



Mentoring and Employee Training as Predictor of Organizational Goal Attainment in Secondary Schools in Bayelsa State

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ABSTRACT

The study investigated job rotation and career counselling as correlates of organizational goal attainment in secondary schools in Bayelsa State. There were two research questions as well as two hypotheses that guided the study. The design of the study was correlation. The population of the study consisted of all the 9,400 teachers in the 446 public secondary schools in Bayelsa State out of which 384 teachers were sampled for the study using proportionate stratified random sampling technique. The instrument used for data collection was a self-constructed questionnaire named Job Rotation and Career Counselling Questionnaire (JRCCQ) and Organizational Goal Attainment Questionnaire (OGAQ). The face and content validities of the questionnaire was determined by three specialists in Measurement and Evaluation, University of Port Harcourt. Cronbach alpha was used to estimate the reliability co-efficient of the questionnaire. The reliability for JRCCQ was 0.84 while OGAQ was 0.86. There were 384 copies of the questionnaire that were administered to the respondents of the study out of which 358 copies representing 93.2% were returned. Research questions formulated were answered using Pearson Product Moment Correlation while the null hypotheses were tested using t-test of relationship at 0.05 level of significance. It was revealed in the findings of the study that a moderate positive relationship existed between job rotation, career counselling and organizational goal attainment with values of $r=0.48$ and 0.47 respectively. It was recommended that job rotation should be done within related work areas or areas of specialization so that it will contribute significantly to the goals of secondary education in the State.

Keywords: Job Rotation, Career Counselling, Organizational Goal Attainment, Secondary Schools, Bayelsa State

INTRODUCTION

Rotating of jobs is a recent development in some formal organizations as a way of developing their human capital. When employees remain on a particular job for a long period of time, it makes the job monotonous and, in some cases, these employees have no idea of what happens in other units in the same organization. In some cases, the absence of a member of any of the units in that organization can cripple work functions as long as the employee is away from the job. This is why some formal organizations have adopted the technique of job rotation for developing the human capital in the organization. Tarus (2014) pointed out that “job rotation involves lateral transfers of employees between jobs in an organization” (p. 139). In this case, an employee in a unit is transferred to another unit where he is trained on the functions of that unit and when this is done across all the units in the department, it makes the employee versatile on the job and improves work efficiency in the organization. Organizational goals and objectives are then achieved faster and better.

Oparanma and Nwaeke (2015) asserted that job rotation “occurs when an employee is moved from one job, department, or task to another after spending sometime in a particular job, task, assignment, or department with a view of enabling the employees to acquire more skills, talents and knowledge” (p. 3). The skill and knowledge acquired makes that employee useful in any of the units of the organization when the need arises. These employees can replace their colleagues in the absence of any member of the organization. Aside learning more skills and acquiring more knowledge, job rotation also helps employees in the organization to build a healthy work relationship as members of the organization proves useful to one another when the need arises in a particular task that needs to be executed.

The benefits of rotating jobs in any formal organization are enormous. Oparanma and Nwaeke (2015) stated that “job rotation enables a worker in an organization to know and be equipped with the rudiments of the entire job process thereby making him versatile and competent to handle any task given to him under little or no supervision” (p. 184). These employees therefore become independent in the future and this contributes to the ease of getting work done. In a related dimension, Oparanma and Nwaeke (2015) stated that:

Job rotation programme enables a worker to make a career in a work place and stand the chance of climbing the leadership ladder to the top. That is, gaining promotion from one level to another based on his competency, efficiency, productivity, and effectiveness in the performance of a given task” (p. 2).

When an employee is able to get to the top of his or her career, even after retirement, the knowledge and skills acquired can still be used in other areas of life and this is the essence of human capital development. These employees do not just leave the organization when the need arises but they leave with wealth of experiences which can be applied in all walks of life. These employees also prove relevant in any part of the organization where they are assigned. Rotating job also goes a long way in revealing the inefficiencies of some other employees of the organization. Although this practice is not for the purpose of exposing work efficiencies; however, employees who are not efficient can be quickly identified and corrective measures can be provided immediately. This helps all employees in the organization to be experts in the various functions of the organization.

The practice of job rotation also plays a motivational role as it helps to reduce the boredom that comes with a monotonous job. Employees have the opportunity of being exposed to a new work experience which brings some level of job satisfaction. Al-Nashmi and Almoayad (2015) opined that “job rotation is used by managements of organizations to rotate human resources in sequence of related tasks of their current posts. It is used to decrease the boredom and increase the motivation of employees by enhancing their competition and improving their performance level.” (p. 48). Similarly, when jobs are rotated, it encourages employees to go the extra mile for personal and organizational benefit. This is because these employees are aware that there are various substitutes to their job and as such these employees will go extra miles to improve on their efficiency. This benefits both the employee and the organization. Kaymaz (2010) added that job rotation about job mobility, but horizontal mobility is termed as job rotation while vertical job mobility is termed as promotion. Explaining further, he asserted that job rotation is relevant for the development of employees' knowledge, skills, and abilities' level for the current job. It is equally a tool to reduce the work load. It also brings promotion and acts as a catalyst for carrier development. In addition to this, Tumipa and Rumokoy (2018) itemized the steps needed for a successful job rotation in any organization to include:

1. First Step: Hold an employee meeting to determine interest and gain involvement and input. During this meeting it would be appropriate to have a short presentation on job rotation. The purpose here is to build upon the ergonomics training already received and further it by discussing the relationship between it and job rotation.
2. Second Step: Ensure that the physical job requirement is accurate and up-to-date for all jobs being considered for rotation.
3. Third Step: Verification by the entire employee group within each department affected. For job rotations determined in step 2, apply a common sense review of logistics and compatibility to

- ensure that: a. The logistics of the proposed rotation are suitable b. The job rotation seems reasonable
4. Forth Step: Provide employees with any training that is required for any new tasks performed or equipment handled.
 5. Fifth Step: Provide employees with adequate break-in time to ensure that they are fully qualified and physically conditioned to perform their new tasks.
 6. Sixth Step: Begin job rotation
 7. Seventh Step: Monitor the new rotation to ensure flexibility and consideration for individuals that are having difficulty in performing new tasks. Assess if further training, break-in, and/or accommodations can be made for these individuals.
 8. Eighth Step: Hold follow-up meetings with employees to evaluate the job rotation. Again, survey employees using the job rotation questionnaire. Compare results to the initial survey. If results are favorable then continue rotation. If results indicate a problem then decide if corrective action is needed or if rotation should be discontinued.
 9. Ninth Step: Track other measures such as injury rates, turnover, employee satisfaction, or workers compensation to determine effects of the job rotation (pp. 900-901).

When these steps are adhered to, the organizations and its employees stand to benefit from the whole process in the long run. Supporting this stand, Metin, Thomas and Miceli as cited in Tarus (2014) asserted that:

Job rotation is important in two aspects namely; an employee who rotates without changing the portfolio accumulates experience more than the one who does not hence, it is an effective tool for career development. Consequently he/she accumulates experience in more departments hence; it is easier to train him to become a generalist” (p. 139).

When an employee is so equipped, he stands a better position to offer professional advice when the need arises. Such an employee becomes relevant not only to his own organization but also to other firms in the industry because of the wealth of experience that has been accumulated in the course of job rotation. Explaining further the relevance of job rotation, Oparanma and Nwaeke (2015) asserted that:

The outcome of the movement from one job to another has two symbolic effects on the life of the workers and those effects are: (a) the workers would familiarize themselves with the various aspects of the operation of the firm. In this case, versatility comes into play making a worker to be abreast with the entire process of work and operation. (b) The workers will unconsciously acquire variety of skills, technical know-how and knowledge of various units and department of the firm (pp. 184-185).

In a related manner, Sanali, Bahron and Oscar (2013) added that job rotation is a way of motivating employees by diversifying their job functions and this also lengthens the life of organization which is equipped with higher skilled employees and helps management to act more flexibly. The organization has sufficient workforce both for the present and the future. In addition, Leat as cited in Yavarzadeh, Rabie and Hoseini (2015) stated that “organizational authors claim that rotating employees from a unit to another is not sumptuous but a necessity to the professional conditions defined as a chance to do tasks in higher levels, to take advantage of higher job benefits and to raise their job performance” (p. 450). There is no doubt that organizations that adopt this principle are better equipped for the growth of the organization while the employees also grow with the organization.

The importance of job rotation is relatively known to all companies around the world. It is a good approach for organizations to develop employees, managers and executives (Mohsan, Musarrat & Sarfraz, 2012). Hence there is no employee in any formal organization irrespective of their position in the organization who cannot and should not be exposed to this human capital development approach. Burke and Moore (2000) asserted that job rotation differs from training strategies because in the case of training,

employees learn their tasks but in the case of job rotation, the employees are educated and taught the functions that they need to play and are groomed until they become self-reliant.

Career refers to an occupation chosen by an individual (Nthangi, 2007). It is a line of work that an individual has committed himself to and has decided to grow on the job. Employees in a formal organization such as the school system also require counseling just like those in other organizations. Counseling is a form of relationship in which an individual assist another to solve an existing problem hindering the achievement of a goal (Gichinga, 2011). Employees such as teachers in a formal organization such as the school also require career counseling on and off the job.

Counselling service is usually required by any individual who is experiencing a challenge in a defined area of life (Racene, 2017). When an individual has a challenge that he cannot overcome alone preventing the achievement of an objective, then counseling service becomes imperative. Employees require counseling on their job because the work place is characterized by dynamics and different workplace challenges. It is only when an employee is counseled that he can see his hidden potentials and put them to work. An employee who assumes that he cannot do well on the job improves on the same job after being counseled (Racene, 2017). This is why most formal organizations such as the school have a counseling department where staff can also be counseled on how they can improve in their service delivery. This is relevant for both personal and collective organizational growth and development.

It is through career counseling that an employee's hidden work potentials can be harnessed. However, when this service is not provided, it becomes difficult for an employee to identify and grow his potentials. Career counseling therefore provides the opportunity for the success of any organization as well as its employees. Racene (2017) asserted that:

Career counseling is defined as assistance to people to contribute to their self-cognition, the identification of their professional talents, a profound understanding of their own education and labour market opportunities that best fit the personalities, their own values and life goals (p. 442).

Furthermore, Racene (2017) asserted that "career counseling is an interdisciplinary, theoretical and applied science that integrates the theories and practices of psychology, health sciences, pedagogy, economics, management, law" (p. 442). Career counselors are usually trained to help create a balance in the life of their clients and as such providing career counseling to employees provide an opportunity for them to achieve social and economic balance which is relevant for personal and organizational goal attainment.

Verbruggen (2010) stated that "it is now widely agreed that external career counseling services should be open to people of all ages and that they should widen their focus from helping people with making career decisions to supporting individuals with developing competences to self-manage their career" (pp. 2-3). There is the prospect for an employee to become more competent on the job when they are provided with career counseling than those who are not. This procedure helps to furnish an employee with all the skills and abilities needed for them to get better on the job. In clearer terms, Ombayo, Otuya and Shiamwama, (2013) quipped that career counseling as "a series of assistive actions aimed at remedying existing problems to restore product and service quality in occupational related arena" (p. 68). Career counseling can be provided both as preventive and curative. Despite the fact that some formal organizations apply this remedy to correct the shortcoming of an inefficient staff, other organizations use career counseling to guide their employees to become the best in the industry and for better service delivery.

Neault and Pickerell (2011) summarized that "career counselors can help employers support career engagement through special projects; cross training; transferring employees into different positions; or, in some cases, facilitating a gracious exit from the organization" (p. 186). When this system is applied, an employee gets exposed to areas where they can personally overcome their challenges and this is for the benefit of the employee as well as that of the organization. Setting up a career counseling unit is therefore relevant for identifying and utilizing the untapped abilities of an employee in any formal organization including the school and its teachers.

Aim and Objectives of the Study

The aim of the study was to investigate job rotation and career counselling as correlates of organizational goal attainment in secondary schools in Bayelsa State. Specifically, the study sought to:

1. find out the relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State
2. examine the relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State

Research Questions

The following research questions were posed in the study:

1. What is the relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State?
2. What is the relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State
2. There is no significant relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State

METHODOLOGY

Correlation design was used for the study. The population of the study was 9,400 teachers in the 446 public secondary schools in Bayelsa State and 384 teachers were sampled for the study using proportionate stratified random sampling technique. Instrument used for data collection was questionnaire titled Job Rotation and Career Counselling Questionnaire (JRCCQ) and Organizational Goal Attainment Questionnaire (OGAQ). The face and content validities of the questionnaire was ascertained by three specialists in Measurement and Evaluation, University of Port Harcourt. Cronbach alpha was used to estimate the reliability co-efficient of the questionnaire. The reliability for JRCCQ was 0.84 while OGAQ was 0.86. There were 384 copies of the questionnaire that were administered to the respondents of the study out of which 358 copies representing 93.2% were returned. Research questions formulated were answered using Pearson Product Moment Correlation while the null hypotheses were tested using t-test of relationship at 0.05 level of significance.

RESULTS

Research Question One: *What is the relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State?*

Table 1: Pearson Product Moment Correlation co-efficient of the relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State

Variable	n	r	r ²	Remark
Job Rotation	358	0.48	23.04	Moderate positive relationship
Organizational Goal Attainment				

The study revealed in table 1 that the value of r of 0.48 indicated that there existed a moderate positive relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State. Similarly, the value of r² of 23.04 suggested that 23.04% of the organizational goals attained in secondary schools in Bayelsa State was attributed to job rotation while the remaining determinants are as a result of other external factors.

Research Question Two: *What is the relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State?*

Table 2: Pearson Product Moment Correlation co-efficient of the relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State

Variable	n	r	r ²	Remark
Career Counselling Organizational Goal Attainment	358	0.47	22.09	Moderate positive relationship

It was indicated in table 2 that there existed a moderate positive relationship between career counseling and organizational goal attainment in secondary schools in Bayelsa State with an r value of 0.47. In the same manner, the value of r² of 22.09 implied that 22.09% of organizational goal attainment can be traced to career counseling while other factors contributes the remaining percentage.

Hypothesis One: There is no significant relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State

Table 3: t-test of relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Job Rotation Organizational Goal Attainment	358	356	10.40	1.96	0.05	H ₀ was rejected

In table 3, it was shown that the value of t-cal. was 10.40 while the value of t-crit. was 1.96. Since the value of t-cal. of 10.40 was more than the value of t-crit. of 1.96, the null hypothesis was rejected showing that there was a significant relationship between job rotation and organizational goals attainment in secondary schools in Bayelsa State.

Hypothesis Two: There is no significant relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State

Table 4: t-test of relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Career Counselling Organizational Goal Attainment	358	356	10.07	1.96	0.05	H ₀ was rejected

In table 4, it was revealed that the value of t-cal. was 10.07 while the value of t-crit. was 1.96. Since the value of t-cal. of 10.07 was more than the value of t-crit. of 1.96, the null hypothesis was rejected revealing that there was a significant relationship between career counseling and organizational goals attainment in secondary schools in Bayelsa State.

DISCUSSION OF FINDINGS

Job Rotation and Organizational Goals Attainment in Secondary Schools in Bayelsa State

Job rotation is the process of changing jobs wither within or outside a work environment and it is usually carried out for the purpose of educating and empowering workers with the skills and knowledge needed to function in order departments within or outside their area of specialization. This practice helps to ensure that the worker can fit into other job specifications in the event that there is a vacuum in that area that needs to be quickly filled on the interim. This practice is important for the success of any organization as it helps to ensure that there is no break in the production process of the organization whether in the area of producing goods or providing of essential services. In fact, Al-Nashmi and Almoayad (2015) pointed out in their study that all the components of job rotations have various levels of contribution to the goals of any formal organization involved in the production of goods and rendering of service.

One of the key benefits of job rotation is that it helps to broaden the knowledge base of the employee and making it easy for the worker to multi-task and contribute to the success of the organization. Rotating of job also helps the employee to avoid monotony in the work plays which can negatively affect their job efficiency and effectiveness. The process of job rotation therefore helps to ensure that the goals of the organization are achieved at any point in time both in the right quantity and at the right quality. However, the findings of the study showed that job rotation has a moderate relationship with organizational goal attainment. This finding slightly contradicts the finding of the study conducted by Ajusa and Alambo (2016) which showed that job rotation alone predicted 83.6% of organizational goals in the study area. This emphasis the need for school administrators to ensure that job rotation is done within related job areas. Adjei (2012) agreed with this position as he quipped from the finding of his study that workers acquire new skills during job rotation which should be utilized in related job areas. When workers are allowed to rotate jobs in areas that are not related to their primary responsibilities, it is likely to introduce inefficiencies into the work process such as delays and low quality of output which can hinder the attainment of the right organizational goal. This may explain why a moderate relationship existed between job rotation and organizational goal attainment.

It was also pointed out from the findings of the study that job rotation has a significant relationship with organizational goal attainment in secondary schools in Bayelsa State. Salih and Al-Ibed (2015) also agreed with this position as their study also showed that a significant relationship existed between job rotation and performance of employees with many years of experience on the job. There is no doubt that the rotation of job is important for the success of any organization. If properly managed, this process of human resource development can help prepare workers both for the present and future needs of the organization. In the school setting, there are situations where teachers are assigned to teach subjects slightly related to their primary subject areas. Similarly, teachers can sometimes be moved to handle non-academic tasks from an academic position. All of these are done to ensure that the goals and objectives of the school are sustainable. Despite the importance of this human resource development practice, these individuals need to be properly oriented through appropriate training and resource availability to ensure that they meet up with the demands of the newly assigned roles. This will go a long way to ensure that the organization remains functional even when some of the employees are readily not available. However, a lot of preparations need to be made by relevant educational stakeholders for this practice to meaningfully contribute to organizational goal attainment.

Career Counseling and Organizational Goals Attainment in Secondary Schools in Bayelsa State

Counselling services are essential across all walks of life including in one's career. This is because the process of counseling helps to reveal ways through which challenges affecting goal accomplishment can be surmounted. Employee in formal organization requires counseling service just like other areas such as emotional, spiritual and financial counseling among others. The process of career counseling helps to reveal to an employee how he or she can manage present challenges limiting the achievement of predetermined goals and objectives. The counsel received provides the means of overcoming these barriers and as such makes goal accomplishment possible.

In the findings of the study, it was revealed that career counseling has a moderate positive relationship with organizational goal attainment. The findings of the study carried out by Lungulu and Kipkoech (2011) may explain the reason for this as their study revealed that career counseling policies and programmes are poor in most formal organizations and not well organized. There are employees who are employed into different positions in some formal organizations who spend years without understanding their roles they are expected to perform for the success of the organization. These set of employees require some level of career counseling not only to understand their roles in the organization but also to develop tested and trusted ways of carrying out their work functions for the good of the organization. However, the moderate relationship between career counseling and organizational goal attainment specifies the need for career counseling services to be provided based on areas of specialization. It will be less effective if a counselor provides counsel in an area where they have little or no knowledge. This will make it difficult for employees who are having difficulties in their job to even patronize this service.

However, when professional career counseling services are provided based on the profession of those who require the service, it will make more impact on the productivity of the worker and also contribute to organizational goal attainment.

The study also showed that providing counseling services relates significantly with organizational goal attainment in secondary schools in Bayelsa State. In fact, Onukwufor, Umoh and Amah (2018) added from the findings of their study that significant relationship also existed between career counseling and organizational effectiveness. This finding simply points to the fact that career counseling cannot be ignored as a way of assisting workers contribute to the goals of the organization. In any work environment, there is no counseling service that is irrelevant. This is because employees who receive emotional counseling will be put in the right state of mind that will enable them function effectively at work. Teachers who have emotional problems will find it difficult to provide the needed quality of educational service that will contribute to the goals and objectives of the school. However, when career counseling is professionally provided in addition with this other counselling services, the teacher is put in the right state of mind to work for both personal and organizational goal accomplishments. School administrators need to ensure that counseling services are provided in essential areas that relates to the goals of the organization. A combination of these counseling services in addition to career counseling already provided will do doubt contribute to higher levels of goal attainment in secondary schools within and outside Bayelsa State.

CONCLUSION

It was concluded based on the findings of the study that job rotation and career counselling contribute moderately to organizational goal attainment in secondary schools in Bayelsa State.

RECOMMENDATIONS

The following recommendations were made in line with the findings of the study:

1. School administrators should ensure that teachers jobs are rotated within related task areas. Teachers should not be posted to work areas where their skills and knowledge will not make significant impact as this can reduce the productivity of the teachers which will negatively affect the attainment of organizational goals in general in these schools.
2. Teachers should be encouraged to seek career counseling from other successful teachers as well as school administrators with many years of experience. This will enable these teachers to gain more insight into ways of executing assigned responsibilities professionally for the attainment of the goals and objectives of the school where they are assigned.

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