

CHAPTER II

LITERATURE REVIEW

2.1. Job Satisfaction

2.1.1 Definition of Job Satisfaction

Job Satisfaction according to Robbins & Judge (2017) is a positive feeling about one's job resulting from an evaluation of its characteristics, while according to Kreitner & Kinicki (2012) primarily reflects the extent to which an individual likes his or her career. Locke (1976, in Droussiotis&Austin, 2007) describes job satisfaction as a self-reported positive emotional state resulting from the appraisal of one's job or job experiences. Castro et al. (2011, in Dinis&Fronteira, 2015) mentioned that job satisfaction is an essential condition to improve organizational functioning.

Job satisfaction is a direct measure of utility an employed worker derives from his/her current job (Clark & Oswald, 1996 in Tumen & Zeydanli, 2014). Tansel & Gazioğlu (2014) mentioned that job satisfaction is a primary policy priority in any organization. In general, overall job satisfaction has been defined as a function of the perceived relationship between what one wants from one's job and what one perceives it as offering (Locke, 1969 in Lund, 2003). Job Satisfaction is an area of inquiry concerned with both sorts of influence: the influence of the work

organizations on people, and the influence of people in work organizations (Rowden & Conine, 2005)

2.1.2 The Causes of Job Satisfaction

Adapted from Kreitner & Kinicki (2012), there are five predominant models of job satisfaction focusing on different causes, they are :

1. Need Fulfillment, satisfaction is determined by the extent to which the characteristics of a job allow an individual to fulfill his or her needs.
2. Discrepancies, job satisfaction as a result of met expectations which represent the difference between what an individual expects to receive job.
3. Value Attainment, job satisfaction results from the perception that a job allows for fulfillment of an individual's essential work values.
4. Equity, satisfaction is a function of how "fairly" an individual is treated at work
5. Dispositional/Genetic Components, job satisfaction as are characteristics of the work environment.

Meanwhile, there are four causes of job satisfaction according to Robbins & Judge (2017), which are :

1. Job Conditions, generally, interesting jobs that provide training, variety, independence, and control.
2. Personality, people who have positive core self-evaluations (CSEs) who believe in their inner worth and basic competence.

3. Pay, comes up often when people discuss job satisfaction, it does correlate with job satisfaction and overall happiness for many people, but the effect can be smaller once an individual reaches a standard level of comfortable living.
4. Corporate Social Responsibility (CSR), an organization's commitment or its self-regulated actions to benefit society or the environment beyond what is required by law.

2.1.3 Outcomes of Job Satisfaction

Adapting Robbins & Judge (2017), the four outcomes of job satisfaction are :

1. Job Performance, individuals with higher job satisfaction perform better, and organizations with more satisfied employees tend to be more effective than those with fewer.
2. Organizational Citizenship Behavior (OCB), including talking positively about their organizations, helping others, and going beyond the normal expectations of their job.
3. Customer Satisfaction, satisfied employees appear to increase customer satisfaction and loyalty.
4. Life Satisfaction, work is an essential part of life, and therefore, it makes sense that the overall happiness depends in no small part on the pleasure in the job.

While, the negative impact of the “not” satisfied employees, according to Robbins & Judge (2017) differ along two dimensions: constructive/destructive and active/passive. The responses are as follows :

1. **Exit.** The exit responses direct behavior toward leaving the organization, including looking for a new position or resigning.
2. **Voice.** The voice response includes actively or constructively attempting to improve conditions, including suggesting improvements, discussing problems with superiors, and undertaking union activity.
3. **Loyalty.** The loyalty response means passively but optimistically waiting for conditions to improve, including speaking up for the organization in the face of external criticism and trusting the organization and its management to “do the right thing.”
4. **Neglect.** The neglect response passively allows conditions to worsen and includes chronic absenteeism or lateness, reduced effort, and an increased error rate.

Figure 2.1

Responses to Dissatisfaction

	Constructive	Destructive
Active	Voice	Exit
Passive	Loyalty	Neglect

Source : Robbins & Judge (2017)

There are two possible outcomes of job satisfaction, the negative outcome and the positive outcomes according to the theories. A low level of satisfaction is more likely to give the negative outcome, while a high level of job satisfaction is hoped to give the positive outcome and evade the negative outcome. It explains why a high level of job satisfaction in a company is important and take a big concern of the management. The level of job satisfaction of the employees in Telkom Witel Yogyakarta will be measured in this research to see a possible result that might give a positive or negative outcome to the company. At the same time it will also answer the first research question of this research.

2.2. Job Rotation

2.2.1 Definition of Job Rotation

Job Rotation calls for moving employees from one specialized job to another. Its purpose is to give employees a greater variety in their work. (Kreitner & Kinicki, 2012). According to Robbins & Judge (2017), job rotation is the periodic shifting of an employee from one task to another with similar skill requirements at the same organizational level.

Job rotation entails transferring employees from one unit to another, to increase their credentials in all aspects. It is planned based on work practice and promotes the acquisition of new skills and an increase in productivity. (Jaturanonda et al., 2006 in Dinis & Fronteira, 2015). Ortega (2001) in his article, mentioned that job rotation is an exciting mechanism

because it makes it possible for the firm to observe employees in different positions and thus learn which job fits each employee best.

Job rotation is a training method followed by the organization to develop the employees in the various department where they can gain diversified learning of job skills for a specific period, and job rotation is a practical approach to enrich and expand the job assignments of the employees (Seibert & Kraimer, 2001 in Mohan & Gomathi, 2015). Mohan & Gomathi (2015) defined job rotation as a job design and management approach in which employees are moved between two or more jobs in a planned manner.

2.2.2 Benefits of Job Rotation

The benefits of job rotation were clustered into four categories according to Campion et al. (1994). Those benefits are as follows :

1. Career affect benefits, such as satisfaction, involvement, and commitment.
2. Organizational integration benefits, such as increased networks of contacts and transfer of company culture.
3. Stimulating work benefits, such as a variety of tasks and skills.
4. Personal development benefits, such as coping skills and insight into strengths.

Meanwhile, according to Bennett (2003, in Baro, 2012), the benefits of job rotation are as follows :

1. Lead directly to the accelerated development of new staff members.
2. Enabling staff to work in different areas of the organization which contributes to employees' knowledge of the organization and its functions.
3. Lead to a greater understanding by employees of the many functions of the organizations.
4. Contribute to the development of social and individual human capital by enabling employees to develop new relationships with other employees across the organization as well as gaining on-the-job experience.
5. Help employees to meet the minimum qualification of jobs for future career development because of the skill diversity.
6. Employees may make a more serious commitment to their career when an organization invests time in an employee and develops their abilities.
7. Employees enjoy the work more and provide more skills to avoid redundancy through various job assignments.

2.2.3 Challenges of Job Rotation

Identified by Malinski (2002) in Baro (2012), the challenges of job rotation are as follows :

1. Difficulties in implementing a job rotation program, such as experienced staff not wanting to learn new job skills or move to other locations.
2. Educating and training staff for the new jobs.

3. Fitting of staff (skill level).
4. Direct and opportunity costs of implementing a rotation program.
5. Industrial settings – i.e., putting untrained staff in hazardous situations.

Campion et al. (1994) clustered the cost of job rotation into four categories, which are as follows :

1. Increased workload and decreased productivity for both rotated and nonrotated employees.
2. Increased learning costs.
3. Decreased satisfaction and motivation in both units gaining and those losing employees.
4. Another cost associated with relocating employees if a firm is geographically dispersed.

2.2.4 Forms of Job Rotation

Bennett (2003) in Baro (2012) suggests two forms of job rotation, which are :

1. Within-Function Rotation, rotation between jobs with the same of similar levels of responsibility and within the same operational or functional area.
2. Cross-Functional Rotation, movement between jobs in different parts of the organization over a period of time.

Job rotation is implemented in an organization with the hope to give the benefits over some challenges as mentioned by the theories. Telkom

Witel Yogyakarta as one of the company that implement job rotation has also the challenges and benefits that become the outcome of this kind of job design. This current research will measure the effectiveness of job rotation in Telkom Witel Yogyakarta according to the employees' perception to see whether it is beneficial to the company or it is not worth the challenges. This will also answer the second research question of this resesarch.

2.3 Workplace Learning

2.3.1 Definition of Workplace Learning

Workplace learning occurs through a dynamic interaction between formal and informal learning. (Shipton et al., 2002 in Rowden & Conine, 2005). Marsick (1987, in Matthews, 1999) argued that workplace learning is how individuals or groups acquire, interpret, reorganize, change, or assimilate a related cluster of information, skills, and feeling. It is also primary to how people construct meaning in their personal and shared organizational lives. Solomon et al. (2001) mentioned that workplace learning is influenced by all the personal, cultural, and contextual features that affect everything that occurs at work.

In Matthews (1999), Holliday & Retallick (1995) stated that workplace learning refers to the processes and outcomes of learning that individual employees and groups of employees undertake under the auspices of a particular workplace. And Rylatt (1994) described workplace

learning as a sustained and high leverage development of employees in line with organizational business outcomes.

Hicks et al. (2007, in MacBurnie et al., 2015) mentioned workplace learning is a broad concept that refers to a process whereby people, as a function of completing organizational tasks and roles acquire knowledge, skills, and attitudes that enhance individual and organizational performance while Park & Lee (2018) mentioned that workplace learning is a learning process with diverse activities and approaches that encourage employees to engage in and share conscious reflection and development based on actual experiences and knowledge for both individual and organizational goals in the workplace or a work context.

2.3.2 Forms of Workplace Learning

Watkins & Marsick (1992, in Rowden & Conine, 2005) identified different types of workplace learning, such as follows :

1. Formal Learning (Training), discrete planned events (experiences) used to instruct people how to perform specific defined jobs. It is typically institutionally sponsored and highly instructed.
2. Informal Learning, control of learning is in the hands of the learner, not determined by the organization. It can occur whether or not there is an expressed goal, and can serve individual as well as corporate objectives. For example, it might best occur when a coworker shows a new

employee how to use a machine through an actual demonstration rather than through a classroom presentation.

3. Incidental learning, occurs as an unintended by-product of some other activity, such as trial-and-error experimentation or interpersonal interaction.

2.3.3 Goals of Workplace Learning

Leslie et al. (1998) in Rowden & Conine (2005) revealed that workplace learning does not occur for its own sake, but rather as a means of achieving goals as follows :

1. Organizational goals, include increased worker participation in decision-making and expanded job responsibilities.
2. Individual goals, include the need for personal achievement and development (pride in quality workmanship, sense of contribution to a enormous endeavor), need for recognition and acceptance (sense of belonging to a social group, esteem gained from recognition), and financial needs (financial security, advancement in terms of income and earning potential).

2.3.4 Processes Linked to Workplace Learning

A high proportion of the workplace learning is according to Eraut et al. (2007, in Breunig, 2016) linked to the following five processes :

1. Participation in group activities;
2. Working alongside others;

3. Consultations – within or outside the working group;
4. Tackling challenging tasks;
5. Working with clients.

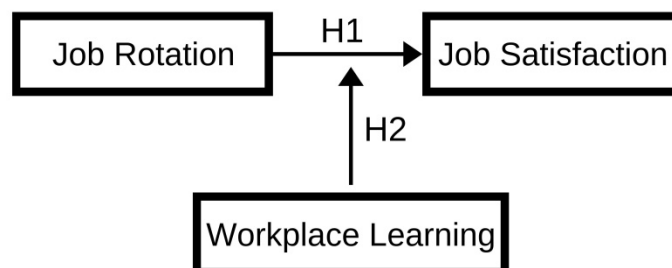
Regardless of the workplace learning forms, a high enthusiasm of learning of the employees in a company is important to achieve both organizational and individual goals. Telkom Witel Yogyakarta gives some ways of learning in the workplace for the employees and this research will see how is the perception of the employees about the workplace learning provided while answering the third research question of this research.

2.4 Research Framework

Adapted from (Trochim, 2006) framework must demonstrate an understanding of theories and concepts that are relevant to the topic of research. To demonstrate an understanding of the theories and concepts of this research, the framework of the research is as follow :

Figure 2.2

Research Framework



Source : Modified from Dinis & Fronteira (2015)

2.5 Hypothesis Development

2.5.1 The Effect of Job Rotation toward Job Satisfaction

Job Satisfaction is an essential condition to improve organizational functioning (Castro, et al., 2011). Zheng et al. (2017) mentioned that nowadays, managers try to design strategies to increase job satisfaction. Job design is one of the strategies designed for that purpose. The motivational approaches to job design attempt to improve employees' affective and attitudinal reactions such as job satisfaction. (Kreitner & Kinicki, 2012). Job rotation has the purpose of giving employees a greater variety in their work is one of the job design made.

Previously, Wijaya & Sawitri (2015) researched high-performance human resource, including job rotation, and showed a significant result toward job satisfaction. Mohan & Gomathi (2015) research finding also suggested that job rotation is a best and cheap training method, and it can be followed by any organization. On the other hand, research of Dinis & Fronteira (2015) resulted in an insignificant relationship between job rotation and job satisfaction, the same result also concluded in the study of Zin et al. (2013).

Some of the previous research resulting in the significant affect of job rotation toward job satisfaction, but not in some others. The interesting fact is these four previous research are done in two different industries which resulting in two different result for both of them. One of the significant resulting research is done in the service industry, so does one of

the insignificant resulting research. Another industry is the production industry which also resulting a different result of significance. This current research is going to do the research in a service industry, more precisely in the telecommunication industry. Telkom Witel Yogyakarta is the company in where the employees are rotated from a department to another department for some different period of time according to the need of organization and the request of the employees. According to the explanation of the human resource manager, Rahmadi (2019) the job rotation so far is aligned with their initial goals which one of them is for the interest of their employees itself. So, this current research is going to find out how is the job rotation in Telkom Witel Yogyakarta affect the job satisfaction of the employees.

H1 : Job Rotation has a Significant Positive Affects on Job Satisfaction in Telkom Witel Yogyakarta

2.5.2 The Effect of Workplace Learning as the Moderating Variable to the Relationship between Job Rotation and Job Satisfaction

Job rotation is one of the method used to develop the employees in various department where they can gain diversified learning of job skills for a specific period of time (Seibert & Kraimer, 2001 in Mohan & Gomathi, 2015) shows that it is one of the ways which employees may improve their skills through task completion. The previous research of Ortega (2001) learned that job rotation is a learning mechanism. Some

previous research conducted showed that there is a relationship between job rotation and job satisfaction. For instance, the research of Campion, et al. (2015) results indicated modest positive relations with both. Another research from Dinis & Fronteira (2015) mentioned that the job rotation between units did not influence the overall satisfaction, but rather some specific dimensions. It also suggests that the future researcher should take into account the needs of the employee.

Workplace learning as defined by Hicks et al. (2007, in MacBurnie et al., 2015) is a broad concept that refers to a process whereby people, as a function of completing organizational tasks and roles acquire knowledge, skills, and attitudes that enhance individual and organizational performance. A statistically significant result was shown in the result of the impact of workplace learning on job satisfaction in the previous research of Rowden & Conine (2005). Boomars, et al. (2018) research also resulted in a positive relationship between perceived learning opportunities and employability activities.

Modifying the research of Dinis & Fronteira (2015) which suggest the future research to take into account the need of employees, this current research will put the workplace learning as one of the need of employees to moderate the relationship between job rotation and job satisfaction. Liana(2009) interpreted the moderating variable as the variable which strengthens or weaken the direct relationship between the independent variable and dependent variable. Moderating variable is the variable

affecting the character or direction of the relationship between variable which might be positively or negatively.

Telkom Witel Yogyakarta is an organization with a good learning process. Explained by Rahmadi (2019), the employees of this organization have a high enthusiasm for learning, some of them have some activities and courses outside the workplace for their self-development, some of them also ask for training for their jobs. This organization is one of some organization that rotate their employees from one to another department for some period of time. One of their goal doing the job rotation is to improve their employees' knowledge and insight through the changing workplace. This current research in Telkom Witel Yogyakarta is going to analyze how the employees' enthusiasm of learning in the workplace will moderate the relationship of job rotation which enable them to learn from different workplaces towards their job satisfaction.

H2 : The Workplace Learning Moderate the Relationship between Job Rotation and Job Satisfaction in Telkom Witel Yogyakarta.