

INVESTIGATING TEACHER PERFORMANCE AND JOB ROTATION: THE ROLE OF SUPERVISOR SUPPORT AS MODERATOR

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Abstract

Teacher professional development plays an important role in improving the quality of education. Job rotation may be implemented as a strategy that allows teachers to gain diverse experiences. This paper examines the effect of job rotation on job performance of school teachers, with the moderating role of supervisory support. 294 teachers working in primary and secondary schools from district Swabi participated. The study used quantitative approach and Primary data were collected through questionnaires. SPSS was used for statistical analysis. Results from regression and correlation analysis shows that job rotation and supervisory support both are positively correlated and influence job performance. However, the interactive effect of job rotation and supervisory support ($jr2*ss$) was found to be negative ($B = -0.1006$, $p = 0.0802$) and insignificant. These results highlights that sometimes resources lose their effectiveness due to excessive intervention of supervisors affecting teachers autonomy and creativity. In short, the finding shows that job rotation in schools can improve performance of teachers and increases motivation and adaptability.

Keywords: Job Rotation, Supervisory Support, Job Performance

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1. Introduction

In today's competitive work environment organizations are increasingly adopting various creative techniques for career and talent development in order to gain a competitive edge (Mujtaba et al., 2022). Job rotation in this context is considered as one of the important human resource strategies that involves the intentional movement of employees across different roles and responsibilities within the same organisation (Campion et al., 1994). The purpose of this movement is to increase engagement, develop new skills, and gain a clear understanding of the organisational processes (Linge, 2019). This is because consistent jobs and repetitive tasks no longer ensure efficiency and effectiveness in today's dynamic work environment (Akhbari & Zargarani, 2011). Job rotation and its effect on employee performance and career development have been examined in many sectors including the technology industry (Hsieh & Chao, 2004), manufacturing (Botti et al., 2021), the armed forces (Shahiri et al., 2023), the banking sector (Mohsan et al., 2012), healthcare (Althaqafi et al., 2023), and tourism (Foroutan et al., 2021). All these studies have shown noticeable outcomes.

While these studies have shown benefits of job rotation in various sectors, its application in educational sectors, particularly among teachers, is limitedly explored. Education plays an important role in national growth and shaping society (Jahantab, 2021). however, Quality education depends upon effective teachers and continuous learning (Darling-Hammond et al., 2017). This learning helps them improve their instructional method and promote student engagement. In the educational sector, teacher job performance play an important role to influence student outcomes as it involves the professional practices to meet student learning needs (Darling-Hammond et al., 2024). However, when teachers remain in a stagnant role for a long period, they become less motivated (Shabbir et al., 2020). In this context, job rotation may help to serve as an effective tool to resolve this issue by rotating teachers across different task, roles and responsibilities, such as managing multigrades, subjects, or performing administrative tasks for a specified period. Such a strategy will increase teacher motivation, broaden skills acquisition, and develop leadership capabilities (Abd Rashid et al., 2022).

As regards Supervisor support, it is the perceptions of employees about their supervisor that how they care about their well-being and values their contribution (Eisenberger et al., 2002). In educational sector, teaching is a highly demand job and can create stress While providing resources in the form of guidance and feedback can reduce such effect (Abd Kaiyom et al., 2021). Research highlights that school principal supervisory support and feedback improves teacher performance significantly (Harahap, 2025; Sari, 2025). outcomes of these studies matches with the JD-R Model, which suggest that job demands can create stress, while providing resources can reduce such effect (Bakker & Demerouti, 2017).

The consequences of job rotation in various sectors have been documented. However, research related to teachers is limited. Most of the studies in the educational sector are related to adjacent roles like principal job rotation and leadership development (Abd Rashid et al., 2022; Sapitri & Purwanto, 2025). Very few studies have examined its direct effect on teacher motivation and professional development. Consequently, Job rotation has been studied mostly in the corporate sector leaving a gap in the educational sectors particularly among teachers.

To fill this gap this study examine the effect of job rotation on job performance of school teacher with moderating factor of supervisory support in District Swabi. The aim of this

study is to generate a novel insight to inform policy makers and school administrator regarding the effective human resource practices in school.

1.1 Objectives

- To evaluate the impact of job rotation on the job performance of primary and secondary school teachers.
- To investigate the moderating effect of supervisor support between job rotation and the job performance of primary and secondary school teachers.

2. Literature Review

2.1 Job Rotation and Performance (Non-Educational Sector)

Job rotation has been considered as an important human resource practice that introduces employees to diverse work experience and enables them to face new challenges, develop new skills and increase engagement. Prior studies conducted in the non-educational sector support this view with empirical evidence. For example, research in healthcare highlights that job rotation not only increases employee performance but also prepares them to handle emergency situations.(Althaqafi et al., 2023). Similarly, evidence from the manufacturing industry shows that rotation among diverse work processes increases employee's technical skills, engagement and performance.(Botti et al., 2021; Hsieh & Chao, 2004). banking sector further highlights the importance of job rotation not only diversify skills but also maintaining a healthy work life balance (Manurung et al., 2024). Likewise, In the armed forces, Shahiri et al.(2023) found that job rotation in a fixed-wage model increases employees' productivity and enhances their professional capabilities, while its effect on wages is rare. Besides these positive outcomes of job rotation, negative consequences of job rotation has also been found in the existing body of literature like Foroutan et al.(2021) in the tourism and hospitality industry demonstrates that job rotation creates role conflict and role ambiguity, which results in anxiety and sabotage behaviour. These mixed finding of the studies shows that job rotation effectiveness is not only related to its presence, but it also depend on other factors like job design, role clarity and organizational support. Although the majority of these studies indicate positive outcomes of job rotation but these results may not apply to the educational sector because the fundamental roles and responsibilities of teachers are different.

2.2 Evidence from the Educational Sector

In the educational sector, teachers' job performance has a direct influence on school achievement and reputation. Structured job rotation increases teachers' skills, knowledge, motivation, and adaptability. For example, Windawati & Aulia (2021) examine the effect of job rotation on job performance in Indonesian public high school and found that it has a significant positive impact on job performance. Similarly, Mirzai et al.(2024) from Iran reported that job rotation along with proper educational management model increases teacher engagement and report lower level of exhaustion and turnover intentions. Together these studies suggest that job rotation acts as a developmental tool in school by promoting learning and reduce stagnation.

While the educational sector evidence of job rotation is limited. Some evidence comes from adjacent role instead of classroom teachers. For example Sapitri & Purwanto (2025) found that job rotation provide diverse experience and contribute to the development of principal managerial skills. However, his study was qualitative in nature and focuses on school leadership instead of teachers. Further evidence comes from Suleman et al.(2022), who investigated the effect of job rotation on job performance among non-teaching staff of the University of Education, Ghana. Their findings highlight that job

satisfaction and organizational commitment significantly mediate the relationship between job rotation and the job performance of employees. While their study was conducted on non-teaching staff but these factors are also relevant to teacher performance.

In addition, job rotation is also considered an important tool for leadership development, Abd Rashid et al.(2022) examined job rotation in the Malaysian educational sector and found that it broaden employee skills and prepare them for leadership role. While their study was not on teacher but it shows the potential of job rotation as part of leadership succession in schools. Similarly, a study in Pakistani higher education found that job rotation, combined with social support, has a positive impact on job performance increasing loyalty and adaptability (Khan et al., 2023). However, in elementary and secondary schools, job rotation is usually practised informally and based on administrative needs rather than professional growth. Because of this, teachers often miss out the developmental benefits that job rotation can provide. This shows a gap in the literature. International studies highlight positive outcomes, the evidence from Pakistani schools is limited. Therefore, research is needed to understand whether such approach to job rotation can improve teacher performance in this context.

2.3 Moderating Role of Supervisory Support

Supervisor support is the crucial factor affecting the performance of employees. Supervisors can create a feasible environment for employees through training and awareness, which influences the performance of employees (Park et al., 2018). In the educational sector, supervisory support positively affects school teacher performance and strengthens their pedagogical skill (Maurya et al., 2025). In addition to this, teachers who receive support from their administrators are more likely to experience job satisfaction and work related motivation, which in turn improves performance, as supervisors serve as coaches. Their support positively affects employee performance by reducing the effect of withdrawal behaviour (Zeb et al., 2022). However, most studies have focused on general outcomes. They did not analyse the extent to which this support affects job rotation and performance; therefore, this study seeks new insights, adding supervisor support as a moderator to further strengthen or weaken this relationship, especially in KPK, where resources are scarce.

2.4 Theoretical framework

This study is based on the Job Demand-Resource (JD-R) theory. Job demand resource theory suggests that job demands like workload and ambiguity can create stress and burnout, while the provision of resources like autonomy and support can help to mitigate this effect (Bakker & Demerouti, 2017). In the educational sector, specifically teaching highly in-demand jobs can create stress, burnout, and increase turnover intention (Mirzai et al., 2024). While supervisor support in the form of guidance, support, and feedback can reduce its adverse effect and boost performance (Zeb et al., 2023). In this perspective, job rotation for teacher is a workload demand and provision of resources like supervisory support may help to reduce the negative effect and improve performance.

H1. Job rotation is positively associated with job performance.

H2. Supervisory support moderates the relationship between job rotation and job performance.

3. Methodology

3.1 Research Design

The respondents of the study were both male and female primary and secondary school teachers from District Swabi. The study used a quantitative approach and primary data

were obtain from teachers at one time. For this purpose structured Questionnaires were adapted from validated scales and modified according to the study. Convenience sampling technique was applied because the targeted population of primary and secondary school in district Swabi was divided in rural and urban area. Therefore, it was not possible logistically to apply probability sampling due to time and resources constraint. Schools Administrative regulations for teachers further restricted access of the random selection. Therefore, convenience sampling was found an appropriate approach to collect data from accessible teacher. This type of approach is considered appropriate and used mostly in social sciences research (Etikan et al., 2016). Sample size of 294 teachers were used in the study which is enough to ensure the sufficient statistical power. Demographic information's like gender, school type and teaching experience were included to analyse the results. SPSS 23.0 was used to analyse the data statistically.

3.2 Measurement

Job rotation was measured with six items adapted from (Campion et al., 1994) at a reliability of .79. Job performance was measured using seven items adapted from (Koopmans et al., 2014) work performance scale at a reliability of .85. Supervisory support was measured using seven items adapted from (Eisenberger et al., 2002) at reliability .90. All these items were rated with 5-point Likert scales from 1 = strongly disagree to 5 = strongly agree.

4. Results

4.1 Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	294	1	2	1.36	.481
Age	294	1.0	4.0	2.514	.7956
School	294	1	2	1.34	.473
Qualification	294	1	4	2.86	.720
Experience	294	1	2	1.73	.446
JR	294	2.00	5.00	3.8000	.53416
JP	293	3.00	5.00	4.0000	.51657
SS	294	1.29	5.00	3.7928	.61204

A total of 294 teachers participated in the study, including both male and female participants (M = 1.36, SD = .48). They belonged to different age groups, with an average age of 2.51 (SD = .79). Most of the teachers were from primary schools (M = 1.34, SD = .47). The table shows that most of the teachers were graduated 2.86 (SD = .72). All the teachers were educated and experienced 1.73 (SD = .44).

The mean score for job rotation shows 3.80 (SD = .53) that teachers generally found job rotation positive. Similarly, a job performance score of 4.00 (SD = .51) indicates that teacher are well concerned about their performance. Supervisor support mean score was 3.79 (SD = .61), which shows enough support for teacher supervision.

4.2 Correlation

Pearson correlation shows that job rotation and job performance ($r = .615, p < .01$) are positively and significantly correlated with each other. Relationship between job rotation and supervisor support is also significant at ($r = .503, p < .01$). Likewise, the relationship between job performance and supervisor support ($r = .573, p < .01$) was also found positive and significant. These result shows that the variables are fit enough for regression and moderation testing.

Correlations

		JR	JP	SS
JR	Pearson Correlation	1	.615**	.503**
	Sig. (2-tailed)		.000	.000
	N	294	293	294
JP	Pearson Correlation	.615**	1	.573**
	Sig. (2-tailed)	.000		.000
	N	293	293	293
SS	Pearson Correlation	.503**	.573**	1
	Sig. (2-tailed)	.000	.000	
	N	294	293	294

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

4.3 Regression Analysis

A linear regression test was run to find the effect of the independent variable, job rotation, on the dependent variable, job performance. R=.615 shows that the job rotation and job performance relationship is strong. R² = .378 indicates that job rotation shows 37.8% variation in teacher job performance. The adjusted R² =.376 value shows that the model is fit. Std.Error=.408 shows that prediction accuracy is at an acceptable level.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615 ^a	.378	.376	.40820

a. Predictors: (Constant), jr

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.430	1	29.430	176.626	.000 ^b
	Residual	48.488	291	.167		
	Total	77.918	292			

a. Dependent Variable: jp

b. Predictors: (Constant), jr

Anova results show that. F (1, 291) = 176.63, p < .001, which means that the effect of job rotation on job performance is statistically strong. This means that the model is significant.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.725	.173		9.986	.000
	jr	.598	.045	.615	13.290	.000

a. Dependent Variable: jp

Constant (Intercept) = 1.725, t = 9.986, p < .001 shows that when job rotation is zero, the average value of job performance will be approximately 1.73. Similarly, JR) = B.598, Beta .615, t = 13.29, p < .001 shows that job rotation affects job performance positively and significantly. When job rotation increases, job performance tends to increase. Therefore, the regression result revealed that job rotation positively affects job performance. Hence, proved H₁.

4.4 Moderation Analysis

Process Hayes v4.2 used for moderation analysis. The results show that job rotation has a positive impact on job performance ($B = 0.8035, p < 0.01$). Similarly, supervisor support also has a positive impact on job performance ($B = 0.6775, p < 0.01$). However, the interactive effect of job rotation and supervisory support ($jr \times ss$) was found to be negative ($B = -0.1006, p = 0.0802$) and insignificant. These results show that job rotation and supervisor support both directly positively impact job performance, but in this relationship, when supervisor support is high, job rotation benefits tend to reduce. It means that excessive support from a supervisor can reduce the benefits of job rotation, while low-level support can help to enhance performance. This is because overly support from supervisors cause teacher rely on them instead of thinking for innovations. Thus, these results show that supervisor support does not moderate the relationship between job rotation and job performance. Thus, H_2 is not supported.

Model 1

Predictor	B	SE	T	p
Job Rotation (jr)	.8035	.2201	3.6511	.0003
Supervisor Support (ss)	.6775	.2172	3.1194	.0020
jr × ss	-.1006	.0573	-1.7555	.0802

5. Discussions

The findings of this study reveal that when a teacher is rotated across different roles, subjects, or other administrative responsibilities, their job performance and productivity increase. These results align with existing literature, indicating that job rotation serves as a strategic tool for enhancing job performance and increasing employee productivity in both educational and non-educational sectors (Khan et al., 2023; Shahiri et al., 2023). However, supervisor support in this relationship was not found to moderate. The direct effect of supervisor support on job performance was significant. However, regarding the insignificant moderation of supervisor support this finding is not unusual; several studies in the past have reported the insignificance of the moderation of supervisor support and organisational support. For example, a study in Malaysia found that a flexible work environment has a positive impact on job performance; however, supervisor support did not significantly moderate this relationship (Alias et al., 2021). Similarly, a study in South Korea indicates that co-worker and supervisor support improve performance; however, organisational support did not moderate the relationship between emotional labour and performance (Kim et al., 2017). Likewise, Tuhumury et al. (2023) reported that supervisor support does not moderate the relationship between followership styles and job satisfaction. These studies support our finding that supervisor support in general improves performance, but it may not enhance the effect of job rotation practices in education.

One possible explanation for this study is that in the context of Khyber Pukhtunkhwa, a supervisor may provide administrative instructions but may lack the emotional and social support. The findings of this study matches with job demand resource theory which suggest that resources generally have positive impact on performance (Bakker & Demerouti, 2017). However, when these resources becomes overly directive it loses its effectiveness and can lead to low motivation and job satisfaction. This explanation is consistent with self-determination theory which suggest that over directive

supervision in some cases may affect teacher autonomy and can lower motivation, satisfaction and ultimately job performance (Deci & Ryan, 2000) .

Despite the contribution of this study, there are some limitations. The use of convenience sampling and adopting cross sectional design the findings of this study reduce the generalizability beside the study context. This is because the data is self-reported and may have introduce common method bias.

Therefore, Future research should focus on the probability sampling and longitudinal study design. Also other factors like teacher motivation, training opportunities, work engagement and organizational culture should be investigated. This can help us understand how to make job rotation work better in education

6. Conclusions

This study addresses the potential of job rotation on job performance of primary and secondary school teacher. Supervisory support in this relationship was tested as moderating factor. Results of the study confirmed the positive effect of job rotation on job performance while the moderating factor in this relationship was not significant. These findings shows when teacher is exposed to move across different role and responsibility their performance increases. Such exposure supports development of new skills and knowledge acquisitions. Therefore job rotation can be seen as a professional development strategy for teacher in schools.as regard the insignificance moderation of supervisor support, its presence or absence does not significantly enhance teacher performance. In other words teachers in this relationship were able to get benefits more from job rotation rather than supervisor support. These findings helps to contribute the body of literature and highlight that policy makers and school administration should consider job rotation as professional development tool. This study also emphasize that special attention should be given to the quality of supervision in school to ensure the administrative guidance as well as social and emotional support.

In conclusion, job rotation is a valuable tool for improving teacher performance. However, to make the most of it, schools should connect it with broader support systems that promote collaboration, mentorship, and teacher well-being.

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