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Addis Ababa University School of Commerce

The Effect of Job Rotation on Employee Motivation and Job Involvement in the Case of Commercial Bank of Ethiopia

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Human Resource Management**

**Addis Ababa University
School of Commerce
Department of Business Administration and Information System**

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Thesis Approval Sheet

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Declaration

I, Teshome Asfaw, hereby declare that the thesis titled "**The Effect of Job Rotation on Employee Motivation and Job Involvement in the Case of Commercial Bank of Ethiopia**" is my original research work under the guidance of my advisor Fesseha Afework (Ast.Prof) .This research has not been submitted for any degree in other universities. All sources of materials used for this project have been duly cited and acknowledged.

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List of Acronyms

CBE- Commercial Bank of Ethiopia

CSO-Customer service officer

CSM-Customer service Manager

H.O-Head Office

HR-Human Resource

HRM-Human Resource Management

SCSO-Seiner customer service officer

SPSS- Statistical Package for Social Science

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ABSTRACT

The study assessed job rotation practices in CBE, measured effectiveness of job rotation practices enhance motivation and job involvement and point out alternative training and development methods improve job rotation practices along with improvement of motivation and job involvement. The primary data for this study was collected through a structured questionnaire that was tailored with the help of literature. The sample size was 298 respondents are selected using convenience sampling from 10 branches of CBE. The questionnaire included 56 items. Survey was carried out 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 is moderately known in CBE. The study also found that job rotation practices have a moderate effect and positive relationship with motivation 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 and involved. It was found that when employees are rotated, they become more motivated and job involved. Recommendations are the general approaches of job rotation practices in CBE are above moderate level. CBE should maintain and further improve the existing job rotation practices.

Keywords: Job Rotation, Motivation, 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, F, & Sarfraz M (2012).

Today organizations design customized job rotation programs by asking employees about their career aspirations in order to meet their needs for career satisfaction, have more loyal and committed workforce because by satisfying the longings, managers give greater hope and confidence to employees, which enhance their loyalty to the organizations (Zigarelli, 2014)

Background of CBE

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 16,000 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).

Human Resource is the most important resource compared with other resources like machine, material, land, etc. In the organizational context, the efficiency of human resource depends on the development of the individual's job according to human capability and characteristics. Job rotation is one of the most important issues in Human Resource Management.

Many businesses, small and large, are attempting to improve work design systems by the development of job rotation strategy. Job rotation is a strategy conducted by organizations either private or public to improve employee performance and productivity (Schultz, D., Schultz, S. E. (2010). Job rotation is implemented in line with the business goals and human resource strategies of the organization. Job rotation can also be used to alleviate the physical and mental stresses endured by employees when working in the same position, year after year. By allowing employees to rotate to other positions, the risk factors for some types of musculoskeletal disorders may be reduced. Individuals learn several different skills and perform each task for a specified time period.

There are different reasons a company may choose to utilize job rotation such as using job rotation as a learning mechanism. There are significant benefits that may outweigh the costs involved with training employees for diversified positions. As a learning mechanism, employees are given the opportunity to learn necessary skills which can help them to advance within a company. This employment opportunity also has the effect of boosting morale and self efficacy. The company may benefit from using job rotation by having the ability to keep key staff within a company. This practice may allow a company to run more efficiently, and as a result, become more productive and profitable.

Employees are the back bone for any organization, keeping an employee motivated towards a job is the crucial role of the organization. Keeping an employee interested in the job is the biggest challenge faced by the HR teams in any organization. The top management needs to find the way where they can fulfill the needs of the employees and make them to be engaged in the work.

There comes the best solution for the problem which is "Job Rotation". The Job rotation is a mechanism used by the employer to develop employees in a particular field. Job rotation gives the opportunity to develop employee's skills and knowledge in a variety of changing jobs. The job rotation activities are mainly followed in hospitals and banks on daily basis

which helps to make their employees more enhanced in their job. Bankers are the backbone to the finance industry. Motivating the Banker is the biggest challenge faced by all finance industry. It is a huge task to make them relieved from stress as a result of their monotonous job, at this point any bank has to think of stress relieving techniques which can overcome this challenge. Here comes the best solution to the challenge faced by the bank that is through “Job Rotation”. Job rotation is the accessible technique for enhancing banker’s efficiency in rendering quality services to all needy people.

Job Rotation in Commercial Bank of Ethiopia

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.

1.2 STATEMENT OF THE PROBLEM

It is a hot issue of job rotation practice in CBE, because 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 to achieve

This it mainly focus on a practice of job rotation but when implementing a job rotation there are a lot of problems are observed in each branches like planning, communication, supporting and in relation to feedbacks, CBE also spend huge amounts of money yearly for training in relation to job rotations, does this job rotation has effect on motivation and involvements?

Job rotation has much significance in commercial environment in the world. It is used by the stakeholders within the organizations to extend workers, managers and executives (Delpasand, Nasiripoor, Raiisi, & Shahabi 2011).

It is clear that 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 (Delpasand et al, 2010) Job rotation is considered as a method of designing jobs that employees learn job skills in different sections, and fatigue caused by repetitive job tasks are solved with a change in duties. 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 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, support branch controller, cash and vice versa, accountant to senior branch controller, chief cashier and vice versa). It is also Job rotation practice made in CBE by delegation or acting 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 rapid 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.

1.3 RESEARCH QUESTIONS

The following questions regarding the effect of job rotation on employee motivation and job involvement practices guides the study:

1. What are the general approaches of job rotation practices of employees?
2. To what extent job rotation practices affect employee motivation and job involvement?
3. What is the effectiveness level of job rotation practices on employee motivation, and job involvement?

1.4 RESEARCH OBJECTIVE

1.4.1 GENERAL OBJECTIVE

The general objective of the study is to investigate the effect of job rotation practice in CBE in improving employees' motivation and job involvement on different tasks.

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 and job involvement.
3. To measure the effectiveness level of job rotation practices on employee motivation, and job involvement.

1.5 SIGNIFICANCE OF THE STUDY

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

For CBE the output of the study investigates the effect of job rotation practice to enhance employees' motivation and job involvement on different tasks to create generalist.

Other researchers it will provide relevant information 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.

For other banks the output will provide the alternative training and development methods that improve effectiveness of job rotation practices and improve employee motivation, and job involvement for banks.

1.6 LIMITATION OF THE STUDY

Practically, the study geographically limited to employees of Addis Ababa areas only because it is obvious it will be very difficult to conduct throughout the bank's branches stretched across Ethiopia. It would be more generalizable if the study took samples from the total populations of the company. Moreover, more time and much fund need to be dedicated to collect data from employees that work in all CBE branches.

1.7 ORGANIZATION OF THE STUDY

The study 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, limitation of the study.

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

The third chapter discuss about research methodology which includes research design, sampling size, data type and source, data collection instrument, 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 also 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 Theoretical literature review of job rotation

Human Resource is the most important resource compared with other resources like machine, material, land, etc. In the organizational context, the efficiency of human resource depends on the development of the individual's job according to human capability and characteristics. Job rotation is one of the most important issues in Human Resource Management.

Many businesses, small and large, are attempting to improve work design systems by the development of job rotation strategy. Job rotation is a strategy conducted by organizations either private or public to improve employee performance and productivity (Schultz, 2010). Job rotation is implemented in line with the business goals and human resource strategies of the organization. Job rotation can also be used to alleviate the physical and mental stresses endured by employees when working in the same position, year after year. By allowing employees to rotate to other positions, the risk factors for some types of musculoskeletal disorders may be reduced. (Campion, 1994) Individuals learn several different skills and perform each task for a specified time period.

There are different reasons a company may choose to utilize job rotation such as using job rotation as a learning mechanism (FERENCE, & WARREN 1977). There are significant benefits that may outweigh the costs involved with training employees for diversified positions. As a learning mechanism, employees are given the opportunity to learn necessary skills which can help them to advance within a company. This employment opportunity also has the effect of boosting morale and self efficacy. The company may benefit from using job rotation by having the ability to keep key staff within a company. This practice may allow a company to run more efficiently, and as a result, become more productive and profitable.

Job rotation has existed in business for so many years. It may have been called multi-tasking, lateral transfer, job-shadowing or simply doing what was needed to get the job done (Bennett, 2003), many independent and family owned businesses use job rotation as a means to learn operations and become "well-rounded" employees(Lantz, 2007). Larger businesses faced

with the reality of a shrinking labor pool and an aging executive workforce look up to job rotation as a succession planning tool. To some extent, job rotation enhances the skills and legacy of the organization while working to retain younger employees who increasingly demonstrate desires to learn and experience new things this "expedition" experienced by younger employees helps them to understand the value of each functional area's contribution to the organizational mission (Dari, 2012) job rotation helps workers to understand the different steps that go into creating a product and/or service delivery, how their own effort affects the quality and efficiency of production and customer service, and how each member of the team contributes to the process. Hence, job rotation permits individuals to gain experience in various phases of the business and, thus, broaden their perspective. It is also believed that job rotation has the ability to decrease the amount of boredom and monotony experienced by employees who work in the same position for extended periods of time.

Job rotation is planned replacement of staff in jobs and in different time periods with the aim of gaining skills and job autonomy, motivation, and productivity (Saravani 2013).

Job rotation benefits employees who participate by reducing job burn-out, apathy, and fatigue, which ultimately increase the level of employee satisfaction and motivation (Black, 2014) .Not all employees are open to the idea of job rotation higher performers compared to under performers are likely to like job rotation because it is perceived to add to a greater improvement in skills Khan (2012).

Job rotation is a great tool to enhance staff motivation, commitment and participation in the work, which is also important in an effective and integrate performance of organization. Job rotation is accepted as an effective way to develop skills and motivation of the employees. Job rotation is a job design process that is widely used in many organizations at different levels of the Organizational hierarchy. Job rotation is the result of effort and determination and implementation of human structure with technological processes. Job rotation is an important process in human resource capital development policies, which potentially plays a role in improving job satisfaction and enhances the capabilities of employees (Wageeh ,2014).

Most experts believe that the success of organizations depend on satisfied, motivated and creative employees trying to achieve the goals of the organization. In this case, managers will be able to bring the capabilities of people from potentiality to actuality. One of the strategic

tasks of organizational management is to utilize special techniques, to create suitable environment to flourish the talents and abilities of employees (Ortega, 2001).

Studies have shown that when senior management accepts change, willingness of low and middle managers should be considered in implementation of change and be convinced about the need for change. Many of the barriers to change are rooted in readiness to accept organizational transformation. Psychologically these obstacles, such as administrative barriers, can be described by insecurity and fear of negative consequences for individuals. In dynamic environments, organizations need to implement continuous change in strategy, structure, process, and their culture (Rangriz,2014).

Empirical review

A study conducted in banking sector of Pakistan using a descriptive research design by adopting quantitative and qualitative data interpretation from a total of 285 valid respondent were generated from seven major banks operating in province capital. This study was conducted to highlight the importance of the job rotation as a training method and to assess its impact on the employee motivation and job involvement. The study documented a weak and positive impact of job rotation on employee commitment and job involvement and a weak negative impact of job rotation on employee motivation. Previous research on these topics also provides evidence of a positive impact of the job rotation on the employee commitment and loyalty with the organization (Zigarelli, 2004).

Based on the findings of this research indicates that employee commitment and job involvement could be slightly increased by boosting up job rotational activities in banking sector of Pakistan while the issue of employee motivation is still debatable and we call for more research in this area to understand the phenomenon in more accurate and appropriate way. (African Journal of Business Management Vol. 6(24), pp. 7114-7119, 20 June, 2012).

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:

Job rotation is one of the factors to enhance the productivity of an organization, but it needs proper training and cooperative colleagues to support the employees in the current position (Gómez, 2004). Job rotation is defined as the organized movement of an employee from one position to another position at a designed period in the same department (Malinski, 2002).

Job rotation is one of the factors to enhance the productivity of an organization, but it needs proper training and cooperative colleagues to support the employees in the current position. (Langton,2012).

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 (Wageeh, 2014).

According to (Zeira,2013) 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.

All these views are the views of the people who support job rotation and explain what is job rotation and they also agree to a common point that in job rotation staff is moved between different jobs and it is most of the time within the organization between different jobs or tasks.

According to Bennett, (2003) there is two forms of job rotation: These are

(1) Within-function rotation

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

(2) Cross-functional rotation

Cross-functional rotation means “movement between jobs in different parts of the organization over a period of time”. However, rather than rotating between a numbers of jobs that are in the same group and closely related to each other.

The individual or new employee would rotate through a number of jobs in different departments. This method provides the individual or new employee with developmental opportunities and such methods can also be used by the organization to gather data about their skills, interests and potential to indicate their final place.

2.3 THEORIES OF JOB ROTATION

According to Farhang (2012) there are three theories of job rotation. **“Employee learning, employer learning, and employee motivation”**

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.

Mostly the bank uses Employee learning theory because it assumes the employees are exposed to a wider range of experiences through moving in different operations.

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

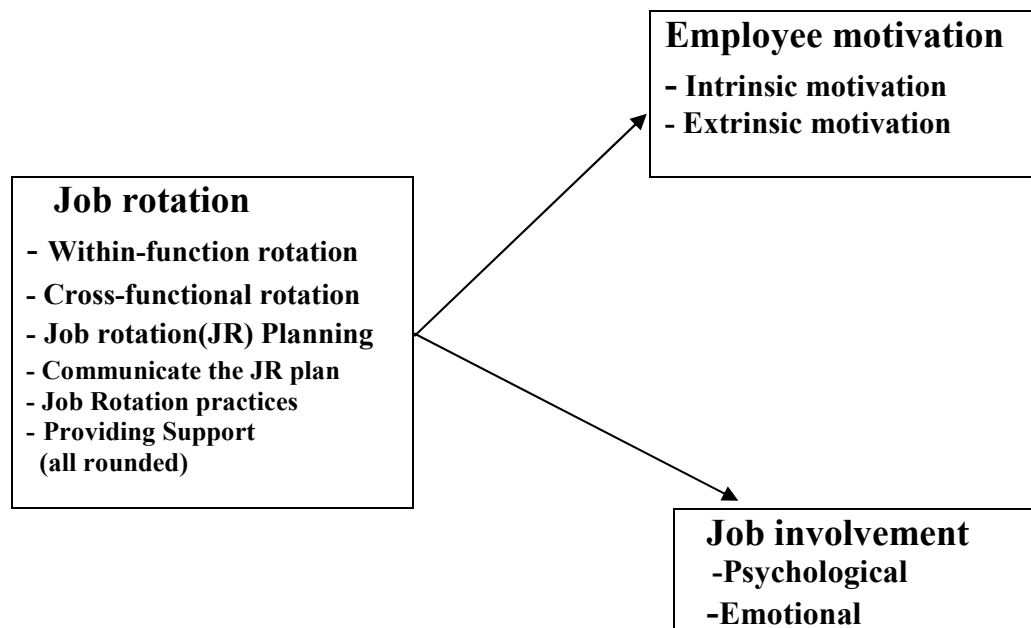
The employer learning argument is that job rotation provides information that the firm can use to improve the allocation of jobs among employees. If an employee can be observed performing different activities, it may be easier for the firm to find out the most appropriate job for that employee. Using a simple learning model, 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 EMPLOYEE MOTIVATION

The employee motivation argument is that job rotation contributes to make work more interesting. This argument was sometimes mentioned in the literature on "plateaued" 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.

The employee motivation theory states, job rotation "motivates employees who would otherwise become bored and tired of always performing the same task" (Eriksson and Ortega, 2004 p.2). The employee motivation argument is that job rotation helps make work more interesting. This argument was mentioned in the late 1970s literature on the so-called "plateaued" employees with limited promotion prospects (Ference, et al 1977) and it was also analyzed by (Cosgel,1999).

Finally, we should note that the literature highlights some human resource practices such as work teams, quality circles, total quality management, and performance pay as complementary to job rotation. These practices should therefore affect the decision to adopt job rotation (Osterman et al 1998).



Conceptual frame work (Source: Aktar, Sachu and Ali, 2012)

2.4 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 - completes and evaluates the program, cost of job rotation and productivity during the rotation program.

2.5 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 (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,2004) as cited in (Wageeh,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 2014)..

2.6 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.

2.7 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. These are formal education, Short term training, Seminars or workshops, Coaching, Special tasks, Formal and informal learning.

CHAPTER THREE

METHODOLOGY

3.1 Description of Study Area

The history of the Commercial Bank of Ethiopia (CBE) dates back to the establishment of the State Bank of Ethiopia in 1942. It has more than 1140 branches stretched across the country and the leading African bank with assets of 384.6 billion Birr as on June 30th 2016. It plays a catalytic role in the economic progress & development of the country. Currently CBE has more than 13.3 million account holders. The bank's number of Mobile and Internet Banking users also reached more than 1,352,000 as of September 30th 2016 and ATM card holders reached more than 3 million. CBE combines a wide capital base with more than 29,000 talented and committed employees. CBE has reliable and long-standing relationships with many internationally acclaimed banks throughout the world (CBE-IS System Development and Customization, 2012).

3.2 Research Approach

The researcher used quantitative approach to answer the research questions. This is based on the assumption that quantitative method was enough to address the research problem. A quantitative research enables the researcher to collect objective and numerical data to apply statistical tools and used to establish relationships of the variables used in this study.

3.3 Research Design

Research design is the blueprint for fulfilling research objectives and answering research questions. The study is going to be a descriptive study which sought to identify the effect of job rotation on employee motivation and job involvement since the data collected is described as it exists.

3.4 Population and sampling

Research generality 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. This study will use simple random sampling technique to select branches and employees

under the four districts. There are four Districts in Addis which have 400 branches with total 9,577 employees from this there are 160 grade 3 and grade 4 branches found in ten sub city which have 1,168 target employee.

Because simple random sampling is free from subjectivity and free from personal error this study will use systematic random sampling technique to select 298[= $\frac{1168}{1+1168 (0.05)^2}$] employees from ten Grade 3 and Grade 4 branches under city branch.

In order to determine the sample size of the population the study will use Yamane's (1967) formula with 95% confidence and 5% acceptable sampling error. Based on the following formula 298 Clerical employees is going to be taken as a sample.

$$n = \frac{N}{1 + N * (e)^2}$$

Where, n= is the required sample size

N= is the population size

e= the acceptable sampling error (Yamane Taro, 1967)

After the ten branches randomly selected the number of employee from a branch selected by using formula

$$\text{Sample Size (n)} = \frac{\text{No of employees in given branch}}{\text{Total No of employees selected in branches}} \times 298$$

Selected No of employee
In a branch)

3.5 Data source and Types

The study used of both primary and secondary data. This enables the researcher to gather quantitative data. Primary data collects through questionnaire from clerical CBE employees who have work experience at least two years. The randomly select individual respondents that are Seiner Customer Service Officer, front maker and checkers, Controllers and support know your customer (KYC) officers, Supportive cash officer. The secondary data was collected from various books, documents, Journals, Articles and internet sources related to job rotation.

Table 1. Sample Size of Selected Branches

So no	Branch	Grade	No of employee	Sample size
1	Abakoran	4	65	36
2	Addis Ketema	4	70	38
3	Andinet	4	56	31
4	Anwar Mesgid	4	45	25
5	Arada Ghiorgis	4	68	38
6	Arat Kilo	4	75	42
7	Girar	3	34	19
8	Kolfe	3	42	23
9	AyerTena	3	38	21
10	Paulos	3	46	25
	Total		539	298

3.6 Data collection procedures

The main means of collecting primary data will be questionnaires which were administered to the various respondents. The questionnaires are structured open ended questions. The information gathered included information about CBE and how the Organization adopts job rotation programmers' to improve employee's motivation and job involvement.

The questionnaires would be distributed to the participants and collected with the collaboration of branch managers of the participating branches in order to increase the response rate.

3.7 Reliability and Validity of the Research

The data was tested for its reliability using Cronbach's alpha. The data have high internal consistency (Cronbach's Alpha=0.994). The questionnaires were taken from various journal articles and for its validity the researcher conducted a pilot test on two of CBE's branch by distributing 40 questionnaires. Based on the pilot test, improvements were made by consulting my advisor and then after all it was found to be valid and reliable.

Table 2: Reliability Statistics

No.	Variables	Cronbach's Alpha	No of Items
1	Job rotation Practices	.987	23
2	Employee Motivation	.958	9
3	Employee Job involvement	.976	10
4	Alternative training & devt.	.959	8
5	Grand	.994	50

3.8 Ethical Consideration

This study will use proper citation of the copy right holders. Any confidential information of the bank or the employees will not be disclosed since the main intention is to gather data for research purpose. This study will be conducted on the consent of the bank and with the arrangement of Addis Ababa University, School of Commerce with authorized legal letter to the researcher.

3.9 Data Analysis

The data collects from the respondents would be quantitatively describe and analyze using the latest software called SPSS (Statistical Package for Social Science) in order to discover inherent facts to explore new facts and is simple and easily understood by users of the study. These data will be organized with the help of the software into figures and tables to present and discuss the results of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The main purpose of the study was to assess the effect of job rotation practices in CBE, to measure the effectiveness of job rotation practices on employee motivation 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 Organize and summarize 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 and job rotation; structured questioners were designed for employees to give their feedbacks. 298 questionnaires were distributed at 10 branches of CBE in AA city area.

This chapter discusses the results survey which is the analysis of data obtained from data 298 respondents.

General Demographic Information

Table 3: Descriptive Statistics

		Frequency	Percent
Gender	Male	188	63
	Female	110	37
	Total	298	100
		Frequency	Percent
Age	Below 25	54	21.8
	26-35	150	52.2
	36-45	47	16.5
	Above 45	23	8.4
	Total	298	100.0
Education	Diploma	29	9.7
	Degree	181	60.7
	MA/MSc	88	29.6
	Total	298	100.0

		Frequency	Percent
Current position	Branch manager	8	2.7
	CSM	45	15.1
	SCSO	87	29.2
	CSO	158	53.0
	Total	298	100.0
Work Experience	1-5	84	28.2
	6-10	116	38.9
	11-15	66	22.1
	Above 15	32	10.8
	Total	298	100.0
Marital Status	Single	158	53.0
	Married	113	38.0
	Divorced	18	6.0
	Widowed	9	3.0
	Total	298	100.0

(Source: Researcher's Survey)

As we can see from the above table male and female in CBE constitutes about 63% and 37% respectively which shows more number of the respondents are male. According to the above table, age category of the respondent shows highly dominated by youngsters between ages 26-35 which accounts more than half of the respondents (52.2%) followed by 21.8% of the respondents are below age 25, while age group of 36-45 and above 45 constitutes 16.5% and 8.4% respectively. This indicates that most of the employees are young and highly implies CBE's employment trend focuses on new and young employees. So this young employee of CBE are not motivated with working similar jobs in a long time.

Regarding to the employee education qualification, the above table, clearly indicated that majority of the work forces (60.7%) acquired their first degree and Master degree holders constitute 29.6% of the respondent while the rest 9.7% of the respondents are Diploma holders. This shows that majority of the employees are degree holders because the company adopted a recruitment policy of young fresh graduate and a minimum of bachelor degree is required to join the workforce of CBE.

The management staffs accounts 17.8 % and professional employees' represented by 82.2%.The customer service manager(CSM),Seiner customer officer(SCSO) and customer service officer(CSO) accounts 15.1%,29.2% and 53%.This show more of the respondents are customer service officers.

4.2 General Approach of job rotation plan

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 and job involvement was also examined.

4.2.1 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.

Table 4 Job rotation plan (Source: Researcher's Survey)

Question		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Mean	St.dev.
1. Employees were informed before implementing what they will learn in the specific job rotation practice.	NO %	29 9.7	65 21.8	61 20.5	31 10.7	111 37.2	3.44	1.421
2. Staffs believe, job rotation must be part of every employees Job.	NO %	10 3.4	30 10.1	54 18.1	65 21.8	139 46.6	3.98	1.165
3. Job rotation must be provided on regular basis by CBE.	NO %	15 5	40 13.4	55 18.5	86 28.9	102 34.2	3.75	1.205
4. CBE sets a fixed length of time for job rotation practice.	NO %	15 5	35 11.7	52 17.4	105 35.2	91 30.5	3.74	1.159
5. CBE considers the job rotation approaches are important for the employees.	NO %	25 8.4	30 10.1	40 13.4	97 32.6	106 35.6	3.77	1.265
Overall							3.74	1.243

Regarding the first question, the response showed that 37.2 % and 10.7 % strongly agreed and agreed respectively, 20.5% were indifferent and the other 21.8% were disagreed while 9.7% strongly disagreed. From this analysis, most 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 3.44, which has moderate value with standard deviation of 1.421. Regarding the second question staffs/collogues believes, job rotation must be part of every employees job. The response showed that 46.6% and 21.8% strongly agreed and agreed respectively, 18.1% were indifferent and the other 10.1% disagreed. From this statement the study indicates that 68.4% 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 3.98, which has strong standard deviation of 1.165.

Regarding third question, job rotation must be provided on regular basis by CBE, the response showed that 34.2% and 28.9% strongly agreed and agreed respectively, 18.5% were indifferent and the other 13.4% disagreed and 5% strongly disagreed. From this statement we can say that 63.1% of employee agreed and strongly agreed with job rotation provided in CBE on regular basis. 18.5% were indifferent, they were neutral, 18.4% disagreed and strongly disagreed, thus, we can say job rotation is provided in CBE on regular basis. Job rotation was provided on regular base in CBE with a mean value of 3.75, which has relatively satisfactory value with standard deviation of 1.205. Regarding the fourth question, whether CBE sets a fixed length of time for job rotation practice, about 30.5% and 35.2% strongly agreed and agreed respectively, 17.4% were indifferent and the other 11.7% disagreed and 5% strongly disagreed. From this statement the study indicates that 65.7% of employee agreed and strongly agreed with CBE sets a fixed length of time for job rotation practices. 17.4% were indifferent, 15.7% 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 3.74, which has relatively moderate with standard deviation of 1.159.

4.2.2 JOB ROTATION COMMUNICATION PLAN

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 5 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 %	20 6.7	38 12.8	46 15.4	95 31.9	99 33.2	3.71	1.236
7. Job rotation is used by CBE effectively known.	NO %	25 8.4	56 18.8	51 17.1	106 35.6	60 20.1	3.4	1.236
8. Communication with colleagues and supervisors from different jobs during job rotation is satisfactory.	NO %	10 3.4	45 15.1	60 20.1	118 39.6	65 21.8	3.61	61.086

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. 33.2% strongly agreed and 31.9% agreed, 15.4% were indifferent, 12.8% disagreed and 6.7% strongly disagreed with the idea of communicating the plan to employees. From this we can conclude that 65.1% of the respondents agreed and employees have 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 3.72, which is moderate value with standard deviation of 1.236.

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. 20.1% strongly agreed and 20.1% agreed, 17.1 were indifferent, 18.8% disagreed and 8.4% strongly disagreed with the idea that job rotation is used by CBE effectively known. From this we can conclude that 55.7% of the respondents agreed and 23.2% 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 3.4, which has satisfactory value with standard deviation of 1.236. 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 61.4% 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 20.1% respondents were indifferent and the respondents had neither agreed nor disagreed. However, 18.5% 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 3.61, which has standard deviation of 1.086. 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.

4.2.3 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.

Table6. Providing Support during Job Rotation Practices

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
9. There is support when an employee assigned in their jobs for practice and learning.	No %	10 3.4	32 10.7	43 14.4	118 39.6	95 31.9	3.86	1.086
10. Trainers/coachers have showed me how to do different tasks and gradually allow me to do it on my own.	No %	15 5	35 11.7	54 18.1	101 33.9	93 31.2	3.74	1.164
11. Trainers/coachers have support and encourage me throughout the job rotation practice.	No %	20 6.7	33 11.1	53 17.8	100 33.6	92 30.9	3.71	1.205
12. In the work place, trainer and supervisors have a follow up mechanisms/system for employees assigned in a job rotationally.	No %	10 3.4	62 20.8	70 23.5	95 31.9	61 20.5	3.45	1.131

(Source: Researcher's Survey)

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 71.5% strongly agreed and agreed with this idea. 14.4% were indifferent; while, only 14.1% 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 3.86, with the standard deviation of 1.086. 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 33.6% of the respondents agreed and 31.2% strongly agreed that the guidance was provided by the trainers in the work place. 18.1% were indifferent. Only 11.7% disagreed and 5% 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 3.74, with standard deviation of 1.164. The third question related to whether trainers/coachers have supported and encouraged employees throughout the job rotation practice. 33.6% agreed and 30.9% strongly agreed with the support and encouragement by work place trainers throughout the job rotation practices. 17.8% were indifferent and they had neutral attitude to support and encouragement by work place trainers, whereas 11.1% disagreed and 6.7% 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 3.71, and standard deviation of 1.205. 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. 31.9% of the respondents agreed and 20.5% strongly agreed for trainers' and supervisors' assessment about employee competence. 23.5% were indifferent and 20.8% disagreed and 3.4 % strongly disagreed, with the provision of assessment by trainers and supervisors during job rotation practices. From this we can say that the employees slightly 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 3.45, which has moderate value with standard deviation of 1.131. The job rotation should be followed by continuous follow up with the supervise.

4.2.4 JOB ROTATION PRACTICES EVALUATION

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 7 Job Rotation Practice Evaluation (Source: Researcher's Survey)

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 %	15 5	34 11.4	49 16.4	102 34.2	98 32.9	3.79	1.167
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 %	15 5	30 10.1	51 17.1	103 34.6	99 33.2	3.81	1.152
15. CBE has uniform system of getting feedback for improvement during job rotation practice.	NO %	35 11.7	63 21.1	79 26.5	69 23.2	52 17.4	3.12	1.269
16. The job rotation approach (mechanism) is helpful in staff Personal development.	NO %	22 7.4	37 12.4	53 17.8	81 27.2	105 35.2	3.7	1.269
17. The job rotation system is helpful for staff Professional development.	NO %	15 5	25 4	58 19.5	83 27.9	117 39.3	3.88	1.169
18. CBE competence level was assessed through CBE performance measurement system during job rotation practices.	NO %	20 6.7	40 13.4	59 19.8	94 31.5	85 28.5	3.62	1.218
19. In general, CBE job rotation system extremely useful to my career development.	NO %	20 6.7	43 14.4	54 18.1	98 32.9	83 27.9	3.61	1.221
20. Staffs are more accurate and being more competent for assigned jobs after completion of job rotation.	NO %	10 3.4	29 9.7	59 19.8	111 37.2	89 29.9	3.81	1.074

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 revealed that about 34.2% of the respondents agreed and 32.9% 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, 16.4% of them gave indifferent value to this viewpoint. While, 11.4% of the respondents disagreed and 5% 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 3.79, which has moderate value with standard deviation of 1.167.

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 33.2% strongly agreed as they feel confident that job rotation practices enabled them to competently perform all aspects of their job. On the other hand, 17.1% of the respondents were indifferent. 10.1% of them disagreed and 5% 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 67.8% employees agreed 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 3.81, which has moderate value with standard deviation of 1.152.

Regarding the presence of uniform system of getting feedback for improvement during job rotation practices, about 23.2% they agreed and 17.4% strongly agreed with the presence of uniform feedback. 26.5% of the respondents were indifferent and the rest 21.1% of them disagreed and 11.7% strongly disagreed. From this, we can say that, 32.8% 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 3.13, with standard deviation of 1.264.

Regarding whether the job rotation approach is helpful in staff personal development, about 27.2% of them agreed and 35.2% strongly agreed that job rotation approach is helpful in staff

personal development. 17.8% of the respondents were indifferent and the rest 12.4% of them replied that they disagreed and 7.4% strongly disagreed. From this, we can say that, 62.4% 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 3.7, which has relatively strong value with standard deviation of 1.269. This means most employee agree with the use of job rotation for their themselves.

4.2.5 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 and job involvement. In measuring effectiveness of general approach of job rotation practices, it is good to enable the rotating employees motivated and job involvement. 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, and job involvement. There were three question (question 21 to 23) presented to evaluate effectiveness of general approach of job rotation practices.

Table 8 Effectiveness of Job rotation practices

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
21. Effective job rotation approach improves staff motivation and involvement in CBE.	NO %	15 5	20 7	47 15.8	85 28.5	131 44	4.0	1.150
22. CBE strongly motivates and involves by acquiring knowledge, develop skills and adopt good attitude during job rotation.	NO %	15 5	25 8.4	55 18.5	100 33.6	103 34.6	3.84	1.139
23. CBE makes staffs responsible for my mistakes rather than blaming others during job rotation.	NO %	20 6.7	30 10.1	67 22.5	85 28.5	96 32.2	3.69	1.211

(Source: Researcher's Survey)

The first question was concerning about whether CBE has effective job rotation approaches to improve employee motivation and involvement. The response showed that 44% and 28.5% strongly agreed and agreed respectively, 15.8% were indifferent and the other 6.7% disagreed and 5% strongly disagreed. From this analysis, 72.5% of the employees were believed that CBE had highly effective job rotation approaches to improve employee motivation and involvement. The mean value of CBE had effective job rotation approaches to improve employee motivation and involvement is 4.0, which has strong value, with standard deviation of 1.150.

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 34.6% and 33.6% strongly agreed and agreed respectively, 18.5% were indifferent and the other 8.4% are disagreed and 5% strongly disagreed. From this statement we can say that 68.2% of the respondent employee agreed and strongly agreed that CBE had strongly motivated, 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 3.84, which is moderately high with standard deviation of 1.139.

Regarding the last question, CBE has responsible for their employee mistakes rather than blaming others during job rotation, the response showed that 32.2% and 28.5% strongly agreed and agreed respectively, 22.5% were indifferent and the other 10.1% are disagreed and 6.7% strongly disagreed. From this statement we can understand that 60.7% of the respondent employees agreed and strongly agreed that CBE had responsible for their employee mistakes rather than blaming others during job rotation. 22.5% are indifferent, 6.7% disagreed and strongly disagreed. The mean value of CBE had moderately responsible for their employee mistakes rather than blaming others during job rotation is 3.69, which is relatively moderate high value with standard deviation of 1.211. In general, the assessment of effectiveness of job rotation practices examines whether improve employee motivation and job involvement in CBE. From this we can see that the highest mean value was 4.0 for the question that CBE has effective job rotation approaches to improve employee motivation and

involvement with standard deviation value of 1.211. Whereas, the lowest mean value are 3.69 for question that CBE has responsible for their employee mistakes rather than blaming others during job rotation with standard deviation of 1.211.

Table 9 Summary Job Rotation Practice Process

Job rotation Process	Mean	Standard deviation
Planning	3.44	1.421
Communication	3.98	1.165
Provide Support	3.74	1.205
Evaluation	3.74	1.159
Effectiveness of job rotation Practice	3.77	1.265
Overall	3.83	1.191

The general approach of job rotation practices in CBE has a moderate mean value of 3.83 with standard deviation of 1.191. 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. The communication phase of the practices had mean values of 3.98 and above the overall mean of job rotation practice process.

4.3 EMPLOYEE MOTIVATION

Job rotation is a planned 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 9 motivational questions in order to evaluate their improvement of motivation as a result of job rotation practices in the bank.

Table 10 Employee Motivation (Source: Researcher's Survey)

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
1. I enjoy competition and striving to motivate for myself and my work group.	No %	5 1.7	37 12.4	53 17.8	91 30.5	112 37.6	3.9	1.093
2. Job rotation generally motivates me.	No %	15 5	38 12.8	65 21.8	88 29.5	92 30.9	3.68	1.181
3. I like being active, self-confident, and protecting the members of the work group.	No %	10 3.4	37 12.4	39 13.1	112 37.6	100 33.6	3.86	1.117
4. I enjoy the idea of standing out from the group, behaving in a unique manner, and being highly visible.	No %	16 5.4	42 14.1	46 15.4	108 36.2	8.6 28.9	3.69	1.183
5. I am willing to perform routine, day-to-day tasks and duties as a result of job rotation practice.	No %	7 2.3	34 11.4	63 21.1	103 34.6	91 30.5	3.8	1.071
6. I enjoy my job because it is in rotation base.	No %	10 3.4	25 8.4	60 20.1	105 35.2	98 32.9	3.86	1.073
7. I am proud to working with CBE.	No %	20 6.7	33 11.1	49 16.4	88 29.5	115 38.6	3.81	1.238
8. CBE inspires me to do my best every day.	No %	20 6.7	34 11.4	49 16.4	88 29.5	107 35.9	3.77	1.238
9. I take pride in my work place.	NO %	10 3.4	27 9.1	53 17.8	105 35.2	103 34.6	3.89	1.086
Total							3.81	1.143

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 3.90 for the questions that employees enjoy competition and striving to motivate on their work, with standard deviation 1.093, whereas the lowest mean value was 3.68 for the questions that employees enjoy their job because it is in a rotation base with standard deviation 1.073. This gave an understanding that it was the least determinant factor of motivation. The average Mean value for all motivational questions was 3.81 with low variability 1.143. From this we can understand that there was above moderate effect on employees' motivation as a result of effective job rotation practices in CBE.

4.4 EMPLOYEE JOB INVOLVEMENT

Job rotation is known to enhance the quality of employee to motivate 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 10 behavioral questions in order to evaluate their involvement as a result of job rotation practices in the bank.

Table 11 EMPLOYEE JOB INVOLVEMENT

Questions		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	mean	Std dev.
1. Job rotation creates high job involvement in my present job.	NO %	15 5	32 10.7	49 16.4	99 33.2	103 34.6	3.82	1.168
2. To me, my job is a small part of my life	NO %	20 6.7	52 17.4	48 16.1	106 35.6	72 24.2	3.53	1.220
3. I am very much involved personally in my job.	NO %	15 2	32 10.7	52 17.4	109 36.6	90 30.2	3.76	1.143
4. There are clear rules and procedures for every aspects of my job.	NO %	10 3.4	36 12.1	54 18.1	96 32.2	102 34.2	3.82	1.131
5. Most of my work interests are centered around my job.	NO %	10 3.4	34 11.4	55 18.5	92 30.9	107 35.9	3.85	1.132
6. I have very strong connection with my present job which would be very difficult to break.	NO %	15 5	37 12.4	64 21.5	86 28.9	96 32.2	3.71	1.186
7. Most of my personal life goals are job oriented/related.	NO %	15 5	35 11.7	51 17.1	119 39.9	78 26.2	3.70	1.128
8. I consider my job to be central to my existence.	NO %	17 5.7	48 16.1	60 20.1	99 33.2	74 24.8	3.55	1.189
9. I like to be engaged in my job most of the time.	NO %	22 7.4	32 10.7	47 15.8	96 32.2	101 33.9	3.74	1.237
10. I would recommend CBE to my friends as a good place to work.	NO %	40 13.4	27 9.1	49 16.4	94 31.5	88 29.5	3.55	1.353

(Source: Researcher's Survey)

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 3.85 for the question most of employees are interested on their jobs, with standard deviation 1.132, whereas the lowest mean value was 3.53 for question that usually employees feel their job is a small part of their life. The mean value of all questions to evaluate employee involvement is 3.703 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.

4.5 CORRELATION ANALYSIS

Moreover correlation analysis was performed to further clarify the relationship between job rotation practices and employee motivation and involvement. For this the average of 23 question of general approach of job rotation practices were used as **independent** variable, whereas the average 9, and 10 employee motivational and involvement questions respectively were used as **dependent** variable.

Table 12 Summary Statistics of Dependent and Independent Variables

Variable	Mean	Standard Deviation	Range	Number of Questions
Job rotation	3.69	0.616	0.862	23
Motivation	3.81	0.246	0.215	9
Job Involvement	3.70	0.118	0.315	10

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 3.69 with standard deviation of 0.616 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 3.81 along with standard deviation of 0.246 indicating that employees in the bank are above moderately motivated. The mean score of employee job involvement is 3.70 with a standard deviation 0.188 thus indicating the employees are highly involved in their jobs.

Table 13 Correlations Analysis

Pearson Correlation	Job rotation	Motivation	Involvement
Mean score in Job rotation	1	0.759	0.779
Mean score in motivation	0.759	1	0.771
Mean scor in job involvement	0.779	0.771	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 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 and job involvement. All dependent variables motivation and job Involvement have positive coefficients of correlation as expected with

values 0.759 and 0.779 respectively indicating that have a significant impact. These two dependent variables have almost equal coefficient of correlation with job rotation practices. Moreover, the interrelationship of all dependent variables used in this study is significant and positive, implying that employee motivation and job involvement are positively associated with each other. The relationship among these two dependent variables however, is strong as indicated by their correlation coefficients. Employee job involvement yielded more than moderate correlation coefficients of 0.771 and 0.779 for employee motivation and with job rotation practices respectively. While a higher coefficient value of 0.779 was found for the correlation of employee involvement and job rotation practice. 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 and job involvement.

4.6 REGRESSION ANALYSIS

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

The relationship between dependent (job rotation practices) and independent (motivation and job involvement) variables is linear. Based on the study findings the variables have positive linear relationship.

Table14 Model fitness for Job rotation practices and motivations.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	326.356	23	14.189	247.248	.000 ^b
	Residual	15.725	274	.057		
	Total	342.081	297			
Coefficients						
Mode		Un standardize coefficient		Standardized Coefficients	T	Sig.
		B	St.dev.Error	Beta		
1	(constant)	0.180	0.064		2.815	.000
	Mean score in general approach of job rotation	14.189	0.057			

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

$$M = \text{constant} + \text{Coeff. (JR)}$$

$M = 0.180 + 14.189 (JR)$ 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 247.248 indicating that the model is good fit at 95% level of significance while the Sum of Square and Mean Square of model regression is 326.356 and 15.725 respectively and the Residual sum of Square is 15.725 with a Mean Square of 0.057 and a total Sum of Square of model is 324.081.

Model summery

Model	R	R square	Adjusted R square
1	0.977	0.954	0.95

The above model Summery shows the relationship between motivation and general approach of job rotation practices. The value of R for the model between the motivation and general approach of job rotation practices 0.977 and the value of R square for the model is 0.954. The results depict that general approach of job rotation practices has 95.4% positive impact on the motivation level of employees with regard to their job and this relationship is significant at 95 % level of significance. Finally value of adjusted R square is 0.95 that shows that out of total, 95.4% variation in the motivation is explained by the general approach of job rotation practices.

Table 15 Model fitness for Job Rotation Practices and Job Involvement

ANOVA						
Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	413.581	23	17.982	120.065	0.000
	Residual	41.036	274	0.150		
	Total	454.617	298			
Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		----- B Std. Error		Beta		
	(constant)	-0.366	0.103		-3.541	0.000
	Mean score in General approach of job rotation	17.982	0.150			

The extent to which the data values for the dependent and independent variables have variances of 0.379, 0.061 and 0.014 for job rotation practice, employee motivation and employee involvement respectively.

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

$JI = -0.366 + 17.982(JR)$ The above ANOVA table shows the overall fitness of the model and F stat of 120.065 indicates that our model is good fit at 1% level of significance while the Sum of Square and Mean Square of model regression is 413.581 and 17.988 respectively, the Residual sum of Square is 41.036 with a Mean Square of 0.150 and a total Sum of Square of model is 454.6147.

Model summery

Model	R	R Square	Adj R Square
1	0.954	0.910	0.902

The Summery model shows the relationship between job involvement and general approach of job rotation practices. The results depict that general approach of job rotation practices has 91% impact on the involvement level of employees with regard to their job and this relationship is significant at 95% level of significance.

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 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 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 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 16 Alternative Training and Development Methods (Source: Researcher's Survey)

Method		Never	Sometimes	Mostly	Often	Always	Mean	Std.dev
Coaching	NO	16	24	44	113	101	3.87	1.131
	%	5.4	8.1	14.8	37.9	33.9		
Special tasks	NO	10	30	49	98	111	3.91	1.112
	%	3.4	10.1	16.4	32.9	37.2		
Lectures	NO	15	37	53	89	104	3.77	1.196
	%	5	12.4	17.8	29.9	34.9		
Seminars /workshops	NO	20	74	69	88	47	3.23	1.181
	%	6.7	24.8	23.2	29.5	15.8		
Case studies	NO	20	68	66	106	38	3.25	1.142
	%	6.7	22.8	22.1	35.6	12.8		
Informal learning	NO	20	46	58	104	70	3.53	1.198
	%	6.7	15.4	19.5	34.9	23.5		
Job Instruction	NO	15	25	45	110	103	3.88	1.129
	%	5	8.4	15.1	36.9	34.6		
Formal Continuing education	NO	35	61	45	77	80	3.36	1.374
	%	11.7	20.5	15.1	25.8	26.8		

The above table shows that, the mostly used types of training and development methods in CBE used to improve effectiveness of job rotation practices and improve employee motivation 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 3.91 and standard deviation of 1.121. The respondents were used special task always 37.2%, often 32.9%, mostly 16.4%, sometimes 10.1% and never 3.4%. The second most widely used method is job instruction having a mean value and standard deviation of 3.88 and 1.129 respectively. The respondents were used job instruction always 34.6%, often 36.9%, mostly 15.1%, sometimes 8.4% and never 5%. The third level of methods chosen by respondents was coaching .It has mean value of 3.87 and standard deviation of 1.131. The respondents were used coaching methods always 33.9%, often 37.9%, mostly 14.8%, sometimes 8.1% and never 5.4%. The fourth methods ranked by the respondents were lecture to employee average rating of 3.77 and its standard deviation is 1.196. The respondents were used lectures always 34.9%, often 29.9%, mostly 17.8%, sometimes 12.4% and never 5%. Finally seminars and case studies had got the lowest mean values of 3.23 and 3.25 and with standard deviation of 1.181 and 1.142 respectively.

Table 15 Analysis of correlation coefficient of alternative training methods.
Pearson Correlation Sig. (2-tailed) N

	Coaching	Special tasks	Lectures	Seminars /workshops	Case studies (Written material)	Informal learning	Job Instruction (Written instruction)	Staff Formal continuing education
Coaching	1	.788**	.755**	.620**	.747**	.787**	.826**	.535**
		.000	.000	.000	.000	.000	.000	.000
	298	298	298	298	298	298	298	298
Special tasks	.788**	1	.913**	.795**	.816**	.808**	.814**	.644**
	.000		.000	.000	.000	.000	.000	.000
	298	298	298	298	298	298	298	298
Lectures	.755**	.913**	1	.809**	.845**	.882**	.727**	.642**
	.000	.000		.000	.000	.000	.000	.000
	298	298	298	298	298	298	298	298
Seminars /workshop	.620**	.795**	.809**	1	.831**	.775**	.711**	.732**
	.000	.000	.000		.000	.000	.000	.000
	298	298	298	298	298	298	298	298
Case studies	.747**	.816**	.845**	.831**	1	.868**	.729**	.677**
	.000	.000	.000	.000		.000	.000	.000
	298	298	298	298	298	298	298	298
Informal learning	.787**	.808**	.882**	.775**	.868**	1	.751**	.654**
	.000	.000	.000	.000	.000		.000	.000
	298	298	298	298	298	298	298	298
Job Instruction	.826**	.814**	.727**	.711**	.729**	.751**	1	.587**
	.000	.000	.000	.000	.000	.000		.000
	298	298	298	298	298	298	298	298
Staff Formal continuing education	.535**	.644**	.642**	.732**	.677**	.654**	.587**	1
	.000	.000	.000	.000	.000	.000	.000	
	298	298	298	298	298	298	298	298

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

(Source: Researcher's Survey)

According to the above correlation table, the highest correlation between lecture and special tasks in CBE($r=0.913$) this shows there is a job rotation is practicing in CBE by giving special task for the employee and employee also gain training by lecture method. The second high correlation relationship between case study and Informal learning in CBE ($r = 0.868$). This is because mostly the staff of CBE they get information and knowledge from the case of problem faced from senior staff or by themselves and from their informal discussion between

staffs. There is small correlation between coaching and Staff Formal continuing education($r=0.535$) even if most of the staffs of CBE are continuing their different education but the effect on their job rotation is not as such visible and even if there is informal coaching between the senior staff this does not organized, continues.

Table 18 Correlation analysis of alternative tanning methods Vs JR

Alternative Training and Development Methods	Mean score in General approach
Coaching	3.87
Special tasks assignment	3.91
Lectures/Formal training	3.77
Seminars /workshops	3.23
Case studies	3.25
Informal learning	3.53
Job Instruction	3.88
Formal continuing education	3.36

** . 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, Special tasks assignment has strong correlation with job rotation practices whereas; job rotation practices with Seminars /workshops has less correlation as compared to others.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

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 and job involvement and to point out the alternative training and development methods to improve effectiveness of job rotation practices in CBE. 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 and job involvement. Secondly the study tried to measure the effectiveness of job rotation practices on employee motivation 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 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 assess its impact on the employee motivation 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 job involvement. The study came up with the following findings based on the research questions which were forwarded at the beginning of the study.

The first research question of this study aimed to determine job rotation practices affect employee motivation and job involvement. In general the mean values of motivation and job involvement were 3.81 and 3.703 respectively, both greater than the total averages mean value of 3.36. On the other hand, the mean value of job involvement was the least value. From this one can conclude that job rotation practices in CBE had above high effect on employee's motivation 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 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 and job involvement.

The second research question was to assess the alternative training and development tools improve the effectiveness of job rotation practices, in general mean value of alternative training and development methods were 4.8 which is greater than that of the total average mean value of 3.36 and most of the mean value of different alternative training and development methods are greater than the total mean value.

More over According to the findings, the respondents chosen Special tasks(Assigning tasks to employees to increase their knowledge base) and job instruction method (written instructions are provided regarding procedures, manuals, and guidelines) at the highest rank w

ith mean of 3.9 and standard deviation of 1.121 and mean of 3.88 and standard deviation of 1.129 which are higher than from the rest of alternative training and development methods. The respondents were used Special tasks always 37.2%,often 32.9%,mostly 16.4%,sometimes 10.1%,never 3.4% and job instruction respondent answer always 34.6%, often 36.9%, mostly 15.1%, sometimes 8.4% and never 5%. . From this one can conclude that different alternative training and development method given by CBE especially special tasks (Assigning tasks to employees to increase their knowledge base) and job Instruction (written instruction) is Provided like procedures, manuals, guidelines improve the effectiveness of job rotation practice in CBE and improve employee motivation and job involvement.

The third question was on determinants in order to implement job rotation practice at CBE . There are a lot of determinant that make difficult to implement a job rotation in CBE some of them are the small number of staff in branch, attitude of managers towards job rotation, the awareness of staff about job rotations, irregularity of practicing a job rotations, poor communication about job rotations, poor follow up mechanisms, no continues feedback, there are also problem related 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:-

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 increase in customer service satisfaction. The job rotation practices should be properly plan, communicated, provided support and evaluated the performance by responsible HR manager continuously.

The general approaches of job rotation practices in CBE affect (R square) motivation and job involvement, with confidence level of 95%. Thus, CBE should strictly use and improve job rotation system. On the other hand Motivation 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.

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 planned, practiced, implemented and evaluated in CBE.

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.

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

Proactively manage job rotation as a component of your training and career development system.

Have a clear understanding of exactly which skills will be enhanced by placing an employee into the job-rotation process. Address skills that aren't enhanced by job rotation through specific training programs and management coaching.

Use job rotation with later-career and plateaued employees, as well as with early-career employees. Some organizations may have the tendency to rotate employees too fast in early-career stages and too slow in later-career stages. Job rotation can be a good way to reduce the effects of the plateauing process by adding stimulation to employees' work.

Both job-related and development-related objectives should be defined jointly by the employee and the manager when the employee assumes a new position. The rate of rotation should be managed according to the time required to accomplish the goals of the job and the time required to achieve the developmental benefits of the job.

Implement specific methods of maximizing benefits and minimizing costs of rotation. Examples include increasing the benefits of organizational integration and stimulating work by carefully selecting jobs, increasing career and awareness benefits by ensuring that they're reflected in the development plans, decreasing workload costs by managing the timing of rotations, decreasing learning-curve costs by having good operating procedures, and decreasing the dissatisfaction of co-workers by helping them understand the role of job rotation in their own development plans.

The study pointed out that job rotation practices are not the only methods to improve motivation 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 and job involvement.

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 and job involvement.

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APPENDIXES



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!



**School of Commerce
Department of Human Resource Management
(Graduate Program)**

SURVEY QUESTIONNAIRE TO BE FILLED BY EMPLOYEES OF CBE

Dear Employees of Commercial Bank of Ethiopia,

This survey questionnaire aims to study “**The Effect of Job Rotation on Employee Motivation and Job Involvement in the Case of Commercial Bank of Ethiopia**”

It is purely conducted for academic purpose. The responses to this questionnaire will be kept strictly confidential and it is subject to ethical rules of research at Addis Ababa University. Therefore, I kindly request you to fill the questionnaire honestly and neatly assuring that the data will be used only for the intended academic purpose only. Your response is very crucial to gather data for this study.

Please read the instructions carefully and answer all questions and if you have any inquiry call the researcher, Teshome Asfaw, at Mobile NO. +2519-11445159 for more explanation.

NB: No need of writing your name and ID number on any of these pages.

Addis Ababa, Ethiopia

March, 2018.

Part 1: General Demographic Information

Please circle the alternative that most closely represents your personal information:

1. Gender: 1) Male 2) Female
2. Age: 1) Below 25 2) 26-35 3) 36-45 4) Above 46
3. Education level:
 1) Diploma 2) Degree 3) MA/MSc 4) PHD 5) Other
4. What is your current position in the Commercial bank of Ethiopia?
 1) Branch Manager 2) Customer Service manager
 3) Senior Customer Service Officer 4) Customer Service Officer
5. Work experience in Banking industry
 1) 1-5 years 2) 6-10 years 3) 11-15years 4) 16 and above years
6. Marital status: 1) Single 2) Married 3) Divorced 4) Widowed

Part 2 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. 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

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 CBE.	1	2	3	4	5
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
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.	1	2	3	4	5
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
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	1	2	3	4	5

practice					
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
21. Effective job rotation approach improves staff motivation, and involvement in CBE.	1	2	3	4	5
22. CBE strongly motivates and involves 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 3:- 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 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 4:- 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. Job rotation creates high job involvement 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. There are clear rules and procedures for every aspects of 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. Most of my personal life goals are job oriented/related.	1	2	3	4	5
8. I consider my job to be central to my existence.	1	2	3	4	5
9. I like to be absorbed (engaged) in my job most of the time.	1	2	3	4	5
10. I would recommend CBE to my friends as a good place to work.	1	2	3	4	5

Part 5:- 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 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 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 instruction) is provided regarding procedures, manuals, guidelines.	1	2	3	4	5
8. Staff Formal continuing education (continuing higher education) at local university with self and CBE sponsorship.	1	2	3	4	5

Thank you Very much.