

**SUCCESSION PLANNING PRACTICES AND INNOVATIVE WORK
BEHAVIOR AMONG NON-TEACHING STAFF IN PUBLIC UNIVERSITIES IN
WESTERN KENYA**

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SCIENCE AND TECHNOLOGY**

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DECLARATION

I proclaim that this proposition is my unique work, grew exclusively utilizing the predetermined sources and backing, and it has not been submitted somewhere else for any degree or grant.

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ABSTRACT

This study highlights the crucial role of succession planning practices in fostering Innovative Work Behavior (IWB) among non-teaching staff in public universities in Western Kenya. By examining four key practices—staff training, supervisor support, performance reviews, and mentorship—the findings demonstrate that these strategies not only ensure leadership continuity but also significantly enhance employee creativity and problem-solving capabilities. The study addresses pressing organizational challenges such as high hiring costs and intellectual capital loss, emphasizing that investing in internal talent development is a cost-effective way to build institutional resilience and innovation. Guided by the Resource-Based View (RBV), Ability-Motivation-Opportunity (AMO) Framework, and Social Exchange Theory, the research confirms that succession planning practices create an environment where employees feel equipped, motivated, and supported to innovate. Empirical evidence shows that staff training ($\beta = 0.23$, $p < 0.05$), supervisor support ($\beta = 0.27$, $p < 0.01$), performance reviews ($\beta = 0.31$, $p < 0.01$), and mentorship ($\beta = 0.29$, $p < 0.01$) each independently drive IWB. These findings reinforce the idea that effective succession planning is not just a strategy for leadership continuity but a critical tool for fostering organizational innovation, ensuring that public universities remain competitive and responsive to societal needs. Collectively, these succession planning practices contribute substantially to fostering a culture of innovation among non-teaching staff. The study concludes that succession planning is pivotal in enhancing IWB in public universities. By investing in structured training, supportive supervision, regular performance reviews, and mentorship, institutions can reduce hiring costs and retain valuable intellectual property. Recommendations include integrating comprehensive succession plans into university policies to maintain a skilled workforce and bolster organizational resilience. Additionally, policymakers should consider succession planning as a strategic priority to sustain innovation within the public sector. The study contributes to the growing field of human resource management in educational institutions, with implications for HR professionals, university management, and policymakers aiming to nurture an innovative work environment. Further research is recommended to explore additional factors influencing IWB beyond the scope of succession planning practices.

ABBREVIATIONS AND ACRONYMS

AMO:	Ability, Motivation, and Opportunity
HRD:	Human Resource Department
HRM:	Human Resource Management
IWB:	Innovative Work Behavior
LMX:	Leader-Member Exchange
NACOSTI:	National Commission for Science, Technology and Innovation
RBV:	Resource-Based View
SME:	Small and Medium Enterprise
SPSS:	Statistical Package for Social Sciences

OPERATIONAL DEFINITION OF TERMS

- Innovative work** Refers to the creation of a valuable, useful new product, service, idea, procedure, or process by individuals working together in a complex social system.
- Mentoring:** Refers to a development process whereby experienced staff, guide and support the less experienced staff in an organisation by inculcating skills and confidence in them, in addition to fostering innovation.
- Performance review:** Refers to a formal assessment conducted by the management of an organisation to examine an employee's work performance, identify his/her strengths and weaknesses, provide feedback, and set future performance targets.
- Succession Planning:** Refers to the human resource strategies such as: training, support, reviews, and mentorship, that seek to prepare employees for responsibility so as to ensure leadership continuity and promote innovation in an organisation.
- Supervisors** Refers to the degree to which the supervisors of an organisation value the contributions of their employees and care about their well-being.
- Training and Development:** Refers to the targeted educational activities that seek to enhance the skills and competencies of staff in an organisation, besides enabling them to generate and apply new ideas in their roles effectively.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The constantly evolving educational landscape necessitates institutions, including public universities, to develop and retain innovative talent capable of adapting to rapid change. Globally, succession planning is recognized as an effective human resource management (HRM) strategy for promoting continuity in key roles and fostering innovative work behavior(IWB) among employees (Odor,2018). In the private sector, succession planning has become increasingly formalized, with organizations prioritizing structured practices such as mentorship, staff training, and performance reviews to create a robust pipeline of skilled employees ready to assume critical roles when needed (White, 2018). However, in the public sector, succession planning practices have historically received limited attention, particularly in university settings. This has led to potential risks for institutions reliant on continuity and innovation to address both academic and administrative demands (Chirchir and Koros, 2021).

In Africa, succession planning challenges are pervasive, largely due to a lack of structured frameworks and resources dedicated to talent management in public institutions. For instance, succession gaps in South Africa's public health sector have resulted in leadership shortages, and Uganda faces high unemployment partly due to poor succession strategies (Ngcamu,2019; Samuel,2018). Kenyan organizations similarly face barriers in nurturing talent through effective succession planning, which impedes both performance and innovation. Within Kenya's public universities, succession planning frameworks are underdeveloped, resulting in high recruitment costs and the loss of experienced staff

without effective knowledge transfer systems (Rotich and Kiiru,2021). This context emphasizes the critical need for succession practices that not only ensure continuity but also foster IWB, equipping non-teaching staff to navigate challenges and support institutional resilience.

Existing research underscores that effective succession planning practices, including training, mentorship, supervisor support, and performance reviews, play a significant role in enhancing employees' IWB, yet these practices remain insufficiently implemented in Kenyan public universities. While studies have explored succession planning's impact on general performance, much of this research is conducted in non-academic settings or focuses broadly on public service rather than university environments. This leaves a gap regarding the specific effects of these practices on IWB among non-teaching university staff (Nondoh et al, 2020; Montoya, 2019). Studies such as those by Murage (2022) have examined succession planning within public universities but focus primarily on employee performance, highlighting the need for research specific to IWB as a targeted outcome of succession strategies.

Innovative work behavior, defined as the creation, promotion, and application of novel ideas within an organizational context, is essential for institutions like universities that operate in knowledge-intensive environments (Datta et al,2021) .IWB encompasses behaviors such as problem-solving, idea generation, and the practical implementation of new approaches, which are vital for fostering a culture of innovation and adapting to complex changes. Research indicates that IWB can be cultivated through supportive HR practices, particularly those that empower staff and encourage continuous skill

development, making succession planning practices integral to achieving these outcomes (Storme et al,2020; Tesfaye and Kitaw,2018).

While extensive literature emphasizes succession planning's impact on continuity and general performance, there is a limited understanding of its role in fostering IWB in public universities, particularly among non-teaching staff. This study addresses these gaps by examining how succession planning practices, specifically staff training, mentorship, supervisor support, and performance reviews, affect IWB among non-teaching staff in public universities in Western Kenya.

1.2 Statement of the Problem

Succession planning is considered to be crucial in ensuring continuity in leadership, and in the retention of the institutional knowledge of organizations. Succession practices that are well structured encompass critical capacity building initiatives such as; staff training, mentorship, and performance evaluations. And these initiatives are associated with the fostering of innovative work behavior among employees, besides other benefits. Existing research on succession planning has tended to address performance outcomes in the private institutions or the non-academic settings, without much focus on the university environments, particularly among the non-teaching staff (Montoya,2019 ; Dopson et al,2019). Although succession planning is critical in ensuring institutional continuity, the practice is still at the fledling stage in the Kenyan public universities (Rotich and Kiiru,2021). This has been evidenced by the occasional shortage of skilled successors who are adequately prepared to address the evolving institutional needs in these universities (Chirchir and Koros,2021). As far as the public universities in Kenya are concerned, the non-teaching staff play a very critical role in the organisational sustainability of these

institutions by supporting both the administrative and academic activities. Therefore, if the competencies of the non-teaching staff are not nurtured and well developed, innovation and continuity in the processes at these institutions will be stifled (Ujma and Ingram, 2019). Though succession planning has now been embraced to some extent in the Kenyan public universities, not much is known and documented about the role it has played in the innovative work behavior of the non-teaching staff in the public universities in Western Kenya. Therefore the question that remains unanswered is; what change has succession planning had on the innovative work behavior of the non-teaching staff in public universities in Western Kenya? It was important to answer this question because, the strengthening of succession practices for the non-teaching staff are imperative with regard to sustaining a skilled workforce that is capable of navigating the complex and contemporary challenges that exist in the institutions of higher education.

1.3 Research Objectives

The study was guided by the following objectives.

1.3.1 General Objective

To analyze the effect of succession planning practices on the innovative work behaviour of the non-teaching staff in public universities in Western Kenya.

1.3.2 Specific Objectives

- i. To examine the impact of staff training on fostering innovative work behavior among non-teaching staff in public universities in the western Kenya region.
- ii. To assess the role of supervisors' support in promoting innovative work behavior among non-teaching staff in public universities in the western Kenya region.

- iii. To investigate the effect of performance reviews on enhancing innovative work behavior among non-teaching staff in public universities in the western Kenya region.
- iv. To evaluate how mentorship programs influence innovative work behavior among non-teaching staff in public universities in the western Kenya region.

1.4 Hypotheses

The study was guided by the following hypotheses;

H₀₁: Staff training has no significant impact on fostering innovative work behavior among non-teaching staff in public universities in the western Kenya region.

H₀₂: Supervisors' support has no significant role in promoting innovative work behavior among non-teaching staff in public universities in the western Kenya region.

H₀₃: Performance reviews have no significant effect on enhancing innovative work behavior among non-teaching staff in public universities in the western Kenya region.

H₀₄: Mentorship programs have no significant influence on innovative work behavior among non-teaching staff in public universities in the western Kenya region.

1.5 Significance of the Study

Succession planning in the public sector has only recently started gaining systematic attention, unlike the private sector, where it is well-established. This gap poses significant

challenges to sustaining innovation in the face of changing administrations, political dynamics, and shifting priorities. This study seeks to bridge this gap by contributing to the growing understanding of how succession planning supports innovative work behavior.

The findings could be highly valuable to the government, as policymakers and planners may realize that achieving long-term objectives, such as **Agenda 2063**, is unattainable without addressing the succession planning crisis in public institutions. Proactively planning for the loss of experienced leaders is essential to ensure continuity and sustained innovation.

Universities can benefit from this study by implementing its recommendations to build strong succession pools for management roles, fostering a culture of innovation among their staff. Employers and employees could use the insights to align succession planning with organizational goals, driving development and improved outcomes.

Human resource practitioners may gain a deeper understanding of how succession planning impacts innovation, while HR consultants might use the findings to advise organizations on strategies that integrate succession planning with innovative goals. Academicians and researchers exploring succession planning practices in public universities would find this study a valuable reference, particularly in understanding their relevance and sustainability in an evolving job market.

For public universities, particularly in the Western region, the study's findings offer practical solutions for strengthening succession planning and enhancing innovative work behavior among management and staff. Furthermore, the study enriches the existing body

of knowledge on the connection between succession planning and innovation, serving as a foundation for future research.

1.6 Scope of the Study

This study examined the impact of succession planning practices on the innovative work behavior of non-teaching staff in public universities within the Western Kenya region. Succession planning practices, as the independent variable, were evaluated through key elements such as staff training, supervisor support, performance reviews, and mentoring. The dependent variable, innovative work behavior, was analyzed as the outcome influenced by these practices. Public universities in the Western region were selected for their accessibility and the notable succession planning challenges faced within the sector.

The study focused on non-teaching staff in managerial and supervisory roles across six public universities, targeting a population of 392 employees. It was underpinned by three theoretical frameworks: **Jay Barney's Resource-Based View (RBV)**, which highlights the strategic value of organizational resources; **George Homans' Social Exchange Theory (1958)**, which examines the reciprocity of relationships within organizations; and **Bailey's Ability, Motivation, and Opportunity (AMO) Theory (1993)**, which connects employee performance to their skills, motivation, and available opportunities.

A **descriptive survey research design** was adopted, and data was analyzed using both descriptive statistics (to identify patterns and trends) and inferential methods (to assess relationships and draw conclusions). The study was conducted over 14 months, from **June**

2022 to August 2023, providing a detailed examination of the relationship between succession planning and innovative work behavior.

1.7 Limitation of the Study

While the study offers valuable insights, its generalizability is limited by focusing on non-teaching staff in western Kenya's public universities. Additionally, the study examines only four aspects of succession planning, potentially missing other contributing factors. Lastly, external influences on employee innovation beyond succession planning practices are not considered.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a detailed literature review on the influence of succession planning practices on employee innovative work behavior. It includes a theoretical review, a conceptual review, and an empirical analysis, focusing on key succession planning practices such as staff training, supervisor support, performance reviews, and mentoring. The review examines how these practices shape and enhance innovative work behavior among employees. Furthermore, the chapter identifies existing research gaps and concludes with a summary that synthesizes the findings and lays the foundation for further exploration.

2.2 Theoretical Review

This study is anchored in three foundational theories that align closely with its objectives: **Jay Barney's Resource-Based View (RBV)** (1991), **George Homans' Social Exchange Theory** (1958), and **Bailey's Ability, Motivation, and Opportunity (AMO) Theory** (1993). Together, these theories create a robust framework for exploring the connection between succession planning practices and employee innovative work behavior. Each theory is discussed in detail in the sections that follow, highlighting their relevance and contributions to the study's conceptual foundation.

2.2.1 Resource-Based View of the Firm (RBV)

Jay Barney's Asset Based View (RBV) (1991) offers a strong structure for understanding how associations can accomplish and support an upper hand by utilizing their inner assets. As indicated by the RBV, assets like human resources, hierarchical culture, and innovative abilities are crucial drivers of execution. For these assets to add to a manageable upper hand (SCA), they should meet the VRIN rules — being important, intriguing, supreme, and non-substitutable. Among these, human resources is particularly basic. Progression arranging (SP) fills in as an essential component that empowers associations to develop and hold ability that encapsulates these VRIN credits, guaranteeing long haul achievement and versatility.

In the context of the current study, the RBV offers a valuable lens for understanding the role of succession planning (SP) in fostering innovative work behavior and ensuring long-term organizational success. Succession planning can be viewed as a strategic initiative that nurtures and develops the human capital necessary for sustaining a firm's competitive position. Specifically, the theory highlights that organizations that invest in succession planning are better positioned to enhance their human capital, thereby fostering the skills and capabilities that align with evolving market demands.

The contribution of RBV to this study lies in its ability to connect succession planning with the concept of competitive advantage. By focusing on how strategically aligned resources especially human resources can drive innovation and improve organizational performance, the RBV provides a theoretical foundation for understanding the long-term benefits of a well-executed succession plan. This is particularly relevant in the context of public

universities, where talent management and the development of future leaders are critical for surviving in an increasingly competitive educational ecosystem.

Furthermore, while RBV emphasizes the importance of internal resources, the study also acknowledges the broader context of factors that influence business performance, such as regulatory policies, strategic planning, and emerging technologies (Bryson, 2018). These external elements can shape how an organization utilizes its internal resources, underscoring the dynamic nature of the RBV and its relevance to the challenges faced by organizations in a rapidly changing environment.

Thus, in relation to the study's objective, RBV contributes by underscoring the importance of strategically managing human capital through succession planning as a means of fostering innovation, enhancing organizational performance, and securing a sustainable competitive advantage.

2.2.2 AMO framework

Bailey (1993) proposed the capacity, inspiration and opportunity (AMO) structure (Kellner et al, 2019). As indicated by the hypothesis, hierarchical interests are best served by a framework that takes care of the workers capacity, inspiration, and opportunity (AMO). The AMO worldview stresses that hierarchical presentation is impacted by a blend of gifts, inspirations, and open doors (Jia et al,2018).Ability, Inspiration and Opportunity (AMO) hypothesis has been taken on broadly to possibly make sense of the intricate connection between how individuals are overseen and ensuing execution results. In particular, the hypothesis recommends a mix of a singular's capacity (A), inspiration (M) and open doors

(O) can provide us with a proportion of a singular's exhibition (P) (communicated as AMO = P) (Kellner et al, 2019).

According to this theory, a system that takes into account an employee's talent, motivation, and opportunity suits the organization's goals the best. It provides managers with a management tool that may be used to impact performance. Therefore, innovative work behavior is likely to be limited if any of the three qualities of AMO is missing, but innovative work behavior is expected to be boosted if all three are present. This is additionally confirmed by Bos-Nehles et al (2017), who makes sense of that a bunch of HRM works on as per the capacity inspiration opportunity system starts inventive work conduct. Hence, the review utilizes AMO to conceptualizes the connection between progression arranging rehearses and inventive work conduct. This is additionally supported by the way that individuals perform well when they have the capacities and sufficient inspiration in a workplace that offers chances to take part (Hitesh, 2021). Be that as it may, there is certainly not a reasonable agreement making sense of the exact instruments of how HR frameworks work to arrive at the targets of AMO (Block and Pickl, 2014).

2.2.3 Social Exchange Theory

George Homans' **Social Exchange Theory** (1958) offers a compelling framework for understanding how social behavior is shaped by an exchange process, as highlighted by Zoller and Muldoon (2018). The theory suggests that individuals evaluate their social interactions based on the potential rewards and risks, aiming to maximize benefits while minimizing costs (Kendra, 2022). When the perceived risks outweigh the benefits, individuals are likely to disengage from the relationship. This concept is widely applied to

predict the impact of Human Resource Management (HRM) practices, including innovative work behavior and succession planning.

In the context of fostering innovation, organizations rely on various stakeholders to encourage employees' innovative behavior. Employees are expected to enhance organizational processes by generating and implementing creative solutions that improve customer satisfaction and service quality (Nazir et al., 2018). According to Social Exchange Theory, when employees feel supported and valued in a positive work environment, they are more likely to reciprocate by going beyond their formal responsibilities, including engaging in innovative work behavior.

Succession planning plays a critical role in this exchange by shaping employees' perceptions of their growth and development within the organization. This sense of investment in their personal and professional development motivates employees to respond with increased effort, particularly through innovation. As Ngo-Henha (2018) explains, Social Exchange Theory assumes that human behavior is driven by the rewards associated with specific actions. Cropanzano et al. (2017) further argue that such an ideal exchange occurs when workplace interactions adhere to clear rules and mutual respect, fostering trust and collaboration. In this way, Social Exchange Theory provides a strong foundation for understanding how succession planning practices can create a supportive environment that inspires innovative work behavior.

2.3 Review of Variables

This section covers variables under study which includes succession planning practices as the independent variable and innovative work behaviour as the dependent variable.

2.3.1 Succession planning practices

The method involved with recognizing future pioneers and creating them to assume control over the officeholder's post is known as progression arranging (Schepker et al, 2018). The act of distinguishing basic regions and positions inside an organization is known as progression arranging. As indicated by Armstrong (2012), progression arranging is the method involved with distinguishing replacements for significant positions and afterward getting ready vocation moves and additionally improvement exercises for the plausible replacements. Thus, profession the board and progression arranging are reciprocal. Progression arranging best practices assist ability pioneers with knowing where high potential ability dwells in the association and how to best draw in and hold them for when it makes the biggest difference. Peters-Hawkins, Reed and Kingsberry (2018) says the fundamental point of progression arranging is to guarantee that reasonable chiefs are accessible to fill opening made by advancement, retirement, demise or leaving and guarantees that a unit of supervisors is accessible to fill the new arrangements that might be laid out from now on. progression plan exists predominantly with the end goal of guaranteed congruity in authority. Progression arranging incorporates all of the means required to distinguish what jobs are significant in an organization and which potential up-and-comers could become replacements for those jobs.

Smaller firms with fewer resources for knowledge management programs and formal, structured employee development can benefit greatly from succession planning (Daspit et al, 2016). Organizations that follow best succession and personnel management practices can reap significant benefits, including enhanced financial performance. Dorothy (2013), emphasizes that whether a public or private business, it is critical that both acquire and

maintain a high-quality staff; not at one single time, but at several times throughout the year. Succession planning is a strategic framework that helps organizations achieve their objectives by identifying the knowledge, skills, abilities, and characteristics essential for task completion (Tucker, 2020). It operates through two critical phases: forecasting the skills individuals need to succeed and determining the number of people required to meet future demands. Effective succession planning strengthens leadership, fosters departmental collaboration, and encourages organizations to regularly review their goals. According to Zafar and Akhtar (2020), a well-executed plan can significantly enhance organizational growth, with a **2.5-fold increase** in growth achieved through better hiring practices and the retention of key personnel in essential roles.

Rothwell's (2008) framework, as referenced by Al Suwaidi et al. (2020), highlights five fundamental elements of succession planning: identifying key organizational roles, defining the competencies required for these positions, developing existing staff to meet future needs, facilitating smooth role transitions, and evaluating the overall effectiveness of the plan. By integrating these components, succession planning ensures leadership continuity, improves workforce capabilities, and drives sustainable organizational success.

Progression arranging incorporates everything from endeavors to make arrangements for high level administration progression to a wide vision of orderly inward ability improvement (Froelich et al, 2011). Subsequently there is a prompt requirement for progression arranging practices to keep a more than adequate wellspring of staff. Pooja (2013) distinguished progression arranging drives which should be followed for any full execution of a progression intend to be understood. These include: representative

obligation to self-advancement, organization of senior pioneers with the Human Asset Division, ability improvement, training, mentorship, variety the board and occupation pivot. Karen and Leah (2011) distinguished a portion of the arising best practices in progression arranging which incorporate; top administration contribution, designated cycles to zero in on obviously characterized explicit objectives and thorough evaluation programs in view of seriousness.

As per Caruso and Groehler (2017), emerging best progression arranging rehearses incorporates top administration contribution, designated cycles to zero in on obviously, characterized, explicit objectives, complete appraisal programs, in light of abilities, production of ability data sets consolidating execution, evaluation, segment, schooling, experience, and vocation interests, ID of future ability prerequisites, organized and individualized improvement programs. Pandey and Sharma (2014) note that organizations are allotting part more cash for others capabilities in ability the board rather than progression arranging. They add that this has a double impact First and foremost, the deficiency of high possible representatives and any remaining ability the board drives are subject to other and subsequently not connecting with progression arranging can cause a progression of failures. Donner III (2017), adds that there is need to foster exhaustive progression plan rehearses that incorporate a strong formative program for potential pioneers comprising of tutoring, training, organized socialization, 360-degree criticism, formative stretch tasks, work pivot, and formal schooling. A common theme of the existing literature is that a successor must be an innovative thinker who influences the organization's high performance, competitiveness, and sustainability (Weisblat, 2018). The

current study therefore focused on the effect of staff training, supervisors support, performance reviews, mentorship and how they affect innovative work behavior.

2.3.2 Staff Training

Staff training is a structured process implemented by managers to equip employees with the necessary skills, knowledge, and behaviors to excel in their roles and align with organizational goals (Bos-Nehles et al., 2017; Jehanzeb & Mohanty, 2019). While it is often mandatory for new employees as part of their onboarding process, training existing staff is equally valuable, as it promotes continuous professional development and enhances overall business performance (Jalil et al., 2021). This employee-focused approach not only boosts individual growth and job satisfaction but also fosters better behavior and improved performance within work units (Obaid et al., 2022). By investing in staff training, organizations can create a more skilled, motivated, and high-performing workforce, ultimately contributing to their long-term success.

Subsequently, giving representatives important and helpful preparation further develops the organization's market competitiveness. Karin et al (2010) make sense of the connection among preparing and improvement and IWB as a social trade peculiarity in which workers acknowledge preparing and improvement rehearses as the associations customized obligation to themselves, which the staff need to respond through uplifting outlooks and ways of behaving, like IWB. As indicated by Jehanzeb, (2021) there is a relationship between administrative preparation support and inventive work conduct. As recently referenced, representatives that have the choice to partake in preparing projects would work on their creative behavior. Cangialosi et al (2020), found that a picking up working with

environment can work with IWB. Moreover Coetzer et al(2020),found positive impact of cooperation in preparing and advancement exercises and IWB in little expert organizations. Preparing and advancement is one of the most outstanding practices to foster IWB in the representatives (Bos-Nehles et al,2017). Employee training is a vital aspect of development, with four main types identified by Bishnoi (2023): induction training for onboarding new hires, job training for role-specific skills, training for promotion to prepare for higher responsibilities, and refresher training to update existing skills. Beyond training, employee development includes methods like coaching, mentoring, informal learning, and experiential learning, offering flexible growth opportunities. According to Akther et al. (2019), training can be categorized as on-the-job training, which provides practical, hands-on experience, and off-the-job training, involving formal learning in external settings such as workshops or seminars. Together, these approaches enhance employee performance and organizational success.

2.3.3 Supervisors Support

Boss help is characterized as the degree to which pioneers esteem their workers' commitments and care about their well-being(Kurtessis et al,2017). Steady boss improves workers' personal connection to the association and life fulfillment by expanding their QWL. Support from the manager assumes a pivotal part in establishing a helpful workplace. A pioneer with high boss help is one that causes workers to feel appreciated, esteemed, and thought often about (Zhang and Wang,2018). The bosses can furnish mindfulness and preparing alongside different assets to deal with a work process that can improve representatives' presentation (Park et al,2018). Manager support helps their

representatives' consolation, information, abilities, and characteristics (Chen and Wu, 2020).

As per Bos-Nehles et al(2017),supervisor play a part in animating and empowering representative IWB and in establishing an imaginative environment in which workers benefit from mental wellbeing in which they set out to look for criticism, report mistakes, or go ahead and give a shot new ideas.As an outcome, managers' positive help, profound respect, and concerns would expand workers' innovativeness and motivate the potential for steady imagination and creation to get through and improve business advancement (Zhang and Wang,2018).In sum,employees who have a great connection with their managers will more often than not show more creative way of behaving because of the way that this relationship can uphold them to confront difficulties in the work-place (Garg and Dhar, 2017). Therefore, support culture should be integrated in the organization's operations from the top down through supervisors.Supervisors support involves Direct or Behavioural Assistance and Emotional support (Boon,2020). Supervisory support involves multiple dimensions, ranging from hands-on involvement to emotional encouragement. Guidance and direct or behavioral assistance requires supervisors to actively engage in two-way communication, provide specific feedback, and take actionable steps to help employees set and achieve goals. This form of support demands a deeper level of involvement beyond verbal interaction, focusing on aligning employee behaviors with organizational objectives. In contrast, general guidance consists of offering information, advice, or explanations that are more general in nature, relying primarily on verbal exchanges without delving into detailed feedback or direct behavioral intervention. Additionally, emotional support plays a critical role by offering encouragement, empathy, and affective

reinforcement, fostering a positive and motivating environment. According to Herrity (2022), supervisory support can be measured through communication, delegation, and support, which together reflect a supervisor's ability to guide, empower, and emotionally sustain their employees effectively. This comprehensive approach underscores the importance of balancing practical guidance with emotional reinforcement for optimal employee development.

2.3.4 Performance Reviews

A performance review is a structured process in which managers assess an employee's work performance, highlighting strengths, addressing areas for improvement, and setting clear goals for future development (Mone et al., 2018; Mone & London, 2018). This process is more than just an evaluation—it's a two-way conversation that allows both management and employees to reflect on the employee's contributions, discuss their growth, and outline plans for ongoing development. Often referred to as performance appraisals or evaluations, these reviews are an essential component of a company's performance management strategy (Stange, 2021). By utilizing measurable performance standards, performance reviews not only provide valuable feedback but also serve as a powerful tool to motivate employees and support their professional evolution.

A quarterly or monthly performance review frequency turns off many employers because it feels like a significant time commitment. However, regular performance reviews can increase engagement, which can pay dividends for your company. According to Boogaard (2022) firms that do effective performance evaluations are 30% more likely to accomplish their financial targets and three times more likely to successfully manage change.

Execution assessments makes a connection between individual execution and key hierarchical objectives (Andreeva et al,2017). HRM should make a coordinated and cognizant framework for representatives with information serious assignments so they experience it similarly. Organizations ought to hence endeavor to foster viable evaluation frameworks or cycles that are legitimate, fair and straightforward. Consequences of evaluations and judgments will then be acknowledged by all representatives, bringing about an agreeable working air and viability at individual, bunch and corporate levels (Curzi et al,2019). On the other hand, execution audits can cause extraordinary disappointment without IWB when representatives see that the cycle is fragmented, questionable, unreasonable, political and emotional (Ahmed and Sattar,2018). Execution audits was estimated regarding recurrence of evaluation, input and proportions of execution (Alberto et al,2011).

2.3.5 Mentorship

Mentorship is a type of worker preparing in which a more senior or experienced individual (the tutor) is named to work as a consultant, advocate, or manual for a lesser or student (Brown and Sheerin,2018). Tutoring as a type of key human asset the board is an intriguing expansion to the HRD writing since it gives a component of progress to individual representatives (Nkomo et al,2017). Tutoring is the improvement of a drawn out connection between a senior and a more youthful worker. Mentoring gives junior employees with direction and a clear grasp of how the business plans to achieve its vision and goal. The mentor is in responsibility of offering help and feedback to the person under his or her supervision. An effective mentoring program will not only support the

organizations training efforts and enhance employee morale, but it will also help retain staff (Gope et al,2018).

As per Kram and Lobby (1996),cited in Dawson (2014) the meaning of tutoring broadened during the 1990s, creating some distance from the conventional connection between a senior individual and a more youthful protégé to incorporate friend coaching, subordinate or converse coaching (numerous associations in the area of innovation have taken on switch tutoring to keep ranking directors informed about the most recent innovation patterns), and group coaching. Burlew (1991) further partitioned coaching connections into three kinds which incorporate conventional guide, stride ahead tutor and friend coach. There are elective types of tutoring, for example, work and profession related mentoring(Leavitt,2011). Mentorship will be centered around interms of initiative mentorship, ability advancement mentorship and creative mentorship (Cherono et al,2016).

2.3.6 Innovative Work Behaviour

Associations should be inventive to have the option to confront the intricacy and choppiness of the ecological powers and factors encompassing them (Shah et al,2022). Imaginative work conduct, as per Akram et al(2020) is portrayed as the conscious creation, presentation, and utilization of clever thoughts inside a work job, gathering, or association, to advance job execution, the gathering, or the association. Imaginative work conduct (IWB) is a perplexing way of behaving of representatives that produces, presents, and applies inventive thoughts. People and gatherings in associations add to the presentation of novel administrations or items, errands, or business related thoughts to add to by and large imaginativeness and accomplish helpful results creative work conduct (IWB).Thus, IWB offers abilities for holding upper hand and keeping up with authoritative maintainability.

Be that as it may, as representatives' dependence on innovation to help joint effort develops, creative work conduct may not be as simple to drop by in remote workplaces. In such manner, the improved work independence that representatives might have encountered because of this change in authority conduct might have helped them in investigating new and imaginative thoughts as well as upgrading creative work-ways of behaving (Lee et al,2020).

On an authoritative level, the imaginative work-conduct of its own kin basically drives advancement and their discernments thereof (Liu et al,2017).Representatives can send off advancements since they are in steady contact with cycles and products and can detect expected enhancements and new improvement prospects.Employees should partake in exercises centered at making and executing thoughts for development to arise. Therefore, the board should comprehend how IWB can be formed and animated. People can be considered as the foundation of each and every development, consequently representatives' creative ways of behaving are basic to an association's imaginative limit. Notwithstanding its importance, data about IWB and how it very well may be impacted is dissipated and conflicting (Bos-Nehles et al,2017).

Creative work-conduct comprises of three social undertakings: thought age, thought advancement, and thought acknowledgment (Janssen,2000).IWB concerns the ability by individual representatives to comprise hands on advancements for instance, the updating of approaches to working, correspondence with direct associates, the utilization of PCs, or the improvement of new administrations or items (Dorenbosch et al,2005). IWB subsequently covers extra-job as well as in-job conduct. Assuming responsibility expressly as a type of extra-job behaviour.Thus, assuming responsibility is unequivocally centered around

practical changes in the work, and deliberate commitments of the representative. IWB is more extensive as it not just spotlights on extra-job conduct, and since IWB connects with drives by representatives that are about considerably more than just the association of work (Bos-Nehles, Renkema and Janssen, 2017). At last, collected worker imagination had a more grounded positive relationship with firm development (Gong et al,2016).According to Bos-Nehles et al(2017) a bunch HRM works on as per the capacity inspiration opportunity structure starts IWB . Bos-Nehles et al (2017) adds that the best HRM rehearses for improving IWB are preparing and advancement, reward, employer stability, independence, task piece, work interest and criticism. Sheeba and Christopher (2020) additionally takes note of that the determinants of creative way of behaving are work environment joy and collaborator support, Inspiration (inherent and extraneous), Proactive character, administration support and helpful climate for advancement, administrative job assumptions, critical thinking style, work bunch relations.

2.4. Staff training on employee innovative work behavior

Jalil et al (2021) analyzed the connection between workers' impression of preparing and their creative conduct in the Malaysian SME area, as well as the interceding impact of full of feeling and calculative responsibility on this relationship. Organized polls were utilized to gather the information. A sum of 635 workers from 200 SMEs were chosen through a defined irregular inspecting strategy, and primary condition displaying was applied to test the relationship. The discoveries of the review upheld the speculated connections, as preparing in Malaysia fundamentally drew in SME representatives in creative way of behaving. Besides, the review found that emotional and calculative responsibility have fractional intervening consequences for the relationship among preparing and inventive

way of behaving. In any case, the review zeroed in on the confidential area and not state funded colleges restricting the speculation of the discoveries.

Aris et al (2019) explored Preparing and Advancement on Imaginative Work Conduct among Public Association Administrators: The Intervening Impact of Intrapreneurial Abilities. This study utilized quantitative strategy by conveying 284 review surveys to supervisors at a public association. PLS has been utilized to assess the data assembled. In view of examination of difference represented (VAF), the review showed the outcome of intervening, intrapreneurial capabilities are 55% of the compatibility concerning preparing and improvement and creative work conduct. Interceding job of intrapreneurial abilities towards association among preparing and advancement and inventive work conduct are likewise critical. Notwithstanding, the concentrate just centered around directors leaving out different units of staff.

Shah et al (2022) zeroed in on the job of WPL as an indicator of IWB among information laborers of SMEs in non-industrial nations (for example Pakistan). Through advantageous examining method, surveys were appropriated among representatives of 173 SMEs, coming about that WPL worked with IWB among SME workers, with casual and accidental getting the hang of being the most basic indicators contrasted with formal method for learning. The examination results support the significance of WPL and IWB, and their suggestions are advantageous for SMEs and the scholastic culture. Notwithstanding, the review had a low example size which influences the unwavering quality of an overview's outcomes since it prompts a higher fluctuation, which might prompt inclination. Other than the review was not led in the Kenyan setting restricting the generalizability of discoveries to the Kenyan state funded colleges.

Tran, Pham, Do and Le (2020) assessed HRM practices and representatives' creative work conduct IWB a use of the AMO hypothesis in a Vietnamese college. the outcomes from SEM (primary condition displaying) support the speculations. A test in view of an example of 413 college addresses in the southern of Vietnam uncovers that prize decidedly affects both Imaginative Work Conduct and preparing and improvement. Moreover, independence and preparing and improvement likewise underlie Inventive Work Conduct. Anyway the review was led with regards to an emerging nation and may not be summed up to the Kenyan setting.

Sari and Amalia (2022) decided the impact of preparing techniques on creative work conduct and representative execution interceded by the ability to appreciate people on a profound level and delicate abilities during the Coronavirus pandemic among State Common Contraption in Jakarta. This study utilized a quantitative methodology with the Halfway Least Square (PLS) investigation technique to gauge the reasonableness of the speculated model. The all out example size is 160 respondents was acquired utilizing the soaked examining procedure. Legitimacy and dependability tests are directed with 70 inquiries utilizing the SmartPLS 3.0 application. From the discoveries preparing technique fundamentally affects creative work conduct and representative execution, preparing strategy essentially affects delicate abilities and the capacity to understand people on a profound level, and the interceding job of the capacity to understand individuals on a deeper level and delicate abilities has a positive and massive impact between preparing system on inventive work conduct and worker execution. Notwithstanding, the review was directed in a non-Kenyan setting.

Eli et al (2021) assessed group learning, work ways of behaving, and execution: a subjective contextual analysis of a Specialized College in Ghana. Utilizing five center gatherings, this study investigates individual learning, group learning, hierarchical citizenship ways of behaving, pioneer part trades, creative work ways of behaving, and execution in a Ghanaian specialized college. Intuitive trades recommend that singular social ways of behaving and initiative trades are essential to higher instructive organizations (HEIs). The two partners and administrators ought to enact these ways of behaving and initiative characteristics to improve execution. The intrinsic advantages assist both workforce and HEIs with satisfying their center commands of instructing, examination, and local area administration. Nonetheless, the review didn't zero in on creative work conduct as the result of group learning.

Eli et al (2022) Considered Learn to Develop: An Investigation of Individual and Group Advancing as Forerunners of Imaginative Work Ways of behaving in Ghanaian Specialized Universities. Tested an interceded balance model that surveys transactions among individual learning (IL), group learning (TL), gender, and creative work ways of behaving (IWB) in an example of 487 speakers from six specialized colleges in Ghana. Results propose that group learning intercedes the impact of individual learning on IWB, and orientation directs the excess direct relationship between individual learning and IWB with the end goal that singular learning seems helpful for IWB among men yet not ladies. Notwithstanding, the review zeroed in just on speaker leaving out non-showing staff other than being led in a non-Kenyan setting restricting the speculation of the discoveries.

Mwangi (2017) explored the impact of preparing and improvement on representative execution: an instance of Somalia Non-Legislative Association Consortium in Nairobi.

This study embraced a spellbinding review research plan. The number of inhabitants in the review was 67 NGOs working in Somalia however situated in Nairobi. The study is a registration,

accordingly every one of the 67 NGOs were inspected for the review. The review embraced a defined

examining method to respondents in light of various work positions. Essential information was

gathered utilizing an organized survey. Information was broke down by utilization of engaging measurements such frequencies and rates and inferential insights utilizing relationship and relapse investigation involving Factual Bundle for Sociologies (SPSS) variant 21. From the discoveries there is a genuinely huge connection among preparing and improvement and representative performance. However, the review didn't zero in on state funded colleges and imaginative work conduct.

Okumu et al (2018), investigated the impacts of representative preparation on worker execution: an instance of the Legal executive of Kenya. The concentrate on utilized overview research plan with an objective populace of 400 workers and an example size of 210 employees. The information were dissected utilizing both elucidating measurements and inferential statistics. The concentrate on uncovered that exchange of information has a huge relationship with worker execution and was positioned as the first and generally critical free factor while educational media has a critical relationship with worker execution and was positioned as the second most elevated critical variable in foreseeing worker execution. Another finding was that preparing assets have a huge relationship with worker

execution and was positioned as the third most elevated indicator of representative execution while strategies have a critical relationship with representative execution. Be that as it may, the review was not directed in the state funded colleges and involving creative work conduct as a reliant variable.

2.4.1 Supervisors support on employee innovative work behavior

Bos-Nehles et al (2017) investigated the job of managers in supporting creative work conduct (IWB) by taking into account the extraordinary difficulties of KIPSOs and the circumstances and attributes of IWB. In view of subjective information of a solitary contextual analysis in the Netherlands Fire Administrations, it showed the capacity of public-area bosses to draw in representatives in creative ways of behaving. On the disadvantage, execution disappointments and an absence of extremist development projects appear to be the consequence of inexactly coupled base up and hierarchical advancement tasks and decentralization in the KIPSO which requires situational administration that stresses organizing exercises and campaigning with public supervisors. Be that as it may, the review was a contextual investigation lacking logical thoroughness and offering no reason for extrapolation of ends to the bigger populace.

Bak (2020) concentrated on manager criticism and imaginative work conduct: the intervening jobs of confidence in boss and full of feeling responsibility. The outcomes from a cross-sectional review in view of an example of 1,699 nearby government representatives from 65 nearby states showed that boss criticism straightforwardly affected IWB including territories, metropolitan urban communities, urban areas, provinces, locale, towns, municipalities, and neighborhoods government workplaces, in South Korea. Trust in

manager and emotional responsibility altogether interceded the connection between boss criticism and IWB. Be that as it may, the review was not led in the Kenyan setting.

Kim (2022) explored the impact of bosses' social authority on the settings in which subordinates are attracted to imaginative work ways of behaving. Complete of 237 novices from a Korean combination partook in the review, and studies were led at double cross focuses for a similar member to distinguish changes over the long haul. The outcomes showed that the view of managers' social administration was decidedly connected with representatives' presentation in creative work ways of behaving over the long run. This relationship was somewhat intervened by a singular's view of representative commitments, suggesting that a feeling of responsibility towards the association could be a fundamental condition for creative work ways of behaving. Nonetheless, the review was directed in the Korean setting restricting the speculation of the discoveries to the Kenyan setting.

Tingting et al (2015) explored when boss help empowers imaginative way of behaving? inverse directing impacts of general self-adequacy and inward locus of control. In view of two examples of representatives in various businesses and areas in China, this directed interceded model was upheld. General self-adequacy showed an upgrade directing impact, with the end goal that it enhanced the interceded connection between manager backing and worker inventive way of behaving by means of inherent inspiration. Interestingly, inside locus of control showed a substitutional directing impact, to such an extent that it debilitated this interceded relationship. In any case, the review was directed in a non-Kenyan setting giving a hole to the ongoing review.

Darvishmotevali (2019) analyzed the effect of decentralization on representatives' creative way of behaving and furthermore to examine the directing job of manager support in this cycle. Information was gathered from 323 workers from five-star lodgings in North Cyprus. Underlying condition displaying was applied to assess the estimations and model's fit. The review speculations were tried utilizing LISREL 8.54. The outcomes uncovered that decentralized framework decidedly affects representatives' imaginative way of behaving. Also, directing job of administrative help in assisting representatives with accomplishing hierarchical imaginative objectives was huge. The presence of decentralization opens new open doors for associations and expands the inventive way of behaving among workers. The review was directed in five-star Lodgings in a non-Kenyan setting restricting the speculation of the discoveries in the Kenyan state funded colleges.

Zhang and Wang (2018) undertook an empirical investigation into the influence of supervisor support on organizational innovation, specifically examining its relationship with employee creativity within the ecological industry through a case study approach. The research was structured around three primary hypotheses: first, that supervisor support is positively correlated with employee creativity; second, that employee creativity is positively correlated with organizational innovation; and third, that supervisor support is positively correlated with organizational innovation. The study was conducted among supervisors and employees in the ecological sector of Henan Province, yielding 251 valid questionnaire responses. The results indicated significant positive correlations between supervisor support and employee creativity, highlighting the impact of supervisors' attitudes on fostering creativity among employees. Nonetheless, the case study design

presents challenges in terms of replicability and scientific rigor, limiting the ability to generalize the findings to a broader population.

Snmez and Yıldırım (2018) examined the intervening job of independence in the impact of favorable to development environment and manager strength on imaginative way of behaving of medical caretakers. The example of this cross-sectional, correlational review comprised of 332 medical caretakers, who were chosen, utilizing accommodation testing technique, from among the medical caretakers working at two state funded college clinics in Istanbul. Elucidating investigation and direct relapse examination were utilized for information examination, and the bootstrapping technique was applied to test the meaning of the interceding job. The model utilized for looking at the interceding job of independence was viewed as measurably critical, as it made sense of 36% of the fluctuation of IB. At the point when the meaning of the interceding job was tried, its impact on both development environment and SS was seen to be huge. In any case, the review was led among medical caretakers in a non-Kenyan setting restricting the speculation of the discoveries to the state funded colleges in Kenya.

Filter (2020) concentrated because of administrative way of behaving and the interior workplace on worker driven development and imagination in an open distance e-learning organization in South Africa. A quantitative review configuration was chosen for this review and a registration approach utilizing self-controlled electronic surveys. Through the course of exploratory component investigation, five administrative way of behaving/the executives elements and five inner workplace factors were distinguished. The administrative way of behaving/the executives factors included administrative help, the board support, development the executives, creative initiative, and group advancement.

The inner workplace factors included hierarchical development culture, advancement systems, inventive open doors, risk-taking resilience, and devotion to development. Connection and underlying condition demonstrating were directed. The outcomes show a connection between administrative way of behaving and the inner workplace as to EDI and inventiveness. Be that as it may, the review was directed with regards to south African learning establishments and the discoveries may not be summed up to the Kenyan setting.

Sulaiman et al (2019) tried the effect of the Apparent Association Backing on the Representatives Creative Work Conduct in the Food and Drink Area in Egypt. It likewise tried the intercession job of Learning Associations and Work Commitment between saw association backing and representatives inventive work conduct. In this way, a semi-organized interview was developed with directors of Food and Drink SMEs to investigate the aspects influencing Imaginative Work Conduct. Seen Hierarchical Help was viewed as Critical as its P-values was under 0.05. Nonetheless, the review was led in the confidential area restricting speculation of the discoveries to the public area.

Nzuki and Kembu's (2020) study, based on the Resource-Based View (RBV) framework, explored the relationship between perceived managerial support and organizational performance within the Kakamega County government. Using a survey research design, the study targeted 332 employees across various management levels, employing purposive sampling to ensure relevant participant selection. Data analysis, conducted with SPSS software and regression modeling, revealed a positive correlation, indicating that employees who feel supported by their managers tend to contribute more effectively to organizational success. While the study underscores the critical role of managerial support in improving public sector performance, it leaves some gaps unaddressed. Notably, it did

not examine innovative work behavior, which could enrich understanding, and it provided limited detail on the dependent variable of organizational performance. These findings suggest opportunities for further research to expand on the relationship between leadership support, innovation, and performance outcomes.

2.4.2 Performance Reviews on Employee Innovative Work Behavior

Canet-Giner, Redondo-Cano, Saorín-Iborra and Escribá-Carda (2020) surveyed the effect of the view of execution evaluation rehearses on individual creative conduct modern organizations in the Valencian locale of Spain. The review embraced a quantitative report configuration, utilizing an example of 166 workers doing exceptionally qualified, concentrated information occupations in four modern organizations in the Valencian locale of Spain. The speculations were tried by applying the Savvy PLS 3.2 programming. The discoveries affirmed that in a setting of expert and qualified work, Dad rehearses affect IB. Notwithstanding, the review had a low example size which decreases the force of the review and expands the room for give and take, which can deliver the review futile. Plus, the review was directed in anon Kenyan setting restricting the speculation of the discoveries.

Curzi et al. (2019) surveyed execution evaluation and imaginative conduct in the advanced period Italian representatives. Information gathered from an example of 865 Italian representatives are utilized to gauge the intervention model. The primary discoveries show that presentation examination zeroed in on the representatives' accomplished outcomes and new-created capabilities helps imaginative conduct more than customary types of assessment in view of time spent at work, doled out errands, working hours. Additionally,

the representatives' fulfillment with the examination framework and their presentation rating Understanding absolutely intervenes the above relationship. Workers' discernments, execution evaluation zeroed in on not entirely set in stone, quantifiable outcomes is bound to well further develop IWB than examination zeroing in on pre-characterized abilities that representatives showed while executing their errand. Nonetheless, the review was directed in anon Kenyan setting restricting the speculation of the discoveries to the Kenyan state funded colleges.

Waheed et al (2018) concentrated on the impression of execution evaluation quality' and representative inventive way of behaving: do mental strengthening and 'view of HRM Framework Strength' Matter? in the government capital of Islamabad, Pakistan. To start with, it inspected the immediate and roundabout connection between impression of execution evaluation quality (PPAQ) and imaginative conduct intervened through mental strengthening. Second, it analyzed the directing impact of impression of HRM framework strength in the speculated links. A complete of 360 employees took part in the review. Incomplete least squares underlying condition demonstrating (PLS-SEM) is utilized for factual investigation of the quantitative information gathered through self-managed survey. Results showed that PPAQ is decidedly related with creative way of behaving. The discoveries additionally support the interceding job of mental strengthening and the directing job of impression of human asset the executives (HRM) framework strength. Be that as it may, the review was directed in colleges in Pakistan which is a non-Kenyan setting zeroing in on just the school personnel.

Bekele et al(2014) surveyed the view of execution evaluation practice of ANRS office of the reviewer general and its impact on representatives' work results, as work execution, full

of feeling responsibility and turn over aim also. Information was acquired through organized surveys and interview plans. Essentially, a sum of 134 polls were circulated to the inspected worker, among these 119 were returned, of which, 9 reactions are uncompleted. In this manner, 110 returned surveys (for example addressing 82% of reaction rate) are investigated involving factual bundle for sociology (SPSS variant 16). In the examination unmistakable measurements, connection examination and basic relapse investigation was performed. The distinct finding of the review shows that in ANRS office of examiner general workers had low degree of discernment towards the current exhibition evaluation practice. Representatives of ANRS workplaces of the evaluator general have elevated degree of work execution, low degree of emotional authoritative responsibility and moderate degree of turn over expectation. The connection investigation result likewise shows representatives' view of execution evaluation practice had positive and critical relationship with work execution and emotional hierarchical responsibility; pessimistic and huge relationship with representatives' turnover aim. In any case, the review had a low example size and not led in that frame of mind of state funded colleges in Kenya. Other than creative work conduct was not considered as a result.

Ahmed and Sattar (2018) researched the impact of equity discernments on execution examination responses in telecom area of Pakistan. This study incorporated past examination relating with the impact of equity impression of workers on their full of feeling responses. It decides representatives' impression of hierarchical equity and fulfillment with respect to their presentation examination process. The information was gotten from 350 representatives of Telecom area associations utilizing review technique. The review showed that examination processes are seen as fair and representatives are additionally

viewed as happy with the interaction. The guessed positive connection between authoritative equity builds and three elements of fulfillment is likewise affirmed. The review shows significance of reasonableness view of execution evaluation process. Be that as it may, the review was not directed in the schooling area restricting the speculation of the review discoveries. Other than the review didn't zero in on imaginative work conduct as a result of decency in execution evaluation.

Matookchund and Steyn (2020) researched Dad development relationship inside the South African setting, across in excess of 50 associations and in excess of 3000 haphazardly chosen representatives. A quantitative examination approach was taken on, utilizing a cross-sectional overview plan as the review included 3180 workers from 53 associations. Seven factors were remembered for the model, specifically Dad, individual imaginative way of behaving (IIB), proactive character (PP), groundbreaking initiative (TL), corporate business venture (CE), work commitment (WE) and full of feeling responsibility (AC). The outcomes uncover that Dad straightforwardly impacts advancement. The Dad advancement relationship is interceded by WE and AC, with WE making the main difference. Besides, TL and CE moderate the Dad advancement relationship, with TL making the most grounded difference and CE making practically no difference. Moreover, PP doesn't direct the Dad development relationship. Overseeing representatives with TL practices and imparting WE might be at the base of development in associations. In any case, the review was led in the South African setting and not the setting of Kenyan state funded colleges.

2.4.3 Mentorship and employee innovative work behavior

As indicated by Krause and Anderson (2014) a worker's inclination to develop is altogether improved by characteristic inspiration and information on the requirement for change.

Guides are perceived because of tutoring since they have a more profound comprehension of the subject. An intensive information on a coach permits them to foster their initiative abilities. Other than it permits them to guide the mentee in their work improvement and headway (Burgess et al, 2018). The viability of a mentorship relationship implies that a guide is recognized by others inside the association, expanding their expert improvement record and making them the most pursued wellspring of profession counsel (Lynch, Astone, Collazos, Lipman and Esthappan, 2018). Effective tutoring programs improve efficiency, work fulfillment and may eventually prompt protégé progression (Rowland, 2012). Rowland (2012) adds that representatives who are guided invest wholeheartedly in their work and look for chances to make development which thus makes benefit and cost putting something aside for an association. Moreover, representatives guided by pioneers show more elevated levels of seen hierarchical help than those not tutored (Fogarty et al, 2017). Representatives require solid impression of the board and manager support, as well as aggregate job ways of behaving at work to trade thoughts and produce individual help. Individual unwaveringness, versatility, risk-taking, and valor are undeniably characterized by job attributes. Tutoring additionally furnishes representatives with the profound necessary backings as jobs increment (Dawley et al., 2010).

Neupane (2015) analyzed the impacts of training and tutoring on worker execution in the UK lodging industry. This study depended on cross-sectional technique, rational and quantitative methodology utilizing 172 chiefs and bosses. Information assortment was finished utilizing organized surveys and investigated utilizing math mean, connection, relapse with the assistance of SPSS 20. From the discoveries training and tutoring are emphatically related to worker execution and the two elements significantly affect

representative execution. As the relapse examination shows that instructing essentially affects generally speaking representative execution. Essentially, coaching meaningfully affects generally worker execution. Additionally, instructing and by and large authoritative execution are decidedly and fundamentally corresponded and it are likewise emphatically related to guide and generally speaking hierarchical execution. The relapse investigation shows that instructing essentially affects in general authoritative execution. However, tutoring affects by and large hierarchical execution. Be that as it may, the review was directed in the lodging business in a non-Kenyan setting zeroing in on execution and not imaginative work conduct subsequently giving a hole to the ongoing review.

Nampala (2018) researched human asset advancement and worker execution in Airtel Uganda. The review had three explicit targets which included to analyze the impact of preparing, position tutoring and work revolution on representatives execution in Airtel Uganda. The review took on an expressive cross sectional overview plan with a populace of 160 and an example size of 113 respondents. From the discoveries of the review showed the accompanying; preparing, position tutoring and work pivot essentially influences representative execution in Airtel Uganda. Nonetheless, the review was led in the confidential area without imaginative work conduct as the reliant variable.

Njoki (2016) decided the impact of tutoring on vocation progress in Nairobi lodgings and essential information was utilized to accomplish the expressed exploration objective. The respondents in this study were Human Asset Supervisors in the 156 lodgings in Nairobi. Graphic measurements; frequencies and rates were utilized to dissect respondents' segment information. To lay out the connection among coaching and vocation progress in Nairobi lodgings, relapse examination was utilized. The outcomes show that holding any remaining

elements consistent, a unit expansion in the tutoring capability, will prompt 0.345 unit expansions in the scores of the vocation accomplishment among staff in the inn business. The likelihood worth of 0.607 demonstrates that tutoring influence the profession accomplishment among staff in Nairobi's star evaluated lodgings. The examination reasoned that there is a connection among coaching and representative vocation outcome in Nairobi's star evaluated lodgings. Nonetheless, the review was led in the lodging business and not schooling area restricting the speculation of the review discoveries.

Cherono et al(2016) concentrated because of mentorship rehearses on workers' exhibition in little assembling firms in Garissa Region. The particular targets of the review incorporate; to lay out how authority mentorship, imaginative mentorship, information move mentorship and ability improvement mentorship influence representative execution in little assembling in Garissa Area. The review took on a cross-sectional overview plan by which every one of the workers were remembered for the review. Polls were directed in gathering information and dissected utilizing spellbinding and inferential measurements. The review laid out a critical connection between initiative mentorship, creative mentorship, information move mentorship, ability improvement mentorship and the presentation of the representatives. Nonetheless, the review was led in an assembling industry restricting its speculation to the schooling area. Other than the review zeroed in on representatives' presentation and not creative work conduct giving a hole to the ongoing review.

Mundia and Iravo (2014) researched the job of tutoring programs on the worker execution in associations: A study of state funded colleges in Nyeri Region, Kenya. A reasonable structure supported the specialist to foster an emphasis on the critical factors and sub-

factors that were estimated. The exploration embraced a study research plan where the chose Colleges were thought of. The objective populace comprised of top college the executives, center administration, scholarly and non-scholastic staff. Delineated arbitrary testing was utilized to choose the subjects remembered for the example. The information was examined subjectively and quantitatively by utilization of engaging and inferential insights directed to quantify the formed targets to lay out the connection between the autonomous and subordinate factors. The review laid out that mentorship programs assume a significant part in representative exhibition and are upgraded through information move, profession improvement direction and abilities upgrade in tutoring. Anyway the review didn't zero in on creative work ways of behaving according to the ongoing review. Albeit the idea of this affiliation is captivating, the coaching project's situation as an indicator of people's imaginative work conduct has gotten less consideration in tutoring program models, especially in Kenyan associations.

2.5 Summary and Research Gap

With the growing significance of scholarly capital across all business areas, workers were urged to take part in imaginative conduct through powerful mediations given by specialists and professionals in human asset improvement (HRD) (Sulaiman et al,2019). Nonetheless, much consideration has not been paid to HR strategies for development in their work-the change to explicit HR rehearses or the outcomes of these arrangements to authoritative advancement (Nurten,2022). Furthermore, research on progression arranging rehearses that animate workers' creative way of behaving is as yet fragmented, given the momentum accentuation on advancement in HRD. Representatives' imaginative work ways of behaving sources will be investigated as staff preparing, bosses support, execution surveys

and mentorship since they act as a platform in thought age, thought advancement, and thought acknowledgment in Critical thinking and Direction. This is additionally highlighted by the way that any human asset the executives practice that summons inborn inspiration is connected to development and that individuals who are profoundly energetic are probably going to manage impediments they face and take a proactive disposition to their work (Sulaiman et al,2019).

Besides, larger part of the exploration concerning the staff preparing for imaginative work ways of behaving was done in created countries (Tran et al,2020; Aris et al,2019;Jalilet al, 2021).Okumu et al(2018) assesed the impact of preparing on execution of the legal executive however not in open univesities. Hence there is need for additional examination of staff trainning on IWB in state funded colleges with regards to agricultural nations like Kenya. Somewhat minimal exact examination plays analyzed the part of boss help on IWB, and its impacts on IWB is hidden in state funded colleges in the Kenyan setting. Plus, past exploration is uncertain about whether boss help generally increments representative creative way of behaving (Tingting et al,2015).This is fairly astonishing, considering that managers support firmly connected with workers' uplifting perspectives and imaginative work ways of behaving (Nzuki and Kembu, 2020; Kim,2022; Bak ,2020 ; Drain, 2020).Thus, there is a need to explain what manager support means for in state funded colleges in the Kenyan setting.

Execution audits essentially influence creative work conduct (Canet-Giner et al,2020;Curzi et al,2019;Waheed et al,2018). On the other hand, execution reveiws can cause extraordinary disappointment without IWB when representatives see that the cycle is deficient, vague, uncalled for, political and emotional (Ahmed and Sattar,2018).There are

restricted examinations led on the connection among tutoring and inventive work behaviour. Rowland (2012); Prieto and Pérez-Santana, (2014) coaching programs decidedly affect IWB. Larger part of study have zeroed in on different results of tutoring other than IWB Neupane (2015) Nampala (2018) Cherono et al (2016) giving a hole to the ongoing concentrate on the impact of mentoring programmes on IWB in state funded colleges.

2.6 Empirical Review

The empirical review covered the relationship between variables under study which includes succession planning practices as the independent variable and innovative work behavior as the dependent variable. Succession planning practices and its dimensions include staff training, supervisors support, performance reviews, mentorship and how they affect innovative work behavior.

Table 2.1: Summary of Specific Research Gaps

Author(s) and Year	Focus of Study	Findings	Identified Research Gap
Kamau and Wanyama (2018)	Impact of succession planning on organizational performance in public institutions.	Highlighted the link between succession planning and leadership continuity.	Did not address how succession planning influences innovative work behavior among non-teaching staff.
Mwangi et al. (2019)	Role of human resource practices in fostering innovation in universities.	Focused on academic staff innovation.	Neglected non-teaching staff and how HR practices like succession planning shape their innovative behaviors.
Ochieng and	Challenges of	Identified lack of	Did not explore the

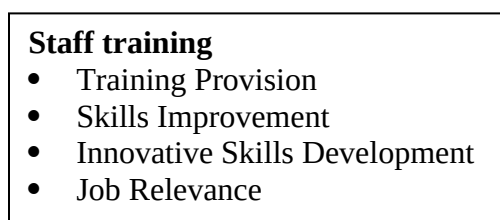
Author(s) and Year	Focus of Study	Findings	Identified Research Gap
Njoroge (2020)	implementing succession planning in Kenyan public universities.	funding and resistance to change as key challenges.	behavioral outcomes (e.g., innovation) of effective succession planning among staff.
Otieno et al. (2021)	Innovative work behavior in higher education institutions.	Found that organizational culture and leadership style influence innovation.	Limited to general innovation without connecting it to specific HR practices like succession planning.
Omondi and Wafula (2017)	Succession management strategies in the public sector in East Africa.	Discussed theoretical frameworks for succession management.	Lack of empirical data specific to non-teaching staff in public universities in Western Kenya.
Achieng and Mutua (2016)	Linking employee motivation and innovation in higher education institutions.	Identified training and recognition as motivators for innovation.	Failed to consider how structured succession planning could enhance
Source (Researcher, 2022)			

2.7. Conceptual Framework

As per Van der Waladt (2020) a reasonable structure is a visual or composed item that clarifies the fundamental ideas or factors for be contemplated and their assumed connections, either graphically or narratively. The connection among autonomous and subordinate factors is portrayed in the reasonable structure. This study conceptualized the

connection between progression arranging rehearses (autonomous variable) and imaginative work conduct (Subordinate Variable). The progression arranging practices, for example, staff preparing, managers support, execution audits and mentorship and what they mean for imaginative work conduct as portrayed in Figure 2.1. In this study imaginative work conduct was estimated by Scott and Bruce (1994) who considers representative creative work conduct in the work environment as complex way of behaving comprising of a bunch of three distinct social errands that incorporate thought age, thought advancement, and thought acknowledgment in critical thinking and navigation. Staff preparing zeroed in on in conditions of On Occupation preparing and Off Occupation training(Akther et al,2019). Supervisors support was measured in terms of communication, delegation and support (Herrity,2022). Performance reviews was measured in terms of frequency of appraisal, feedback and measures of performance (Alberto et al,2011). Mentorship was focused on interms of leadership mentorship, talent development mentorship and innovative mentorship (Cherono et al,2016).

**Independent Variable
Succession Planning Practices**



H_{01}

45

**Dependent Variable
Innovative work
behavior**

Innovative work behavior

- Problem solving
- Decision making

H₀₂

H₀₃

H₀₄

Figure 2.1 Conceptual framework
Source (Researcher, 2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology adopted to achieve the study's objectives, focusing on the systematic processes used to collect, organize, and analyze data. It begins with a description of the research design, detailing whether the study follows a qualitative, quantitative, or mixed-methods approach. The chapter also defines the area of study, specifying the geographical or thematic focus, and identifies the target population, clarifying the group under investigation. The sampling frame and techniques used to select participants are explained, along with the sample size and rationale for its determination. The data collection methods employed, such as surveys, interviews, or observations, are detailed, followed by an outline of the analytical techniques used to interpret the data, including statistical or thematic analysis. Finally, the chapter discusses ethical considerations, such as obtaining informed consent, ensuring confidentiality, and protecting participants from harm, to ensure the research is conducted responsibly and with integrity.

3.2 Study Area

This study explored the influence of succession planning practices on the innovative work behavior of non-teaching staff in public universities in western Kenya. Grounded in the **Resource-Based View (RBV)**, the **AMO framework** (Ability, Motivation, Opportunity), and **social exchange theory**, the research examined how these practices shape employee innovation. The RBV highlights the strategic importance of internal resources, such as human capital, in driving organizational success, while the AMO framework emphasizes how employee ability, motivation, and access to opportunities foster innovative behavior. Social exchange theory underscores the role of supportive and reciprocal relationships in

enhancing employee engagement. The study specifically focused on the effects of staff training, supervisor support, performance reviews, and mentorship in promoting innovative work behavior among the staff.

3.3 Research Design

The research methodology employed in this study was a survey research design, selected to systematically examine the effect of succession planning practices on innovative work behavior. Survey research is well-suited for studies seeking to capture data on perceptions, behaviors, and experiences across a sample population, enabling the researcher to observe and describe phenomena as they naturally occur (Billups, 2019). In this context, the survey design provided a structured framework for gathering data from non-teaching staff in public universities in Western Kenya, offering insights into the extent and impact of succession planning practices on innovative work behavior.

Utilizing a survey approach allowed for the collection of quantitative data that could be statistically analyzed, thus facilitating hypothesis testing and the evaluation of relationships between variables (Creswell and Clark, 2017). The survey's structured format enabled the study to capture information on key variables such as staff training, supervisor support, performance reviews, and mentorship, and assess their effects on employee innovation. By using questionnaires, the study systematically gathered data on the frequency, effectiveness, and perceived benefits of these succession planning practices in fostering innovative work behavior, thus providing both descriptive and explanatory insights aligned with the study's objectives.

Overall, the survey research design was ideal for this study, as it allowed the researcher to capture a broad spectrum of data and examine patterns and relationships in a way that was both comprehensive and statistically rigorous (Billups, 2019; Creswell and Clark, 2017). This methodological approach ensured that the study's findings were not only robust but also relevant for informing succession planning strategies within educational institutions.

3.4. Study Population

The target population refers to the group of individuals, objects, or entities to which a researcher aims to generalize their findings (Denscombe, 2017). In this study, the target population included all public universities in Western Kenya, with a focus on the non-teaching staff at managerial and supervisory levels. This particular group was selected as the unit of analysis because these staff members possess essential organizational knowledge that can be passed on to future generations of employees, supporting effective succession planning (Asiamah et al, 2017).

The accessible population, or study population, is a subset of the target population to which researchers can reasonably apply their conclusions (Nardi, 2018). In this study, the accessible population comprised non-teaching staff at managerial and supervisory levels across six public universities in Western Kenya, totaling 392 employees as of June 2021, based on institutional records. Table 3.1 provides a detailed summary of this accessible population.

Table 3.1: Accessible Population

University	Accessible population
Maseno University	73

Rongo University	67
Kisii University	69
Jaramogi Oginga Odinga of Science and Technology	68
Masinde Muliro University of Science and Technology	62
Kibabi University	53
Total	392

Source: HR Departments of Targeted Universities (2023)

3.5 Sampling Techniques

This section details the sampling process used in the study, beginning with the **sample frame**, which refers to the specific list or source from which the sample was drawn. According to Prandner and Weichbold (2019), a sample frame includes all individuals or entities within a population who are eligible for selection. For this study, the sample frame comprised all permanent non-teaching staff in managerial and supervisory roles from six public universities in the western Kenya region.

Sampling is the process of selecting a representative subset of individuals or units from the larger population, enabling the researcher to generalize the findings to the entire group. The sampling technique refers to the method used to select participants. This study adopted a **two-stage sampling technique** to address the wide geographical distribution of the target population. First, the population was divided into **strata**, with each university representing a stratum. Proportional representation was ensured by determining the number of participants required from each university based on its size. In the second stage, **simple random sampling** was applied within each stratum to select individual respondents. This

method enhanced the representativeness of the sample and minimized bias, as recommended by Monti, Grosso, Todoerti, and Caporali (2018).

3.5.1 Sample size

A sample is a subset of a population selected to participate in a study, representing the larger group of interest (Russell et al., 2019). Determining the **sample size** involves selecting an appropriate number of participants or observations to ensure the findings can be reliably generalized to the entire population. This process is crucial in empirical research, as the accuracy of inferences depends on the adequacy of the sample size.

In this study, a **sample size of 196 employees** was derived from a total population of 392 non-teaching staff, using the **Krejcie and Morgan Table (1970)**, detailed in Appendix III. To ensure the sample accurately reflected the population distribution across the six public universities, **proportionate stratification** was employed. This method allocated the sample size for each university in proportion to its population size. A specific formula was used to calculate the sample size for each cluster, ensuring that the sample distribution closely matched the population structure, thereby enhancing the representativeness of the study.

$$n_h = (N_h / N) * n$$

Where n_h is the sample size for cluster h , N_h is the population size for cluster h , N is total population size, and n is total sample size

Table 3.2: Sample Size

University	Accessible	Sample Size
------------	------------	-------------

	population	
Maseno University	73	37
Rongo University	67	34
Kisii University	69	35
Jaramogi Oginga Odinga of Science and Technology	68	33
Masinde Muliro University of Science and Technology	62	31
Kibabi University	53	26
Total	392	196

Source: HR Departments of Targeted Universities (2023)

3.6 Data Collection

This section outlines the data collection instruments, sources of data, validity and reliability of research instruments as well as the data collection procedure.

3.6.1 Data Collection Instruments

The way of administering the data gathering tool is referred to as the data collection procedure (Bostic et al, 2021). Primary data was collected using questionnaires. A review of the literature was used to gather secondary data. Questionnaires were used to collect primary data, which were self-administered after getting authorization from NACOSTI, the institution and each university under investigation.

3.6.1.1 Questionnaires

A questionnaire is a widely recognized research tool designed to collect information from respondents through a structured series of questions (Shaw et al., 2021). Its primary objectives are to gather relevant data, ensure that the collected information can be effectively compared and analyzed, minimize bias in the design and delivery of questions, and keep respondents engaged through varied and well-crafted items. For self-completion questionnaires, clarity and simplicity are vital, as respondents need to find the instrument easy to navigate and the questions straightforward to answer (Robinson and Leonard, 2018).

In this study, the questionnaire was the main tool for data collection. A **semi-structured questionnaire** was administered to a sample of employees, combining both close-ended questions and a 5-point Likert scale. This approach, commonly used in social science research, is effective for measuring perceptions, attitudes, values, and behaviors (Nardi, 2018). The questionnaire consisted of **29 items**, structured into two main sections, as described in Appendix II.

The first section, **Section A**, included **4 questions** designed to gather demographic information about the respondents. The second section, **Section B**, was further divided into five subsections that explored key aspects of succession planning practices. These subsections focused on training and development, supervisor support, mentoring, performance reviews, and innovative work behavior.

Items in Section B were measured using a 5-point Likert scale with response options ranging from **1 (Strongly Disagree)** to **5 (Strongly Agree)**. This structured format provided respondents with an opportunity to express the extent of their agreement with each statement, facilitating comprehensive, consistent, and reliable data collection.

3.6.2 Quality Control of Research Instrument

Research must offer evidence for the study's accuracy, generalizability, and replication as part of the addressed credibility of research tools (Toili, 2007). Before beginning the real study, the researcher determined whether the items on the tools are clear, exact, and thorough enough to improve the instruments' reliability and validity. Uncertain or confusing items were restructured to improve the instrument's reliability and validity. This part presents the validity and reliability of the research instruments that were used as discussed in the sub-sections below.

3.6.2.1 Validity of Research Instruments

The degree to which an instrument accurately measures what it purports to measure is referred to as validity. Content, construct, and face validity are three types of validity that researchers and assessors address (Gerritsen-van et al,2017).

In the process of ensuring credibility of the research instrument, this study assessed both content and face validity of the research tool. This aimed at measuring how an instrument measures what it is supposed to measure (Rubin and Babbie,2016). There is need for scholarly research to demonstrate accuracy, generalizability, and replication (Rinjit, 2020).

The study involved four (4) experts in system application who had vast knowledge in data collection tools in analyzing content validity by determining what concept the instrument

will be attempting to measure and whether a set of items or checklists adequately represented the idea under consideration. This was done by evaluating the tools' content and rating them on a Likert scale of one to ten (1–10). The findings of this investigation were as tabulated in Table 3.3.

Table 3.3 Validity Test Results

Variables	Content Validity Score (x/10)	Face Validity Score (x/10)	Total Average Validity Score
Expert 1	0.85	0.90	
Expert 2	0.95	0.95	
Expert 3	0.75	1.0	
Expert 4	0.80	0.85	
Validity Score	0.84	0.93	0.885

Source: Research Data (2023)

The validity test results presented in Table 3.3 indicate that both content validity and face validity scores were high across the four experts evaluating the research instrument. Content validity scores ranged from 0.75 to 0.95, while face validity scores ranged from 0.85 to 1.0 on a scale of 1 to 10, with the average total validity score being 0.885.

These results suggest that the research instrument was rated as sufficiently valid in both content and appearance by the experts, supporting its suitability for accurately measuring the constructs intended in this study. The high scores reflect a well-constructed instrument that aligns with established standards of validity, enhancing the credibility and reliability of the study findings.

3.6.2.2 Reliability of Research Instruments

To ensure the research instrument's reliability, a pilot test was carried out at Moi University. This process aimed to confirm that the questionnaire was aligned with the research objectives and capable of collecting accurate and consistent data. In accordance with Kothari and Garg's (2014) recommendations, the pilot test involved 10% of the total sample population.

The reliability of the instrument was evaluated using **Cronbach's alpha**, a widely accepted statistical measure of internal consistency. This metric assesses how well the items within a scale are interrelated and whether they collectively measure the intended concept. By calculating the average correlation among the items, Cronbach's alpha provides a comprehensive indicator of the instrument's reliability.

The reliability test results, covering all the study variables, are presented in Table 3.4. This testing process was critical in ensuring that the questionnaire was a dependable tool for gathering consistent and credible data across the variables of interest.

Table 3.4 Reliability Test Results

Variables	No of Test Items	α – value
1 Staff Training	5	.792
2 Supervisors Support	5	.807
3 Performance Reviews	5	.725
4 Mentorship	5	.750
5 Innovative Work Behavior	5	.810

6 Average	.777
------------------	-------------

Source: Research Data (2023)

Staff Training .792, Supervisors Support .807, Performance Reviews.725, Mentorship .750 and Innovative Work Behavior .810. The average α – value was 0.777. As a rule of thumb, the acceptable alpha is at least 0.70 or above (Souza et al,2017). In this regard the instrument was reliable and all items retained in the questionnaire.

3.7 Data Processing and Analysis

To enhance the quality of the data, the survey responses underwent a rigorous process of editing and modification. This included carefully reviewing the questionnaires to ensure respondents could answer the questions effectively and identifying any blank responses. This thorough editing process minimized errors and improved the reliability and accuracy of the collected data.

Data tabulation was carried out by categorizing and counting the number of cases within each category, providing a structured overview of the data. To analyze the data, both **descriptive** and **inferential statistical techniques** were applied. Descriptive statistics, including mean, standard deviation, frequencies, skewness, and kurtosis, were used to summarize the data and provide an overview of its key characteristics. Inferential statistics were then employed to assess relationships and draw conclusions from the data.

The analysis was conducted using **SPSS version 25.0**. Multiple regression analysis was performed to evaluate the impact of independent variables (succession planning practices) on the dependent variable (innovative work behavior). Additionally, the **coefficient of**

correlation was calculated to measure the strength and direction of the relationships between variables.

The regression model, outlined below, was used to analyze the relationship between succession planning practices and innovative work behavior. This approach provided valuable insights into how specific succession planning factors influenced employees' capacity for innovation.

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \dots \dots \text{Equation 3.1}$$

Where y was innovative work behaviour, dependent variable X was succession planning practices, β was the standardized regression coefficient.

X_1 represent staff training

X_2 represent supervisors support

X_3 represent performance reviews

X_4 represent mentorship

ϵ represents error term (the residual error, which is an unmeasured variable)

The analytical processes are summarized in Table 3.4.

Table 3.5: Objectives, Hypotheses, Tests, and Analytical Models

Objective	Hypothesis	Test	Analytical Model
i. To examine the impact of staff training on fostering innovative work behavior among non-teaching staff in public	H_{01} : Staff training has no significant impact on fostering innovative work behavior among non-	t-test, Pearson Product Moment	Simple linear regression to determine the strength and direction of the

Objective	Hypothesis	Test	Analytical Model
universities in the western Kenya region.	teaching staff. H₁₁: Staff training has a significant impact on fostering innovative work behavior among non-teaching staff.	Correlation (r)	relationship.
ii. To assess the role of supervisors' support in promoting innovative work behavior among non-teaching staff in public universities in the western Kenya region.	H₀₂: Supervisors' support has no significant role in promoting innovative work behavior among non-teaching staff. H₁₂: Supervisors' support has a significant role in promoting innovative work behavior among non-teaching staff.	t-test, Pearson Product Moment Correlation (r)	Simple linear regression to evaluate the effect of supervisors' support on innovative behavior.
iii. To investigate the effect of performance reviews on enhancing innovative work behavior among non-teaching staff in public universities in the western Kenya region.	H₀₃: Performance reviews have no significant effect on enhancing innovative work behavior among non-teaching staff. H₁₃: Performance reviews have a significant effect on enhancing innovative work behavior among non-teaching staff.	t-test, Pearson Product Moment Correlation (r)	Simple linear regression to analyze the relationship between performance reviews and innovative behavior.
iv. To evaluate how mentorship programs influence innovative work behavior among non-teaching staff in public universities in the western Kenya region.	H₀₄: Mentorship programs have no significant influence on innovative work behavior among non-teaching staff. H₁₄: Mentorship programs have a significant influence on innovative work behavior among non-teaching staff.	t-test, Pearson Product Moment Correlation (r)	Simple linear regression to assess the influence of mentorship programs on innovative work behavior

Source: Researcher (2022).

3.7.1 Assumptions of Multiple Regression

Regression analysis is a statistical method used to determine whether one or more predictor variables effectively explain or predict a dependent (outcome) variable. For the analysis to produce reliable and meaningful results, certain key assumptions must be tested and satisfied:

Linearity:

The relationship between the predictor variables and the dependent variable should be linear, meaning it forms a straight-line relationship. This ensures the model accurately captures the relationship.

Normality:

The residuals (differences between observed and predicted values) should follow a normal distribution. This assumption supports the validity of statistical tests used within the model.

Multicollinearity:

Predictor variables should not be excessively correlated with one another. High multicollinearity can obscure the individual contributions of each predictor to the dependent variable.

Autocorrelation:

Residuals should not show patterns or correlations over time. Autocorrelation, often observed in time-series data, may indicate that important factors or dynamics have been overlooked in the model.

3.8 Ethical considerations

Ethical considerations are vital in research to ensure responsible conduct, prevent misconduct, and uphold the integrity of knowledge. Tharenou, Donohue, and Cooper (2007) stress the importance of addressing ethical issues before starting a study. This research obtained ethical approval from NACOSTI, ensuring compliance with regulatory standards.

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To protect participants' rights, a letter explaining the study's purpose and the researcher's commitment to privacy and anonymity accompanied the questionnaire. Participants were also provided with a consent form, following Creswell's (2012) guidelines, which guaranteed their autonomy in deciding whether to participate. The researcher demonstrated ethical conduct by maintaining honesty, patience, and respect for respondents throughout

the data collection process, aligning with the principles outlined by Tharenou, Donohue, and Cooper (2007). These principles include respecting individuals' autonomy, safeguarding those who may lack autonomy, and ensuring confidentiality and anonymity.

Additionally, the first page of the questionnaire detailed the research topic and reiterated the assurances of confidentiality and anonymity. Respondents were also given further information about the study when the questionnaires were distributed, ensuring transparency and fostering trust. These steps reflect a strong commitment to ethical research practices and the protection of participants' rights.

CHAPTER FOUR

DATA ANALYSIS, RESULTS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter analyzes data collected to explore the impact of succession planning practices on employee innovative work behavior among non-teaching managerial and supervisory staff in public universities in western Kenya. It begins by confirming the adequacy of the data through response rate analysis, followed by a pilot study to ensure the reliability of the data collection instrument. Descriptive statistics, including percentages, means, and standard deviations, are used to summarize key trends, providing an overview of succession planning practices and innovative work behavior. Inferential analyses, such as correlation and multiple regression, examine the strength, direction, and significance of relationships between variables, identifying key predictors of innovative behavior. The findings, presented in tables for clarity, provide a comprehensive understanding of how succession planning influences innovative work behavior among non-teaching staff in the region.

4.2 Response Rate

The study distributed 196 questionnaires to non-teaching staff in managerial and supervisory roles across six public universities in western Kenya to assess the impact of succession planning practices on employee innovative work behavior. Out of these, 131 questionnaires were returned, with 7 excluded due to incomplete responses, yielding a valid response rate of 63.2%. This response rate was deemed sufficient to ensure external validity, aligning with the recommendation by Coryn et al. (2020) that a high response rate

(>50%) from a small, random sample is more reliable and preferable to a lower response rate from a larger sample. This highlights the quality and representativeness of the data collected for the study.

4.3 Demographic Characteristics

Demographic information is essential in research as it ensures that the participants represent the target population, allowing for the generalization of findings (Klar & Leeper, 2019). In this study, demographic data included age brackets, gender, highest education levels, professional qualifications, and work experience. This data provides valuable context for evaluating the sample's composition and its alignment with the broader population under study.

Table 4.1: Respondents Demographic Characteristics

Demographics	Cases	Frequency	Percentage
Age bracket	20-30yrs	15	12.1
	31-40yrs	26	21.0
	41-50yrs	42	33.9
	51-60yrs	41	33.1
		124	100
Gender	Male	61	49.2
	Female	63	50.8
		124	100
Level of education	Diploma	18	14.5
	Bachelors	36	29.0

	Post Graduate	56	45.2
	Any Other	14	11.3
		124	100
Period of work	Less than 5yrs	7	5.6
	5-10 yrs.	11	8.9
	11-15yrs	28	22.6
	16-20yrs	33	26.6
	>20yrs	45	36.3
		124	100

Source: Research Data (2023)

The findings show that the respondents' ages were distributed as follows: 12.1% were 20–30 years, 21.0% were 31–40 years, 33.9% were 41–50 years, and 33.1% were 50–60 years. This indicates that the majority of participants were within the younger to middle-aged working population, aligning with global workforce trends. Younger employees are particularly valuable in this context, as they are often more motivated to engage in innovative behaviors, driven by a desire for knowledge acquisition and a willingness to embrace new working methods (Rauvola, Rudolph, Ebbert, & Zacher, 2020). In terms of gender, the sample was almost evenly split, with 50.8% female and 49.2% male respondents. While females slightly outnumbered males, the male representation was substantial, ensuring balanced and diverse perspectives in the study. This implies that the public universities are practicing gender equality besides their policies on succession planning practices for innovative work behaviour has to be gender sensitive. Among staff of public universities in Western Kenya majority had post-graduate level of education at

45.2%, followed by Bachelor's degree 29.0%, Diploma at 14.5%, and any other at 11.3% each. This outcome implies that majority of the staff were well educated and could understand the theme of the study. The findings indicates that, amongst the staff, 94.4% had work experience of more than 5years thus familiar with both the inter- and intra-role expectations that are essential to performance. Organizational tenures are positively related to innovative behavior (Liu, Ge, & Peng, 2016).

4.4 Descriptive Statistics for the Variables

The review investigated the discoveries utilizing spellbinding measurements, including implies, standard deviations, skewness, and kurtosis. Means and standard deviations were determined for both the autonomous and subordinate factors to give a general image of respondents' discernments with respect to the impact of progression arranging rehearses on representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya. Furthermore, skewness and kurtosis were utilized to assess the ordinariness of the information conveyance, guaranteeing that the information met the suppositions essential for solid and legitimate measurable investigations.

4.4.1 Descriptive Statistics for Staff Training on Employee Innovative Work

Behaviour

The researcher aimed to evaluate the level of agreement on different aspects of staff training as outlined in the first objective. This was achieved through five response items that assessed the existing state of staff training practices.

Table 4.2: Staff Training Descriptive Statistics

Responses	SD	%	D%	FA%	A%	SA%	MEAN	SD
The organization provides training programs to employees	0	.8	11.3	34.7	53.2	4.40	.720	
	(0)	(1)	(14)	(43)	(66)			
I regularly attend additional professional training courses in the organizations	0	1.6	24.2	30.6	43.5	4.16	.850	
	(0)	(2)	(30)	(38)	(54)			
The organization always facilitates for training to improve my knowledge and skills	0	6.5	25.8	37.9	29.8	3.91	.902	
	(0)	(8)	(32)	(47)	(37)			
Through training opportunities, I obtain innovative information and skills to deal with contemporary job issues	0	.8	31.5	29.8	37.9	4.05	.854	
	(0)	(1)	(39)	(37)	(47)			
Training offered to me fit my job requirements	0	3.2	29.8	50.0	16.9	3.81	.751	
	(0)	(4)	(37)	(62)	(21)			

Source: Research Data (2023)

The data illustrated in Table 4.2 reveals that a significant 87.9% of respondents expressed agreement or strong agreement regarding the organization's provision of training programs for employees, with only 0.8% indicating disagreement (M=4.40, SD=0.720).

Furthermore, 74.1% of participants affirmed that they frequently engage in additional professional training courses offered by the organization ($M=4.16$, $SD=0.850$), while 1.6% disagreed and 24.2% expressed a moderate level of agreement. Additionally, a notable 67.7% of employees concurred that the organization consistently facilitates training aimed at enhancing their knowledge and skills ($M=3.91$, $SD=0.102$), with 6.15% disagreeing and 25.8% moderately agreeing. Similarly, 67.7% acknowledged that the training opportunities provided equip them with innovative information and skills necessary for addressing contemporary job challenges ($M=4.12$, $SD=0.839$), while 0.8% disagreed and 31.5% moderately agreed. Finally, 69.9% of respondents agreed or strongly agreed that the training they receive aligns with their job requirements ($M=3.81$, $SD=0.751$), with 3.2% disagreeing and 29.8% moderately agreeing. These findings suggest that public universities should prioritize staff training to foster innovative work behavior among their employees. Tran, Pham, Do, and Le (2020) further emphasize the significance of human resource management practices in enhancing employees' innovative work behavior.

4.4.2 Engaging Measurements for Managers Backing on Representative Creative Work Conduct

The specialist looked to lay out the degree of Consent to different parts of Managers Backing according to genuine two. Five reaction things were utilized to look at the overarching status of Bosses Backing.

Table 4.3: Supervisors Support Descriptive Statistics

Responses	SD %	D%	FA%	A%	SA%	MEAN	SD
I pay attention to feedback from my supervisor, keep an open mind and strive to minimize	.8 (1)	13.7 (17)	14.5 (18)	45.2 (56)	25.8 (32)	3.81	.999

defensive reactions							
My supervisor share ideas for improvement of my performance	.8 (1)	15.3 (19)	8.1 (10)	20.2 (25)	55.6 (69)	4.15	1.145
My supervisors use elements of my creative idea and integrates them in the action plan	0 (0)	9.7 (12)	28.2 (35)	23.4 (29)	38.7 (48)	3.91	1.028
I am encouraged to use my knowledge in solving challenging problems	0 (0)	3.2 (4)	26.6 (33)	32.3 (40)	37.9 (47)	4.05	.882
My supervisor is willing to support me when i have a valuable idea	0 (0)	6.5 (8)	20.2 (25)	44.4 (55)	29.0 (36)	3.96	.869

Source: Research Data (2023)

The data illustrated in table 4.3 reveals that 71% of respondents either Agreed or Strongly Agreed that they are attentive to feedback from their supervisors, maintain an open mindset, and endeavor to reduce defensive responses, while 14.5% expressed Disagreement and another 14.5% indicated Fair Agreement ($M=3.81$, $SD=0.720$). Furthermore, 75.8% of participants both Agreed and Strongly Agreed that their supervisors provide suggestions for enhancing their performance ($M=4.15$, $SD=1.145$), with 16.1% in Disagreement and 8.1% showing Fair Agreement. Additionally, a significant portion of employees, at 52.1%, both Agreed and Strongly Agreed that their supervisors incorporate elements of their creative ideas into action plans ($M=3.91$, $SD=1.028$), while 9.7% Disagreed and 28.2% expressed Fair Agreement. Moreover, 70.2% of respondents affirmed that they are encouraged to apply their knowledge in addressing complex problems ($M=4.05$, $SD=0.882$), with 3.2% in Disagreement and 26.6% indicating Fair Agreement. Finally, 73.4% of respondents either Agreed or Strongly Agreed that their

supervisors are supportive of them when they present valuable ideas ($M=3.96$, $SD=0.869$), while 6.5% Disagreed and 20.2% expressed Fair Agreement. These findings suggest that public universities should prioritize supervisory support to foster innovative work behavior among employees, as such support is instrumental in enhancing job satisfaction (Muhammad, Muhammad, Anum, & Samina, 2017). Bak (2020) further emphasizes the importance of supervisory support in cultivating innovative work behavior within the workforce.

4.4.3 Descriptive Statistics for Performance Review on Employee Innovative Work Behaviour

The scientist tried to lay out the degree of Consent to different parts of execution survey according to genuine three. Five reaction things were utilized to analyze the overarching status of execution survey.

Table 4.4: Performance Review Descriptive Statistics

Responses	SD %	D%	FA%	A%	SA%	MEAN	SD
Employees are involved in goal setting	4.0 (5)	26.6 (33)	12.1 (15)	22.6 (28)	34.7 (43)	3.57	1.314
Employees receive feedback information about their appraisal ratings	1.6 (2)	17.7 (22)	18.5 (23)	21.8 (27)	40.3 (50)	3.81	1.192
Supervisor's informal appraisal can be done at the employee's request	0 (0)	9.7 (12)	28.2 (35)	23.4 (29)	38.7 (48)	3.72	1.193
Measures of performance review process is fair and	1.6	16.1	27.4	11.3	43.5	3.79	1.212

transparent	(2)	(20)	(34)	(14)	(54)		
Performance review frequency result in a harmonious working atmosphere	0	18.5	18.5	16.9	46.0	3.90	1.179
	(0)	(23)	(23)	(21)	(57)		

Source: Research Data (2023)

The data illustrated in table 4.4 reveals that 57.3% of respondents either Agreed or Strongly Agreed regarding their participation in goal setting, while 30.6% expressed Disagreement and 12.1% indicated a Fair Agreement ($M=3.57$, $SD=1.314$). Furthermore, 62.1% of participants affirmed that they receive feedback concerning their appraisal ratings, with a mean score of 3.81 and a standard deviation of 1.192; in contrast, 19.3% disagreed and 18.5% showed Fair Agreement. Additionally, a significant portion of employees, 62.1%, concurred that informal appraisals by supervisors can be requested by employees ($M=3.72$, $SD=1.193$), while 28.2% disagreed and 9.7% expressed Fair Agreement. Moreover, 58.4% of respondents agreed that the performance review process is perceived as fair and transparent ($M=3.79$, $SD=1.212$), with 17.7% disagreeing and 27.4% showing Fair Agreement. Lastly, 62.9% of respondents agreed that the frequency of performance reviews contributes to a harmonious working environment ($M=3.90$, $SD=1.179$), while 18.5% disagreed and another 18.5% indicated Fair Agreement. These findings suggest that public universities should enhance their performance review processes to foster innovative work behavior among employees, as performance reviews serve as formal evaluations where management assesses employee performance, acknowledges strengths and weaknesses, provides feedback, and sets future performance objectives (Mone and London, 2018). Curzi et al. (2019) argue that performance appraisals aimed at achieving

specific, measurable outcomes are more likely to positively influence innovative work behavior compared to those focused solely on predefined skills demonstrated during task execution.

4.4.4 Descriptive Statistics for Mentorship on Employee Innovative Work Behaviour

The researcher aimed to determine the extent of consensus regarding different facets of mentorship in alignment with the fourth objective. To assess the current state of mentorship within public universities in the western region, five response items were employed.

Table 4.5: Mentorship Descriptive Statistics

Responses	SD %	D%	FA%	A%	SA%	MEAN	SD
Extra activities are delegated to me to enhance my performance	0.0 (0)	15.3 (19)	7.3 (9)	37.9 (47)	39.5 (49)	4.02	1.044
The targets given to me are achievable	0.0 (0)	11.3 (14)	12.9 (16)	45.2 (56)	30.6 (38)	3.81	.944
My performance is reviewed periodically by my mentor	0.0 (0)	10.5 (13)	19.4 (24)	34.7 (43)	35.5 (44)	3.95	.987
I am assigned challenging leadership tasks	0.0 (0)	14.5 (18)	19.4 (24)	22.6 (28)	43.5 (54)	3.95	1.103
Guidance is provided to me when performing more innovative work activities	0 (0)	4.8 (6)	16.9 (21)	38.7 (48)	39.5 (49)	4.13	.865

Source: Research Data (2023)

According to the findings presented in table 4.5, 77.4% of the respondents Agreed and strongly Agreed that extra activities are delegated to them to enhance their performance while 15.3 % were in Disagreement and 7.3% fairly Agree ($M=4.02$ $SD=1.044$). 75.8% of the respondents both Agreed and strongly Agreed that the targets given to them are achievable ($M=3.81$ $SD=.944$) while 11.3% and 12.9% were in Disagreement and fairly Agree respectively. Besides, a majority of the employees both Agreed and strongly Agreed at 70.2% that their performance are reviewed periodically by their mentor ($M=3.95$ $SD=.987$), 10.5% Disagreed while 19.4% fairly Agreed. 66.1% of the respondents were in Agreement that they are assigned challenging leadership tasks ($M=3.95$ $SD=1.103$), 14.5% Disagreed while 19.4% fairly Agreed. Lastly 78.2% respondents Agreed and strongly Agreed that guidance is provided to them when performing more innovative work activities ($M=4.13$ $SD=.865$), 4.8% Disagreed while 16.9% fairly Agreed. The implications of these results are that there is mentorship in public universities however there is need for the universities to further strengthen their mentorship strategies to foment innovative work behaviour amongst their employees. Successful mentoring programs enhance productivity, job satisfaction and may ultimately lead to protégé advancement (Rowland, 2012). Rowland (2012) adds that employees who are mentored take more pride in their work and seek opportunities to create innovation which in turn creates profitability and cost saving for an organization.

4.4.5 Descriptive Statistics for Employee Innovative Work Behaviour

The researcher sought to establish the level of Agreement to various aspects of Employee Innovative Work Behaviour as per the dependent variable. Five response items were used to examine the prevailing status of Employee Innovative Work Behaviour in public universities in western region.

Table 4.6: Employee Innovative Work Behaviour Descriptive Statistics

Responses	SD %	D%	FA%	A%	SA%	MEAN	SD
I try to create new ideas for difficult issues.	0.0 (0)	0.0 (0)	10.5 (13)	47.6 (59)	41.9 (52)	4.31	.655
I have confidence in searching out new working methods, techniques, or instruments	0.0 (0)	0.8 (1)	6.5 (8)	43.5 (54)	49.2 (61)	4.41	.650
I have confidence in my ability to introduce innovative ideas into the work environment in a systematic way solve problems	0.0 (0)	0.0 (0)	16.1 (20)	30.6 (38)	53.2 (66)	4.37	.749
I have confidence in deciding on innovative ideas to be utilized by the university.	0.0 (0)	0.0 (0)	23.4 (29)	33.1 (41)	43.5 (54)	4.20	.796
I suggest improvements to the ideas expressed by my colleagues	0 (0)	4.8 (6)	16.9 (21)	38.7 (48)	39.5 (49)	4.27	.818

Source: Research Data (2023)

As per the discoveries introduced in table 4.6, 89.5% of the respondents Concurred and firmly Concurred that they attempt to make groundbreaking thoughts for troublesome issues. while 0.0 % were in Conflict and 10.5% decently Concur (M=4.31 SD=.655). 92.7% of the respondents both Concurred and emphatically Concurred that they trust

looking through out new working strategies, methods, or instruments ($M=4.41$ $SD=.650$) while 0.8% and 6.5% were in Conflict and decently Concur separately. Plus, a larger part of the representatives both Concurred and firmly Concurred at 83.8% that they believe in their capacity to bring creative thoughts into the workplace in a methodical manner take care of issues ($M=4.37$ $SD=.749$), 0.0% Differ while 16.1% genuinely Concurred. 76.6% of the respondents were in Agreement that they have confidence in deciding on innovative ideas to be utilized by the university ($M=4.20$ $SD=.796$), 0.0% Disagreed while 23.4% fairly Agreed. Lastly 78.2% respondents Agreed and strongly Agreed that they suggest improvements to the ideas expressed by their colleagues ($M=4.27$ $SD=.818$), 0.8% Disagreed while 21.0% fairly Agreed. The implications of these results are that there is innovative work behaviour amongst the employees' public universities however, there is need for the universities to further strengthen their mentorship strategies to foment innovative work behaviour amongst their employees. Individuals and groups in organizations contribute to the introduction of novel services or products, tasks, or work-related ideas in order to contribute to overall innovativeness and achieve desirable outcomes innovative work behavior (IWB). On an organizational level, the innovative work-behavior of its own people is essentially what drives innovation and their perceptions thereof (Liu et al,2017).

4.5 Predictive Analysis

To identify the succession planning practices that forecast employee innovative work behavior, multiple regression analysis was employed to evaluate the impact of these practices on such behavior. Prior to conducting the multiple regression analysis, the underlying assumptions of regression analysis were thoroughly examined.

4.5.1 Assumption of Normality

The assessment of data normality was conducted through the analysis of Skewness and Kurtosis statistics, as outlined by Ramsey (2020). Skewness quantifies the extent to which a distribution deviates from symmetry, while Kurtosis evaluates the sharpness of the distribution's peak, according to Andersen and Armstrong (2021). In a normal distribution, both skewness and kurtosis values are expected to be zero, with skewness values ideally ranging between +1 and -1, and kurtosis values falling within the interval of +3 and -3, as noted by Bono, Arnau, Alarcón, and Blanca (2019).

Table 4.7: Test for Normality

	Skewness	Kurtosis
Construct	Statistic	Statistic
Staff Training	- .172	-1.078
Supervisors Support	- .112	-.354
Performance Reviews	- .104	-.522
Mentorship	- .145	-1.186
Innovative Work Behavior	-.181	-1.132

Source: Research Data (2023)

The findings displayed in Table 4.7 indicate that the assumption of normality was upheld. All Skewness and Kurtosis values remained within the specified ranges.

4.5.2 Assumption of Linearity

The linearity assumption was evaluated using Pearson's correlation coefficients. The objective of employing correlation analysis was to pinpoint succession planning practices

that yield the most accurate predictions for regression analysis. Table 4.8 presents the inter-correlations among the various variables.

Table 4.8: Test for Linearity

	Staff Training	Supervisors Support	Performance Reviews	Mentorship	Innovative Work Behavior
Staff Training	1				
Supervisors Support	.496**	1			
Performance Reviews	.586**	.205*	1		
Mentorship	.330**	.137	.403**	1	
Innovative Work Behavior	.788**	.481**	.675**	.563**	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

From the results, it can be seen that correlations among the succession planning practices were significant. Correlations between staff training, supervisors support, performance reviews and mentorship, where $r=.788^*$, $r=.481^{**}$, $r=.675^{**}$, and $r=.563^{**}$ respectively were also positively and significantly related to innovative work behavior where $P<0.05$. Linearity assumption was therefore satisfied. This implied that all the succession planning practices under study jointly had a positive and significant impact on innovative work behavior in public universities in western Kenya region as such it behooves the

management of the public universities in western Kenya region to pay high premiums on these succession planning practices to secure high innovative work behavior.

4.5.3 Effect of Staff Training on Employee Innovative Work Behavior

The results of the regression analysis exploring the effect of staff training on employee innovative work behavior were as summarized in Table 4.9.

Table 4.9: Regression Analysis Exploring the Effect of Staff Training on Employee Innovative Work Behavior

Model Summary									
Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Change Statistics			Sig. F Change
						df1	df2		
1	.788 ^a	.621	.325	.621	200.001	1	122		.000

a. Predictors: (Constant), Staff Training

An analysis was conducted to explore how staff training influences employee innovative work behavior. Table 4.9 provides a high-level overview of the model's fit (R-squared) and overall significance (F-change). The results show a strong positive correlation. Over 62% of the variation in employee innovative behavior can be explained by the model that considers staff training. This suggests that training programs play a significant role in fostering innovative behavior among employees.

Table 4.10: ANOVA- Effect of Staff Training on Employee Innovative Work Behavior

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.180	1	21.180	200.001	.000 ^b

Residual	12.920	122	.106
Total	34.099	123	

a. Dependent Variable: Innovative Work Behaviour

b. Predictors: (Constant), Staff Training

Table 4.10 provides additional details to support the conclusions drawn from Table 4.10. It delves deeper by showing how the total variation is partitioned between the explained portion (due to staff training) and the unexplained portion. The high Mean Square Regression (21.180) and highly significant F-statistic (200.001) in Table 4.10 further support the conclusion from Table 4.9 that staff training has a significant effect on employee innovative work behavior.

Table 4.11: Coefficients - Effect of Staff Training on Employee Innovative Work Behavior

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.430	.206		6.945	.000
	Staff Training	.709	.050	.788	14.142	.000

a. Dependent Variable: Innovative Work Behaviour

Table 4.11 also tends to delve deeper into this connection. The coefficient for staff training (0.709) is positive, indicating that as staff training increases, so does innovative work behavior. The standardized coefficient (beta = 0.788) strengthens this notion by quantifying the strength of this relationship. A beta close to 1 suggests a substantial impact. Finally, the p-value for staff training (0.000) confirms its statistical significance, meaning the observed effect is unlikely due to chance.

4.5.4 Influence of Supervisor Support on Employee Innovative Work Behaviour

Apart from addressing the effect of staff training on employee innovative work behaviour, the study also looked at the influence of supervisor support on employee innovative work behaviour. The findings were as outlined in Tables 4.13, 4.14 and 4.15 below.

Table 4.12: Model Summary – Influence of Supervisor Support on Employee**Innovative Work Behaviour**

Model	R	R²	Adjusted R²	Std. Error of the Estimate	F-Statistic	p-value
1 (Supervisor Support)	0.652	0.426	0.421	0.487	78.645	<0.001

Table 4.12 summarizes the overall fit of the statistical model. The R-squared value of 0.232 indicated that 23.2% of the variation in employee innovative work behavior can be explained by the model that includes supervisor support. This suggested a moderate positive relationship between supervisor support and innovation. The significant F-change value (p-value = 0.000) further strengthened this notion, implying that supervisor support has a statistically relevant impact on employee innovation.

Table 4.13: ANOVA - Influence of Supervisor Support on Employee Innovative Work Behaviour

Source	Sum of Squares (SS)	df	Mean Square (MS)	F	p-value
Regression	45.237	1	45.237	78.645	<0.001
Residual	61.063	106	0.576		
Total	106.300	107			

Table 4.13 provides a more detailed breakdown of how the total variation in innovative work behavior was partitioned. The "Sum of Squares" section showed the total variance (34.099) divided into two parts: Regression Sum of Squares (7.895): This represented the portion of the variance explained by the model, which in this case included supervisor support. Residual Sum of Squares (26.205): This represented the unexplained variance, or the "error" in the model. The "Mean Square" values were calculated by dividing the Sum of

Squares by their respective degrees of freedom (df). A high Mean Square Regression (7.895) relative to the Mean Square Residual (0.215) suggested the model captures a significant portion of the variance. Finally, the F-statistic (36.755) and its corresponding p-value (0.000) echo the findings from Table 4.12, confirming that supervisor support has a statistically significant effect on employee innovation.

Table 4.14: Coefficients- Influence of Supervisor Support on Employee Innovative Work Behaviour

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.469	.307		8.040	.000
	Supervisor Support	.464	.077	.481	6.063	.000

a. Dependent Variable: Innovative Work Behavior

Table 4.14 dives deeper to reveal the specific impact of supervisor support. The coefficient for supervisor support (0.464) is positive, indicating that as supervisor support increases, so does employee innovative work behavior. The standardized coefficient (beta = 0.481) strengthened this notion by quantifying the strength of this relationship. While not as strong as the effect seen in the staff training analysis (Table 4.11), a beta value close to 0.5 suggested a meaningful positive influence. The significant p-value (0.000) for supervisor support further confirmed that this observed effect was unlikely due to chance.

4.5.5 Effects of Performance Reviews on Employee Innovative Work Behaviour

The study also looked at the effect of performance reviews on employee innovative work behaviour. The findings were as outlined in Table 4.15, 4.16 and 4.17.

Table 4.15: Model Summary - Effects of Performance Reviews on Employee Innovative Work Behaviour

Model Summary

Model	R		Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
	R	Square				F Change	df1	df2	
1	.675 ^a	.456	.451	.390	.456	102.215	1	122	.000

a. Predictors: (Constant), Performance Review

Table 4.15 reveals a stronger connection compared to supervisor support. The R-squared value of 0.456 indicates that nearly 46% of the variation in employee innovative work behavior can be explained by the model that includes performance reviews. This suggested a more substantial influence of performance reviews on innovation compared to supervisor support (23.2% explained variance). The significant F-change value (p-value = 0.000) further confirmed this, implying that performance reviews have a statistically relevant impact on employee innovation.

Table 4.16: ANOVA- Effects of Performance Reviews on Employee Innovative Work Behaviour

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.545	1	15.545	102.215	.000 ^b
	Residual	18.554	122	.152		
	Total	34.099	123			

a. Dependent Variable: Innovative Work Behaviour

b. Predictors: (Constant), Performance Review

From Table 4.16, we see a similar breakdown of the total variance (34.099). The "Sum of Squares" section shows the model with performance reviews explaining a larger portion of the variance (15.545) compared to supervisor support (7.895). The Mean Square Regression is also higher (15.545) compared to the model with supervisor support (7.895), indicating a stronger explanatory power for performance reviews. Finally, the F-statistic (102.215) and its significant p-value (0.000) reinforce the Model Summary's findings, suggesting a statistically significant effect of performance reviews on employee innovation.

Table 4.17: Coefficients - Effects of Performance Reviews on Employee Innovative Work Behaviour

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.425	.190		12.769	.000
	Performance Review	.502	.050	.675	10.110	.000

a. Dependent Variable: Innovative Work Behaviour

The positive coefficient for performance reviews (0.502) as depicted in Table 4.17 suggested that as performance reviews increased, so did employee innovative work behavior. However, unlike the previous analyses, the beta value (0.675) was slightly higher

than the R-squared value (0.456). This might have indicated a more complex relationship - performance reviews might have a stronger initial influence on innovation that levels off at higher review scores. The significant p-value (0.000) again confirmed that the observed effect was unlikely due to chance.

4.5.6 Effect of Mentorship on Employee Innovative Work Behaviour

Finally, the study also looked at effect of mentorship on employee innovative work behaviour. The findings were as depicted in Table 4.18, 4.19 and 4.20.

Table 4.18: Model Summary – Effect of Mentorship on Employee Innovative Work Behaviour

Model Summary									
Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.563 ^a	.317	.437	.317	56.650	1	122	.000	

a. Predictors: (Constant), Mentorship

Table 4.18 indicates a substantial connection between mentorship and innovation. The R-squared value of 0.317 suggested that over 31% of the variation in employee innovative work behavior can be explained by the model that includes mentorship. This signified a statistically significant influence, as confirmed by the significant F-change value (p-value = 0.000). Compared to supervisor support (explained variance of 23.2%), mentorship appears to have a stronger effect on employee innovation.

Table 4.19: ANOVA - Effect of Mentorship on Employee Innovative Work Behaviour

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.813	1	10.813	56.650	.000 ^b
	Residual	23.286	122	.191		
	Total	34.099	123			

a. Dependent Variable: Innovative Work Behaviour

b. Predictors: (Constant), Mentorship

Table 4.19 went further to provide a breakdown of the variance. The "Sum of Squares" section showed the model with mentorship explaining a notable portion of the variance (10.813) compared to the unexplained variance (residual of 23.286). The Mean Square Regression (10.813) was also higher compared to the model with supervisor support (7.895), indicating a stronger explanatory power for mentorship. Finally, the F-statistic (56.650) and its significant p-value (0.000) echo the findings from the Model Summary table, highlighting the statistically significant effect of mentorship on employee innovation.

Table 4.20: Coefficients - Effect of Mentorship on Employee Innovative Work

Behaviour

		Coefficients^a			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	2.241	.278		8.063
	Mentorship	.518	.069	.563	7.527
					Sig.

a. Dependent Variable: Innovative Work Behaviour

Table 4.20 reveals a positive influence. The coefficient for mentorship (0.518) suggested that as mentorship programs become more robust, employee innovative work behavior also increases. The standardized coefficient (beta = 0.563) reinforces this notion, with a value similar to R-squared, indicating a moderately strong positive relationship. The significant p-value (0.000) confirms this observed effect is unlikely due to chance.

4.5.7 Effects of Succession Planning Practices on Employee Innovative Work

Behavior

Various relapse examination was utilized to test the planned speculations. To start with, the model synopsis was examined to lay out the strength of the conceptualized progression arranging rehearses in anticipating representative Creative Work Conduct. Results introduced in Table 4.21 uncovers that the four builds to be specific Preparation, Managers

support, execution survey and mentorship made sense of 77.6 % of the variety in worker Imaginative Work Conduct (Changed R Square = 0.768). In this way, the excess 22.4% is made sense of by different variables not thought about in the review.

Table 4.21: Model Summary- Multiple Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.881 ^a	.776	.768	.253	.776	103.070	4	119	.000

a. Predictors: (Constant), Mentorship, Supervisor Support, Performance Review, Staff Training

Second, the ANOVA yield was analyzed to check whether the proposed model was practical. Results displayed in Table 4.22 uncover that the F-measurement was exceptionally critical ($F = 103.070$ $p < 0.01$), this shows that the model was legitimate.

Table 4.22: ANOVA- Multiple Regression Analysis

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.462	4	6.615	103.070	.000 ^b
	Residual	7.638	119	.064		
	Total	34.099	123			

a. Dependent Variable: Innovative Work Behaviour

b. Predictors: (Constant), Mentorship, Supervisor Support, Performance Review, Staff Training

The model significantly improved the ability to predict Employee Innovative Work Behavior. Thus, the model was significant predicting employee innovative work behavior using mentorship, supervisors support, performance review and training. Therefore, the study confirms that succession planning significantly affects employee innovative work

behavior in public universities. This is in line with the findings of Chris, Konya and Nwaeke, (2020) who found that for effective engagement of the right mix of talent with innovative work behaviour in the right situations succession planning is most revered and critical.

4.5.8 Regression Coefficients of Innovative Work Behaviour as Explained by succession planning practices

Aftereffects of the relapse coefficients introduced in Table 4.23 shows that the evaluations of β values and give a singular commitment of every indicator mutually to the model.

Table 4.23: Regression Coefficients^a – Multiple Regression Analysis

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.240	.223		1.077	.284
	Staff Training	.419	.055	.466	7.615	.000
	Supervisor Support	.153	.049	.158	3.146	.002
	Performance Review	.189	.042	.255	4.541	.000
	Mentorship	.262	.044	.285	5.966	.000

a. Dependent Variable: Innovative Work Behaviour

The β values represent the strength and direction of the relationship between each predictor and innovative work behavior. Positive β values indicate that as the predictor increases, the outcome also increases. In this study, the β values for staff training (0.419), supervisors' support (0.153), performance review (0.189), and mentorship (0.262) were all positive, demonstrating their positive influence on innovative work behavior.

The regression model derived from the analysis is as follows:

$$\text{Innovative Work Behavior} = 0.240 + 0.419(\text{Staff Training}) + 0.153(\text{Supervisors' Support}) + 0.189(\text{Performance Review}) + 0.262(\text{Mentorship}) + \epsilon$$

Every relapse coefficient shows the normal change in imaginative work conduct coming about because of a one-unit expansion in the separate indicator, it are normalized to expect all factors. For example, a one standard deviation expansion in staff preparing is related with a 0.419 standard deviation expansion in creative work conduct. Likewise, a one standard deviation expansion in managers' help compares to a 0.153 standard deviation increment, while a one standard deviation expansion in execution survey prompts a 0.189 standard deviation increment. At long last, a one standard deviation expansion in mentorship brings about a 0.262 standard deviation expansion in imaginative work conduct.

To decide the meaning of these indicators, a t-test was directed. A huge t-test (showed by a little p-esteem) affirms that the indicator makes a significant commitment to the model. In view of the outcomes introduced in Table 4.23, all the progression arranging rehearses analyzed — staff preparing, bosses' help, execution survey, and mentorship — significantly affected imaginative work conduct among non-showing staff in state funded colleges in Western Kenya. Furthermore, indicators with more modest p-values and bigger t-values showed a more grounded commitment to the model, underlining the significance of these practices in improving imaginative work conduct.

4.6 Summary of Hypotheses

The review explored the impact of progression arranging rehearses on representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya area. The speculations tried were gotten from the targets of the concentrate as talked about.

Ho1: Staff preparing affects representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya area

The relapse examination uncovered a t-worth of 7.615 and a p-worth of 0.000, which is well underneath the importance edge of 0.05 (as displayed in Table 4.24). This affirms a measurably critical connection between staff preparing and representative creative work conduct. Thus, the invalid speculation is dismissed, and the elective theory is acknowledged, confirming that staff preparing emphatically affects creative work conduct among non-showing staff in state funded colleges. These discoveries are predictable with the outcomes introduced in Table 4.12 and are upheld by earlier examination, including concentrates by Aris, Rajah, Abdullah, and Hamid (2019); Eli, Stoffers, and Promotion (2021); and Sari and Amalia (2022), all of which feature the basic job of staff preparing in cultivating creative work conduct.

The discoveries underline the significance of hierarchical obligation to staff preparing as an essential device for improving worker fulfillment and responsibility. Such endeavors establish a climate that urges workers to take part in creative ways of behaving. This study takes on the Capacity, Inspiration, and Opportunity (AMO) hypothesis to make sense of the connection between staff preparing and creative work conduct. The hypothesis proposes that staff preparing works on representatives' capacities, inspiration, and open doors,

eventually prompting better working environment ways of behaving and upgraded execution results. This perspective is reinforced by Obaid, Ahmad, and Mumtaz (2022), who argue that staff training, being employee-centered, serves as a foundation for improved work behavior and overall work unit performance.

Furthermore, the study concludes that public university employees experience greater satisfaction and engagement when they are empowered through autonomy, open communication, and ongoing training opportunities. Such training not only builds their capacity for innovative behavior but also equips them with the skills and knowledge to tackle modern workplace challenges effectively. Based on these insights, public universities have an obligation to enhance their staff training programs by providing relevant and job-specific training. By doing so, they can equip employees with the innovative skills and knowledge needed to address evolving job demands, fostering a culture of innovation and improved performance.

Ho2: Managers Backing affects representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya locale.

The relapse examination uncovered a t-worth of 3.146 and a p-worth of 0.000, which is beneath the importance edge of 0.05. This shows that manager support altogether affects creative work conduct among non-showing staff in state funded colleges in Western Kenya. Subsequently, the invalid speculation is dismissed, and the elective speculation is acknowledged. The discoveries from Tables 4.24 and 4.15 further underscore the general significance of boss help in impacting imaginative work conduct.

These results highlight the need for organizations to prioritize supervisor support practices, as such efforts enhance employee satisfaction and foster greater commitment. When employees perceive strong support from their supervisors, they develop a positive attitude toward their work, which motivates them to go beyond their routine responsibilities and engage in innovative behaviors. This finding aligns with previous studies by Bak (2020), Bos-Nehles, Bondarouk, and Nijenhuis (2017), and Sulaiman, Ragheb, and Wahba (2019), all of whom found that perceived supervisor support encourages employees to put in extra effort and take on tasks that promote innovative work behavior. Additionally, Nzuki and Kembu (2020) demonstrated that perceived supervisor support positively impacts organizational performance, which is closely linked to employee innovation.

The **Social Exchange Theory** provides a theoretical foundation for these findings. This theory posits that when employees receive support or rewards from their supervisors, they feel a sense of obligation to reciprocate through positive workplace behaviors, including innovation. This reciprocal relationship fosters trust and commitment, motivating employees to align their innovative efforts with organizational goals. Mustika, Rahardjo, and Prasetya (2020) further affirm that innovative work behavior is a positive outcome of perceived supervisor support, which directly contributes to achieving organizational objectives through strengthened employee-supervisor relationships.

In conclusion, these findings underscore the critical role of supervisor support in driving innovative work behavior. Organizations, particularly public universities, must invest in fostering supportive supervisor-employee relationships. By doing so, they create an environment where employees feel valued and motivated to engage in innovative behaviors

that contribute to the overall success of the organization. In principle of the social exchange theory the supervisors in public universities should strengthen a perception of their continued support to the non-teaching staff for an open mind and minimal defensive reactions towards any feedback geared towards innovative work behaviour. The supervisors should also be encouraged to use elements of the non-teaching staff creative idea and integrates them in the action plan. This would be a recipe for motivation towards strengthened innovative capability. In addition, the study would recommend the need for strengthening the autonomy amongst the non-teaching staff to use their knowledge in solving challenging problems. This will make the public universities a haven of Self-aware, free-thinking employees who are setting out to achieve professional goals their own way hence a mosaic of innovative work behaviors for heightened performance.

Ho3: Execution surveys affects representative creative work conduct among non-showing staff in state funded colleges in western Kenya locale.

The embodiment of execution audits is to assist with finding out about the representatives' assets and shortcomings, offer valuable criticism for ability advancement later on, and help with objective setting (Stange, 2021). The exhibition principles are measured and fixed against a singular assessment which is fundamental for representative inspiration subsequently inventive work ways of behaving. Notwithstanding, the review speculation hypothesized absence of a massive impact of execution surveys on representative creative work conduct among non-showing staff in state funded colleges in western Kenya locale. From various relapse results the worth of $t = 4.541$ and $P=0.000$ in table 4.24 and 4.18. These outcomes are in this manner giving adequate ground to dismissal of invalid speculations and tolerating substitute theory. In fine, it has been viewed as obvious that

presentation surveys significantly affect representative creative work conduct among non-showing staff in state funded colleges in western Kenya locale. The connection between execution surveys and creative work conduct are relied on the social trade hypothesis. Social trade hypothesis recommends that social way of behaving is the consequence of a trade interaction (Kendra, 2022).

To sort out the advancement cycle, firms think about the different entertainers that help them in the improvement of workers' imaginative way of behaving and representatives are supposed to work on their association's cycles by delivering and carrying out creative arrangements that upgrade both consumer loyalty and administrations (Nazir, Qun, Hui and Shafi, 2018). This is justified by the fact that an effective performance review can empower employees to reach new heights or drive the team away. In consonance with engendering innovative work behaviors an effective performance review helps employees identify growth opportunities and potential areas of improvement while still maintaining harmonious working atmosphere and effectiveness at personal, group and corporate levels. This implies that if the Public Universities in their drive for succession planning for realization of innovative work behaviour, performance reviews remain a salient strategy. Therefore, it should be the cultural mandate for all the supervisors to adopt performance review which invoke a self-reinforcing attitude for perpetual innovative work behaviour. In this regard perception of time-consuming, demotivating, inaccurate, biased, and unfairness in performance reviews occasioning an aura of dissatisfaction amongst non-teaching staff should be attenuated at all costs. In this regard public universities will be victims of accurate employment decisions premised on valid and reliable performance reviews for sustained innovative work behaviour. Therefore, there is a need for employees being

increasingly involved in goal setting, performance review process being fairer and more transparent, feedback information about their appraisal ratings given in good time.

Ho4: Mentorship affects representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya district.

Tutoring as a type of vital human asset the board is an intriguing expansion to the HRD writing since it gives a component of progress to individual workers (Nkomo, Thwala and Aigbavboa, 2017). Mentoring is the development of a long-term relationship between a senior and a younger employee. Mentoring gives junior employees with direction and a clear grasp of how the organization plans to achieve its vision and goal. Mentorship provides an excellent way to share skills and knowledge among the workforce as a premise of building an innovative workforce. This argumentation is in accordance with the discoveries of the numerous relapse results that the worth of $t = 5.966$ and $P=0.000$ in Table 4.24 and 4.21. These outcomes are consequently giving adequate ground to dismissal of invalid speculations and tolerating substitute theory. In fine, coaching significantly affects representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya area. Tutoring as a premise of teaching an information sharing-culture helps improvement of ability in the association. As per Krause and Anderson (2014) a worker's affinity to improve is fundamentally upgraded by characteristic inspiration and information on the requirement for change politeness of mentorship.

The discoveries of this concentrate on the tremendous impact of mentorship on representative imaginative work conduct is introduced on the asset based perspective on the firm. Representatives as inner assets can ensure the exhibition of the association through

the creativity enriched by the High Potential (HiPo) laborers who go about as tutors. This contention is additionally supported by the asset based perspective on the firm (RBV) which centers consideration around an association's inside assets and abilities as drivers of upper hand, as well as features improvement of the association's assets to help the association's exhibition in the commercial center (Wang, 2014). Thusly, through mentorship there is an increment of High Potential (HiPo) laborers imbued with imaginativeness in the state funded colleges which is key in assisting the colleges with aiding in acknowledgment of the advancement plan. The study concludes that mentorship as a facet of succession planning is key for innovative work behaviour. In this regard public universities should assign mentors to HiPo employees and allow the latter to grow continually for innovative work behavior. The assigned High Potential (HiPo) workers should be encouraged to provide guidance to their mentees when performing more innovative work activities besides giving them achievable targets. Cultivate a positive mentor-mentee relationship and encouraging mentors' professional development.

From the review discoveries Subsequently, the model was critical foreseeing representative creative work conduct utilizing mentorship, bosses support, execution audit and preparing. accordingly, the review affirms that progression arranging essentially influences representative imaginative work conduct in state funded colleges. This is in accordance with the discoveries of Chris, Konya and Nwaeke, (2020) who found that for viable commitment of the right blend of ability with creative work conduct in the right circumstances progression arranging is generally respected and basic. A typical topic of the current writing is that a replacement should be an inventive mastermind who impacts the association's elite exhibition, seriousness, and manageability (Weisblat, 2018). Under

wonderful working circumstances, representatives see themselves to be upheld and empowered; thusly, they will be bound to repay their association through implanting additional work as inventive way of behaving. Subsequently, as the hidden instrument social trade hypothesis makes sense of the connection between progression arranging rehearses and creative work conduct.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This part presents the rundown of the exploration work, ends drawn from the review, proposals and areas of additional examination according to investigate discoveries.

5.2 Summary

The fundamental goal of the review was to dissect the impact of progression arranging rehearses on representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya area. The progression arranging rehearses researched were staff preparing, boss help, execution audits and mentorship and what they mean for representative imaginative work conduct among non-showing staff in state funded colleges in western Kenya district. From the discoveries of this review, it was laid out that progression arranging rehearses altogether influences representative creative work conduct among non-showing staff in state funded colleges in western Kenya locale. In addition, all the progression arranging rehearses under concentrate on altogether impacted representative creative work conduct among non-showing staff in state funded colleges in western Kenya locale.

5.2.1 Staff training

The descriptive analysis results showed a high mean score for staff training, indicating that respondents perceive training as a critical factor influencing their innovative work behavior. Correlation analysis supported this, revealing a strong, positive correlation between staff training and innovative work behavior ($r = 0.788$), which suggests that improvements in training programs align with increases in innovation.

Relapse investigation further affirmed the meaning of staff preparing, with a normalized relapse coefficient ($\beta = 0.419$, $t = 7.615$, $p < .001$). This shows that a one-standard deviation expansion in staff preparing is related with a 0.419 standard deviation expansion in imaginative work conduct. The R-squared worth of 0.621 demonstrates that staff preparing makes sense of 62.1% of the difference in imaginative work conduct among non-educating

staff. These discoveries prompted the dismissal of the invalid speculation, affirming that staff preparing affects representative creative work conduct. Upheld by the Capacity, Inspiration, and Opportunity (AMO) hypothesis, this study highlights that viable preparation improves representatives' capacities and persuades them to take part in creative practices inside their jobs.

5.2.2 Supervisors Support

The enlightening measurements demonstrated a good mean score for boss help, mirroring a positive insight among representatives in regards to the effect of manager support on their imaginative work conduct. Connection examination showed a moderate positive relationship ($r = 0.481$) between boss help and creative work conduct, proposing an immediate connection between steady management and expanded development.

The relapse examination yielded a normalized coefficient of ($\beta = 0.153$, $t = 3.146$, $p = .002$), demonstrating that a one-standard deviation expansion in manager support compares to a 0.153 standard deviation expansion in imaginative work conduct. With a R-squared of 0.232, manager support represents 23.2% of the difference in imaginative work conduct. Thusly, the invalid speculation was dismissed, affirming that manager support fundamentally impacts imaginative work conduct. This finding lines up with Social Trade Hypothesis, which sets that representatives respond manager support with authoritative responsibility and expanded inventive endeavors. The outcomes recommend serious areas of strength for that help encourages a corresponding society, upgrading worker fulfillment and persuading creative commitments.

5.2.3 Performance reviews

The descriptive statistics for performance reviews revealed high mean scores, suggesting that respondents believe regular, constructive feedback plays a role in enhancing innovative work behavior. Correlation analysis also found a positive and significant relationship between performance reviews and innovative work behavior ($r = 0.675$), indicating that higher levels of performance feedback are associated with increased innovation among employees.

The regression results demonstrated that performance reviews significantly predict innovative work behavior, with a standardized regression coefficient of ($\beta = 0.189$, $t = 4.541$, $p < .001$). This implies that a one-standard deviation increase in performance reviews leads to a 0.189 standard deviation increase in innovative behavior. An R-squared value of 0.456 reveals that performance reviews explain 45.6% of the variance in innovative work behavior. These results led to the rejection of the null hypothesis, affirming that performance reviews have a significant effect on innovative work behavior. Social Exchange Theory underpins these findings, as fair and transparent performance evaluations enhance trust and motivation, thereby encouraging employees to adopt innovative approaches in their work.

5.2.4 Mentorship

The descriptive analysis revealed a high mean score for mentorship, reflecting that employees perceive mentoring as highly beneficial for fostering innovation. Correlation analysis confirmed this, showing a positive relationship between mentorship and innovative work behavior ($r = 0.563$). This suggests that mentorship practices, such as guidance and knowledge sharing, positively influence employees' willingness to innovate.

Regression analysis further supported the significance of mentorship, with a standardized regression coefficient ($\beta = 0.262$, $t = 5.966$, $p < .001$), indicating that a one-standard deviation increase in mentorship is likely to result in a 0.262 standard deviation increase in innovative work behavior. The R-squared value of 0.317 suggests that mentorship accounts for 31.7% of the variance in innovative work behavior. Thus, the null hypothesis was rejected, confirming that mentorship has a significant effect on innovative work behavior. These results align with the Resource-Based View (RBV), which emphasizes the role of internal resources, such as mentorship, in building competitive advantage and innovation capacity within an organization.

5.3 Conclusion

Based on the findings, this study concludes that: succession planning practices, specifically staff training, supervisor support, performance reviews, and mentorship, play a crucial role in enhancing innovative work behavior among non-teaching staff in public universities in the Western Kenya region.

Staff training significantly fosters innovative behavior by providing employees with empowerment, autonomy, and knowledge-sharing opportunities that contribute to a culture of continuous improvement.

Supervisor support also substantially impacts innovation, as employees who receive strong support from their supervisors are more likely to reciprocate with increased commitment and innovative contributions.

Performance reviews further contribute to innovative work behavior by offering employees constructive feedback that identifies growth opportunities and areas for improvement, thus fostering a harmonious and effective work environment.

Similarly, mentorship significantly influences innovative behavior by promoting a knowledge-sharing culture and developing high-potential employees, thus ingraining a sense of innovation within the organization.

Among the constructs of succession planning, staff training had the greatest influence on innovative work behavior, followed closely by mentorship, indicating the central importance of these practices in fostering a workforce capable of innovative contributions.

5.4. Recommendations

This study makes the following recommendations based on the conclusions that were drawn:
The public universities should pay more attention in addressing limitations suffered by staff training, supervisor support, performance reviews and mentorship for purposes of increasing employee innovative work behaviour among non-teaching staff in public universities. In this regard, the study makes the following recommendations:

5.4.1 Staff training

Employees in public universities get more satisfied with empowerment, autonomy and dissemination of ideas and communication through sustained trainings for their potentiated capacity to for innovative work behaviour. In this regard the public universities are under obligation to strengthen their staff training capacities in terms of facilitation for relevant trainings to their employee's job requirements to improve their knowledge and skills. This

will catalyze their attention and attainment of innovative information and skills to deal with contemporary job issues.

5.4.2 Supervisors Support

In principle of the social exchange theory the supervisors in public universities should strengthen a perception of their continued support to the non-teaching staff for an open mind and minimal defensive reactions towards any feedback geared towards innovative work behaviour. The supervisors should also be encouraged to use elements of the non-teaching staff creative idea and integrates them in the action plan. This would be a recipe for motivation towards strengthened innovative capability. In addition, the study would recommend the need for strengthening the autonomy amongst the non-teaching staff to use their knowledge in solving challenging problems. This will make the public universities a haven of Self-aware, free-thinking employees who are setting out to achieve professional goals their own way hence a mosaic of innovative work behaviors for heightened performance.

5.4.3 Performance reviews

Public Universities in their drive for succession planning for realization of innovative work behaviour, performance reviews remain a salient strategy. Therefore, it should be the cultural mandate for all the supervisors to adopt performance review which invoke a self-reinforcing attitude for perpetual innovative work behaviour. In this regard perception of time-consuming, demotivating, inaccurate, biased, and unfairness in performance reviews occasioning an aura of dissatisfaction amongst non-teaching staff should be attenuated at all costs. In this regard public universities will be victims of accurate employment decisions premised on valid and reliable performance reviews for sustained innovative work

behaviour. Therefore, there is a need for employees being increasingly involved in goal setting, performance review process being fairer and more transparent, feedback information about their appraisal ratings given in good time.

5.4.4 Mentorship

Mentorship as a facet of succession planning is key for innovative work behaviour. In this regard public universities should assign mentors to High Potential workers and allow the latter to grow continually for innovative work behavior. The assigned High Potential workers should be encouraged to provide guidance to their mentees when performing more innovative work activities besides giving them achievable targets. Cultivate a positive mentor-mentee relationship and encouraging mentors' professional development.

5.5 Study Implication

This study offers valuable insights for universities in western Kenya seeking to cultivate a more innovative non-teaching staff. The research highlights a positive connection between succession planning practices and employee innovative work behavior. By implementing effective succession planning that includes staff training, supervisor support, performance reviews, and mentorship programs, universities can nurture a more creative and resourceful workforce.

For Human Resource departments, the study emphasizes designing succession plans specifically for non-teaching staff. These plans should incorporate elements like training, mentorship, and performance reviews that acknowledge innovative contributions to further motivate staff and create a more supportive work environment. Overall, this focus on employee development can lead to a more innovative university culture, improved efficiency, and potentially cost-saving measures. Furthermore, increased employee

satisfaction through these practices can contribute to better staff retention, a crucial factor for maintaining a skilled and experienced non-teaching workforce.

5.5 Suggestions for Further Research

To gain a more comprehensive understanding of the relationship between succession planning practices and employee innovative work behavior, several areas for future research are suggested. First, studies could explore succession planning practices and employee innovative work behavior in different contexts, including other public institutions and the private sector. Extending the research across heterogeneous industries would provide a more nuanced understanding of how succession planning practices influence innovation in varied organizational environments.

Future research should also consider the effects of moderators such as organizational culture, employee demographics, or industry-specific factors on the relationship between succession planning practices and innovative work behavior. These moderators may offer deeper insights into the conditions under which succession planning practices are most effective in promoting innovation.

Alternative research designs could further enrich understanding. For example, longitudinal studies may provide insights into the long-term impacts of succession planning practices on innovative work behavior, while case study designs could offer in-depth qualitative insights into specific organizational contexts. Experimental designs could also be valuable for testing the direct effects of specific interventions or changes in succession planning practices on innovative outcomes.

Additionally, researchers might explore other succession planning practices beyond the current focus on staff training, supervisor support, performance reviews, and mentorship. For instance, practices like talent mobility, leadership development programs, and cross-functional team projects could provide new perspectives on how succession planning contributes to innovation.

Lastly, future research could benefit from employing diverse methodologies, including mixed-methods approaches that combine quantitative data with qualitative insights from interviews or focus groups. This approach could help capture both the measurable effects of succession planning practices and the subjective experiences of employees, providing a richer and more comprehensive picture of how these practices influence innovative work behavior.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

Dear Respondent,

I am Brigid Wachiye, a student at Masinde Muliro University of Science and Technology undertaking a Master of Science in Human Resource Management. I am carrying out a research on *effect of succession planning practices on employee innovative work behaviour amongst non-teaching staff in public universities in western Kenya region*.

This is in partial fulfillment for the requirement of the requirement of the award of degree of Master of Science in Human Resource Management of Masinde Muliro University of Science and Technology. Any information you give will be handled with total confidentiality and at no time will you be required to identify yourself by name. I guarantee that this research will be used for purely academic purpose. Kindly complete the questionnaire to the best of your knowledge. In case of any enquiries please contact 0728487939; bwachiye@yahoo.com

Thank you.

Yours faithfully,

Brigid Wachiye

Student

APPENDIX B: QUESTIONNAIRE

This study focuses on the effect of succession planning practices on innovative work behaviour amongst non-teaching staff in public universities in western Kenya region. Please note that your responses are confidential and anonymous as you are not required to indicate your name. The questionnaire will be purely for academic purposes. Kindly answer all questions to the best of your knowledge.

QUESTIONNAIRE NUMBER

Kindly put a tick (✓) against the correct choice.

1. Age bracket

20 -30 years	☐	31 -40 years	☐
41 -50 years	☐	51 -60 years	☐

2. Gender

Male	☐	Female	☐
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3.Highest level of education?

Diploma	☐	Bachelors'	☐
Post graduate	☐	Any other	☐

4. For how long have you worked in your organization?

Less than 1 year	☐	11-15 years	☐
1-5 years	☐	16-20 years	☐
6-10 years	☐	Over 20 years	☐

SECTION B: INSTRUCTIONS

Please indicate the extent to which you Agree or Disagree with each statement by placing a tick where appropriate using the following 5-Point Likert scale:

Strongly Disagree =1, Disagree =2, Fairly Agree=3, Agree=4, Strongly Agree=5

PART I: STAFF TRAINING

	RESPONSE ITEM	1 Strongly Disagree	2 Disagree	3 Fairly Agree	4 Agree	5 Strongly Agree
A1	The organization provides training programs to employees					
A2	I regularly attend additional professional training courses in the organizations					
A3	The organization always facilitates for training to improve my knowledge and skills					
A4	Through training opportunities, I obtain innovative information and skills to deal with contemporary job issues					
A5	Training offered to me fit my job requirements					

PART II: SUPERVISORS SUPPORT

	RESPONSE ITEM	1 Strongly Disagree	2 Disagree	3 Fairly Agree	4 Agree	5 Strongly Agree
B1	I pay attention to feedback from my supervisor, keep an open mind and strive to minimise defensive reactions					
B2	My supervisor share ideas for improvement of my performance					
B3	My supervisors use elements of my creative idea and integrates them in the action plan					
B4	I am encouraged to use my knowledge in solving challenging problems					
B5	My supervisor is willing to support me when i have a valuable idea					

PART III: PERFORMANCE REVIEWS

	RESPONSE ITEM	1 Strongly Disagree	2 Disagree	3 Fairly Agree	4 Agree	5 Strongly Agree
C1	Employees are involved in goal setting					
C2	Employees receive feedback information about their appraisal ratings					
C3	Supervisor's informal appraisal can be done at the employee's request					
C4	Measures of performance review process is fair and transparent					
C5	Performance review frequency result in a harmonious working atmosphere					

PART IV: MENTORSHIP

	RESPONSE ITEM	1 Strongly Disagree	2 Disagree	3 Fairly Agree	4 Agree	5 Strongly Agree
D1	Extra activities are delegated to me to enhance my performance					
D2	The targets given to me are achievable					
D3	My performance is reviewed periodically by my mentor					
D4	I am assigned challenging leadership tasks					
D5	Guidance is provided to me when performing more innovative work activities					

PART V: INNOVATIVE WORK BEHAVIOUR

	RESPONSE ITEM	1 Strongly	2 Disagree	3 Fairly	4 Agree	5 Strongly
--	----------------------	-----------------------------	-----------------------------	---------------------------	--------------------------	-----------------------------

		Disagree		Agree		Agree
E1	I try to create new ideas for difficult issues.					
E2	I have confidence in searching out new working methods, techniques, or instruments.					
E3	I have confidence in my ability to introduce innovative ideas into the work environment in a systematic way solve problems.					
E4	I have confidence in deciding on innovative ideas to be utilized by the university.					
E5	I suggest improvements to the ideas expressed by my colleagues					

THANK YOU FOR YOUR TIME AND GENUINE RESPONSE

APPENDIX C: KREJCIE AND MORGAN TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX D: RESEARCH APPROVAL LETTER

Tel: 0702597361
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P.O Box 190
Kakamega 50100
Kenya

**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
(MMUST)
SCHOOL OF BUSINESS AND ECONOMICS (SOBE)**

REF: BHR/G/01-52989/2018

DATE: 2nd June, 2023

TO: Brigid Wachiye

**SUBJECT: SUCCESSFUL DEFENCE OF RESEARCH
PROPOSAL, BRIGID WACHIYE
REG. NO. BHR/G/01-52989/2018**

The above subject refers.

Following your successful defense of your research proposal titled **"Effect of Succession planning practices on Employee Innovative work behaviour amongst non-teaching staff in public universities in Western Kenya Region"** before the School of Business and Economics Graduate Studies Committee, your research proposal is hereby submitted to Director School of Graduate Studies for documentation and processing. Your supervisors are **Dr. Eglay Tsuma and Dr. Dishon Wanjere**.

On behalf of the School of Business and Economics Graduate Studies Committee, you are hereby permitted to proceed and collect the data needed to complete your thesis.

By copy of this letter, relevant institutions/bodies are humbly requested to assist you in achieving your endeavor.


Dean
School of Business & Economics (SOBE)
Masinde Muliro University of
Science & Technology
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APPENDIX E: RESEARCH PERMIT NACOSTI

 REPUBLIC OF KENYA Ref No: 629064	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 30/June/2023
RESEARCH LICENSE	
	
This is to Certify that Ms. BRIGID NEDJOE WACHIYE of Masinde Muliro University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bomet, Busia, Homabay, Kakamega, Kericho, Kisii, Migori, Nyanza, Siaya, Vihiga on the topic: EFFECT OF SUCCESSION PLANNING PRACTICES ON EMPLOYEE INNOVATIVE WORK BEHAVIOR AMONG NON-TEACHING STAFF IN PUBLIC UNIVERSITIES IN WESTERN KENYA REGION for the period ending : 30/June/2024.	
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APPENDIX F: MMUST RESEARCH AUTHORIZATION LETTER


**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
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Office of the Registrar (Administration)

Our Ref: MMU/COR/311137/Vol.2/ **Date:** 7th July, 2023

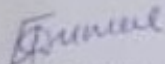
To: Brigid Nekoye Wachiye
BHR/G/01-52989/2018
P.O BOX 216-50200
BUNGOMA.

RE: AUTHORIZATION TO COLLECT DATA AT MMUST

Reference is made to your letter dated 20th June, 2023 where you requested to collect data at this University for your research entitled: *"Effect of Succession Planning Practices on Employee Innovative Work Behaviour in Public Universities in Western Kenya region"*.

Authority is hereby granted for you to collect data at MMUST. It is expected that this research is purely for academic purpose and will not be used otherwise. Upon completion of the study, please ensure that you provide a copy of your thesis to the Office of the Registrar Administration.

Thank you.


Dr. Eglay Tsuma
REGISTRAR (ADMIN)

CT/20

APPENDIX G: JOOUST RESEARCH AUTHORIZATION LETTER



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY
OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMIC AFFAIRS)**

Tel: 057-2501804
email: dycaa@jooust.ac.ke
website: www.jooust.ac.ke

P.O. BOX 210-40601
BONDO

Date: 3rd August, 2023

REF: JOOUST/ACA/1/2Vol. 2

Ms. Brigid Nekoye Wachiye
P O Box 1699 - 50200
BUNGOMA

Dear Ms. Nekoye,

RE: REQUEST TO COLLECT DATA

This is to acknowledge receipt of your letter addressed to the Vice Chancellor dated 10 July, 2023 in which you expressed your request to collect data at Jaramogi Oginga Odinga University of Science and Technology. It is noted that the data is towards your Masters studies.

Approval has been granted for you to collect data for your study on **"Effect of Succession Planning Practices on Employee Innovative Work Behaviour Among Non-Teaching Staff in Public Universities in Western Kenya Region"**.

Kindly arrange to share your findings with the University. Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Joseph Bosire', is written over a horizontal line.

**Prof. Joseph Bosire, PhD,
DEPUTY VICE CHANCELLOR (AA)**

Copy to: Vice Chancellor }
Deputy Vice Chancellor (PAF) } To note on file
Deputy Vice Chancellor (RIO) }
Registrar (AA) }

APPENDIX H: MASENO RESEARCH AUTHORIZATION LETTER



MASENO UNIVERSITY
OFFICE OF THE DEPUTY VICE CHANCELLOR
PARTNERSHIPS, RESEARCH & INNOVATIONS
(PRI)

Tel: 254-22203411, 03591231
Direct Line: 254-057-351464
E-mail: dvcpri@maseno.ac.ke

Private Bag
MASENO
Kenya

Ref: MSU/DVCPRI/RPC/R3

Date: 10th, August 2023

Ms. Brigid Nekoye
P.O Box 1699 - 50200

BUNGOMA,

Dear Ms. Nekoye,

RE: RESEARCH AUTHORIZATION

Reference is made to the above subject matter.

I am pleased to inform you that your request to carry out research on *"Effect of Succession Planning Practices on Employee Innovative Work Behaviour Among Non-Teaching Staff in Public Universities in Western Kenya Region"* has been approved.

Please note that upon completion of your research, you are expected to submit a copy of your research report to my office.

Yours faithfully,

Prof. Joseph S. Chacha
Deputy Vice-Chancellor, Partnerships, Research and Innovations

Copy to: Vice-Chancellor
University Security Officer

***Keep safe! Wear your Mask properly, Wash your hands with Water and Soap or
Sanitize and Keep Social Distance***

APPENDIX I: KIBABII RESEARCH AUTHORIZATION LETTER



KIBABII UNIVERSITY
(Knowledge for Development)

Tel: 0201- 502860 / 0709 -000014/ 0714 - 511729
P.O. Box 1699 - 50200
Bungoma
Kenya

E-mail: enquiries@kibu.ac.ke
Administration@kibu.ac.ke
Website: <http://www.kibu.ac.ke>

OFFICE OF THE REGISTRAR (ADMINISTRATION AND HUMAN RESOURCE)

REF: KIBU/CR/DVCPPRINOL.3/7

DATE: 18th July, 2023

Ms. Brigid Nekoye Wachiye,
P.O. Box 1699- 50200,
BUNGOMA.

Dear Ms. Wachiye,

RE: APPROVAL TO COLLECT DATA AT KIBABII UNIVERSITY

The above subject matter refers.

We acknowledge receipt of your letter date 14th July, 2023 requesting for approval to collect data in Kibabii University.

We wish to inform you that your request has been granted.

Ms. Stellah O. Nyameino
For: REGISTRAR, ADMINISTRATION & HR
20/07/2023



Kibabii University ISO 9001:2015 Certified
Knowledge for development
Developing the Competence