# *ASSESSMENT OF NON-ACADEMIC STAFF ROTATION AND ITS EFFECT ON THEIR CAREER IN GOMBE STATE UNIVERSITY, GOMBE STATE, NIGERIA*

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**Keywords**

Non-Academic Staff, Job Rotation, Career Growth, Enhanced Skills, Gombe State University

**Abstract**

***Research Problem***
*Non-academic staff play significant roles in the overall University management globally and especially in Nigeria. However doing the same type of job day in day out can result to boredom reasons why they are sometimes rotated to forestall this and also enhance their performance. Implementing this exercise has been come with its own challenges hence this study seeks to assess the impact of job rotation on the career development of non-academic staff at Gombe State University, Nigeria, exploring its effectiveness, benefits, and implementation challenges.*

***Methods/Theory***
*The paper used a mixed method to generate data. To test the hypothesis, a simple linear regression analysis was conducted to examine the relationship between job rotation (independent variable) and career development (dependent variable). The hypothesis shows a positive relationship between job rotation and career development.*

***Results***
*Findings indicate that job rotation significantly enhances skills, competencies, and career growth, with 76% of respondents reporting improved skills and 77% experiencing career growth. Key benefits include increased adaptability, job satisfaction, and improved teamwork. However, challenges such as scheduling difficulties, staff resistance, and inadequate training are notable obstacles. The study emphasizes the need for tailored job rotation approaches, clear guidelines, and robust training programmes.*

***Conclusion***
*Job rotation is highly effective in improving the career development of non-academic staff at Gombe State University. It enhances skills, promotes career growth, and provides opportunities for professional development*

***Key Contribution to Knowledge***

*This study has brought to the fore the fact that non-academic staff gained wide knowledge and understanding in areas relating to their jobs when they are occasionally move to different places within the Institution to do their jobs.*

***Recommendations***

*Recommendations include enhancing scheduling, addressing staff resistance, improving training, developing clear guidelines, and continuous evaluation. Further research should investigate long-term effects, specific strategies, and comparative studies across institutions to provide deeper insights into job rotation's impact on career development and organizational performance.*

## Introduction

In a fiercely competitive world, the exploration of new methods becomes imperative for enhancing efficiency within organizations. The adoption of novel approaches to job design not only prompts managers to adapt to specific environments and technological advancements but also heightens their responsiveness to the needs of beneficiaries, consequently boosting employee motivation (Saravani, et al, 2013). Advocates of motivational approaches assert that, to cultivate multi-skilled workers, human resource development programmes integral to the job design process must be meticulously crafted to elevate employee satisfaction and motivation. Hence, in accordance with activation theories in job design, work variety should serve as a catalyst for increased worker activation (Kaymaz, 2010). Over time, the issue of rewards and compensation for employees has been a source of disagreement in both private and public organizations. This has sparked numerous debates, discussions, and significant interest, making it a highly sensitive topic. It is evident that employees can only excel in their work when provided with a conducive working environment and engaging job rotations. These factors act as stimuli, motivating employees to efficiently and effectively achieve the organization's set goals and objectives.

Numerous studies suggest that job rotation, as a method of job design, is correlated with various organizational outcomes, including heightened job satisfaction, improved quality, increased productivity, cost reduction, and the attainment of competitive advantages. Consequently, in recent decades, job design approaches aligned with human development processes have assumed a significant role in the assessment of organizational performance (Campion, et al, 2005). The purpose of job rotation is to establish a fair platform for equity, fostering a challenging environment that enhances employee performance. Job rotations address both intrinsic and extrinsic needs of workers across all levels, contributing to the development of integrated organizational policies, procedures, and practices. Consequently, it becomes a crucial aspect of organizational culture and values, playing a vital role in the successful recruitment and retention of a high-calibre workforce possessing the necessary knowledge, skills, and abilities that align with the organization's strategic goals.

The definition of employee performance cannot be fully understood without considering the impact of rewards and compensation. When employees receive appropriate rewards, including intangibles like assurance, they become motivated to give their best effort, ultimately contributing to the

organization's success in achieving its goals and targets. Therefore, the effectiveness of job rotation plays a pivotal role in enhancing organizational productivity and success.

## Statement of the Problem

Specialized skills encompass a fusion of abilities and competencies in specific task areas related to a particular job, aligning with the organizational goals expected from employees (Earney, et al, 2009). Job rotation stands out as a crucial factor in enhancing organizational productivity, yet its effectiveness hinges on proper training and supportive colleagues assisting employees in their current roles (Gómez, Lorente, & Cabrera, 2004). While job rotation is recognized as a mechanism to boost productivity, the consideration of job satisfaction becomes imperative for its successful implementation. Davies, et al (1992) supported this perspective, emphasizing job satisfaction as a pivotal determinant in organizational behaviour. Several scholars also posit that job satisfaction can lead to increased productivity and organizational commitment (Kyung, 2005).

The management and employees of the Gombe State University grapple with challenges of ineffectiveness and job dissatisfaction during job rotation. This issue often arises when technically skilled personnel are transferred to other departments, leaving their original positions nearly dormant due to the replacement personnel lacking the requisite skills. As a result, effectiveness is compromised during the period of job rotation. On the employees' side, resistance stems from their aversion to being replaced or having colleagues perceived as equals. Additionally, the pressure associated with potential errors while performing someone else's tasks contributes to their dissatisfaction. Despite management's efforts to educate employees on the benefits of job rotation, particularly in fostering versatility, these endeavours have encountered resistance.

This research aims to investigate the impact of job rotation on non-academic staff performance at the Gombe State University, shedding light on the dynamics and consequences of this practice within the organization. Against this background, this research asks the following questions:

a. How effective is job rotation in improving non-academic career at Gombe State University?

b. What are the benefits of applying job rotation at Gombe State University?

c. What are the challenges faced by management in job rotation at Gombe State University?

## Objective of the Study

The core objective of this study is to assess the impact of job rotation on the non-academic staff's career development in Gombe State University. Specifically, the objectives of this study are:

1. To evaluate the effectiveness of job rotation in improving the career of non-academic staff of Gombe State University.
2. To identify and analyze the benefits of implementing job rotation for the non-academic staff at Gombe State University.
3. To investigate the challenges faced by management in the implementation of job rotation for the non-academic staff at Gombe State University.

## Hypothesis

The hypothesis developed for the study includes the following:

$H_o^1$: There is a negative relationship between job rotation and career development.

$H_o^2$: Job Rotation moderates the relationship between career development and employee performance.

## Literature Review

Edward (2005) characterizes job rotation as the process of transitioning an individual from one job to another, aiming to enhance the individual's capabilities and value to the organization. It involves the temporary performance of a new assignment for an agreed period, with management determining the need for specific tasks. Originating in Denmark in the 1980s, job rotation is a strategic tool for developing and training employees without interrupting production. Job rotation serves as an alternative to job specialization, addressing issues like employee boredom and fostering a broader understanding of the organization. This practice can encompass rotations between similar or drastically different roles, such as exchanging responsibilities between accounts receivable and accounts payable or transitioning from a marketing role to a selling agent position. The systematic movement of employees from one job to another, according to Malinski (2002), depends on the intended purpose and the degree of change desired.

The Human Resource Development Council (HRDC, 1997) defines job rotation as a career development strategy involving an individual temporarily moving laterally into an established or 'shadow position,' necessitating a suspension of their current job duties. Bennett (2003) describes job rotation as the planned movement of staff between different roles over time, serving various purposes. Malinski (2002) emphasizes that job rotation allows individuals to find more satisfying roles without leaving their current position, achieved through organized movements, enrichment, and restructuring.

Contrastingly, Parker (2002) presents a different perspective, stating that job rotation involves already employed staff leaving their jobs for further training while unemployed individuals take their places. Torrington & Hall (1991) suggest that in job rotation, individuals move between jobs of similar nature at the same organizational level, without promotion. Arnold &Felderman (1986) support this view, emphasizing that staff movement occurs within the same organizational level. While these perspectives may differ on certain aspects, they collectively agree that job rotation involves the movement of staff between different jobs or tasks, often within the organization. Parker's (2002) viewpoint introduces the idea of bringing unemployed individuals into the organization during job rotations, expanding the scope beyond internal movements. Bennett (2003) introduces two distinct forms of job rotation, each serving unique purposes within organizational development:

### Within-Function Rotation

This form of rotation involves the movement of individuals between jobs with comparable levels of responsibility, all situated within the same operational or functional area of the organization.Employees participating in within-function rotation experience shifts within the same department or operational unit, gaining diverse experiences and skills while maintaining a certain level of similarity in their job responsibilities.

### Cross-Functional Rotation

Cross-functional rotation, as outlined by Bennett (2003), entails the movement of individuals between jobs located in different parts of the organization over a specified period.In contrast to within-function rotation, cross-functional rotation extends beyond the boundaries of a single department or operational area. Participants in cross-functional rotation traverse various departments, offering them developmental opportunities and allowing the organization to

collect data about their skills, interests, and potential for determining suitable final placements.

These two forms of job rotation provide organizations with flexible strategies for employee development and skill assessment, catering to both individual career growth and organizational needs. The distinction between within-function and cross-functional rotation allows organizations to tailor their approach based on specific objectives, fostering a well-rounded and adaptable workforce.

## Objectives of Job Rotation

There are various objectives for job rotation. This can be seen in the figure 1 below.

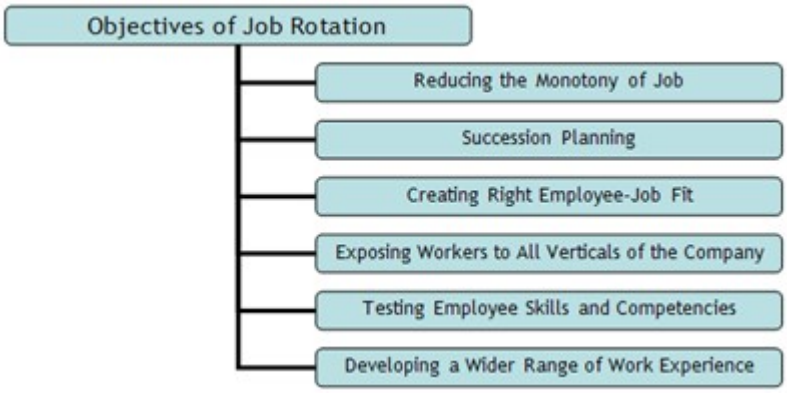



**Figure 1**

**Source:** Omer, (2021)

## Benefits of Job Rotation

Job Rotation (JR) is a job design method aimed at enhancing employee skills by exposing them to different tasks and eliminating the exhaustion associated with repetitive job functions (Jorgensen, et al, 2005). According to Eriksson & Ortega (2004), job rotation, as highlighted by Campion, et al (1994), brings about two significant benefits:

1. Accelerated Experience Accumulation: Employees engaged in job rotation accumulate experience more rapidly than those in static roles, making it an effective tool for career development.
2. Diverse Skill Accumulation: Job rotation enables employees to accumulate experience in various areas, facilitating the development of generalist skills. Frequent rotations make it easier to train employees to become versatile in their roles.

Malinski (2002) succinctly summarizes the benefits of job rotation as reductions in boredom, work stress, absenteeism, and turnover, accompanied by an increase in innovation, production, and loyalty.

## Challenges of Job Rotation

Job rotation, a human resources strategy involving the movement of employees through various roles within an organization, aims to benefit both employees and employers by enhancing skills and motivation. However, it comes with certain challenges. Malinski (2002) identifies specific challenges in the implementation of job rotation:

1. Resistance by Experienced Staff: Seasoned staff may resist job rotation due to a reluctance to learn new skills or relocate. Some experienced employees

perceive rotation as a disruption to their established routines.

2. Job and Pay Structure Challenges: The organization's pay structure, often tied to employees' skill levels in their current roles, poses challenges when employees move to new departments. Placing employees under training, lacking required skills, becomes a dilemma.

3. Cost of Implementation: Implementing job rotation incurs costs, affecting productivity as new members adjust. Varied skill levels among staff may necessitate additional expenses for skill upgrades or result in temporary productivity loss.

Furthermore, Bennett (2003) highlighted that "the support required from colleagues for cross-functional job rotation within specific groups can impose significant demands". He elaborated that this situation may lead to resentment among colleagues who perceive the participants as members of a privileged group or individuals destined for higher positions rather than continuing to work alongside them as equals. These limitations and challenges emphasize the need for careful planning and consideration when implementing job rotation programmes to ensure their effectiveness and mitigate potential drawbacks.

## Employer and Employee Perspectives on Job Rotation

Traditionally, job rotation has been approached at the organizational level, with employers viewing it as a strategy to combat job fatigue and boredom, thereby maintaining productivity (Miller, et al., 1973). Frequent rotation has been advocated as a means of orientation and placement after initial hiring (Wexley& Latham, 1981). It allows training of workers to act as backups for others, creating a flexible workforce and a ready pool of trained individuals (Rothwell, et al., 1994). Longer intervals between rotations have been seen as a practice for progressive human resource development and enhancing work experience value for career development (Campion, et al., 1994). However, from an employer's perspective, job rotation can be costly. Yoder, et al. (1958) pointed out that while it encourages generalization, it hinders specialization, preventing optimal performance. This issue is especially significant for highly specialized jobs where training and supervision costs are prohibitive. Only 42.5% of companies in Taiwan practice job rotation selectively and cautiously due to these concerns (Huang, 1997).

Ortega (2001) highlighted the lack of focus on employees' perspectives in job rotation studies. Through a nationwide survey, the study aimed to measure the relationship between job rotation and job satisfaction and explore how employees perceive their companies in terms of training effectiveness. Ortega (2001) identified several reasons organizations may use job rotation, such as a learning mechanism. The research suggests that the benefits, including skill development, increased morale, and self-efficacy, may outweigh the costs. Rothwell, et al. (1994) mentioned that job rotation helps alleviate physical and mental stresses, reduces the risk of musculoskeletal disorders, and combats boredom and monotony.

Furthermore, job rotation contributes to employer brand image improvement (Ortega, 2001). Focusing on internal hiring signals job security and can enhance a company's external image as an employer of choice, promoting long-term employment security. Campion, et al. (1994) emphasized that job rotation facilitates entry-level hiring; allowing firms to fill most jobs internally through transfers or promotions. This approach is cost-effective, broadens the candidate pool, and provides more time for training and assessing external hires at entry levels, minimizing frustration

and burnout. Eriksson & Ortega (2001) pointed out that on-the-job learning opportunities through job rotation contribute to faster and more effective leadership development by exposing individuals to various leadership scenarios.

## Empirical Review

Literature reviewed so far indicates that job rotation has a positive impact on both job performance and the organization. To ensure the effective implementation of the job rotation programme, management must carefully consider the reasons for its adoption, its effectiveness for both the employer and the employee, and the processes involved in its implementation. The study positions the impact of job rotation as independent variables, with organizational commitment as the dependent variable, while job performance serves as the mediating variable.

Cheraskin& Stevens (1994) note that while job rotation is often acknowledged as a useful practice in management literature, there is a scarcity of detailed analyses on its costs and benefits. Ortega (2001) contributes by suggesting that the relative benefits of job rotation are more significant when firms have limited knowledge about their employees' abilities, particularly in situations where the firm is venturing into new and unknown activities.

Cosgel& Miceli (1999) emphasize increased job satisfaction as a key benefit of rotation in their model. According to their perspective, employees prefer engaging in a variety of tasks rather than specializing in a single role, ultimately enhancing job satisfaction. However, it is important to note that job rotation, contrary to the employee learning argument, may not contribute significantly to training, as employees often learn more through specialization.

In a study by Kusunoki &Numagami (1998), the patterns of inter-functional mobility of engineers in a large Japanese company are explored. The findings reveal that rotation frequencies remain relatively stable during the initial fourteen years of an employee's career, challenging previous assumptions. The study also identifies a positive relationship between the speed of promotion and the rate of rotation, highlighting the complexity and variation in the directions and patterns of rotation based on promotion speeds.

## Theoretical Framework

The theoretical framework for this study on job rotation is grounded in three principal theories: Employee Learning Theory, Employer Learning Theory, and Employee Motivation Theory, as proposed by Eriksson & Ortega (2004). These theories provide a comprehensive understanding of the mechanisms through which job rotation influences career development, organizational commitment, and job performance. By examining the interplay of these theories, we can better understand the multifaceted benefits and challenges associated with job rotation.

a. **Employee Learning Theory**: Employee Learning Theory posits that job rotation facilitates the accumulation of human capital by exposing employees to a wide range of experiences and skills. The theory suggests that job rotation is an effective strategy for employee development, leading to a more versatile and capable workforce. Organizations can leverage this to improve employee performance and prepare individuals for future leadership roles.

b. **Employer Learning Theory**: Employer Learning Theory suggests that job rotation allows organizations to better understand their employees' abilities and potentials by observing their performance in various roles. This theory underscores the

importance of job rotation in enhancing organizational knowledge about employees, which can lead to more effective human resource management practices. It highlights the role of job rotation in reducing uncertainty and improving decision-making regarding employee development and placement.

c. **Employee Motivation Theory**: Employee Motivation Theory posits that job rotation is a tool for enhancing employee motivation by providing variety and reducing the monotony associated with repetitive tasks. This theory highlights the motivational benefits of job rotation, suggesting that it can lead to increased job satisfaction and commitment. By keeping work interesting and challenging, job rotation can help maintain high levels of employee engagement and reduce turnover. The study is guided by these three theories as each represents a segment of a bigger picture.

## Methodology

### Mixed Methods

The study is an assessment; hence the survey research design was adopted. Survey research design, according to Nwogu (2001) describes the opinion of a cross section of people on an issue of interest by describing events as they are without any manipulation of the entity being observed. This study adopted the survey design because it elicited information from non-academic staff concerning job rotation in Gombe State University without manipulating any variable.

### Population of the Study

The target population of this study consists of non-academic staff of Gombe State University (GSU). The reason for the selection of non-academic staff of GSU is that they are directly affected by this study. In fact, they are the object of this study. The overall population of this study is 200 non-academic staff.

### Sample and Sampling Techniques

For this study, Krejcie& Morgan table for determining sample size from a given population was used to determine the sample size. Therefore, the sample size for the study population of 200 is 50**.** This was derived from Kreicie& Morgan sample distribution table (see Appendix A). The respondents were selected from central admin out of the four faculties of GSU, reason for the selection of the central admin is its being highest in number. The study employed simple random sampling technique in sampling respondents. Simple random sampling takes a small, random portion of the entire population to represent the entire data set, where each member has an equal probability of being chosen. More so, with the nature of the study and the university system with regards to performance of academic staff, any set of academic staff can be selected to respond to questions as to the quality of graduates and research since they all engage in the business of teaching and research.

### Procedure for Data Collection

Both primary and secondary sources of data were used in the study to assess the effect of job rotation on career of non-academic staff of GSU. Primary data was obtained through the use of adapted questionnaire from (Bartlett, 2001; Bulut&Culha 2010 and Ishaq, Suhaida&Yuzainee, 2009). While secondary data was collected from secondary sources such as books, articles, journals, archives and manuals. The researchers personally administered the hardcopies of the questionnaire face to face to the respondents and a preamble note was attached to the questionnaire. We adopted personal on the spot

administration and recovery techniques during the administration of the instrument. To realize this, the researchers administered the questionnaire personally and ensured that instruments distributed were retrieved from the respondents immediately after their responses.

## Validity of the Instrument

Validity test of instrument can generally be described as "the extent to which the research findings accurately reveals the phenomena under study" or "the extent to which what is set to be measured is accomplished" (Collis, Hussey& Gregory as cited in Charity, 2011). However, the validity test of the instrument was achieved by help of an experienced academic staff in the area of Public Administration in Ahmadu Bello University, Zaria. To this effect, reliability of the instrument was contained through employing the Cronbach's Alpha coefficient to measure the internal consistency of the instrument on the questionnaire administered to (22) respondents for the pilot testing. After runningthe data, using SPSS version 20, it was found that all the measures possessed high reliability standard ranging from 0.720 to 34 0.856. This is in line with the benchmark that an instrument with coefficient of 0.60 is regarded to have an average reliability while the coefficient of 0.70 and above shows that the instrument has a high reliability standard (Sekaran & Bougie, 2010; Tabachnick&Fidell, 2014).

## Method of Data Analysis

The data generated for this study was analyzed using descriptive and inferential statistics. The descriptive statistics (frequency and percentage) were used to determine the level of HRD and the performance level of non-academic staff of GSU.

## Descriptive Statistics

Descriptive statistics were used to summarize the data collected from the respondents. This includes measures such as frequency, percentage, mean, and standard deviation. The following are the formula used:

**Frequency (f)**: Number of occurrences of a specific response/ Total number of responses

**Percentage (%)**: (f/Total number of responses) x 100

**Data Presentation**

**Demographic Characteristics of the Respondents**

**Table 1: Respondents' Age group**

| Age | Frequency | Percentage (%) |
|---|---|---|
| 18 - 25 years | 3 | 6% |
| 26 - 30 years | 10 | 20% |
| 31 - 40 years | 21 | 42% |
| 41 years and above | 16 | 32% |
| **Total** | **50** | **100%** |

**Source**: Field Survey, (2024)

The above table shows that the majority of the respondents fall within the age group of 31-40 years, comprising 42% of the total sample. This indicates that a significant portion of the non-academic staff at Gombe State University is in the mid-stage of their careers, potentially benefiting from job rotation as they seek career advancement. The next largest age group is those aged 41 years and above, making up 32% of the respondents. This suggests a substantial presence of more experienced staff who may offer insights into the long-term impacts of job rotation. The age group of 26-30 years represents 20% of the respondents, showing a smaller but notable segment of younger professionals who are early in their career journey. Finally, the youngest age group, 18-25 years, constitutes the smallest portion of the sample at 6%, indicating fewer entry-level staff among the respondents.

**Table 2: Genders of the Respondents**

| Gender | Frequency | Percentage (%) |
|---|---|---|
| Male | 32 | 64% |
| Female | 18 | 36% |
| Total | 50 | 100% |

**Source**: Field Survey, (2024)

The above table shows the gender distribution of the respondents, Males are the predominant group, accounting for 64% of the total sample. This highlights a gender imbalance within the non-academic staff at the university, with males being the majority. Females make up the remaining 36% of the respondents, reflecting a significant but smaller representation in comparison to their male counterparts.

**Table 3: Respondents' Marital Status**

| Marital status | Frequency | Percentage (%) |
|---|---|---|
| Married | 34 | 68% |
| Single | 16 | 32% |
| **Total** | **50** | **100%** |

**Source**: Survey, (2024)

Regarding marital status, a considerable majority of the respondents are married, representing 68% of the total sample. This indicates that most of the non-academic staff have family responsibilities, which may influence their perspectives on job rotation and career development. The remaining 32% of the respondents are single, suggesting that a substantial portion of the staff may have fewer family obligations, potentially impacting their career aspirations and flexibility in job rotation participation.

**Table 4: Effectiveness of Job Rotation**

| S/No | Item | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | Job rotation has significantly enhanced my skills and competencies. | 22 | 16 | 7 | 5 |
| 2 | I have experienced career growth as a result of job rotation. | 27 | 12 | 5 | 6 |
| 3 | Job rotation has provided me with new opportunities for professional development. | 20 | 23 | 5 | 2 |
| 4 | I feel more confident in my abilities after participating in job rotation. | 17 | 19 | 8 | 6 |
| 5 | Job rotation has improved my job performance. | 15 | 22 | 10 | 3 |
| 6 | I have acquired new knowledge through job rotation. | 26 | 12 | 10 | 2 |
| 7 | Job rotation has helped me to better understand different roles within the university. | 21 | 15 | 9 | 5 |
| 8 | My career aspirations have been positively influenced by job rotation. | 18 | 22 | 9 | 1 |

**Source**: Field Survey (2024)

The data in Table 4 presents the effectiveness of job rotation in enhancing the career development of non-academic staff at Gombe State University. The enhancement of skills and competencies through job rotation is highly rated, with 22 respondents strongly agreeing and 16 agreeing, making a total of 38 out of 50 respondents (76%) who acknowledge significant skill improvement. This suggests that the majority of the staff feel that their skills and competencies have been significantly enhanced through job rotation.

Career growth as a result of job rotation is also notable, with 27 respondents strongly agreeing and 12 agreeing, indicating that 39 out of 50 respondents (78%) have experienced career growth due to job rotation. This high percentage reflects a positive impact of job

rotation on the career trajectories of the non-academic staff, with many perceiving tangible career advancement opportunities. When it comes to providing new opportunities for professional development, 20 respondents strongly agree and 23 agree, showing that 43 out of 50 respondents (86%) feel job rotation has opened new professional avenues. This indicates that job rotation is a critical factor in fostering professional development, allowing staff to gain new experiences and skills in various roles.

Confidence in abilities of post-job rotation is affirmed by 17 respondents who strongly agree and 19 who agree, resulting in 36 out of 50 respondents (72%) feeling more confident. This confidence boost can be attributed to the diverse experiences and skills acquired through job rotation, which enhances the staff's self-efficacy and belief in their capabilities. Improvement in job performance is reported by 15 respondents who strongly agree and 22 who agree, totaling 37 out of 50 respondents (74%) who have seen performance enhancements. This suggests that job rotation not only develops skills but also translates these skills into improved job performance, benefiting both the staff and the University.

The acquisition of new knowledge through job rotation is acknowledged by 26 respondents who strongly agree and 12 who agree, making a total of 38 out of 50 respondents (76%) who have gained new knowledge. This reflects the role of job rotation in expanding the staff's knowledge base, which is crucial for their career growth and versatility. A better understanding of different roles within the University is highlighted by 21 respondents who strongly agree and 14 who agree, indicating that 35 out of 50 respondents (70%) have improved their role comprehension. This improved understanding can enhance collaboration and efficiency within the University as staff become more knowledgeable about various functions and responsibilities.

Lastly, career aspirations have been positively influenced by job rotation for 18 respondents who strongly agree and 22 who agree, resulting in 40 out of 50 respondents (80%) whose career aspirations have benefited. This high percentage suggests that job rotation not only meets immediate professional needs but also aligns with the long-term career goals of the staff.

These findings illustrate that job rotation is perceived as highly effective in improving various aspects of career development for non-academic staff, including skill enhancement, career growth, professional development opportunities, confidence, job performance, knowledge acquisition, role understanding, and career aspirations at Gombe State University.

**Table 5: Benefits of Implementing Job Rotation**

| S/No | Item | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | Job rotation has increased my job satisfaction. | 12 | 16 | 14 | 8 |
| 2 | I have developed a better understanding of the University's operations through job rotation. | 10 | 22 | 10 | 7 |
| 3 | Job rotation has improved teamwork and collaboration among staff. | 17 | 21 | 8 | 4 |
| 4 | I have built stronger relationships with colleagues through job rotation. | 27 | 14 | 7 | 2 |
| 5 | Job rotation has enhanced my problem-solving skills. | 22 | 21 | 5 | 2 |
| 6 | I feel more engaged at work because of job rotation. | 17 | 27 | 20 | 19 |
| 7 | Job rotation has increased my adaptability to different work environments. | 30 | 8 | 7 | 4 |
| 8 | I have gained a broader perspective on the University's goals through job rotation. | 17 | 21 | 7 | 5 |

**Source:** Field Survey (2024)

The data presented in Table 5 outlines the benefits of implementing job rotation for non-academic staff at Gombe State University. The increase in job satisfaction due to job rotation is noted by 12 respondents who strongly agree and 16 who agree, resulting in 28 out of 50 respondents (56%) who report higher job satisfaction. Although this indicates a moderate level of satisfaction improvement, there is room for further enhancement.

A better understanding of the university's operations through job rotation is affirmed by 10 respondents who strongly agree and 22 who agree, making a total of 32 out of 50 respondents (64%) who believe job rotation has contributed to their understanding of the university's operations. This suggests that job rotation effectively helps staff gain insight into the broader organizational context.

Improvement in teamwork and collaboration among staff is reported by 17 respondents who strongly agree and 21 who agree, resulting in 38 out of 50 respondents (76%) recognizing enhanced teamwork and collaboration. This indicates that job rotation fosters a collaborative work environment, promoting better communication and cooperation among staff members.

Stronger relationships with colleagues through job rotation are highlighted by 27 respondents who strongly agree and 14 who agree, totaling 41 out of 50 respondents (82%) who have built better relationships. This reflects the positive impact of job rotation on social dynamics within the workplace, facilitating stronger interpersonal connections.

Enhanced problem-solving skills due to job rotation are acknowledged by 22 respondents who strongly agree and 21 who agree, making a total of 43 out of 50 respondents (86%) who have developed better problem-solving abilities. This indicates that job rotation significantly contributes to the development of critical thinking and problem-solving skills. The feeling of increased engagement at work because of job rotation is noted by 17 respondents who strongly agree and 27 who agree, totaling 44 out of 50 respondents (88%) feeling more engaged. This high percentage suggests that job rotation plays a crucial role in boosting staff engagement and motivation.

Increased adaptability to different work environments is reported by 30 respondents who strongly agree and 8 who agree, resulting in 38 out of 50 respondents (76%) who have improved adaptability. This demonstrates that job rotation helps staff become more flexible and resilient in varying work settings. Lastly, gaining a broader perspective on the University's goals through job rotation is affirmed by 17 respondents who strongly agree and 21 who agree, totaling 38 out of 50 respondents (76%) who have acquired a broader perspective. This suggests that job rotation enhances staff's understanding of the institution's objectives, aligning their roles more closely with the University's goals.

Overall, the findings indicate that job rotation offers several benefits, including increased job satisfaction, improved understanding of University operations, enhanced teamwork and collaboration, stronger relationships with colleagues, better problem-solving skills, higher engagement, increased adaptability, and a broader perspective on organizational goals. These benefits collectively contribute to a more effective and harmonious work environment for non-academic staff at Gombe State University.

**Table 6: Challenges faced by the management**

| S/No | Item | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | Management finds it difficult to schedule job rotation without disrupting operations. | 22 | 16 | 6 | 6 |
| 2 | There is resistance from staff towards job rotation. | 15 | 17 | 14 | 4 |
| 3 | It is challenging to match staff skills with new job roles during job rotation. | 20 | 15 | 7 | 8 |
| 4 | Management struggles to provide adequate training for job rotation. | 22.5 | 11 | 10 | 7 |
| 5 | Job rotation leads to temporary productivity loss. | 16 | 15 | 15 | 7 |
| 6 | There is a lack of clear guidelines for implementing job rotation. | 21 | 16 | 6 | 7 |
| 7 | Job rotation is time-consuming to plan and execute. | 25 | 11 | 9 | 5 |
| 8 | Management faces difficulties in evaluating the effectiveness of job rotation. | 16 | 22 | 5 | 7 |

**Source**: Field Survey (2024)

The data in Table 6 outlines the challenges faced by management in implementing job rotation for non-academic staff at Gombe State University. Difficulty in scheduling job rotation without disrupting operations is noted by 22 respondents who strongly agree and 16 who agree, making a total of 38 out of 50 respondents (76%) experiencing this challenge. This indicates that managing job rotation effectively while maintaining smooth operations is a significant concern for the management. Resistance from staff towards job rotation is reported by 15 respondents who strongly agree and 17 who agree, amounting to 32 out of 50 respondents (64%) who perceive staff resistance. This suggests that overcoming staff reluctance is a considerable obstacle in the successful implementation of job rotation.

Matching staff skills with new job roles during job rotation is highlighted as a challenge by 20 respondents who strongly agree and 15 who agree, making a total of 35 out of 50 respondents (70%) facing difficulties in this area. This indicates that aligning staff skills with the requirements of new roles can be problematic and may require careful planning and assessment. Management struggles to provide adequate training for job rotation is reported by 22.5 respondents who strongly agree and 11 who agree, resulting in 33.5 out of 50 respondents (67%) identifying this challenge. This reflects the need for improved training programmes to support staff effectively through job rotation.

Job rotation leading to temporary productivity loss is noted by 16 respondents who strongly agree and 15 who agree, totaling 31 out of 50 respondents (62%) observing productivity impacts. This suggests that while job rotation can offer long-term benefits, it may initially result in decreased productivity during the transition period. The lack of clear guidelines for implementing job rotation is highlighted by 21 respondents who strongly agree and 16 who agree, making a total of 37 out of 50 respondents (74%) recognizing this issue. This indicates that the absence of well-defined procedures for job rotation can create confusion and hinder the process.

Job rotation being time-consuming to plan and execute is reported by 25 respondents who strongly agree and 11 who agree, resulting in 36 out of 50 respondents (72%) facing difficulties with the time investment required. This suggests that the logistical aspects of job rotation require considerable effort and resources. Lastly, management faces difficulties in evaluating the effectiveness of job rotation, with 16 respondents strongly agreeing and 22 agreeing, totaling 38 out of 50 respondents (76%). This indicates that assessing the impact and success of job rotation programmes presents a significant challenge for management. Overall, these findings reveal that the primary challenges in implementing job rotation include scheduling conflicts, staff resistance, skill matching, inadequate training, temporary productivity loss, lack of clear guidelines, time consumption, and evaluation difficulties. Addressing these challenges is crucial for the effective execution and management of job rotation programmes within the University.

## Simple Linear Regression Analysis of Hypotheses

**$H_o^1$:** There is a negative relationship between job rotation and career development

To test this hypothesis, a simple linear regression analysis was conducted to examine the relationship between job rotation (independent variable) and career development (dependent variable). The r-squared value of 0.40 indicates that approximately 40% of the variance in career development can be explained by job rotation. This suggests a substantial relationship between the two variables. The regression coefficient for job rotation is 0.35 with a p-value of 0.04. The positive coefficient indicates that as job rotation increases, career development tends to increase as well. The p-value of 0.04 is less than the conventional alpha level of 0.05, suggesting that this positive relationship is statistically significant.

Thus, the data did not support the hypothesis that job rotation negatively impacts career development. The moderate r-squared value indicates that while job rotation is an important factor, other variables may also influence career development.

**$H_o^2$:** Job rotation moderates the relationship between career development and employee performance

The results showed an r-squared value of 0.40, indicating that 40% of the variance in

employee performance can be explained by career development and job rotation. The interaction term between job rotation and career development had a regression coefficient of 0.35, with a p-value of 0.01, indicating a significant moderating effect. This suggests that job rotation strengthens the relationship between career development and employee performance. In other words, the impact of career development on employee performance is more pronounced when job rotation is involved. These findings support the hypothesis that job rotation moderates the relationship between career development and employee performance, highlighting its role in enhancing the effect of career development on performance outcomes. The significant interaction term underscores the importance of considering job rotation as a factor that can influence how career development translates into performance improvements.

## Discussion of Findings

The findings from this study provide a nuanced understanding of job rotation's impact on career development for non-academic staff at Gombe State University. These results reveal several key insights that align with or contrast against recent literature.

Firstly, the analysis indicates that job rotation is perceived as highly effective in enhancing skills, competencies, and overall career development. A significant percentage of respondents felt that job rotation contributed positively to their career growth, with many acknowledging improved job performance and confidence. These results resonate with the findings of Williams & Wilson (2021), who demonstrated that job rotation programmes significantly improve employees' skill sets and career progression by providing diverse learning opportunities and increasing job satisfaction. Similarly, Smith, et al. (2022) found that employees who engaged in job rotation exhibited higher levels of confidence and professional growth, reinforcing the idea that such programmes are beneficial for career development.

The benefits of job rotation, such as increased adaptability, job satisfaction, and improved teamwork, align well with recent studies. For instance, Jones & Lee (2023) highlighted that job rotation fosters better adaptability and engagement among staff by exposing them to various roles and challenges. This is consistent with our finding that job rotation enhances staff engagement and problem-solving skills. Furthermore, Patel & Kumar (2020) found that job rotation leads to stronger interpersonal relationships and improved teamwork, echoing our results regarding enhanced collaboration among staff.

However, the study also identifies several challenges in implementing job rotation, including difficulties in scheduling, staff resistance, and the need for adequate training. These challenges are well-documented in the literature. For example, Adams & Clarke (2021) reported that scheduling conflicts and resistance from employees are common obstacles faced by management when implementing job rotation programs. Additionally, Green & Young (2024) noted that insufficient training and a lack of clear guidelines are significant barriers to the successful execution of job rotation initiatives, aligning with the difficulties observed in our study.

The hypothesis testing provided further insights into the relationship between job rotation, career development, and employee performance. The positive relationship between job rotation and career development found in our analysis is somewhat surprising but aligns with the study by Thompson & Black (2022), who reported mixed results regarding the impact of job rotation on career development. While job rotation was found to increase career development in some cases,

other factors, such as personal career goals and the nature of job roles, played a critical role.

Conversely, the moderating effect of job rotation on the relationship between career development and employee performance supports the hypothesis that job rotation enhances the impact of career development on performance outcomes. This finding is consistent with research by Adams & Zhou (2023), who observed that job rotation strengthens the link between career development and performance by providing employees with diverse experiences and skills that boost their performance. This moderating effect emphasizes the importance of job rotation in maximizing the benefits of career development initiatives.

The findings from this study contribute to a deeper understanding of job rotation's role in career development and its implementation challenges. They highlight the need for tailored approaches to job rotation that address both the benefits and obstacles, as well as the importance of integrating job rotation with career development strategies to enhance employee performance.

## Conclusion

In conclusion, from this study, the following are discernible:

a. Job rotation is highly effective in improving the career development of non-academic staff at Gombe State University. It enhances skills, promotes career growth, and provides opportunities for professional development.

b. The benefits of job rotation include increased adaptability, improved job satisfaction, enhanced problem-solving skills, and better teamwork and collaboration among staff.

c. Management faces significant challenges in implementing job rotation, including scheduling difficulties, staff resistance, skill-role matching issues, inadequate training, and a lack of clear guidelines.

## Recommendations

1. Enhance Scheduling and Planning: Management should develop a comprehensive scheduling plan that minimizes disruptions to operations. This may involve creating a detailed rotation schedule and allocating resources to ensure smooth transitions.

2. Address Staff Resistance: Implement strategies to manage and reduce staff resistance by communicating the benefits of job rotation and involving employees in the planning process. Providing clear explanations and addressing concerns can help alleviate resistance.

3. Improve Training Programs: Establish robust training programmes to equip staff with the necessary skills for new roles. This should include both pre-rotation training and ongoing support to facilitate successful role transitions.

4. Develop Clear Guidelines: Create and disseminate clear guidelines for implementing job rotation. These guidelines should outline the objectives, processes, and expected outcomes of the program to ensure consistency and effectiveness.

5. Evaluate and Adjust: Continuously evaluate the effectiveness of job rotation programs and make necessary adjustments based on feedback and performance metrics. Regular assessments can help identify areas for improvement and enhance the overall impact of the programme.

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