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The Effectiveness of Job Rotation Practices in Improving Employee Motivation, Commitment and Job Involvement: The Case of Commercial Bank of Ethiopia

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A RESERCH PROJECT PAPER SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUERMENTS FOR THE DEGREE OF EXECUTIVE MASTERS OF BUSSINESS ADMINSTRATION (EMBA)

DECLARATION

I, the undersigned, declare that this work titled "**The Effectiveness of Job Rotation Practices in Improving Employee Motivation, Commitment and Job Involvement: The Case of Commercial Bank of Ethiopia**" in my own effort and study. I have produced it independently except with the guidance and suggestion of the advisor Gemech Waktola (Ph.D) and the articles referred. All sources of materials used for the research paper have duly acknowledged. This has not been submitted either in part or full in this university or any other university for the purpose of earning any degree. It is submitted here in partial fulfillment of the required of the degree of Executive Masters of Business Administration (EMBA).

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ENDORSEMENT

This research project paper titled "**The Effectiveness of Job Rotation Practices in Improving Employee Motivation, Commitment and Job Involvement: The Case of Commercial Bank of Ethiopia**" has been submitted to Addis Ababa University College of Business and Economics, Department of Management, with my guidance and approval as a university advisor.

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Advisor Signature & Date

The Effectiveness of Job Rotation Practices in Improving Employee Motivation, Commitment and Job Involvement:

The Case of Commercial Bank of Ethiopia

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LIST OF ABREVIATIONS/ACRONYMES

AA	Addis Ababa
BD	Business Development office
BPR	Business process Reengineering
Br.	Branch
CATS	Customer Accounts and Transaction Services
CBE	Commercial Bank of Ethiopia
CRO	Customer Relationship Office
CSM	Customer Services Manager
CSO	Customer Services Offices
GTP	Growth and transformation Plan
HRD	Human Resources Development
HRM	Human Resources management
MIS	Management Information System
S/Br. C	Senior Branch Controller
SCSO	Senior Customer Services Offices
TS	Tread Services

ABSTRACT

The study assessed job rotation practices in CBE, measured effectiveness of job rotation practices enhance motivation, commitment and job involvement and point out alternative training and development methods improve job rotation practices along with improvement of motivation, commitment and job involvement. The primary data for this study was collected through a structured questionnaire that was tailored with the help of literature. The questionnaire included 74 items, categorized into 6 parts, which are general information of respondents, general job rotation practices, motivation, commitment, job involvement, and alternative training and development methods. Survey was carried out at 36 CBE Grade 4 and 3 branches respondent employees. With the support of IBM SPSS statistics 20 software system: - descriptive, correlation and regression analysis was conducted to generate results. The study found that job rotation practices have a moderate effect and positive relationship with motivation, commitment and job involvement of the employees of CBE. Moreover, job instructional training and coaching are widely used methods to develop the knowledge and skill towards the employees in CBE. Findings suggested that by boosting job rotation practices, employees of CBE could be motivated, committed and involved. It was found that when employees are rotated, they become more motivated, communicated and job involved. Recommendations are made that job rotation practices should be properly planed, communicated, provide support and evaluate the performance as well as the system at the bank level.

Keywords: Job Rotation**,** Motivation, Commitment, Job Involvement, Commercial Bank of Ethiopia.

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Banking is one of the most important and significant businesses all over the world. It plays a very essential role in strengthening the entire financial structure of the economy. It also contributes towards the development of overall economy of a country, and Ethiopia is not exception from this scenario. One of the major concerns of financial institutions including banks in this competitive environment is motivating employees and enhancing their job involvement in order to get the desired results. The best way for the financial institutions, to achieve such objectives is providing job rotations as training tool in addition to formal training and workshops (Mohsan, et al., 2012).

Commercial Bank of Ethiopia (CBE) is the biggest commercial bank in Ethiopia which was established in 1942 GC. As a leader in the banking industry in Ethiopia, it has gone through several reforms and expansions to provide services for its customers. As a result, for the last five years, it opened more than 600 new branches and employed more than 10,000 new employees in order to improve saving culture of the society, increase its accessibility and changing un-banking society to banking.

CBE has set a vision to become world class commercial bank by 2025. Despite the flourishing of private commercial banks, CBE has remained in the lead in terms of assets, deposits, capital, customer base, and branch network and branch sizes (http://www.combanketh.com).

Being aware of the fact that strengthening human resources is central to organizational success, the CBE made an agreement for the preparation of its human resources development strategy with the Frankfurt School of Finance and Management on January 1, 2011 (Annual report 2010/11). Based on the information from HRD, the strategy document was prepared as per the agreed schedule and it is now under the implementation phase.

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

Accordingly, the Bank has been trying to provide all staffs with the required skills and competencies and to motivate them in various ways in such a way that they well understand customers' needs (Annual report 2010/11). For this to happen, one of the means that CBE applied in its branches is job rotation practice. It is one of the different ways of on-the-job training which helps employees to become generalist professional, to make employees to have the general outlook of the bank and to motivate them. The bank has used job rotation practice as a way to equip employees in delivering a one window service to its customers.

Generally, service quality that banks offer depends to a greater extent on their employees. CBE believes that its success rests not only on the ability to identify opportunities and manage risks, but also on the quality of its staffs. Indeed, the Bank believes that its staffs are committed to help it maintain its leadership position, and are self-confident to fully satisfy its highly esteemed customers. Employees are core to the Bank's service commitment hence are valuable assets.

On the other hand the organizational structure and its business processes show that**,** CBE is supervised by Board of Directors under the Government Financial Institution Supervisory Agency. The management of the bank is entrusted to the President. Since 2008/09, the bank has been implementing the recommendation of the Business Process Reengineering (BPR) study, which organize the bank through process oriented corporate structure**.** According to the structure of the bank, there are three core processes and eight support processes.

The three core process Customers' Accounts and Transaction Services (CATS) Trade Services (TS) and Credit Services and the eight support processes are: Human Resource Management (HRM), Information Systems (IS), Facility Management, Finance, Business

Development (BD), Risk and Compliance Management (RCM), Internal Audit and Legal and Loan Recovery.

Branch networks: Commercial Bank of Ethiopia carries on its business through 858 branches, out of which 262 are branches in Addis Ababa and five subsidiary branches in south Sudan (June 30, 2009). The nation-wide branches execute their functions under the supervision of 15 district offices, out of these four districts in Addis Ababa city.
Commercial bank has reliable and long-standing relationships with more than 800 internationally acclaimed banks throughout the world. It plays a catalytic role in the economic progress and development of the country. The Bank combines wide capital base with more than 19,000 talented and committed employees.

In connection to this, CBE has practiced job rotation across its branches with the aim of creating generalist professionals. With this in mind, the study examined the empirical understanding concerning the practice of job rotation, the benefits of job rotation and the challenges encountered while implementing job rotation program in order to accomplish organizational objectives of the bank.

1.2 STATEMENT OF THE PROBLEM

In any organization Human resource management department is concerned with the people who work in the organization to achieve the objective of the organization. It concerns with the acquisition of appropriate human resources, developing their skills and competencies, motivating them for best performance and ensuring their continued commitment to achieve organizational objectives. According to Dolezalek (2005), almost every organization spends huge amount of money annually on training activities for technical, managerial or personnel development, hence, job rotation is taken as one of the best ways of training tools. Job rotation as one of a training and development tools is giving people the opportunity to work in other sections or departments.

Job rotation also gives an opportunity of working at different tasks or in different positions for set periods of times in a planned way using lateral transfers aiming to allow employees to

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

CBE had chosen and implemented business process reengineering (BPR) since the end of 2008. The basic characteristics of BPR, which was implemented at branch level had several jobs combined into one, workers can make decisions, a case manager provided for a single point of contact, job change from simple task to multi dimensional tasks, the role of staff changed from controlled to empowered and staff preparation for jobs change from normal training to job rotation practices.

BPR recommended specialized staff for Credit and Trade Service Processes whereas Customer Account and Transaction Service (CATS) recommended generalist staff. As a result of this the study was investigate the effectiveness of job rotation practice in improving employee motivation, commitment and job involvement in CATs process.

CBE job rotation practice within the branch involves from one job grade position to same job grade position with different jobs (example from front maker to back maker, front checker, branch controller and vice versa, accountant to senior branch controller, chief casher and vice versa). It is also Job rotation practice made in CBE by delegation from lower job grade employee position to higher job grade position with different jobs.

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

human resources development modalities. Among the modalities, practicing job rotation across its branches is the one it uses with the aim of creating generalist professionals.

CBE applies job rotation to enable employees to have all rounded knowledge and skills on various services of the bank since 2008. It is believed that, frequency of rotations and engagement of staffs in different services of the bank will enable them to be generalist. The bank remarks, since all employees will have the knowledge and skills on its various services, this permits the bank to provide quality service for its customers at any time. It is also noted that this will enable the bank to give prime satisfaction for its customers, become competent in the market and remain a leading bank in Ethiopian banking industry. In the other end, it also helps employees to be knowledgeable and skilled, competent, motivated and well exposed for the business in the industry.

According to Corporate Human Resource Management of CBE, so far, 75% of total number of employees that have worked in the branch offices have also took part in job rotation. It is also indicated as this helped to build capacity of employees and make them to be generalist. However, **customer survey reports emanated from the Business and Development Process of CBE reported as there is still significant customer dissatisfaction by CBE customer service different and a number of operational errors as well.** According to the 2013 report, the overall satisfaction level of customers on the CBE's service is 75.4%. This is lower than the 84% obtained in the 2012 survey. The report also shows that customers are satisfied with the CBE's service offering (79.7%), the Bank's service price (81%), the complaint handling process (72.7%), the convenience of branches location (89%), service hours (89%) and the attractiveness of branch office (74.6%). Moreover, above 80% of the respondents are satisfied with the employees' specific characteristics like provision of necessary information, fast response to customers' request, and level of knowledge about the service, honesty and attractive appearance (CBE, 2013).

Referring to the importance of Job Rotation practices, and aims CBE put to attain, these problems are the major ones that make CBE to fail to attain as a result of applying job rotation. External and internal audit reports also repeatedly comment on operational errors

and as a result in customer dissatisfaction. Hence, the main issues of making operational errors by employees are weak job rotation practices. Therefore, assessing the actual application of job rotation practice systematically will be very important since CBE needs to identify the contribution of job rotation to build employees capability and create generalists that provide quality service for its customers at any time, and highly satisfying service for its customer.

Though CBE did not conduct any study on the effectiveness of job rotation practice and to what extent it enhances employee motivation, commitment and job involvement, as the researcher understands it, that the above indicated problem in CBE might be caused by ineffective and improper design of employee job rotation program and implementation which leads to customer dissatisfaction.

1.3 RESEARCH QUESTIONS

Based on the discussion in the problem statement, the following are the research questions

1. What are the general approaches of job rotation practices of employees?
2. To what extent job rotation practices affect employee motivation, commitment and job involvement?
3. What is the effectiveness level of job rotation practices on employee motivation, commitment and job involvement?
4. How the alternative training and development tools improve the effectiveness of job rotation practices?

1.4 OBJECTIVE OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The general objective of the study is to investigate the effectiveness of job rotation practice in CBE to enhance employees' motivation, commitment and job involvement on different tasks to create generalists.

1.4.2 SPECIFIC OBJECTIVES

The specific objectives of the study include:

1. To assess the general approach of job rotation practices on employees in CBE.
2. To determine job rotation practices affect employee motivation, commitment and job involvement.
3. To measure the effectiveness level of job rotation practices on employee motivation, commitment and job involvement.
4. To point out the alternative training and development methods improve the effectiveness of job rotation practices.

1.5 SIGNIFICANCE OF THE STUDY

Besides its academic significance to the researcher, the study w had the following importance.

- The output of the study investigates the effectiveness of job rotation practice in CBE to enhance employees' motivation, commitment and job involvement on different tasks to create generalist.

- It will provide relevant information to other researchers or interested groups regarding the strengths and improvement areas of the existing practices on job rotation for a bank and the achievement of its objective.
- The output will provide the alternative training and development methods improve effectiveness of job rotation practices and improve employee motivation, commitment and job involvement for banks.

1.6 SCOPE OF THE STUDY

Though CBE uses as human resource training and development tools, formal education (higher institution education), short term trainings **(**lectures on specific issues and topics**),** Seminars or workshops (experts from outside organization are called to discuss specific issues), couching (seniors guide the junior or new entrant), special tasks **(**assigning tasks to employees to increase their knowledge base**)**, formal and informal learning **(**colleagues and friends discuss matters formal and informally**),** job instruction **(**written instructions are provided regarding procedures**)** and job rotation **(**systematically the trainee is moved from one place to another). However, the study will investigate effectiveness level of the practice of job rotation experienced with the aim of creating generalist professional to improve employee motivation, commitment and job involvement. In order to conduct the research under this topic, 858 branches opened and provide banking service up to December 31, 2014 G.C in Ethiopia. Out of this a number of branches were selected on sample base to provide valuable and relevant information to the study, the researcher limited the study in Addis Ababa city.

The employees in selected branches have at least two years experience in exercising job rotation practice and because of this they are believed to provide better information from their experience of job rotation practice. Therefore, the scope of the study is restricted to investigating the effectiveness of level of job rotation approach to improve employee motivation, commitment and job involvement in CBE with selected branches found only in AA city.

1.7 LIMITATION OF THE STUDY

The researcher challenged by lack of cooperation on the side of few respondents in filling out and returning back questionnaires in the Bank are among the estimated limitations that is faced the study. Moreover, more time and much fund need to be dedicated to collect data from employees that work in CBE branches.

The researcher noted that the study was considering a representative of a very larger population. Since the study was conducted within a short period of time, it was impossible to include all CBE branches throughout the country and other organs of the bank.

1.8 ORGANIZATION OF THE STUDY

The study is divided in to five chapters. The first chapter deals with introduction which encompasses background of the study, statement of the problem, research questions, purpose of the study, significance of the study, scope of the study, limitation of the study, back ground of CBE as well as organization of study.

The second chapter deals with the review of related literatures on job rotation. This part gives a highlight on the theoretical, empirical and conceptual framework of the topic under study. The third chapter discussed research design and methodology which includes population and sampling size, data type and source, data collection instrument, data analysis technique and methods. It is also includes ethical consideration. The fourth chapter is namely the presentation, analysis and interpretation, it is carefully diagnosed the data collected through questionnaire. The fifth chapter is dedicated to summary of findings, conclusions and recommendations by the researcher based on the outcomes the overall study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Job rotation is an interesting mechanism because it makes it possible for the firm to observe employees in action in different positions and thus learn which job fits each employee best. Any meaningful analysis of the problem should therefore take into account that there are significant differences among jobs. This has two different implications. First of all, we should take into account that the employees' human capital is—at least partly—job specific. It assumes that the productivity of an employee at a given job depends on his job-specific human capital, which the firm would like to learn. The firm may use job rotation to learn what the best job for each employee is. The second implication is that the surplus generated by different jobs might vary irrespectively of the employees involved. Some activities are intrinsically more productive than others, are better equipped with physical capital. These differences, however, must also be learned by the firm (Ortega, 2001).

Human resource management aims to improve the productive contribution of individuals while simultaneously attempting to attain other societal and individual employee objectives. Human resource management is concerned with the people who work in the organization to achieve the objective of the organization. It concerns with the acquisition of appropriate human resources, developing their skills and competencies, motivating them for best performance and ensuring their continued commitment to achieve organizational objectives. This definition applies to all types of organization.

Human resource management refers to activities and functions designed and implemented to maximize organizational as well as employee's effectiveness. One major area of the human resource management function of particular relevance to the effective use of human resources is training. Training is necessary to ensure sustained economic growth and effective performance and for adequate supply of staff that is technically and socially competent. Training has emerged as formal corporate function, integral element of corporate strategy. It

is also recognized that companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of highly skilled workforce in order to improve the success and efficiency or their organizations.

2.2 DEFINITION OF JOB ROTATION

Different authors have defined job rotation using their own words and expressions. Although they have used different wordings, all definitions convey the same meaning. Some of the definitions by different writers are discussed as follows:

Rotation can be defined as working at different tasks or in different positions for set periods of times in a planned way using lateral transfers aiming to allow employees to gain a range of knowledge, skills and competencies and is also seen as an on-the-job training technique and as such is known to have an effect on employee motivation (Olorunsula, 2000, as cited in Wageeh & Nafei, 2014).

Job rotation is an approach where an individual is moved through a schedule of assignments designed to give him/her a breadth of exposure to the entire operation (Dessler G & Vrkkey, 2009). According to Campion et al. (1994) job rotations are lateral transfers of employee's between jobs in an organization. Furthermore, job rotation is the movement of employees among different tasks and positions which will probably be of similar nature. Job rotation is an excellent tool for enhancing employee motivation, commitment and job involvement which are very important for smooth and effective functioning of an organization (Zeira, 1974, as cited in Wageeh & Nafei, 2014).

Job rotation has come to be accepted as an effective method of developing skills and providing motivation (Friedrich & Kabst, 1998, as cited in Wageeh & Nafei, 2014).
Job rotation involves periodic shifting of employees from one task to another where each task requires different skills and responsibilities. Job rotation is the process through which an organization's staffs work as displacement at different homogenous levels (Olorunsula, 2000, as cited in Wageeh & Nafei, 2014).

Job rotation is an opportunities for employee to gain an appreciation of organizational goals, to generate a broader knowledge of different functional areas, to develop a network of organizational contacts and to enhance employee skills (Lindback & Snower, 2000, as cited in Wageeh & Nafei, 2014).

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

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 (Bennett, 2003, as cited in Wageeh & Nafei, 2014).

Job rotation can be defined as working in different positions or in different situations at time periods which are classified based on a range of individual knowledge, skill and capability of employees (Gomez, et al., 2004, as cited in Wageeh & Nafei, 2014).

Job rotation is planned on-the job training for cultivating future candidates of management by transferring a management trainee from one department to another to increase his understanding and credentials in all aspects (Jaturanonda, et al., 2006 as cited in Wageeh & Nafei, 2014).

Job rotation is considered a functional method for enrichment and development of jobs. It results in increased individual knowledge and experience and decreased burnout and exhaustion; this leads to intellectual development and innovation (Delpasand, et al., 2010, as cited in Wageeh & Nafei, 2014).

Job rotation improves employee's problem-solving abilities and shared understanding of the job, enhances team efficiency and enables the employees to avail promotion opportunities after successful completion of job rotation programs (Faegri et al., 2010, as cited in Wageeh & Nafei, 2014).

Job rotation implies to a systematic change of employee by transferring employee between various areas of responsibility on the premise to enhance employee experience in the job. From the view of human resource management, many researchers have described job rotation in broader perspective (Zin, et al., 2013 as cited in Wageeh & Nafei, 2014).

2.3 THEORIES OF JOB ROTATION

It is well known that there are three theories of job rotation: **employee learning theory; employer learning theory and employee motivation theory**. The first theory claims 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. We refer to this as the employee learning theory. 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. We call this the employer learning theory. The last theory is that job rotation motivates employees who would otherwise become bored and tired of always performing the same tasks. The theories deliver different predictions regarding the types of employees who are more likely to rotate and the types of firms where rotation is more likely (Eriksson & Ortega, 2004).

2.3.1 EMPLOYEE LEARNING

The employee learning argument is that job rotation is an effective way to develop employees' abilities. According to Champion et al. (1994) as cited by Eriksson & Ortega (2004), job rotation Produce two beneficial effects. First, an employee who rotates accumulates experience more quickly than an employee who does not rotate. Hence job rotation is mentioned as an effective tool for career development. Second, an employee who rotates accumulates experience in more areas than an employee who does not rotate. Hence, if an employee rotates more frequently, it is easier to train him to become a generalist.

2.3.2 EMPLOYER LEARNING

The employer learning argument is that job rotation provides information that the firm can use to improve the allocation of 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 job for that employee. Using a simple learning model, Jaime Ortega (2001) shows that this intuition is correct. With a job rotation policy, each time an employee rotates and the employer learns about new dimensions of the employee's ability.

If an employee does not rotate, the employer learns the same dimensions of ability about its employees. For this reason, employees with less tenure 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. Finally, if the firm is relatively young or is introducing innovations, the information that it has about the profitability of different jobs is not very precise, and we should expect it to use more job rotation.

2.3.3 EMPLOYEES MOTIVATION

The employee motivation argument is that job rotation contributes to make work more interesting. This argument was sometimes mentioned in the literature on "plateauted" employees that developed in the late 1970s. Plateaued employees are those with little prospects of promotion. According to Ference et al. (1977), job rotation is a potential solution to these employees lack of motivation. More recently, Cosgel et al. (1999) have pointed out increased motivation and 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. If the employee motivation theory is correct, we expect job rotation to be adopted by firms where employees have worse prospects of promotion.

2.4 BENEFITS OF JOB ROTATION

There are various studies on job rotation that describe the benefits for workers and firms.

First, as Jovanovic, B. (979) pointed-out job rotation is helpful when determining the suitability of workers for certain jobs. Second, job rotation gives workers the opportunity to learn multiple skills and outlooks mentions that job rotation in firms allows workers to learn different skills to deal appropriately with unexpected trouble or accidents, which are referred to by Koike, (1991) as “unusual operations”. Third, job rotation also avoids the dullness caused by monotonous jobs (Cosgel et al., (1999). When looked at in its entirety, from the angle of employees undergoing rotation the most important associated advantage of differentiation at work is the prevention of monotony/boredom and loss of motivation (Azizi et al., 2009). Job rotation has found wide acceptance as a means of reducing monotony (Gannon et al., 1972). Fourth, rotation can also be seen as an on-the-job training technique supporting the principle of “learning by practical experience” (Ho et al., 2009). The research performed by Eriksson & Ortega (2001) 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. Fifth, working with many people at different time periods develops human relations and support internal and external communication among departments. Rotation gives several cues about how to establish communication with people with different behavioral characteristics. Employees who are closer to each other in a social context will be able to resolve any problems which may arise during technical processes more easily. This makes it feasible for the workplace to be more peaceful and work to be carried out with high motivation (Morris, 1956).

Furthermore, correct implementation of job rotation should provide for the employee to be able to see various stages of the production process as a whole (Adomi, 2006). That is, rotation facilitates the learning of all aspects of the business.

Finally, Itoh (1987) shows that fostering of generalists improves firms’ profit, (Lindbeck & Snower, 2000) point out that accumulating multiple skills is more beneficial than acquiring

specialized skills. By taking a general view of the company, the employee's accumulation of technical knowledge and skills and his/her command of the work increases. This condition the person will be highly motivated and work will be more productive (Huang, 1999).

2.5 THE PROCESS OF JOB ROTATION PRACTICES

Here under the process of job rotation application, the discussion is directed to the practices involved in the operation of job rotation process. Job rotation process mainly includes the following four phases:

- **Job rotation practices Plan** – includes selection of the job, time in each job and number of employees to be rotated at a time.
- **Job rotation plan communication** – informs the purpose of the program and link between plan and action.
- **Provide Support** – assume responsibly, follow progress and cooperate with others.
- **Evaluation of the Job Rotation Practices** – complete and evaluate the program, cost of job rotation and productivity during the rotation program.

2.5.1 JOB ROTATION PLAN

Job rotation has been defined as systematic movement of employees from one job to another at planned intervals. Job rotation should be carefully planned and executed with specific end results in mind. Dessler & Varkkey (2009) also said that job rotation should be in a planned way using lateral transfers aiming to allow employees to a range of knowledge, skills and competencies. An optimum training plan helps the employee build upon the skills learned at each step of a job rotation.

Job rotation should be planned in advance with many people in the rotation process. The planning and the selection process must be subject to the needs of the business. The rotation process should serve its needs without unduly interfering with the normal operation of the

business. Any plan no matter how carefully prepared, must be adaptable and subject to change to serve the business operating conditions.

2.5.1.1 SELECTION OF JOB

The selection of the jobs for the rotation process is usually the responsibility of the department head, if the rotation takes place within a department, and a companywide committee, if the rotation takes place between departments. Jobs should be selected which will give the participant experience and responsibility. The responsibility for selection should be done by the same individuals who select the jobs for the program; however, the prime responsibility should rest with the immediate supervisor.

2.5.1.2 NUMBER OF EMPLOYEES TO BE ROTATED AT TIME

How many employees should be rotated at one time? It is dependent on the size and type of the organization in which rotation occurs. Rotation, by its very nature is disrupting to an organization. When an employee is rotated in to a job, the job and its performance may suffer while an employee is in the learning stage. The department has to absorb too many employees on rotation at any one time; the performance of the entire department may suffer. Of course, the number of rotation simultaneously will also depend on the need for producing generalist employees and development. Moreover, it depends on the extent to which rotation is a single method relied up on employees training and development. An expanding company should be able to rotate more employees simultaneously as more openings are becoming available due to promotions. Employees can be rotated into these openings without disrupting the organization.

2.5.1.3 TIME IN EACH JOB

The length of time employees should stay each position in the rotation process is dependent up on the purpose of the rotation, the nature of the job and the ability of the man to learn. The length of time in each job varies with the nature of the job. Jobs vary in complexity and in responsibility. Some jobs required technical skills which have to be learned. Other jobs require the learning of a vast amount of details. Companies differ in their policies regarding length of time in each job. Some companies have a definite time period for all rotational assignments where as other companies vary the time.

2.5.2 COMMUNICATE THE JOB ROTATION PLAN

Communication refers to the process of passing information and understanding from one person to another. Managers are responsible in communication process within the organization. If they failed to communicate or not in touch with their employees then the morale of the employees diminished. Due to fear of job loss, uncertainty about colleagues and managers, employees' satisfaction level decreases especially when organization is looking for any change. Communicating the job rotation program can help to notify all concerned bodies about the purpose of the program. It can also link the already designed plan with that of the action.

2.5.2.1 TELL THE PURPOSE OF THE PROGRAM

Through good communication employees keep them intact with other employees and provide them proper guidance and are more satisfied (Pajo et al., 2010). The rotation program requires the cooperation of the participants, the head of the departments from which and into which the employees will be rotated, and the employees in those departments. To get the desired cooperation, the program should be communicated throughout the company. The

employees should be known the purpose of the program, how it is to operate and what group of employees will participate.

2.5.2.2 LINK BETWEEN PLANS AND ACTION

Communication provides the link between plans and action. Employees must know the expectations. You may have a great set of plans and a highly skilled staff, but until something begins to happen, you will have accomplished nothing. Neither motivation nor leadership can bring about action without communication. This is what starts and keeps the whole plan in motion. Some companies publicize the program in their organization or branch organ or plant, even to the extent of periodically publishing the names of those in the rotation process and the departments to which they will be rotated. Advance publicity of this nature advises those in the departments concerned of the pending arrival and departure of employees on rotation, and helps to ensure the desired cooperation.

2.5.3 PROVIDE SUPPORT DURING JOB ROTATION

Discussed the activities to be included under the support and follow up process. The activities are agreeing clear targets and working parameters, consult and discuss performance, coach and guide to solve deviations, provide balanced feedback and create an environment where employees are motivated. During this stage the responsibility assumed, follow the progress of a rotating employee and getting others to cooperate should be the most valued activities.

2.5.3.1 THE RESPONSIBILITY ASSUMED

The responsibility assumed in rotational assignments is directly related to the purpose of the rotation. If an employee is assigned only to observe and become familiar with the function or department, he/she will be given very little responsibility. This can be contrasted with the

rotational assignment designed for the assumption of full responsibility. As the purpose for rotation and time in the job are directly related, responsibility assumed is also dependent up on the time in the job. If job rotation is an effective tool for empowering employees, they should be assigned to jobs of full and significant responsibility, and of sufficient duration for them to learn from the responsibility assumed.

2.5.3.2 FOLLOWING THE PROGRESS OF THE PARTICIPANTS

The participants of a job rotation program should be supervised, consulted, and evaluated. Support and supervision is the function the supervisor of the department to which rotated. The success of job rotation program depends on such support and supervision and training. The employee's performance should be evaluated at regular intervals by his/her immediate supervisor in conjunction with the branch manager or a branch committee. Frequent evaluation is one of the keys to job rotation program. In some companies, the employees; original supervisor who recommended him/her for the rotation program will follow his/her progress and support him/her. This person follows carefully the progress of the employees, and rendering other assistance.

2.5.3.3 COOPERATION OF OTHERS

The cooperation of the participants, the supervisors, and the employees are required. Publicizing the program helps to ensure its success (Morris,1956). If the supervisor participated in the planning and shares the responsibility for selecting the employees and the jobs for rotation, he/she will be more encouraged to support them. Cooperation of employees refers mainly to the cooperation of subordinates in the department in which rotation occurs. As mentioned above, maintaining employee support is related to the number of employees rotated simultaneously. It is stated that too many rotation simultaneously can demoralize the employees. Participant may complain that they carry the load. The level of supervision may decrease and the subordinate may have not provided accurate information. Well qualified subordinates are needed in rotation: they are necessary to support employees on rotation.

2.5.4 EVALUATION OF JOB ROTATION PROGRAM

In their study of knowledge workers in Irish Software Companies, Action and Golden (2003) state that, to be perceived to be a good training organization it is beneficial to offer many training methods; yet when employees undertake on the job training, it is the actual training experience that is of most important in terms of assessing its quality.

To determine the usefulness of training, evaluation of training is very important. One of the most definitive works on the evaluation of training is that of Training Evaluation Model. It identified four levels according to which training may be evaluated. The model has four levels: Trainees' reactions, transfer of knowledge (learning), change in behavior and return on investment. According to Aliger et al. (1997) it is important to note that the effectiveness of on the job training such as, job rotation training, is impacted by many factors such as individuals' motivation to learn and organizational characteristics such as supervisory support, follow up and opportunity to perform the trained tasks (Rowold, 2007).

2.5.4.1 COMPLETION OF THE JOB ROTATION PROGRAM

When an employee has completed the rotation program, he/she might return to his/her original position, or he/she might be assigned to a different position. His/her destination depends on the purpose of the program. If the purpose of the program is to improve his/her performance and empower on his/her present job, then he/she will probably return to it up on completion of the program. If, on the other hand, an employee is rotated so that he/she might be prepared for a more responsible position, then he/she will probably not return to his/her original position.

When an employee reaches a position for which he/she is well fitted, in which his /her service is needed, he/she may remain. Therefore, sometimes maturing and getting ready for another horizontal rotation, or a step upward.

2.5.4.2 PRODUCTIVITY

How productive is an employee in the rotational assignment? Or one might ask how productive is any employee in a new assignment? However there is some difference between an employee in a new assignment and an employee in a rotational assignment.

However, regardless of the learning speed, time is required to learn any job and even with experienced employees, learning time is partly unproductive. Therefore, the employee on rotation is not fully productive until he/she has learned the job. Employees productivity during rotation is dependent on factors such as proper selection of employees, whether he/she is given responsibility, whether he/she is well supported and supervised and that he/she applies himself/herself diligently. If the rotation program is operated properly, these conditions will present. However there are other factors to be considered. One purpose of job rotation is to give the trainees experience in functions or departments with which he/she is not familiar. Because of this unfamiliarity, he/she is apt to be less productive at first than an employee promoted in to the job from a lower level. This advantage might be partially offset by his/her being superior in general qualifications and ability. Also once an employee has gone through several rotations, he/she is more adaptable and has less difficulty in adapting himself/herself to a new assignment.

2.5.4.3 COST OF JOB ROTATION

The cost of job rotation is difficult to estimate for it is directly related to the loss of productivity during the learning stage. If there month is required to learn the job before an employee is fully productive, the cost of that particular assignment is the productivity lost during the first three months. However, if someone has to learn the job an employee was rotated from; additional costs are incurred during the learning stage on that job. Thus, the cost making one rotational transfer can be the loss of productivity during the learning stage of two jobs, the job rotated from and the job rotated to.

There are other costs to be considered. The mistakes of the learner can be costly to the organization. Also, the cost is high in terms of time and attention required of the superior to train and guide the trainee. Considerable guidance is required if an employee is to learn. The values of rotation make it profitable device, but it demands an initial investment by trainee's supervisor.

2.6 MOTIVATION

Managers in every kind of organization have made generalized assumptions about what motivates their employees. A motivation seems to be the single most important determinant of performance that job performance is the result of motivation and ability. Motivation makes an organization more effective because motivated employees are always looking for better ways to do a job, generally are more quality-oriented and are more productive. So it is important for management to understand how organizations influence the motivation of their employees. Considerable research has been conducted regarding the definition of motivation. According to Madsen, 1974, as cited by Eriksson and Jaime Ortega (2004) motivation is an important concept in modern psychology. It is not possible to understand, explain or predict human behavior without some knowledge of motivation. Motivation is an intricate inside process with three components: what drives the individual to behave in a certain ways, what steers the behavior, and what maintains the behavior. To satisfy the employees' need is very difficult because each employee has different characteristics that affect behavior.

All managers realize that motivation is important and if employees are enthusiastic about task accomplishments, try to do their jobs the best, the organization will benefit. The organizational goals cannot be effectively attained unless employees work together, so it is obvious that the need for teamwork in the organization is essential. One thing that managers should realize is their job is not just to "motivate an employee". All employees come to a work situation motivated to attain personal goals which they have established. One goal for the service manager is to develop motivated employees and increase their morale about their work. Employee morale towards work, such as supervisors and peers, organization, work environment, can be defined as the feelings an employee has about all aspects of the job.

There are many benefits to be gained from building good morale. Besides, there are proven relationships between morale levels, turnover, and absenteeism. However, research indicates that high employee's morale levels do not always yield high productivity levels.

2.7 JOB ROTATION AND MOTIVATION

Rotation can be defined as working at different tasks or in different positions for set periods of time. Jorgensen et al., 2005, as cited in Wageeh & Nafei, (2014).in a planned way using lateral transfers aiming to allow employees to gain a range of knowledge, skills and competencies and is also seen as an on-the-job training technique (Gomez & Lorente, 2004, Karadimas & Papastamatiou, 2000, as cited in Wageeh & Nafei, 2014). and as such is known to have an effect on employee motivation.

The job rotation has come to be accepted as an effective method of developing skills and providing motivation. Although employees moving from one task to another for set periods are based on a simple logic, the value to the employees is considerably high. Job rotation, especially there are many benefits for increasing motivation and productivity decreasing monotony, creating training opportunities, laying the foundations for senior management positions, supporting career development, easing adaptation to change and decreasing stress (Jorgensen et al., 2005 as cited in Wageeh & Nafei, 2014).

2.8 COMMITMENT

The importance of employee commitment in the workplace has been recognized all around the world since a long time. The performance of an organization highly depends on the commitment of its employees; more the employees are committed, better the performance of the entire organization In fact, employee commitment is the key factor that determines the success of an organization in today's modern business world since, in the situation of increasing competition and constant technological advancements an organization needs to have skilled, reliable and committed human resources to maintain its competitive position in the market (Feldman, & Moore, 1982, as cited in Mohsan et al., 2012).

At the same time, effectiveness, quality and productivity of employees' work still remain the major contributing factors to the progress of the company and employee commitment is considered as key to quality and productivity improvements. On the other hand, nowadays it is evident that financial stimuli solely can hardly inspire and motivate the employees to do their part of work more effectively and productively. In such a situation, the only factor which turns to be paramount importance is employees' commitment since it is due to the highly committed employees; organizations can produce positive results in terms of productivity and performance. Employee commitment has variously been found to be positively and significantly correlated to lots of positive organizational outcomes such as job satisfaction and attendance (low rates of absenteeism) which resultantly enhance employees' and ultimately organizational performance and productivity (Zanini, 2007, as cited in Mohsan et al., 2012).

People management is an important aspect of organizational processes. This emanated from the recognition that the human resources of an organization and the organization itself are synonymous. A well-managed business organization normally considers the average employees as the primary source of productivity gains. These organizations consider employees rather than capital as the core foundation of the business and contributors to firm development. To ensure the achievement of firm goals, the organization creates an atmosphere of commitment and cooperation for its employees through policies that facilitate employee satisfaction. Satisfaction of human resource finds close links to highly motivated employees. Motivated employees then develop loyalty or commitment to the firm resulting to greater productivity and lower turnover rates.

Organization commitment is a feeling of dedication to one's employing organization, willingness to work hard for that employer, and the intent to remain with that organization (Meyer & Allen, 1991, as cited in Wageeh & Nafei, 2014).

Organization commitment is the relative strength of an individual's identification with an involvement in a particular organization and is characterized by three factors: the first is a willingness to exert considerable effort on behalf of the organization; the second is a strong belief in and acceptance of an organization's goals and values; the third is a strong desire to

maintain membership in the organization (Savery & Syme, 1996, as cited in Wageeh & Nafei, 2014).

Organization commitment may affect on behaviors such as replacement and absenteeism. The personnel, who show more commitment, will have more attention to their job and stay longer time and work more (Morhead & Grifin, 1998, as cited in Wageeh & Nafei, 2014).

Organization commitment is a viewpoint toward staff loyalty toward the organization and a continuous process that by individuals' cooperation in organizational decisions shows their attention to the organization (Moghimi, 2001, as cited in Wageeh & Nafei, 2014).

Organization commitment is a strong belief in the organizations goals and values and a willingness to exert considerable effort on behalf of the organization. Organization commitment reflects the attitudes of employees toward the organizations in which they work (Silverthorne, 2004, as cited in Wageeh & Nafei, 2014).

The above three factors are components of Organization commitment. They are affective commitment, continuance commitment, and normative commitment.

Affective Commitment is the affective bond an individual feels toward the organization characterized by identification and involvement with the organization as well as enjoyment in being a member of the organization.

Continuance Commitment is the extent to which a person needs to stay with the organization, due to the costs of forgoing benefits associated with an individual's investments in the organization.

Normative Commitment is the extent to which a person is obligated to stay with the organization. It is the employee's sense of obligation; here, it is the individual's bond with the organization due to an obligation on the part of the individual.

Although affective, continuance, and normative commitment are used to capture the multidimensional nature of organizational commitment, affective commitment is considered a more effective measurement of organizational commitment. Employees with strong affective commitment would be motivated to higher levels of performance and make more meaningful contributions than employees, who expressed continuance or normative

commitment. Thus, affective commitment alone is one of the key concepts of employee behavior.

2.9 JOB ROTATION AND COMMITMENT

In a company which takes the employees views, suggestions and criticisms into account in the design of all processes, job rotation facilitate the acquisition of managerial decisions. In other words, it becomes feasible to make a more effective contribution to all managerial level decisions by the knowledge and experience gained from various duties in several departments and from a good understanding of all the production processes. Feeling important to the company and having the perception of making decisions related to the future of the company increases the level of organizational commitment and has a positive effect on motivation (Gallagher & Einhorn, 1976).

Employee commitment is considered to be a very important factor since it ameliorates a friendly atmosphere within an organization, making the entire workforce enthusiastically work together in order to achieve individual employees' as well as organizational goals (Col, 2004 as cited in Wageeh & Nafei, 2014). In such a way, it is truly right to speak about the commitment as an excellent uniting factor that enhances the work effectiveness of employees and, therefore, leads to positive and long lasting organizational outcomes not only through higher motivation and job involvement of employees (Meyer et al., 1989, as cited in Wageeh & Nafei, 2014) but also through creation of a positive and cooperative atmosphere within an organization and uniting of motivated and committed workforce in their work for the improvement of overall functioning of an organization. Considering the importance of human resources in the success of an organization, the current research study was conducted in banking sector of Pakistan and attempts to find the association among three important job related behavior of employees i.e. motivation, commitment and job involvement which are considered to be most important factors for enhancing employees' as well as organizational performance.

2.10 JOB INVOLVEMENT

Job-involvement refers to your involvement with or alienation from a specific job. Job involvement one of those fundamentally important factors in most people's work lives, implying being positively absorbed in fundamental aspects of the job. It has positive organizational implications, influencing the degree to which the person supports organizational goals, and thus advancing productivity and efficiency.

Involvement with different aspects of our lives, for instance work, family, religion or sport is characteristic of mankind. Individuals particularly get involved in certain activities when it is seen as having a potential of satisfying certain salient psychological needs. Job involvement one of those fundamentally important factors in most people's work lives, implying being positively absorbed in fundamental aspects of the job. The terms job involvement is used to refer to many different aspects of employment. It refers the extent to which an individual is personally involved with his or her work role. Job involvement consists of two broad aspects–one relating to self esteem and other to self-image. Job involvement is considered by many to be intimately tied to a strong work ethic and people who place work at, or near, the centre of their lives.

2.11 JOB ROTATION AND JOB INVOLVEMENT

Job involvement is also considered as an important employees' job related behavior and has been defined as an employee's psychological identification or commitment to the job (Kanungo, 1982, as cited by Mohsan, et al., 2012). It is the degree to which one is psychologically engaged in, preoccupied with and concerned with one's current job (Paullay et al., 1994, as cited by Mohsan, et al., 2012). The construct of job involvement is somewhat similar to employee commitment in that both the concepts are concerned with employees' identification with job related experiences. However such constructs differ in that job

involvement is more closely related with identification with employees' immediate job related activities whereas employee commitment refers to employees' psychological attachment to their employers (Brown, 1996, as cited by Mohsan, et al., 2012). It may be possible for example to be involved in a particular job but not be loyal and committed to their employers or vice versa (Blau & Boal, 1987, as cited by Mohsan, et al., 2012).

Employees with high levels of job involvement make the job a central part of their personal character and focus most of their attention on their jobs (Hackett et al., 2001, as cited by Mohsan, et al., (2012).

Cooper et al., 1989, as cited by Mohsan, et al., (2012) found a positive relationship between job training programs and employee's job involvement. He argued that if there are some recognitions and financial benefits for the high performers at the training programs, the feelings of reciprocity emerges in the high performing employees as well as in other ones which motivate them to extend themselves in many ways such as adapting new skills, knowledge and competencies which ultimately leads to improved organizational performance.

2.12 ALTERNATIVE TRAINING AND DEVELOPMENT METHODS

People for the organizations are a crucial resource and an essential part of the role of the manager is to develop individual members of staff as well as the team as a whole. An organization should be train and develop its employee.

Training is a short-term systematic process, which improves and develops the knowledge, skills and attitudes of employees to meet the current and the future needs of the business. However, development is a longer-term process, which enables individuals and organizations, through time, to reach their full potential.

In general, training can increase the commitment, confidence and motivation of staff, which can be directly linked to the success of the organization not only in its ability to change, but also in increasing its competitiveness in the marketplace. However, it is important to stress

that training for training's sake will not bring about these benefits. It needs to be part of the overall culture of the organization and be relevant to the needs and objectives of the business.

Training is an investment in people and, as with any investment, there are costs attached to it. So it is important to gain the maximum benefit, and to ensure that it does not become a wasteful expense, by taking a planned and systematic approach to managing the training. As human resource the following are alternative training and development methods.

1. **Formal education** is higher institution education.

   Formal education is classroom-based, provided by trained teachers. Informal education happens outside the classroom, in after-school programs, community-based organizations, museums, libraries, or at home.

2. **Short term trainings** are lectures on specific issues and topics**.**

   Short-term training includes any class or program that lasts less than two years. All short-term training can help you find a job, get a promotion, or earn more money. Many programs lead to a certificate, which can give you a helpful edge in the job market.

3. **Seminars or workshops** are experts from outside organization are called to discuss specific issues. A small group of students, as in a university, engaged in advanced study and original research under a member of the faculty and meeting regularly to exchange information and hold discussions, the gathering place of such a group, a meeting of such a group, a course or subject of study for advanced graduate students, any meeting for exchanging information and holding discussions.

4. **Couching** is seniors guide the junior or new entrant.

Today's best managers are coaches—that is, they support and encourage the efforts of their employees. Managers who act as coaches—and not just as bosses—can help employees achieve outstanding results as their organizations perform better than ever. But beyond supporting and encouraging the efforts of employees, coaching plays a critical part of the learning process for employees who are developing their skills, knowledge, and self-

confidence. Employees will never learn to be self-sufficient when you're always telling them what to do. In fact, they usually don't learn at all, making them more reliant on you going forward, rather than less reliant.

There are a number of things that coaches do. The following list summarizes the most important

1. Coaches set goals

   Every organization makes plans and sets goals to achieve them.
2. Coaches support and encourage.

   No one ever said that business was easy; in fact, it can sometimes be downright difficult.
3. Coaches emphasize team success over individual success.
4. Coaches can quickly assess the talents and shortfalls of team members.
5. Coaches teach.

   Coaches are often more experienced at performing certain tasks than the employees they manage, and one of their key functions is to transfer this knowledge to employees so that they can perform at a high level of expertise
6. Coaches inspire their team members.

   Employees respond positively to sincere encouragement from managers.
7. Coaches create environments that allow individuals to be successful.

   A company's culture has to support and reward employees' giving their best efforts, otherwise, they won't bother.
8. Coaches provide feedback.

   While it's important for managers to keep track of how employees are performing, it's just as important for managers to communicate this information to their employees on a timely, candid, and complete basis.

5. **Special tasks** are assigning tasks to employees to increase their knowledge base**.**

An optimal job assignment requires the firm to reallocate jobs whenever new information alters the existing ranking of job employee matches. Jobs would have to be reallocated as frequently as such new information would be learned. There are, however, limits to the frequency with which a company can afford to undertake such reallocations. One limit is that

it is costly to move employees around: Employees have to adapt to new responsibilities, learn to work with new people, or spend time training their successors. Second, the process of evaluating new information to assess which reallocations are more profitable is also costly. Last, an allocation policy that is very sensitive to new information might create an incentive for employees to exert influence activities (Milgrom 1988) and to try to manipulate such information.

6. **Formal and informal learning** are colleagues and friends discuss matters formal and informally**.**

Formal learning occurs through a controlled and structured approach on a broad-based institutional level. Examples include formal training programs and/or formal written procedures. Informal learning happens more spontaneously between groups of people. An example includes learning by sharing experiences with others in a chat room online or at a company picnic.

Benefits of Formal Learning:

- Large numbers of employees will learn the same information and/or processes at the same time.
- If properly designed, the course content should be accurate and up to date.
- Employees learning through formal training programs come up to speed faster once they start their jobs.
- Properly designed formal training programs can include a variety of methods to appeal to all learning styles and conform to adult learning principles.

Benefits of Informal Learning:

- Creating informal learning situations can be less costly and more time efficient given all of the **social media** technologies and electronic devices we have today.
- Learning informally can be more personal and less intimidating for some people.
- Subject-matter experts may be more willing to share their knowledge with others this way.

- Since learning this way happens more naturally during the flow of someone's work day, employees may be less likely to resist learning new things.

7. **Job instructions** are written instructions are provided regarding procedures.

Job instruction is a method for how to train new or experienced employees who must use new or improved technologies in their jobs. Job Instruction Training (JIT) is a step-by-step, relatively simple technique used to train employees on the job. It is especially suitable for teaching manual skills or procedures; the trainer is usually an employee's supervisor but can be a co-worker. The JIT technique consists of a series of steps that a supervisor or other instructor follows when teaching an employee to do something. As adapted for use the steps consist of the following: (1) get ready to instruct; (2) prepare the learner; (3) present the learning; (4) try out learner performance; and (5) follow up.

2.13 CONCEPTUAL FRAMEWORK OF THE STUDY

Based on the detailed literature review, the study was investigated the effectiveness of the general approach of job rotation practices in CBE improve employee's motivation, Commitment and Job involvement.

The best way for the financial institutions to serve their employees in order to enhance the motivation, commitment and job involvement is provided them effective training programs. Job rotation is one of them because it is carried out at trainee's own place of work using the same methods, materials and procedures that will continue to be used subsequent to the training on their actual jobs (Lock, 1998, as cited in Mohsan et al. 2012).

The study aims

- To assess the general approach of job rotation practices on employees in CBE.
- To determine job rotation practices affect employee motivation, commitment and job involvement.
- To measure the effectiveness level of job rotation practices on employee motivation, commitment and job involvement.

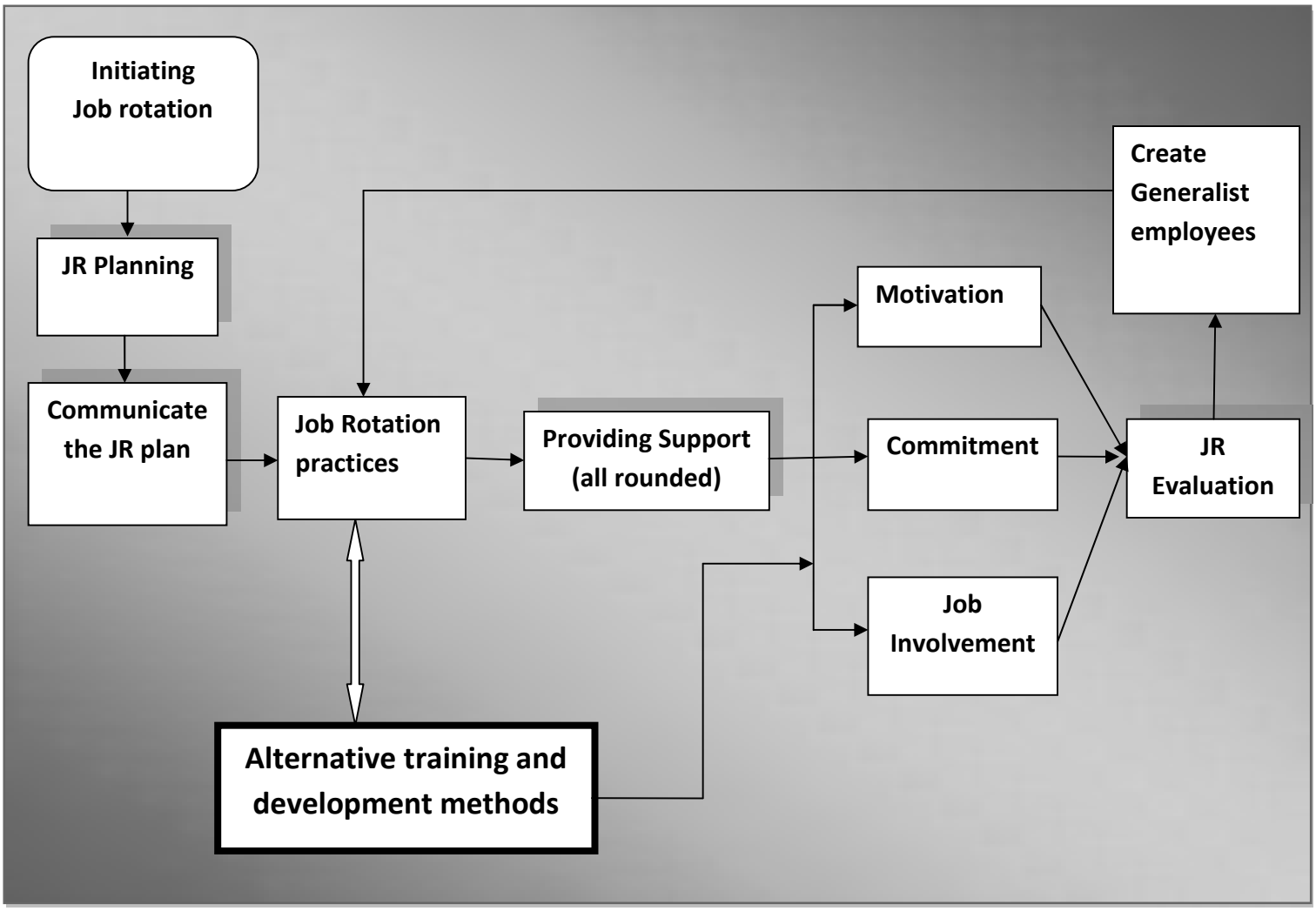
- To point out alternative approach of training and development tools improve the effectiveness of job rotation practices.

Finally, the following conceptual framework was developed for the purpose of the study from the literature reviewed. According to the conceptual frame work, the assessment of job rotation practices starting from job rotation initiations to creating generalist employees. It included planning the job rotation, communicating the job rotation plan, providing all rounded support and evaluating the job rotation practices.

The alternative training and development methods were point out the effect of job rotation practices improve employee motivation, commitment and job involvement. If this is so, evaluate the job rotation application would be effectively implemented or not. When job rotation is properly practiced in such a way assessed, it came up with increased employees' motivation, commitment and involvement. Employee motivation, commitment and involvement are very important for an organization's success. Motivated, committed and better job involved employees are considered as an important asset to an organization. Keeping the employee motivated, committed and involved is always rewarding to a business are more productive and higher productivity usually results in higher profits. High job involvement brings in additional commitment and motivation to work and subsequently enhances employees' motivation and ultimately organizational performance.

Organizational researchers claim that job rotation is one of the strong predictors of employee motivation, commitment and job involvement. It reduces the boredom and fatigue of the jobs and enhances employee motivation through diversification of the tasks which is highly recommended for the innovative organizations to develop the work-force in order to meet the current and future requirements of the dynamic corporate environment (Adomi, 2006, Huang, 1999, & Campion et al., 1994, as cited in Mohsan et al., 2012).

Figurer 2.1: Conceptual framework



Source: Developed based on the objective of the study and literature reviewed.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, it has been discussed about the steps of the research process. By seeing methodology, one can get preview of the case and the way of analyzing. The following points are described the research design and methodology. These are; research design which includes quantitative method of data analysis, sampling and sampling techniques, instruments of data collection, sources of data collection, method and techniques of analysis and ethical consideration.

In order to achieve the objectives of the study, the researcher used the conceptual frame work to assess the general approach of job rotation practices on employees in CBE, to examine the effectiveness of job rotation practices to improve employees' motivation, commitment and job involvement in CBE and to point out the alternative training and development methods to improve effectiveness of job rotation practices in CBE. The purpose is, therefore, in this research highlight to investigate and give answer to the research questions posed in chapter one. Hence the study of research methodology signifying quantitative method of data analysis was applied as the sources were availed in numeric forms.

3.2 RESEARCH METHODOLOGY

According to John & Creswell (2009), there are different types of research designs: qualitative, quantitative and mixed research. Here, the researcher used quantitative research approach. Hence to achieve the aims of this research quantitative method of research design was used. The methodology used Survey method for the research in line with the objectives. Based on this, the researcher prepared questionnaires for employees to investigate the effectiveness level of job rotation approach of CBE was applied in line with the frame work designed and to what extent does job rotation practices increases employees motivation, commitment and involvement. The questionnaires also included close-ended questions to

point out the alternative training and development methods improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement. Structured questionnaire for employees prepared in this study for the collection of data from respondents. After the data was gathered from the data sources, the data was prepared for analysis and discussion. Then data analysis and discussion were followed. Finally, based on the discussion and the analysis, conclusion and recommendation were drawn.

3.3 SAMPLING DESIGN

3.3.1 STUDY POPULATION

The study aimed to examine the general approach of job rotation practices and its effectiveness level to improve employees' motivation, commitment and job involvement in CBE. CBE had 858 branches and 19,994 employees throughout the country. Out of these, the targeted respondents for this study were employees working in Addis Ababa (AA) city. AA city had 262 branches and 6,825 employees as of December 31, 2014 and the level of branches graded in CBE Grade-1, Grade-2, Grade-3 and grade-4 based on number of customer, volume of transaction and other criteria . So, the relevant information was secured from purposively selected branches. The selected branches were opened before December 31, 2012. Grade 4 and 3 sample branches were selected due to their greater importance and provided valuable and relevant information to the study. The employees from selected branches had at least two years working experience. The researcher had got better information from their experience of job rotation practice. Grade 1 and 2 branches were excluded due to small number of employees and simple level of branch stricture.

Table 3.1 Number of branches per level of grade

S/No	Addis Ababa City	Grade 4	Grade 3	Grade 2	Grade 1	Total
1	No of branches	23	13	134	92	262
2	No of employee	1,736	693	3,369	1,567	6,825

3.3.2 SAMPLE AND SAMPLING TECHNIQUE

Based on CBE structure and branch distribution multistage sampling of stratified, purposive and random sampling techniques were used. Purposive stratified sampling technique was used to select branches of CBE found in AA from level of grade 4 and 3 and this sampling method helped to select the branches which were suitable for collecting the required data. The number of employee in selected branches ranges from 32 up to 198 employees, whereas branches with number of employees ranging from 7 to 15 were excluded from the sample. Thus, a proportional simple random sampling method was used to select employees from grade 4 and 3 branches.

Based on the Management Information system (MIS) of CBE, on December 31, 2014, there were 23 Grade-4, 13 Grade-3, 134 Grade-2 and 92 grade-1 branch offices in the city of AA (branches under the domain of AA city located within the radius of 150 KM).

Research generalizability is highly affected by sample size. Hence determining the number of representative sample size is a pivotal concern of every researcher to a given population. In this study, sample size was determined based on “Small Sample Techniques “developed by the National Education Association (NEA) Research bulletin Vol. 3o, December 1970. Accordingly for a population size ranging from 6,000 up to 7,000 the guideline sets sample size of 364 highlight of representativeness and time available, the researcher found the guideline helpful in determining sample size. Hence, the study had taken the maximum sample size of 364 subjects as the minimum number of questionnaires distributed for data collection. Therefore, through the minimum sample size of the study was 364 employees.

For the purpose of the study, the sample selection process considered grade level of the branches and employees working in the branches. Hence, branches with level of Grade-3 and Grade-4. Branches that have greater number of employees were selected purposively so as to collect relevant and reliable information from different level of job position of employees. The researcher was purposively assigned 100% from grade 4and 3 and would take proportional to the number of employees in the branches and purposively excluded grade 1 and 2 branches employees due to simple structural level of job position and small number of employee in each branch. Total number of sample is 364 respondents from selected branches. Once participating branches were selected, the number of participant employees from the selected branches was proportional to the total population (number of employees in AA).

$$\textbf{Sample Size (n)} = \frac{\text{No of employees in given branch}}{\text{Total No of employees selected in branches}} \times 364$$

Finally the researcher randomly selected individual respondents with the experience of above two years from each selected sample branch.

Table 3.2 Sample Size OF Selected Branches

S/No	Branch	Grade	No of employees	Sample Size
1	Abakoran	4	63	10
2	Addis Ababa	4	198	30
3	Addis Ketema	4	74	10
4	Africa Avenue	4	67	10
5	Andinet	4	58	9
6	Anwar Mesgid	4	57	9
7	Arada Ghiorgis	4	91	14
8	Arat Kilo	4	104	16
9	Bishoftu	4	72	11
10	Bole	4	63	10
11	Finfine	4	100	15
12	Gofa Sefer	4	66	10
13	Gullele	4	71	11
14	Kirkos Kebele	4	59	9
15	Lideta	4	61	9

S/No	Branch	Grade	No of employees	Sample Size
16	Megenagna	4	64	10
17	Mehal Gebeya	4	63	10
18	Meskel Sq.	4	49	7
19	Nefas Silk	4	70	10
20	Selassie	4	79	12
21	Senga Tera	4	63	10
22	Teklehaimanot	4	77	12
23	Temenja Yaj	4	63	10
24	Airport	3	75	10
25	Akaki	3	49	7
26	Ambo	3	67	10
27	Ayer Tena	3	58	9
28	Debre Berhan	3	50	8
29	ECA	3	32	5
30	Joseph	3	44	7
31	Kolfe	3	64	10
32	Mahteme Ghandi	3	65	10
33	Mehal Ketema	3	49	7
34	Paulos	3	47	7
35	Theodros	3	40	6
36	Woliso	3	50	8
Total			**2422**	**364**

3.5 DATA COLLECTION METHODS

There are different types of data collection methods. The methods depend on the research objective and research design. Data collected from two or more sources can help to support and improve the quality of the research result. The goal of data collection is to gain rich data that suits to achieve the research objective. The study relied on primary data collected using structured questionnaires from the respondents. The use of structured questionnaire for employees allowed collecting data from varied groups.

The questionnaires were designed from a detailed literature review to assess the general approach of job rotation practices, measure the effectiveness level of job rotation practice to improve motivation, commitment and involvement and point out also the alternative and

development training methods improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement. The questionnaires assessed the general approach of job rotation practices through related questions/statements encompassing the process of job rotation and effective implementation of job rotation (plan, communicate, support and evaluate). The study helped to assess general approach of job rotation practices, measured the effectiveness of job rotation practices on employee motivation, commitment and job involvement and point out alternative training and development methods improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement. The questionnaires were distributed to the participants and collected with the collaboration of branch managers of the participating branches in order to increase the response rate.

The Primary data was collected using questionnaires. As pilot test initially 10 questionnaires were distributed to selected branch employees and collected. After collecting the data, the researcher arranged discussion session with the respondents in order to test and get conformation with **reliability, validity and practicability** of the proposed instrument.

The result of the pilot test result was encouraging that the proposed questionnaires were reliable for measuring that the extent to which it was without bias (error free) and the researcher ensured that had consistent measurement of the instrument. In addition to this, stability and consistency of the instrument were tested.

The other result confirmed that, validity tests are used to test the goodness of measurement of instrument for the sake of clarity and it had adequate coverage and representativeness.

The last one was test of practicability of instrument. It confirmed that the instruments were simple to understand and give feed back by the respondents; pilot test was also encouraging for increased response rate. Based on the feedback of the pilot test respondents, the researcher made some amendment and revised the data collection instrument. Lastly, the final questionnaires were distributed to 36 CBE branches and follow up was made to collect the responded questionnaires.

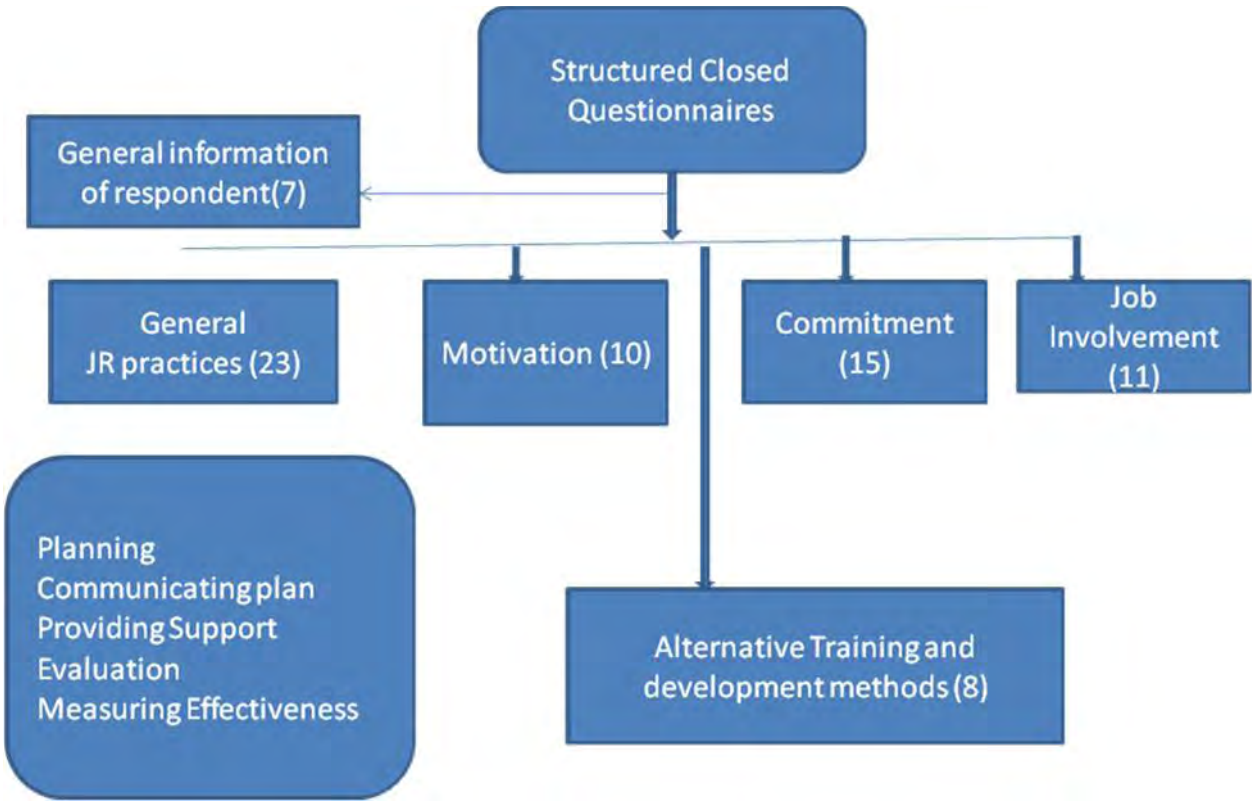
To obtain all sources of data pertaining to the subject of the study, questionnaire is prepared and disseminated for sample respondent. For the purpose, a well understood questionnaire is prepared in English as respondents have understood and answer all the questions properly. All questions are close ended. To make the data reliable, the experienced and trained data collectors who are working in CBE. Adequate orientation has been provided for the data collectors to make the data collection friendly and reliable. During the data collection sufficient time is given to the respondents to answer the questions adequately and freely.

3.5 STRICTURE OF QUESTIONNAIRES

The questionnaire consists of a set of 74 questions that includes only closed questions. The questionnaire has six sections. Section one deals about general information of the respondent. The second section deals with general approaches of job rotation approach practices. The third section deals with employee motivation. The fourth section deals with employee commitment. The fifth section deals with employee job involvement and the last section deals with alternative training and development tools.

The questions was prepared in the form of Likert Scale used to measure the respondent‘s priority of statements and their responses. It is used 5 scales to rank the features where the respondents told to give 5 for the most important feature and 1 for the least.

Figure 3.1: The structure of the questionnaire



Source: Developed based on the respondent questions.

3.6 SOURCE OF DATA COLLECTION

The study relies on primary data sources. Primary data was collected through questionnaire from CBE employees who have work experience at least two years. The randomly selected individual respondents were Br. Managers, Customer Service Manager (CSM), Seiner Customer Service Officer, Senior Branch Controller, Customer Service Officer (CSO), Branch Controller and Customer Relation Officer (CRO).

3.7 DATA ANALYSIS TECHNIQUE

The main purpose of the study was to assess the general approach of job rotation practices in CBE, to measure the effectiveness of job rotation practices on employee motivation,

commitment and job involvement and to find out an alternative approach of training methods to improve effectiveness of job rotation practices in CBE to improve employee motivation, commitment and job involvement.

Data processing consists of a number of closely related operations: the first one was editing for checking the data collected to detect and/or correct errors or omissions. Moreover, the collected questionnaires are verified carefully for the completeness of the responses. Finally, the data summarized and arranged in a compact form for further analysis. The data analysis was done after collecting all the data from the respondents. Thus, the analysis of the study was consistent with the objective of the research. Moreover, the data gathered through distributing the structured questionnaires was analyzed using IBM SPSS statistics 20 software. Accordingly, descriptive (Frequency, Percentage, mean, standard deviation) analysis was used to present the data with regard to the practices of job rotation in the first place. Next, inferential statistics was used such as correlation and regression analyses employed to show the relationship between effectiveness of job rotation practices and employees' motivation, commitment and job involvement. Finally findings was summarized and analyzed with the following standard. The average value had less than 2.50 is poor, between 2.51 to 3.00 is satisfactory, between 3.01 to 4.00 is moderate and between 4.01to 5.00 is strong/highest value. This standard developed based on reviewed literatures.

3.8 ETHICAL CONSIDERATION

The study gave due consideration to ethical issues such as confidentiality and anonymity. Therefore, the participants were first communicated as to the purpose and significance of the study and that their responses would be used only for academic purpose and kept confidential. They were also assured that their name and their organization identity would remain anonymous. They have taken this for guarantee and took part in the study voluntarily.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The main purpose of the study was to assess the general approach of job rotation practices in CBE, to measure the effectiveness of job rotation practices on employee motivation, commitment and job involvement and to point out the alternative training and development methods improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement. In order to meet the purpose, this chapter discussed general information of the respondent, descriptive statistics allowed the study to organise and summarise the data collected, and correlation and regression analysis were applied.

Thus, to assess the general approach of job rotation practices in CBE and its effectiveness improve motivation, commitment and job rotation, structured questioners were designed for employees to give their feedbacks. 450 questionnaires were distributed at 36 branches of CBE in AA city area. From the total number of questionnaires distributed to employees 394 were returned. The researcher had secured 364 responded questionnaires; exactly the same as the sample size and the reaming 30 questionnaires discarded because some of them had missing data and were not fully answered. Therefore, the number of valuable questionnaires collected with a response rate of 80.88%.

4.2 GENERAL INFORMATION ANALYSIS

This part of the study is concerned with the background of the respondents in order to give clear picture of participant who filled the questionnaires. Respondents were requested to fill their gender, age, marital status, qualification, job position and work experience. Table 4.1 provides the general demographical distribution of the respondents with regard to various

categories. The respondents were distributed according to level of CBE branch grade, their gender, age, marital status, level of job position.

Gender distribution indicated a lower number of female respondents 142 (39%) than male 222 (61%) and qualification 321(88.2%) of the respondents were first degree (BA) holders, 23 (6.3%) Second degree (MA) holders, while remaining 20 (5.5%) have diploma.

In terms of age distribution 86 (23.60%) were less than 25 years of age, between 25 to 35 years 204 (56%), between 36 to 45 years of age 39 (10.7%) and between 46 to 60 years of age (9.6%) of respondents.

More over marital compositions were single 212 (58.20%), married 144 (39.60%), divorced 6 (1.60%) and widowed 2 (0.50%) of respondents.

The composition of the respondents comprises of 75 (20.60%) Branch managers and Customer Service managers (CSM) job position, 53 (14.60%) Senior Customer Service Officers (SCSO) and Senior branch Controllers, while the others 236 (64.60%) respondents include from lower level job position such as Customer Service officers (CSO), Branch Controller, Customer Relation Officers (CRO).

The respondent educational qualification were composed Diploma holders 20 (5.50%), BA degree holders 321 (88.20%) and MA degree holders 23 (6.30%).

The overall working experience of employees in CBE ranges from 2 to 42 years. The respondents had working experience in current job position ranges from 2 to 5 years 301(82.7%), from 5 to 15years (16.5%) and the reaming from 15 to 42 years 3 (0.80%) with various level of job position.

Table 4.1 General information of Respondents

General Information	Category	No of respondent	Percentage
Gender	Male	222	61%
	Female	142	39%
	Total	364	100%
Age			
	under 25	86	23.60%
	B/n 26 -35	204	56.00%
	B/n 36-45	39	10.70%
	B/n 46-60	35	9.60%
	Total	364	99.90%
Marital Status			
	Single	212	58.20%
	Married	144	39.60%
	Divorced	6	1.60%
	Widowed	2	0.50%
	Total	364	100.00%
Job Position			
	Br. Manager or CSM	75	20.60%
	SCSO	37	10.20%
	S/Br. Controller	16	4.40%
	CSO	187	51.40%
	Br controller	12	3.30%
	CRO	37	10.20%
	Total	364	100.00%
Qualification			
	Diploma	20	5.50%
	BA	321	88.20%
	MA	23	6.30%
	More than MA	0	0.00%
	Total	364	100.00%
Total Work Experience in CBE			
	B/n 2 up to 5 years	189	51.90%
	B/n 5 up to 15 years	122	33.50%

	B/n 15 up to 25 years	25	6.90%
	B/n 25 up to 35 years	28	7.70%
	B/n 35 up to 42	0	0.00%
	Total	364	100.00%
Working Experience in current position in CBE			
	B/n 2 up to 5 years	301	82.70%
	B/n 5 up to 15 years	60	16.50%
	B/n 15 up to 25 years	2	0.50%
	B/n 25 up to 35 years	1	0.30%
	B/n 35 up to 42	0	0.00%
	Total	364	100.00%

4.3 GENERAL APPROACH OF JOB ROTATION PRACTICES

Job rotation practices in CBE were examined based on the job rotation process (Plan the program, Communicate the plan, Provide support and evaluate). Moreover, its effectiveness to improve employees' motivation, commitment and job involvement was also examined.

4.3.1 JOB ROTATION PLAN

One of the methods to assess the job rotation practices in CBE under this study examined the planning stage of the process.

There were five question (question 1to 5) presented to evaluate this planning phase of job rotation practices. The first question was concerning about whether employees are informed about what they would learn in specific area of the job rotation.

Table 4.2 Job Rotation Plan

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Mean	Std dev.
1. Before job rotation, employees were informed about what they will learn in the specific job rotation practice.	NO	15	61	66	166	56	3.51	1.069
	%	4.10%	16.80%	18.10%	45.60%	15.40%		
2. Staffs/Collogues believes, job rotation must be part of every employees job.	NO	6	21	39	163	135	4.1	0.922
	%	1.60%	5.80%	10.70%	44.80%	37.10%		
3 Job rotation must be provided on regular basis by CBE	NO	35	71	80	137	41	3.21	1.168
	%	9.60%	19.50%	22.00%	37.60%	11.30%		
4. CBE sets a fixed length of time for job rotation practice.	NO	40	73	77	120	54	3.21	1.235
	%	11.00%	20.10%	21.20%	33.00%	14.80%		
5. CBE considers the job rotation approaches are important for the employees.	NO	10	24	44	169	117	3.99	0.978
	%	2.70%	6.60%	12.10%	46.40%	32.10%		
Total							3.604	1.074

Regarding the first question, the response showed that 15.4% and 45.6% strongly agreed and agreed respectively, 18.1% were indifferent and the other 16.8% were disagreed while 4.1 strongly disagreed. From this analysis, 61% of the employees had aware of job rotation begin practices, i.e... Employees were informed about what they will learn in the specific Job rotation practice. The mean value of planning process is 3.51, which has moderate value with standard deviation of 1.069.

Regarding the second question staffs/collogues believes, job rotation must be part of every employees job. The response showed that 37.1% and 44.8% strongly agreed and agreed respectively, 10% were indifferent and the other 7.4% disagreed. From this statement the study indicates that 81.9% of employee agreed and strongly agreed job rotation its part of every employees job. The mean value of CBE job rotation must be part of their jobs was 4.10, which has strong vale with standard deviation of 0.922.

Regarding third question, job rotation must be provided on regular basis by CBE, the response showed that 11.3% and 37.6% strongly agreed and agreed respectively, 22% were indifferent and the other 19.5% disagreed and 9.6% strongly disagreed. From this statement we can say that 48.9% of employee agreed and strongly agreed with job rotation provided in CBE on regular basis. 22% were indifferent, they were neutral, 29.1% disagreed and strongly disagreed, thus, we can say job rotation is moderately provided in CBE on regular basis.

Job rotation was provided on regular base in CBE with a mean value of 3.21, which has relatively satisfactory value with standard deviation of 1.168.

Regarding the fourth question, whether CBE sets a fixed length of time for job rotation practice, about 14.8% and 33% strongly agreed and agreed respectively, 21.2% were indifferent and the other 20.1% disagreed and 11% strongly disagreed. From this statement the study indicates that 47.8% of employee agreed and strongly agreed with CBE sets a fixed length of time for job rotation practices. 21.1% were indifferent, 31.1% disagreed and strongly disagreed. From this, we can say that CBE moderately sets a fixed length of time for job rotation practices. CBE sets a fixed length of time for job rotation practices with a mean vale of 3.21, which has relatively moderate with standard deviation of 1.235.

Regarding the fifth question which was concerned with whether CBE considers the job rotation approaches are important for the employees. 32.1% and 46.4% strongly agreed and agreed respectively, 12.1% were indifferent and the other 6.6% disagreed and 2.7% strongly disagreed. From this statement the study shows that 78.5% of employee agreed and strongly agreed that CBE considers the job rotation approaches are important for the employees. CBE highly considers the job rotation approaches are important for the employee with the mean value of 3.99, which has highly moderate value with standard deviation of 0.978.

4.3.2 JOB ROTATION PLAN COMMUNICATION

The other mechanism to assess job rotation practices was examining whether the plan was properly communicated to the employees. In job rotation practices, it is good to allow the rotating employees to be aware of the purpose and objectives of job rotation planning. In this

phase, the respondent employees were asked question regarding to their awareness about the plan and the progress of job rotation, the purpose of job rotation, CBE's expectation and the ease of communication with others.

There were three question (question 6 to 8) presented to evaluate the communication phase of job rotation. The first question was concerning about whether employees have necessary information about the purpose of job rotation and expectation of CBE

Table 4.3 Job Rotation Plan Communication

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Mean	Std dev.
6. Employees have necessary information about the purpose of job rotation and expectation of CBE.	NO	11	34	64	181	74	3.75	0.982
	%	3.00%	9.30%	17.60%	49.70%	20.30%		
7. Job rotation is used by CBE effectively known.	NO	46	96	82	108	33	2.96	1.196
	%	12.60%	26.40%	22.30%	29.70%	9.10%		
8. Communication with colleagues and supervisors from different jobs during job rotation is satisfactory.	NO	14	39	1o8	152	51	3.51	0.989
	%	3.80%	10.70%	29.70%	41.80%	14.00%		
Total							3.407	1.056

Communication provides the link between plans and action. Employees must know the expectation of their organization.

In the first question, the respondents were asked whether the bank informs the job rotation plan and its progress to employees and employees have necessary information about the purpose of job rotation and expectation of CBE. 20.3% strongly agreed and 49.7% agreed, 17.6% were indifferent, 9.3% disagreed and 3% strongly disagreed with the idea of communicating the plan to employees. From this we can conclude that 70% of the respondents agreed and employees have high necessary information about the purpose of job rotation and expectation of CBE. Employees have high necessary information about the purpose of job rotation and expectation of CBE with the mean value of 3.75, which is highly moderate value with standard deviation of 0.982.

Regarding the second question that, job rotation is used by CBE effectively known, the respondents were asked whether the bank is used job rotation practices effectively known. 9.1% strongly agreed and 29.7% agreed, 22.3 were indifferent, 26.4% disagreed and 12.6% strongly disagreed with the idea that job rotation is used by CBE effectively known. From this we can conclude that 38.8% of the respondents agreed and 39% of the respondents disagreed. Thus job rotation is used by CBE less moderately known. The mean value of employees job rotation is used by CBE effectively known is 2.96, which has satisfactory value with standard deviation of 1.196.

In the third question, the respondents were asked whether communication with colleagues and supervisors from different jobs during job rotation was satisfactory. The majority of the respondent which comprised 55.8% strongly agreed and agreed with regard to the satisfaction of communication with colleagues and supervisors from different jobs of a given branch during job rotation. Moreover 29.7% respondents were indifferent and the respondents had neither agreed nor disagreed. However, 14.5% of the respondent strongly disagreed and disagreed concerning the question in expressing their ideas in communication among employees and supervisors in different level of branch. From this, we can understand that most of the employees were satisfied with relations and communication with their colleagues. Thus, communication with colleagues and supervisors from different jobs during job rotation was satisfactory with a mean vale of 3.51, which has moderate value with standard deviation of 0.989.

In general the response revealed that the purpose of job rotation was communicated in a better way than communicating the rotation plan and its progress as a whole.

4.3.3 PROVIDING SUPPORT DURING JOB ROTATION PRACTICES

The other means of evaluating the job rotation practices was assessing the support provided for employees in job rotation practices. In this regard, respondents were asked to evaluate the support, encouragement, follow up and organization of the job rotation practices during implementation.

There were four question (question 9 to 12) presented related to assessing the support provided for employees in job rotation practices.

Table 4.4 Providing Support during Job Rotation Practices

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
9. Colleagues in different jobs of CBE support me when I was assigned in their jobs for practice and learning	NO	3	16	49	210	86		
	%	0.8%	4.4%	13.5%	57.7%	23.6%	3.99	0.789
10. Trainers/coachers have showed me how to do different tasks and gradually allow me to do it on my own.	NO	6	24	62	192	80		
	%	1.6%	6.6%	17.0%	52.7%	22.0%	3.87	0.887
11. Trainers/coachers have supported and encouraged me throughout the job rotation practice.	NO	10	30	66	189	69		
	%	2.7%	8.2%	18.1%	51.9%	19.0%	3.76	0.945
12. In the work place, trainer and supervisors have a follow up mechanisms/system for employees assigned in a job rotationally	NO	17	56	103	138	50		
	%	4.7%	15.4%	28.3%	37.9%	13.7%	3.41	1.052
Total							3.758	0.918

The first question was concerning about whether colleagues in different jobs of CBE have supported employees when they were assigned in their jobs for practice and learning.

The response showed that 81.3% strongly agreed and agreed with this idea. 13.5% were indifferent; while, only 5.2% of the respondent strongly disagreed and disagreed with the support provided by colleagues from different jobs during job rotation. From this it is possible to say, the majority of the employees get necessary support from colleagues during rotation practices. The mean values of colleagues in different areas of jobs support employees during job rotation practices is 3.99, which is highly moderate value with standard deviation of 0.789.

The next question was about whether in the work place trainers/coachers have showed the rotated employee how to do different tasks and gradually allowed him/her to do it on his or her own. The response rate showed that 52.7% of the respondents agreed and 22% strongly

agreed that the guidance was provided by the trainers in the work place. 17% were indifferent. Only 6.6% disagreed and 1.6% strongly disagreed with the guidance provided by work place trainer during job rotation. From this we can understand that work place trainers provided adequate guidance and assistance for rotating employees during job rotation practices. In the work place trainers/coachers have showed the rotated employee how to do different tasks and gradually allow him/her to do it on his or her own with the mean value of 3.87, which is highly moderate value with standard deviation of 0.887.

The third question related to whether trainers/coachers have supported and encouraged employees throughout the job rotation practice. 51.9% agreed and 19% strongly agreed with the support and encouragement by work place trainers throughout the job rotation practices. 18.1% were indifferent and they had neutral attitude to support and encouragement by work place trainers, whereas 8.2% disagreed and 2.7% strongly disagreed. This showed that most of the respondents were satisfied with the support and encouragement by their work place trainers/coaches in order to learn the new job position which they were assigned in the job rotation practices. The mean values of the work place whether trainers/coachers have support and encourage employee throughout the job rotation practice is 3.76, which is highly moderate value with standard deviation of 0.945.

The fourth question of this phase of job rotation practices was about whether work place trainers and supervisors have assessed employees' competence through observation of tasks performed and had follow up mechanisms/system for employees assigned in a job rotationally. 37.9% of the respondents agreed and 13.7% strongly agreed for trainers' and supervisors' assessment about employee competence. 28.3% were indifferent and 15.4% disagreed and 4.7 strongly disagreed, with the provision of assessment by trainers and supervisors during job rotation practices. From this we can say that the majority of the employees agreed with the provision of competence assessment through observation of task performed during job rotation practices. The mean values of the work place trainers and supervisors have assessed employees' competence through observation of tasks performed and made a follow up mechanisms/system for employees assigned in a job rotationally is 3.41, which has moderate value with standard deviation of 1.052.

In general, the highest moderate mean value of the colleagues in different areas of jobs support employees during job rotation practice was 3.99, which was for the question whether, in the work place, employees get necessary support from colleagues during rotation practices with a standard deviation of 0.994. This showed that most of the employees were satisfied with the guidance by their work place trainers, whereas, the least mean value is 3.41 with standard deviation of value of 1.052 for the question towards assessing employee competence through observation of task performance. The highest moderate average mean value in support provision during job rotation was 3.76 with a standard deviation value of 0.9183. This showed that support provision during job rotation had the maximum mean value as compared with other items.

4.3.4 JOB ROTATION PRACTICES EVALUATION

This was the last phase of assessing job rotation practices in CBE. Evaluation is critical stages of job rotation practices. Up on checking the effectiveness of job rotation, the plan must be reviewed during and after its completion by the trainers, the supervisors and by the trainees themselves. Respondents were in particular asked to examine the success of job rotation practices. For this stage, eight questions (13 to 20) were presented for respondents.

Table 4.5 Job Rotation Practices Evaluation

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
13. Reading materials, like procedures, guidelines, memos and manuals, are available in the work place for knowing and practicing specific jobs during rotation.	No	19	62	68	147	68	3.50	1.132
	%	5.2%	17.0%	18.7%	40.4%	18.7%		
14. Staffs are satisfied and confident with the job rotation system offered by the CBE enabled me to perform all aspects of the job effectively.	No	24	68	86	126	60	3.36	1.154
	%	6.6%	18.7%	23.6%	34.6%	16.5%		
15. CBE has uniform system of getting feedback for improvement during job rotation practice.	No	40	96	115	91	22	2.89	1.089
	%	1.6%	26.4%	31.6%	25.0%	6.0%		
16. The job rotation approach is helpful in staff personal development.	No	5	11	35	153	160	4.24	0.851
	%	1.40%	3.00%	9.60%	42.00%	44.00%		
17. The job rotation system is helpful in staff professional development	No	5	10	31	160	158	4.25	0.831
	%	1.40%	2.70%	8.50%	44.00%	43.40%		
18. CBE competence level was assessed through CBE performance measurement system during job	No	21	53	111	130	49	3.37	1.068
	%	5.80%	14.60%	30.50%	35.70%	13.50%		

rotation practices.								
19. In general, CBE job rotation system extremely useful to my career development.	No	7	14	62	173	108	3.99	0.892
	%	1.90%	3.80%	17.00%	47.50%	29.70%		
20. Staffs expectation is more accurate and being more competent for assigned jobs after completion of job rotation.	No	3	22	92	184	63	3.77	0.832
	%	0.80%	6.00%	25.30%	50.50%	17.30%		
Total							3.671	0.981

Respondents were asked whether instrumental materials (procedures, guidelines, memos and manuals) available in the work place to facilitate the job rotation practices in the first question.

The response reveled that about 40.4% of the respondents agreed and 18.7% strongly agreed that reading materials, like procedures, guidelines, memos and manuals, were available in the work place for knowing and practicing specific jobs during rotation. In addition, 18.7 % of them gave indifferent value to this viewpoint. While, 17% of the respondents disagreed and 5.2% strongly disagreed. From this, we can understand that there was good facility of instrumental materials in the work place. The mean values that reading materials, like procedures, guidelines, memos and manuals, are available in the work place for knowing and practicing specific jobs during rotation is 3.50, which has moderate value with standard deviation of 1.132.

Respondent were also asked whether they feel confident since job rotation practices enabled them to competently perform all aspects of the job. About 34.6% of the respondents agreed and 16.5% strongly agreed as they feel confident that job rotation practices enabled them to competently perform all aspects of their job. On the other hand, 23.6% of the respondents were indifferent. 18.7% of them disagreed and 6.6% strongly disagreed as they were not satisfied and confident that the job rotation system offered by the CBE enabled them to perform all aspects of the job effectively. This response revealed that more than 50% employees agreed and chosen moderate, so, job rotation practices enabled them to be competent. The mean values that employees are satisfied and confident with the job rotation

system offered by the CBE enabled them to perform all aspects of the job effectively is 3.36, which has moderate value with standard deviation of 1.154.

Regarding the presence of uniform system of getting feedback for improvement during job rotation practices, about 25% 0f they agreed and 6% strongly agreed with the presence of uniform feedback. 31.6% of the respondents were indifferent and the rest 26.4% of them disagreed and 1.6% strongly disagreed. From this, we can say that, 31.6% of the employees believed that there was no uniform feedback system for improving the job rotation practices. The mean values that the presence of uniform system of getting feedback for improvement during job rotation practices is 2.89, which has satisfactory value with standard deviation of 1.089.

Regarding whether the job rotation approach is helpful in staff personal development, about 42% 0f them agreed and 44% strongly agreed that job rotation approach is helpful in staff personal development. 9.6% of the respondents were indifferent and the rest 2.7% of them replied that they disagreed and 1.4% strongly disagreed. From this, we can say that, 86% of the employees believed that job rotation approaches are helpful in staff personal development. The mean value that job rotation approach is helpful in staff personal development is 4.24, which has relatively strong value with standard deviation of 0.851.

Regarding whether the job rotation system is helpful in staff professional development, about 44% of them agreed and 43.4% strongly agreed that job rotation approach is helpful in staff professional development. On the other hand 8.5% of the respondents were indifferent and the rest 2.7% of them replied that they disagreed and 1.4% strongly disagreed. From this, we can say that, 87.4% of the employees believed that job rotation approaches are helpful in staff professional development. The mean value that job rotation approach is helpful in staff personal development is 4.25, which has strong value with standard deviation of 0.831.

Regarding the question that competence level was assessed through performance measurement system during job rotation practices, about 35.7 % of them agreed and 13.5% strongly agreed that competence level was assessed through performance measurement system during job rotation practices. On the other hand 30.5% of the respondents were

indifferent and the rest 14.6% of them replied that they disagreed and 5.8% strongly disagreed. From this, we can say that, 49.2% of the employees believed that competence level was assessed through performance measurement system during job rotation practices. The mean value of competence level was assessed through performance measurement system during job rotation practices is 3.37, which has moderate with standard deviation of 1.068.

Asked whether in general CBE job rotation system was extremely useful to employee career development, about 47.5% of the respondent agreed and 29.7 strongly agreed to the overall usefulness of job rotation. In addition, 17% of them gave indifferent value to its usefulness. Whereas, 3.8% of them disagreed and 1.7% strongly disagreed with overall job rotation systems are extremely useful to employee career development. From this we can say that the great majority of employees believed that job rotation is useful not only to the bank but also to employees' career development. The mean value of job rotation system extremely useful to employee career development is 3.99, which has highly moderate value, with standard deviation of 0.892.

The last question of the evaluation phase of job rotation practices related to whether employees' expectation was more accurate and being more competent for assigned jobs after completion of job rotation, about 50.5% of the respondent agreed and 17.3% strongly agreed that employees' expectation is more accurate and being more competent for assigned jobs after completion of job rotation. In addition, 25.3% of them gave indifferent value to the expectation. Whereas, 6% of them disagreed and 0.8strongly disagreed with employees' expectation is more accurate and being more competent for assigned jobs after completion of job rotation. From this we can say that the great majority of employees believed that job rotation practices for employees' expectation is more accurate and being more competent for assigned jobs after completion of job rotation. The mean value of employees' expectation is more accurate and being more competent for assigned jobs after completion of job rotation is 3.77, which has highly moderate with standard deviation of 0.832.

After discussing the responses of employees, the standard deviation and mean value were calculated for each questions of the evaluation phase of job rotation practices. From this we can see that the mean value was 4.25 is strong, for the question that job rotation system is

helpful in staff professional development with standard deviation value of 0.831, whereas, the lowest mean value was 2.89.The satisfactory value for the question is that CBE has uniform system of getting feedback for improvement during job rotation practice with standard deviation of 1.089. From this we can generalized that there was a poor practices of uniform system of getting feedback for improvement during job rotation practice.

4.3.5 EFFECTIVENESS OF JOB ROTATION PRACTICES

The other mechanism to assess effectiveness of job rotation practices was examining based on proper planning; the plan was properly communicated to the employees, providing support and evaluation. In addition to this, the assessment of effectiveness of job rotation practices examining whether or not improve employee motivation, commitment and job involvement.

In measuring effectiveness of general approach of job rotation practices, it is good to enable the rotating employees motivated, committed and in job involved. In this case, the respondent employees were asked question regarding the effectiveness of job rotation practices during the progress of job rotation. The purpose of measuring effectiveness of job rotation practices is to understand the contribution for improvement of motivation, commitment and job involvement. There were three question (question 21 to 23) presented to evaluate effectiveness of general approach of job rotation practices.

Table 4.6 Effectiveness of Job rotation practices

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
21. Effective job rotation approach improves staff motivation, commitment and involvement in CBE.	No	3	11	29	148	173	4.31	0.810
	%	0.8%	3.0%	8.0%	40.7%	47.5%		
22. CBE strongly motivate, commit and involve by acquiring knowledge, develop skills and adopt good attitude during job rotation.	No	16	45	74	156	73	3.62	1.073
	%	4.4%	12.4%	20.3%	42.9%	20.1%		
23. CBE makes staffs responsible for my mistakes rather than blaming others during job rotation.	No	22	33	129	124	56	3.44	1.049
	%	6.0%	9.1%	35.4%	34.1%	15.4%		
Total							3.790	0.977

The first question was concerning about whether CBE has effective job rotation approaches to improve employee motivation, commitment and involvement. The response showed that 47.5% and 40.7% strongly agreed and agreed respectively, 8% were indifferent and the other 3% disagreed and 0.8% strongly disagreed. From this statement we can say that 88.2% of respondent employees agreed and strongly agreed that CBE had effective job rotation approaches to improve employee motivation, commitment and involvement. Only 8% were indifferent, 3.8% disagreed and strongly disagreed. From this analysis, 88.2% of the employees were believed that CBE had highly effective job rotation approaches to improve employee motivation, commitment and involvement. The mean value of CBE had effective job rotation approaches to improve employee motivation, commitment and involvement is 4.31, which has strong value, with standard deviation of 0.810.

Regarding with the second question CBE has strongly motivate, lead to commitment and involvement their employee by acquiring knowledge, developing skill and adopt good attitude during job rotation. The response showed that 20.1% and 42.9% strongly agreed and agreed respectively, 20.3% were indifferent and the other 12.4% are disagreed and 4.4% strongly disagreed. From this statement we can say that 63% of the respondent employee agreed and strongly agreed that CBE had strongly motivated, committed and involved employee by acquiring knowledge, developing skill and adopt good attitude during job rotation. The mean value of CBE had strongly motivated, committed and involved by acquiring knowledge, developing skill and adopt good attitude during job rotation is 3.62, which is moderately high with standard deviation of 1.073.

Regarding the last question, CBE has responsible for their employee mistakes rather than blaming others during job rotation, the response showed that 15.4% and 34.1% strongly agreed and agreed respectively, 35.4% were indifferent and the other 9.1% are disagreed and 6% strongly disagreed. From this statement we can understand that 49.5% of the respondent employees agreed and strongly agreed that CBE had responsible for their employee mistakes rather than blaming others during job rotation. 35.4% are indifferent, 15.1% disagreed and strongly disagreed. The mean value of CBE had moderately responsible for their employee

mistakes rather than blaming others during job rotation is 3.44, which is relatively moderate high value with standard deviation of 1.049.

In general, the assessment of effectiveness of job rotation practices examines whether improve employee motivation, commitment and job involvement in CBE. From this we can see that the highest mean value was 4.310 for the question that CBE has effective job rotation approaches to improve employee motivation, commitment and involvement with standard deviation value of 0.810. Whereas, the lowest mean value are 3.44 for question that CBE has responsible for their employee mistakes rather than blaming others during job rotation with standard deviation of 1.049.

Table 4.7 Summary Job Rotation Practices Process

Job Rotation process	Mean	Standard deviation
Planning	3.604	1.074
Communication	3.407	1.056
Providing Support	3.758	0.918
Evaluation	3.671	0.981
Effectiveness of job rotation practices	3.790	0.977
Over all	3.652	0.575

The general approach of job rotation practices in CBE has a moderate mean value of 3.652 with standard deviation of 0.575. This indicates that, the general approaches of job rotation practices in the sampled branches in this study were above average. The overall approach of job rotation practices were above satisfactory, though it some improvements. However, the planning and communication phase of the practices had mean values of 3.604 and 3.407 respectively and above one standard deviation, which signals inconstancy in CBE job rotation practices.

4.4 EMPLOYEE MOTIVATION

Job rotation is a planed and systematic effort by which management of the organization aim altering behavior, and encouraging employees in a direction that will achieve organizational goals. One of the key known benefits of job rotation training is the motivational factor that

provides to those who participate in. According to different scholars in the area of training and management, as mentioned in the literature review of this study, employees who participate in the rotation program have increased confidence and motivation. Thus, on-the-job-training like job rotation can help to achieve high morale for employees and improved performance to the organization.

Job rotation is known to increase the availability and quality of employees. This study, therefore, sought the opinion of respondents whether they feel motivated with the job rotation. In connection to this, the respondents were requested to answer 10 motivational questions in order to evaluate their improvement of motivation as a result of job rotation practices in the bank.

Table 4.8 Employee Motivation

Motivation Question		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
1. I have generally positive attitude toward those holding positions of authority over me.	No	5	23	49	188	99	3.9	0.886
	%	1.00%	6.30%	13.50%	51.60%	27.20%		
2. I enjoy competition and striving to win for myself and my work group.	No	1	19	45	182	117	4.09	0.82
	%	0.30%	5.20%	12.40%	50.00%	32.10%		
3. I like to tell others what to do and have no problem with imposing sanctions to enforce my directives.	No	5	34	88	173	64	3.71	0.911
	%	1.40%	9.30%	24.20%	47.50%	17.60%		
4. I like being active, self-confident, and protecting the members of the work group.	No	3	5	26	183	147	4.28	0.726
	%	0.80%	1.40%	7.10%	50.30%	40.40%		
5. I enjoy the idea of standing out from the group, behaving in a unique manner, and being highly visible.	No	13	39	83	146	83	3.68	1.052
	%	3.60%	10.70%	22.80%	40.10%	22.80%		
6. I am willing to perform routine, day-to-day administrative tasks and duties as a result of job rotation practice.	No	11	34	78	167	74	3.71	0.991
	%	3.00%	9.30%	21.40%	45.90%	20.30%		
7. I enjoy my job because it is in rotation base.	No	27	56	74	143	64	3.44	1.164
	%	7.40%	15.40%	20.30%	39.30%	17.60%		
8. I am proud to working with CBE.	No	15	19	43	139	148	4.06	1.051

	%	4.10%	5.20%	11.80%	38.20%	40.70%		
9. CBE inspires me to do my best every day.	No	13	36	81	143	91		
	%	3.60%	9.90%	22.30%	39.30%	25.00%	3.72	1.056
10. I take pride in my work place.	No	15	26	61	157	105		
	%	4.10%	7.10%	16.80%	43.10%	28.80%	3.85	1.046
Total								
							3.851	0.606

After analyzing the response of employees, the mean value and standard deviation were calculated for each of the questions of motivation. From this we can see that the highest mean value was 4.280 for the questions that employees like being active, self-confident, and protecting the members of the work group, with standard deviation 0.726, whereas the lowest mean value was 3.442 for the questions that employees enjoy their job because it is in a rotation base with standard deviation 1.164. This gave an understanding that it was the least determinant factor of motivation. The average Mean value for all motivational questions was 3.851 with low variability 0.606. From this we can understand that there was above moderate effect on employees' motivation as a result of effective job rotation practices in CBE.

4.5 EMPLOYEE COMMITMENT

An effective and well reputed financial institution always makes sure that there is a strong spirit of mutual cooperation and sense of motivation and commitment within all spheres of its influence; and to make the employees motivated and committed towards their jobs, there is a need for well-designed and effective action learning programs at various levels, sections and departments of the institution.

According to different scholars in the area of training and development of employees, as mentioned in the literature review of this study, employees who participate in the job rotation program have increased confidence and commitment. Thus, job rotation can help organization to achieve high commitment for employees and improve performance to the organization.

Job rotation is known to enhance the quality of employee. This study, therefore, required the opinion of respondents whether they become committed with the job rotation practices. In connection to this, the respondents were requested to answer 15 behavioral questions in order to evaluate their improvement of commitment as a result of job rotation practices in the bank.

Table 4.9 Employee Commitment

Commitment Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Mean	Std dev.
1. I regularly go to the extra mile so CBE can deliver quality service to customers.	No	8	24	37	190	105	3.99	0.924
	%	2.20%	6.60%	10.20%	52.20%	28.80%		
2. I am committed for helping CBE achieve its objectives.	No	1	4	20	181	158	4.35	0.661
	%	0.30%	1.10%	5.50%	49.70%	43.40%		
3. I am optimistic about the future of CBE.	No	3	7	38	154	162	4.28	0.791
	%	0.80%	1.90%	10.40%	42.30%	44.50%		
4. It would take a lot to get me to leave CBE.	No	23	38	97	131	75	3.54	1.119
	%	6.30%	10.40%	26.60%	36.00%	20.60%		
5. CBE inspires loyalty and commitment amongst its employee.	No	10	29	63	164	98	3.85	0.995
	%	2.70%	8.00%	17.30%	45.10%	26.90%		
6. I feel a strong sense of loyalty to CBE.	No	4	13	43	148	156	4.21	0.865
	%	1.10%	3.60%	11.80%	40.70%	42.90%		
7. I am ambitious and committed to improving the quality of everything I do for CBE.	No	4	8	27	175	150	4.26	0.779
	%	1.10%	2.20%	7.40%	48.10%	41.20%		
8. I have integrity and never compromise our reputation and always act in the best interests of CBE.	No	3	18	40	160	143	4.16	0.867
	%	0.80%	4.90%	11.00%	44.00%	39.30%		
9. I am creative and take disciplined risks to develop sustainable solutions for and with CBE.	No	2	11	46	178	127	4.15	0.791
	%	0.50%	3.00%	12.60%	48.90%	34.90%		
10. I have integrity and aspire to live to the highest standards of personal honesty and behavior.	No	2	6	21	157	178	4.38	0.72
	%	0.50%	1.60%	5.80%	43.10%	48.90%		
11. I work collaboratively, respect and value each other, and thrive on our diversity	No	3	9	19	160	173	4.35	0.762
	%	0.80%	2.50%	5.20%	44.00%	47.50%		
12. I work collaboratively and work with partners to leverage our strength in making a difference for CBE.	No	3	3	29	170	159	4.32	0.725
	%	0.80%	0.80%	8.00%	46.70%	43.70%		
13. I am accountable and take personal accountability for using our resources	No	2	9	23	155	175	4.35	0.755
	%	0.50%	2.50%	6.30%	42.60%	48.10%		

efficiently, achieving measurable results for CBE.								
14. I am creative and open to new ideas and embrace change.	No	2	5	51	161	145	4.21	0.774
	%	0.50%	1.40%	14.00%	44.20%	39.80%		
15. I am ambitious and demanding of ourselves and our colleagues, and set high goals	No	2	9	49	162	142	4.19	0.799
	%	0.50%	2.50%	13.50%	44.50%	39.00%		
Total							4.172	0.567

Regarding analysis of the response of employees, the mean value and standard deviation were considered for each of the question of commitment. From this we can understand that the highest mean value was 4.38 for the questions that employees have integrity and aspire to live to the highest standards of personal honesty and behavior, with standard deviation 0.72, This is the highest determinant factor of commitment, whereas the moderate mean value was 3.54 for the question that it would take a lot to get them to leave CBE with standard deviation 1.119. Here it seems that employees prefer to stay in CBE even though the variability is so high. The highest mean value of all questions to evaluate commitment is 4.172 and with the least variability of 0.567. From this it is possible to conclude that there was highest effect on employees' commitment as a result of effective job rotation practices in CBE.

4.6 EMPLOYEE JOB INVOLVEMENT

Job rotation is known to enhance the quality of employee to motivate, commit and involve. This study is essential to understand the opinion of respondents, whether they believe involved with the job rotation practices. In correlation to this, the respondents were asked to answer 11 behavioral questions in order to evaluate their involvement as a result of job rotation practices in the bank.

Table 4.10 Employee Job Involvement

Job Involvement Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
1.The most important thing that can happen to me is to get involved in my present job.	No	14	28	73	166	83	3.76	1.013
	%	3.80%	7.70%	20.10%	45.60%	22.80%		
2. To me, my job is a small part of my life	No	61	98	54	105	49	2.95	1.327
	%	16.80%	26.90%	14.80%	28.00%	13.50%		

3. I am very much involved personally in my job.	No	7	16	43	195	103	4.02	0.867
	%	1.90%	4.40%	11.80%	53.60%	28.30%		
4. I live, eat, and breathe my job.	No	35	39	84	137	69	3.46	1.193
	%	9.60%	10.70%	23.10%	37.60%	19.00%		
5. Most of my work interests are centered around my job	No	17	42	75	171	59	3.59	1.04
	%	4.70%	11.50%	20.60%	47.00%	16.20%		
6. I have very strong ties with my present job which would be very difficult to break.	No	15	52	105	135	57	3.46	1.048
	%	4.10%	14.30%	28.80%	37.10%	15.70%		
7. Usually I feel detached from my job.	No	51	94	100	87	32	2.88	1.182
	%	14.00%	25.80%	27.50%	23.90%	8.80%		
8. Most of my personal life goals are job oriented/related	No	17	46	75	150	76	3.61	1.092
	%	4.70%	12.60%	20.60%	41.20%	20.90%		
9. I consider my job to be central to my existence.	No	25	54	67	160	58	3.47	1.131
	%	6.90%	14.80%	18.40%	44.00%	15.90%		
10. I like to be absorbed in my job most of the time.	No	9	36	83	169	67	3.68	0.966
	%	2.50%	9.90%	22.80%	46.40%	18.40%		
11. I would recommend CBE to my friends as a good place to work	No	21	13	82	146	102	3.81	1.065
		5.80%	3.60%	22.50%	40.10%	28.00%		
Total							**3.516**	**0.658**

Based on the analysis of the response of employees, the mean value and standard deviation were measured for each question of job involvement. From this we can understand that the highest mean value was 4.02 for the question that employees highly involved personally in their job, with standard deviation 0.867, this is the highest determinant factor of involvement, whereas the lowest mean value was 2.88 for question that usually employees feel detached from their job, which is in line with the highest mean. The mean value of all questions to evaluate employee involvement is 3.516 which are moderately above average. Thus we can conclude that there was highest effect on employees' involvement as a result of effective job rotation practices in CBE.

CORRELATION ANALYSIS

Moreover correlation analysis was performed to further clarify the relationship between job rotation practices and employee motivation, commitment and involvement. For this the average of 23 question of general approach of job rotation practices were used as

independent variable, whereas the average 10, 15 and 11 employee motivational, commitment and involvement questions respectively were used as **dependent** variable.

Table 4.11 Summary Statistics of Dependent and Independent Variables

Variables	Number	Mean	Standard deviation	Range	Skewness
Job Rotation	364	3.652	0.575	3.3	-0.260
Motivation	364	3.851	0.606	3.6	-0.430
Commitment	364	4.172	0.567	4.0	-1.108
Job Involvement	364	3.516	0.658	4.0	-0.376

The above summary provided the statistics of the dependent and independent variables included in the study. Job rotation practice that is, the independent variable has a mean value of 3.652 with moderate standard deviation of 0.575 indicating that on the average respondents think that there exist moderate level of job rotational activities in CBE but the standard deviation indicates towards the difference of opinion of the respondents. With regard to employee motivation, it had a mean value of 3.850 along with standard deviation of 0.606 indicating that employees in the bank are above moderately motivated.

The mean score of employee commitment is 4.172 with a standard deviation of more than 0.567 thus indicating the employees are highly committed to their organization and the mean score of employee job involvement is 3.516 with a standard deviation 0.658 thus indicating the employees are moderately involved in their jobs.

The data for the independent and dependent variables are normally distributed. A probability sample will have less risk of bias than a non-probability sample, whereas, by contrast, a non-probability sample, being unrepresentative of the whole population, may demonstrate skewness or bias. Thus Coefficient of skewness (CS) having value between -0.5 and 0.5 indicates relatively symmetry and Coefficient of skewness grater than 1 or less than -1 indicates a high degree of skewness.

Based on findings, the coefficient of skewness for job rotation practices, motivation and job involvement had value -0.260, -0.430 and -0.376 respectively, indicating that relatively

symmetry skewness. However the Coefficient of skewness of commitment valued -1.108 indicates a high degree of skewness.

Table 4.12 Correlations Analysis

Pearson Correlation	Job Rotation	Motivation	Commitment	Job involvement
Mean score in Job Rotation	1	0.619**	0.485**	0.419**
Mean score in Motivation		1	0.682**	0.573**
Mean Score in Commitment			1	0.550**
Mean Score in Job involvement				1

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

The above table provides the correlation matrix for the dependent variables that is; employee motivation, employee commitment and job involvement with independent variable that is, job rotation practices. All variables are significant at 1% level of significance. Thus, the study states that Job rotation has a significant relationship with motivation, employee commitment and job involvement. All dependent variables motivation, employee commitment and job Involvement have positive coefficients of correlation as expected with values 0.619, 0.485 and 0.419 respectively indicating that have a significant impact. Among the Job rotation practices with motivation has strong correlation. Whereas, job rotation with employee commitment and job involvement has less moderate correlation. Moreover, the interrelationship of all dependent variables used in this study is significant and positive, implying that employee commitment, employee motivation and job involvement are positively associated with each other. The relationship among these three dependent variables however, is strong as indicated by their correlation coefficients. Employee job involvement yielded moderate correlation coefficients of 0.573 and 0.550 for employee motivation and commitment respectively. While a higher coefficient value of 0.682 was found for the correlation of employee motivation and commitment. It is impaling a strong correlation. From this we can concluded that the general approach of job rotation practices in CBE with positive effect on employee motivation, commitment and job involvement.

LINEAR REGRESSION ANALYSIS

The researcher has made the following vital assumptions for regression analysis.

1. The relationship between dependent (job rotation practices) and independent (motivation, commitment and job involvement) variables is linear. Based on the study findings the variables have positive linear relationship.
2. The extent to which the data values for the dependent and independent variables have equal variances also known as homoscedasticity. Based on the study findings, the variables have 0.331, 0.368, 0.322 and 0.433 very likely and nearly equal variances
3. Absence of correlation between two or more independent variables (colinearity or multi-colinearity), as this makes it difficult to determine the separate effects of individual variables. The simplest diagnostic is to use the correlation coefficients, extreme colinearity being represented by a correlation coefficient of 1.

Table 4.13 Model fitness for Job rotation practices and motivation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.107	1	51.107	224.52	.000[b]
	Residual	82.402	362	0.228		
	Total	133.51	363			

Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.469	0.161		9.124	0
	Mean score in General approach of job rotation	0.652	0.044	0.619	14.984	0

The linear regression equation for motivation (M) and Job Rotation (JR)

M=constant +Coeff. (JR)

M=1.469 + 0.652 (JR)

Regression analysis cannot be interpreted as a procedure for establishing a cause-and-effect relationship between variables. It can only indicate how or to what extent variables are associated with each other. Any conclusions about cause and effect must be based upon the judgment of those individuals most knowledgeable about the application.

The above ANOVA table shows the overall fitness of the model and F stat of 224.52 indicating that the model is good fit at 1% level of significance while the Sum of Square and Mean Square of model regression is 51.107 and the Residual sum of Square is 82.402 with a Mean Square of 0.228 and a total Sum of Square of model is 133.510.

The above Coefficient table shows the relationship between motivation and general approach of job rotation practices. The results depict that general approach of job rotation practices has 61.9% positive impact on the motivation level of employees with regard to their job and this relationship is significant at 1% level of significance.

Table 4.14 Model Summary for Job Rotation Practices and Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.619[a]	0.383	0.381	0.47711	0.383	224.52	1	362	0

The value of R for the model between the motivation and general approach of job rotation practices 0.619 and the value of R square for the model is 0.383. The adjusted R square for the motivation and general approach of job rotation is 0.381. The model standard error of the estimate is 0.47711.

Therefore, employee motivation significantly affected by job rotation in CBE, R square is 38.3% with the level of 95% confidence level. The value of adjusted R square is 0.381 that shows that out of total, 38.1% variation in the motivation is explained by the general approach of job rotation practices.

Table 4.15 Regression results for Job Rotation Practices and Commitment

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27.558	1	27.558	111.587	.000[b]
	Residual	89.401	362	0.247		
	Total	116.96	363			

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.423	0.168		14.451	0
	Mean score in General approach of job rotation	0.479	0.045	0.485	10.563	0

Commitment (C)=Constant +Coffe, (JR)

C=2.423+0.479 (JR)

The above ANOVA table shows the overall fitness of the model and F stat of 111.578 indicates that our model is good fit at 1% level of significance while the Sum of Square and Mean Square of model regression is 27.558 and the Residual sum of Square is 89.401 with a Mean Square of 0.247 and a total Sum of Square of model is 116.96.

The coefficients table shows the relationship between motivation and general approach of job rotation practices. The results depict that general approach of job rotation practices has 48.5% positive impact on the motivation level of employees with regard to their job and this relationship is significant at 1% level of significance.

Table 4.16 Regression results for Job Rotation and Commitment

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.485[a]	0.236	0.234	0.49696	0.236	111.587	1	362	0

The value of R for the model between the commitment and general approach of job rotation practices 0.485 and the value of R square for the model is 0.236. The adjusted R square for the commitment and general approach of job rotation is 0.234. The model standard error of the estimate is 0.49696.

Therefore, employee commitment significantly affected by job rotation in CBE, R square is 23.6% with the level of 95% confidence level. The value of adjusted R square is 0.236 that shows that out of total, 23.6% variation in the motivation is explained by the general approach of job rotation practices.

Table 4.17 Model fitness for Job Rotation Practices and Job Involvement

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27.619	1	27.619	77.229	.000[b]
	Residual	129.459	362	0.358		
	Total	157.078	363			

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.765	0.202		8.747	0
	Mean score in General approach of job rotation	0.48	0.055	0.419	8.788	0

Job Involvement (JI) = Constant + Coeff. (JR)

JI=1.765 +0.48 (JR)

The above ANOVA table shows the overall fitness of the model and F stat of 77.229 indicates that our model is good fit at 1% level of significance while the Sum of Square and Mean Square of model regression is 27.619 and the Residual sum of Square is 129.459 with a Mean Square of 0.358 and a total Sum of Square of model is 157.078.

The coefficients table shows the relationship between job involvement and general approach of job rotation practices. The results depict that general approach of job rotation practices has 41.9% positive impact on the involvement level of employees with regard to their job and this relationship is significant at 1% level of significance

Table 4.18 Regression for job rotation practices and Job involvement

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.419[a]	0.176	0.174	0.59802	0.176	77.229	1	362	0

The value of R for the model between the job involvement and general approach of job rotation practices 0.419 and the value of R square for the model is 0.176. The adjusted R square for the job involvement and general approach of job rotation is 0.174. The model standard error of the estimate is 0.59802.

Therefore, employee job involvement significantly affected by job rotation in CBE, R square is 17.6% with the level of 95% confidence level. The value of adjusted R square is 0.176 that shows that out of total, 17.6% variation in the motivation is explained by the general approach of job rotation practices.

4.7 ALTERNATIVE TRAINING AND DEVELOPMENT METHODS

Based on the study to point out and mostly used training and development methods to improve effectiveness of job rotation practices in CBE to improve employee motivation, commitment and job involvement. The researcher produced questionnaires to collect data about the alternative training and development methods to improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement.

For this study questionnaires are vital to understand the opinion of respondents, whether they ranked always used an alternative approach of training methods to improve effectiveness of job rotation practices in CBE to improve employee motivation, commitment and job involvement. In connection to this, the respondents were requested to rank 8 questions in order to evaluate an alternative approach of training methods to improve effectiveness of job rotation practices in CBE.

Table 4.19 Alternative Training and Development Methods

Methods		Never	sometime	Mostly	Often	Always	mean	Std dev.
Coaching	No	8	37	71	147	101	3.81	1.022
	%	2.20%	1o.2%	19.50%	40.40%	27.70%		
Special tasks	No	15	61	69	148	71	3.55	1.106
	%	4.10%	16.80%	19.00%	40.70%	19.50%		
Lectures	No	25	82	57	141	59	3.35	1.191
	%	6.90%	22.50%	15.70%	38.70%	16.20%		
Seminars /workshops	No	62	77	72	99	54	3.02	1.328
	%	17.00%	21.20%	19.80%	27.20%	14.80%		
Case studies	No	60	80	71	87	66	3.05	1.359
	%	16.50%	22.00%	19.50%	23.90%	18.10%		
Informal learning	No	20	47	67	139	91	3.64	1.149
	%	5.50%	12.90%	18.40%	38.20%	25.00%		
Job Instruction	No	11	47	58	126	122	3.83	1.121
	%	3.00%	12.90%	15.90%	34.60%	33.50%		
Formal continuing education	No	47	78	51	98	90	3.29	1.382
	%	12.90%	21.40%	14.00%	26.90%	24.70%		
Total								

The above table shows that, the mostly used types of training and development methods in CBE used to an alternative approach of training methods to improve effectiveness of job rotation practices to improve employee motivation, commitment and job involvement. As a result of the study in which the respondents gave job instruction method (written instructions are provided regarding procedures, manuals, guidelines) the highest rank with mean value of 3.83 and standard deviation of 1.121. The respondents were used job instruction always 33.5%, often 34.6%, mostly 15.9%, sometimes 12.9% and never 3%.

The second most widely used method is coaching (supervisors guide the subordinate, junior officers or new entrant) having a mean value and standard deviation of 3.81 and 1.022 respectively. The respondents were used job instruction always 27.7%, often 40.4%, mostly 19.5%, sometimes 10.2% and never 2.2%.

The third level of methods chosen by respondents was informal training (colleagues and friends discuss matters informally). Informal learning has mean value of 3.64 and standard deviation of 1.149. The respondents were used job instruction methods always 25%, often 38.2%, mostly 18.4%, sometimes 12.9% and never 5.5%.

The fourth methods ranked by the respondents were special tasks (assigning tasks to employees to increase their knowledge base) average rating of 3.55 and its standard deviation is 1.106. The respondents were used job instruction always 19.5%, often 40.7%, mostly 19%, sometimes 16.8% and never 4.1%.

Finally seminars and case studies had got the lowest mean values of 3.02 and 3.05 and with standard deviation of 1.328 and 1.15902 respectively.

Table 4.20 Correlation analysis of alternative trading methods Vs JR

Alternative Training and Development Methods	Mean score in General approach
Coaching	0.311
Special tasks assignment	0.344
Lectures/Formal training	0.314
Seminars /workshops	0.339
Case studies	0.364
Informal learning	0.320
Job Instruction	0.380
Formal continuing education	0.286

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

The above table provides the correlation matrix for the dependent variables that is; coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies; informal learning, job Instruction and formal continuing education with independent variable that is, job rotation practices. All variables are significant at 1% level of significance. Thus, the study states that Job rotation has a significant relationship with alternative training and development methods. All dependent variables coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies; informal learning, job Instruction and formal continuing education have positive coefficients of correlation value with rotation practices job and this indicating that have a significant impact on it. Among the alternative training and development methods, job instruction has strong correlation with job rotation practices whereas; job rotation practices with formal continuing education has less correlation as compared to others.

Table 4.21Correlation analysis of alternative trading methods Vs M,C,JI

Variables	Mean score in Motivation	Mean Score in Commitment	Mean Score in Job involvement
Coaching	0.352	0.37	0.408
Special tasks	0.361	0.339	0.315
Lectures/Formal training	0.299	0.227	0.282
Seminars /workshops	0.277	0.214	0.324
Case studies	0.274	0.264	0.336
Informal learning	0.257	0.233	0.228
Job Instruction	0.387	0.361	0.344
Formal continuing education	0.271	0.233	0.243

The correlation matrix for the dependent variables that is; coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies; informal learning, job Instruction and formal continuing education with independent variable that is, motivation, commitment and job involvement. All variables are significant at 1% level of significance. Thus, the study states that alternative training and development methods have a significant relationship with motivation, commitment and job involvement. All dependent variables coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies; informal learning, job Instruction and formal continuing education have positive coefficients of correlation value to motivation, commitment and job involvement and this indicating that have a significant impact on it. Among the alternative training and development methods practices with job instruction has strong correlation with that of motivation, coaching has strong correlation with commitment and job involvement whereas; formal continuing education with motivation has less correlation, seminar/workshop has less correlation with commitment and informal learning has also less correlation with job involvement as compared to others.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 INRODUCTION

In this study, the study attempted to assess the general approach of job rotation practices, to evaluate its effectiveness of job rotation practices to improve motivation, commitment and job involvement and to point out the alternative training and development methods to improve effectiveness of job rotation practices in CBE to improve employee motivation, commitment and job involvement.

The general approach of job rotation practices in CBE was assessed based on the job rotation process (Planning, Communicating the plan, providing support and evaluate the practices) and its effectiveness of job rotation to increase employee motivation, commitment and job involvement. Secondly the study tried to measure the effectiveness of job rotation practices on employee motivation, commitment and job involvement. Thirdly the study addressed to point out an alternative training and development methods improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement

5. 2 SUMMARY OF FINDINGS AND CONCLUSION

This study was conducted to highlight effectiveness of the general approach of job rotation practices as an employee development method and to access its impact on the employee motivation, commitment and job involvement. The study also provided findings which were critical for improvement of the job rotation practices, to maintain better motivated employees, increase level of employee commitment and job involvement. The study came up with the following findings based on the four research question which were forwarded at the beginning of the study.

The first research question was to assess the general approaches of job rotation practices on employees. Thus the job rotation practices in general had moderate mean Value of 3.652 and standard deviation value of 0.574. This indicates that the job rotation practices in CBE with reference to selected branches in AA were above moderate. The study findings were obtained based on the four types of phases and measuring effectiveness of general approach of Job rotation practices in CBE.

1. The findings from the four stages of phases were obtained that providing support and evaluation had mean value of 3.7562 and 3.6742 during job rotation practices respectively. These values were greater than the total mean value. However the planning and communicating plan had mean values of 3.6038 and 3.4085, which were less than the total mean value of 3.6526. On the other hand effectiveness of job rotation practices had mean value 3.7884, which were greater than all of them including the total mean values correspondingly. From this we can concluded that, the general approach of job rotation practices in CBE is above moderately practiced.

2. The second research question of this study aimed to determine job rotation practices affect employee motivation, commitment and job involvement. In general the mean values of motivation and job involvement were 3.851 and 3.516 respectively, both less than the total averages mean value of 3.8824, whereas the mean values of commitment was 4.172, which was a bit greater than the total average mean and that of motivation and job involvement.
On the other hand, the mean value of job involvement was the least value. From this one can concluded that job rotation practices in CBE had above moderate effect on employee's motivation, commitment and job involvement. This was a result of employee job rotation practices in selected branches in AA response. The role of employee job rotation practices is important to the improvement of employee motivation, commitment and job involvement. The research findings were also supported since the greater majority of the respondents agreed with the importance of effective job rotation practices in improving motivation, commitment and job involvement.

3. The third research question of this study was to measure the effectiveness level of job rotation practices on employee motivation, commitment and job involvement. The general approaches of job rotation practices in CBE significantly affect (adjusted R square) motivation by 38.1%, commitment by 23.4% and job involvement by 17.4%, with confidence level of 95%. On the other hand Motivation, Commitment and job involvement are affected by other independent variables other than job rotation by 61.7%, 76.4% and 82.6% respectively. Thus, we concluded that level of CBE job rotation practices highly affect motivation, commitment and job involvement. On the other end motivation, commitment and job involvement affected by the least value of job rotation practices in CBE.

4. The fourth research question of this study was to point out the alternative training and development methods improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement. The duty of HR managers in this sense is to incorporate the planned rotational activities in the overall training program of the bankers in order to realign the efforts of the employees in the direction of the shared goals and vision of the organization. It is not only the demand of this competitive era but also a key to equip employees with diverse skills and expertise. Hence, in order to point out mostly used types of training and development methods in CBE as an alternative method used to improve effectiveness of job rotation practices to improve employee motivation, commitment and job involvement.

According to the findings, the respondents chosen job instruction method (written instructions are provided regarding procedures, manuals, and guidelines) at the highest rank with mean of 3.83 and standard deviation of 1.121. The respondents were used job instruction always 33.5%, often 34.6%, mostly 15.9%, sometimes 12.9% and never 3%. This is very important to employees for day to day operational activates. The findings showed consistency with pervious study. Job instruction method had the highest rank with mean of 4.0808 and standard deviation of 1.03684.

The correlation analysis of all dependent variables coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies; informal learning, job Instruction

and formal continuing education have positive coefficients of correlation value and this indicating that have a significant impact job rotation. Among the alternative training and development methods, job instruction has strong correlation with job rotation practices whereas; job rotation with formal continuing education has less correlation as compared to others.

All dependent variables coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies; informal learning, job Instruction and formal continuing education have positive coefficients of correlation value to motivation, commitment and job involvement and this indicating that have a significant impact on it. Among the alternative training and development methods practices with job instruction has strong correlation with that of motivation, coaching has strong correlation with commitment and job involvement whereas; formal continuing education with motivation has less correlation, seminar/workshop has less correlation with commitment and informal learning has also less correlation with job involvement as compared to others.

From this we concluded that the alternative training and development methods had a positive effect to improve job rotation practices as well as employee motivation, commitment and job involvement. On the other hand job rotation practices as well as employee motivation, commitment and job involvement also had positive effect to alternative training and development methods.

5.3 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were forwarded and they were related to what the prerequisites of an effective job rotation practices would be. This research is important in several ways:-

1. The general approaches of job rotation practices in CBE are above moderate level. CBE should maintain and farther improve the existing job rotation practices for the future in order to excel in customer service satisfaction. The job rotation practices should be properly plan, communicated, provided support and evaluated the performance by responsible HR manager continuously.

2. The general approaches of job rotation practices in CBE affect (R square) motivation, commitment and job involvement, with confidence level of 95%. Thus, CBE should strictly use and improve job rotation system. On the other hand Motivation, Commitment and job involvement are affected by other independent variables other than job rotation in which case CBE would need to consider attach attractive benefits, create conducive working environment, increase socialization and leisure time.
3. At a bank level job rotation practices procedure or guideline needs to be in place to provide a common understanding for both employees and supervisors as to how and why job rotation is planed, practiced, implemented and evaluated in CBE.

4. Employees should be assigned to job positions with full and significant responsibility and arrange sufficient time to learn specific work of the assigned job position.

5. The alternative training and development methods include coaching, special tasks assignment, lectures/formal training, seminars /workshops, case studies, informal learning, job instruction and formal continuing education. Then CBE should be work aggressively on

the alternative training and development methods to improve effectiveness of job rotation practices and employee motivation, commitment and job involvement.

6. The study did not include all jobs in CBE. The researcher recommends for further study on employees' job rotation practices in all CBE organs with core and support process to improve motivation, commitment and job involvement.

7. The study pointed out that job rotation practices are not the only methods to improve motivation, commitment and job rotation. There are other factors that affect them. Thus the researcher recommends for further study on factors other than job rotation affecting motivation, commitment and job involvement.

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APPENDIX

Addis Ababa University
College of Business and Economics
Department of Management
Executive Master of Business Management (EMBA)

Survey Questionnaire for a study on the effectiveness of Job rotation approach in CBE to improve Motivation, Commitment and Job involvement

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

To this end, kindly request you to answer the following short questions regarding with the stated objective. It will take no longer than 10 minutes of your time. Your response is utmost important to me.

Therefore, your genuine, honest and prompt response is a valuable input for the quality and successful completion of the project research paper.

General Instruction

- *There is no need of writing your name*
- *In all case where answers options are available, Please make circling in the appropriate box.*

Part :-I General Information

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

1. Gender:- Male_____ Female_____
2. Age (in Years):- under 25,_____Bteween 26 up to 35,_____

   Between 36 up to 45,_____Bteween 46 up to 60_____

3. Marital Status:- Single _____Married _____Divorced _____Widowed_____
4. Current position:-_____
5. Total Work Experience (in Years) _____ Experience with Current Job (in years)_____
6. Qualification:-Diploma _____First Degree _____Masters____ Others more than_____

Part II Assess job Rotation system/practices in CBE

This section of the questionnaires prepared to collect data about the general approaches of job rotation practices on employees in CBE. Try to recall as many resent job rotation practices as possible in ranking these statement. Please indicate the extent to which you agree or disagree with each statement by circling a correspondent number. Higher number indicates higher level of agreement. Choose only one answer for each statement.					
General approaches **(1)** Strongly Disagree **(2)** Disagree **(3)** Indifferent **(4)** Agree **(5)** Strongly Agree					
Planning					
1. Before job rotation, employees were informed about what they will learn in the specific job rotation practice.	1	2	3	4	5
2. Staffs/Collogues believes, job rotation must be part of every employees Job.	1	2	3	4	5
3. Job rotation must be provided on regular basis by	1	2	3	4	5

CBE.					
4. CBE sets a fixed length of time for job rotation practice.	1	2	3	4	5
5. CBE considers the job rotation approaches are important for the employees.	1	2	3	4	5
Communicating Plan					
6. Employees have necessary information about the purpose of job rotation and expectation of CBE.	1	2	3	4	5
7. Job rotation is used by CBE effectively known.	1	2	3	4	5
8. Communication with colleagues and supervisors from different jobs during job rotation is satisfactory.					
Providing support					
9. Colleagues in different jobs of CBE support me when I was assigned in their jobs for practice and learning.	1	2	3	4	5
10. Trainers/coachers have showed me how to do different tasks and gradually allow me to do it on my own.	1	2	3	4	5
11. Trainers/coachers have support and encourage me throughout the job rotation practice.	1	2	3	4	5
12. In the work place, trainer and supervisors have a follow up mechanisms/system for employees assigned in a job rotationally.	1	2	3	4	5
Evaluation					
13. Reading materials, like procedures, guidelines, memos and manuals, are available in the work place for knowing and practicing specific jobs during rotation.	1	2	3	4	5

14. Staffs are satisfied and confident with the job rotation system offered by the CBE enabled me to perform all aspects of the job effectively.	1	2	3	4	5
15. CBE has uniform system of getting feedback for improvement during job rotation practice.	1	2	3	4	5
16. The job rotation approach is helpful in staff personal development.	1	2	3	4	5
17. The job rotation system is helpful in staff professional development	1	2	3	4	5
18. CBE competence level was assessed through CBE performance measurement system during job rotation practices.	1	2	3	4	5
19. In general, CBE job rotation system extremely useful to my career development.	1	2	3	4	5
20. Staffs expectation is more accurate and being more competent for assigned jobs after completion of job rotation.	1	2	3	4	5
Effectiveness					
21. Effective job rotation approach improves staff motivation, commitment and involvement in CBE.	1	2	3	4	5
22. CBE strongly motivate, commit and involve by acquiring knowledge, develop skills and adopt good attitude during job rotation.	1	2	3	4	5
23. CBE makes staffs responsible for my mistakes rather than blaming others during job rotation.	1	2	3	4	5

Part III:- Employee motivation

This section of the questionnaires prepared to collect data about effectiveness of job rotation practices to improve employee's motivation. Try to recall effectiveness of job rotation practices to improve employee's motivation as possible in ranking these statements. Please indicate the extent to which you agree or disagree with each statement by circling a correspondent number. Higher number indicates higher level of agreement. Choose only one answer for each statement					
Motivation **(1)** Strongly Disagree **(2)** Disagree **(3)** Indifferent **(4)** Agree **(5)** Strongly Agree					
1. I have generally positive attitude toward those holding positions of authority over me.	1	2	3	4	5
2. I enjoy competition and striving to win for myself and my work group.	1	2	3	4	5
3. I like to tell others what to do and have no problem with imposing sanctions to enforce my directives.	1	2	3	4	5
4. I like being active, self-confident, and protecting the members of the work group.	1	2	3	4	5
5. I enjoy the idea of standing out from the group, behaving in a unique manner, and being highly visible.	1	2	3	4	5
6. I am willing to perform routine, day-to-day administrative tasks and duties as a result of job rotation practice.	1	2	3	4	5
7. I enjoy my job because it is in rotation base.	1	2	3	4	5
8. I am proud to working with CBE.	1	2	3	4	5
9. CBE inspires me to do my best every day.	1	2	3	4	5
10. I take pride in my work place.	1	2	3	4	5

Part IV:- Employee Commitment

This section of the questionnaires prepared to collect data about effectiveness of job rotation practices to improve employee's commitment. Try to recall the effectiveness level of job rotation practices to improve employee's commitment possible in ranking these statements. Please indicate the extent to which you agree or disagree with each statement by circling a correspondent number. Higher number indicates higher level of agreement. Choose only one answer for each statement

Commitment

(1) Strongly Disagree **(2)** Disagree **(3)** Indifferent **(4)** Agree **(5)** Strongly Agree

1. I regularly go to the extra mile so CBE can deliver quality service to customers.	1	2	3	4	5
2. I am committed for helping CBE achieve its objectives.	1	2	3	4	5
3. I am optimistic about the future of CBE.	1	2	3	4	5
4. It would take a lot to get me to leave CBE.	1	2	3	4	5
5. CBE inspires loyalty and commitment amongst its employee.	1	2	3	4	5
6. I feel a strong sense of loyalty to CBE.	1	2	3	4	5
7. I am ambitious and committed to improving the quality of everything I do for CBE.	1	2	3	4	5
8. I have integrity and never compromise our reputation and always act in the best interests of CBE.	1	2	3	4	5
9. I am creative and take disciplined risks to develop sustainable solutions for and with CBE.	1	2	3	4	5
10. I have integrity and aspire to live to the highest standards of personal honesty and behavior.	1	2	3	4	5
11. I work collaboratively, respect and value each other, and thrive on our diversity	1	2	3	4	5
12. I work collaboratively and work with partners to leverage our strength in making a difference for CBE.	1	2	3	4	5
13. I am accountable and take personal accountability for using our resources efficiently, achieving measurable results for CBE.	1	2	3	4	5
14. I am creative and open to new ideas and embrace change.	1	2	3	4	5
15. I am ambitious and demanding of ourselves and our colleagues, and set high goals	1	2	3	4	5

Part V:- Employee Job involvement

This section of the questionnaires prepared to collect data about effectiveness of job rotation practices to improve employee's involvement. Try to recall about the effectiveness level of job rotation practices to improve employee's involvement as possible in ranking these statement. Please indicate the extent to which you agree or disagree with each statement by circling a correspondent number. Higher number indicates higher level of agreement. Choose only one answer for each statement.					
Job Involvement **(1)** Strongly Disagree **(2)** Disagree **(3)** Indifferent **(4)** Agree **(5)** Strongly Agree					
1. The most important thing that can happen to me is to get involved in my present job.	1	2	3	4	5
2. **To me, my job is a small part of my life	1	2	3	4	5
3. I am very much involved personally in my job.	1	2	3	4	5
4. **I live, eat, and breathe my job.	1	2	3	4	5
5. Most of my work interests are centered around my job	1	2	3	4	5
6. I have very strong ties with my present job which would be very difficult to break.	1	2	3	4	5
7. Usually I feel detached from my job.	1	2	3	4	5
8. Most of my personal life goals are job oriented/related	1	2	3	4	5
9. **I consider my job to be central to my existence.	1	2	3	4	5
10. **I like to be absorbed in my job most of the time.	1	2	3	4	5
11. I would recommend CBE to my friends as a good place to work	1	2	3	4	5

Part VI:- To point out the alternative training and development methods

This section of the questionnaires prepared to collect data about the alternative training and development methods to improve effectiveness of job rotation practices in CBE and improve employee motivation, commitment and job involvement. Try to recall the alternative training and development methods to improve effectiveness of job rotation practices in CBE to improve employee motivation, commitment and job involvement, as possible in ranking these statements. Please indicate the extent to which you always use or not with each statement by circling a correspondent number. Higher number indicates always used. Choose only one answer for each statement.

Alternative training and development methods

(1) Never **(2)** sometimes **(3)** Mostly **(4)** Often **(5)** Always

1. Coaching (supervisors guide the subordinate, junior officers or new entrant)	1	2	3	4	5
2. Special tasks (Assigning tasks to employees to increase their knowledge base)	1	2	3	4	5
3. Lectures/Formal training (Lectures on specific issues and topics)	1	2	3	4	5
4. Seminars /workshops(Experts from outside organization are called to discuss specific issues)	1	2	3	4	5
5. Case studies (Written material is provided regarding bank problems and events)	1	2	3	4	5
6. Informal learning(Colleagues and friends discuss matters informally)	1	2	3	4	5
7. Job Instruction (Written instructions are provided regarding procedures, manuals, guidelines)	1	2	3	4	5
8. Formal continuing education (continuing higher education at local university with self and CBE sponsorship)	1	2	3	4	5

Thank you Very much.