

EXPLORING THE IMPACT OF JOB TRANSFER ON CAREER PROGRESSION AMONG HEALTHCARE WORKERS IN KASHMIR DIVISION.

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ABSTRACT:

The present research is designed to look at the impact of job transfers on one's professional growth. Towards this end, a survey of 103 medical and paramedical workers at the Sher-i-Kashmir Institute of Medical Sciences (SKIMS) and the Shri Maharaja Hari Singh Hospital (SMHS) in Kashmir division was carried out. Two well-known Super-Specialty hospitals in Kashmir serve as models for this study. Job rotation was shown to have four separate aspects based on factor analysis, namely interest, professional knowledge, technical knowledge, and administrative knowledge, while career growth was found to be unitary based on factor analysis. The findings of multiple regression revealed that all factors of job transfer/rotation, with the exception of professional expertise, had an impact on career progression. The implications of the results, as well as the study's possible limitations and recommendations for further research, are examined in detail.

KEYWORDS: Career development, Job rotation, knowledge and skills, Healthcare, Medical and Para-Medical employees.

INTRODUCTION:

Due to the wide range of individual professional requirements and the diversity of career progression resources accessible, the procedure of professional advancement in an organisation depends on a number of initiatives. Assessing centres, career guidance, cross-training, flextime and a broad range of other career-related activities are the most often utilised tools for professional development (Olorunsola, 2000; Thamhain, 1992). Many companies have utilised job rotation as a way to inspire their staff by offering a diversity of tasks and fostering a sense of community among their employees (Susan, 1996). Job transfer/rotation has long been advocated as an effective means of encouraging personnel career and educational advancement (Campion, Cheraskin & Stevens, 1994). According to Cosgel and Miceli (2000), the practise of job rotation leads to the achievement of organisational operations. There is, meanwhile, a dearth of research on the impact of job transfer/rotation on career advancement in Kashmir's healthcare sector (Raduan, 2002; Lai Wan, 2001). The job transfer/rotation, on the other hand, was highlighted by Raduan (2002) as one of the most important components of employee T&D programmes. In the end, these studies did not explore the effect of job rotation on career growth in the healthcare industry explicitly. As a result, this paper advances a gap in the literature on job rotation within the healthcare context, with particular reference to Division Kashmir, by using the job transfer/rotation model by Campion et al. (1994) to examine the impact of job rotation on career development prospects among Medical and Para-Medical Professionals of Kashmir.

REVIEW OF LITERATURE:

Job rotation is the process of moving personnel from one position to next or from one division to another within a company/organization on a regular basis (Olorunsola, 2000). When an employee's work is transferred to a new area of responsibility, it's meant to improve the employee's expertise. Many studies have defined job rotation/transfer in a larger context from the standpoint of HRM. According to Noe and Ford (1992), job rotation/transfer provides employees with a comprehensive perspective on organisational objectives, a matrix of connections inside and outside the industry, and an opportunity to strengthen employee abilities. Another justification for this is that workers may utilise the knowledge and skills they get from one activity to enhance their performance on other activities (Lindback & Snower, 2000). To achieve particular individual and organisational objectives, career improvement is defined as offering information to workers about their career options, assisting them locate progression

prospects and encouraging job satisfaction (Kirk, Downey, Duckett, & Woody, 2000). To maintain or boost operational efficiency, a career development programme may also be employed to walk a fine line amongst individual career requirements and organisational manpower demands. In plenty of other terms, businesses may use career development efforts to entice and keep the finest workers by helping them find their professional interests and talents. A number of studies have shown that employee development events in the workplace are directly linked to training programmes, such as job rotation/transfer procedures (Wright & Belcourt, 1994).

Yes, career development programmes if correctly structured might generate some amount of employee engagement in training and career guidance, claimed by Noe and Ford (1992). According to Wright and Belcourt (1994), Job transfer/ rotation with on-the-job-training (OJT) approaches is the dominant tool for employee growth in a company. It was proposed that learning by performing, such as a corporate job rotation, may help people grow and flourish. This reasoning is centred on the idea that exposure to a wide range of activities in an organisation may help a person develop a wide range of skills. Employees' careers have been adversely affected by this condition, and the efficient use of job transfer/rotation inside an organisation may assist the company gain a competitive edge from within (Coolahan, 1996). As a result, both employees and employers must commit to lifelong learning in order to improve the fit between their workforce and their employers, their workforce and their jobs, and to boost employee commitment (Kirk et al., 2000). Additionally, if the organisation has a range of possible management prospects, relevant growth experiences are essential.

Job rotation/transfer is a feature of the personnel infrastructure that enables and enhances the Healthcare's mechanisms, such as lifelong tenure, hierarchical compensation, and industrial collectivism. Accordingly, the creative management style relies on all facets of human resources management (HRM), such as recruiting, training, remuneration, and employee involvement, to be successful. The management, professional, and administrative training systems, according to Brown and Reich (1997), constitute an outstanding aspect of training and are designed to develop and widen the abilities of all employees. Rather of focusing on the quantity of instruction delivered, such a system focuses on its crystalline structure and organised nature. The researcher described it as a training programme that is meticulously prepared, plotted, and executed for all personnel. In order for workers to get the required information, technical skills, problem solving abilities, and optimism regarding employment, on-the-job training is essential (Tremblay & Rolland, 2000). Organizations are implementing job rotation/transfer methods as a result of the OJT approach's emphasis on multi-skilled individuals (Cosgel & Miceli, 2000).

In underdeveloped nations like India, job transfer/rotation has been performed for generations and holds true for all employees in practically all product or service delivery genres. New employees are hired, trained, and rotated through the ranks of the Organizations on a regular basis. Employee flexibility and the application of skills and expertise are also emphasised in the conventional model of HRM (Lynskey, 1999). Job rotation/transfer is used as a means of fostering a wide range of skills and expertise among workers (Jacobs & Herbig, 1998). As a result, they will have a more adaptable pool of potential employees to draw from in the future. Continuous training and the custom of rotating jobs in practically every company globally make it easy, fast, and collaborative to share knowledge with others or large groups of people. Job rotation/transfer among various roles in healthcare is designed only to provide employees with the opportunity to develop a wide set of skills and encourage information exchange among medical and paramedical experts, in other words.

Job Rotation and Career Development: Job transfer/rotation's impact on advancement in a career may be seen from a number of angles. Despite its assistance to employee development and especially to individuals who require to be taught in the workplace, job rotation/transfer is a powerful tool for career advancement (Bolton & Gold, 2004). It has been stated that work rotation is an excellent method for learning new technology, such as Orpen (1994). Employees who rotate jobs get a broader range of skills and knowledge. As a result, workers may learn a variety of skills by participating in a programme that involves regular job rotation. According to Noe and Ford (1992), it is beneficial for career advancement to rotate among professionals in a variety of roles. A wide range of topics are covered, from building a web of connections to improving problem-solving abilities. Career advancement is a sluggish process in the healthcare industry, which relies on an informal and long-term review of the individual (Tremblay & Rolland, 2000). A work organization's promotion method prioritises lengthy tenure and multi-skilled workers. As a result of both transverse and longitudinal job rotation, employees benefit from broadening their skill sets. One possible reason for the faster rate of wage growth among blue-collar employees is the fact that employers value and reward the abilities they gain as a result of this kind of training. There is proof to suggest that an employee's on-the-job expertise has an impact on his or her chances of advancement inside an organisation (Coolahan, 1996; Marian, Patricia, & Kathy, 1995).

Marian et al. (1995) found that men and women were promoted based on a mix of demonstrated competencies and growth prospects such as previous work history and expertise as well as competitive drive and interpersonal skillsets. There can be no denying that a person's capacity to work in a group, interpersonal skills, and the possibility for advancement are all important factors in promotion choices. Individual career development, according to Coolahan (1996), is based on the idea that education, competence, work experience, and skills all play a role in moving one's career forward. Lynskey (1999) and Wright and Snell (1998) both endorse the idea that rotating employees inside an organisation might be a viable means of moving resources around. If an employee can be watched doing a variety of tasks, it is likely that the company will be able to identify the best employment for them. Every time a person switches jobs, the company gains fresh insight about the skills and abilities of that particular individual. As a result, if an employee does not rotate, the company must learn more about the individual's capabilities. Workplace rotation is a major topic in the literature on functional flexibility, according to this research (Friedrich, Kabst, Weber, & Rodehuth, 1998). Another avenue for staff growth is the job rotation/transfer process, according to Wright and Snell (1998). Broadly skilled employees may perform a wide range of duties and give operational resource flexibility on an as-needed basis.

METHODOLOGY:

- Study Sample and Practice: More than 168 questionnaires were delivered to the personnel of the sample healthcare organisations that volunteered to engage in this research. Respondents were chosen at random. After a three-week collecting period, a total of 119 questionnaires were retrieved to constitute the sample in this research, with a response rate of 70.83 percent. Consequently, owing to a large number of missing data points, 16 responses had to be discarded. For this study, 103 participants were sufficient to test the hypothesis. 67.5 percent were women, 67% were married, and the majority had a post-Graduation as their greatest level of education (36.4 percent). Employees had an average age of 40.45 years old and had worked an average of 8.45 years on the job.
- Measures: Employees' impressions of different career alternatives in their current and future positions in the company, including promotion possibility, and skill growth, are used to measure career development. Ledkin and Juwaheer's five-item assessment of career progress was used in this study (2000). Scaled from "1" "strongly disapprove" to "5," all items had a five-point scale. The last section of the questionnaire examined demographic characteristics such as age, sex, tenure, marital status, and education using a single, simply written question.

RESULTS:

- First Factor Analyses: A factor analysis with principal component analysis using a varimax rotation was performed on five components to examine the validity of the metric. Using the criteria of Igarria et al. (1995), each item should have a loading of 0.50 or more on one component and 0.34 or less on the other factor. One component was found to represent 65.32 percent of the overall variation in career development metrics, based on an examination of the eigenvalues. Sufficiency in intercorrelations for the factor analysis was shown by the Kaiser-Meyer-Olkin (KMO) sample sufficiency score (0.79) and the Bartlett's Test of Sphericity (Chi square = 600.22, p 0.01). The findings of the career progression factor analysis are shown in Table 1.

• **Table 1: First Factor Analysis of Career Progression**

S.No.	Items related to career progression	Component value 1
1	Working in an atmosphere where I have the opportunity to progress professionally is more appealing to me.	.678
2	I feel that the talents and information I've learned are a result of this experience.	.793
3	In my opinion, promotion should be based on one's work history.	.622
4	It's important to me that I have a strong sense of self-worth.	.768
5	I really thought that my professional development would be hampered if I did not finish my education.	.520
Eigen value=3.35 variance (%) = 65.32 Kaiser-Mayer-Olkin=.83		
Chi Square=600.22 df= 15 Sig. level=.000		

• **Table 2: Second Factor Analysis on Job Rotation**

Items related to Job transfer		Components			
		1	2	3	4
Factor 1 (Interest)	• Job rotation for T&D is typically acceptable to me.	.650	.009	.121	-.051
	• A change in employment in the near future would pique my attention.	.571	.021	.022	-.030
	• If I were to engage in career progression, I think I'd be open to changing jobs in the future.	.811	.020	-.010	.021
	• If I did cross-train, I'd be open to changing jobs in the future.	.801	-.011	.030	.002
Factor 2	• planning and organising skills	-.031	.870	-.112	.038
	• interpersonal skills	.241	.847	.130	.277

(Administrative knowledge)	• leadership skills	.144	.639	.433	.242
	• Self-improvement	.120	.855	-.039	.116
	• cognitive skills	.040	.700	.028	.144
Factor 3 (Technical knowledge)	• Having an understanding of the rules, processes, and practises of an organisation	.006	.48	.700	.021
	• Good production knowledge	-.018	.241	.779	-.118
	• Good knowledge of business connection and web	-.021	.400	.781	-.311
	• Good communication network	.021	.019	.632	.073
Factor 4 (Knowledge of Healthcare Business)	• Good knowledge of current emergencies and problems	.001	.029	-.042	.789
	• Good knowledge of departments role	-.100	.03	.076	.713
	• Good knowledge of peripheral setting	-.049	.115	.071	.611
	• Understanding of organizational goals	.044	-.101	.069	.614
Eigen value=3.35 variance (%) = 67.48 Kaiser-Mayer-Olkin=.866 Chi Square=596.42 df= 15 Sig. level=.000					

Varimax rotation was used to perform a second factor analysis in order to verify the multiplicity of job transfer/rotation. A four-factor solution that accounts for 67% of the variation in job transfer/rotation was discovered. There were adequate intercorrelations for factor analysis since the KMO measure of sample adequacy was 0.866 and the Bartlett's Test of Sphericity was significant (Chi square = 596.42 $p < 0.01$). Among the four criteria identified are interest, administrative expertise, technological know-how, and business expertise. The outcome is shown in Table 2.

• **Table 3: Means, Internal Reliability and Correlation**

VARIABLES	Mean	SD	I	AK	TK	HK	CA
Interest (I)	4.10	2.14	(.611)				
Administrative knowledge (AK)	3.61	1.87	.261*(.512)	-	-	-	-
Technical knowledge (TK)	3.13	2.29	.241**	.369**(.511)	-	-	-
Healthcare knowledge (HK)	4.09	1.89	.261**	.379**	.139*(.611)	-	-
Career Advancement (CA)	3.89	2.81	.411**	.371**	.500*	.271**(.609)	.265(.601)

* $p < .05$, ** $p < .01$

The study's mean, standard deviation, scale reliability, and correlation coefficient are all included in Table 3 for your convenience. Scale alpha values were: curiosity = 0.611, administrative knowledge = 0.512, technical knowhow = 0.511, business knowhow = 0.609, and advancement of one's career = 0.611, according to the Cronbach alpha values. Using the table, we discovered significant relationships between interest ($r = .411$, $p < .05$), administrative knowledge ($r = .371$, $p < .01$), technical knowledge ($r = .500$, $p < .05$), and healthcare knowledge ($r = .271$, $p < .01$) with career growth.

• **Table 4: Multiple regression analysis
(Influence of Job transfer on Career Advancement)**

Independent Variable	Independent Variable (Career Advancement)
Interest (I)	.260**
Administrative knowledge (AK)	.125**
Technical knowledge (TK)	.368**
Healthcare knowledge (HK)	.087
R Square	.312
Adj. R Square	.358
F Value	30.176**

*p<.05, **p<.01

Several Regressions Have Been Conducted through Multiple regression analysis (see Table 4) shows how much of the variation in a dependent variable can be explained by the independent variables. Interest, administrative expertise, and technical knowledge were shown to account for 35.1% of variation in professional advancement. Out of the four job rotation measures, the findings showed that technical knowledge had the highest beta value ($\beta = .368$, $p < .01$), followed by interest ($\beta = .260$, $p < .01$) and administrative knowledge ($\beta = .125$, $p < .01$) as the most significant positive effects. In contrast, business expertise has no bearing on one's professional path.

DISCUSSION:

Job transfer and career advancement among medical and para-medical professionals in Kashmir was the focus of this study. It was anticipated that the outcomes of multiple regression would show that job transfer measures were linked to career progression. According to this study, job rotation, administrative and technical knowledge were found to be important. As far as job rotation and advancement go, it appears that staff members with a keen interest in job rotation and transfer are also more eager to advance their careers within the company. According to Campion et al. (1994), employees view job rotation as a way to rise through the ranks of an organisation. Employees may realise the importance of job rotation because they believe that the expertise, competence, and comprehension they gain from their new position will prepare them for prospective positions in different departments within the company. Because of this, employees are more likely to engage in job rotation if they believe it is the best method of gaining the expertise, insight, and competences for advancement (Campion et al., 1994; Marian et al., 1995). Employees who are promoted to new positions by their employers are more inclined to partake in a job transfer exercise. According to Marian et al. (1995), most organisations prefer to improve the performance of employees who have a strong connection to their preceding work encounter to higher posts. To be considered for promotion, a candidate must have a good working ethic, the potential to collaborate, and a comprehension of the functioning of the organization. They can conveniently be elevated to other positions where they can thrive by perfecting the competence for higher levels of vacancies in organisations. As a result, practises such as job rotation and transfer are essential if employees are to be properly prepared for advancement. As a result, healthcare workers see job rotation/transfer as a good practise that will help them advance in their careers. The findings also suggest that employees' chances of advancement within the company may be improved as a result of gaining technical knowledge through job rotation or transfer. Employees in healthcare organisations place a high value on job transfer/rotation as an opportunity to learn new skills and acquire new knowledge in the location of employment, and the optimistic correlation between these two variables implies that this is the case. As a result, they are recognised and regarded as valuable assets in the workplace because of their accumulated knowledge and abilities. As a particular advantage, the capacity of workers to master a variety of talents will boost and sustain their employability inside the company. This is in line with the claim made by Bolton and Gold (2004) that workers may benefit from learning new skills and experiences via job rotation and transfer. They may get a better understanding of the manufacturing process overall, as well as a solid foundation of professional and technical skills, by rotating through various work roles. There was also an increase in the number of personnel tasked with jobs that need formal T&D programmes. Employees will be forced to learn new skills and acquire new knowledge as a result of the increased focus on this concern, particularly if their companies implement latest tech that necessitates the acquisition of new skills. It will be easier for leadership to identify the best candidate for a job if staff are encouraged to grasp a wide range of skills at the same time. Finally, healthcare workers should use job rotation/transfer to enhance their expertise and capabilities.

RESEARCH IMPLICATIONS:

The findings of this research have a wide range of conceptual and applied ramifications. From a conceptual point of view, the positive association between transfer or rotation, business or technical knowledge, and career development outcomes revealed that individuals are inclined to willingly participate in job rotation. According to Wright and Belcourt (1994)'s concept of career progression, job transfer/rotation may be utilised as an organisational approach to enhance employees' core competencies and personal growth. In accordance with this concept, training should be tailored to the phase of an employee's career/position or the shifting demands of the organisation and the person. It may begin with a well created job rotation programme for employees in their early career (low tenure) and proceed across their career in the organisation as a component of a career planning for healthcare professionals. It was also shown that work-related knowledge and career advancement go hand in hand. This conclusion has crucial repercussions for organisational learning. An action that takes place in an organisation might be described as "organisational learning". An organization's learning process and its agents' development are the focus of this notion. Through a diversity of circumstances and an individual's dedication to learning, the knowledge production process is completed. In other respects, an organization's capacity to encourage and promote one the other's learning, which will in the long run enrich the organisation, is the emphasis of knowledge generation inside an organisation. The study's findings have practical importance since they reveal that employee perceptions of career advancement opportunities are highly connected with job transfer/rotation. It is evident from this perspective that job transfers and rotations have an important impact on employee promotion decisions. Employees who are promoted from inside the company and get the training and experience necessary for a position at a higher-level benefit from job rotation and transfer. It also supplies the organisation with information that it may utilise to better allocate tasks among its workers via job transfer/rotation to put it another way, the management team may have a simpler time deciding on the best job for the employee in question. Job transfer/rotation methods may be employed to not only relieve worker monotony but also stimulate their desire to learn in the workplace. The second is that human resource managers should be conscious of the implications of workplace learning activities when it comes to advancing one's career. Workplace training is becoming more important as a result of new technology in the healthcare industry. In this instance, job transfers and rotations may be beneficial for companies that need employees to have specialised skills and expertise.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH:

There are two main drawbacks to this research. Since just 168 staff from a limited sample of Kashmir's Super-Specialty Hospitals participated in this research, its findings should be interpreted with caution. The participants in this research were medical and paramedical workers from the hospitals studied, raising the question of whether their interest in job transfer/rotation and their assessment of career development results can be extrapolated to other categories of employees in different organisational contexts. Because of this, workers may have had a distorted view of the benefits of job rotation and transfer. This means that it is important to take caution when generalising the results to all healthcare workers, as well as to workers in other industrial and service industries. When conducting a survey on healthcare workers' perceptions of job transfer/rotation/career development results, this research relies only on questionnaires to collect data, which may not completely, reflect the genuine feelings of respondents. In the future, it is advised to use a mix of questionnaire surveys and interviews to obtain more data and enhance the study's comprehensive conclusions.

CONCLUSION:

We may draw some conclusions from the findings of this research on the link between job transfer/rotation and career advancement, particularly among healthcare workers in several Super-Specialty Hospitals in Kashmir division. Although the expertise of healthcare providers had a little impact on the study's results, it was nonetheless able to give empirical proof that some of the advantages of job rotation may influence professional growth. According to the data, healthcare workers in some Kashmir division super-specialty hospitals are also worried about their career growth through accumulating information, experience, and talents via job rotation/transfer.

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