



**EFFECT OF JOB DESIGN ON EMPLOYEE INNOVATIVE WORK BEHAVIOUR IN PUBLIC UNIVERSITIES IN UASIN
GISHU COUNTY, KENYA**

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ABSTRACT

The vitality of innovative work behavior is crucial to the universities in today's knowledge economy for their employee's work performance and competitive advantages. This obligates public universities to embrace human resource practices that conform to the paradigm of job design for their effect on innovative work behavior. Despite this, there are limited studies on enhancing innovativeness amongst employees in the knowledge-intensive public sector organizations (KIPSO) as public universities. Thus, the current study was designed to analyze the effect of job design on employee innovative work behavior in public universities in Uasin Gishu County. The research used a cross-sectional research design with a target population of 1982 employees in two public universities that is Moi University and University of Eldoret. A sample size of 333 respondents was determined using Slovincs formular and a multi-stage sampling technique was used to narrow down to the sampling units. Self-administered questionnaire which was tested for validity and piloted at Egerton University to test for reliability was used for data collection. Scale reliability was ensured through a Cronbach's Coefficient Alpha of above 0.7, which is generally considered reliable. Validity was achieved by ensuring relevance of the research results with theoretical approaches and literature reviews. Data was analyzed using descriptive statistics of frequencies, percentages, mean and standard deviation and inferential statistics of correlation and simple regression analysis using SPSS version 25.0. Job Design on the dependent variable Innovative Worker behavior. From the finding of this study, simple regression results which included job design had a positive and significant effect on innovative worker behavior. Thus, the rejection of the null hypotheses. This has been illustrated empirically that the public universities management should strive to design roles that facilitate networking and collaboration with external partners, including other universities, research institutions, industry partners, and government agencies. Implement job designs that promote skill variety and interdisciplinary collaboration. The findings have contributed to human resource management in terms of providing valuable input to and awareness of job design to be consider with regard to enhancing innovative work behavior.

Key words: Job Design and Innovative Worker behavior

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BACKGROUND OF STUDY

The impact of globalization on domestic employment and company margins have called for innovative work behavior as a flagship upon which universities can retain their growth and prosperity (Wei, Deng, & Zhou, 2022; Khan, Ismail, Hussain, & Alghazali, 2020). This is because the vitality of innovative work behavior is crucial to the universities in today's knowledge economy for their employee's work performance and competitive advantages. Therefore, there is a need for embracing job designs which foster innovative work behavior amongst their employees to remain relevant to societies, economies and most importantly, students. This obligates public universities to embrace human resource practices that conform to the paradigm of high commitment work system for their sustainable development (Zhang, Bal, Akhtar, Long, Zhang, & Ma, 2019). However, most organizations underestimate the importance of providing employees with possibilities to increase their innovative behavior. In addition there are limited studies on how to influence innovativeness amongst employees in the knowledge-intensive public sector organizations (KIPSOs) as public universities (Namono, Kemboi, & Chepkwony, 2021). These altogether underscores the need for interrogating the job design which can enhance innovative work behaviour in public universities.

In the public sector, innovation is viewed as the factor that contributes to the quality of public services and the problem-solving capacity (De Vries, Bekkers, & Tummers, 2016). Innovative work behaviour (IWB) is a complex behaviour of employees that generates, introduces, and applies innovative ideas (AlEssa & Durugbo, 2021). Innovative work behaviour provides capabilities for keeping a competitive edge and ensuring the long-term viability of an organization. Innovative work behavior is a sum of Ability Motivation and Opportunity. IWB does not only include idea generation, but also behaviours needed to implement ideas and achieve improvements that

enhance personal and/or business performance (Soputan & Tinneke, 2014). Innovative work behavior deals with a series of occupational activities carried out through stages with the ultimate goal of developing and improving effective work (Khulaifi & Purba, 2020).

Job design plays a crucial role in shaping employee innovative work behavior (IWB) within organizations (Zuberi & Khattak, 2021). Job design refers to the process of organizing work tasks, responsibilities, and roles within an organization to improve productivity, efficiency, and employee satisfaction (Ilgen & Hollenbeck, 1991). Job design focuses squarely on the work itself—on the tasks or activities that employees complete for their organizations on a daily basis. Effective job design can influence a range of outcomes, including job satisfaction, motivation, innovative work behaviour and overall organizational performance. According to Wahab, (2022) the level of job design and innovative work behavior is moderate. Only skill variety, task significance and autonomy had a substantial relationship with innovative work behavior. Research on job crafting has increased rapidly over the last decade and received large attention in recent job design literature. However, there is confusion on ways to develop the practice despite the positive influence on the lives and welfare of employees, and workplace prosperity. Additionally the individual level literature on the relation between job design and employee innovativeness is nevertheless imperfect (Stan & Guy, 2012).

Thus, the establishment of innovative work behavior has been recognized globally in the education-related field, particularly with the introduction of information technology and e-practices. Phungsoonthorn and Charoensukmongkol (2020) added that higher education institutions focus on shifting offline learning to online learning. It impacts on the emergence of financial risk due to additional budgets for internet connections and employment termination due to no face. Besides Higher

education institutions (HEI) are significant organizations as they generate innovation from the creation of products and services (Degtjarjova, Lapina & Freidenfelds, 2018). In this regard further interventions like human resource management practices are required to invoke high degree of commitment and employee innovative work behaviors (Ahmed, Hassan, Ayub, & Klimoski, 2018). By focusing on the elements of job design, organizations can create environments that stimulate and sustain employee innovative work behavior, ultimately fostering creativity and driving organizational success.

Globally high innovative work behavior remains a tremendous asset to an organization and a strategic advantage since the converse is an organizations killer. Despite that, many organizations face internal challenges which hinder the progress of innovation. As a result, around 37% of employees do not feel empowered to take risks or try new ideas thus low innovative work behaviour (Brendan, 2016). This eulogizes the criticality of job design as an organizational initiative for cultivating innovative work behaviour as the world globalizes economic environment changes. These has invoked interest in job design and IWB research. In Kenya there is an emergence of increased competition in the higher education sector, coupled with inadequate funding from the government; institutional performance has been affected more so on service delivery (Mwangi & Waithaka, 2018). Therefore, to rejuvenate public confidence, public universities have to embrace job design to foster innovative work behaviors to improve on their performances and reputation.

Many previous studies have explained the relationship between job design and innovative work behavior. Despite this, innovative work behavior remains neglected as fundamental research area in higher learning institutions (Tesfa & Walia, 2019). The study by Aksaraylı and Yaman (2016) examined the impact of job design on innovative work behavior (IWB) among employees. Specific aspects of job design, such as autonomy

and task significance, significantly influenced employees' willingness and ability to engage in innovative behavior. This study suggest that organizations can promote innovative work behavior by designing jobs that offer autonomy, task significance, and opportunities for feedback. While job design factors contribute to creative self-efficacy, the direct impact on IWB may vary based on individual psychological factors (Xu, Liu, & Tang, 2022). Additionally, Innovative work behavior has been widely discussed and researched, especially in companies or creative industries and production workers (De Spiegelaere, 2018; Rulevy & Parahyanti, 2017; Al-Omari, 2017; Rulevy & Parahyanti, 2016). there are limited studies conducted in public universities limiting the generalization of the findings to the institutions. Public universities operate under different constraints and incentives compared to private organizations, such as bureaucratic structures and public accountability, which may affect job design and IWB differently. These provided a literature gap for the current study to investigate the effect of job design on innovative work behaviour in public universities in the Kenyan context.

Problem Statement

Innovative Work Behavior (IWB) in public universities remains a catalyst for transformational sustainability towards delivering the sustainable development goals (Ayoub, Almahamid, & Al Salah, 2023). In this regard the Kenyan public universities are under obligation to nurture innovative behaviors amongst their staff to guarantee production of a competitive generation of graduates and research for sustainable development. This is justified by the fact that for the universities to achieve innovative work behaviour, the role of job design cannot be gain said. However, most organizations underestimate the importance of job design in driving their employee innovative work behavior (Peter, Susan, & Douglas, 2021).

Universities in Kenya are not an exception of a dearth of innovative work behavior indexed by their

inability to address their incessant challenges such as increased student numbers, rapid expansion, inadequate funding, low research output among others (Ibua, 2017). This further compounded by the inability to address Human resource management-oriented challenges such as poor governance, inadequate facilities, a smaller number of staff, low salaries precipitating frequent strikes decried by the Universities Academic Staff Union (UASU) almost each year (Leseiyo & Ngui, 2019). All these are culminating to a catastrophic drop in quality and an increasing number of poorly equipped graduates going into an already congested job market betraying the realization of Sustainable Development Goals. These calls for the urgency of rejuvenation of innovative work behavior in public universities by reclaiming their Job design as solution. Despite this, there are limited empirical studies conducted on the effect of job design in innovative work behavior in higher education institutions in the Kenyan context. In this regard the current study was designed to fill the existing gap in literature by assessing the effect of Job design on innovative work behavior in public universities in Uasin Gishu County.

Research Objective

To determine the effect of job design on employee innovative work behaviour in public universities in Uasin Gishu County.

EMPIRICAL LITERATURE REVIEW

The empirical literature review captured the effect of job design on employee innovative work behaviour in public universities in Uasin Gishu County

Job design` and employee innovative work behavior

Job design refers to the way that a set of tasks, or an entire job, is organized (Oldham & Fried, 2016). Job design helps to determine: What tasks are done and how the tasks are done. There are four strategies of job design which include job rotation, job enlargement, job enrichment, Job loading, job crafting and job simplification (Colleen, 2023).

However, for the job design strategies to invoke the desired outcome they must have the required characteristic as prescribed by Hackman and Oldham's (1980) job characteristics theory. Hackman and Oldham proposed that each job should have five core job characteristics for high motivation, higher quality performance, job satisfaction, and low absenteeism and turnover which include skill variety, task identity, task significance, autonomy, feedback (Erik, 2023).

According to Russo (2017) challenging workplaces in which jobs are designed to include complex tasks that place high demands on workers' skills also stimulate skill development. Increasing the degree of job complexity has positive and robust effects on the degree of skill development. Skill development leads to competence very influential on innovative work behavior (Aris , Rajah, Abdullah & Hamid, 2019). Nevertheless, Elewa and El Banan (2022) rejoins that there was no statistically significant correlation between job design and innovative work behaviours. Raharjo et al (2018) also noted that job design does not have a significant direct effect on human resource performance.

Theurer, Tumasjan and Welpel (2018) investigated which psychological climate dimensions such as supervisor support, organizational structure and organizational innovation moderate the effects of autonomy (work scheduling autonomy, work methods autonomy, decision-making autonomy) on employee perceived innovative work behavior (IWB). Using a conjoint experiment based on 9,440 assessments nested within 1,180 employees, it was found that all autonomy dimensions had a significant direct effect on employee perceived IWB. Contrary to the Hypotheses, the multi-level analysis did not reveal any moderating effect of the climate dimensions on the relationship between autonomy and employee IWB. However, the study focused on autonomy dimensions job design and perceived innovative work behaviour and not skill variety and feedback as focused on by the current study.

Amaris (2016) investigated the indirect effect of enriched job design on innovative work behaviour (IWB) through affective commitment Aruban and Dutch organization. The study distributed digital questionnaires as well as paper-based questionnaires among different Aruban and Dutch organization, which resulted in a total of 292 respondents. The resampling bootstrap process macro method of Hayes (2013) was used in order to test the proposed mediating and moderating effects. The results of the study showed that job enrichment had a positive direct effect on IWB. The indirect effect of job enrichment on IWB through the mediating variable of affective commitment was not supported. Furthermore, transformational leadership was added as moderator in order to examine whether the relationship of affective commitment on IWB is strengthened by its effect. However, the study focused on the indirect link between enriched job design on innovative work behaviour (IWB) which is a dispatch of the current study. Besides the study didn't focus on skill variety an activity in job enrichment as an aspect of job design providing a gap for the current study.

Spiegelaere, Gyes and Hootegem (2012) investigated job design and innovative work behavior: one size does not fit all types of employees from various sectors of the Flemish region in Belgium. Using survey data of 893 employees of various organizations the findings generally confirm the JD-R model, although important differences were found between blue-collar and white-collar employees regarding the relation of organizing and routine tasks with IWB. Job content insecurity further was found to be very detrimental for blue-collar IWB. However, the study did not focus on the dimensions of job design as skill variety, autonomy and feedback as a

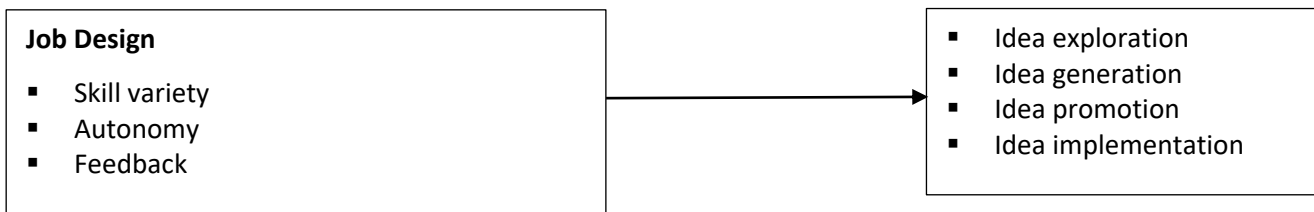
predictor of IWB in the context of public universities in Kenya.

Elewa and El Banan (2022) assessed work design, entrepreneurial leadership, and innovative work behaviour as perceived by staff nurses at New Kasr AL-Aini Teaching Hospital, affiliated to Cairo University. This study adopted a descriptive correlation design and convenience sample of 200 staff nurses. Data were collected using three tools as follows: job design questionnaire, entrepreneurial leadership questionnaire, and innovative work behaviour questionnaire. The study results revealed that there was no statistically significant correlation between the total perception of staff nurses' job design and their total perception of entrepreneurial leadership and innovative work behaviours. Only a statistically significant relation existed between staff nurses' overall perceptions of entrepreneurial leadership and innovative work behaviours. The findings were in contradiction to the findings of Spiegelaere, Gyes and Hootegem (2012) investigated job design and innovative work behavior. Besides, the study was conducted in the context of a single department of a university in a non-Kenyan context providing a gap for the study.

Kariuki and Makori (2015) established the role of job design on employee engagement. The target population was 535 employees working at the top management, middle level management and low level management at The Presbyterian University of East Africa. Study findings showed that skill variety, task identity, job design and job feedback significantly and positively influenced employee engagement at The Presbyterian University of East Africa. Job feedback was the most significant factor and had a positive significant relationship at 5% level of significance. However the study didn't focus on innovative work behaviour as an outcome of job design.

Conceptual Framework

This study conceptualizes the relationship between job design and innovative work behavior.



Independent Variable

(Job Design)

Dependent variable

(Innovative Work Behaviour)

Figure 1: Conceptual Framework

Source Author (2023)

According to Antonenko (2015) a conceptual framework is a visual or written product that explains, either graphically or in narrative form, the main concepts, or variables to be studied and their presumed relationships. This study conceptualizes the relationship between job and innovative work behavior. The study conceptualizes a direct link between job design and innovative work behavior. The study measured job design according to Erik (2023) as core job characteristics as skill variety, autonomy and feedback.

METHODOLOGY

Research Design: The research design refers to the overall strategy and analytical approach that has been chosen in order to integrate, in a coherent and logical way, the different components of a study, thus ensuring that the research problem is thoroughly investigated (Jaakkola, 2020). The current study adopted a cross sectional research design.

Target Population: The target population for a survey is the entire set of units for which the survey data are to be used to make inferences. The target population included both academic and non-academic staff of the two public universities in Uasin Gishu County, a total of 1982 employees.

Sample size: is a statistical concept that involves determining the number of observations or replicates that should be included in a statistical

sample (Nnodim, Onyeze, Nwaokoro & Obeagu, 2021). In this study the sample size was determined using Slovin's formula. Therefore 333 respondents were selected for a sample for this study. A good maximum sample size is usually around 10% of the population. Therefore 333 which is 16.8% of the population was preferable.

The Slovin's Formula is given as follows:

$$n = \frac{N}{1 + Ne^2},$$

Where n = sample size,

N = population size

e = the margin of error (0.05).

$$n = \frac{1982}{1 + 1982(0.05^2)}$$

$$n = 333$$

After the sample size of 333 respondents, the final sample size in consideration of non-response rate was calculated according to Shuster (1990) cited in (Taherdoost, 2016).

$$N^1 = \frac{N}{1 - q}$$

Where :

N¹= Final sample size

N= Effective sample size

q= Non response rate anticipated and is generally 10%,

$$N^1 = \frac{333}{1.0 - 0.10}$$

Final sample size=370

A final sample size of 370 as indicated in table 1 was distributed proportionally to each public university according to Neyman’s allocation formula (Wesołowski, Wiczorkowski & Wojciak, 2022). The purpose of the method was to maximize survey precision, given a fixed sample size. With Neyman’s allocation, the best sample size for strata h would be:

$$n_h = \left(\frac{N_h}{N}\right)n$$

Where,

n_h - The sample size for strata h,

n - Total sample size,

N_h -The population size for strata h,

N - The total population

Table 1: Sample Size

Public Universities	Staff Category	Target Population	Sample Size
Moi University	Academic-Staff	428	80
	Non-Academic staff	1017	190
University of Eldoret	Academic-Staff	230	43
	Non-Academic staff	307	57
Total		1982	370

Source: Human Resource Departments of targeted universities (2023)

Data Collection: In this study self-administered questionnaire were used for data collection. A questionnaire is a pre-formulated written set of questions to which respondents record their answers in a pre-determined order providing the researcher with data that can be analyzed and interpreted and best suited where the researcher wants to obtain standardized data (**Basias & Pollalis, 2018**). The study questionnaire contained statements based on job design and besides the dependent variable which is innovative work behavior as highlighted in the conceptual framework.

Data Processing and Analysis: All the data collected were coded and entered into an SPSS sheet, organized and cleaned for any inconsistencies. The data was processed using Statistical Packages for Social Sciences software (SPSS 26.0). Data was then analysed using descriptive and inferential statistics using Statistical package of Social Sciences (SPSS 26.0). Descriptive statistics included frequency distribution, mean skewness and kurtosis and standard deviation. Inferential statistics used included correlation and regression analysis in inferential statistics.

The simple linear regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \dots \dots \dots \text{Equation 1}$$

Where Y is employee innovative work behaviour, dependent variable X represented job design, β_1 are the unstandardized regression coefficient.

β_0 Represents the y intercept

Y Represents employee innovative work behaviour

X_1 Represents Job design

ϵ Represents error term

FINDINGS AND DISCUSSION

Descriptive Statistics on Job Design

A careful consideration of the needs of both the organization and its employees, organizations can create jobs that are rewarding, fulfilling, and contribute to overall success. According to the study findings presented in Table 2, the researcher sought to know the status of job design in public universities.

Table 2: Descriptive Analyses of Job Design Amongst Public Universities Staff

Responses		SD	D	UD	A	SA	MEAN	SD	Min	Max
My job requires a variety of skills applicable in other departments	f	11	13	32	96	121	4.11	1.051	1	5
	%	4.0	4.8	11.7	35.2	44.3				
The job allows me to plan on how to do my work	f	1	32	54	100	86	3.87	1.001	1	5
	%	0.4	11.7	19.8	36.6	31.5				
I feel more responsible for my work because it gives me the chance to use my initiatives	f	10	33	45	115	70	3.74	1.082	1	5
	%	3.7	12.1	16.5	42.1	25.6				
I get information on my performance from the work itself	f	0	28	34	119	92	4.01	.935	2	5
	%	0.0	10.3	12.5	43.6	33.7				
The feedback on my performance has enhanced my knowledge of the results of my work activities	f	68	22	24	83	76	3.28	1.557	1	5
	%	24.9	8.1	8.8	30.4	27.8				
Job Design							3.80	.727		

Source: Research Data, (2024)

According to the findings presented in Table 2 majority of the respondents were in agreement with M=4.11 that their job requires a variety of skills applicable in other departments while there was some spread in the opinions with SD=1.051 responses ranged from "Strongly Disagree" to "Strongly Agree (Min= 1 Max=5). Additionally, a majority of the employees were in agreement that the job allows them to plan on how to do their work (M=3.87 SD=1.001), while some were in strong disagreement (Min= 1 Max=5). In addition, majority of the respondent both agreed and strongly agreed with a (M=3.74 SD=1.082) that they feel more responsible for their work because it gives them the chance to use their initiatives with while some were in strong disagreement (Min= 1 Max=5). Besides, the respondents agreed and strongly agreed that they get information on their

performance from their work itself (M=4.01) with (SD=.935) from the mean of which some were in disagreement and neutral (Min= 2 Max=5). Lastly, a majority of the employees both agreed and strongly agreed that the feedback on their performance has enhanced their knowledge of the results of their work activities (M=3.28 SD=1.557), while some were undecided and in disagreement (Min= 1 Max=5). Respondents were in agreement with all the statements on job design with a mean of 3.80 and SD and .727. The implications of these results is that the respondents confirmed the presence of the aspects of job design in the public universities. Basing on the findings the public universities have created roles that are fulfilling, engaging, and contribute to both staff and University success. job design that takes into account factors such as skills alignment, clear expectations, autonomy, feedback,

variety, growth opportunities, and work-life balance can significantly enhance both job satisfaction and performance among employees (Leitão, Pereira, & Gonçalves, 2019).

Employee innovative work behavior in public universities

According to the study findings presented in Table 3, the researcher sought to know the status of employee innovative work behavior in public universities in public universities.

Table 3: Descriptive Analyses of Employee Innovative Work Behavior Amongst Public Universities Staff

Responses		SD	D	UD	A	SA	MEAN	SD	Min	Max
I keep in touch with prospective customers of the universities	f %	0 0.0	1 0.4	41 15.0	178 65.2	53 19.4	4.04	.599	2	5
I visit conferences and trade fairs for new ideas	f %	2 0.7	7 2.6	65 23.8	151 55.3	48 17.6	3.86	.752	1	5
I keep in touch with people from other institutions or universities for innovative ideas in my area of work	f %	1 0.4	7 2.6	39 14.3	166 60.8	60 22.0	4.01	.707	1	5
I make suggestions to improve on our service delivery	f %	3 1.1	8 2.9	52 19.0	117 42.9	93 34.1	4.06	.864	1	5
I actively contribute to the development of new services	f %	4 1.5	5 1.8	54 19.8	162 59.3	48 17.6	3.90	.755	1	5
I support the implementation of new ideas	f %	0 0.0	7 2.6	45 16.8	131 48.0	89 32.6	4.11	.767	2	5
Employee Innovative Work Behavior							4.11	.630		

Source: Research Data, (2024)

According to the findings presented in Table 3 majority of the respondents agreed and strongly agreed that they keep in touch with prospective customers of the universities (M=4.04). There was a deviation from the mean (SD=0.599), where the responses ranged from disagreement and strong agreement (Min= 2 Max=5). Additionally, majority of the respondents agreed and strongly agreed that they visit conferences and trade fairs for new ideas (M=3.86). There was a deviation from the mean (SD=.752), where the responses ranged from strong disagreement and strong agreement (Min= 1 Max=5). Besides, majority of the respondents agreed and strongly agreed that they keep in touch with people from other institutions or universities

for innovative ideas in their area of work (M=4.01). There was a deviation from the mean (SD=.707), where the responses ranged from strong disagreement and strong agreement (Min= 1 Max=5). Additionally, majority of the respondents agreed and strongly agreed that they make suggestions to improve on their service delivery (M=4.06). There was a deviation from the mean (SD=0.864), where the responses ranged from strong disagreement and strong agreement (Min= 1 Max=5). Besides, a majority the respondents agreed and strongly agreed that they actively contribute to the development of new services (M=3.90). There was a deviation from the mean (SD=0.755), where the responses ranged from

strong disagreement and strong agreement (Min= 1 Max=5). Lastly, majority of the respondents were in agreement with (M=4.11) that they support the implementation of new ideas. With (SD=0.767), responses ranged from "Disagree" to "Strongly Agree", but no one selected " Disagree"(Min= 2 Max=5). Respondents were in agreement with virtually all the statements with a mean of 4.11 and SD and .630.

Regression Analysis

Simple linear regression was used for data analysis. Simple linear regression involves modeling the

relationship between one independent variable and one dependent variable. The model assumes that the relationship between the variables is linear and can be described by a straight line.

Effect of job design on employee innovative work behavior in public universities

The effect of job design on innovative work behavior was analyzed as presented in the model summary in table 4.

Table 4: Model Summary of job design and innovative work behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 ^a	.485	.483	.453

a. Predictors: (Constant), Job design

Source: Field data (2024)

The model summary presented in table 4 shows that for job design (X₁) as an independent variable, the outcome was: the coefficient of determination (R square) of 0.485. The model explained 48.5% of the change in innovative work behavior with the

remainder of 51.5% being explained by other factors other than job design. This means that when deliberate effort is put in place to establish job design enhances innovative work behaviour.

Table 5: Goodness of Fit Test Results of job design

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.317	1	52.317	254.991	.000 ^b
	Residual	55.602	271	.205		
	Total	107.919	272			

a. Dependent Variable: Innovative Work Behaviour

b. Predictors: (Constant), job design

Source: Field Data (2024)

ANOVA table 5 shows that job design had a predictive power on Innovative Work Behaviour (F= 254.991, P<0.05). The results provided room for

the study to test the hypoproject as presented in Table 6.

Table 6: Coefficients of job design and Innovative Work Behaviour

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.813	.146	12.398	.000
	job design	.603	.038	.696	.000

a. Dependent Variable: Innovative Work Behaviour

Source: Field Data (2024)

The results ($\beta = .603$, $t=15.968$; $p<0.05$) shows that there was a significant effect of job design on Innovative Work Behaviour in public universities in Uasin Gishu County, Kenya. On this basis, the null hypo project was rejected. The findings concur with findings are supported by Elewa and El Banan (2022) Amaris (2016) Spiegelaele, Gyes and Hootegem (2012) who also found that job design significantly affects employees' innovative work behaviors. Organizations that prioritize thoughtful job design practices can create environments where employees are motivated and empowered to generate and implement creative solutions, driving innovation and competitive advantage. When employees understand how their work contributes to the organization's goals and the broader society, they are more motivated to seek out creative solutions and make meaningful contributions (Zhang, Xu, Feng, Shi, & Zhang, 2024).

Furthermore, the results show that there was some form of innovative work behaviour based on the constant value of 1.813, without job design as a predictor. A unit change in job design led to 0.603 units of positive change in innovative work behaviour in public universities. Based on the Beta value of, 0.696 means that a one standard deviation increase in job design is associated with a 0.696 standard deviation increase in Innovative Work Behaviour. From the foregoing discussion, the job design and innovative work behaviour model can now be presented as follows:

$$Y = 1.813 + 0.603X_1 + \varepsilon \dots\dots\dots \text{Eq. 2}$$

The link between job design and innovative work behavior is supported by the theory of Reasoned Action. Job designs that align innovative work behavior with organizational goals can influence employees' intentions to engage in innovation. When employees understand how their innovative efforts contribute to the organization's success and strategic objectives, they are more likely to develop intentions to innovate. Job designs that emphasize the importance of innovation in achieving performance goals and competitive advantage can further reinforce employees' intentions to pursue

innovative activities. Therefore by empowering individuals with autonomy, fostering collaboration, providing resources and recognition, and cultivating a culture of innovation, universities can harness the collective creativity and expertise of their academic community to address complex challenges, drive discovery, and advance knowledge and scholarship.

CONCLUSION

The study explored the effect of job design on innovative work behavior in public universities in Uasin Gishu, Kenya; the study concludes that job design is key in enhancing innovative work behavior in public universities in Uasin Gishu, Kenya. This is justified by the fact that Job design have a positive and significant effect on Innovative Work Behaviour in public universities. Job designs that align innovative work behavior with organizational goals can influence employees' intentions to engage in innovation. When employees understand how their innovative efforts contribute to the organization's success and strategic objectives, they are more likely to develop intentions to innovate. Organizations that prioritize thoughtful job design practices can create environments where employees are motivated and empowered to generate and implement creative solutions, driving innovation and competitive advantage. The link between job design and innovative work behavior is supported by the theory of Reasoned Action. When job design promotes autonomy, skill variety, task significance, task identity, and feedback, it positively influences employees' attitudes towards their work. If job design supports creativity and experimentation, employees are more likely to develop a positive attitude towards engaging in innovative activities. This implies that universities should design jobs and create an environment that supports and encourages innovative work behavior courtesy of the theory of Reasoned Action.

RECOMMENDATIONS

In public universities, enhancing innovative work behavior through job design involves creating roles that stimulate creativity, collaboration, and a sense

of purpose among faculty, researchers, and staff. Provide faculty members and researchers with academic freedom and autonomy to pursue their research interests and explore innovative ideas. Design roles that encourage knowledge sharing and collaboration among faculty members, researchers, and students. Recognize and reward faculty members and researchers for their research excellence, scholarly achievements, and innovative contributions. Design roles that facilitate networking and collaboration with external partners, including other universities, research institutions, industry partners, and government

agencies. Provide access to resources, tools, and support services that facilitate innovation amongst university staff. Implement job designs that promote skill variety and interdisciplinary collaboration. Arising from some of the implications and limitations of this study, recommendations for further research are made. It would be useful to carry out similar study across heterogeneous industries and sectors. Future research should therefore expand to other industries and contexts because human resource practices and organizational culture vary according to sector and country.

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