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Job Rotation As A Leadership Development Tool in Malaysia Education Sector

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Abstract

The purpose of this study was to look into how job rotation functions as a mechanism for developing leadership in Malaysia's educational system. Since the practise of job rotation is linked to career growth, management of the organisation should put greater emphasis on enhancing job rotation implementation and take into account the development of leadership within the company. In other words, job rotation helps increase employee and organisational effectiveness and production. It aids employees in acquiring new abilities and knowledge, overcoming monotony, and resolving issues with their jobs. It is hoped that by looking at these elements, a thorough grasp of the optimal strategy for starting staff leadership development can be attained. Job rotation is a good choice for developing people for senior roles in the company as well as a tool for identifying high potential personnel. Regardless of work status, participants must have a certain level of daring, be risk-takers, and accept responsibility for this to be successful. The people whose jobs are rotated must regularly perform well. Job rotation puts leaders and leadership to the test. People in the pipeline are trained and groomed for adaptability to display leadership qualities. The ultimate focus of job rotation is succession planning. This study is using descriptive survey to investigate the relationship between motivation, job rotation, skill and knowledge toward leadership skills. Total of 342 set of questionnaire were collected out of 400 respondent. Statistical Package for the Social Science (SPSS) software are use in this project. So, a questionnaire were distributed among employees in education sector. Factors such as motivation, job rotation, skill and knowledge and performance is influence the determinants of leadership skill among employees in education sector were analyzed. This study found a substantial association between motivation, job rotation, skill and knowledge, and performance belief and the drivers of leadership qualities among workers in the education sector. The results of this study may contribute to higher staff morale. This study also suggested that future studies aim for greater sample sizes.

Keywords: Job Rotation, Education Sector, Motivation, Leadership, Skill and Knowledge, Performance Belief, Malaysia

Introduction

Job rotation is crucial for employers to assess the leadership skills and abilities of their workforce. Workers will switch to a new assignment to assess their leadership skills and capabilities. Because employees must comprehend and deal with a new job, a new department, new staff, and new work processes that bring many challenges, job rotation increases employees' problem-solving abilities. Employees should be able to come up with original solutions for problems as they arise because doing so generally broadens one's perspective on potential causes of issues within an organization. Employees must have the leadership ability to adjust to new environments when jobs are rotated. By moving workers between different types of labour, the job rotation strategy broadens a worker's activities (Radzi, et al., 2021). Job rotation is crucial because it encourages all employees and enables them to rise to new challenges, allowing companies to discover latent abilities. Leadership may be used to describe what an organization has accomplished in terms of the method, results, significance, and success.

Motivation

The employee motivation theory states, job rotation motivates employees who would otherwise become bored and tired of always performing the same tasks (Ponggohong et al., 2022).

Job Rotation

According to organisational theory, the advantages of job rotation as a tool for leadership development stem from the reduction of bureaucratic levels, as shown by the rise in the number of flatter organisations with functional units. By itself, this organisational reorganisation saves money on running expenses. As a result of learning new regions and the local subcultures while participating in work rotation, there are advantages to enhanced interdepartmental socialisation and assimilation (Kumkale, 2022).

Skill and Knowledge

Employers realize that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development and it led due technological developments (Laing, 2021).

Leadership

Leadership is a purposeful relationship, which occurs episodically among participants, who use their individual skills in influence, to advocate transforming change. The definition of leadership has been broken down into four main categories: leadership is a process between a leader and followers; leadership involves social influence; leadership occurs at different levels within an organisation, including individual levels; leadership involves mentoring, coaching, inspiring, and motivating; leaders also create teams, foster cohesion, and settle disputes at the group level; and leadership focuses on goal-setting (Vasilescu, 2019).

Literature Review

Participants benefit from different perspectives and challenges provided by job rotation. These factors encourage employment satisfaction, engagement, and retention (Tumi et al., 2022). Keeping employees interested keeps them actively involved on a personal level and forces them to comprehend other functional areas. Through the detection of service delivery

gaps, this cross-functional understanding encourages cost efficiencies. Job rotation has advantages at all organisational levels. Job rotation has advantages for line-level employees specifically in terms of higher job satisfaction as determined by employee engagement, organisational culture immersion, and increased cross-functional expertise. Job rotation serves as a testing ground for managing new areas of expertise and organising resources to accomplish organisational goals for senior members of the organisation. Increased decision-making confidence, an enlarged network and a deeper awareness of process flow issues connected to raising productivity and profitability are all advantages of this training. A company vying for new hire applicants at colleges and universities can use a well-designed employment rotation programme as a recruitment tool (Rashid et al., 2016). High potential applicants seek a challenge, and they view being accepted right away into a job rotation programme as an opportunity to learn about other departments inside the company. They might view the work rotation as a chance to take on difficult tasks that will help them use their developing talents to improve their careers more quickly after the programme is over. Numerous researchers looked at the important connection between job rotation and career management (Ryu & Jo, 2018).

Leadership development is one of the desired objectives of the work rotation strategy, according to (Samah et al., 2019). By actively participating in training and career counselling, job rotation is effectively designed to improve the employees' professional growth on some level. Job rotation is the major means of employee growth in the business, according to a 1994 research by Wright and Belcourt. In the business simulation and job rotation, they have proposed that learning from experience or learning by doing the rote can enhance employees' development chances. This argument is based on the idea that gaining knowledge of and exposure to a variety of organisational roles can help employees develop expertise in a wide range of fields. Different angles could be used to explain how job rotation affects career growth. First of all, job rotation helps increase employee skills, especially for those who need on-the-job training, and is a good approach to advance career growth (Tumi et al., 2022). For instance, Orpen (1994) made the case that switching jobs can help employees develop the abilities they need to learn new technology. A worker who rotates through different jobs gains experience in different fields more quickly. As a result, a programme of frequent work rotation allows individuals to receive generalist training. Noe and Ford (1992) suggested that executive rotation aids career development since it broadens managerial experience in another study. It gives managers a greater understanding of several business disciplines, from creating a network of professional contacts to improving their problem-solving abilities. A work organization's promotion strategy is built on long-term employment and prioritises multi-skilled employees. Employees are likely to undergo both vertical and horizontal job rotation, which will aid in their development of a wider range of abilities.

Basically, if there is a mismatch between a person's skills and qualities and the demands of the work, an employee's career advancement within the company may be constrained. Moreover, job rotation offers data that the company may utilize to better distribute positions among its employees and, indirectly, to reflect opportunities for career advancement (Orpen, 1994). Job rotation could be a useful strategy for allocating resources within an organisation. Without a doubt, if an individual can be seen engaging in various hobbies, it might be simpler for the company to determine the best work for them. When an employee switches jobs, the employer gains knowledge about new facets of the person's skill. However, if a worker doesn't

rotate, the employer needs to find out more about the worker's skills. Last but not least, research on functional flexibility indicates that the debate of employee flexibility should focus on work rotation as a key component. Functional flexibility, according to Friedrich et al. (1998), is frequently linked to various work system models like job enlargement, job rotation, and semi-autonomous work groups. Their conclusion implies that by doing new activities and exercising functions. Similar to this, Wright and Snell (1998) backed the idea that job rotation is a strategy for facilitating employee growth. Employees with a diversified range of talents may handle a variety of different duties and offer operational resource flexibility on a daily basis.

Overview of Data Gathered

Table 1 shows the profiles of questionnaires survey. 400 questionnaire were distributed to the employees in education sector. However, only 342 questionnaires were successfully collected. The data is use to analysis is this study. Consequently, 85.5% of the total questionnaires distributed are response to the questionnaires.

Table 1

Sample Profile of Survey

Number of Questionnaire Distributed	400
Number of Questionnaire Collect Back	342
Response Rate	85.5%
Number of Questionnaires Used for Analysis	342

Data Presentation

Table 2 summarizes all the demographic data of respondents including gender, age, ethnicity, experience of working, level of education and department.

Table 2

Demographic Characteristics of Respondents

Variables	Categories	Frequency	Percentage (%)
Gender	Male	155	45
	Female	187	55
Age	Below 25	40	11.7
	25 – 35	146	42.7
	36 – 45	129	37.7
	46 and above	27	7.9
Ethnicity	Malay	334	97.7
	Chinese	5	1.5
	Indian	3	0.8
Experience	< 1 year	22	6.3
	2 – 4 years	70	20.6
	5 – 7 years	81	23.8
	>7 years	169	49.3
Level of education	PhD	-	-
	Master	31	9
	Degree	197	57.5
	Diploma / Certificate	95	27.8
	SPM	19	5.7

	PMR		-
Department	School / Academic Centers	44	12.9
	Registration / Human Resource (HR)	54	15.7
	Bursary / Financial	52	15.3
	Information and Communication Technology (ICT)	58	16.6
	Student Affair		
	Residential College	66	19.3
	Building and Development	30	8.9
		38	11.2

It can be seen that from 342 respondents, there are more female than male respondents. The results show that 55% of respondents are female and the remaining 45% are males. The majority of 342 respondents aged between 25 - 35 years (42.6%), 36 - 45 years (37.7%), less than 25 years (11.7%) and 46 years and above (7.9%).

There were 334 i(97.7%) are Malay, 5 (1.5%) Chinese and 3(0.8%) Indian. For work experience, more respondents work more than seven years 169 (49.3%), there were 81 (23.8%) from five to seven years, from two to four years, 70 (20.6%) and less than one year is 22 (6.3%).

For level of education, 197 (57.5%) were from Degree, 95 (27.8%) graduated with Diploma Qualification, 31 (9%) were from Master and 19 (5.7%) were from SPM. As for department, the highest of respondent are from Student affair 66 (19.3%), 58 (16.6%) were from Information and Communication Technology (ICT), 54 (15.7%) were from Registration / Human Resource (HR), 52 (15.3%) were from Financial, 44 (12.9%) were from Academic Centre, 38 (11.2%) were from Building and Development and Residential College is 58 (16.6%).

Reliability Analysis

Table 3 shows the result of reliability test of independent variable motivation, job rotation, skills and knowledge and leadership. Cronbach alpha value coefficient for all variable ranging from 0.774 to 0.859 show good inter-item consistency for each factor. Sekaran (1992) explains that the reliability of a measurement is established by testing the consistency and stability of the data collected.

Table 3

Results of Reliability Test

Variables	Number of Items	Items Dropped	Item Recorded	Cronbach Alpha
Motivation	6	-	-	.859
Job Rotation	5	-	-	.779
Skill and Knowledge	5	-	-	.774
Leadership	6	-	-	.805

Data consistency shows the stage of an item freely measured from the concept. Reliability analysis is used to measure the benefit of data. This step is to make sure that all items used in each variable are free from error and thus provide consistent results Cronbach Alpha is a measurement. Two variables are good speeches where the motivation and leadership and two variables are acceptable which is job rotation and skills and knowledge. According to Sekaran (2000), alpha exceeds 0.80 is considered good, while the range of 0.70 is considered acceptable.

Implications of the Findings

The study's findings generally imply that companies should distribute jobs based on criteria including motivation, work rotation, and ability and knowledge. The education industry has

factors that affect employment rotation among employees that are advantageous to companies and simple to use. Furthermore, this study suggests that additional research is necessary to determine the elements impacting employee job rotation in the education sector and to build a continuous improvement job. Since the beginning of business, there has been job rotation. Multitasking, lateral transfers, job shadowing, or just doing what was required to complete the task might have been the names given to it. The earlier rendering is still valid today, but the driving force behind the procedure has changed. While job rotation can be a tool for developing leaders, it has also been used to discipline staff members (Wallo et al, 2021). However, the emphasis of this article is on job rotation as a strategy for cultivating leaders and promoting increased productivity and retention. Qualified personnel can learn more about how things work by transferring between departments. These moves give the individual a variety of experiences and intrinsic drive to perform since they present new difficulties, which increases job satisfaction. In conclusion, the study has added to our understanding of the connection between leadership development and job rotation, particularly in Malaysia's education sector. Overall, the results of the current study have been able to provide empirical proof that some advantages of job rotation can affect leadership development, despite the insignificant influence of business knowledge. According to the findings, education staff members at Malaysian-based institutions may be concerned about their ability to strengthen their leadership skills by switching jobs. The findings indicate that it is crucial for workers to understand that employers rotate their employment within the firm. By giving them a distinct perspective on the many activities they are working on, this knowledge can aid employees in developing their leadership abilities. Additionally, it offers relevant information from the findings to a variety of parties, such as employers, who can use it to discover latent talent and provide workers a break from taxing tasks. Targeting motivation, job rotation, and more suitable skills and knowledge to positively affect the determinants of work rotation among employees of the education sector are the immediate consequences of the current invention. Motivation generally has an impact on job rotation, particularly for individuals who gain knowledge and experience by taking on new responsibilities. Job rotation is intended to encourage flexibility, worker engagement, and staff retention. Employers are worried about job rotation because they think it will boost employee happiness and cut down on turnover. Employers seek employees with a variety of skills and expertise to achieve high productivity in organisations, therefore this study may boost the employment rotation of workers in the education sector. In addition, it can be used to determine the leadership qualities among workers in the education sector as well as the causes and effects of factors in job rotation after reviewing earlier studies.

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