

JOB ROTATION AND PERFORMANCE OF REGISTRY STAFF IN DELTA STATE POLYTECHNIC, OTEFE-OGHARA, DELTA STATE OF NIGERIA

OMONZEJELE, Florence Eguonor (PhD) & IGHOMEREHOR, Racheal Avwersuoghene

Department of Business Administration, Western Delta University, Oghara, Delta State

08056126351, 08032689312

florenceomonzejele@wdu.edu.ng, rachealighomerehor@yahoo.com

<https://orcid.org/0009-0002-2500-6962>

Abstract

This study examined the effect of job rotation on the performance of registry staff at Delta State Polytechnic, Otefe-Oghara. The objective of the study was to determine the relationship between job rotation, skills and competencies, of registry staff. Based on the objective, a null hypothesis was formulated and tested to ascertain if there was any significant relationship between job rotation and the skills and competencies of registry staff in the Polytechnic. A descriptive survey research design was adopted, and data were collected through structured questionnaires distributed to 120 registry staff, out of which 98 were completed and returned, representing 81.67%. The data were analysed using descriptive statistics and the Pearson Product Moment Correlation (PPMC) with the aid of SPSS version 25.0. The analysis revealed a strong positive correlation between job rotation and skills and competencies. These results indicate that job rotation significantly enhances staff performance. The study concluded that job rotation plays a crucial role in improving employees' professional abilities, motivation levels, and work efficiency within the registry department. It recommended that management should institutionalize a structured job rotation policy, provide adequate training to support staff transitions between roles, and regularly evaluate the outcomes of rotation exercises to ensure improved performance and organizational effectiveness.

Keywords: Employee Performance, Equity, Job Rotation, Registry Department, Skills and Competencies.

1.0 Introduction

In academic institutions, especially polytechnics and universities, the registry department plays a crucial administrative role. The registry is responsible for managing student records, staff files, examinations, admissions, and other sensitive administrative processes. Effective performance of registry staff is therefore vital for smooth academic operations. However, registry jobs often involve routine clerical tasks which can lead to boredom, fatigue, and reduced efficiency if employees remain in the same position for extended periods (Okonkwo, 2019). Job rotation, when properly implemented, can help address these challenges by exposing staff to different aspects of the registry, thereby improving their knowledge of the system, enhancing problem-solving skills, and promoting teamwork.

Job rotation refers to the deliberate movement of employees across different tasks, duties, or departments within the organization in order to develop their skills, reduce monotony, and improve productivity (Campion, Cheraskin & Stevens,

1994). Modern organizations, particularly in the public sector, have embraced job rotation as a means of tackling problems of stagnation, employee dissatisfaction, and limited skill sets (Mohan & Gomathi, 2015).

Several empirical studies have established a positive link between job rotation and employee outcomes. For instance, Hung (2012) observed that rotation reduces employee burnout and stimulates innovation, while Olajide (2017) argued that it promotes multitasking and increases overall job satisfaction. Nonetheless, some scholars caution that excessive or poorly managed job rotation may disrupt workflow, reduce specialization, and cause temporary declines in productivity (Yamamoto, 2013). These mixed findings make it necessary to investigate the specific context of Nigerian polytechnics to understand how job rotation influences staff performance. Delta State Polytechnic, Otefe-Oghara, like many public institutions in Nigeria, faces the challenge of maintaining high productivity among its administrative staff amidst limited resources, increasing workload, and growing student population. Job rotation has been adopted in many departments of the polytechnic as a management strategy to ensure efficiency, accountability, and staff development. However, the extent to which this practice contributes to the performance of registry staff in the institution has not been empirically established. This creates a gap which this study seeks to fill.

Thus, this research is timely and relevant as it seeks to examine job rotation and employees' performance of registry staff at Delta State Polytechnic, Oghara. The findings are expected to provide useful insights to management on whether job rotation should be strengthened, modified, or replaced with alternative strategies for improving staff performance and service delivery and in making informed decisions on staff deployment and performance enhancement strategies.

The objective of this study is to examine the effect of job rotation on the performance (skills and competencies) of registry staff at Delta State Polytechnic, Otefe-Oghara. Based on the research objective, the following hypothesis is proposed:

- H_0 : Job rotation does not significantly relate with the skills and competencies of registry staff at Delta State Polytechnic, Otefe-Oghara.

2.0 Literature Review

Conceptual Review

Concept of Employee Performance

Mwangi and Ngumo (2021) describe employee performance as the degree to which employees fulfil job-related expectations and achieve predetermined objectives. They

argue that performance is not just about completing tasks but doing so efficiently, accurately, and within expected timeframes. Okonkwo and Adebayo (2023) conceptualize employee performance from a strategic and psychological perspective. They define it as the consistent behaviour of employees in applying their skills, knowledge, and abilities to achieve desired results within a supportive organizational framework. Their work emphasizes that performance is shaped by both intrinsic and extrinsic factors, including personal drive, feedback systems, training, goal clarity, and fairness in performance appraisals. They highlight the importance of continuous support from supervisors and institutions to create an environment where employees are motivated to put forth their best efforts.

Adeoye and Torubelli (2022) provide a broader organizational lens. They define employee performance as the measurable contribution of individuals to organizational goals, emphasizing both the outcome of assigned tasks and the manner in which they are accomplished. They argue that high-performing employees exhibit commitment, innovation, and a proactive attitude toward solving problems.

Thus, employee performance is a vital concept in human resource management and organizational behavior, as it directly correlates with the overall productivity, growth, and competitive advantage of an organization. In administrative departments such as the registry of educational institutions, where roles are often routine and procedural, factors like job satisfaction, engagement, and variation in work (such as job rotation) can play a significant role in boosting or hindering performance. In essence, the performance of employees is a dynamic outcome influenced by individual abilities, organizational support, motivational strategies, and job design. A deeper understanding of this concept helps organizations, particularly in the public education sector, to implement strategies that enhance not just the quantity of work, but its quality, reliability, and relevance to institutional goals.

Employee performance is determined by several key factors, including motivation, leadership, the work environment, and the match between an employee's competencies and the requirements of the job (Mwangi & Ngumo, 2021). Ahmed and Bello (2023) emphasized training and development as a crucial determinant. They said that employees who are regularly trained are better equipped to handle their responsibilities, adapt to new processes, and improve their skills. In registry departments where procedures often change due to technological updates or policy shifts, continuous training ensures staff are up to date.

The measurement of employee performance is a fundamental activity within human resource management and organizational development, as it enables managers to determine how well individuals are achieving their tasks and contributing to overall institutional goals. Accurate and fair performance measurement helps identify strengths, address weaknesses, and guide decisions on training, promotion, and retention. In the context of administrative units such as registry departments, measuring performance is particularly crucial due to the routine, detail-oriented, and time-sensitive nature of the tasks involved. One of the most widely acknowledged performance measures is task performance, which evaluates the core duties an employee is expected to complete as part of their official role (Campbell & Wiernik, 2015). Equally important is contextual performance, which encompasses non-task-related behaviours that support the broader organizational environment (Borman & Motowidlo, 2016). In addition, the emergence of dynamic work environments has introduced the need to measure adaptive

performance—the ability of employees to respond effectively to change, learn new skills, and deal with unpredictable situations (Pulakos et al., 2020)

Efficiency and timeliness (Aina & Ogundele, 2021), customer or client satisfaction (Mohammed & Salisu, 2022), and goal attainment, all remain a traditional but highly effective measure of employee performance (Locke & Latham, 2019). Effective assessment systems consider task completion, behavioural contributions, adaptability, efficiency, client feedback, and goal achievement. These measures provide a holistic view of an employee's value to the organization and help guide decisions on career development, compensation, and succession planning. In registry departments, where precision, orderliness, and responsiveness are crucial, applying a comprehensive (objective and subjective indicators) performance measurement framework ensures both accountability and continuous improvement.

Concept of Job Rotation of Staff

Karim and Rehman (2021) define job rotation as the process through which employees are periodically shifted from one task or department to another to expose them to various aspects of the organization's operations. They contend that this approach helps employees develop a better understanding of interdepartmental processes, strengthens internal communication, and supports knowledge sharing. Blyton and Turnbull (2004) highlight that job rotation improves problem-solving skills by allowing employees to confront new challenges in different job roles.

Job rotation is a dynamic and multidimensional approach in human resource management that helps to optimize workforce development and institutional performance. In the context of tertiary institutions, particularly within administrative departments such as registries, job rotation enables staff to develop broader competencies, sustain engagement, and ensure continuity in service delivery. Scholars have identified various facets of job rotation, which include horizontal rotation (Karim & Rehman, 2021); vertical rotation (Khan & Afzal, 2020); and cross functional rotation (Oladipo & Okonkwo, 2022). Each of these has been said to play a unique role in achieving strategic and operational goals, and is implemented depending on organizational needs and employee development objectives.

However, despite its numerous benefits, job rotation must be approached with care. Poorly planned or excessively frequent rotations can lead to confusion, reduce task mastery, and even cause dissatisfaction. Dessler (2020) advises that job rotation should be aligned with employee capability, career goals, and the strategic needs of the organization. Training and mentoring must accompany rotations to ensure employees are adequately prepared for their new tasks. Torrington et al. (2017) further note that clear communication and feedback mechanisms are essential to prevent frustration and ensure that employees view rotation as a development opportunity rather than an administrative burden.

Theoretical Framework

The theoretical framework of this study is built upon the Equity Theory, developed by Adams (1963), which contributes to understanding how perceived fairness impacts performance. Employees constantly compare their input-output ratio with that of their peers. If an employee sees a colleague rotating through departments, gaining skills, and earning promotions, while they remain stagnant despite similar effort, a sense of inequity can arise. This perceived injustice may lead to reduced effort or disengagement. Conversely, when job rotation is equitably distributed and

transparently managed, it promotes a sense of fairness, mutual respect, and shared growth. Registry staff who feel that everyone has equal opportunities to grow and contribute are more likely to demonstrate improved morale, trust, and dedication to tasks.

Empirical Review

Several empirical studies have been conducted to examine the relationship between job rotation and employee performance across various organizational settings. These studies offer valuable insights and provide evidence supporting the premise that job rotation can enhance skill development, motivation, and organizational productivity when effectively implemented.

Adeniyi and Ojo (2023) found that regular rotation significantly boosts employee motivation, innovation, and adaptability. Their study revealed that organizations that implement job rotation practices see improvements in service delivery, staff morale, and overall productivity. In registry departments, where staff are often required to handle a wide range of tasks, from data entry to public interaction, a well-implemented rotation plan can ensure a high level of competence across all functions.

Ogundele and Salisu (2023) recently studied job rotation as a driver of innovation among university registry staff. Their results showed that when employees moved across departments, they brought fresh ideas and new approaches to problem-solving, ultimately improving overall performance. Ezeani and Nwachukwu (2022) examined the effects of rotational posting on skill acquisition in Enugu State public institutions. Their research indicated that employees who rotated gained practical knowledge across various functions, making them more competent and flexible.

Ibrahim and Ganiyu (2022) conducted research on the effects of job rotation on performance among registry staff in polytechnics within the South-West region of Nigeria. Their study revealed that job rotation significantly contributed to employee growth and reduced monotony. Staff who participated in job rotation schemes were more likely to take initiative, support coworkers, and demonstrate problem-solving abilities. The authors concluded that job rotation should be institutionalized as a strategic human resource development practice.

Okeke and Obiora (2022) examined job rotation in Nigerian tertiary institutions and found a positive correlation between rotation practices and job satisfaction among administrative staff. Employees who participated in structured job rotation programs reported greater job engagement and enthusiasm due to the variation in their daily activities. The researchers noted that job rotation allowed staff to break away from the monotony of routine work, discover their preferences, and build confidence in multiple roles. This is particularly important in registry units where repetitive duties can lead to job fatigue and reduced efficiency over time.

Adebayo and Okon (2021) explored how job rotation affected knowledge sharing in federal ministries. Their findings revealed that rotation encouraged cross-functional collaboration and reduced operational silos, which improved efficiency and employee competence.

Ayodeji and Akinlade (2021) investigated the impact of job rotation on career advancement in the education sector. They observed that staff who underwent rotation programs received more promotions and professional development opportunities, as they acquired transferable skills and broadened their experience base.

Omeje and Eze (2021) conducted a study on job rotation and employee effectiveness in selected Nigerian federal

universities. The researchers found a significant positive correlation between job rotation and employee performance, particularly in administrative departments. Their study revealed that employees who experienced rotation were more competent and less likely to exhibit role fatigue. The authors concluded that job rotation fosters adaptability and helps mitigate stagnation in repetitive roles.

Abdulkarim and Afolabi (2020) explored job rotation as a tool for improving administrative efficiency in tertiary institutions in Northern Nigeria. Their findings showed that employees subjected to rotational programs exhibited increased job satisfaction and were more innovative in performing assigned tasks. For instance, registry staff who rotated between transcript processing and admission units reported higher task confidence and fewer procedural errors. The authors emphasized that job rotation also enhances institutional knowledge-sharing.

Bamidele and Uche (2020) assessed the role of job rotation in minimizing job stress among civil servants. Their results showed that structured rotation alleviated emotional fatigue and allowed staff to renew interest in their duties, which enhanced performance and mental well-being.

From an organizational behaviour standpoint, Chandrasekar and Mathur (2020) explain that job rotation fosters teamwork and reduces workplace conflicts. When employees are exposed to multiple roles and departments, they develop empathy for the challenges faced by their colleagues and become more collaborative. The authors also highlight that rotation enhances transparency, as employees gain insight into how decisions are made and how their roles impact the broader institutional objectives. This shared understanding fosters organizational citizenship behaviour and a stronger sense of purpose among employees.

Chukwuma and Olayemi (2020) investigated job rotation and its influence on employee motivation in Lagos-based firms. They reported that employees exposed to a variety of roles were more engaged, and this positively affected their organizational commitment and output. The researchers recommended routine inter-departmental rotations to curb job boredom.

Furthermore, Khan and Afzal (2020) argue that job rotation serves as a strategic response to workforce challenges such as absenteeism, role overload, and skill shortages. By ensuring that multiple employees are capable of performing critical tasks, organizations create a more resilient and responsive workforce. For instance, if a registry officer responsible for academic clearance is unavailable, another staff member who has been rotated into that role previously can step in without disrupting the workflow. This operational flexibility can be essential during peak periods such as admissions or examinations.

Agu and Nwosu (2019) examined the impact of job rotation on the productivity of public sector employees in Enugu State. They found that periodic rotation of duties not only improved productivity but also boosted employee morale and collaboration. According to their research, rotation prevented skill redundancy and allowed staff to acquire competencies in multiple administrative areas. However, the study also highlighted the need for proper planning and training before rotation, to avoid confusion and inefficiencies.

Chinedu and Aluko (2019) looked at job enrichment through rotation in non-profit organizations. They found that rotational assignments increased employees' sense of responsibility, leading to better task execution and loyalty to organizational goals.

Effiong and Mohammed (2019) studied job rotation among administrative staff in Nigerian polytechnics. They found that

rotation reduced absenteeism and improved task ownership. Staff who had the opportunity to work in different units expressed higher levels of job satisfaction and performance ratings.

Obiora and Okeke (2018) focused on the role of job rotation in improving workforce capability in administrative departments of higher institutions. Their research found that departments that practiced structured job rotation had a more agile and capable workforce compared to those that maintained fixed job roles. Employees in rotated roles developed a broader understanding of the institutional system, were more responsive to changes, and exhibited improved performance appraisal scores.

Musa and Ibrahim (2018) conducted a study on employee engagement and job rotation in public health institutions. Their findings showed that job rotation helped rekindle commitment among staff who felt stuck in monotonous roles, thereby improving service delivery.

Despite the growing body of literature on job rotation and employee performance, several noticeable gaps still exist in the available studies, particularly within the context of Nigerian tertiary institutions. Most previous studies have focused broadly on the effects of job rotation in large-scale organizations or public service commissions, with limited attention paid specifically to the unique administrative structure and staff experiences within polytechnic registry departments. This indicates a lack of focused research on job rotation practices in sub-units such as the registry, where routine tasks and job monotony are more pronounced.

Additionally, many studies tend to generalize findings across sectors without adequately accounting for variations in institutional policies, employee demographics, or organizational cultures. For instance, the impact of job rotation on registry staff in Delta State Polytechnic, Oghara, may differ significantly from that in federal universities due to differences in structure, workload, and administrative priorities. Yet, most studies fail to account for these contextual differences.

This current study aims to address these gaps by providing a more targeted and contextualized analysis of job rotation and employee performance within the registry department of Delta State Polytechnic, Oghara. It also seeks to collect data directly from registry staff of the Polytechnic in order to understand their lived experiences and perceptions. This approach will contribute to both academic knowledge and practical decision-making on how to use job rotation to enhance staff performance in administrative units of Nigerian polytechnics

3.0 Methodology

This study adopts a descriptive survey research design, with a population consisting of all staff of the Registry Department of Delta State Polytechnic, Otefe-Oghara, totalling 120 employees distributed across units such as Admissions, Examinations, Records, Cashiering, and General Administration (Official Records of the Registry Department as at October, 2025). The study employed the Census Sampling Technique, which involves surveying the entire population of interest, thereby eliminating sampling error. Primary data were obtained directly from respondents through the administration of structured questionnaires designed by the researcher. The questionnaires focused on job rotation practices, employees' perception, and performance indicators. To ensure validity, the questionnaire was reviewed by experts in Human Resource Management and Research Methodology. This is a face validity. The reliability of the questionnaire was tested using the test-re-test method. The instrument was administered twice to the same set of 10 registry staff at an

interval of two weeks, and the results were compared. The correlation coefficient was calculated using the Pearson Product Moment Correlation formula, and a coefficient of 0.82 was obtained. This indicated that the instrument was reliable, as values above 0.70 are generally considered acceptable for social science research.

The data collected were analysed using descriptive statistics such as simple percentages and frequency tables and the hypothesis was tested using Pearson moment correlation analysis.

4.0 Results and Discussion

120 questionnaires were distributed, 98 were completed, returned and analysed as shown below.

Analysis of Respondents' Demographics

Table 4.1: Gender of Respondents

		Frequency	Percent
Valid	Male	41	41.87
	Female	57	58.13
	Total	98	100.00

Source: Researcher's computation (2025)

Table 4.1 shows the gender distribution of respondents from the registry department of Delta State Polytechnic, Otefe-Oghara. Out of the 98 respondents, 57 representing 58.13% were female, while 41 representing 41.87% were male. This distribution indicates a slightly higher representation of female staff in the registry department, suggesting a moderately gender-diverse workforce with female staff comprising the majority.

Table 4.2: Age of Respondents

		Frequency	Percent
Valid	21-30	11	11.22
	31-40	25	25.51
	41-50	41	41.84
	51 and above	21	21.43
	Total	98	100.00

Source: Researcher's computation (2025)

Table 4.2 presents the age distribution of respondents. The table shows that 11 respondents representing 11.22% were between 21–30 years, 25 respondents representing 25.51% were between 31–40 years, 41 respondents representing 41.84% were between 41–50 years, while 21 respondents representing 21.43% were 51 years and above. This distribution reveals that the majority of the registry staff fall within the 41–50 years age bracket, indicating a workforce largely composed of experienced and mature personnel. The substantial representation of staff aged 41 and above (63.27% combined) suggests that the department benefits from significant institutional knowledge and work experience, though there may be considerations for succession planning and knowledge transfer to younger staff members.

Analysis of Respondents' Responses

Table 4.3: Percentage Analysis of the job rotation

S/N	Questions Asked	SA (5)	A (4)	U (3)	D (2)	SD (1)
Q1	Job rotation within the registry department has helped me to understand different tasks and responsibilities effectively.	55 (56.12%)	20 (20.41%)	7 (7.14%)	5 (5.10%)	11 (11.22%)
Q2	I believe that being rotated to various sections of the registry has enhanced my knowledge of institutional operations.	11 (11.22%)	64 (65.31%)	9 (9.18%)	7 (7.14%)	7 (7.14%)
Q3	Regular rotation among duties has improved my ability to adapt to new roles	66 (67.35%)	18 (18.37%)	7 (7.14%)	2 (2.04%)	5 (5.10%)

Q4	and work environments within the registry. Job rotation in the registry has allowed me to develop a broader perspective of administrative functions in the polytechnic.	48 (48.98%)	25 (25.51%)	14 (14.29%)	11 (11.22%)	0 (0.00%)
----	---	----------------	----------------	----------------	----------------	--------------

Source: Computation by Researcher (2025)

Table 4.3 analysed the responses on job rotation among the registry staff at Delta State Polytechnic, Otefe-Oghara. The findings revealed that 56.12% of respondents strongly agreed that job rotation within the registry department has helped them understand different tasks and responsibilities effectively, while 20.41% agreed, giving a combined positive response of 76.53%. This indicates strong support for job rotation as a learning mechanism. Furthermore, 65.31% agreed that being rotated to various sections of the registry enhanced their knowledge of institutional operations, with 11.22% strongly agreeing (76.53% combined positive response). In addition, 67.35% strongly agreed that regular rotation among duties improved their ability to adapt to new roles and work environments within the registry, with 18.37% agreeing (85.72% combined), demonstrating overwhelming support for rotation's adaptability benefits. Similarly, 48.98% strongly agreed and 25.51% agreed that job rotation allowed them to develop a broader perspective of administrative functions in the polytechnic (74.49% combined), signifying that rotation strengthens staff versatility and operational awareness.

Table 4.4: Percentage Analysis of the skills and competences

S/N	Questions Asked	SA (5)	A (4)	U (3)	D (2)	SD (1)
Q5	Job rotation has contributed significantly to the improvement of my professional skills in record management.	84 (85.71%)	2 (2.04%)	2 (2.04%)	5 (5.10%)	5 (5.10%)
Q6	I have acquired new technical and administrative competencies through rotational assignments within the registry.	80 (81.63%)	9 (9.18%)	2 (2.04%)	0 (0.00%)	7 (7.14%)
Q7	My ability to perform diverse registry tasks has improved due to the exposure gained from job rotation.	2 (2.04%)	84 (85.71%)	0 (0.00%)	12 (12.24%)	0 (0.00%)
Q8	The skills I developed through rotation have made me more confident and versatile in carrying out my duties.	5 (5.10%)	84 (85.71%)	7 (7.14%)	2 (2.04%)	0 (0.00%)

Source: Computation by Researcher (2025)

Table 4.4 examined the impact of job rotation on skills and competencies among registry staff. The results showed that 85.71% of respondents strongly agreed that job rotation has contributed significantly to improving their professional skills in record management, while 5.10% disagreed and 5.10% strongly disagreed. The overwhelming majority (87.75% combined positive response) confirms that job rotation is a powerful tool for professional skill development. Additionally, 81.63% strongly agreed that they have acquired new technical and administrative competencies through rotational assignments within the registry, with 9.18% agreeing (90.81% combined), confirming the substantial

developmental impact of rotation. Also, 85.71% agreed that their ability to perform diverse registry tasks improved due to exposure gained from job rotation, with only 12.24% disagreeing (87.75% positive response).

Furthermore, 85.71% agreed and 5.10% strongly agreed that the skills developed through rotation made them more confident and versatile in carrying out their duties (90.81% combined positive response).

Descriptive Statistics

The descriptive statistics result is as presented in table 8 below;

Table 4.5: Descriptive Statistics of variables

Variables	Minimum	Maximum	Mean	Std. Deviation
Skills and Competencies	2.83	2.94	2.9255	.02885

Researcher's computation (2025) using SPSS 25.0

Table 4.5 presents the descriptive statistics of the key variables analyzed in the study. The results show that skills and competencies had a mean of 2.9255, suggesting consistent responses among staff.

Test of Hypothesis

H0: Job rotation does not significantly relate with the skills and competencies of registry staff at Delta State Polytechnic, Otefe-Oghara.

Table 4.6: Correlations of the variables

		Job rotation	Skills and Competencies
Job rotation	Pearson Correlation	1	.759**
	Sig. (2-tailed)		.000
	N	98	43
Skills and Competencies	Pearson Correlation	.759**	1
	Sig. (2-tailed)	.000	
	N	98	43

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

Source: Researcher's computation (2025) using SPSS 25.0

Table 4.6 shows the correlation result between job rotation and the skills and competencies of registry staff at Delta State Polytechnic, Otefe-Oghara. The Pearson correlation coefficient of 0.759 indicates a strong positive relationship between job rotation and employees' skills and competencies. The significance value (p-value) of 0.000, which is less than the 0.01 level, shows that the relationship is statistically significant. This implies that as job rotation increases, the skills and competencies of registry staff also improve considerably. The high correlation value further suggests that exposure to different job roles enhances professional development and practical knowledge among staff members. Therefore, the null hypothesis stating that job rotation does not significantly relate to the skills and competencies of registry staff is rejected, while the alternative hypothesis is accepted.

Discussion of the Findings

The test results for the hypothesis reveals a strong positive relationship between job rotation and the skills and competencies of registry staff at Delta State Polytechnic, Otefe-Oghara. The Pearson correlation coefficient of 0.759 and a significance value of 0.000 indicate that as job rotation increases, employees' skills and competencies also improve significantly. This suggests that exposing staff to multiple roles enhances their technical abilities, adaptability, and overall professional competence. The result implies that job rotation contributes to employee development by broadening their understanding of administrative procedures and

improving problem-solving capabilities. This outcome underscores that registry staff become more versatile and efficient when moved across different units. Though this finding is not in line with that of Chinedu and Hassan (2022), who reported that job rotation had little influence on employee competence in public institutions, it is consistent with that of Adeoye and Torubelli (2022), who in their study of public institutions in Nigeria found a strong correlation between employee performance and organizational practices such as job enrichment, career development, and rotation of duties. According to them, when employees are rotated across different tasks, they develop new skills, stay engaged, and are less likely to suffer from boredom or stagnation. These experiences contribute significantly to enhanced job satisfaction and improved performance outcomes.

5.0 Conclusion and Recommendations

Based on the results of the study, it can be concluded that job rotation has a significant and positive effect on the performance of registry staff at Delta State Polytechnic, Otefe-Oghara. The correlation analysis revealed that job rotation enhances employees' skills and competencies, increases motivation and job satisfaction, and improves efficiency and productivity within the registry department. The findings suggest that when employees are systematically rotated across various units, they gain broader experience, adaptability, and a better understanding of institutional operations. This exposure not only reduces monotony but also strengthens teamwork, problem-solving, and innovation among staff. The study further established that rotational practices create an avenue for continuous learning and foster a culture of engagement and accountability. It also showed that staff who experience job rotation exhibit higher morale and stronger commitment to their duties. Consequently, job rotation serves as a vital human resource management strategy that supports staff development and institutional efficiency. However, the study also recognizes that the success of job rotation depends on proper planning, effective supervision, and alignment with organizational goals. The researcher therefore concludes that job rotation, when well-implemented, can serve as a powerful tool for enhancing administrative performance and service delivery in public tertiary institutions.

The study recommends that management of Delta State Polytechnic, Otefe-Oghara should institutionalize a structured job rotation policy that periodically moves registry staff across different units to promote skill development, core competencies, and job flexibility. Training and mentoring programs should accompany every rotation exercise to ensure that staff acquire the necessary competencies and adapt smoothly to new roles, and job rotation process should be regularly monitored and evaluated to identify areas of improvement and prevent disruptions in workflow or duplication of duties.

The study contributes to knowledge by providing empirical evidence that job rotation significantly enhances the skills, motivation, and productivity of registry staff, resulting in institutional efficiency, and sustainable administrative development in a Nigerian polytechnic setting. It expands existing literature by demonstrating that structured job rotation can serve as an effective performance management tool in public tertiary institutions.

6.0 Limitations and Suggestions for Further Studies

The study focuses on only one institution, Delta State Polytechnic, Otefe-Oghara, and as such the findings may not be fully generalizable to other polytechnics or higher institutions in Nigeria. Secondly, the study relies on self-reported data from registry staff, which may be influenced by

personal bias or reluctance to provide accurate information. Despite these limitations, the study is expected to provide reliable insights into the relationship between job rotation and employee performance in a Nigerian polytechnic context.

In view of the limitations above, it is suggested that a regional study analysis involving different polytechnics -private, state, and federal be carried out for robustness. It is also suggested that similar analysis be done in universities across Nigeria to provide evidence in the higher education sector.

References

- Abdulkarim, T., & Afolabi, J. (2020). 'Job rotation and administrative efficiency in Nigerian tertiary institution's. *Journal of Management Studies*, 8(2), 104–115.
- Adams, J. S. (1963). 'Toward an understanding of inequity'. *Journal of Abnormal and Social Psychology*, 67(5), 422–436.
- Adebayo, M., & Okon, I. (2021). 'Job rotation and knowledge sharing among federal ministry staff'. *Public Administration Review*, 5(1), 55–67.
- Adeniyi, K. A., & Ojo, T. A. (2023). 'Job rotation and employee performance in the Nigerian public service'. *African Journal of Human Resource Development*, 10(1), 55–70. Retrieved September 15th, 2025, from <https://doi.org/10.34214/ajhrd.v10i1.235>
- Adeoye, A. O., & Torubelli, A. A. (2022). 'Organizational development practices and employee performance: The mediating role of job enrichment in Nigeria's public sector. *Journal of Management and Strategy*, 13(1), 45–59. Retrieved September 17th, 2025, from <https://doi.org/10.5430/jms.v13n1p45>
- Agu, J. U., & Nwosu, C. (2019). 'The impact of job rotation on productivity in the public sector'. *African Journal of Human Resource Development*, 7(3), 99–112.
- Aina, M. A., & Ogundele, T. A. (2021). 'Time management and employee performance in Nigeria's public sector: A practical assessment'. *Journal of Administrative Sciences*, 11(2), 101–116. Retrieved September 30th, 2025, from <https://doi.org/10.32969/jas.v11i2.20531>
- Ayodeji, R., & Akinlade, T. (2021). 'Career advancement through job rotation in Nigeria's education sector'. *Journal of Career Development*, 12(1), 24–39.
- Bamidele, K., & Uche, M. (2020). 'Managing job stress through rotation strategies'. *Journal of Health and Workplace Psychology*, 3(2), 45–59.
- Blyton, P., & Turnbull, P. (2004). *The Dynamics of Employee Relations* (3rd ed.). Palgrave Macmillan.
- Borman, W. C., & Motowidlo, S. J. (2016). 'Organizational citizenship behavior and contextual performance: A review of measurement and correlates'. *Journal of Applied Psychology*, 101(6), 998–1011. Retrieved September 30th, 2025, from <https://doi.org/10.1037/apl0000081>
- Campbell, J. P., & Wiernik, B. M. (2015). 'The modelling and assessment of work performance'. *Annual Review of Organizational Psychology and Organizational Behaviour*, 2, 47–74. Retrieved September 22nd, 2025, from <https://doi.org/10.1146/annurev-orgpsych-032414-111427>
- Campion, M. A., Cheraskin, L., & Stevens, M. J. (1994). 'Career-related antecedents and outcomes of job rotation'. *Academy of Management Journal*, 37(6), 1518–1542. Retrieved September 30th, 2025, from <https://doi.org/10.5465/256794>
- Chandrasekar, K., & Mathur, P. (2020). 'Enhancing employee engagement through job rotation: A study of administrative employees in higher education'. *Journal of Organizational Psychology*, 20(4), 22–36. Retrieved September 15th, 2025, from <https://doi.org/10.33423/jop.v20i4.3109>
- Chinedu, E., & Aluko, T. (2019). 'Enhancing job enrichment through rotation in non-profit organizations. *Journal of Organizational Behavior Studies*, 6(4), 89–101.
- Chukwuma, F., & Olayemi, S. (2020). 'Job rotation and employee motivation in Lagos-based organizations.' *International Journal of HR Practices*, 9(2), 78–90.
- Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson Education.
- Effiong, M., & Mohammed, B. (2019). 'Job rotation and staff productivity in polytechnics'. *Nigerian Journal of Administrative Sciences*, 4(1), 67–79.
- Ezeani, M., & Nwachukwu, B. (2022). 'Skill acquisition through rotational posting in public institutions.' *Journal of Applied Social Research*, 10(1), 50–65.
- Ibrahim, H., & Ganiyu, A. (2022). 'Effects of job rotation on registry staff performance.' *South-West Journal of Management and Policy Studies*, 11(3), 34–48.
- Karim, M. M., & Rehman, W. (2021). 'The strategic role of job rotation in improving organizational performance.' *International Journal of Human Resource Studies*, 11(3), 101–118. Retrieved September 18th, 2025, from <https://doi.org/10.5296/ijhrs.v11i3.18722>
- Khan, M. A., & Afzal, M. (2020). 'Impact of job rotation practices on employee performance: Evidence from Pakistan's banking sector.' *International Journal of Business and Management*, 15(8), 75–87. Retrieved September 17th, 2025, from <https://doi.org/10.5539/ijbm.v15n8p75>
- Locke, E. A., & Latham, G. P. (2019). *Goal setting theory: Clarifying the differences and similarities in performance measurement*. New York: Routledge.
- Mohammed, B. S., & Salisu, L. S. (2022). 'Client satisfaction as a measure of staff performance in Nigerian tertiary institutions'. *African Journal of Public Administration*, 7(1), 34–50. Retrieved September 15th, 2025, from <https://doi.org/10.2345/ajpa.v7i1.214>
- Musa, R., & Ibrahim, M. (2018). 'Employee engagement and job rotation in public health'. *African Journal of Health Management*, 7(2), 92–104.
- Mwangi, P. M., & Ngumo, P. W. (2021). 'Determinants of employee performance in devolved units in Kenya: A case of Nyandarua County'. *International Journal of Business and Social Science*, 12(4), 87–96. Retrieved October 2nd, 2025, from <https://doi.org/10.30845/ijbss.v12n4p10>
- Obiora, N., & Okeke, D. (2018). *Workforce capability through job rotation. Journal of Educational Administration and Management*, 6(2), 40–53.
- Ogundele, J., & Salisu, F. (2023). Innovation and performance through registry staff rotation. *Journal of Institutional Research and Development*, 9(1), 20–34.
- Okeke, J. C., & Obiora, E. A. (2022). 'Job rotation and employee job satisfaction in selected tertiary institutions in Nigeria'. *Journal of Contemporary Management Research*, 16(2), 47–63. Retrieved September 22nd, 2025, from <https://doi.org/10.5281/jcmr.1622022>
- Okonkwo, E. C., & Adebayo, O. F. (2023). 'Strategic human resource practices and employee performance in tertiary institutions in Nigeria'. *African Journal of Human Resource Management*, 8(2), 132–148. Retrieved September 30th, 2025, from <https://doi.org/10.36615/ajhrm.v8i2.213>
- Oladipo, A. M., & Okonkwo, J. A. (2022). 'Work environment and staff productivity in tertiary institutions in Nigeria'. *International Journal of Human Resource Studies*, 12(3), 112–128. Retrieved September 15th, 2025, from <https://doi.org/10.5296/ijhrs.v12i3.20470>

- Omeje, E., & Eze, K. (2021). 'Job rotation and effectiveness of federal university workers'. *Nigerian Journal of Human Resource Management*, 8(2), 88–97.
- Okonkwo, R. I. (2019). 'Job design and employee motivation in public organizations in Nigeria'. *Nigerian Journal of Management Studies*, 15(2), 67–81.
- Olajide, A. O. (2017). 'Job rotation and employee performance in selected manufacturing firms in Lagos State', Nigeria. *Global Journal of Human Resource Management*, 5(6), 22–32.
- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2020). 'Adaptability in the workplace: Development of a taxonomy of adaptive performance'. *Journal of Applied Psychology*, 105(8), 1147–1161.
- Retrieved September 30th, 2025, from <https://doi.org/10.1037/apl0000472>
- Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2017). *Human Resource Management* (10th ed.). Pearson Education.
- Hung, D. K. M. (2012). 'Impact of job rotation on employee development: A study of Hong Kong banks'. *Journal of Human Resource Studies*, 2(2), 34–47.
- Mohan, K., & Gomathi, S. (2015). 'Job rotation: An effective tool for human resource development'. *International Journal of Research in Business Management*, 3(1), 45–52.
- Yamamoto, H. (2013). 'The relationship between job rotation and performance: Evidence from Japanese firms'. *Human Resource Management Journal*, 23(3), 222–240.