can clearly understand the essentials of job rotation which can be a cheap and best training method they can follow in all type of organizations.

The literature review addressed job rotation from benefits received. Interestingly, job rotation is rarely viewed from the challenges encountered. Despite the fact that most organizations have implemented job rotation, there are challenges encountered such as high employee turnover. Job rotation is therefore a strategy implemented by organizations to improve productivity, motivation and skills. Based on this information, the researcher had selected ZAMTEL Department of Finance as it is one of the leading private universities in Zambia and has grown rapidly within a short period but it is facing high rate of employee turnover. The study focused on evaluating the effect of job rotation on job retention and satisfaction at ZAMTEL Department of Finance. Job rotation is a developmental technique that has been widely used by many organizations but it has received little attention in human resources studies. Empirical research in this regard is profoundly needed.

Figure 2: Conceptual relationship among Job Rotation, Satisfaction and Retention



This conceptual framework postulates that Job rotation directly influences Job satisfaction and Organizational commitment. Job rotation also influences the organizational commitment of employees indirectly through improved job satisfaction.

2.9 Hypotheses

Going by the conceptual model above the following null and Alternative hypotheses can be formulated. However, since this study uses a case study approach and focuses on Job rotation and Job satisfaction, only last hypothesis (H_{a3}) will be tested.

Table 1: Research Hypothesis

| Hypotheses |
|---|
| H_{01} : There is no relationship between Job satisfaction and employee Job commitment. |
| H_{a1} : There is a positive relationship between Job satisfaction and employee Job commitment. |
| H_{02} : There is no relationship between Job rotation and employee performance. |
| H_{a2} : There is a positive relationship between Job rotation and employee performance. |
| H_{03} : There is no relationship between Job rotation and Job satisfaction. |
| H_{a3} : There is a positive relationship between Job rotation and job satisfaction. |

2.10 Chapter Summary

This chapter has provided definitions and explanations of key concepts such as Job Rotation, Job satisfaction and employee performance. Through empirical literature, Job rotation has been explained with reference to training and development, organizational innovation and skill variation. These interlinks have broadened the understanding concerning the subject matter. Further, this chapter presents a survey of published research on Job rotation and considered some of the theories related to Job rotation and employee satisfaction. Generally, empirical literature consistently asserts that job rotation positively influences performance (Saravani and Abbasi (2013). Zahra et al. (2014), research rests on the theoretical underpinnings of the Maslow's Needs Theory and The Human Capital Theory. These, and others, have provided the basis for the hypotheses presented in this chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology used in this research.

3.2 Research Philosophy

The research combined both exploratory and descriptive designs which aimed to look into the effectiveness of job rotation on the performance of employees. The exploratory research design sought to define and explain the human behavior aspect of the study by looking into the importance employees attached to job rotation. As a result, an inductive approach was adopted towards the analysis of the research findings. Considering the nature of the research, the study made use of both primary and secondary data collection methods. This enabled the researcher to gather qualitative and quantitative information. The main sources of primary data were from respondents collected through the use of interviews, observations, interactions and a structured questionnaire.

3.3 Target population

The target population of the study was primarily the members of the ZAMTEL Finance department, department in the head office.

Table 2: Target Population for the study

| Department | Number of Employees |
|---------------------|----------------------------|
| Finance Dept. | 42 |
| Total sample | 42 |

The sampling strategy employed assists the researcher to collect sufficient data for the study from a subgroup that would represent the total population. For this research study, *purposive* sampling, which is a non-probability sampling technique was used. The technique enabled the researcher to determine the best sample, which is the population, and it assisted in providing the required information for the study. Saunders et al. (2012:287) mention that in purposive sampling, the researcher is required to use their judgement in selecting participants that will enable them to give the best responses to the research questions as well as achieve the research objectives. The technique is better used for a case study with a small sample size.

3.4 Data Collection Tools and Procedure

The main means of collecting primary data was questionnaires which were administered to the various respondents. The choice of this technique was based on the fact that it was the most convenient tool to use to elicit the needed information from a literate sampled population. The questionnaires were structured to include both closed and open ended questions. The information gathered included information about ZAMTEL and how the organisation adopts job rotation programmes to promote employee's performance and satisfaction. Again the data collected includes the consistency of respondents' understanding and interest in the job rotation programme.

3.5 The Research Instruments

Research instruments are tools that are used in data collection. Whilst carrying out research, it was important to note that a number of data collection techniques could be employed. In order to collect data that was consistent among participants and could easily be analyzed and interpreted, a semi-structured interview was conducted with each participant. An *interview guide* was used that had a list of themes as well as a set of questions. The semi-structured interview had been chosen because the researcher had the opportunity to interact with the participants and was able to draw them out on the research topic. The information gathered was later transcribed in order for it to be analyzed.

3.6 Data Collection Methods.

Data were collected using both qualitative and quantitative methods as explained below.

3.6.1 Documentary Search

This involved collecting data from already published materials such as reports, journal articles and internet sources. This also involved collecting secondary data from ZAMTEL reports as well as reports from the Ministry of Transport and Communication. White (2005) explains that documentary search provides preliminary information to the researcher but it has the demerit of the possibility of influencing the findings of the researcher.

3.6.2 Key Informant Interviews

This involved interviewing a manager from the Human Resource Department and another manager from the Finance Department. According to White (2005), the advantages of key informants are that they do possess information that may not be provided through secondary sources or information from other respondents. However, they may not be readily available to provide

responses to interviews. It took repeated effort to have an interview with the two officials from the aforementioned departments.

3.6.3 In-Depth Interviews.

In-depth interviews were conducted with one (1) official from the Zambia Institute of Management (ZAMIM). This provided detailed technical information on job rotation and its effect on employee satisfaction.

3.7 Data Analysis

The data collected using questionnaires was entered into SPSS and cleaned before data analysis was conducted. Data analysis included the generation of both descriptive and inferential statistics to be used to discuss the relationships among Job rotation, Job satisfaction and employee commitment among others. Descriptive analysis encompassed the use of both graphs, such as bar graphs and pie charts, and also tabulations. The study also uses correlation analysis to test whether there is a relationship among variables of interest. The Key informant interview data and the in-depth interview data was summarized and presented in the results sections.

3.8 Validity and Reliability

As mentioned by Shajahan (2013:47), the validity and reliability of the data collected and the responses received depends to a large extent on the design and structure of the interview as well as the vigour of the pilot testing. In application of this, the pilot enabled the fine tuning of the questionnaire to ensure that data that was collected was valid and reliable-free of bias and ambiguity. Saunders et al. (2013:105) defines reliability as a key characteristic of research quality. In order to ensure that data that was collected was reliable, it was expected that the data collection techniques and analytical procedures that were used would produce consistent findings since they were repeated on other occasions seeing that other researchers replicated them (see Kibigu Ajusa et al (2016), Al-Nashmi and Almoayed (2015), and Zahra et al (2014)). This is however only applicable to qualitative research techniques. In a qualitative research, the findings from the interviews conducted are not necessarily expected to be repeated as they reflect reality at the time the research is conducted.

3.9 Delimitations of the Study

The boundaries of the research were to ZAMTEL employees in the finance departments that are located at Head office. It was not possible to include participant from other departments and stations in different towns due to funding limitations and time constraints. Therefore, the results

of this study, being a case study, cannot be generalized to other organizations or departments of ZAMTEL.

3.10 Ethical Considerations

Ethics are things that are considered morally right or wrong (Aman, 2013). Research abides by certain norms of morality especially when dealing with human participants. The researcher was aware of the sensitivity of this study and therefore ensured that participants of the research were respected and their human rights taken into account during the interviews. Taylor *et al.* (2011:30) mentions that a researcher would be confronted by ethical conflicts. This study ensured the following:

I. Integrity and objectivity

The researcher maintained high levels of integrity. This meant being truthful by not misrepresenting the data and findings, by maintaining partiality and avoiding reckless comments. In the event that there was conflict of interest, the researcher declared interest. (Saunders *et al.* 2012:231).

II. Respect for participants

The researcher developed respect and trust with the participants. The conduct of research entailed social responsibility and obligations to those who participated in the research (Saunders *et al.* 2012:231).

III. Avoidance of harm

The researcher ensured that harm to participants was avoided. Harm could take the form of embarrassment, discomfort, pain or conflict. It could also be in form of violating trust and confidentiality (Saunders *et al.* 2012:231). The researcher avoided asking embarrassing questions to the interviewees,

IV. Privacy of those taking part

The researcher ensured the privacy of participants taking part by ensuring confidentiality and maintaining their anonymity (Saunders *et al.* 2012:231). The interviews were held in a private room where the participants felt free to express themselves.

V. Voluntary Participation

If participants wished to withdraw from the research survey, the researcher was expected to respect their rights. The respondents were not harassed to participate (Saunders *et al.* 2012:231). During this research, none of the participants withdrew from the research survey.

VI. Informed consent of participants

Sufficient information and assurances were given to the participants who took part in the survey by the researcher. Participants were requested to sign a consent form and were informed of the implications of their participation in the research (Saunders *et al.* 2012:231)

VII. Ensuring confidentiality of data

The researcher ensured that participants remained anonymous and the data collected from them non-attributable, unless there was an explicit agreement to attribute comments to them (Saunders *et al.* 2012:231).

3.11 Chapter Summary

This chapter has explained the approach that has been used to undertake this research study. It was designed as a case study of employee satisfaction from job rotation at ZAMTEL. The study employs both qualitative and quantitative research techniques comprising of forty-two (42) participants from the departments of Human Resource and Finance. The study ensured that there was no bias and validity and reliability was adhered to by first undertaking a pilot study. The research instruments comprised of secondary sources as well as primary tools which included the use of interview guide to conduct face-to-face interviews and a self-administering questionnaire. Ethics were abided by.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the findings in line with the study objectives. The chapter begins by providing demographic information about the respondents.

4.2 Respondents demographics

Table 3: Demographic Characteristics of the Respondents

| Variable | Percentage |
|--|------------|
| Age | |
| <i>25-30</i> | <i>20%</i> |
| <i>31-35</i> | <i>34%</i> |
| <i>36-40</i> | <i>35%</i> |
| <i>Above 40</i> | <i>11%</i> |
| Sex | |
| <i>Male</i> | <i>47%</i> |
| <i>Female</i> | <i>53%</i> |
| Highest Academic Qualifications | |
| <i>Diploma</i> | <i>10%</i> |
| <i>Bachelor's Degree</i> | <i>88%</i> |
| <i>Master's Degree</i> | <i>2%</i> |

Source: Computed by Author using sample data

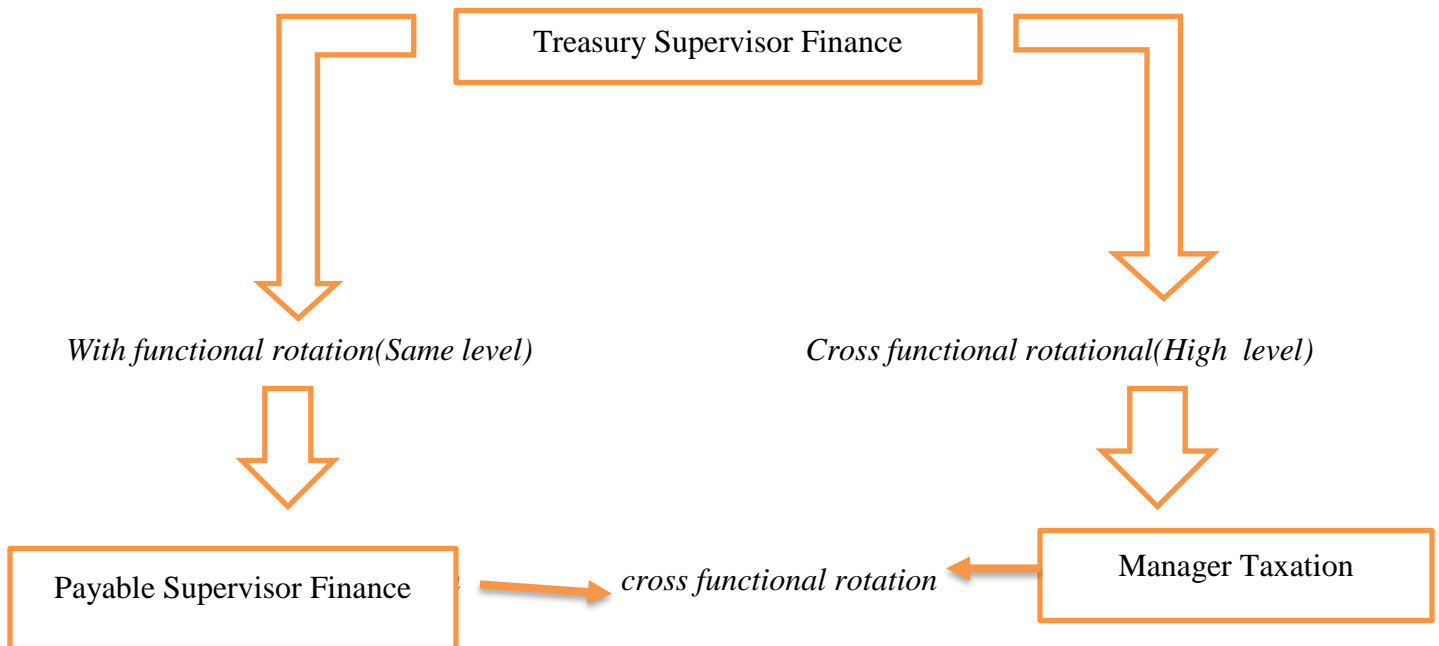
Table 3 above shows that the majority of respondents (35%) were aged between 36-40 years old. This was followed by those aged between 31-35 years old (34%). ZAMTEL employees aged between 25-30 years old were only 20% of the sample while the least category comprised of those aged above 40 years (11%). Table 2 above also shows that the majority of the respondents were

females (53%) while males were 47%. In terms of highest educational qualifications, the majority of respondents (88%) had Bachelor’s Degrees as their academic qualifications. This was followed by those with Diplomas (10%) while the minority of employees had Masters Degrees (2%).

4.3 Job Rotation Process at ZAMTEL (Objective 1)

There are two types of job rotation at ZAMTEL the first of which is Position rotation. This involves literally moving an employee to different positions, departments or geographic locations for the purpose of developing the employee professionally by exposing them to new knowledge, skills and perspectives.

Figure 3: Job rotation at ZAMTEL



There is also task rotation which involves moving employees from this highly stressing demanding task to less stressing demanding one to give them a breather or break. This can be terms cross functional rotation.

Role of Human Resource Management in the Job Rotation Process (Objective 3)

The Human Resource Department’s role in ZAMTEL’s job rotation process involves the following functions:

Motivation: It was the role of the human resource department within ZAMTEL to ensure that when employees rotate into their new positions, they get motivated to work there. This was done through salary increase, promotion as well as other incentives.

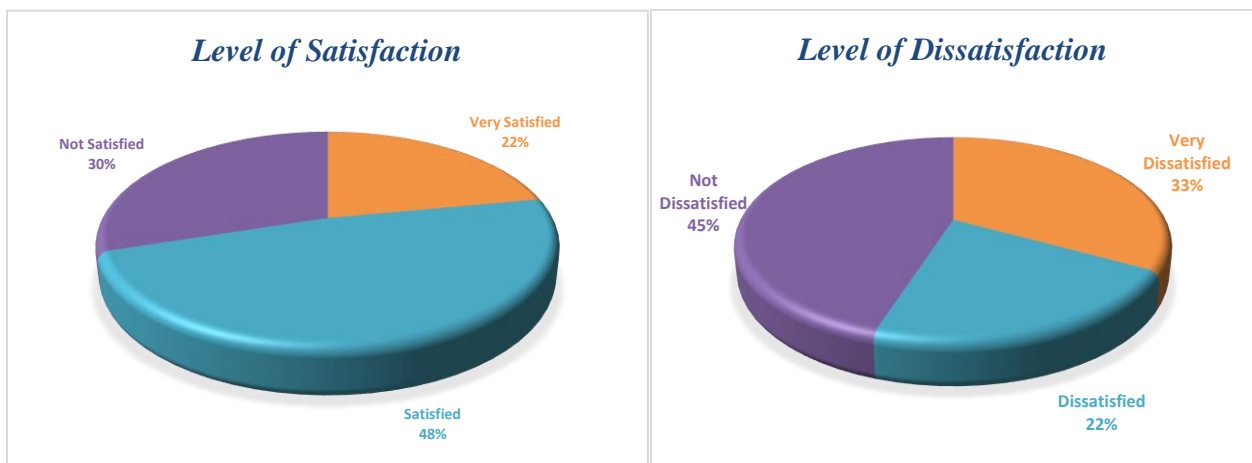
Socialization: Socialization in management entails the practice of enabling new employees to quickly become familiar with the practices of an organization as well as its culture, values and its overall objectives so that they quickly get integrated into the organization. There are various ways in which employees at ZAMTEL get socialized. One of the popular training methods available to a manager is on-the-job-instruction. Simply put, this involves giving instruction to an employee on how to go about carrying out certain tasks. Instructing is an aspect of training and requires the giving of specific rules and regulations. At ZAMTEL, employees receive instructions on how to behave themselves and towards their fellow workers. Instructions are more specific and they spell out the benefits of following them including the negative consequences of breaking them.

Appraisal: Evaluating performance of employees as they rotate is another role of the Human Resource department at ZAMTEL. This enables the department to determine which role is more suitable for an employee and thus follows the employer learning theory.

4.4 Job Rotation and Level of Satisfaction (Objective 2)

The surveyed employees were asked to rate their level of Job satisfaction and dissatisfaction. The results have been summarized by the figures 5 below:

Figure 4: ZAMTEL employees' level of Job satisfaction and dissatisfaction



Source: Computed by Author using sample data

Figure 4 above shows that the majority of the respondents (48%) felt satisfied with job rotation as compared to 22% who stated that they were dissatisfied. However, those who reported to be very satisfied accounted for only 22% of the respondents who reported to have been satisfied. Comparatively, among the employees who reported to have been dissatisfied with their Job, 33% stated that they were very dissatisfied. Generally, a ZAMTEL employee is more likely to be satisfied with their Job.

It has been postulated under hypothesis H_{a3} that there is positive relationship between Job rotation and Job Satisfaction. In order to test the validity of this hypothesis, a chi-square test of association was conducted on employee Job rotation and Job satisfaction. Table 4 summarized the results.

Table 4: Relationship between Job Rotation and Job Satisfaction

| <i>Result of Job Rotation</i> | Are you Satisfied? | |
|--|---------------------------|--------|
| | Yes | No |
| <i>More satisfaction from rotation</i> | 63.2% | 0.0% |
| <i>Less satisfaction from rotation</i> | 21.1% | 100.0% |
| <i>Nothing changes</i> | 15.8% | 0.0% |

$$\chi^2 = 3.1588 \quad df = 2 \quad p = 0.206$$

According to the table above, there is no significant relationship between job rotation and one's level of satisfaction. Thus, the hypothesis that the more one gets rotated, the more they get satisfied is rejected.

4.5 Employee Attitude toward Job rotation

The attitude of employees towards Job rotation was broken down into the following categories; no-opinion, strongly positive, positive, negative, and strongly negative, with regards whether employees support the practice of Job Rotation. The result of this categorization is given in the table 5 below:

Table 5: Employ Attitude towards Job Rotation

| Employee Attitude towards Job Rotation | Percentage (%) |
|---|-----------------------|
| No opinion | 3.2% |
| Strongly Positive | 28.9% |
| Positive | 43.6% |
| Negative | 19.2% |
| Strongly Negative | 6.0% |

Source: Computed by Author using sample data

Table 5 above shows that the majority of employees support the practice of Job rotation: 43.6% with ‘Positive’ attitude and 28.9% with ‘Strongly positive’ attitude towards Job rotation. Only 25.2% of the employees at ZAMTEL exhibited a negative attitude toward Job rotation, of which only about 6% strongly oppose the practice. The attitude of employees towards Job rotation was further tested for association with selected employee characteristics. The results are summarized in Table 6 below:

Table 6: Job Rotation Vs. Employee characteristics

| Employee Characteristic | Test results | Conclusion |
|--------------------------------|---------------------------------------|------------------------|
| <i>Age</i> | $x^2 = 11.0432$ $df = 20$ $p = 0.945$ | <i>No relationship</i> |
| <i>Marital status</i> | $x^2 = 9.291$ $df = 8$ $p = 0.318$ | <i>No relationship</i> |
| <i>Sex</i> | $x^2 = 5.66$ $df = 6$ $p = 0.226$ | <i>No relationship</i> |
| <i>Economic Status</i> | $x^2 = 6.119$ $df = 4$ $p = 0.190$ | <i>No relationship</i> |

Source: Computed by Author using sample data

Table 6 indicates that there is not statistical relationship of association between Job Rotation and any of the employee characteristics considered. This simply means that for the case of ZAMTEL employees, there is not relationship between Job rotation attitude and age, marital status, sex and Economic status of the employee.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The chapter discusses the major findings of this research in order to assess how the results conform or contradict existing literature on Job rotation and employee satisfaction.

5.2 Main findings

This research has found no evidence of a positive relationship between Job rotation and Job satisfaction as suggested by Rasouli (2014) and Sweeney (2008). It must be noted however that most empirical studies on Job rotation estimate a relationship with employee performance and not satisfaction (see Kibiya Ajusa et al (2016), Zahra et al (2014) and Rasouli (2014)). It is apparent that employee satisfaction is influenced by numerous factors and more unobservable as compared to employee performance. According to Saravarni and Abbasi (2013), Job performance is not directly influenced by Job rotation-it is mediated by Job satisfaction and skill variation. The effect of Job rotation on Job satisfaction may be more significant when employee performance is used as a proxy of Job satisfaction.

A few studies have found that Job rotation reduced employee motivation and may thus translate into reduced job satisfaction. These include Eriksson and Ortega (2014) and Mashsan et al. (2012). Eriksson and Ortega (2014) considered the factors behind the adoption of Job rotation and found no statistical evidence to support the Employee Motivation Hypothesis. This means there was no evidence that Job rotation positively influences employee motivation. More definitely, Mashsan et al. (2012) found that Job rotation reduced motivation but increases commitment and employee's involvement. This situation may suggest that the Job rotation practice may be improperly implemented and this causes workers to be demotivated.

Studies have also shown that Training and development has been recognized as one of the advantages of job rotation. Training is the process of planned programs and procedures undertaken for the improvement of employee's performance in terms of his attitude, skills, knowledge and behavior or helping them correct weaknesses in their job performance while development is an effort to provide employees with the abilities the organization will need in the future. It should be noted that effective training helps employees to increase their knowledge and capacity to have greater input to the firm than before. Trained employees have the understanding to help most of

the organizational problems effectively. A job rotation plan provides well-rounded training and a background of experience for the individuals; it streamlines the organization through periodic introduction of new managerial viewpoints and it stimulates the development of the individual because of the element of competition introduced. A well planned job rotation programme can be used to enhance training and development of employees.

ZAMTEL's Human resource department has been found to be involved in the implementation of Job rotation through the provision of motivation such as salary increase, promotion and other incentives. The department also conducts performance appraisals as employees rotate. This enables the department to determine which role is more suitable for an employee. When the human Resources manager was asked how the job rotation is done he responded as follows:

“Zamtel values its employees especially those in the finance department for the work they do. I must admit that sometimes there is pressure in carrying out the rotation and honestly sometimes we do not meet everyone demands, but as a company we try to provide incentives such as medical schemes, leave and so forth to motivate our workers”

–Human Resource Manager, Zamtel

This is in conformity with the application of the Employer Learning Hypothesis. Eriksson and Ortega (2014) found statistical evidence to support the use of the Employer Learning Hypothesis. Through the employee motivation and socialization functions, ZAMTEL's Human resource department applies Maslow's Needs theory which postulates that employers can seek to motivate employees by making them more self-actualized, productive and satisfied by meeting their social needs.

This study has found no statistical evidence to support the hypothesis that the use of Job rotation results in an increase in employee satisfaction. This notwithstanding, ZAMTEL employees have positive attitude towards the practice of Job rotation. About 72.5 % of the respondents support the practice of Job rotation while only 6.0 % registered strong negative attitude towards Job rotation. The attitude of employees towards Job rotation is not influenced by the employee's age, marital status, sex and economic status.

The main findings of this research are that; Job rotation at is not that effective at ZAMTEL at achieving Job satisfaction and retentions among employees of the Finance department. Generally, the findings are in conformity with empirical studies. Some reviewed literature considers Job

rotation to have either no effect or negative effects on motivation. There are however many studies which find a positive relationship between Job rotation and Job performance which can be considered to be influenced by employee satisfaction. The use of motivation and socialization by ZAMTEL's human resource department within the Job rotation process is in accordance with both the Employer learning hypothesis and Maslow's Needs Theory.

5.3 Dissemination of the Findings

The findings of this research study will disseminated to various stakeholders including ZAMTEL to enable them to increase their effectiveness and efficiency in management of human resource in their respective institutions. Further efforts will be made to share the findings in various forums and discussions to raise awareness on the issues raised by the study

5.4 Chapter Summary

This chapter has considered the findings of this research on the practice of Job rotation in ZAMTEL. The sampled employee has been found to be predominantly between the age of 30 and 40 (79%). In terms of sex, 53 male and 47 female employees made up the 100 employees in the sample. It has also been found that 88% of the employees in the Human Resource and Finance department have Bachelor's degrees as their highest level of educational attainment. Only 10% had Diploma and 2% had Master's degrees. ZAMTEL uses both position rotation and task rotation. The human resource department is involved in the job rotation process through the provision of motivation, socialization and Appraisal functions.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter made conclusions based on the findings in line with the study objectives. Job rotation at ZAMTEL takes the form of Position rotation which involves literally moving an employee to different positions, departments or geographic locations for the purpose of developing the employee professionally by exposing them to new knowledge, skills and perspectives. There is also task rotation which involves moving employees from highly stressing demanding task to less stressing demanding ones to give them a breather or break.

Employees at ZAMTEL have not been experiencing job satisfaction from job rotation. There has been no relationship between attitude towards Job Rotation and employees' age, sex, economic status or marital status. However, there have been varied levels of dissatisfaction where the older employees are experiencing less dissatisfaction when compared to the young ones. The human resource department has been conducting training, motivating employees and socializing them as a way of making them benefit from the rotation process.

6.2 Conclusion

This research sought to evaluate the effectiveness of Job rotation on job satisfaction and job retention at ZAMTEL Zambia Limited. In pursuing this objective, the study utilized a case study approach in seeking to describe the Job rotation process in place within ZAMTEL'S finance department and ascertaining the effect of Job rotation on employee satisfaction. The research utilized both quantitative and qualitative technique and collected data using both semi-structured questionnaires and interview guides. The data was analyzed by generating frequency tables and graphs as well as using the Chi-square test. Based on the Chi-square test, it has been found that, for the case of ZAMTEL, the relationship between job rotation and job satisfaction is not statistically significant. The result is supported by some empirical and theoretical literature. In line with these and other findings, it has been recommended that ZAMTEL and the Zambian government take advantage of the positive attitude of the employees towards Job rotation and enhance the effectiveness of job rotations in order to increase Job satisfaction and retention. Job rotation is in place and contributes to job satisfaction to a limited extent but not the main mechanism to retain employees. Job dissatisfaction is one of the reason why there is high staff

turnover but job rotation is not the only contributor to the satisfaction but other variables such as incentives, promotions, longer employment contracts, independence from government in its operations which need to be explored further.

6.3 Recommendations

Based on the findings and above conclusions, the following recommendations are made:

To ZAMTEL Employees: Job rotation is meant to bring about job satisfaction as well as other benefits such as obtaining various skills. Employees should take advantage of this opportunity that is available to them. The fact that employee have support for the practice should be able to increase the use of the practice and increase the level of Job satisfaction.

To ZAMTEL Management: There is need to incentivize employees at ZAMTEL as they are not deriving satisfaction from job rotation. This situation has resulted in increased Job turnover as employees are leaving the company for other organizations.

To the Government of the Republic of Zambia: ZAMTEL is a parastatal owned by the Zambian government. It is being recommended that the government continue to capitalize the company so it is made more attractive to the employees to encourage retention.

6.4 Areas of future study

For the future it is proposed that:

- i. Researchers should conduct a study on Perceptions of the Impact of Job Rotation On Employees, Productivity, The Organization and On Job Security
- ii. Researchers should undertake a study on Effectiveness of Job Rotation System and its Impact on Employees' Readiness for Job Rotation

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Online sources

www.unicef.org/Zambia

APPENDICES

Appendix I



THE UNIVERSITY OF ZAMBIA GRADUATE SCHOOL OF BUSINESS

Topic: EVALUATING THE EFFECT OF JOB ROTATION ON EMPLOYEE RETENTION AND SATISFACTION.

CONSENT:

Dear Respondent,

I am **Moscane Hampongo**, pursuing a **Master of Business Administration in Management Strategy** at the University of Zambia. I am carrying out a research on “*Evaluating the Effect of Job Rotation on Employee Retention and Satisfaction at ZAMTEL.*” You have been purposively and randomly selected to help in providing information on this study. Please be assured that any information provided in this questionnaire will be strictly used for research purposes and will be treated as confidential.

The success of this research depends on your co-operation and the correctness of the information you provide in the spaces provided. I therefore, kindly request you to fill in this questionnaire.

INSTRUCTIONS

* Do not write your name or any identification mark on this questionnaire to ensure anonymity

* You are required to tick the option that is applicable to you.

* **BE OBJECTIVE WHEN ANSWERING QUESTIONS.**

Your cooperation will be highly appreciated.

1. What is your Sex? (Tick against the sex)

Male Female

2. What is your age?.....

3. Marital Status

Single Married Divorced

4. What is your Highest Qualifications?

Diploma

Bachelor's Degree

Master's Degree

Other Specify

5. How long have you worked for Zamtel Finance department? (tick against the period)

6+ Months

1-3+ years

4-6+ years

7-10years

Above 10 years

6. What is your job title category? (Tick against the category)

Non-management

Middle Management

Senior Management

7. Are you satisfied with Job rotation at ZAMTEL in the Finance Department?

Yes No

8. Are dissatisfied with Job rotation at ZAMTEL in the finance Department?

Yes [] No []

Please indicate your level of agreement with each of the following by ticking in the box.

| Employee | Very satisfied | Somewhat satisfied | Neutral | Somewhat dissatisfied | Very dissatisfied | N/A |
|---|-----------------------|---------------------------|----------------|------------------------------|--------------------------|------------|
| 9. Connection between pay and performance | | | | | | |
| 10. Workload in your current role | | | | | | |
| 11. Work hours' flexibility | | | | | | |
| 12. Opportunity for job rotation & advancement. | | | | | | |
| 13. Frequency of job rotation. | | | | | | |
| 14. Ability to influence decisions that affect you. | | | | | | |
| 15. opportunity to work on interesting projects | | | | | | |
| 16. Access to company sponsored training and seminars | | | | | | |
| Please indicate your level of agreement with each of the following by ticking in the box | | | | | | |
| Your Supervisor | Very satisfied | Somewhat satisfied | Neutral | Somewhat dissatisfied | Very dissatisfied | N/A |
| 17. Communication with your supervisor | | | | | | |

| | | | | | | |
|---|----------------|--------------------|---------|-----------------------|-------------------|-----|
| 18. Recognition received from your supervisor. | | | | | | |
| 19. your supervisor`s management capabilities. | | | | | | |
| 20. Your supervisor active involvement in your career development | | | | | | |
| 21. Your overall relationship with your supervisor | | | | | | |
| 22. your overall satisfaction with the current job rotation | | | | | | |
| 23. your overall satisfaction with your job | | | | | | |
| | | | | | | |
| Please indicate your level of agreement with each of the following | | | | | | |
| Your Manager | Very satisfied | Somewhat satisfied | Neutral | Somewhat dissatisfied | Very dissatisfied | N/A |
| 24. Effectively leads the subordinates | | | | | | |
| 25. Communicates well with subordinates | | | | | | |
| 26. Recognises good work | | | | | | |
| 27. Has good leadership qualities | | | | | | |

APPENDIX II: INTERVIEW GUIDE FOR MANAGEMENT

How many employees are at ZAMTEL?

How many employees are in the Finance department?

How many sections does the Finance department have?

How often do you conduct job rotation?

What types of job rotation do you conduct here?

What is the rate of staff over in the finance department?

How often do employees resign to join other organizations?

What benefits has job rotation brought to ZAMTEL?

Has job rotation translated into employee satisfaction?

How often do employees express dissatisfaction?

What is the company doing to ensure that employees are satisfied through job rotation?