

Exploring the Dynamics of Job Rotation: A Comprehensive Analysis within a Private Non-Sectarian University Setting, Illuminating its Role as a Foundation for Employee Development

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ABSTRACT

Job rotation is one of the definitive methods of organizational development that has been demonstrated to improve job satisfaction, productivity, and employee development. Job rotation raises employee abilities, productivity, and job happiness using different work experiences and opportunity for professional development. To have an overview of this method, the focus of this study was to investigate the spectacle of job rotation among non-teaching staff members in a non-sectarian private university in the Philippines specifically, the University of Cagayan Valley. The study aimed to define how job rotation influences employee development, identify factors influencing attitudes, and provide recommendations for improving initiatives for job rotation. The study used a descriptive correlation approach examined the relationship between job rotation assessment and profile characteristics. This method was suitable since it helped to ascertain whether there was any correlation between the two variables. The data were arranged using profile characteristics, and groups were compared to find any variations in the related assessments. Moreover, this study approach helped to investigate trends and patterns inside different demographic groups, therefore providing a complex picture of how several elements could have affected perceptions of job rotation. The results showed that non-teaching staff members view job rotation generally favorably. The very career contribution, from skill acquisition to upward mobility to personal satisfaction in job execution, was well appreciated by the participants. On the flip side, the study findings also underlined areas for improvement - i.e., more structured rotations in jobs and better communication to the employees about where and when they can get such rotations. Consequently, the study suggests that an effective job rotation program must design this individually in tune with the specific needs of varied departments.

Keywords: Job rotation, Employee development, Organizational development, Human resource management, Employee satisfaction, Career advancement, Skill development, Tacit knowledge transfer, Organizational commitment

INTRODUCTION

Job rotation is a widely used organizational development technique that has been shown to positively impact employee development, productivity, and job satisfaction. In private university settings, job rotation provides employees with opportunities to acquire new skills, enhance productivity, develop new relationships across the university, and gain competencies necessary for future career advancement. This study focuses on the effect of job rotation on the employee development of non-teaching personnel in a non-sectarian private university. Specifically, it aims to examine whether demographic factors influence perceptions of job rotation among non-teaching staff.

Unlike teaching personnel, who require more specialized roles, non-teaching personnel often experience job rotation. Therefore, this study will concentrate on the non-teaching staff of the university. Understanding their perceptions of job rotation is essential for structuring programs that foster skill development and a deeper

understanding of the university's operations. Additionally, these insights can help the university improve its job rotation practices, thereby benefiting both employees and the organization as a whole.

Non-teaching personnel typically include administrative, technical, and maintenance staff. Administrative personnel handle management functions, ensuring the university operates smoothly and making key decisions. Technical personnel manage the university's systems, such as maintaining websites or developing services for students and staff. For example, IT administrators oversee the university's network systems. Maintenance personnel are responsible for the university's safety, cleanliness, and overall well-being. This group includes carpenters, custodians, and security guards. Recognizing the diverse roles of non-teaching personnel is crucial for understanding the wide range of duties they perform.

Understanding these varied responsibilities can inform the development of policies that enhance job rotation programs, potentially boosting employee satisfaction. Such programs could enable employees to acquire new skills, increase productivity, build relationships across departments, and prepare for career advancement (Fernando & Dissanayake, 2019). Higher employee satisfaction could lead to increased retention and a lower turnover rate within the university.

While studies on job rotation and employee development in private universities offer valuable insights, notable research gaps remain. Most existing studies have focused on industrial firms, the public sector, or specific industries, leaving the academic environment underexplored (Al-Zoubi, 2022). This gap highlights a need to understand how job rotation can be tailored to meet the unique challenges of private universities. Although some research has examined the impact of job rotation on skill acquisition and productivity, little is known about its role in transferring tacit knowledge within universities. Additionally, the relationship between job rotation and organizational commitment, a critical factor for long-term retention and satisfaction, has not been extensively studied in this context (Al Balushi et al., 2022). Addressing these gaps could help design job rotation programs that effectively reduce turnover and enhance employee satisfaction.

By examining the relationship between employees' demographic profiles and their perceptions of job rotation, this study can offer recommendations for developing job rotation programs. These programs could contribute to the professional growth of non-teaching staff and help the university mitigate high turnover rates.

Statement of the Problem

The primary objective of this study was to systematically analyze and evaluate the implementation and impact of job rotation within a Private Non-Sectarian University. Specifically, it sought to answer the following:

1. To describe the demographic profile of the participants in terms of:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Years in service
 - 1.4. Monthly salary
2. To determine the level of participants' perception of job rotation in terms of:
 - 2.1. Duties
 - 2.2. Responsibilities
3. To identify whether there are significant differences in perception based on the participants' demographic profiles.
4. To propose an action plan based on the findings to enhance job rotation practices.

Hypothesis

H0: There is no significant difference in the level of participants' perceptions of job rotation when grouped according to age, sex, years of service, and monthly salary.

RESEARCH METHODOLOGY

This study employed a descriptive-correlational research design, deemed suitable for identifying and analyzing the relationships between selected variables without manipulating them. The research population included 181 permanent non-teaching personnel employed at the University of Cagayan Valley. Employing Slovin's formula with a 5% margin of error, a representative sample of 143 participants was determined and selected through stratified random sampling to ensure proportionate departmental representation.

A researcher-developed survey questionnaire served as the primary data-gathering instrument. The tool comprised two main sections: (1) demographic profile and (2) perception of job rotation. To ensure content validity, the instrument underwent expert evaluation. Furthermore, a pilot test was conducted, yielding a Cronbach's alpha coefficient of 0.89, indicating high internal consistency and reliability. To analyze the data, appropriate statistical techniques were employed: Frequency and percentage were used to summarize participants' demographic characteristics. Weighted mean was computed to determine the overall perception of participants toward job rotation. Analysis of Variance (ANOVA) was used to assess significant differences among more than two groups based on variables such as age, years in service, and salary. Independent samples t-test was utilized to determine statistically significant differences in perceptions between two groups, specifically male and female participants. These statistical tools were selected for their appropriateness in handling both categorical and continuous data types, thereby ensuring methodological rigor in the comparison and interpretation of participant responses across demographic variables, as supported by prior methodological literature (Creswell & Creswell, 2018).

Scale	Range	Descriptive Scale
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99-1.00	Disagree
1	1.00-0.99	Strongly Disagree

RESULTS AND DISCUSSIONS

Table 1a: Frequency and Percentage Distribution of Participants According to Age

Age	Frequency	Percentage
21-25	14	9.79
26-30	42	29.37
31 and above	87	60.84
Total	143	100.00

Table 1a illustrate the distribution of participants based on age. A majority of the participants (60.84%) are aged 31 years and above, reflecting a workforce composed primarily of experienced personnel. This suggests an institutional culture potentially rich in tacit knowledge, stability, and job familiarity. Meanwhile, 29.37% of respondents fall within the 26–30 age bracket, followed by 9.79% aged 21–25, indicating the presence of a smaller yet significant group of younger employees who may benefit from more structured training and developmental opportunities. The age distribution implies that while the university is supported by an experienced staff base, it must also prioritize inclusivity and intergenerational engagement. Ensuring that professional development efforts accommodate the aspirations and learning styles of both older and younger personnel can strengthen institutional continuity and adaptability. These observations align with the advocacy

of the Age-Friendly University Initiative (Whitbourne et al., 2024), which underscores the importance of inclusive practices that value the contributions of all age groups in academic institutions.

Table 1b: Frequency and Percentage Distribution of Participants According to Sex

Sex	Frequency	Percentage
Male	70	48.95
Female	73	51.05
Total	143	100.00

Table 1b shows a relatively balanced distribution of sex among non-teaching personnel, with females slightly outnumbering males at 51.05% versus 48.95%. This near parity implies that both men and women are well represented across administrative, technical, and maintenance roles at the University of Cagayan Valley. While the sex distribution may appear statistically equal, it is still essential to assess whether both groups have equitable access to opportunities for skill development, such as job rotation. As supported by the Statista Research Department (2024), inclusive environments must move beyond numeric representation to address the distinct needs of each group. This ensures that institutional programs, particularly those related to human resource development are fair, responsive, and supportive of gender diversity.

Table 1c: Frequency and Percentage Distribution of Participants According to Years in Service

Years in Service	Frequency	Percentage
1-5 years	60	41.96
6-15 years	62	43.36
16 years and above	21	14.69
Total	143	100.00

Table 1c presents the tenure distribution of the non-teaching staff. A significant portion of employees (43.36%) have served between 6 to 15 years, indicating a moderately experienced workforce. Those with 1 to 5 years of experience follow closely at 41.96%, suggesting a strong presence of relatively new employees as well. A smaller group (14.69%) has remained in service for 16 years or more. This distribution implies a healthy balance between seasoned staff who possess institutional memory and newer employees who bring fresh perspectives. As Laguador (2023) emphasized, organizations must capitalize on this dynamic by establishing structured mentorship programs, cross-functional job rotations, and succession planning. These strategies not only facilitate knowledge transfer from experienced personnel but also support retention by providing clear development pathways for early- and mid-career employees.

Table 1d: Frequency and Percentage Distribution of Participants According to Monthly Salary

Salary	Frequency	Percentage
10,000-15,000	125	87.41
16,000 and above	18	12.59
Total	143	100.00

Table 1d shows that a vast majority of non-teaching staff (87.41%) fall within the ₱10,000–₱15,000 salary range, while only 12.59% earn ₱16,000 or more. This indicates a relatively compressed salary structure, with most personnel earning at the lower end of the compensation spectrum. Such a distribution has significant implications for human resource planning. The findings suggest a need to evaluate the competitiveness of current compensation schemes. According to Katili et al. (2020), low salary levels can negatively influence job performance and employee morale, especially when perceived as inadequate relative to workload and qualifications. To attract and retain skilled staff, the university should consider introducing performance-based pay increments, career-ladder programs, and non-monetary incentives such as job rotation opportunities or skill-building initiatives. Ensuring a more equitable and motivating compensation structure not only supports employee satisfaction but also contributes to institutional stability and productivity.

Table 2: Weighted Mean of the Level of Assessment of Participants' Perception of Job Rotation in Terms of Duties and Responsibilities

Duties	Mean	Descriptive Scale
1.1 The variety of tasks involved in job rotation enhances my overall satisfaction.	3.54	Strongly Agree
1.2 I believe that job rotation positively impacts my skill development.	3.57	Strongly Agree
1.3 Rotating through different duties contributes to a more well-rounded skill set.	3.55	Strongly Agree
1.4 Job rotation is a valuable practice for professional development.	3.60	Strongly Agree
1.5 Job rotation is a recommendation as a beneficial career strategy.	3.47	Agree
Category Mean	3.54	Strongly Agree
Responsibilities		
2.1 I know that job rotation has given me a broader understanding of the organization's responsibilities.	3.55	Strongly Agree
2.2 Job rotation has improved my ability to handle diverse responsibilities effectively.	3.54	Strongly Agree
2.3 I know that the rotation of responsibilities has positively impacted my career growth within the organization.	3.52	Strongly Agree
2.4 Job rotation has enhanced my overall perception of the organization.	3.57	Strongly Agree
2.5 Job rotation can improve knowledge of the department's role.	3.51	Strongly Agree
Category Mean	3.54	Strongly Agree
Summary	Mean	Descriptive Value
Duties	3.54	Strongly Agree
Responsibilities	3.54	Strongly Agree
Overall Mean	3.54	Strongly Agree

The table presents participants strongly agreed that job rotation contributes significantly to both their day-to-day duties and their broader understanding of organizational responsibilities. The consistency of the mean score across both domains (3.54) indicates a uniform positive perception of job rotation among non-teaching personnel. Notably, the highest-rated items were related to professional development (Mean = 3.60) and organizational understanding (Mean = 3.57), suggesting that employees value job rotation as a strategic tool for both skill enrichment and career mobility. The lowest—but still positive—item (3.47) reflected slightly less agreement on its recommendation as a general career strategy, possibly reflecting individual career goals or department-specific constraints. These findings align with the study of Esmame and Quezon (2024), who emphasized that professional growth opportunities—such as job rotation, mentorship, and recognition—play a pivotal role in enhancing non-teaching staff performance in higher education institutions. Additionally, the results resonate with the Job Characteristics Model (Hackman & Oldham, 1976), which posits that job variety and task identity can increase intrinsic motivation and organizational commitment. This underscores that well-structured job rotation programs are not merely administrative tools but key drivers of engagement, learning, and long-term retention.

Table 3: Test of Difference of Level of Perception on Job Rotation as Assessed by the Participants When Grouped According to their Profile Variables

Variables	Category	F	Sig	Decision
Age	Duties	.418	.659	Accept Ho
	Responsibilities	2.732	.069	Accept Ho
Years of Service	Duties	0.704	0.497	Accept Ho
	Responsibilities	0.545	0.581	Accept Ho
Monthly Salary	Duties	0.306	0.581	Accept Ho
	Responsibilities	1.959	0.164	Accept Ho

The table shows that participants' perceptions of job rotation do not significantly differ based on their profile variables, which include age, years of service, and monthly salary. The analysis shows no significant differences in the level of perception regarding duties and responsibilities among the demographic profiles. These findings suggest that participants across various demographic groups view job rotation similarly, indicating a consistent understanding and appreciation of its impact on their duties and responsibilities within the organization.

This implies that initiatives to implement or enhance job rotation programs can be designed and applied uniformly across these demographic groups without significant adjustments based on age, experience, or salary. Supporting this, Suleman et al. (2022) found that job rotation practices have consistent effects across employees of varying demographics. They concluded that factors such as age, experience, or salary do not significantly influence employees' job satisfaction, organizational commitment, or performance in response to job rotation. Therefore, job rotation programs can be effectively applied across different demographic groups without the need for substantial modifications.

Table 4: Test of Difference of Level of Perception as Assessed by the Participants when Grouped According to Sex

Variables	Sex	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)	Decision
Duties	Male	70	3.5714	0.44303	0.709	141	.479	Accept Ho
	Female	73	3.5178	0.46048				
Responsibilities	Male	70	3.5343	0.48600	-.067	141	.946	Accept Ho
	Female	73	3.5397	0.48153				

As shown in the table above, there is no significant differences in the level of assessment of participants' perceptions of job rotation concerning their duties and responsibilities when grouped according to sex. This finding suggests that the assessment levels are consistent regardless of the profile variables.

This implies that male and female participants perceive job rotation similarly regarding duties and responsibilities, irrespective of sex. This is consistent with the findings of Kavya and Kavitha (2024) that employees of different genders share comparable views on how job rotation affects their duties and responsibilities.

Action Plan

Program/Project	Objective	Strategies	Person Involved	Expected Outcome
Needs Assessment	Conduct a departmental assessment to gather information from employees about their skill development goals, concerns, and existing workflows.	Survey/ Questionnaire, Focus Groups, Interview, Employee feedback Platforms	HR Department, Department Heads/Team Leaders Employees	Skills Gap Report, Tailored Detailed Skill Development Plans
Core Program Development	Create a foundational job rotation framework based on the assessment.	Skill Mapping and Matching, Rotation Duration and Sequencing, Mentorship and Support	HR Department, Department Heads/Team Leaders, Employees, Mentors/ Supervisors	Enhanced Skillsets, Better Talent Retention, Cross-functional Knowledge, Leadership Pipeline
Administration Department Focus	Emphasize rotations that enhance soft skills like communication, and problem solving.	Targeted Soft Skills Development, Shorter Rotation Durations, Role-Specific Learning Goals, Mentorship Pairing,	HR Department, Department Heads/Team Leaders, Employees, Mentors/ Supervisors	Improved Communication Skills, Enhanced Problem-Solving Abilities, Reduced

	Consider shorter rotations to minimize disruption.	Cross-Functional Collaboration, Feedback and Reflection		Disruption, Higher Employee Engagement
Maintenance and Technical Department Focus	Design skill-based rotation paths to foster deep technical expertise. Consider longer rotations or job shadowing.	Skill Gap Analysis, Longer Rotations, Job Shadowing, Certification and Training Alignment, Mentorship Pairing, Cross-Functional Collaboration, Feedback and Reflection	HR Department, Department Heads/Team Leaders, Employees, Mentors/Supervisors, External Trainers and Certifiers	Enhanced Technical Expertise, Reduced Skill Gaps, Employee Retention, Operational Efficiency, Adaptability and Flexibility
Effective Communication and Implementation	Clearly communicate the tailored program to all employees, emphasizing department-specific rotations' benefits. Involve departmental leaders and use regular feedback mechanisms.	Departmental Presentations & Workshops, Clear and Consistent Messaging, Involvement of Departmental Leaders, Employee Involvement & Feedback Loops, Visual Aids, Cross-Departmental Meetings	HR Department, Department Heads/Team Leaders, Employees, Internal Communications Team	Increased Awareness & Understanding, Higher Engagement, Positive Feedback Loops, Enhanced Communication Skills

CONCLUSION

The findings of this study affirm that non-teaching personnel at the University of Cagayan Valley generally perceive job rotation as a constructive and beneficial human resource practice. Participants consistently acknowledged its role in enhancing personal growth, professional competence, and organizational understanding. The uniformity of positive responses across demographic variables—such as age, sex, length of service, and salary—suggests that job rotation is broadly appreciated and effective regardless of employee background. The results underscore the strategic importance of job rotation as a mechanism for capacity-building and organizational development within higher education institutions. It not only supports skill diversification and internal mobility but also contributes to job satisfaction, role clarity, and institutional commitment.

RECOMMENDATIONS

Based from the findings of this study, the following are hereby suggested for possible implementation, to wit:

1. Formulate and implement a structured job rotation policy that is responsive to the specific operational needs and functional requirements of each department. The policy should include defined objectives, standardized rotation periods, competency goals, and assessment protocols to ensure systematic execution and institutional alignment.
2. Integrate job rotation into the university's broader human resource development framework, in conjunction with initiatives such as employee mentoring, competency-based training, performance evaluation, and succession planning. This strategic alignment will facilitate holistic staff development and organizational sustainability.
3. Establish a formal monitoring and evaluation system to assess the outcomes of job rotation initiatives. This should involve the systematic collection of employee feedback, performance metrics, and post-rotation evaluations to guide data-driven improvements and ensure continuous program refinement.
4. Ensure transparency, clarity, and inclusivity in program communication and implementation. Guidelines outlining the objectives, eligibility criteria, processes, and expected outcomes of job rotation should be disseminated across all units to promote employee understanding, participation, and institutional trust.
5. Regularly assess the impact of job rotation on key human resource indicators, including employee satisfaction, engagement, retention, and performance. Such evaluations will inform administrative decisions and provide empirical support for enhancing personnel policies and practices.

ETHICAL CONSIDERATIONS:

The study obtained an ethical clearance certificate from the Institutional Review Board of the University of Cagayan Valley, Tuguegarao City, Cagayan, Philippines.

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