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JOB DESIGN TECHNIQUES AND EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

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A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND LEADERSHIP STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS IN BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT OPTION) OF ST. PAUL'S UNIVERSITY.

FEBRUARY 2026.

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ACKNOWLEDGEMENT

FIRST OF ALL, HIGH HONOUR AND PRAISE TO THE ALMIGHTY GOD, WHOSE CONSTANCY, GRACE, AND MERCY HELD ME ON THIS PATH. IT WAS HIS UNBLEMISHED LOVE THAT FILLED ME WITH THE COURAGE, INSIGHT, AND FORTITUDE TO COMPLETE THIS PROPOSAL. I SINCERELY WANT TO THANK MY TWO SUPERVISORS, MR. ERIC SIELE AND DR. KEPHA OMBUI, FOR THEIR CONTINUED SUPPORT, PATIENCE, AND INDISPENSABLE ADVICE. THEY HAVE OFFERED CONSTRUCTIVE CRITICISM, WISE INSTRUCTION, AND ASSISTANCE THAT HAVE GREATLY IMPROVED THIS WORK. CONSEQUENTLY, THIS ACADEMIC JOURNEY IS NOW AS PROFITABLE AS IT IS ENJOYABLE.

I ALSO HAVE A VERY DEEP APPRECIATION FOR THOSE WHO HAVE JUST GRADUATED, MODERN-DAY, AND ACCOMPLISHED COLLEAGUES FROM THE AMERICAN LABOUR CENTRE'S MBA PROGRAM. THEY HAVE BEEN A GREAT SOURCE OF INSPIRATION AND ADVICE. IT WAS THEIR OPENNESS TO EXCHANGING IDEAS, THEIR WILLINGNESS TO OFFER BLUNT SUGGESTIONS, AND THEIR SUPPORT FOR ME DURING THE HARD TIMES THAT KEPT MY OWN STRENGTH UP AND GAVE ME THE LAST CRITICAL HELP I NEEDED TO PERSEVERE. IT BEHOOVES ME ALSO TO MAKE SPECIAL MENTION OF MY FAMILY, WHICH HAS PROVIDED ENDLESS ENCOURAGEMENT, UNDERSTANDING, AND HELP. THEIR LOVE AND SUPPORT HAVE MADE THIS JOURNEY MORE BEARABLE AND REWARDING.

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ABSTRACT

IN THE DYNAMIC AND INTENSELY COMPETITIVE WORLD OF HIGHER EDUCATION, EMPLOYEE PERFORMANCE REMAINS A CRITICAL DETERMINANT OF INSTITUTIONAL SUCCESS, PARTICULARLY AT PUBLIC UNIVERSITIES THAT SOMETIMES FACE SUBSTANTIAL WORKLOADS AND RESOURCE DEFICITS. THIS STUDY INVESTIGATED THE RELATIONSHIP BETWEEN JOB DESIGN TECHNIQUES AND EMPLOYEE PERFORMANCE AT PUBLIC UNIVERSITIES USING NON-TEACHING STAFF AT THE JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY. THE OBJECTIVES WERE TO ASSESS HOW JOB ROTATION AFFECTED PUBLIC UNIVERSITIES EMPLOYEES' PERFORMANCE, HOW JOB ENRICHMENT AFFECTED PUBLIC UNIVERSITIES EMPLOYEES' PERFORMANCE, HOW JOB EXPANSION AFFECTED PUBLIC UNIVERSITIES EMPLOYEES' PERFORMANCE, AND HOW JOB SIMPLIFICATION AFFECTED PUBLIC UNIVERSITIES EMPLOYEES' PERFORMANCE. THE STUDY WAS ANCHORED ON MOTIVATION-HYGIENE THEORY SUPPORTED BY THE JOB PERFORMANCE THEORY. THE TARGET POPULATION WAS 1,568 NON-TEACHING STAFF MEMBERS AT JKUAT, AND A DESCRIPTIVE STUDY METHOD WAS EMPLOYED. A SAMPLING FORMULA DETERMINED THAT THE SAMPLE SIZE SHOULD BE 373 INDIVIDUALS, FROM WHICH 264 WERE REACHED, INDICATING A 70.7% RESPONSE RATE. THE RESPONDENTS WERE SELECTED USING PROPORTIONATE STRATIFIED RANDOM SAMPLING TECHNIQUE. JOB ROTATION DEMONSTRATED THE STRONGEST INFLUENCE ($B = 0.665$, $T = 14.966$, $P < 0.05$), FOLLOWED BY JOB ENRICHMENT ($B = 0.537$, $T = 12.410$, $P < 0.05$), JOB SIMPLIFICATION ($B = 0.451$, $T = 12.493$, $P < 0.05$), AND JOB ENLARGEMENT ($B = 0.334$, $T = 9.345$, $P < 0.05$). THESE RESULTS SUGGEST THAT ENHANCING JOB DESIGN ELEMENTS SUBSTANTIALLY CONTRIBUTES TO IMPROVED EMPLOYEE PERFORMANCE. THE STUDY CONCLUDES THAT ALL FOUR COMPONENTS OF JOB DESIGN INCREASED EMPLOYEE PERFORMANCE. ACCORDING TO THE STUDY, PUBLIC UNIVERSITIES SHOULD CREATE A SYSTEMATIC PROGRAM THAT OUTLINES THE FREQUENCY, LENGTH, AND POSITIONS THAT ARE SUITABLE FOR ROTATIONS. IT IS ADVISED THAT MANAGERS RETHINK REGULAR DUTIES FOR NON-TEACHING EMPLOYEES TO INCORPORATE A VARIETY OF ENGAGING AND CHALLENGING WORK. THE STUDY RECOMMENDS THAT MANAGERS CONDUCT JOB ROLE AUDITS IN PUBLIC UNIVERSITIES TO IDENTIFY TASKS THAT DO NOT ADD VALUE TO WORK AND THOSE THAT ARE OVERLAPPING TO PROMOTE STREAMLINING OF TASKS ACROSS DEPARTMENTS AND UNITS.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	ANALYSIS OF VARIANCE
AVE	AVERAGE VARIANCE EXTRACTED
CUE	COMMISSION FOR UNIVERSITY EDUCATION
HEIS	HIGHER EDUCATION INSTITUTIONS
HR	HUMAN RESOURCES
ICRAF	INTERNATIONAL CENTRE FOR RESEARCH IN AGROFORESTRY
ICT	INFORMATION COMMUNICATION AND TECHNOLOGY
JKCAT	JOMO KENYATTA COLLEGE OF AGRICULTURE AND TECHNOLOGY
JKUAT	JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY
KNH	KENYA NATIONAL HOSPITAL
KU	KENYATTA UNIVERSITY
LIA	LETTER OF INTERIM AUTHORITY
NACOSTI	NATIONAL COMMISSION OF SCIENCE, TECHNOLOGY, AND INNOVATION
NCC	NAIROBI CITY COUNTY
NGO	NON-GOVERNMENTAL ORGANIZATION
PLS-SEM	PARTIAL LEAST SQUARES STRUCTURAL EQUATION MODELLING
PMU	PERFORMANCE MANAGEMENT UNIT
PPMC	PEARSON PRODUCT-MOMENT COEFFCIENT

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PRISMA	PREFERRED REPORTING ITEMS FOR SYSTEMATIC REVIEW AND META-ANALYSES
SEM	STRUCTURAL EQUATION MODELLING
SPSS	STATISTICAL PACKAGE FOR SOCIAL SCIENCES
STEM	SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS
US	UNITED STATES

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OPERATIONAL DEFINITION OF JOB DESIGN TECHNIQUES

JOB ROTATION	THIS INVOLVES THE ORGANIZED TRANSFER OF WORKERS FROM ONE ROLE TO ANOTHER, TYPICALLY AT SCHEDULED TIMES. IT CONSISTS OF ROTATING EMPLOYEES IN DEPARTMENTS TO GAIN ADMINISTRATIVE KNOWLEDGE, BUSINESS KNOWLEDGE, AND TECHNICAL KNOWLEDGE (EKANEM ET AL., 2022)
JOB ENRICHMENT	THIS MEANS MODIFYING ASPECTS OF A JOB TO MAKE IT MORE REWARDING, MOTIVATING, AND MEANINGFUL. IT CONSISTED OF TASK SIGNIFICANCE, SKILL VARIETY, AND GIVING FEEDBACK (MAC-OZIGBO & OGOHI, 2020)
JOB ENLARGEMENT	THIS INVOLVES ASSIGNING WORKERS MORE TASKS WITHIN THEIR JOB DESCRIPTION AND IS IMPLEMENTED THROUGH TASK VARIETY, TASK IDENTITY, AND TASK AUTONOMY

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	(MUNYANEZA, 2022).
JOB SIMPLIFICATION	THIS IS THE PROCESS OF ESTABLISHING HUMAN PATTERNS THAT EFFICIENTLY ENCOURAGE WORK USING SIMPLE METHODS TO COMPLETE A TASK. IT WAS MEASURED IN TERMS OF TIME SAVINGS, ERROR REDUCTION, AND COST SAVINGS (TANTUA & NWIMANA, 2020).
EMPLOYEE PERFORMANCE	ACCORDING TO BORMAN AND MOTOWIDLO (1997), THIS IS THE ACHIEVEMENT OF THE WORKER'S WORK OBJECTIVES, WHICH ENCOMPASS BOTH TASK AND CONTEXTUAL PERFORMANCE.
TASK	THIS PARTICULAR UNIT OF WORK HAS A DISTINCT BEGINNING AND END AND CONTRIBUTES TO A BIGGER FUNCTION. THE SPECIFIC OPERATIONS CARRIED OUT TO OVERSEE AN EMPLOYEE'S LONGEVITY ARE CALLED TASKS (EKANEM ET AL., 2022)
CONTEXTUAL PERFORMANCE	THIS INVOLVES THE OPTIONAL EMPLOYEE ACTIONS THAT SUPPORT THE ORGANIZATION'S SOCIAL AND PSYCHOLOGICAL WELL-BEING ACCORDING TO BORMAN AND MOTOWIDLO (1997). IT IS SEEN AS AN ESSENTIAL COMPONENT OF OVERALL JOB PERFORMANCE ALONGSIDE THE MORE DIRECT TASK PERFORMANCE AND INCLUDES ACTIONS THAT SUPPORT THE ENTIRE WORK ENVIRONMENT, SUCH AS ASSISTING COWORKERS, FOLLOWING RULES, AND EXHIBITING INITIATIVE.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

THE SUCCESS OF ANY ORGANIZATION RESTS ON ITS HUMAN RESOURCES AND THE EXTENT TO WHICH THESE PERFORM AT THEIR OPTIMUM TO ENSURE A BETTER COMPETITIVE ADVANTAGE AND OVERALL BUSINESS PERFORMANCE (HERMINA & YOSEPHA, 2019). EMPLOYEE PERFORMANCE IS A CONCERN FOR MANAGERS IN THEIR ORGANIZATIONS, AND HIGHER EDUCATIONAL INSTITUTIONS (HEIS) ARE NO EXCEPTION. THE PATH TO BETTER EMPLOYEE PERFORMANCE IS PURSUED USING DIFFERENT STRATEGIES, INCLUDING HUMAN RESOURCES (HR), LEADERSHIP AND MANAGEMENT, OPERATIONS, ORGANIZATIONAL DEVELOPMENT, AND TECHNOLOGY STRATEGIES (HERMINA & YOSEPHA, 2019).

NON-ACADEMIC PERSONNEL OFFER CRUCIAL SUPPORT SERVICES THAT ENABLE HIGHER EDUCATION INSTITUTIONS (HEIS) TO OPERATE EFFECTIVELY. THESE EMPLOYEES PERFORM ESSENTIAL ADMINISTRATIVE DUTIES, INFRASTRUCTURE, AND SUPPORT SERVICES THAT ENABLE ACADEMIC FACULTY AND STUDENTS TO SUCCEED (ONGESA, 2024). NON-TEACHING STAFF ARE ESSENTIAL FOR THE SMOOTH OPERATION OF UNIVERSITIES, SUPPORTING CORE FUNCTIONS SUCH AS STUDENT ADMINISTRATION, FINANCE, HUMAN RESOURCES, MAINTENANCE, INFORMATION TECHNOLOGY (IT), AND GENERAL SERVICES (AVENALI ET AL., 2022). IN MANY HIGHER EDUCATION INSTITUTIONS, THEIR PERFORMANCE STRONGLY AFFECTS INSTITUTIONAL EFFECTIVENESS, STUDENT OUTCOMES, AND SERVICE DELIVERY.

NON-TEACHING STAFF CONTRIBUTE NOT ONLY TO DAILY ADMINISTRATIVE TASKS BUT ALSO TO STRATEGIC DECISION-MAKING THAT HAS BEEN LINKED WITH BETTER INSTITUTIONAL PERFORMANCE (AVENALI ET AL., 2022). YET, SEVERAL STUDIES HIGHLIGHT POOR OR DECLINING EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES. IN AUSTRALIA, THERE IS CONCERN ABOUT INEFFICIENCY DUE TO THE INCREASING NUMBER OF ADMINISTRATIVE STAFF IN SOME UNIVERSITIES

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ASSOCIATED WITH EXCESSIVE BUREAUCRACY AND POTENTIAL INEFFICIENCY (CROUCHER & WOELERT, 2022). IN THE UNITED STATES (U.S.), GROWING NUMBER OF NON-ACADEMIC STAFF HAS NOT BEEN ASSOCIATED TO ANY POSITIVE INSTITUTIONAL OUTPUT; IN SOME CASES, IT HAS REFLECTED BUREAUCRATIC BLOAT OR INEFFICIENCY (ESMANE & QUEZON, 2024).

ERIMIFE AND IDUOZEE (2025) REPORTED THAT DECLINING EMPLOYEE PERFORMANCE AMONG NON-TEACHING STAFF IN PUBLIC UNIVERSITIES IN BENIN WAS ASSOCIATED WITH DISCIPLINARY ISSUES. KASSIE (2018) FOUND THAT ISSUES IN ADMINISTRATIVE PERFORMANCE, INCLUDING COMPENSATION, WORKING ENVIRONMENT, AND JOB CHARACTERISTICS, WERE ASSOCIATED WITH HIGH TURNOVER AMONG SUPPORT STAFF IN ETHIOPIA'S PUBLIC UNIVERSITIES. MWASIAJI (2012) REPORTED THAT THERE WAS LOW WORK MORALE AMONG NON-TEACHING MEMBERS OF STAFF IN PUBLIC UNIVERSITIES, AND THIS CONTRIBUTED TO LOW EMPLOYEE PERFORMANCE. POOR HUMAN RESOURCE MANAGEMENT PRACTICES IN UNIVERSITIES ARE EVIDENT. THIS HAS RESULTED IN EMPLOYEES PROVIDING POOR SERVICE TO CLIENTS BECAUSE THEY ARE NOT ENGAGED IN THEIR WORK (OMEGA & MBITHI, 2018). NDERITU (2022) CITED THE ELEVATED LEVELS OF ABSENTEEISM, LITTLE ALLEGIANCE AND POOR PERFORMANCE AMONG NON-ACADEMIC STAFF IN PUBLIC UNIVERSITIES. THE CHALLENGE OF EMPLOYEE PERFORMANCE, THEREFORE, CAN BE ASSOCIATED WITH LOW ENGAGEMENT, ADMINISTRATIVE PROCESSES, AND POOR OR A LACK OF EFFECTIVE HUMAN RESOURCE PRACTICES. THESE CHALLENGES CAN BE ADDRESSED BY ADDRESSING JOB DESIGN OF NON-TEACHING STAFF.

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1.1.1 JOB DESIGN

JOB DESIGN, ACCORDING TO DANIELS ET AL. (2017), IS THE PROCESS OF ESTABLISHING A ROLE'S DUTIES, PROCEDURES, AND INTERACTIONS TO SATISFY THE ADMINISTRATIVE, SOCIAL, AND TECHNOLOGICAL NEEDS OF THE JOB HOLDER. IT ENTAILS METHODICALLY ARRANGING TASKS, OBLIGATIONS, AND RESPONSIBILITIES INTO A LOGICAL AND USEFUL

WORK UNIT WITHIN AN ORGANIZATION. NUMEROUS MODELS AND FRAMEWORKS HAVE BEEN CREATED THROUGHOUT TIME TO HELP DIRECT THIS PROCESS, OFFERING ORGANIZED METHODS TO GUARANTEE THAT JOB RESPONSIBILITIES ARE EFFECTIVE AND INSPIRING FOR WORKERS. THE WORK CHARACTERISTICS MODEL (JCM) WAS FIRST PRESENTED BY HACKMAN AND OLDHAM IN 1975 TO ENHANCE EMPLOYEE PERFORMANCE AND MOTIVATION. THIS MODEL IDENTIFIES FIVE KEY DIMENSIONS: AUTONOMY, FEEDBACK, WORK IMPORTANCE, TASK IDENTITY, AND SKILL VARIETY.

THE MAJORITY OF EXISTING RESEARCH ON JOB DESIGN, AS EVIDENCED BY THE WORKS OF IDRIS AND WAHYUDI (2021), TAYEH (2021), AND AL ABRI ET AL. (2022), HAS PREDOMINANTLY FOCUSED ON THE CONCEPT OF JOB ROTATION, JOB ENRICHMENT, JOB SIMPLIFICATION, AND JOB EXPANSION, WHICH ARE THE THREE ELEMENTS OF JOB DESIGN. WHILE JOB ENRICHMENT AND WORK EXPANSION ARE LINKED TO HERZBERG'S (1966) MOTIVATIONAL THEORY OF MANAGEMENT, JOB ROTATION AND JOB SIMPLIFICATION ARE LINKED TO TAYLOR'S (1947) SCIENTIFIC MANAGEMENT. JOB ROTATION AND SIMPLIFICATION ARE BETTER SUITED TO REPETITIVE WORK DESCRIPTIONS CHARACTERISTIC OF THE INDUSTRIAL AGE, WHILE JOB ENRICHMENT AND ENLARGEMENT ARE BETTER ALIGNED WITH THE MODERN WORK ENVIRONMENT.

JOB ROTATION IS AN ORGANIZED ON-THE-JOB TRAINING METHOD THAT HELPS WORKERS ACQUIRE A VARIETY OF INFORMATION, SKILLS, AND COMPETENCIES, WHICH IMPROVES ADAPTABILITY, CAREER ADVANCEMENT, PROBLEM-SOLVING ABILITIES, AND OVERALL ORGANIZATIONAL PERFORMANCE (IDRIS & WAHYUDI, 2021). IN SITUATIONS WHERE WORK IS MONOTONOUS OR REPETITIVE, JOB ENRICHMENT IS ESSENTIAL TO LURING, INSPIRING, AND KEEPING CREATIVE INDIVIDUALS (TAYEH, 2021). TO INCREASE JOB MOTIVATION, JOB ENLARGEMENT INVOLVES EXPANDING JOBS HORIZONTALLY BY GIVING EMPLOYEES MORE AND DIFFERENT TASKS TO COMPLETE (AL ABRI ET AL., 2022). THE GOAL OF JOB SIMPLIFICATION IS TO USE

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STRAIGHTFORWARD TECHNIQUES TO CREATE HUMAN PATTERNS THAT PROMOTE PHYSICAL LABOUR. IT INVOLVES USING STRAIGHTFORWARD TECHNIQUES TO FINISH A TASK WITH EFFECTIVE AND SATISFYING RESULTS. THESE FOUR ASPECTS REPRESENTED THE INDEPENDENT VARIABLES.

1.1.2 EMPLOYEES PERFORMANCE

EMPLOYEE PERFORMANCE IS DEFINED AS THE QUALITY AND QUANTITY OF WORK PERFORMED BY EMPLOYEES IN CARRYING OUT AND COMPLETING TASKS DELEGATED TO THEM BY THEIR SUPERVISOR OR LEADER BASED ON THEIR POSITION IN THE ORGANIZATION (MOHAMMAD ET AL., 2025). IT REFERS TO THE SUCCESSFUL COMPLETION OF THE ACTIVITIES GIVEN TO A SPECIFIC INDIVIDUAL OR INDIVIDUALS BY UTILIZING THE AVAILABLE RESOURCES EFFECTIVELY AND EFFICIENTLY. PERFORMANCE INCLUDES BOTH WHAT EMPLOYEES DO AND WHAT THEY PRODUCE (CE ET AL., 2025). THERE IS NO WIDELY ACCEPTED CONSENSUS ON THE COMPONENTS OF EMPLOYEE PERFORMANCE.

THIS MEANS THAT DIFFERENT DIMENSIONS, INDICATORS, AND COMPONENTS HAVE BEEN USED TO MEASURE EMPLOYEE PERFORMANCE. CE ET AL. (2025) DISTINGUISHED THE CONCEPT OF EMPLOYEE PERFORMANCE OF NON-TEACHING STAFF INTO FINANCIAL AND NON-FINANCIAL JOB PERFORMANCE. ERIMIFE AND IDUOZEE (2025) DESCRIBED EMPLOYEE PERFORMANCE OF NON-TEACHING STAFF AS ADHERENCE TO BEHAVIOURAL EXPECTATIONS, PROFESSIONALISM AND COMMITMENT, AND WORK ENVIRONMENT EFFICIENCY.

SALIFU ET AL. (2021) EMPLOYED JOB KNOWLEDGE, JOB QUALITY, JOB QUANTITY, AND JOB CREATIVITY AS PROXIES FOR NON-TEACHING STAFF EMPLOYEE PERFORMANCE. CHEROTICH ET AL. (2021) ADOPTED QUALITY OF SERVICE, INNOVATION, JOB SATISFACTION, AND QUANTITY OF OUTPUT AS PROXIES FOR EMPLOYEE PERFORMANCE. NDERITU (2022) UTILIZED JOB SATISFACTION, PERSONAL INITIATIVE, CREATIVITY, JOB COMMITMENT, QUALITY OF SERVICE, AND OPERATIONAL EFFICIENCY AS A FRAMEWORK FOR MEASURING EMPLOYEE PERFORMANCE OF NON-ACADEMIC STAFF.

DESPITE THE LACK OF AGREEMENT ON WHAT CONSTITUTES EMPLOYEE PERFORMANCE, THERE ARE WELL-ESTABLISHED MODELS OF EMPLOYEE PERFORMANCE. THESE INCLUDE CAMPBELL (1990), WHICH CONSISTS OF THREE FACTORS: TASK-SPECIFIC BEHAVIOURS, NON-TASK BEHAVIOURS, AND CONTEXTUAL PERFORMANCE. LOCKE AND LATHAM'S (1990) GOAL-SETTING MODEL OF EMPLOYEE PERFORMANCE FOCUSES ON THE CONNECTION BETWEEN GOALS AND THEIR ACHIEVEMENTS AND CONSISTS OF GOAL SPECIFICITY, GOAL DIFFICULTY, GOAL COMMITMENT, FEEDBACK, AND TASK COMPLEXITY. BORMAN AND MOTOWIDLO (1993) MODEL OF TASK PERFORMANCE AND CONTEXTUAL PERFORMANCE REMAINS THE WIDELY USED MEASURE FOR EMPLOYEE PERFORMANCE DUE TO ITS APPLICABILITY ACROSS ROLES AND SECTORS. THEREFORE, THE STUDY MEASURED EMPLOYEE PERFORMANCE BY TASK AND CONTEXTUAL PERFORMANCE.

1.1.3 PUBLIC UNIVERSITIES

PUBLIC UNIVERSITIES FORM A BROAD AND DIVERSE NETWORK OF HIGHER EDUCATION INSTITUTIONS FUNDED AND CHARTERED BY THE GOVERNMENT, AIMED AT EXPANDING ACCESS TO TERTIARY EDUCATION ACROSS THE COUNTRY. BASED ON THE LEVEL OF ACCREDITATION ATTAINED, A UNIVERSITY MAY FALL UNDER ONE OF THE FOLLOWING CATEGORIES: PUBLIC CHARTERED, PRIVATE CHARTERED, PUBLIC CONSTITUENT COLLEGE, PRIVATE CONSTITUENT COLLEGE, OR AN INSTITUTION OPERATING UNDER A LETTER OF INTERIM AUTHORITY (LIA). THERE ARE 79 UNIVERSITIES LICENSED TO OPERATE, OF WHICH 38 ARE CHARTERED UNIVERSITIES (COMMISSION FOR UNIVERSITY EDUCATION [CUE], 2024).

THE PUBLIC UNIVERSITY JKUAT IS RENOWNED FOR PUTTING A STRONG EMPHASIS ON RESEARCH, INNOVATION, AND TECHNOLOGY UTILIZATION IN A VARIETY OF SUBJECT AREAS. UNDER THE NAME JOMO KENYATTA COLLEGE OF AGRICULTURE AND TECHNOLOGY (JKCAT), THE UNIVERSITY WAS FOUNDED IN 1981 AS A MIDDLE-LEVEL ESTABLISHMENT WITH TECHNICAL SUPPORT FROM JAPAN. A PARLIAMENTARY ACT THAT RAISED

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IT TO THE UNIVERSITY LEVEL ESTABLISHED JKUAT IN 1994. MOST OF ITS ACADEMIC AND ADMINISTRATIVE FUNCTIONS ARE LOCATED AT ITS MAIN CAMPUS, ABOUT 36 KILOMETRES NORTHEAST OF NAIROBI.

TO IMPROVE EMPLOYEE PERFORMANCE, JKUAT HAS ADOPTED JOB DESIGN TECHNIQUES, ALTHOUGH THESE PRACTICES DIFFER FROM DEPARTMENT TO DEPARTMENT. JOB ROTATION, FOR EXAMPLE, IS RARELY USED IN MOST ADMINISTRATIVE UNITS, WHICH LEADS TO TASK MONOTONY AND LITTLE EXPOSURE TO DIFFERENT FUNCTIONAL AREAS. STAFF IN TECHNICAL SECTORS, SUCH AS LABORATORIES AND INFORMATION COMMUNICATION AND TECHNOLOGY (ICT), PERFORM HIGHLY SPECIALIZED TASKS, DEMONSTRATING JOB SPECIALIZATION. THERE IS CONCERN ABOUT DEMOTIVATION AND UNDERUTILIZATION OF ABILITIES ARISING BECAUSE WORK ENRICHMENT AND JOB EXPANSION ARE STILL UNDERUTILIZED, PARTICULARLY AMONG NON-ACADEMIC STAFF.

THERE ARE ONGOING EFFORTS TO RESTRUCTURE POSITIONS TO IMPROVE TASK DIVERSITY, AUTONOMY, AND EMPLOYEE ENGAGEMENT, WHICH HAS BEEN THE SUBJECT OF INCREASING CALLS. THIS OFFERS JKUAT THE CHANCE TO ADOPT MORE INTENTIONAL JOB DESIGN TECHNIQUES THAT BOOST EMPLOYEE MOTIVATION, LOWER BURNOUT, AND ENHANCE SERVICE QUALITY. UNDERSTANDING HOW THE UNIVERSITY'S ORGANIZATIONAL FRAMEWORK INCLUDES OR LACKS EFFECTIVE JOB DESIGN STRATEGIES ESTABLISHES A SOLID BASIS FOR ASSESSING **ITS** INFLUENCE ON EMPLOYEE PERFORMANCE.

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1.2 STATEMENT OF THE RESEARCH PROBLEM

THE EFFICIENT OPERATION OF UNIVERSITIES WORLDWIDE IS GREATLY AIDED BY NON-ACADEMIC EMPLOYEES WHO SUPPORT THE INSTITUTIONS' MISSIONS OF TEACHING, RESEARCH, AND SOCIETAL SERVICE. THEY PLAY A VARIETY OF VITAL FUNCTIONS IN FOSTERING A CLIMATE THAT IS ENCOURAGING AND FAVOURABLE TO STUDENT ACHIEVEMENT AND ACADEMIC EXCELLENCE. ONGESA (2024). NON-ACADEMIC PERSONNEL OFFER CRUCIAL SUPPORT SERVICES THAT ENABLE HIGHER EDUCATION INSTITUTIONS (HEIS) TO OPERATE EFFECTIVELY. THESE EMPLOYEES

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PERFORM ESSENTIAL ADMINISTRATIVE DUTIES, INFRASTRUCTURE, AND SUPPORT SERVICES THAT ENABLE ACADEMIC FACULTY AND STUDENTS TO SUCCEED (ONGESA, 2024).

SEVERAL STUDIES HIGHLIGHT POOR EMPLOYEE PERFORMANCE AMONG NON-TEACHING STAFF IN PUBLIC UNIVERSITIES. MWASIAJI (2012) REPORTED LOW MORALE AMONG NON-TEACHING STAFF IN PUBLIC UNIVERSITIES, WHICH CONTRIBUTED TO LOW EMPLOYEE PERFORMANCE. POOR HUMAN RESOURCE MANAGEMENT PRACTICES IN UNIVERSITIES ARE EVIDENT. THIS HAS RESULTED IN EMPLOYEES PROVIDING POOR SERVICE TO CLIENTS BECAUSE THEY ARE NOT ENGAGED IN THEIR WORK (OMEGA & MBITHI, 2018). NDERITU (2022) CITED THE ELEVATED LEVELS OF ABSENTEEISM, LITTLE ALLEGIANCE AND POOR PERFORMANCE AMONG NON-ACADEMIC STAFF IN PUBLIC UNIVERSITIES. ONGESA (2024) NOTED THAT ROLES OF NON-ACADEMIC STAFF, MAY NOT ALWAYS BE AS DIRECTLY CONNECTED TO THE CORE MISSION OF THE INSTITUTION. THIS DISCONNECT HAS LED TO SEVERAL CHALLENGES THAT DEMOTIVATE THE WORK OF NON-TEACHING STAFFS. THIS MEANS THERE WAS A NEED TO EXAMINE THE CONNECTION BETWEEN JOB DESIGN AND EMPLOYEE PERFORMANCE OF THIS GROUP.

FEW STUDIES HAVE BEEN CONDUCTED ON THE EFFECTS OF JOB DESIGN ON EMPLOYEES IN KENYAN PUBLIC UNIVERSITIES. YET, WHEREAS LEIYAN AND KAMAARA (2017) HAVE SPECIFICALLY EXAMINED THE WORK-STRESS IMPLICATIONS OF THE PRACTICE, OTHERS, SUCH AS KIPTOO ET AL. (2024), HAVE EXAMINED ITS CONTRIBUTION TO THE DEVELOPMENT OF INNOVATIVE WORK BEHAVIOUR. OTHER STUDIES, HOWEVER, SUCH AS THAT BY CHILGONG ET AL. (2023), HAVE NOT EXHAUSTED THEMSELVES BY DISCUSSING THE OVERALL IMPLICATIONS OF JOB DESIGN ON THE PERFORMANCE OF NON-ACADEMIC STAFF, FOCUSING ONLY ON CERTAIN AREAS OF JOB DESIGN. DESPITE THIS EVIDENCE, THE STUDY ADDRESSED EMERGING RESEARCH AND KNOWLEDGE GAPS.

CONCEPTUALLY, JOB SIMPLIFICATION HAS RARELY BEEN INCLUDED AS A VARIABLE IN THE EXTENSIVE RESEARCH EXAMINING THE RELATIONSHIP

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BETWEEN JOB DESIGN AND EMPLOYEE PERFORMANCE. INSTEAD, IT HAS MOSTLY FOCUSED ON THE JOB ROTATION, ENRICHMENT, AND EXPANSION COMPONENTS. THE STUDY ADDRESSED THIS INFORMATION GAP. FURTHERMORE, THE CONNECTION BETWEEN WORK DESIGN AND STAFF PERFORMANCE IS AN AREA OF EMPLOYEE PERFORMANCE THAT HAS NOT BEEN INVESTIGATED WITH RESPECT TO TASK AND CONTEXTUAL PERFORMANCE. THE STUDY ADDRESSED A RESEARCH VACUUM SINCE, TRADITIONALLY, RESEARCHERS HAVE FOCUSED MORE ON ACADEMIC STAFF AND LESS ON NON-TEACHING STAFF WHEN ANALYZING JOB DESIGN AND EMPLOYEE PERFORMANCE AT UNIVERSITIES.

1.3 OBJECTIVES OF THE RESEARCH STUDY

THE RESEARCH UTILIZED BOTH GENERAL AND SPECIFIC OBJECTIVES.

1.3.1 GENERAL OBJECTIVE

THIS RESEARCH INVESTIGATED THE EFFECTS OF JOB DESIGN METHODS ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES, SPECIFICALLY JKUAT IN KENYA.

1.3.2 SPECIFIC OBJECTIVE

THESE SPECIFIC OBJECTIVES STEERED THE STUDY.

i. TO ASSESS THE EFFECT OF JOB ROTATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA
ii. TO ESTABLISH THE EFFECT OF JOB ENRICHMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA
iii. TO ASSESS THE EFFECT OF JOB ENLARGEMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA
iv. TO DETERMINE THE EFFECT OF JOB SIMPLIFICATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA

1.4 RESEARCH QUESTIONS

THESE RESEARCH QUESTIONS WERE ANSWERED.

i. WHAT IS THE EFFECT OF JOB ROTATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA?

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ii. WHAT IS THE EFFECT OF JOB ENRICHMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA?

iii. WHAT IS THE EFFECT OF JOB ENLARGEMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA?

iv. WHAT IS THE EFFECT OF JOB SIMPLIFICATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA?

1.5 SIGNIFICANCE OF THE STUDY

THIS RESEARCH WAS BENEFICIAL TO POLICYMAKERS AND DECISION-MAKERS IN HIGHER EDUCATION, AS IT PROVIDED RECOMMENDATIONS TO IMPROVE JOB DESIGN FOR NON-TEACHING STAFF AND BOOST THEIR PERFORMANCE. THE RESULTS WILL HELP CREATE STANDARDS, POLICIES, AND RECOMMENDATIONS FOR BETTERING NON-TEACHING STAFF JOB DESIGNS IN ORDER TO BOOST PERFORMANCE. SECOND, BECAUSE IT OFFERS SUGGESTIONS FOR JOB DESIGN PRACTICES FOR NON-TEACHING PERSONNEL TO ENHANCE THEIR PERFORMANCE, THE STUDY WILL BE SIGNIFICANT TO PUBLIC UNIVERSITY LEADERSHIP. THIRD, NON-TEACHING EMPLOYEES GAIN FROM THE STUDY SINCE, IF IMPLEMENTED, ITS SUGGESTIONS WILL ENHANCE THEIR OUTPUT. IN THE END, THE STUDY HELPS TO CLOSE THE KNOWLEDGE GAP REGARDING THE CONNECTION BETWEEN WORKER PERFORMANCE AND JOB DESIGN AMONG ADMINISTRATIVE PERSONNEL AT PUBLIC INSTITUTIONS.

1.6 SCOPE OF THE STUDY

THE STUDY WAS LIMITED TO THE JKUAT MAIN CAMPUS AS ITS UNIT OF ANALYSIS. JKUAT'S FOCUS ON AGRICULTURE, ENGINEERING, AND TECHNOLOGY IS DRIVEN BY SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)-BASED PROGRAMS AND RESEARCH THAT SOLVE REAL-WORLD PROBLEMS IN AGRICULTURAL ENGINEERING AND FOOD TECHNOLOGY, INFORMATION AND COMMUNICATION TECHNOLOGY (ICT), MECHATRONIC AND CIVIL ENGINEERING, RENEWABLE ENERGY AND SUSTAINABLE DEVELOPMENT. FURTHERMORE, THE STUDY WAS CARRIED OUT AT JKUAT MAIN CAMPUS. EMPLOYEE PERFORMANCE, OPERATIONALIZED BY TASK AND CONTEXTUAL PERFORMANCE, WAS THE DEPENDENT VARIABLE, WHEREAS JOB ROTATION, ENRICHMENT,

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EXPANSION, AND SIMPLIFICATION WERE THE INDEPENDENT FACTORS. THE STUDY'S TARGET GROUP CONSISTED OF NON-TEACHING STAFF, AND THOROUGH INSIGHTS WERE ENSURED BY CONDUCTING DATA COLLECTION AND ANALYSIS OVER A LONG PERIOD OF TIME, FROM NOVEMBER 2024 TO SEPTEMBER 2025.

1.7 LIMITATIONS OF THE STUDY

A DESCRIPTIVE CROSS-SECTIONAL RESEARCH DESIGN WAS USED, WHERE THE DATA WAS COLLECTED ONCE, INDICATING THE STUDY WAS LIMITED TO A 'SNAPSHOT' OF JOB DESIGN AND EMPLOYEE PERFORMANCE, AND MISSES OUT ON THE OPPORTUNITY TO DOCUMENT THE CHANGES OVER TIME. TO DELIMIT THIS, THE RESPONDENTS WERE SELECTED BASED ON THEIR EXPERIENCE AND TENURE IN THE INSTITUTION. THE PRIMARY DATA CAME FROM RESPONDENTS, WHICH MEANS THE FINDINGS WERE BASED ON THEIR ABILITY TO RECALL SPECIFIC INFORMATION, THEREBY REDUCING THE VALIDITY OF THE CONCLUSIONS. TO DELIMIT THIS, THE STUDY ADOPTED CONSTRUCTS AND ITEMS FROM PREVIOUS STUDIES, ENSURING THEY WERE VALID AND RELIABLE.

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CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

THIS SECTION PRESENTS THE THEORETICAL FOUNDATIONS THAT SUPPORT THIS STUDY. AN EMPIRICAL EXAMINATION OF THE RESEARCH FOLLOWS, ALIGNING WITH THE RESEARCH OBJECTIVES AND ORGANIZED INTO GLOBAL, REGIONAL, AND LOCAL CONTEXTS. FURTHERMORE, THE CONCEPTUAL FRAMEWORK, VARIABLE OPERATIONALIZATION, AND IDENTIFIED RESEARCH GAPS ARE ALSO INCLUDED.

2.2 THEORETICAL LITERATURE REVIEW

A THEORETICAL FRAMEWORK, ACCORDING TO COLLINS AND STOCKTON (2018), COMPRISES PRE-EXISTING THEORY, CONCEPTS, AND DEFINITIONS USED TO COLLECT RELEVANT DATA AND PRODUCE IMPORTANT EMPIRICAL FINDINGS. THE ANCHOR THEORY IS THE MOTIVATION-HYGIENE THEORY (HERZBERG, 1966) AND IS SUPPORTED BY THE JOB PERFORMANCE THEORY (BORMAN & MOTOWIDLO, 1997).

2.2.1 MOTIVATION-HYGIENE THEORY

ACCORDING TO HERZBERG'S MOTIVATION-HYGIENE THEORY OF 1966, WHICH IS ALSO UNDER THE GUISE OF HIS TWO-FACTOR THEORY, JOB SATISFACTION IS INFLUENCED PRIMARILY BY SHORT-TERM MEMORY (OR THE SOMETIMES-OVERLAPPING FRAMES OF REFERENCE): EITHER GOOD EXPERIENCES OR OTHER POSITIVE STIMULI PUT WE CALL POSITIVES INTO THAT FIRST SLOT--MOTIVATION AND SELF-CONFIDENCE NECESSARILY GO UP AS A RESULT. THE THEORY MAKES AN IMPORTANT DISTINCTION BETWEEN MOTIVATORS, WHICH CAUSE SATISFACTION, AND HYGIENE FACTORS, WHICH, IF NOT ADDRESSED, LEAD TO DISSATISFACTION. OUR UNDERSTANDING OF THESE ISSUES CONTINUES TO HAVE A MAJOR IMPACT ON ORGANISATIONAL AND HUMAN RESOURCE PRACTICES (HERZBERG, 1966).

THIS THEORY WAS AN OUTCOME OF STUDIES WITH ENGINEERS AND ACCOUNTANTS TO LEARN HOW THEY FELT ABOUT THEIR WORK, BOTH

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POSITIVELY AND NEGATIVELY. IT ALSO SUGGESTS THAT CERTAIN JOB FEATURES CREATE SATISFACTION. QUITE DISTINCT CHARACTERISTICS WILL GENERATE DISSATISFACTION, FOR THESE TWO DO NOT INTERRELATE AT ALL. ANOTHER WAY TO LOOK AT IT IS THAT SATISFACTION AND DISSATISFACTION ARE NOT OPPOSITES BUT COME FROM ENTIRELY DIFFERENT SYSTEMS. BUILDING ON THIS DIFFERENTIATION, HERZBERG SORTED OUT WORKPLACE ELEMENTS INTO TWO CATEGORIES: HYGIENE FACTORS AND MOTIVATORS.

MOTIVATORS ARE INTERNAL ELEMENTS OF A JOB THAT ARE CLOSELY CONNECTED TO THE TASKS PERFORMED AND CAN PROMOTE LASTING EMPLOYEE CONTENTMENT. THESE COMPONENTS INCLUDE ACHIEVEMENTS, RECOGNITION, THE TYPE OF WORK, RESPONSIBILITIES, AND OPPORTUNITIES FOR GROWTH AND ADVANCEMENT. HYGIENE FACTORS ARE CONNECTED TO ASPECTS OF THE WORKPLACE RATHER THAN THE ACTUAL CONTENT OF THE EMPLOYMENT. THESE ELEMENTS DO NOT NECESSARILY PROMOTE EMPLOYEE CONTENTMENT, BUT THEY ARE REQUIRED TO AVOID DISCONTENT. THESE INCLUDE THE WORK ENVIRONMENT, COMPENSATION, INTERPERSONAL RELATIONSHIPS, SUPERVISORY PROCEDURES, AND CORPORATE POLICIES (BUNDTZEN, 2021).

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THE THEORY IS RELEVANT TO THE JOB ENRICHMENT ACTIVITIES THAT MANAGERS CAN IMPLEMENT SO AS TO ENHANCE THE SATISFACTION OF THE EMPLOYEES AND OVERALL PERFORMANCE. THROUGH JOB ENRICHMENT, MANAGERS CAN PROVIDE WORKERS WITH GREATER WORKPLACE RECOGNITION AND ORGANIZATION, GIVING MORE RESPONSIBILITY TO STAFF, PROVIDING OPPORTUNITIES FOR DEVELOPMENT, AND GROWTH. THIS MEANS THAT THE MOTIVATION CONSTRUCT OF THE THEORY IS THEREFORE USED TO BETTER EXPLAIN AND UNDERSTAND JOB ENRICHMENT FOR EMPLOYEES AT JKUAT.

2.2.2 THEORY OF JOB PERFORMANCE

BORMAN AND MOTOWIDLO (1997) INTRODUCED A TWO-FACTOR MODEL OF WORK PERFORMANCE THAT DISTINGUISHES BETWEEN CONTEXTUAL

AND TASK PERFORMANCE. BEHAVIOURS GEARED TOWARD COMPLETING TASKS AND ACTIVITIES THAT ARE ESSENTIAL TO THE TECHNOLOGICAL CORE OF THE ORGANISATION ARE RELATED TO TASK PERFORMANCE. AS PART OF THEIR REGULAR JOB DUTIES, INDIVIDUALS ARE REQUIRED TO EXHIBIT CERTAIN BEHAVIOURS IN THEIR BUSINESSES. MOST OF THE TIME, JOB DESCRIPTIONS OUTLINE THE REQUIRED PERFORMANCE OF THE RESPONSIBILITIES (KAPPAGODA, 2018).

CONTEXTUAL PERFORMANCE REFERS TO A PERSON'S ABILITY TO CONTRIBUTE TO THE PRESERVATION AND IMPROVEMENT OF THE CONTEXTUAL FACTORS THAT SUPPORT TECHNICAL WORK (BORMAN & MOTOWIDLO, 1997). IT IS NOT LIMITED TO ACTIVITIES THAT AREN'T DIRECTLY TIED TO THE JOB, BUT THOSE THAT SIGNIFICANTLY AFFECT ORGANIZATIONAL PRODUCTIVITY (KAPPAGODA, 2018). TASK PERFORMANCE IS DEFINED AS THE RESULTS THAT ACHIEVE THE ORGANIZATION'S GOALS AND CAN DIFFER THROUGHOUT POSITIONS WITHIN THE SAME ORGANIZATION (BHARDWAJ & KALIA, 2021).

THE THEORY PROVIDES A HELPFUL PERSPECTIVE FOR COMPREHENDING THE WORK ENVIRONMENT AT JKUAT. IN THE CURRENT COMPETITIVE BUSINESS LANDSCAPE, AN EMPLOYEE'S CAPACITY TO COMPLETE TASKS AND ADAPT TO CHANGING CONDITIONS IS AMONG THE MOST ESSENTIAL ELEMENTS. AS A RESULT, MANAGERS' ATTENTION HAS SHIFTED TO TASK AND CONTEXTUAL PERFORMANCE MANAGEMENT.

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2.3 EMPIRICAL LITERATURE REVIEW

THE PRIMARY FOCUS OF THIS CHAPTER'S SUBSECTION IS THE EMPIRICAL RESEARCH CONCERNING EMPLOYEE PERFORMANCE AND JOB DESIGN. THESE STUDIES, WHICH INCLUDE THE STUDY'S SPECIFIC OBJECTIVES, ARE DISCUSSED FROM LOCAL, REGIONAL, AND GLOBAL PERSPECTIVES.

2.3.1 JOB ROTATION AND EMPLOYEE PERFORMANCE

MAJD ET AL. (2024) SOUGHT TO EXAMINE THE ASSOCIATION BETWEEN EMPLOYEE PERFORMANCE AND JOB ROTATION IN IRAN'S PETROCHEMICAL INDUSTRY, USING HR STRATEGY AND TRAINING

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EFFICACY AS MEDIATING FACTORS. INFORMATION ON PREVIOUSLY VALIDATED ITEMS OF WORK ROTATION AND EMPLOYEE PERFORMANCE, AS WELL AS THE MEDIATING FACTORS, WAS GATHERED THROUGH A QUESTIONNAIRE GIVEN TO PROFESSIONALS EMPLOYED BY THE SECTOR ORGANIZATION. THE STUDY FOUND THAT JOB ROTATION NEGATIVELY IMPACTED EMPLOYEES' PERFORMANCE. WHILE THE CURRENT STUDY CONCENTRATED ON NON-TEACHING PERSONNEL IN A PUBLIC UNIVERSITY CONTEXT, THE SAMPLE CONSISTED OF PROFESSIONALS WORKING IN THE INDUSTRY; HENCE, ITS CONCLUSIONS WERE RESTRICTED TO THIS OCCUPATIONAL GROUP. BECAUSE THE RESPONDENTS WERE CHOSEN BY A NON-PROBABILITY PROCESS, THERE WAS A GREATER CHANCE OF BIAS, WHICH DIMINISHED THE STUDY'S INTERNAL AND EXTERNAL VALIDITY.

FERNANDO AND DISSANAYAKE (2019) USED A CROSS-SECTIONAL SURVEY TO INVESTIGATE HOW EMPLOYEE JOB ROTATION POLICIES AFFECTED OPERATIONAL-LEVEL STAFF MEMBERS' JOB PERFORMANCE IN THE BANKING INDUSTRY IN SRI LANKA. ONE HUNDRED EMPLOYEES OF PRIVATE COMMERCIAL BANKS WERE GIVEN QUESTIONNAIRES. EMPLOYEES MUST ROTATE THEIR JOBS TO GAIN NEW SKILLS, INCREASE PRODUCTIVITY, FORM NEW CONNECTIONS WITHIN THE COMPANY, AND DEVELOP THE COMPETENCIES NEEDED FOR FUTURE CAREER ADVANCEMENT, ALL OF WHICH AFFECT EMPLOYEES' JOB PERFORMANCE, ACCORDING TO THE FINDINGS OF THE REGRESSION ANALYSIS AND DESCRIPTIVE STATISTICS. THIS STUDY INCLUDED ONLY OPERATIONAL PERSONNEL IN A PRIVATE BANKING SETTING, WHICH DIFFERS FROM A PUBLIC UNIVERSITY SETTING.

IN INDONESIA, YULIA AND TRINANDA (2022) USED EMPLOYEES OF A BANK TO STUDY THE INFLUENCE OF JOB SWITCHING ON THEIR OUTPUT. THE PRIMARY BRANCH OF PT. WEST SUMATRA REGIONAL DEVELOPMENT BANK WAS THE EXCLUSIVE SUBJECT OF THE CASE STUDY METHODOLOGY. THE DEMOGRAPHIC AND SAMPLES USED IN THIS INVESTIGATION WERE PT EMPLOYEES. OF THE POPULATION'S 101 WORKERS, 81 RESPONDED TO THE SURVEY, AND THEY WERE SELECTED

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USING A PROPORTIONAL CLUSTER SIMPLE RANDOM SAMPLING METHOD. JOB ROTATION IMPROVED EMPLOYEE PERFORMANCE AT THE COMPANY, ACCORDING TO MULTIPLE LINEAR REGRESSION ANALYSIS. BECAUSE THE CONVENIENCE SAMPLE METHOD INTRODUCED SELECTION BIAS AND LIMITED THE REPRESENTATIVENESS OF THE RESPONDENTS, THE CASE STUDY METHODOLOGY LIMITED THE GENERALIZABILITY OF ITS FINDINGS. ADDITIONALLY, INFERENTIAL STATISTICAL ANALYSIS WAS NOT USED TO EXAMINE THE CORRELATIONS AMONG THE VARIABLES. TO ASSESS THE IMPACT OF JOB ROTATION ON EMPLOYEE PERFORMANCE, THIS STUDY CONDUCTED STATISTICAL TESTS.

SHIDDIQY AND SOPIAH (2023) WERE INTERESTED IN ANALYZING THE CONNECTION BETWEEN ADOPTING A ROTATIONAL WORK SYSTEM IN A COMPANY, AND THEIR RESEARCH ADOPTED A LITERATURE REVIEW APPROACH. THIS REVIEW FOLLOWED PRISMA, AND ITS DATA SOURCES INCLUDED THE PERISH OR PUBLISH SOFTWARE, WHICH INCLUDES ARTICLES FROM SCIENCEDIRECT AND GOOGLE SCHOLAR. THE SELECTED STUDY PERIOD WAS 2018-2023, DURING WHICH 347 JOURNALS WERE CONTACTED, AND 10 ULTIMATELY MET THE SELECTION CRITERIA FOR ANALYSIS. THE RESULTS SHOWED THAT WORK ROTATION STRATEGIES IMPROVED EMPLOYEE PERFORMANCE BY DECREASING BOREDOM AND RAISING MOTIVATION WITHIN THE COMPANY. BECAUSE THE STUDY RELIED SOLELY ON DESK RESEARCH, IT WAS UNABLE TO EVALUATE CORRELATIONS AMONG THE VARIABLES USING INFERENTIAL STATISTICAL ANALYSIS. TO ASSESS THE IMPACT OF JOB ROTATION ON EMPLOYEE PERFORMANCE, THIS STUDY CONDUCTED STATISTICAL TESTS.

ALIAS ET AL. (2024) USED A NON-PROBABILITY CONVENIENCE SAMPLE TECHNIQUE IN MALAYSIA TO EXAMINE THE CONNECTIONS BETWEEN JOB ROTATION AND WORK SATISFACTION. THE STUDY EXAMINED DATA FROM 180 EMPLOYEES IN THE MALAYSIAN PUBLIC SECTOR, SELECTED FROM A TOTAL OF 389 EMPLOYEES. MULTIPLE REGRESSION AND CORRELATION ANALYSES WERE PERFORMED ON THE DATA AS PART OF A QUANTITATIVE RESEARCH TECHNIQUE. THE RESULTS SHOWED A STRONG CORRELATION

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BETWEEN JOB SATISFACTION AND JOB ROTATION. EMPLOYEE SATISFACTION, NOT PERFORMANCE, WAS THE DEPENDENT VARIABLE. NONETHELESS, CONTENTED WORKERS PERFORM BETTER, INDICATING THAT JOB ROTATION INFLUENCES WORKER PERFORMANCE INDIRECTLY.

AL-ROMEEDY (2019) EXAMINED HOW ORGANIZATIONAL BEHAVIOUR, INCLUDING MOTIVATION, ORGANIZATIONAL COMMITMENT, JOB SATISFACTION, JOB ENGAGEMENT, AND JOB BURNOUT, MEDIATES THE IMPACT OF JOB ROTATION ON WORKING CONDITIONS IN EGYPT USING A CONCEPTUAL MODEL. PARTIAL LEAST SQUARES STRUCTURAL EQUATION MODELING (PLS-SEM) BASED ON REGRESSION WAS UTILIZED TO ASSESS 788 QUESTIONNAIRES FROM THE SAMPLE, WHICH INCLUDED EMPLOYEES IN THE TRAVEL AGENCY CATEGORY A TOURISM AND AVIATION DIVISIONS. THE ASSOCIATION BETWEEN JOB ROTATION AND EMPLOYEE PERFORMANCE WAS FOUND TO BE MEDIATED BY ORGANISATIONAL BEHAVIOUR COMPONENTS. THE RESEARCH INCLUDED A MEDIATING VARIABLE IN THE ANALYSIS, AND THIS MAY CONTRIBUTE TO THE FINDINGS. THIS STUDY DID NOT INCLUDE ANY MEDIATING VARIABLES BUT ANALYZED ONLY THE RELATIONSHIPS BETWEEN JOB DESIGN FACTORS AND EMPLOYEE PERFORMANCE.

EKANEM ET AL. (2022) USED REINFORCEMENT THEORY TO EXAMINE THE CONNECTION BETWEEN JOB ROTATION AND EMPLOYEE PERFORMANCE AT CHUKWUEMEKA ODUMEGWU OJUKWU UNIVERSITY IN NIGERIA. THE RESEARCH UTILIZED A SURVEY METHODOLOGY. A SURVEY APPROACH WAS USED IN THE INVESTIGATION. TO GATHER PRIMARY DATA, STAFF MEMBERS WERE RANDOMLY ASSIGNED QUESTIONNAIRES AND INTERVIEWED. THE STUDY'S POPULATION INCLUDED 2,532 PEOPLE, AND THE SAMPLE COMPRISED 437 RESPONDENTS. THE RESULTS INDICATED THAT SKILL DIVERSITY, INNOVATION, SELF-EFFICACY, AND TRAINING POSITIVELY INFLUENCED EMPLOYEE PERFORMANCE. BOTH TEACHING AND NON-TEACHING PERSONNEL WERE INCLUDED IN THE SAMPLE; HOWEVER, IT'S VITAL TO REMEMBER THAT THESE RESULTS MIGHT NOT APPLY TO NON-TEACHING STAFF.

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SULEMAN ET AL. (2022) DEVELOPED A MODEL IN GHANA TO ASSESS ITS APPLICABILITY IN ELUCIDATING HOW JOB ROTATION AND EMPLOYEE PERFORMANCE ARE MEDIATED BY ORGANIZATIONAL COMMITMENT AND WORK SATISFACTION. AS PART OF A CROSS-SECTIONAL STUDY, 122 ADMINISTRATIVE STAFF MEMBERS AT THE UNIVERSITY OF EDUCATION, WINNEBA, ANSWERED A STRUCTURED QUESTIONNAIRE. THE PLS-SEM ANALYSIS INDICATES THAT THE ASSOCIATION BETWEEN EMPLOYEE PERFORMANCE AND JOB ROTATION PATTERNS IS SOMEWHAT MEDIATED BY WORK SATISFACTION AND ORGANIZATIONAL COMMITMENT. THE RESULTS OF THE STUDY CAN CHANGE IF A MEDIATING VARIABLE IS INCLUDED IN THE ANALYSIS. THIS STUDY EXAMINED ONLY THE RELATIONSHIPS BETWEEN WORK DESIGN ELEMENTS AND EMPLOYEE PERFORMANCE AFTER CONTROLLING FOR MEDIATING VARIABLES.

IN SOMALIA, NOUR (2024) EXPLORED HOW JOB ROTATION AFFECTS EMPLOYEE PERFORMANCE IN TELECOMMUNICATIONS FIRMS IN HARGEISA. THIS STUDY USED DESCRIPTIVE RESEARCH METHODS. A NON-RANDOM SELECTION METHOD WAS USED TO SELECT THE 95 RESEARCH PARTICIPANTS. EMPLOYEE SATISFACTION AND PRODUCTIVITY ARE SIGNIFICANTLY IMPACTED BY JOB ROTATION. FURTHERMORE, WE DISCOVERED A POSITIVE RELATIONSHIP BETWEEN JOB ROTATION AND PERFORMANCE, INDICATING THAT AN INDIVIDUAL'S PERFORMANCE IMPROVES THE MORE OFTEN THEY CHANGE OCCUPATIONS. ALTHOUGH THERE IS NO PROOF THAT JOB ROTATION AND EMPLOYEE PERFORMANCE ARE DIRECTLY RELATED, THE STUDY FOUND A CORRELATION BETWEEN THE TWO.

IN SUDAN, SALIH AND AL IBED (2017) AIMED TO IDENTIFY EMPLOYEES' VIEWS ON JOB ROTATION THROUGH THREE DIMENSIONS AND HOW IT AFFECTED THEIR PERFORMANCE AT RED SEA UNIVERSITY. THE RESEARCHERS SELECTED 50 INDIVIDUALS FROM VARIOUS DEPARTMENTS FOR A SINGLE CASE IN ORDER TO MAXIMIZE THESE. THERE WAS NO STATISTICALLY SIGNIFICANT CORRELATION BETWEEN EMPLOYEE PERFORMANCE AND JOB ROTATION. THE RESULTS OF THIS STUDY WERE

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LIMITED TO TEACHING STAFF AND SPECIFICALLY FOCUSED ON NON-TEACHING INDIVIDUALS. ADDITIONALLY, CONVENIENCE SAMPLING REDUCED THE RESULTS' SUSCEPTIBILITY TO BOTH INTERNAL AND EXTERNAL VALIDITY THREATS.

IN KENYA, TARUS (2014) INVESTIGATED JOB ROTATION AND ITS CONNECTION TO HIGH PERFORMANCE IN THE WORKPLACE AT THE LAKE VICTORIA NORTH WATER SERVICES BOARD. TO GATHER ITS RESPONDENTS, THE STUDY USED SIMPLE RANDOM SAMPLING, STRATIFIED SAMPLING, AND AN EXPLANATORY SURVEY DESIGN. JOB ROTATION WAS FOUND TO BE A STRONG PREDICTOR OF WORKPLACE PERFORMANCE IN A STRUCTURAL EQUATION MODELLING (SEM) STUDY. THE STUDY HELPED DEVELOP THE MEASUREMENT FOR THE JOB ROTATION VARIABLE. NEVERTHELESS, THE STUDY'S DEPENDENT VARIABLE, HIGH-PERFORMANCE WORKPLACE, LACKED THEORETICAL UNDERPINNINGS. THIS STUDY ADOPTED THE TWO-FACTOR THEORY OF JOB PERFORMANCE, WHICH DISTINGUISHES BETWEEN CONTEXTUAL AND TASK PERFORMANCE AND HAS BEEN VALIDATED IN PREVIOUS RESEARCH.

KERICH, MWANGI, AND OMBUI (2024) FOCUSED THEIR STUDY ON EXAMINING THE EFFECT JOB ROTATION HAS HAD ON ORGANIZATIONAL PERFORMANCE AT KNH. RESEARCHERS COLLECTED DATA FROM 4,945 EMPLOYEES, USING A CROSS-SECTIONAL RESEARCH DESIGN. THIS GROUP INCLUDED ALL TYPES AND CLASSES OF PROFESSIONALS: NURSES, PHARMACISTS, MEDICAL OFFICERS, AND LABORATORY TECHNICIANS. ONLY THROUGH SUCH A COMPREHENSIVE INVESTIGATION CAN ONE TRULY UNDERSTAND PERFORMANCE OUTCOMES. SIMPLE RANDOM AND STRATIFIED SAMPLING WERE USED TO CHOOSE THE 347 EMPLOYEES WHO MADE UP THE SAMPLE. JOB ROTATION IMPROVED ORGANIZATIONAL PERFORMANCE, ACCORDING TO THE DATA ANALYSIS OF STRUCTURED QUESTIONNAIRES THAT WERE EVALUATED AND SHOWN TO BE VALID AND RELIABLE. THE DEPENDENT VARIABLE IN THIS STUDY WAS EMPLOYEE PERFORMANCE, WHEREAS THE DEPENDENT VARIABLE IN THE PREVIOUS STUDY WAS ORGANIZATIONAL PERFORMANCE. DESPITE THIS

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DRAWBACK, THE RESEARCH HELPED OPERATIONALIZE THE WORK ROTATION VARIABLE FOR THIS STUDY.

2.3.2 JOB ENRICHMENT AND EMPLOYEE PERFORMANCE

VIJAY AND INDRADEVI (2015) INVESTIGATED THE RELATIONSHIP BETWEEN JOB ENRICHMENT AND INDIVIDUAL PERFORMANCE IN INDIA. THEY INVESTIGATED THE EFFECTS OF TASK RELEVANCE, TASK IDENTITY, AND SKILL VARIETY ON INDIVIDUAL PERFORMANCE IN A PRIVATE INSTITUTION USING A QUANTITATIVE METHODOLOGY. 56 VOLUNTEERS WERE SELECTED FOR THE STUDY USING PROBABILITY-STRATIFIED RANDOM SAMPLING FROM SEVERAL FACULTIES AT A PRIVATE INSTITUTION. THE RESULTS OF THIS EXPLORATORY INVESTIGATION SHOWED THAT TASK IDENTITY SIGNIFICANTLY CONTRIBUTED TO PEOPLE'S INCREASED PERFORMANCE. THE NEW STUDY FOCUSES ON A PUBLIC INSTITUTION, WHEREAS THE PREVIOUS RESEARCH WAS LIMITED TO A PRIVATE UNIVERSITY.

SOOFI ET AL. (2025) LOOKED AT THE EFFECTS OF JOB ENRICHMENT ON EMPLOYEE PERFORMANCE IN PAKISTAN'S BANKING SECTOR. FEEL FREE TO INCLUDE CITATION DETAILS. THEY EMPLOYED A QUANTITATIVE STRATEGY, GATHERING INFORMATION FROM 250 WORKERS AT COMMERCIAL BANKS AROUND PAKISTAN USING STANDARDIZED QUESTIONNAIRES. A REGRESSION AND CORRELATION STUDY REVEALED A STRONG POSITIVE LINK BETWEEN EMPLOYEE PERFORMANCE AND JOB ENRICHMENT. THESE RESULTS PROVIDE MORE SUPPORT FOR HERZBERG'S TWO-FACTOR THEORY, WHICH HOLDS THAT FINANCIAL INCENTIVES, EMPLOYER AUTONOMY, AND THE OPPORTUNITY TO DEVELOP ONE'S SELF-EMPHASIS ARE CRUCIAL FOR IMPROVING EMPLOYEE PERFORMANCE. SINCE THE STUDY WAS RESTRICTED TO THE BANKING INDUSTRY, THE SAMPLE CONSISTED OF PROFESSIONALS, WHEREAS THE CURRENT STUDY FOCUSED ON NON-TEACHING STAFF, AND NOT ALL RESPONDENTS WERE PROFESSIONALS. HOWEVER, THE STUDY WAS RELEVANT TO THIS STUDY AS IT PROVIDED EVIDENCE OF THE RELEVANCE OF HERZBERG'S TWO-

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FACTOR THEORY TO BETTER UNDERSTAND THE JOB ENRICHMENT VARIABLE.

TAYEH (2021) ASSESSED THE ROLE OF JOB ENRICHMENT DIMENSIONS IN ENHANCING EMPLOYEE PERFORMANCE, CONDUCTED AT AQABA JORDAN CUSTOMS WITHIN JORDAN'S FINANCIAL SERVICES SEGMENT. THE PURPOSE OF THE STUDY WAS TO EVALUATE HOW THREE FACTORS—AUTONOMY, SKILL DIVERSITY, AND FEEDBACK- AFFECT THE PRODUCTIVITY OF ADMINISTRATIVE STAFF MEMBERS. OUT OF THE 213 ADMINISTRATIVE STAFF MEMBERS SURVEYED, 138 WERE CHOSEN AT RANDOM AS THE SAMPLE SIZE FOR THE DESCRIPTIVE SURVEY. ITS RESULTS INDICATE THAT THE ELEMENTS OF JOB ENRICHMENT AND EMPLOYEES' PERFORMANCE ARE SIGNIFICANTLY POSITIVELY CORRELATED. NONETHELESS, THE PARTICIPANTS IN THE ADMINISTRATION SECTION OF A FINANCIAL INSTITUTION ARE LIMITED, AND THUS, ITS FINDINGS CANNOT BE BROADLY APPLIED TO NON-TEACHING MEMBERS OF A UNIVERSITY SETTING.

MAC-OZIGBO AND OGOHI (2020) EXAMINED HOW JOB ENRICHMENT AFFECTED NON-TEACHING EMPLOYEES' ORGANIZATIONAL PERFORMANCE AT THE UNIVERSITY OF ABUJA, A PUBLIC UNIVERSITY IN NIGERIA. A STRAIGHTFORWARD RANDOM SAMPLE TECHNIQUE WAS USED AS PART OF THE RESEARCH METHODOLOGY TO GET 197 VALID RESPONSES. THE FINDINGS INDICATED A STRONG POSITIVE RELATIONSHIP BETWEEN ORGANIZATIONAL EFFECTIVENESS, JOB DEPTH, JOB TRAINING, AND KEY WORK CHARACTERISTICS. IT MUST BE REMEMBERED THAT IN THIS RESEARCH, THE DEPENDENT VARIABLE, ORGANIZATIONAL EFFICIENCY, IS NOT THE PRODUCTIVITY OF THE INDIVIDUAL BUT ONLY THAT OF THE ORGANIZATION.

OLATOYE (2024) USED A CORRELATIONAL RESEARCH DESIGN TO INVESTIGATE THE IMPACT OF JOB ENRICHMENT ON WORKERS' PERFORMANCE AT NIGERIAN BREWERIES PLC. CASE. ALL OF THE COMPANY'S EMPLOYEES MADE UP THE POPULATION, AND 75 RESPONDENTS WERE CHOSEN USING A STRATIFIED RANDOM SELECTION

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TECHNIQUE. THE RESULTS OF THE LINEAR REGRESSION SHOW THAT JOB ENRICHMENT DIRECTLY AFFECTS EMPLOYEES' PERFORMANCE. THE STUDY'S CONCLUSIONS COULD NOT BE APPLIED TO NON-TEACHING STAFF BECAUSE IT WAS RESTRICTED TO A CASE STUDY IN THE MANUFACTURING INDUSTRY. ADDITIONALLY, THE EMPLOYEE PERFORMANCE VARIABLE HAD NO THEORETICAL UNDERPINNINGS AND WAS TESTED USING A VARIETY OF INDICATORS CHOSEN FROM EARLIER RESEARCH. THE TWO-FACTOR THEORY OF JOB PERFORMANCE, WHICH SEPARATES PERFORMANCE INTO CONTEXTUAL AND TASK PERFORMANCE AND HAS BEEN SUPPORTED BY PRIOR RESEARCH, WAS USED IN THIS STUDY.

CHILGONG, NYANG'AU, AND NASSIUMA (2023) CONDUCTED A STUDY ON THE EFFECT OF JOB ENRICHMENT ON ACADEMIC STAFF PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA. DRAWING FROM THE MOTIVATION-HYGIENE THEORY, THE STUDY SOUGHT TO ASCERTAIN HOW JOB ENRICHMENT AFFECTED ACADEMIC STAFF MEMBERS' PERFORMANCE. IN THIS STUDY, THE EXPLORATORY RESEARCH DESIGN WAS EMPLOYED. THE RESPONDENTS, WHO CONSISTED OF 206 MEMBERS OF THE ACADEMIC STAFF, WERE PICKED IN A TWO-STAGE SAMPLING PROCESS, AND BASIC REGRESSION ANALYSIS WAS USED TO BRING THE OUTCOMES UP ON SCREEN. JOB ENRICHMENT HAS A POSITIVE BUT WEAK EFFECT ON THE PERFORMANCE OF THE ACADEMIC STAFF. HOWEVER, BECAUSE THE STUDY CONCENTRATED ON ACADEMIC EMPLOYEES AT PUBLIC INSTITUTIONS, THERE IS A LACK OF KNOWLEDGE REGARDING THE IMPACT OF JOB ENRICHMENT ON NON-TEACHING EMPLOYEES, PARTICULARLY AT JKUAT.

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2.3.3 JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE

AL ABRI ET AL. (2022) USED THE RESOURCE-BASED VIEW (RBV) THEORY IN A QUANTITATIVE STUDY CONDUCTED IN OMAN TO INVESTIGATE THE RELATIONSHIP BETWEEN JOB EXPANSION AND EMPLOYEES' ADAPTIVE PERFORMANCE. A QUESTIONNAIRE WAS DISTRIBUTED AT RANDOM TO 233 MINISTRY OF HEALTH PERSONNEL, WHO THEN FILLED IT OUT. THE STUDY'S PLS-SEM ANALYSIS VERIFIED THAT THE WORKERS' ADAPTATION

PERFORMANCE WAS SIGNIFICANTLY IMPACTED BY THE LABOUR EXPANSION. THE DEPENDENT VARIABLE IN THIS STUDY WAS ADAPTIVE PERFORMANCE, WHILE THE PRESENT STUDY ADOPTED TASK AND CONTEXTUAL PERFORMANCE AS INDICATORS FOR EMPLOYEE PERFORMANCE. FURTHER, THE RESEARCH WAS LIMITED TO THE HEALTH SECTOR, WHILE THE PRESENT STUDY FOCUSED ON PUBLIC UNIVERSITIES.

ADAGBABIRI AND OKOLIE'S (2019) STUDY LOOKED AT THE NIGERIAN BOTTLING COMPANY IN PARTICULAR TO SEE HOW JOB DESIGN AFFECTS WORKER PERFORMANCE IN THE COUNTRY'S INDUSTRIAL SECTOR. THE RESEARCHERS HAVE COMBINED MASLOW'S HIERARCHY OF NEEDS, EXPECTANCY THEORY, AND INNOVATIONS THAT OTHERS, SUCH AS HERZBERG, MIGHT OFFER IN AESTHETICS TO EXAMINE WHETHER JOB DESIGN ACTUALLY INFLUENCES EMPLOYEE PERFORMANCE. USING A DESCRIPTIVE SURVEY RESEARCH APPROACH, THEY COLLECTED DATA FROM 237 WORKERS USING STRUCTURED QUESTIONNAIRES. BY DOING SO, THE STUDY COULD DETERMINE WHICH CROSS-SECTIONAL VIEWS OF THE RELATIONSHIPS BETWEEN JOB DESIGN PRACTICES AND EMPLOYEE PERFORMANCE OUTCOMES WOULD EMERGE IN THE ORGANISATION. THE RESULTS SHOWED THAT EMPLOYMENT EXPANSION AND EMPLOYEE PERFORMANCE DID NOT SIGNIFICANTLY CORRELATE. THIS WAS THE PRIMARY WEAK ASPECT OF THE STUDY BECAUSE IT USED NON-PROBABILITY METHODS OF SAMPLING, LIMITING ITS VALIDITY AND RELIABILITY. ALSO, THE FACT THAT IT ADDRESSED ONLY THE MANUFACTURING COMPANY EMPLOYEES, LEAVING OUT THE STAFF OF THE PUBLIC INSTITUTIONS, CREATED A GAP REGARDING THE IMPLICATIONS OF JOB DESIGN TO EMPLOYEES' PERFORMANCE IN THE PUBLIC SECTOR ORGANIZATION.

IN INDONESIA, BENNA, BRAHMASARI, AND NUGROHO'S (2017) RESEARCH WAS MOTIVATED BY THE GOAL OF ANALYSING THE EFFECT OF JOB ENRICHMENT ON EMPLOYEES' PERFORMANCE IN THE HEALTH SECTOR. 171 OF THE 288 CIVIL SERVANTS IN THE POPULATION COMPLETED THE QUESTIONNAIRES, YIELDING THE STUDY'S DATA. SEM RESULTS SHOWED

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THAT JOB GROWTH HAS A MAJOR EFFECT ON PUBLIC SERVANT PERFORMANCE. GIVEN THE STUDY'S FOCUS ON THE HEALTH SECTOR, ITS FINDINGS MAY NOT APPLY TO NON-TEACHING EMPLOYEES AT PUBLIC UNIVERSITIES. THE EMPLOYEE PERFORMANCE VARIABLE LACKED VALIDITY AND RELIABILITY. THE TWO-FACTOR THEORY OF JOB PERFORMANCE, WHICH SEPARATES PERFORMANCE INTO CONTEXTUAL AND TASK PERFORMANCE AND HAS BEEN SUPPORTED BY PRIOR RESEARCH, WAS USED IN THIS STUDY.

LINGGAWATI, HARSASI, AND MAHARANI'S (2023) STUDY AIMED TO ASCERTAIN HOW EMPLOYEE PERFORMANCE AND EMPLOYMENT GROWTH AFFECTED GENERATION Z WORKERS IN SURABAYA'S FINANCIAL SERVICES INDUSTRY. DATA WERE COLLECTED VIA ONLINE SURVEYS, AND 164 RESPONDENTS WERE ULTIMATELY IDENTIFIED. PLS-SEM ANALYSIS SHOWED THAT EMPLOYEE PERFORMANCE WAS UNAFFECTED BY JOB EXPANSION. THE STUDY WAS LIMITED TO GEN Z STAFF, WHILE THE PRESENT STUDY DID NOT DEFINE THE SAMPLE BASED ON THEIR GENERATIONAL COHORT BUT RATHER INCLUDED ALL NON-TEACHING STAFF. THE EMPLOYEE PERFORMANCE VARIABLE HAD NO THEORETICAL OR EMPIRICAL BACKING. THE TWO-FACTOR THEORY OF JOB PERFORMANCE, WHICH SEPARATES PERFORMANCE INTO CONTEXTUAL AND TASK PERFORMANCE AND HAS BEEN SUPPORTED BY PRIOR RESEARCH, WAS USED IN THIS STUDY.

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AWAN, ANWAR, AND TARIQ'S (2023) STUDY IN PAKISTAN AIMED TO DETERMINE HOW UNIVERSITY-LEVEL TEACHERS' MOTIVATION AND PERFORMANCE ARE AFFECTED BY JOB EXPANSION, AND HOW MOTIVATION SERVES AS A MEDIATOR IN THIS RELATIONSHIP. THE SAMPLE COMPRISED 150 LECTURERS FROM VARIOUS DEPARTMENTS AT THE UNIVERSITY OF EDUCATION AND THE UNIVERSITY OF SARGODHA. THERE WAS NO CORRELATION BETWEEN TEACHER PERFORMANCE AND JOB EXPANSION, ACCORDING TO REGRESSION ANALYSIS OF THE DATA. THE STUDY WAS SIGNIFICANT BECAUSE IT HELPED ESTABLISH THE BASIS FOR JOB EXPANSION. HOWEVER, THE CURRENT STUDY WAS INTERESTED

IN NON-TEACHING STAFF, WHEREAS ITS SAMPLE WAS RESTRICTED TO TEACHING STAFF.

MUNYANEZA (2022) USED BOTH DESCRIPTIVE AND CORRELATION STUDY DESIGNS IN RWANDA IN ORDER TO ASCERTAIN WHETHER EMPLOYMENT GROWTH AND WORKER PERFORMANCE AT KACYIRU HOSPITAL ARE RELATED. PURPOSIVE SAMPLING, STRATIFIED SAMPLING, AND SIMPLE RANDOM SAMPLE PROCEDURES WERE USED IN THIS STUDY TO CHOOSE THE 76 PARTICIPANTS. THE RESULTS INDICATED THAT IMPROVEMENTS IN EMPLOYMENT CONDITIONS COULD INCREASE EMPLOYEE PRODUCTIVITY. BUT SINCE THESE CONCLUSIONS CAME FROM ONLY ONE HEALTH-CARE INSTITUTION, IT MAY NOT BE FAIR TO GENERALIZE THEM TO OTHER SITUATIONS LIKE THOSE ENCOUNTERED AT PUBLIC UNIVERSITIES, WHERE MOST STAFF WORK ON TEMPORARY CONTRACTS OR ARE PART-TIME STAFF. RESEARCH APPROACH IN THIS STUDY AT THE DESCRIPTIVE LEVEL, HOWEVER, IS SOMEWHAT DIFFERENT BECAUSE TWO DIFFERENT TYPES OF RESEARCH DESIGNS WERE USED.

AHMED (2018) EXAMINED HOW JOB DESIGN AFFECTED EMPLOYEES' PERFORMANCE AT THE INTERNATIONAL CENTRE FOR RESEARCH IN AGROFORESTRY (ICRAF) IN KENYA. THIS STUDY USED THE DESCRIPTIVE METHOD OF INQUIRY TO LOOK AT 545 EMPLOYEES. AFTER THE METHOD OF RANDOM SAMPLING WAS APPLIED, 85 OF THOSE INTERVIEWED WERE CHOSEN FOR PARTICIPATION. A STRUCTURED QUESTIONNAIRE WAS USED FOR DATA GATHERING AND TOOK THE FORM OF A PRIMARY INSTRUMENT TO MEET THE OBJECTIVES OF SYSTEMATIC INFORMATION GATHERING AND RELIABLE ANALYSIS OF THAT MATERIAL. THE RESULTS INDICATED THAT JOB ENLARGEMENT FACTORS WERE KEY DRIVERS OF EMPLOYEE PERFORMANCE WITHIN AN ORGANIZATION. THE SAMPLE INCLUDED EMPLOYEES FROM ALL LEVELS, AND SINCE THE ORGANIZATION IS IN THE NON-PROFIT SECTOR, THE FINDINGS MAY NOT BE RELEVANT TO A PUBLIC UNIVERSITY CONTEXT.

GICHUKI AND MUNJURI (2018) STUDIED IN KENYA, USING THREE ORGANISATIONS AS THEIR UNITS OF ANALYSIS TO ASCERTAIN THE

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IMPACT OF EMPLOYMENT EXPANSION ON WORKERS' PERFORMANCE IN THE RAILWAY SECTOR. IN THIS DESCRIPTIVE SURVEY RESEARCH, IT MUST BE NOTED THAT THE TARGET GROUP WAS ALL 2,000 EMPLOYEES OF THE RAILWAY COMPANY, FROM WHICH 400 INDIVIDUALS WERE CHOSEN USING A SYSTEMATIC RANDOM SAMPLING TECHNIQUE. REGRESSION TESTS WERE CONDUCTED ON THE QUESTIONNAIRE DATA, AND THE RESULTS SHOWED THAT JOB DESIGN BOOSTED EMPLOYEE PERFORMANCE. FURTHERMORE, IF A JOB WAS CLEARLY STRUCTURED AND WORKERS GOT A SENSE OF WHAT THEY WOULD DO, THE RESULTS WERE BETTER STILL. THESE FINDINGS PROVIDE EVIDENCE ILLUSTRATING TWO NEGATIVES YET GENERALLY NEGATIVELY RELATED FACTORS, SO FAR AS HUMAN WORK IS CONCERNED. THE STUDY WAS IMPORTANT BECAUSE IT HELPED ESTABLISH A MEASURE OF JOB SIMPLIFICATION THAT COULD BE USED UNIFORMLY TO MAKE MEANINGFUL COMPARISONS OF HOW JOBS REQUIRE DIFFERENT AMOUNTS OF EFFORT. HOWEVER, BECAUSE THE STUDY WAS RESTRICTED TO THE RAILWAY SECTOR, ITS CONCLUSIONS MIGHT NOT APPLY TO NON-TEACHING EMPLOYEES AT PUBLIC UNIVERSITIES.

2.3.4 JOB SIMPLIFICATION AND EMPLOYEE PERFORMANCE

IN MALAYSIA, IBERAHIM ET AL. (2020) EXAMINED THE INFLUENCE OF FOUR COMPONENTS OF JOB SIMPLIFICATION ON JOB PERFORMANCE, ADOPTING A CASE STUDY METHOD OF A LEADING AUTOMOBILE COMPANY. ORIGINAL DATA WERE GATHERED BY DISTRIBUTING QUESTIONNAIRES TO 108 PARTICIPANTS VIA THE PERFORMANCE MANAGEMENT UNIT (PMU). THE MULTIPLE REGRESSION MODEL SHOWED THAT WORK PERFORMANCE WAS NOT SIGNIFICANTLY IMPACTED BY THE SIMPLICITY OF THE WORK. GIVEN THAT THE COMPANY OPERATED IN THE PROFIT SECTOR AND THAT THE SAMPLE COMPRISED WORKERS AT ALL LEVELS, ITS FINDINGS MIGHT NOT BE APPLICABLE IN A SETTING AT A PUBLIC INSTITUTION. FURTHER, THIS RESEARCH WAS LIMITED TO A CASE STUDY, THEREFORE LIMITING ITS GENERALIZABILITY.

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IN INDONESIA, FEBRIANTI, NASIR, AND ASTUTI (2025) EXAMINED THE WORK SIMPLIFICATION ON EMPLOYEE PERFORMANCE IN GOVERNMENT REGIONAL OFFICES USING AN EXPLANATORY RESEARCH DESIGN. USING CONVENIENCE SAMPLING, 111 CIVIL SERVANTS WERE CHOSEN FROM THE TOTAL POPULATION OF 132. THE DATA WERE GATHERED THROUGH GOOGLE FORMS, WHICH WERE DISTRIBUTED TO THE RESPONDENTS. ACCORDING TO PLS RESULTS, EMPLOYEE PERFORMANCE WAS NOT DIRECTLY IMPACTED BY BUREAUCRATIC SIMPLICITY, INDICATING THAT WORK SIMPLIFICATION HAS NO POSITIVE IMPACT ON THE ORGANIZATIONAL STRUCTURE OF PUBLIC OFFICES. NON-PROBABILITY APPROACHES WERE USED IN THE STUDY TO CHOOSE RESPONDENTS, WHICH INCREASES THE RISK OF BIAS AND SAMPLING ERROR. THE PRESENT STUDY ADOPTED A STRATIFIED RANDOM SAMPLING TECHNIQUE THAT IS ADEQUATE FOR ADDRESSING SELECTION AND SAMPLING BIAS.

ARFI AND AGARWAL (2014) SURVEYED HOMEMAKERS IN INDIA TO ASSESS THE LEVEL OF AWARENESS REGARDING SIMPLIFYING WORK FOR BOTH WORKING AND NON-WORKING HOUSEWIVES. USING A SAMPLE OF 120 HOMEMAKERS, 60 OF WHOM WERE EMPLOYED AND 60 OF WHOM WERE NOT, THEY CONDUCTED A COMPARISON STUDY USING PURPOSIVE RANDOM SAMPLING PROCEDURES. THE STUDY REVEALED THAT RESPONDENTS AGREED THAT WORK SIMPLIFICATION IMPROVED THEIR PERFORMANCE. THE RESEARCH INCLUDED A HOME WORKER SAMPLE, WHICH IS DIFFERENT FROM NON-TEACHING STAFF IN THE PUBLIC UNIVERSITY SETTING. MOREOVER, THE STUDY WAS LIMITED TO DESCRIPTIVE ANALYSIS OF THE FINDINGS, WHEREAS THE PRESENT STUDY AIMS TO INCLUDE INFERENTIAL ANALYSIS OF THE DATA.

TANTUA AND NWIMANA (2020) USED A CROSS-SECTIONAL SURVEY TO EXAMINE THE CONNECTION BETWEEN JOB SIMPLIFICATION AND WORKER PERFORMANCE IN MANUFACTURING ORGANIZATIONS IN NIGERIA. THE POPULATION COMPRISED 192 PRINCIPAL OFFICERS OF 32 MANUFACTURING COMPANIES SELECTED INTO THE SAMPLE USING A CENSUS. THE PEARSON PRODUCT-MOMENT COEFFICIENT (PPMC)

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INDICATES A STRONG RELATIONSHIP BETWEEN EMPLOYEE PERFORMANCE AND TASK SIMPLIFICATION. THIS STUDY'S SAMPLE FOCUSED SOLELY ON SENIOR MANAGEMENT PERSONNEL WITHIN AN ORGANIZATION, EXCLUDING SUPPORT STAFF WHO PRIMARILY CONSIST OF NON-TEACHING EMPLOYEES. FURTHER, IT WAS FROM THE CORPORATE SECTOR, WHILE THE PRESENT STUDY FOCUSES ON A PUBLIC UNIVERSITY SETTING.

MUNYIRI (2018) INVESTIGATED THE CONNECTION BETWEEN EMPLOYEE PERFORMANCE AND JOB SIMPLIFICATION IN THE INSURANCE INDUSTRY IN NYERI COUNTY, KENYA. THE STUDY'S GOAL WAS TO ASCERTAIN HOW WORK SIMPLIFICATION IMPACTS EMPLOYEE PERFORMANCE UTILIZING THE TWO-FACTOR THEORY AND THE SOCIO-TECHNICAL SYSTEMS THEORY. THE 178-EMPLOYEE POPULATION WAS STUDIED USING A DESCRIPTIVE RESEARCH METHODOLOGY, AND 89 SAMPLES WERE SELECTED USING A STRATIFIED SAMPLING APPROACH. THE ANALYSIS OF DATA THROUGH LINEAR REGRESSION INDICATED THAT JOB SIMPLIFICATION STRONGLY AND POSITIVELY INFLUENCED EMPLOYEE PERFORMANCE. HOWEVER, THE RESEARCH DID NOT COVER ALL EMPLOYEES, BUT ONLY THE ONES FOUND IN INSURANCE FIRMS; THERE IS LITTLE APPLICATION OF THE FINDINGS TO THE CURRENT RESEARCH THAT IS ON PUBLIC UNIVERSITIES OR PRIVATE UNIVERSITIES.

WAMBUI AND KAMAARA (2020) COMBINED A LITERATURE ANALYSIS WITH A DESCRIPTIVE RESEARCH APPROACH TO INVESTIGATE THE IMPACT OF EMPLOYMENT ON EMPLOYEE HAPPINESS IN KENYA, USING A REVIEW OF LITERATURE FROM JOURNALS, MANUALS, MAGAZINES, AND THE INTERNET IN ITS FIRST PHASE. USING A STRATIFIED RANDOM SELECTION TECHNIQUE, 92 RESPONDENTS WERE CHOSEN FROM THE POPULATION OF 920 NAIROBI CITY COUNTY (NCC) EMPLOYEES. EMPLOYEE HAPPINESS AND WORK SIMPLICITY WERE FOUND TO BE STRONGLY POSITIVELY CORRELATED. THIS INDICATES THAT WHILE CONTENTED WORKERS PERFORM BETTER, JOB SIMPLIFICATION HAS AN INDIRECT IMPACT ON WORKER PERFORMANCE. JOB SATISFACTION, WHICH CAN SERVE AS A

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STAND-IN FOR IMPROVED PERFORMANCE, WAS THE DEPENDENT VARIABLE. HOWEVER, THE PRESENT STUDY ADOPTED TASK AND CONTEXTUAL PERFORMANCE AS COMPONENTS OF EMPLOYEE PERFORMANCE DUE TO THEIR THEORETICAL BACKING.

KIPTOO ET AL. (2024) USED A CROSS-SECTIONAL RESEARCH METHODOLOGY TO EXAMINE HOW JOB SIMPLIFICATION AFFECTED CREATIVE WORK PRACTICES AMONG EMPLOYEES AT PUBLIC COLLEGES IN UASIN GISHU COUNTY. THE RESEARCH EMPLOYED A MULTI-STAGE SELECTION PROCESS TO SELECT 333 INDIVIDUALS FROM THE TARGET GROUP OF 1,982 EMPLOYEES. JOB SIMPLIFICATION HAD A FAVOURABLE IMPACT ON CREATIVE WORKER BEHAVIOUR, ACCORDING TO BASIC REGRESSION RESULTS. THE RESULTS SHOWED THAT THROUGH CREATIVE WORKER BEHAVIOUR, TASK SIMPLIFICATION IMPROVED EMPLOYEE PERFORMANCE. HOWEVER, THE STUDY WAS RESTRICTED TO TWO PUBLIC UNIVERSITIES; THUS, IT IS IMPORTANT TO USE CAUTION WHEN EXTRAPOLATING THE RESULTS. THE STUDY WAS STILL SIGNIFICANT BECAUSE IT HELPED CREATE THE JOB SIMPLIFICATION INDICATORS.

2.4 RESEARCH GAPS

A SUMMARY OF RESEARCH GAPS IS GIVEN IN TABLE 2.1, WHICH INCLUDES INFORMATION ON THE AUTHOR, THE STUDY'S FOCUS, THE METHODOLOGY USED, NOTEWORTHY FINDINGS, AND THE NEW GAP THAT NEEDS TO BE FILLED.

TABLE 2.1: SUMMARY OF RESEARCH GAPS

AUTHOR	AREA OF FOCUS	METHODOLOGY	FINDING	GAP
JOB ROTATION AND EMPLOYEE PERFORMANCE				
MAJD ET AL. (2024)	JOB ROTATION AND THE PERFORMANCE OF EMPLOYEES	DESCRIPTIVE RESEARCH DESIGN	JOB ROTATION HAD A NEGATIVE IMPACT ON THE PERFORMANCE OF EMPLOYEES	THE STUDY WAS CONDUCTED IN THE SERVICE SECTOR
FERNAND	EMPLOYEE	CROSS-	JOB	THIS

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O & DISSANAYAKE (2019)	JOB ROTATION PRACTICES ON JOB PERFORMANCES	SECTIONAL SURVEY	ROTATION HAD A POSITIVE OUTCOME ON JOB PERFORMANCE	RESEARCH WAS LIMITED TO OPERATIONAL STAFF IN A PRIVATE BANK SETTING
YULIA & TRINANDA (2022)	JOB ROTATION INFLUENCE ON THE PERFORMANCE OF EMPLOYEES	CASE STUDY METHODOLOGY	JOB ROTATION HAD A POSITIVE EFFECT ON EMPLOYEE PERFORMANCE	THE STUDY WAS LIMITED TO PROFESSIONAL STAFF IN FINANCE SERVICES
SHIDDIQY & SOPIAH (2023)	ROTATIONAL WORK SYSTEM AND ORGANIZATIONAL PERFORMANCE	DESK RESEARCH	WORK ROTATION PRACTICES HAVE POSITIVE OUTCOMES FOR ORGANIZATIONS	THE RESEARCH DID NOT GATHER ANY PRIMARY DATA
ALIAS ET AL. (2024)	JOB ROTATION AND EMPLOYEES' PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	JOB ROTATION HAD AN INDIRECT POSITIVE EFFECT ON EMPLOYEE PERFORMANCE	THE SAMPLE WAS SELECTED VIA CONVENIENCE SAMPLING, THEREBY THREATENING ITS INTERNAL VALIDITY
AL-ROMEEDY (2019)	JOB ROTATION FOR EMPLOYEES' PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	ORGANIZATIONAL BEHAVIOUR MEDIATED RELATIONSHIP BETWEEN JOB ROTATION AND EMPLOYEE PERFORMANCE	THE RESEARCH INCLUDED A MEDIATED VARIABLE THAT MAY HAVE CONTRIBUTED TO ITS OUTCOME
EKANEM ET AL.	JOB ROTATION	CROSS-SECTIONAL	JOB ROTATION	THE SAMPLE SIZE

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(2022)	AND EMPLOYEE PERFORMANCE	SURVEY	HAD A POSITIVE OUTCOME ON JOB PERFORMANCE	CONSISTED OF BOTH TEACHING AND NON-TEACHING STAFF
SULEMAN ET AL. (2022)	JOB ROTATION AND THE PERFORMANCE OF EMPLOYEES	CROSS-SECTIONAL RESEARCH	JOB ROTATION PRACTICES AND EMPLOYEES' PERFORMANCE WERE MEDIATED BY ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION	THE RESEARCH WAS LIMITED TO ADMINISTRATIVE STAFF
NOUR (2024)	IMPACT OF JOB ROTATION ON THE PERFORMANCE OF EMPLOYEES	DESCRIPTIVE RESEARCH DESIGN	A POSITIVE CORRELATION BETWEEN JOB ROTATION AND EMPLOYEE PERFORMANCE	THE STUDY WAS LIMITED TO THE ASSOCIATION OF VARIABLES AND DID NOT INCLUDE RELATIONSHIP BETWEEN VARIABLES ANALYSIS
SALIH & AL IBED (2017)	JOB ROTATION AND EMPLOYEE PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	THERE WAS NO SIGNIFICANT STATISTICAL CORRELATION BETWEEN JOB ROTATION AND THE PERFORMANCE OF EMPLOYEES	THE FINDINGS WERE LIMITED TO TEACHING STAFF.
TARUS (2014)	JOB ROTATION AND HIGH-PERFORMAN	DESCRIPTIVE RESEARCH DESIGN	JOB ROTATION SIGNIFICANTLY PREDICTED	A HIGH-PERFORMANCE WORKPLACE WAS ITS

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	CE WORKPLACE		HIGH HIGH-PERFORMANCE WORKPLACE	DEPENDENT VARIABLE
KERICH ET AL. (2024)	JOB ROTATION AND ORGANIZATIONAL PERFORMANCE	CROSS-SECTIONAL SURVEY	JOB ROTATION HAD A POSITIVE EFFECT ON ORGANIZATIONAL PERFORMANCE.	ORGANIZATIONAL PERFORMANCE WAS ITS DEPENDENT VARIABLE
JOB ENRICHMENT AND EMPLOYEE PERFORMANCE				
VIJAY & INDRADEVI (2015)	JOB ENRICHMENT AND INDIVIDUAL PERFORMANCE	QUANTITATIVE RESEARCH	JOB ENRICHMENT HAD A POSITIVE EFFECT ON INDIVIDUAL PERFORMANCE	THE SAMPLE WAS LIMITED TO A PRIVATE UNIVERSITY
SOOFI ET AL. (2025)	JOB ENRICHMENT FOR EMPLOYEES PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	JOB ENRICHMENT HAD A POSITIVE ASSOCIATION AND THE RELATIONSHIP WITH EMPLOYEE PERFORMANCE	THE RESEARCH WAS LIMITED TO THE BANKING SECTOR
TAYEH (2021)	JOB ENRICHMENT AND JOB PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	JOB ENRICHMENT HAD A POSITIVE EFFECT ON JOB PERFORMANCE	THE SAMPLE OF THE STUDY WAS LIMITED TO ADMINISTRATIVE EMPLOYEES
MAC-OZIGBO & OGOHI (2020)	JOB ENRICHMENT ON ORGANIZATIONAL PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	JOB ENRICHMENT HAD A POSITIVE EFFECT ON ORGANIZATIONAL PERFORMANCE	THE DEPENDENT VARIABLE WAS ORGANIZATIONAL PERFORMANCE, AND NOT EMPLOYEE

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				PERFORMANCE
OLATOYE (2024)	INFLUENCE OF JOB ENRICHMENT ON EMPLOYEES' PERFORMANCE	CORRELATIONAL RESEARCH DESIGN	JOB ENRICHMENT DIRECTLY INFLUENCED EMPLOYEES' PERFORMANCE	THE STUDY WAS LIMITED TO A MANUFACTURING COMPANY
CHILGONG ET AL. (2023)	IMPACT OF JOB ENRICHMENT ON PERFORMANCE	EXPLORATORY RESEARCH DESIGN	JOB ENRICHMENT HAD A POSITIVE EFFECT ON PERFORMANCE	THE FINDINGS WERE LIMITED TO ACADEMIC STAFF
JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE				
AL ABRI ET AL. (2022)	JOB ENLARGEMENT AND EMPLOYEES' ADAPTIVE PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	JOB ENLARGEMENT HAD A CONSIDERABLE INFLUENCE ON EMPLOYEES' ADAPTIVE PERFORMANCE.	ITS DEPENDENT VARIABLE WAS THE EMPLOYEE'S ADAPTIVE PERFORMANCE.
ADAGBABIRI & OKOLIE (2019)	JOB DESIGN ON EMPLOYEE PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	THE RELATIONSHIP BETWEEN JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE WAS NOT SIGNIFICANT.	NON-PROBABILITY METHODS OF SAMPLING THREATENED THEIR VALIDITY AND RELIABILITY.
BENNA ET AL. (2017)	JOB ENRICHMENT AND TO PERFORMANCE OF EMPLOYEES	DESCRIPTIVE RESEARCH DESIGN	JOB ENLARGEMENT AFFECTED PERFORMANCE	THE SAMPLE WAS LIMITED TO CIVIL SERVANTS
LINGGAWATI ET AL. (2023)	JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE	CROSS-SECTIONAL SURVEY	JOB ENLARGEMENT DID NOT AFFECT THE EMPLOYEE PERFORMAN	THE RESEARCH WAS LIMITED TO GEN Z STAFF

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			CE	
AWAN ET AL. (2023)	JOB ENLARGEMENT OF TEACHERS' PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	JOB ENLARGEMENT DID NOT AFFECT TEACHERS' PERFORMANCE	THE STUDY WAS LIMITED TO TEACHING STAFF AT A UNIVERSITY
MUNYANEZA (2022)	JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE	DESCRIPTIVE AND CORRELATION RESEARCH DESIGNS	JOB ENLARGEMENT HAD A POSITIVE AND SIGNIFICANT EFFECT ON EMPLOYEES' PERFORMANCE.	THE FINDINGS WERE LIMITED TO A HEALTH FACILITY.
AHMED (2018)	JOB REDESIGN ON EMPLOYEE PERFORMANCE	DESCRIPTIVE RESEARCH DESIGN	JOB ENLARGEMENT FACTORS WERE DETERMINANTS OF EMPLOYEE PERFORMANCE	THE SAMPLE WAS FROM THE NON-PROFIT SECTOR
GICHUKI & MUNJURI (2018)	INFLUENCE OF JOB ENLARGEMENT ON THE PERFORMANCE OF EMPLOYEES	DESCRIPTIVE RESEARCH DESIGN	JOB ENLARGEMENT HAD A POSITIVE OUTCOME FOR THE EMPLOYEE PERFORMANCE	THE RESEARCH WAS LIMITED TO THE RAILWAY INDUSTRY
JOB SIMPLIFICATION AND EMPLOYEE PERFORMANCE				
IBERAHIM ET AL. (2020)	JOB SIMPLIFICATION ON JOB PERFORMANCE ADOPTING	DESCRIPTIVE RESEARCH	JOB SIMPLIFICATION DID NOT HAVE ANY SIGNIFICANT EFFECT ON JOB PERFORMANCE	THE ORGANIZATION WAS FROM THE FOR-PROFIT SECTOR
ARFI & AGARWAL (2014)	AWARENESS REGARDING WORK SIMPLIFICATI	COMPARATIVE RESEARCH APPROACH	THE RESPONDENTS AGREED THAT WORK	THE STUDY WAS LIMITED TO DESCRIPTIVE

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	ON AMONG HOMEMAKERS		SIMPLIFICATION IMPROVED THEIR PERFORMANCE	ANALYSIS OF FINDINGS
TANTUA & NWIMANA (2020)	JOB SIMPLIFICATION AND EMPLOYEE PERFORMANCE	CROSS-SECTIONAL SURVEY	A SIGNIFICANT ASSOCIATION BETWEEN JOB SIMPLIFICATION AND EMPLOYEE PERFORMANCE	THE ANALYSIS WAS LIMITED TO CORRELATION ANALYSIS.
MUNYIRI (2018)	JOB SIMPLIFICATION AND THE PERFORMANCE OF EMPLOYEES	DESCRIPTIVE RESEARCH	JOB SIMPLIFICATION HAD A SIGNIFICANT IMPACT ON EMPLOYEES' PERFORMANCE.	ITS RESULTS ARE LIMITED TO THE INSURANCE COMPANIES' STAFF.
WAMBUI & KAMAARA (2020)	INFLUENCE OF THE JOB ON THE EMPLOYEE SATISFACTION	MIXED-METHODS RESEARCH DESIGN	JOB SIMPLIFICATION HAD A SIGNIFICANT POSITIVE RELATIONSHIP WITH EMPLOYEES' SATISFACTION	ITS DEPENDENT VARIABLE WAS EMPLOYEE SATISFACTION

SOURCE: RESEARCHER (2025)

2.5 CONCEPTUAL FRAMEWORK

A CONCEPTUAL FRAMEWORK HELPS TO ORGANIZE THOUGHTS, GUIDE RESEARCH, AND ESTABLISH A CLEAR DIRECTION FOR INVESTIGATION BY LINKING RELEVANT CONCEPTS AND VARIABLES (COLLINS & STOCKTON, 2018). FIGURE 2.1 SUMMARISES THE STUDY VARIABLES AND THEIR RESPECTIVE INDICATORS. ADMINISTRATIVE KNOWLEDGE REFLECTS AN EMPLOYEE'S ABILITY TO UNDERSTAND AND PERFORM THE ADMINISTRATIVE TASKS AND PROCESSES OF DIFFERENT DEPARTMENTS. BUSINESS KNOWLEDGE MEASURES HOW WELL AN EMPLOYEE UNDERSTANDS THE ORGANIZATION'S BUSINESS MODEL, MARKET

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ENVIRONMENT, AND STRATEGIC GOALS. TECHNICAL KNOWLEDGE REFLECTS AN EMPLOYEE'S ABILITY TO UNDERSTAND AND PERFORM TECHNICAL TASKS REQUIRED IN DIFFERENT ROLES.

TASK SIGNIFICANCE DIRECTLY INCREASES MEANINGFULNESS, MOTIVATION, AND ENGAGEMENT, ALLOWING EMPLOYEES TO SEE HOW THEIR WORK IMPACTS OTHERS, FOSTERING GREATER SATISFACTION AND IMPROVED PERFORMANCE. SKILL VARIETY ENHANCES MOTIVATION, LEARNING, ENGAGEMENT, AND JOB SATISFACTION AS EMPLOYEES WHO USE DIFFERENT SKILLS ENJOY MORE MEANINGFUL, MORE STIMULATING, AND LESS MONOTONOUS TASKS IN THEIR JOBS. FEEDBACK HELPS EMPLOYEES UNDERSTAND THE EFFECTIVENESS OF THEIR WORK, ENHANCES MOTIVATION, BUILDS COMPETENCE, AND SUPPORTS CONTINUOUS LEARNING.

TASK VARIETY DESCRIBES THE NUMBER AND DIVERSITY OF TASKS AN EMPLOYEE PERFORMS WITHIN A JOB. TASK IDENTITY REFERS TO ADDING RELATED TASKS OR STAGES OF A WORKFLOW SO THAT THE EMPLOYEE CAN SEE A MORE COMPLETE PIECE OF WORK, RATHER THAN PERFORMING ONLY A SMALL FRAGMENT. TASK AUTONOMY REFERS TO THE INDEPENDENCE AND DISCRETION AN EMPLOYEE HAS IN SCHEDULING, ORGANISING, AND EXECUTING TASKS BY ADDING MORE TASKS THAT ALLOW EMPLOYEES TO MAKE DECISIONS ABOUT HOW AND WHEN TO PERFORM THEIR WORK.

TIME SAVING REFERS TO THE REDUCTION IN THE AMOUNT OF TIME REQUIRED TO COMPLETE A TASK OR JOB DUE TO SIMPLIFICATION EFFORTS, AND IT REFLECTS THE SUCCESS OF SIMPLIFICATION BY SHOWING THAT EMPLOYEES CAN ACCOMPLISH THE SAME WORK MORE QUICKLY AND EFFICIENTLY. ERROR REDUCTION REFERS TO THE DECREASE IN MISTAKES, DEFECTS, OR INACCURACIES IN TASK PERFORMANCE AND CONSISTS OF STREAMLINING TASKS, REDUCING COMPLEXITY, AND IMPROVING THE QUALITY OF COMPLETED WORK. COST SAVINGS ARE REDUCTIONS IN OPERATIONAL, LABOUR, OR PRODUCTION

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COSTS ACHIEVED BY SIMPLIFYING, STANDARDISING, AND STREAMLINING TASKS.

TASK PERFORMANCE REFERS TO THE EFFECTIVENESS AND EFFICIENCY WITH WHICH AN EMPLOYEE CARRIES OUT THE CORE DUTIES AND RESPONSIBILITIES SPECIFIED IN THEIR JOB DESCRIPTION AND IS A PRIMARY MEASURE OF EMPLOYEE EFFECTIVENESS, AS IT IS DIRECTLY RELATED TO ORGANISATIONAL GOALS. CONTEXTUAL PERFORMANCE CONSISTS OF THE BEHAVIOURS AND ACTIVITIES THAT CONTRIBUTE TO THE ORGANISATIONAL, SOCIAL, AND PSYCHOLOGICAL ENVIRONMENT IN WHICH CORE TASKS ARE PERFORMED. IT CAPTURES EXTRA-ROLE BEHAVIORS THAT SUPPORT THE SOCIAL AND ORGANIZATIONAL ENVIRONMENT INCLUDING BEING COOPERATIVE AND TEAMWORK IN THE ORGANIZATION.

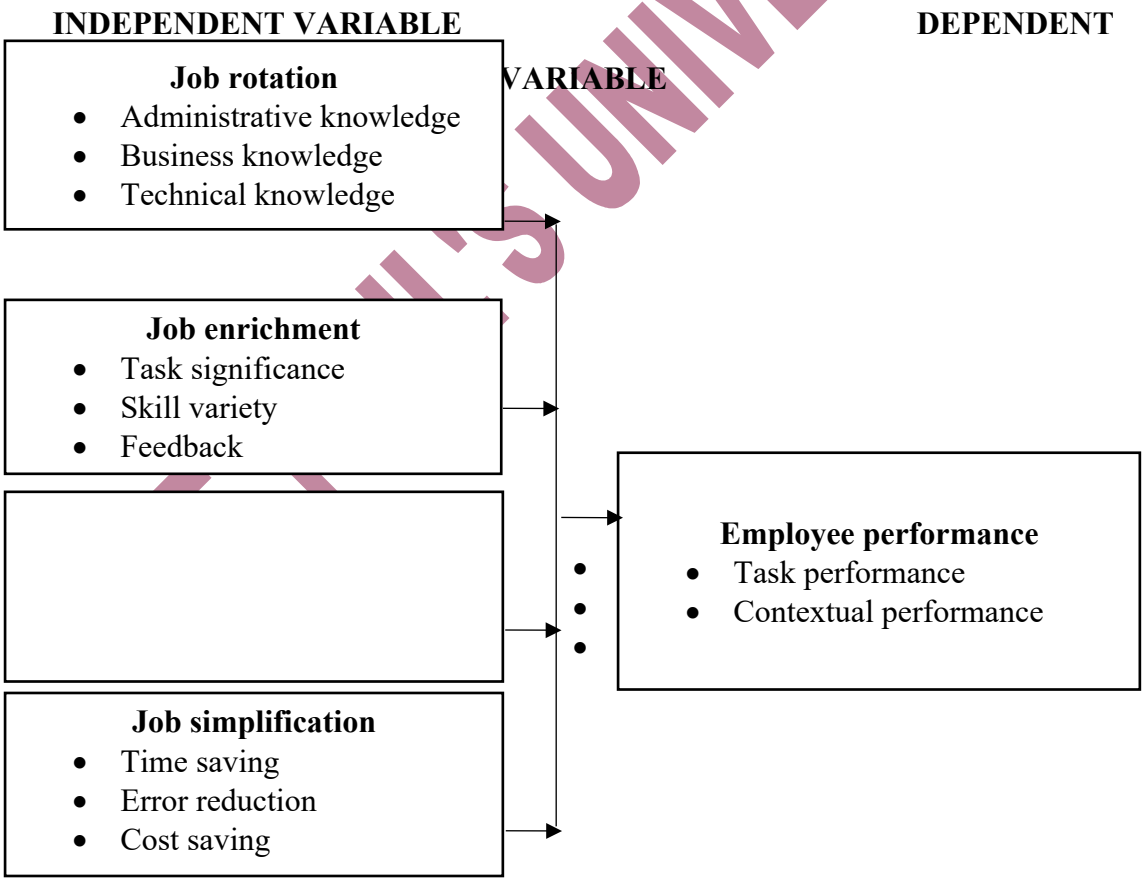


FIGURE 2.1: CONCEPTUAL FRAMEWORK

SOURCE: ADAPTED FROM ADAGBABIRI & OKOLIE (2019)

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

THE RESEARCH METHODS USED TO ACHIEVE THE STUDY'S GOALS ARE DESCRIBED IN THIS CHAPTER. THIS INCLUDES THE TARGET POPULATION, SAMPLING STRATEGIES, SAMPLE, TOOLS, AND PROTOCOLS FOR DATA COLLECTING, PILOT STUDY, DATA PROCESSING AND PRESENTATION, AND ETHICAL ISSUES.

3.2 RESEARCH PHILOSOPHY

EASTERBY-SMITH, THORPE, AND JACKSON (2015) DEFINED RESEARCH AS A SYSTEM OF BELIEFS, VALUES AND FRAMEWORKS THAT GUIDE HOW RESEARCH IS CONDUCTED AND GUIDE THE METHODS USED TO COMPLETE A STUDY. THERE ARE SEVERAL RESEARCH PHILOSOPHIES INCLUDING CRITICAL REALISM, POSITIVISM, INTERPRETIVISM, AND PRAGMATISM (KABAJI & MUKANZI, 2018). THE POSITIVIST TAKES THE STANCE OF OBJECTIVITY IN UNDERSTANDING REALITY AND KNOWLEDGE AND THIS CAN BE ACHIEVED BY COLLECTING EMPIRICAL EVIDENCE AND FACTS THAT CAN BE OBSERVED AND GENERALIZED (EASTERBY-SMITH ET AL., 2015). THE STUDY FOLLOWED A POSITIVIST RESEARCH PHILOSOPHY WHEREBY METHODS DOMINANT IN THE NATURAL SCIENCES WERE ADOPTED TO DETERMINE THE EFFECT OF JOB DESIGN ON EMPLOYEE PERFORMANCE. IT WAS APPROPRIATE, AS THERE WAS LIMITED INTERACTION WITH PARTICIPANTS THROUGH ONLINE SURVEY ADMINISTRATION, AND THE DATA GENERATED WAS ANALYSED USING

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STATISTICAL METHODS, SO THERE IS LIMITED INVOLVEMENT OF HUMAN SUBJECTIVITY.

3.3 RESEARCH DESIGN

A RESEARCH DESIGN OUTLINES THE FRAMEWORK THAT DEFINES THE CRITERIA FOR GATHERING AND ANALYZING DATA, ENSURING THAT THE OUTCOMES ARE RELEVANT TO RESEARCH OBJECTIVES. IT IS A FRAMEWORK FOR RECOGNIZING, QUANTIFYING, AND EVALUATING DATA (TAKONA, 2024). A DESCRIPTIVE DESIGN WAS EMPLOYED IN THE INVESTIGATION. A STATEMENT OF CURRENT EVENTS THAT IS FREE OF THE RESEARCHER'S INFLUENCE IS KNOWN AS DESCRIPTIVE RESEARCH. BY OBTAINING INFORMATION THAT ENABLES PEOPLE TO DESCRIBE THE SITUATION MORE FULLY AND SHEDDING LIGHT ON CURRENT DIFFICULTIES OR ISSUES (MANJUNATHA, 2019). THIS DESIGN WAS SUITABLE BECAUSE IT ENABLED THE COLLECTION OF DETAILED INFORMATION ON THE PERFORMANCE OF JKUAT NON-TEACHING STAFF AND THE CURRENT STATE OF JOB DESIGN WITHOUT ALTERING THE STUDY ENVIRONMENT. FURTHERMORE, A DESCRIPTIVE STUDY ENCOURAGED THE USE OF QUANTITATIVE TECHNIQUES LIKE STRUCTURED QUESTIONNAIRES, WHICH ALLOWED THE RESEARCHER TO EXTRAPOLATE RESULTS TO A BROADER POPULATION AND MAKE INSIGHTFUL CONCLUSIONS SUPPORTED BY EMPIRICAL DATA.

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3.4 TARGET POPULATION

THE TARGET POPULATION DESCRIBES THE WHOLE GROUP OF PEOPLE WHO COMPRISE THE PRIMARY SUBJECT OF A STUDY AND FROM WHOM A REPRESENTATIVE SAMPLE IS DRAWN (KOTHARI, 2022). THE 1,568 NON-TEACHING EMPLOYEES IN JKUAT REPRESENT THE TARGET GROUP.

TABLE 3.1: TARGET POPULATION

CATEGORY	NUMBER
MANAGEMENT LEVEL	92
MIDDLE LEVEL	611
SUPPORT	557
SENIOR TECHNICAL	39
MIDDLE-LEVEL TECHNICAL	232

JUNIOR TECHNICAL	37
TOTAL	**1,568**

SOURCE: JKUAT (2024)

3.5 SAMPLE AND SAMPLING TECHNIQUES

A SAMPLE IS A SMALL COLLECTION OF PEOPLE FROM THE TOTAL POPULATION, CHOSEN TO REPRESENT EVERYONE ELSE. BHARDWAJ (2019) POINTS OUT THAT SAMPLING ALLOWS RESEARCHERS TO STUDY A MANAGEABLE SUBSET RATHER THAN THE ENTIRE POPULATION, THUS MAKING EXPERIMENTS, SO LONG AS THEY ARE WELL-CONDUCTED, BECOME MORE EFFICIENT, COST-EFFECTIVE, AND RELIABLE. SINCE THE YAMANE (1967) FORMULA IS ADAPTABLE AND SUITABLE FOR A VARIETY OF SITUATIONS, IT WAS CHOSEN TO SELECT A SAMPLE FROM THE POPULATION OF NON-TEACHING STAFF MEMBERS. THE FORMULA WAS CALCULATED AS FOLLOWS:

$$N = N / [1 + N (E^2)]$$

WHERE:

N=SAMPLE SIZE

N=POPULATION SIZE

E=ERROR TERM (0.05)

N=1,568/ [1 + 1,568 (0.05*0.05)

N=1,568/ [1 + 1,568 (0.0025)

N=1,568/ 1 + 3.92

N=1,568/ 4.92

N = 373

STRATIFIED RANDOM SAMPLING WAS USED TO SELECT RESPONDENTS, AS SHOWN IN TABLE 3. 2. IN THIS APPROACH, THE POPULATION IS SYSTEMATICALLY DIVIDED INTO SEPARATE CATEGORIES BASED ON A CRITERION; IN THIS CASE, NON-TEACHING STAFF LEVELS AT THE JKUAT MAIN CAMPUS WERE USED. THEREAFTER, UNITS WERE CHOSEN AT RANDOM FROM EVERY STRATUM (SHARMA, 2017).

TABLE 3.2: TARGET POPULATION AND SAMPLE SIZE

CATEGORY	TARGET	SAMPLE SIZE

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	POPULATION	
MANAGEMENT LEVEL	92	22
MIDDLE LEVEL	611	145
SUPPORT	557	132
SENIOR TECHNICAL	39	9
MIDDLE-LEVEL TECHNICAL	232	55
JUNIOR TECHNICAL	37	10
TOTAL	**1,568**	**373**

SOURCE: JKUAT (2024)

3.6 DATA COLLECTION INSTRUMENT AND PROCEDURE

THIS PORTION OF THE CHAPTER OFFERS A THOROUGH EXPLANATION OF THE INSTRUMENTS USED FOR DATA COLLECTION AND THE METHODICAL TECHNIQUES USED TO OBTAIN PERTINENT INFORMATION. IT DESCRIBES THE METHODS USED TO GUARANTEE VALIDITY, PRECISION, AND DEPENDABILITY IN THE DATA COLLECTION PROCESS, AS WELL AS THE LAYOUT, COMPOSITION, AND RATIONALE OF THE SELECTED INSTRUMENTS.

3.6.1 DATA COLLECTION INSTRUMENT

THE INFORMATION WAS GATHERED FROM SOURCES USING A METHODICAL QUESTIONNAIRE (SEE APPENDIX D). A COMMON APPLICATION OF THE QUESTIONNAIRE IS TO COLLECT DATA FROM HUMAN PARTICIPANTS IN A SIZABLE SAMPLE USING A CONSISTENT AND STANDARDIZED METHODOLOGY (MANSTEIN ET AL., 2023). IN THIS CASE, A STRUCTURED QUESTIONNAIRE LIMITED TO CLOSED-ENDED ITEMS WAS USED. CLOSED-ENDED QUESTIONS PROVIDE FOR QUANTITATIVE ANALYSIS AND MAKE IT EASIER TO COMPARE RESPONSES, AND THIS IMPROVES THE DEPENDABILITY OF RESPONSES BY GUARANTEEING CONSISTENCY IN THE PHRASING AND ORDER OF THE QUESTIONS (MANSTEIN, 2023). THERE WERE THREE PRIMARY SECTIONS TO THE QUESTIONNAIRE.

THE RESPONDENTS' AGE, GENDER, EDUCATIONAL BACKGROUND, EMPLOYMENT HISTORY, AND POSITION WITHIN THE COMPANY WERE AMONG THE DETAILS REQUESTED IN THE FIRST SECTION. THIS SECTION WAS BASED ON CLOSED-ENDED ITEMS. PARTS TWO AND THREE

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GATHERED DATA REGARDING THE FOUR INDEPENDENT VARIABLES AND UTILIZED A SERIES OF STATEMENTS ON A 5-POINT LIKERT SCALE, PROMPTING PARTICIPANTS TO EXPRESS THEIR AGREEMENT LEVELS. THIS SECTION CONSISTED OF A SUBSECTION OF JOB ROTATION (13 ITEMS), JOB ENRICHMENT (11 ITEMS), JOB ENLARGEMENT (11 ITEMS), AND JOB SIMPLIFICATION (9 ITEMS). THE THIRD SECTION FOCUSED ON EMPLOYEE PERFORMANCE (19 ITEMS).

3.6.2 DATA COLLECTION PROCEDURES

THE DATA COLLECTION PROCESS COMMENCED ONCE THE PROPOSAL WAS SUCCESSFULLY DEFENDED AND A POSTGRADUATE LETTER (APPENDIX F) FROM JKUAT WAS SECURED, ALLOWING DATA COLLECTION TO PROCEED. THE INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE (ISERC) GAVE ETHICAL APPROVAL (APPENDIX E). GETTING A RESEARCH PERMIT FROM THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY, AND INNOVATION (NACOSTI) WAS THE FOLLOWING STAGE (APPENDIX G). TESTS WERE CONDUCTED USING DATA FROM A PILOT STUDY COMPRISING 10% (N = 30) OF THE TOTAL SAMPLE TO ASSESS THE VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENT. THEREAFTER, THE STUDY REQUESTED RESPONDENTS' CONTACT INFORMATION TO SEND THEM A LINK TO THE GOOGLE FORM, ALLOWING THEM TO COMPLETE IT AT THEIR CONVENIENCE. THIS FORM OF ADMINISTRATION WAS PREFERRED AS IT ALLOWED DATA TO BE DIGITALLY RECORDED INTO AN EXCEL SHEET FOR EASIER CODING AND DATA ENTRY. THUS, PARTICIPANTS WERE SENT THE GOOGLE FORM THROUGH THEIR WHATSAPP CONTACT.

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3.7 PILOT STUDY

A PILOT STUDY ENSURES THE EFFECTIVENESS AND FEASIBILITY OF A STUDY BEFORE ITS FULL-SCALE EXECUTION, MINIMIZING ERRORS, REFINING METHODOLOGY, AND IMPROVING THE OVERALL SUCCESS OF THE RESEARCH PROTOCOL. THE PILOT STUDY WAS CONDUCTED WITH 30 KENYATTA UNIVERSITY (KU) NON-TEACHING EMPLOYEES WHO WERE NOT INCLUDED IN THE FINAL SURVEY. THE APPROPRIATE NUMBER FOR THE PILOT RECOMMENDED IS 10% OF THE SAMPLE SIZE (ANDRADE, 2020).

3.7.1 VALIDITY OF RESEARCH INSTRUMENT

SÜRÜCÜ AND MASLAKÇI (2020) DEFINE VALIDITY AS THE EXTENT TO WHICH RESEARCH FINDINGS ACCURATELY REFLECT THE PHENOMENON UNDER STUDY. PARTICIPANTS SHOULD BE ABLE TO UNDERSTAND THE RESEARCHER'S INTENDED MEANING OF THE QUESTIONS IN THE DATA COLLECTION TOOL (SURUCU & MASLAKCI, 2020). RÖNKKÖ AND CHO (2022) SUGGEST THREE METHODS FOR EVALUATING A SURVEY: CONCEPT, FACE, AND CONTENT VALIDITY.

SÜRÜCÜ AND MASLAKCI (2020) DEFINE CONTENT VALIDITY AS THE EXTENT TO WHICH A CONCEPT'S DIMENSIONS AND CONSTITUENT PARTS ARE APPROPRIATELY DESCRIBED OR ACCURATELY DEPICTED IN A RESEARCH TOOL. ON THE OTHER HAND, FACE VALIDITY REFERS TO THE DEGREE TO WHICH A QUESTIONNAIRE APPEARS TO MEASURE WHAT IT IS SUPPOSED TO MEASURE, BASED ON EXPERT JUDGMENT OR FEEDBACK FROM ITS INTENDED TARGETS. IT SEEKS TO ENSURE THAT THE QUESTIONS POSED TO SUBJECTS ARE CLEAR, RELEVANT, AND UNAMBIGUOUS. CONSTRUCT VALIDITY, MEANWHILE, ASKS WHETHER THE INSTRUMENT ACTUALLY CAPTURES WHAT IS THEORETICALLY UNDERLYING THE CONCEPT IT IS SUPPOSED TO MEASURE (SÜRÜCÜ & MASLAKCI, 2020).

USING ASSESSMENTS FROM PROFESSIONALS IN THE FIELDS OF EMPLOYEE PERFORMANCE AND HUMAN RESOURCES, THE QUESTIONNAIRE'S ITEMS WERE FIRST EVALUATED FOR CONTENT VALIDITY. THE CHOSEN PERSONS SERVED ON THE PANEL THAT REVIEWED DEFENSE PROPOSALS AND OFFERED INPUT ON THE QUESTIONNAIRE'S SUBSTANCE. SECOND, FACE VALIDITY WAS IMPROVED BY ASKING PARTICIPANTS IN THE PILOT STUDY TO PROVIDE COMMENTS ALONGSIDE THE ITEMS, INDICATING HOW HARD, EASY, OR COMPLICATED THEY FOUND THEM TO UNDERSTAND OR ANSWER. THESE COMMENTS WERE TAKEN INTO CONSIDERATION WHEN MODIFYING THE QUESTIONNAIRE. THIRD, TO ASSESS CONSTRUCT VALIDITY, THE SURVEY ITEMS WERE ADAPTED FROM THEORIES. ADDITIONALLY, THE VALIDITY OF THE SCALES WAS ASSESSED USING AVERAGE VARIANCE EXTRACTED (AVE), WHICH IS THE AVERAGE

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AMOUNT OF VARIANCE A CONSTRUCT EXPLAINS AMONG ITS INDICATORS RELATIVE TO THE TOTAL VARIANCE OF THOSE INDICATORS.

3.7.2 RELIABILITY OF RESEARCH INSTRUMENT

A RESEARCH TOOL'S RELIABILITY IS DETERMINED BY HOW CONSISTENTLY IT YIELDS THE SAME RESULTS WHEN USED REPEATEDLY IN SIMILAR CIRCUMSTANCES. THE STUDY USED CRONBACH'S ALPHA, A MEASURE OF AN INSTRUMENT'S INTERNAL CONSISTENCY, TO GAUGE RELIABILITY. INTERNAL CONSISTENCY HERE REFERS TO HOW WELL THE DIFFERENT DIMENSIONS THAT A VARIETY OF ITEMS IN A DEVICE SEEK TO TAP ARE ACTUALLY TAPPING THOSE SAME TRAITS OR CONSTRUCTS (IMASUEN, 2022). STRONGER INTERNAL CONSISTENCY IS INDICATED BY VALUES NEARER 1 ON THE CRONBACH'S ALPHA COEFFICIENT, WHICH RUNS FROM 0 TO 1. AN ALPHA VALUE ABOVE 0.7 IS TYPICALLY CONSIDERED ACCEPTABLE IN RESEARCH PRACTICE AND INDICATES A SUFFICIENT DEGREE OF INSTRUMENT DEPENDABILITY.

3.8 DATA ANALYSIS AND PRESENTATION

THE DATA COLLECTED BY ONLINE FORMS WERE IMPORTED INTO SPSS, VERSION 26, FOR ANALYSIS AND INTERPRETATION. FREQUENCIES AND PERCENTAGES WERE USED TO SUMMARIZE THE DEMOGRAPHIC INFORMATION. RESPONSES RATED ON A LIKERT SCALE WERE ANALYZED USING MEAN VALUES AND STANDARD DEVIATIONS. PEARSON'S R AND THE CORRELATION COEFFICIENT WERE USED TO QUANTIFY THE LINEAR RELATIONSHIP BETWEEN THE VARIABLES. OLS REGRESSION ANALYSIS WAS ALSO USED TO LOOK AT HOW JOB DESIGN COMPONENTS AFFECTED EMPLOYEE PERFORMANCE. THE 95% CONFIDENCE LEVEL IS USED WHILE PERFORMING THE REGRESSION ANALYSIS. SUPPOSING THAT THIS RESULTS IN THE STUDY'S VARIABLES BEING STATISTICALLY SIGNIFICANT AND RELIABLE, IT WILL YIELD EMPIRICAL SUPPORT FOR ALL TEN DEPENDENT AND INDEPENDENT VARIABLES IN PHASES.

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + E$$

WHERE;

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Y = EMPLOYEE PERFORMANCE

B_0 = CONSTANT

X_1 = JOB ROTATION

X_2 = JOB ENRICHMENT

X_3 = JOB ENLARGEMENT

X_4 = JOB SIMPLIFICATION

E = ERROR TERM

3.9 LIMITATION OF THE STUDY

A DESCRIPTIVE CROSS-SECTIONAL RESEARCH DESIGN WAS USED, WHERE THE DATA WAS COLLECTED ONCE, INDICATING THE STUDY WAS LIMITED TO A 'SNAPSHOT' OF JOB DESIGN AND EMPLOYEE PERFORMANCE, AND MISSES OUT ON THE OPPORTUNITY TO DOCUMENT THE CHANGES OVER TIME. TO DELIMIT THIS, THE RESPONDENTS WERE SELECTED BASED ON THEIR EXPERIENCE AND TENURE IN THE INSTITUTION. THE PRIMARY DATA WAS FROM RESPONDENTS AND THIS MEANS THE FINDINGS WERE BASED ON THEIR ABILITY TO RECALL SPECIFIC INFORMATION AND THIS REDUCED THE VALIDITY OF ITS CONCLUSIONS. TO DELIMIT THIS, THE STUDY ADOPTED CONSTRUCTS AND ITEMS USED IN PREVIOUS STUDIES WHILE ALSO ENSURING THAT THEY WERE VALID AND RELIABLE.

3.10 ETHICAL CONSIDERATIONS

ACCORDING TO DROLET ET AL. (2023), ONE OF THE MAIN TENETS OF RESEARCH ETHICS IS RESPECTING STUDY PARTICIPANTS, WHICH IS ACCOMPLISHED IN PART BY USING ESTABLISHED CRITERIA. A RESEARCH AUTHORIZATION WAS GRANTED BY NACOSTI AFTER JKUAT-ISERC ETHICAL APPROVAL HAD BEEN OBTAINED. ADDITIONALLY, A CONSENT DOCUMENT EXPLAINING THE VOLUNTARY NATURE OF THE STUDY, CONFIDENTIALITY, AND THE ANONYMITY OF THE INFORMATION PROVIDED WAS INCLUDED WITH THE QUESTIONNAIRE, ALONG WITH INFORMATION ON THE FREEDOM FROM HARM AND RISK TO PARTICIPANTS, AND THE CONTACT INFORMATION OF THE PRINCIPAL INVESTIGATOR AND SUPERVISOR FOR FURTHER CLARIFICATION.

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CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

THIS CHAPTER PRESENTS EXPLANATIONS AND FINDINGS SUPPORTED BY TABLES. IN RESPONSE TO THE HIGH DEMAND FOR ITS SERVICES, THE CHAPTER INCLUDES INFORMATION ON RESPONSE RATES AND PRELIMINARY DATA, DEMOGRAPHIC DETAILS ABOUT SURVEY PARTICIPANTS, AND DESCRIPTIVE AS WELL AS REGRESSION STATISTICS.

4.2 QUESTIONNAIRE RESPONSE RATE

AN ANALYSIS WAS CONDUCTED ON THE 264 QUESTIONNAIRES RETURNED FROM THE 373 DISTRIBUTED. THIS SUGGESTED A RESPONSE RATE OF 70.7%. ACCORDING TO MUGENDA & MUGENDA (2019), A RESPONSE RATE OF MORE THAN 70% IS CONSIDERED EXCELLENT. THIS RESPONSE RATE WAS ATTAINED BY ADMINISTERING THE QUESTIONNAIRE ONLINE, WHICH ALLOWED RESPONDENTS TO SUBMIT FEEDBACK IN A PRIVATE SETTING.

TABLE 4.1: RESPONSE RATE

CATEGORY	NUMBER	PERCENT
QUESTIONNAIRES ADMINISTERED	373	100.0
QUESTIONNAIRES RETURNED	264	70.7
QUESTIONNAIRES NOT RETURNED	109	29.3

SOURCE: RESEARCH (2025)

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4.3 PRELIMINARY DATA

THIS SECTION OF THE ANALYSIS BEGINS PRESENTS THE CRONBACH'S ALPHA SCORES FOR INSTRUMENT RELIABILITY AND THE AVERAGE VARIANCE EXPLAINED (AVE) SCORES FOR INSTRUMENT VALIDITY FROM THE PILOT STUDY.

4.3.1 RELIABILITY OF THE RESEARCH INSTRUMENT

THE RESULTS IN TABLE 4.2 SHOW CRONBACH'S ALPHA COEFFICIENTS FOR EACH VARIABLE, INDICATING THAT ALL VALUES EXCEED THE RECOMMENDED THRESHOLD OF 0.7. THIS RESULT INDICATES THAT

ACROSS ALL VARIABLES, THE RESEARCH INSTRUMENT AS A WHOLE DEMONSTRATED STRONG INTERNAL CONSISTENCY. ACCORDINGLY, THE RESULTS PROVIDE EMPIRICAL SUPPORT FOR THE STATEMENT THAT ALL INDIVIDUAL VARIABLES ARE RELIABLE. HENCE, WITH CONFIDENCE, WE CAN SAY THAT THE SCALE MEASURED THE INTENDED CONCEPTS CONSISTENTLY, WITHOUT SIGNIFICANT MEASUREMENT ERROR OR INACCURACY.

TABLE 4.2: CRONBACH'S ALPHA COEFFICIENT

VARIABLES	CRONBACH'S ALPHA	N OF ITEMS	DECISION
JOB ROTATION	0.763	13	RELIABLE
JOB ENRICHMENT	0.742	11	RELIABLE
JOB ENLARGEMENT	0.888	11	RELIABLE
JOB SIMPLIFICATION	0.832	9	RELIABLE
EMPLOYEE PERFORMANCE	0.800	19	RELIABLE

SOURCE: RESEARCH (2025)

4.3.2 VALIDITY OF THE RESEARCH INSTRUMENT

THE AVERAGE VARIANCE EXPLAINED (AVE) BY A CONSTRUCT IN ITS INDICATORS, AS A PERCENTAGE OF THE TOTAL VARIANCE OF THOSE INDICATORS, IS REPRESENTED BY THE AVE. ACCORDING TO TABLE 4.3, AVE VALUES RANGED FROM 0.54 TO 0.61, ABOVE THE TYPICALLY RECOMMENDED CUT-OFF OF 0.5. THESE RESULTS PROVIDE FURTHER EVIDENCE THAT LATENT CONSTRUCTS MAINTAIN GOOD CONVERGENT INTEGRITY AND THAT IN THIS PARTICULAR STUDY, THE MEASUREMENT ITEMS TRULY CAPTURED SOME GENERAL IDEAS FOR EFFECT.

TABLE 4.3: AVERAGE VARIANCE EXTRACTED

VARIABLES	AVE	N OF ITEMS	DECISION
JOB ROTATION	0.543	13	VALID
JOB ENRICHMENT	0.596	11	VALID
JOB ENLARGEMENT	0.610	11	VALID
JOB SIMPLIFICATION	0.554	9	VALID

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EMPLOYEE PERFORMANCE	0.597	19	VALID

SOURCE: RESEARCH (2025)

4.4 DEMOGRAPHIC INFORMATION OF RESPONDENTS

GENDER, EDUCATION, AGE GROUP, AND WORK EXPERIENCE WERE AMONG THE DEMOGRAPHIC DETAILS THAT WERE REQUESTED OF THE RESPONDENTS. THIS SECTION PRESENTS THESE FINDINGS IN THE FORM OF FREQUENCY DISTRIBUTIONS.

4.4.1 GENDER

IN THE SAMPLE, THERE WERE SLIGHTLY MORE MALE NON-TEACHING STAFF, REPRESENTING 51.9%, WHILE THE REMAINING 48.1% REPRESENTED FEMALE NON-TEACHING STAFF, AS SHOWN IN TABLE 4.4. IN THE 2022-2023 PERIOD, KENYAN UNIVERSITIES REPORTED 20,886 NON-TEACHING STAFF, OF WHOM 52% WERE MALE AND 48% WERE FEMALE (CUE, 2023). THIS IS ATTRIBUTED TO THE TECHNICAL JOBS THAT ARE REPRESENTED IN NON-TEACHING, WHICH ARE OFTEN OCCUPIED BY MALE RESPONDENTS.

TABLE 4.4: GENDER DISTRIBUTION OF RESPONDENTS

GENDER	FREQUENCY	PERCENT
MALE	137	51.9
FEMALE	127	48.1
TOTAL	**264**	**89.2**

SOURCE: RESEARCH (2025)

4.4.2 EDUCATION

TABLE 4.5 SHOWS THAT THERE WERE SLIGHTLY MORE NON-TEACHING STAFF WHO HAD A MASTER'S DEGREE, AND THIS ACCOUNTED FOR 21.9% OF THE SAMPLE. THIS WAS FOLLOWED BY THOSE WITH A CERTIFICATE THAT ACCOUNTED FOR 21.2%, BACHELOR'S (20.4%), DOCTORATE (19.1%), AND DIPLOMA (17.4%). THE MAJORITY OF RESPONDENTS HAD A MASTER'S LEVEL OF EDUCATION WHICH MEANS THAT MOST RESPONDENTS WERE PURSUING HIGHER EDUCATION SO AS TO GAIN PROMOTIONS AND IMPROVE THEIR CAREER DEVELOPMENT. THE HIGH NUMBER OF

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CERTIFICATES IS ASSOCIATED TO THE MINIMUM REQUIREMENTS FOR NON-TEACHING STAFF AT PUBLIC UNIVERSITIES. THOSE WITH DOCTORATE LEVEL OF EDUCATION ARE THOSE HOLDING DEPARTMENTAL LEVEL ROLES IN THE INSTITUTION.

TABLE 4.5: EDUCATION DISTRIBUTION OF RESPONDENTS

EDUCATION	FREQUENCY	PERCENT
CERTIFICATE	56	21.2
DIPLOMA	46	17.4
BACHELORS	54	20.4
MASTERS	58	21.9
PHD	50	19.1
TOTAL	**264**	**89.2**

SOURCE: RESEARCH (2025)

4.4.3 AGE GROUPS

REGARDING THEIR AGE GROUPINGS, 27.2% OF THE NON-TEACHING PERSONNEL WERE BETWEEN THE AGES OF 21 AND 30 AND 41 AND 40. ACCORDING TO TABLE 4.6, 23.3% OF NON-TEACHING STAFF WERE 51 YEARS OF AGE OR OLDER, WHILE 22.3% WERE BETWEEN THE AGES OF 31 AND 40. THE FINDINGS REVEALED THAT THOSE UNDER 40 WERE WELL REPRESENTED IN THE NON-TEACHING WORKFORCE, SUGGESTING THAT INVESTING IN JOB REDESIGN IN THIS AGE GROUP WILL CONTRIBUTE TO BETTER LONG-TERM PERFORMANCE. THOSE AGED 41 AND ABOVE WERE ALSO WELL REPRESENTED IN THE SAMPLE, AND THIS GROUP OF EMPLOYEES WOULD BE A VALUABLE RESOURCE FOR PROMOTING JOB ROTATION PRACTICES AMONG THE NEW, YOUNGER NON-TEACHING WORKFORCE.

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TABLE 4.6: AGE GROUP DISTRIBUTION OF RESPONDENTS

AGE GROUPS	FREQUENCY	PERCENT
21-30 YEARS	72	27.2
31-40 YEARS	59	22.3
41-50 YEARS	72	27.2
ABOVE 51 YEARS	61	23.3
TOTAL	**264**	**89.2**

SOURCE: RESEARCH (2025)

4.4.4 WORK EXPERIENCE

THE RESULTS SHOW THAT MORE RESPONDENTS HAD MORE THAN 6 YEARS' WORK EXPERIENCE AS NON-TEACHING STAFF AT JKUAT, ACCOUNTING FOR 29.6%. THOSE WITH 4 TO 5 YEARS' EXPERIENCE ACCOUNTED FOR 24.2%, THOSE WITH 2-3 YEARS AND LESS THAN ONE-YEAR EXPERIENCE ACCOUNTED FOR 23.1% RESPECTIVELY, AS DEPICTED IN TABLE 4.7. THE FINDINGS SUGGEST THAT THERE HAS BEEN ONGOING RECRUITMENT OF NON-TEACHING STAFF IN THE PAST YEAR AT THE INSTITUTION, AND THIS IS ATTRIBUTED TO THE HIGH TURNOVER (MWASIAJI, 2022; NDERITU, 2022) EXPERIENCED, WHICH FURTHER SHOWS THE SIGNIFICANCE OF JOB REDESIGN AT JKUAT. HOWEVER, MOST EMPLOYEES HAD WORKED FOR THE COMPANY FOR MORE THAN FOUR YEARS. THIS GROUP OF STAFF HAD MORE KNOWLEDGE AND EXPERIENCE WITH THE JOB REDESIGN HAPPENING IN THE ORGANIZATION, AND THEIR PARTICIPATION THUS ENHANCED THE VALIDITY OF THE FINDINGS.

TABLE 4.7: WORK EXPERIENCE DISTRIBUTION AMONG RESPONDENTS

WORK EXPERIENCE	FREQUENCY	PERCENT
LESS THAN 1 YEAR	61	23.1
2-3 YEARS	61	23.1
4-5 YEARS	64	24.2
6 YEARS +	78	29.6
TOTAL	**264**	**89.2**

SOURCE: RESEARCH (2025)

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4.5 DESCRIPTIVE STATISTICS

THE RESEARCH VARIABLES WERE MEASURED USING A FIVE-POINT LIKERT SCALE, AND THE MEAN AND STANDARD DEVIATION WERE USED IN THE ANALYSIS. NYUTU ET AL. (2021) SUGGESTS RESPONSES BETWEEN 1.00 AND 1.80 HAVE BEEN CATEGORIZED AS STRONGLY DISAGREE. THOSE WITHIN 1.81 TO 2.60 INDICATE DISAGREEMENT. MEAN VALUES RANGING FROM 2.61 TO 3.40 REPRESENTED NEUTRAL REPLIES; VALUES FROM 3.41 TO 4.20 INDICATED AGREEMENT; AND VALUES OF 4.21 AND ABOVE INDICATED STRONG AGREEMENT.

4.5.1 DESCRIPTIVE STATISTICS FOR JOB ROTATION

THIRTEEN MEASURES OF WORK ROTATION WERE GIVEN TO RESPONDENTS TO RATE THEIR AGREEMENT WITH. ACCORDING TO TABLE 4.8, THE AVERAGE MEAN SCORE IS 3.35 WITH A STANDARD DEVIATION OF 0.962. THIS INDICATES THAT THE COMMENTS ABOUT WORK ROTATION WERE ACCEPTED BY THE NON-TEACHING STAFF. THE RESULTS SUGGEST THAT THE UNIVERSITY'S JOB ROTATION, WHICH OFFERED ADMINISTRATIVE, BUSINESS, AND TECHNICAL SKILLS TO NON-TEACHING STAFF, WAS BENEFICIAL. THE FINDINGS SUGGEST THAT GAINING PRACTICAL EXPERIENCE WITH DIFFERENT DEPARTMENTS AND UNITS OF THE ORGANIZATION IMPROVED THE PERFORMANCE OF NON-TEACHING STAFF AS THEY GAINED A HOLISTIC UNDERSTANDING OF JKUAT.

THE HIGHEST-RANKED ITEM WAS JOB ROTATION PRACTICES IMPROVING NON-TEACHING STAFF COMMUNICATION NETWORKS, WITH A MEAN SCORE OF 3.83 AND A STANDARD DEVIATION OF 0.740. THE MEAN SCORE OF 3.57 AND THE STANDARD DEVIATION OF 1.007 SHOW THAT NON-TEACHING STAFF BELIEVED THAT JOB ROTATION STRATEGIES IMPROVED THEIR UNDERSTANDING OF THE COMPANY'S POLICIES, PROCEDURES, AND PRACTICES. THERE WAS AGREEMENT THAT RESPONDENTS WERE ABLE TO IMPROVE THEIR UNDERSTANDING OF ORGANIZATION GOALS (M=3.56; SD=0.961). NON-TEACHING STAFF INDICATED AGREEMENT THAT THEY HAD IMPROVED THEIR KNOWLEDGE OF THE EXTERNAL ENVIRONMENT OF BUSINESS (M=3.55; SD=0.905). THE RESPONDENTS INDICATED THEIR KNOWLEDGE OF THE DEPARTMENT'S ROLE IN THE ORGANIZATION WAS IMPROVED DUE TO JOB ROTATION PRACTICES (M=3.53; SD=0.803). THE RESPONDENTS SHOWED AGREEMENT WITH THE ITEM THAT IMPROVED THEIR KNOWLEDGE OF GENERAL/CURRENT ISSUES IN THE ORGANIZATION BASED ON THE JOB ROTATION PRACTICES ADOPTED (M=3.41; SD=0.934).

THE NON-TEACHING STAFF INDICATED AGREEMENT THAT JOB ROTATION PRACTICES HAVE IMPROVED THEIR COGNITIVE SKILLS (M=3.33; SD=1.158). THERE WAS NEUTRAL AGREEMENT AMONG NON-TEACHING STAFF THAT JOB ROTATION PRACTICES HAVE INCREASED MY SELF-IMPROVEMENT

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(M=3.30; SD=1.115). NON-TEACHING STAFF DEMONSTRATED THEIR NEUTRAL AGREEMENT THAT JOB ROTATION PRACTICES HAVE IMPROVED MY PLANNING AND ORGANIZING SKILLS (M=3.26; SD=0.861). THERE WAS NEUTRAL AGREEMENT THAT JOB ROTATION PRACTICES IMPROVED NON-TEACHING STAFF'S KNOWLEDGE OF THEIR BUSINESS CONTACTS AND NETWORKS (M=3.26; SD=1.036). THE RESPONDENTS SHOWED THEIR NEUTRAL AGREEMENT WITH THE STATEMENT THAT JOB ROTATION PRACTICES HAVE IMPROVED MY INTERPERSONAL SKILLS (M=3.21; SD=0.898). THE LOWEST-RANKED ITEM WAS JOB ROTATION PRACTICES, HAVING IMPROVED NON-TEACHING STAFF LEADERSHIP SKILLS AS SHOWN BY A MEAN SCORE OF 2.62 AND A STANDARD DEVIATION OF 1.072.

TABLE 4.8: EFFECT OF JOB ROTATION MEAN AND STANDARD DEVIATION SCORES

JOB ROTATION	%					MEAN	STD. DEV.
	SA	D	N	A	SA		
JOB ROTATION PRACTICES HAVE IMPROVED MY PLANNING AND ORGANIZING SKILLS	2	41	132	64	25	3.26	0.861
JOB ROTATION PRACTICES HAVE IMPROVED MY INTERPERSONAL SKILLS	16	31	103	109	5	3.21	0.898
JOB ROTATION PRACTICES HAVE IMPROVED MY LEADERSHIP SKILLS	55	55	91	62	1	2.62	1.072
JOB ROTATION PRACTICES HAVE INCREASED MY SELF-IMPROVEMENT	18	39	97	67	43	3.30	1.115
JOB ROTATION PRACTICES HAVE IMPROVED MY COGNITIVE SKILLS	12	68	47	94	43	3.33	1.158
JOB ROTATION PRACTICES HAVE ENHANCED MY KNOWLEDGE OF ORGANIZATION POLICIES, PROCEDURES AND PRACTICES	10	37	44	139	34	3.57	1.007
JOB ROTATION PRACTICES HAVE IMPROVED MY PRODUCTION KNOWLEDGE	21	48	105	71	19	3.07	1.027
JOB ROTATION PRACTICES HAVE IMPROVED KNOWLEDGE OF MY BUSINESS CONTACT AND NETWORK.	22	18	126	66	32	3.26	1.036

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JOB ROTATION PRACTICES HAVE IMPROVED MY COMMUNICATION NETWORK	4	7	54	165	34	3.83	0.74
JOB ROTATION PRACTICES HAVE IMPROVED MY KNOWLEDGE OF GENERAL/CURRENT ISSUES	8	34	90	107	25	3.41	0.934
JOB ROTATION PRACTICES HAVE IMPROVED MY KNOWLEDGE OF DEPARTMENT'S ROLE.	10	7	95	137	15	3.53	0.803
JOB ROTATION PRACTICES HAVE IMPROVED MY KNOWLEDGE OF EXTERNAL ENVIRONMENT OF BUSINESS	9	17	90	117	31	3.55	0.905
JOB ROTATION PRACTICES HAVE IMPROVED MY UNDERSTANDING ORGANIZATION GOALS	8	18	103	88	47	3.56	0.961
AVERAGE MEAN SCORE						**3.35**	**0.962**

SOURCE: RESEARCH (2025)

THE FINDINGS SUGGEST THAT JOB ROTATION PRACTICES CONTRIBUTE POSITIVELY TO VARIOUS DIMENSIONS OF EMPLOYEE DEVELOPMENT, ALTHOUGH THE STRENGTH OF THESE PERCEPTIONS VARIES ACROSS SKILL AREAS. REGARDING PLANNING AND ORGANIZING SKILLS, RESPONDENTS WERE MODERATELY POSITIVE. WHILE 24.2% AGREED AND 9.5% STRONGLY AGREED THAT JOB ROTATION IMPROVED THESE SKILLS, 50.0% SELECTED NEUTRAL, AND RELATIVELY FEW DISAGREED (15.5%) OR STRONGLY DISAGREED (0.8%). THIS PATTERN SUGGESTS THAT MANY EMPLOYEES MAY HAVE LIMITED EXPOSURE TO PLANNING-RELATED RESPONSIBILITIES DURING ROTATION, LEADING TO WIDESPREAD NEUTRALITY.

PERCEPTIONS OF IMPROVEMENT IN INTERPERSONAL SKILLS WERE MORE FAVOURABLE. ALMOST HALF OF THE RESPONDENTS AGREED (41.3%) OR STRONGLY AGREED (1.9%), WITH 39.0% NEUTRAL. DISAGREEMENT WAS RELATIVELY LOW (17.8% COMBINED), INDICATING THAT JOB ROTATION MODERATELY ENHANCES EMPLOYEE INTERPERSONAL COMPETENCIES. IN CONTRAST, PERCEPTIONS OF IMPROVEMENT IN LEADERSHIP SKILLS WERE LESS POSITIVE. WHILE A SIGNIFICANT NEUTRAL GROUP EMERGED (34.5%), NEARLY 41.7% DISAGREED OR STRONGLY DISAGREED, AND ONLY 23.9%

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AGREED, AND 0.4% STRONGLY AGREED. THIS SUGGESTS THAT JOB ROTATION MAY OFFER LIMITED DIRECT LEADERSHIP OPPORTUNITIES.

JOB ROTATION APPEARS MORE EFFECTIVE IN PROMOTING SELF-IMPROVEMENT, AS 36.7% AGREED AND 16.3% STRONGLY AGREED THAT ROTATION ENHANCED THEIR PERSONAL GROWTH. NEUTRALITY REMAINED MODERATE (36.7%), AND DISAGREEMENT WAS RELATIVELY LOW (9.5% STRONGLY DISAGREE; 14.8% DISAGREE). A SIMILAR PATTERN EMERGES FOR COGNITIVE SKILLS, WITH 35.6% AGREEING AND 16.3% STRONGLY AGREEING. HOWEVER, 25.0% DISAGREED OR STRONGLY DISAGREED, AND 17.8% REMAINED NEUTRAL, INDICATING THAT COGNITIVE SKILL DEVELOPMENT IS MODERATELY PERCEIVED BUT NOT UNIVERSAL.

EMPLOYEES REPORTED PARTICULARLY STRONG BENEFITS REGARDING THE ENHANCEMENT OF ORGANIZATIONAL KNOWLEDGE. FOR INSTANCE, 52.7% AGREED, AND 12.9% STRONGLY AGREED THAT ROTATION IMPROVED THEIR UNDERSTANDING OF ORGANISATIONAL POLICIES, PROCEDURES, AND PRACTICES, WITH ONLY 17.8% NEUTRAL AND MINIMAL DISAGREEMENT (7.6% COMBINED). LIKEWISE, JOB ROTATION WAS PERCEIVED TO IMPROVE PRODUCTION KNOWLEDGE, WITH 26.9% AGREEING AND 7.2% STRONGLY AGREEING. NEUTRALITY WAS HIGH AT 39.8%, BUT DISAGREEMENT LEVELS WERE MODEST (20.8% COMBINED).

IMPROVEMENTS IN BUSINESS CONTACTS AND NETWORK KNOWLEDGE WERE MIXED. ALTHOUGH 37.9% AGREED AND 12.1% STRONGLY AGREED THAT ROTATION IMPROVED THEIR BUSINESS CONTACT KNOWLEDGE, A SUBSTANTIAL MINORITY (20.1%) DISAGREED OR STRONGLY DISAGREED, AND NEUTRALITY REMAINED HIGH AT 47.7%. IN CONTRAST, PERCEPTIONS OF IMPROVED COMMUNICATION NETWORKS WERE MUCH STRONGER: 62.5% AGREED, AND 12.9% STRONGLY AGREED. DISAGREEMENT WAS EXTREMELY LOW (2.7% COMBINED), SUGGESTING THAT JOB ROTATION FACILITATES COMMUNICATION LINKAGES ACROSS UNITS.

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RESPONDENTS ALSO INDICATED THAT ROTATION BROADENED THEIR KNOWLEDGE OF GENERAL OR CURRENT ISSUES, WITH 40.5% AGREEING AND 9.5% STRONGLY AGREEING, WHILE 34.1% REMAINED NEUTRAL. ONLY 18.6% DISAGREED OR STRONGLY DISAGREED. SIMILARLY, STRONG PERCEPTIONS EMERGED REGARDING UNDERSTANDING OF THE DEPARTMENT'S ROLE, WHERE NEARLY THREE-QUARTERS AGREED (51.9%) OR STRONGLY AGREED (5.7%). DISAGREEMENT WAS MINIMAL (6.4%), AND NEUTRALITY ACCOUNTED FOR 36.0%.

JOB ROTATION ALSO APPEARED TO ENHANCE KNOWLEDGE OF THE EXTERNAL BUSINESS ENVIRONMENT, WITH 44.3% AGREEING AND 11.7% STRONGLY AGREEING. NEUTRALITY REMAINED MODERATE AT 34.1%, AND DISAGREEMENT WAS LOW (9.8% COMBINED). FINALLY, EMPLOYEES EXPRESSED GENERALLY STRONG VIEWS THAT JOB ROTATION IMPROVES UNDERSTANDING OF ORGANIZATIONAL GOALS. ALMOST HALF AGREED (39.4%) OR STRONGLY AGREED (17.8%), WHILE 39.0% WERE NEUTRAL. ONLY A SMALL MINORITY DISAGREED (6.8%) OR STRONGLY DISAGREED (3.0%).

4.5.2 DESCRIPTIVE STATISTICS FOR JOB ENRICHMENT

THE JOB ENRICHMENT VARIABLE WAS MEASURED USING 11 QUESTIONS, AND NON-TEACHING STAFF MEMBERS WERE ASKED TO RATE THEIR AGREEMENT WITH EACH TOPIC ON A 5-POINT LIKERT SCALE. THE RESULTS ARE SHOWN IN TABLE 4.9. ACCORDING TO THE JOB ENRICHMENT STATEMENTS, THE AVERAGE SCORE FOR NON-TEACHING STAFF WAS 3.48 WITH A STANDARD DEVIATION OF 1.035. THIS SUGGESTS THAT NON-TEACHING STAFF BELIEVED THAT THEIR JOB WAS DESIGNED TO PROMOTE TASK SIGNIFICANCE, SKILL VARIETY, AND FEEDBACK TO A MODERATE EXTENT. THIS IMPLIES THAT NON-TEACHING STAFF PERCEIVED THEIR TASKS WERE IMPORTANT TO THE ORGANIZATION AND THEY HAD DIFFERENT SKILLS TO PERFORM THEIR JOB.

THE WORK DONE ON THE JOB, HAVING A MAJOR INFLUENCE ON PEOPLE OUTSIDE THE ORGANIZATION, WAS THE STATEMENT WITH THE HIGHEST RANKING (M=3.83; SD=0.953). NON-TEACHING STAFF MEMBERS AGREED THAT THEIR WORK WOULD PROBABLY HAVE A BIG IMPACT ON OTHER

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PEOPLE'S LIVES (M=3.68; SD=1.136). NON-TEACHING EMPLOYEES AGREED THAT, IN THE GRAND SCHEME OF THINGS, THE JOB ITSELF WAS EXTREMELY IMPORTANT AND SUBSTANTIAL (M=3.65; SD= 1.071). AS INDICATED BY THE MEAN OF 3.63 AND THE SD OF 1.031, RESPONDENTS CONCURRED THAT THEIR JOBS PROVIDED THEM WITH PERFORMANCE FEEDBACK.

NON-TEACHING EMPLOYEES AGREED THAT THEIR WORK ACTIVITIES GAVE THEM CLEAR AND DIRECT INFORMATION ABOUT HOW WELL THEY WERE PERFORMING THEIR JOBS (M=3.63; SD=0.867). THEY AGREED THAT USING A RANGE OF TALENTS IS ESSENTIAL FOR THEIR JOB, WITH A MEAN SCORE OF 3.55 AND A STANDARD DEVIATION OF 0.938. NON-TEACHING EMPLOYEES AGREED THAT THE JOB REQUIRES A RANGE OF ABILITIES (M=3.47; SD=0.986) AND THAT THE JOB ITSELF PROVIDES INFORMATION ABOUT HOW THEY PERFORM (M=3.42; SD=1.151). NEUTRAL AGREEMENT WAS FOUND THAT THE PROFESSION NEEDED THEM TO APPLY A VARIETY OF HIGH-LEVEL OR COMPLICATED ABILITIES (M=3.13; SD=0.947). THE NON-TEACHING STAFF AT JKUAT REPORTED THAT, TO PERFORM THEIR DUTIES, THEY NEEDED TO USE A RANGE OF ABILITIES (M=2.91; SD=1.194).

TABLE 4.9: EFFECT OF JOB ENRICHMENT MEAN AND STANDARD DEVIATION SCORES

JOB ENRICHMENT	%					MEAN	STD. DEV.
	SD	D	N	A	SA		
THE RESULTS OF MY WORK ARE LIKELY TO SIGNIFICANTLY AFFECT THE LIVES OF OTHER PEOPLE.	14	26	63	88	73	3.68	1.136
THE JOB ITSELF IS VERY SIGNIFICANT AND IMPORTANT IN THE BROADER SCHEME OF THINGS.	2	43	72	75	72	3.65	1.071
THE JOB HAS A LARGE IMPACT ON PEOPLE OUTSIDE THE ORGANIZATION.	14	30	119	41	60	3.39	1.115
THE WORK PERFORMED ON THE JOB HAS A SIGNIFICANT IMPACT ON PEOPLE OUTSIDE THE ORGANIZATION.	8	14	55	124	63	3.83	0.953
THE JOB REQUIRES A VARIETY OF SKILLS.	5	39	88	91	41	3.47	0.986

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THE JOB REQUIRES ME TO UTILIZE A VARIETY OF DIFFERENT SKILLS IN ORDER TO COMPLETE THE WORK.	50	44	55	109	6	2.91	1.194
THE JOB REQUIRES ME TO USE A NUMBER OF COMPLEX OR HIGH-LEVEL SKILLS.	9	56	111	68	20	3.13	0.947
THE JOB REQUIRES THE USE OF A NUMBER OF SKILLS.	14	18	65	144	23	3.55	0.938
THE WORK ACTIVITIES THEMSELVES PROVIDE DIRECT AND CLEAR INFORMATION ABOUT THE EFFECTIVENESS (E.G., QUALITY AND QUANTITY) OF MY JOB PERFORMANCE	2	23	86	114	39	3.63	0.867
THE JOB ITSELF PROVIDES FEEDBACK ON MY PERFORMANCE.	11	20	81	96	56	3.63	1.031
THE JOB ITSELF PROVIDES ME WITH INFORMATION ABOUT MY PERFORMANCE	11	51	75	69	58	3.42	1.151
AVERAGE MEAN SCORE						**3.48**	**1.035**

SOURCE: RESEARCH (2025)

THE FINDINGS REVEAL GENERALLY POSITIVE PERCEPTIONS OF JOB SIGNIFICANCE, SKILL REQUIREMENTS, AND JOB-BASED FEEDBACK AMONG EMPLOYEES. REGARDING **TASK SIGNIFICANCE**, RESPONDENTS INDICATED THAT THEIR WORK HAS MEANINGFUL CONSEQUENCES FOR OTHERS. FOR THE STATEMENT THAT WORK RESULTS SIGNIFICANTLY AFFECT THE LIVES OF OTHER PEOPLE, 33.3% AGREED AND 27.7% STRONGLY AGREED, WHILE NEUTRAL RESPONSES ACCOUNTED FOR 23.9%. DISAGREEMENT REMAINED MODEST, WITH 5.3% STRONGLY DISAGREEING AND 9.8% DISAGREEING. A SIMILAR PATTERN APPEARED FOR THE BELIEF THAT THE JOB IS SIGNIFICANT AND IMPORTANT IN THE BROADER SCHEME OF THINGS: 28.4% AGREED AND 27.3% STRONGLY AGREED, WHILE 16.3% REMAINED NEUTRAL. ONLY 0.8% STRONGLY DISAGREED, AND 16.3% DISAGREED.

RESPONSES WERE MORE MIXED WHEN CONSIDERING THE JOB'S IMPACT ON PEOPLE OUTSIDE THE ORGANIZATION. WHILE 45.1% OF RESPONDENTS AGREED OR STRONGLY AGREED THAT THE JOB HAS A LARGE EXTERNAL

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IMPACT, A SUBSTANTIAL 45.1% WERE UNSURE (45.1% NEUTRAL), AND DISAGREEMENT—THOUGH PRESENT—REMAINED LIMITED (5.3% STRONGLY DISAGREE; 11.4% DISAGREE). A MORE POSITIVE PATTERN EMERGED FOR THE RELATED STATEMENT THAT THE WORK PERFORMED ON THE JOB HAS A SIGNIFICANT IMPACT ON PEOPLE OUTSIDE THE ORGANISATION: 47.0% AGREED, AND 23.9% STRONGLY AGREED, WITH ONLY 3.0% STRONGLY DISAGREEING AND 5.3% DISAGREEING. NEUTRALITY REMAINED MODERATE AT 20.8%. OVERALL, THE RESULTS SHOW THAT EMPLOYEES LARGELY PERCEIVE THEIR WORK AS MEANINGFUL AND IMPACTFUL, ALTHOUGH PERCEPTIONS OF EXTERNAL INFLUENCE VARY ACROSS ROLES.

REGARDING SKILL VARIETY, EMPLOYEES GENERALLY REPORTED THAT THEIR ROLES REQUIRE A DIVERSE SET OF SKILLS. FOR THE STATEMENT THAT THE JOB REQUIRES A VARIETY OF SKILLS, 34.5% AGREED, AND 15.5% STRONGLY AGREED, WHILE 33.3% WERE NEUTRAL, AND JUST 18.2% EXPRESSED DISAGREEMENT. THE BELIEF THAT THE JOB REQUIRES MANY DIFFERENT SKILLS TO COMPLETE WORK ELICITED MORE MIXED VIEWS: ALTHOUGH 41.3% AGREED AND 2.3% STRONGLY AGREED, A SIGNIFICANT PROPORTION DISAGREED (16.7% STRONGLY DISAGREE; 16.7% DISAGREE) OR REMAINED NEUTRAL (20.8%), INDICATING UNEVEN EXPERIENCES OF SKILL DEMANDS ACROSS JOB CATEGORIES.

WHEN ASKED WHETHER THE JOB REQUIRES COMPLEX OR HIGH-LEVEL SKILLS, RESPONSES AGAIN SKEWED POSITIVE, WITH 25.8% STRONGLY AGREEING AND 42.0% AGREEING. NEUTRALITY WAS NOTABLE AT 42.0%, WHILE DISAGREEMENT (21.2%) REMAINED PRESENT BUT NOT DOMINANT. SIMILARLY, MOST RESPONDENTS AGREED (54.5%) OR STRONGLY AGREED (8.7%) THAT THE JOB REQUIRES THE USE OF MULTIPLE SKILLS, WITH ONLY 5.3% STRONGLY DISAGREEING AND 6.8% DISAGREEING, AND A NEUTRAL GROUP OF 24.6%. THESE FINDINGS POINT TO A GENERAL PERCEPTION THAT THE JOB INVOLVES DIVERSE AND AT TIMES COMPLEX SKILLS, THOUGH THE EXTENT VARIES ACROSS POSITIONS.

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EMPLOYEE PERCEPTIONS OF JOB FEEDBACK WERE ALSO LARGELY POSITIVE. A MAJORITY AGREED (43.2%) OR STRONGLY AGREED (14.8%) THAT THEIR WORK ACTIVITIES PROVIDE CLEAR INFORMATION ABOUT PERFORMANCE EFFECTIVENESS, WHILE 32.6% REMAINED NEUTRAL. DISAGREEMENT WAS LOW, WITH ONLY 0.8% STRONGLY DISAGREEING AND 8.7% DISAGREEING. THE BELIEF THAT THE JOB PROVIDES DIRECT PERFORMANCE FEEDBACK FOLLOWED A SIMILAR PATTERN: 36.4% AGREED, AND 21.2% STRONGLY AGREED, WHILE 30.7% WERE NEUTRAL. ONLY 11.7% EXPRESSED DISAGREEMENT.

FINALLY, RESPONSES TO WHETHER THE JOB PROVIDES INFORMATION ABOUT PERFORMANCE SHOWED THAT MORE THAN HALF OF EMPLOYEES AGREED (26.1%) OR STRONGLY AGREED (22.0%), WITH A NEUTRAL PROPORTION OF 28.4% AND MODERATE DISAGREEMENT (4.2% STRONGLY DISAGREEING; 19.3% DISAGREEING). THESE RESULTS SUGGEST THAT EMPLOYEES GENERALLY RECEIVE CLEAR AND MEANINGFUL FEEDBACK FROM THE NATURE OF THEIR TASKS, EVEN THOUGH SOME POSITIONS MAY PROVIDE LESS DIRECT FEEDBACK THAN OTHERS.

4.5.3 DESCRIPTIVE STATISTICS FOR JOB ENLARGEMENT

ELEVEN ITEMS WERE USED TO TEST THE JOB-EXPANSION VARIABLES, AND RESPONDENTS WERE ASKED TO RATE EACH STATEMENT ON A FIVE-POINT LIKERT SCALE INDICATING THEIR LEVEL OF AGREEMENT. RESULTS ARE SHOWN IN TABLE 4. 10. 3.54 WAS THE AVERAGE SCORE, AND 1.048 WAS THE STANDARD DEVIATION. THIS SUGGESTS THAT THE RESPONDENTS ACCEPTED THE COMMENTS REGARDING JOB EXPANSION. THE RESULTS SUGGEST THAT NON-TEACHING STAFF MEMBERS THOUGHT THEIR OCCUPATIONS WERE VARIED, WHICH LESSENED THE BOREDOM OF THEIR WORK. THE FINDINGS ALSO IMPLY THAT NON-TEACHING STAFF BELIEVED THEIR WORK ENTAILED FINISHING THE ENTIRE PROJECT RATHER THAN SIMPLY A PORTION OF IT. THIS OUTCOME DEMONSTRATES THAT THEIR ROLE ALLOWED NON-TEACHING STAFF MEMBERS TO DECIDE HOW AND WHEN TO FINISH THEIR TASK.

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THE STATEMENT "THE JOB ALLOWS ME TO COMPLETE WORK I START" RECEIVED THE HIGHEST MEAN SCORE, 3.88, WITH A SD OF 0.934, INDICATING AGREEMENT WITH THE STATEMENT. ACCORDING TO NON-TEACHING PERSONNEL, THE JOB ALLOWED THEM TO EXERCISE THEIR OWN INITIATIVE OR JUDGMENT IN COMPLETING THE TASKS (M=3.87; SD=0.964). ACCORDING TO THE NON-TEACHING STAFF, THEIR JOBS GAVE THEM THE FREEDOM TO CHOOSE THE BEST WAY TO COMPLETE THEIR TASKS (M=3.72; SD=0.986).

THEY AGREED THAT THE EMPLOYMENT ALLOWED THEM TO FULFILL THE TASKS THEY HAD STARTED, AS EVIDENCED BY THEIR MEAN SCORE OF 3.67 AND SD OF 0.923. IT WAS AGREED THAT THE STRUCTURE OF THE JOB ALLOWS NON-TEACHING STAFF TO COMPLETE A TASK FROM START TO FINISH (M=3.65; SD=0.986). NON-TEACHING EMPLOYEES CONCURRED THAT THE WORK ENTAILED FINISHING TASKS WITH A CLEAR START AND FINISH (M=3.64; SD=1.083). THE NON-TEACHING STAFF AGREED THAT THE JOB ENTAILS A RANGE OF TASKS (M=3.58; SD=1.051). THE NON-TEACHING STAFF WAS IN AGREEMENT, AS INDICATED BY THE MEAN SCORE OF 3.41 AND SD OF 1.331. BECAUSE OF MY POSITION, I CAN ARRANGE MY WORK SCHEDULE ANYWAY I SEE FIT. THE RESPONDENTS ALSO CONCUR THAT THE WORK NECESSITATES COMPLETING A VARIETY OF TASKS, AS INDICATED BY THE MEAN SCORE OF 3.29 AND THE STANDARD DEVIATION OF 1.255.

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TABLE 4.10: EFFECT OF JOB ENLARGEMENT MEAN AND STANDARD DEVIATION SCORES

JOB ENLARGEMENT	%					MEAN	STD. DEV.
	SD	D	N	A	SA		
THE JOB INVOLVES A GREAT DEAL OF TASK VARIETY.	16	59	85	85	19	3.12	1.032
THE JOB INVOLVES DOING A NUMBER OF DIFFERENT THINGS.	13	57	76	105	13	3.18	0.989
THE JOB REQUIRES THE PERFORMANCE OF A WIDE RANGE OF TASKS.	17	87	4	114	42	3.29	1.255
THE JOB INVOLVES PERFORMING A VARIETY OF TASKS.	12	28	69	106	49	3.58	1.051
THE JOB INVOLVES COMPLETING A PIECE OF WORK THAT HAS AN OBVIOUS BEGINNING AND END	14	29	47	121	53	3.64	1.083

THE JOB IS ARRANGED SO THAT I CAN DO AN ENTIRE PIECE OF WORK FROM BEGINNING TO END	12	10	88	102	52	3.65	0.986
THE JOB PROVIDES ME THE CHANCE TO COMPLETELY FINISH THE PIECES OF WORK I BEGIN	9	23	46	153	33	3.67	0.923
THE JOB ALLOWS ME TO COMPLETE WORK I START	4	18	54	117	71	3.88	0.934
THE JOB ALLOWS ME TO MAKE MY OWN DECISIONS ABOUT HOW TO SCHEDULE MY WORK.	19	71	30	71	73	3.41	1.331
THE JOB GIVES ME A CHANCE TO USE MY PERSONAL INITIATIVE OR JUDGMENT IN CARRYING OUT THE WORK	10	11	49	128	66	3.87	0.964
THE JOB ALLOWS ME TO MAKE DECISIONS ABOUT WHAT METHODS I USE TO COMPLETE MY WORK.	9	6	104	77	68	3.72	0.986
AVERAGE MEAN SCORE						**3.54**	**1.048**

SOURCE: RESEARCH (2025)

THE RESULTS INDICATE GENERALLY POSITIVE PERCEPTIONS OF JOB CHARACTERISTICS RELATED TO TASK VARIETY, TASK IDENTITY, AND AUTONOMY. CONCERNING TASK VARIETY, EMPLOYEES SHOWED MODERATE BUT CLEAR AGREEMENT THAT THEIR JOBS INVOLVE A RANGE OF DIFFERENT TASKS. FOR THE STATEMENT THAT THE JOB INVOLVES A GREAT DEAL OF VARIETY, 32.2% AGREED AND 7.2% STRONGLY AGREED, WHILE 22.3% DISAGREED AND 6.1% STRONGLY DISAGREED. NEUTRAL RESPONSES ACCOUNTED FOR 32.2%, SUGGESTING THAT ALTHOUGH MANY EMPLOYEES EXPERIENCE TASK DIVERSITY, A SIZEABLE PORTION REMAIN UNCERTAIN. A SIMILAR TREND WAS OBSERVED FOR THE BELIEF THAT THE JOB INVOLVES DOING A NUMBER OF DIFFERENT THINGS. WHILE 39.8% OF RESPONDENTS AGREED AND 4.9% STRONGLY AGREED, 21.6% DISAGREED, AND 4.9% STRONGLY DISAGREED, WITH 28.8% NEUTRAL.

THE PERCEPTIONS OF PERFORMING A WIDE RANGE OF TASKS WERE SOMEWHAT STRONGER, WITH 43.2% AGREEING AND 15.9% STRONGLY AGREEING. ALTHOUGH 33.0% DISAGREED, THIS ITEM HAD ONE OF THE LOWEST NEUTRAL RESPONSES (1.5%), PERHAPS INDICATING MORE

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DECISIVE VIEWS. FURTHER, 40.2% OF RESPONDENTS AGREED, AND 18.6% STRONGLY AGREED THAT THEIR JOB INVOLVES PERFORMING A VARIETY OF TASKS, WHILE 10.6% DISAGREED AND 4.5% STRONGLY DISAGREED; 26.1% WERE NEUTRAL. ALTOGETHER, THESE FINDINGS SUGGEST THAT WHILE EMPLOYEES GENERALLY EXPERIENCE MEANINGFUL TASK VARIETY, A SUBSTANTIAL MINORITY REPORT EITHER LIMITED VARIETY OR MIXED VIEWS ABOUT THE RANGE OF TASKS THEIR JOB ENTAILS.

PERCEPTIONS OF TASK IDENTITY, OR THE ABILITY TO COMPLETE WHOLE PIECES OF WORK FROM BEGINNING TO END, WERE NOTABLY MORE POSITIVE. A MAJORITY OF RESPONDENTS AGREED (45.8%) OR STRONGLY AGREED (20.1%) THAT THE JOB INVOLVES COMPLETING WORK WITH A CLEAR BEGINNING AND END, WHILE DISAGREEMENT WAS LOW (11.0% COMBINED) AND NEUTRALITY AT 17.8%. SIMILARLY, 38.6% AGREED, AND 19.7% STRONGLY AGREED, THAT THE JOB IS ARRANGED IN A WAY THAT ALLOWS THEM TO COMPLETE ENTIRE PIECES OF WORK. NEUTRAL RESPONSES WERE RELATIVELY HIGHER (33.3%), BUT DISAGREEMENT REMAINED MODEST (8.3% STRONGLY DISAGREE; 3.8% DISAGREE).

THE HIGHEST LEVEL OF AGREEMENT EMERGED FOR THE STATEMENT THAT THE JOB PROVIDES THE CHANCE TO COMPLETE THE WORK ONE BEGINS. ALMOST THREE-QUARTERS OF RESPONDENTS AGREED (57.9%) OR STRONGLY AGREED (12.5%), WITH ONLY 3.4% STRONGLY DISAGREEING AND 8.7% DISAGREEING. A SIMILAR PATTERN APPEARS IN THE BELIEF THAT THE JOB ALLOWS THEM TO COMPLETE THE WORK THEY START, WHERE 44.3% AGREED, AND 26.9% STRONGLY AGREED. NEUTRAL RESPONSES (20.5%) AND DISAGREEMENT (8.3%) WERE MINIMAL. THESE RESULTS HIGHLIGHT THAT EMPLOYEES GENERALLY FEEL THEY CAN SEE THEIR TASKS THROUGH TO COMPLETION, CONTRIBUTING POSITIVELY TO PERCEPTIONS OF MEANINGFUL WORK.

REGARDING JOB AUTONOMY, RESPONSES SHOW STRONG ENDORSEMENT OF HAVING DISCRETION OVER WORK PROCESSES, THOUGH OPINIONS ON SCHEDULING AUTONOMY WERE MORE MIXED. WHEN ASKED WHETHER THE JOB ALLOWS THEM TO MAKE THEIR OWN DECISIONS ABOUT

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SCHEDULING WORK, RESPONDENTS WERE SPLIT: 27.3% STRONGLY DISAGREED OR DISAGREED, 27.3% WERE NEUTRAL, AND 27.3% AGREED, WHILE 27.7% STRONGLY AGREED. THIS DISTRIBUTION SUGGESTS SUBSTANTIAL VARIABILITY IN SCHEDULING FREEDOM ACROSS ROLES.

HOWEVER, AUTONOMY IN DECISION-MAKING AND INITIATIVE WAS VIEWED MORE POSITIVELY. A MAJORITY AGREED (48.5%) OR STRONGLY AGREED (25.0%) THAT THE JOB GIVES THEM A CHANCE TO USE PERSONAL INITIATIVE OR JUDGMENT, WITH ONLY 4.2% STRONGLY DISAGREEING AND 4.2% DISAGREEING. SIMILARLY, 29.2% AGREED AND 25.8% STRONGLY AGREED THAT THEY CAN DECIDE WHICH METHODS TO USE TO COMPLETE THEIR WORK, WITH 39.4% NEUTRAL AND ONLY A SMALL PROPORTION EXPRESSING DISAGREEMENT (2.3% STRONGLY DISAGREE; 3.4% DISAGREE). THESE PATTERNS INDICATE THAT WHILE SCHEDULING AUTONOMY VARIES CONSIDERABLY AMONG EMPLOYEES, DECISION-MAKING AUTONOMY AND THE USE OF PERSONAL INITIATIVE ARE WIDELY EXPERIENCED AND POSITIVELY PERCEIVED.

4.5.4 DESCRIPTIVE STATISTICS FOR JOB SIMPLIFICATION

THE JOB SIMPLIFICATION VARIABLE WAS MEASURED WITH NINE (9) QUESTIONS, AND RESPONDENTS HAD TO RATE THEIR AGREEMENT WITH EACH ITEM ON A FIVE-POINT LIKERT SCALE. THE COMPOSITE MEAN SCORE INDICATED AGREEMENT WITH THE NINE ITEMS AMONG RESPONDENTS (M=3.55; SD=1.001), AS SHOWN IN TABLE 4.11. SO, THIS MEANS THAT NON-EDUCATIONAL STAFF COULD SAVE A LOT OF THEIR TIME DUE TO JOB SIMPLIFICATION. THE STUDY ALSO SHOWED THAT EMPLOYEES FELT THAT SUCH SIMPLIFICATION NOT ONLY MADE THEIR JOBS MUCH EASIER AND FASTER, BUT ALSO LESS LIKELY TO BE WRONG. AS A RESULT, JOB PROCESSES BECAME MORE EFFECTIVE. SINCE STAFF WERE MORE PROFICIENT AT PERFORMING THEIR TASKS, THEY WERE ABLE TO DO THEM MORE ACCURATELY AND WITH FEWER MISTAKES THAN BEFORE. THE OUTPUT SHOWS THAT THERE WERE COSTS SAVED IN NON-TEACHING WORK DUE TO JOB SIMPLIFICATION.

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TABLE 4.11: EFFECT OF JOB SIMPLIFICATION MEAN AND STANDARD SCORES

JOB SIMPLIFICATION	%					MEAN	STD. DEV.
	SD	D	N	A	SA		
THE BREAKING OF JOBS INTO SMALLER TASKS SAVES TIME IN MEETING MY TARGETS	11	11	68	128	46	3.71	0.944
THE BREAKING JOBS INTO SMALLER TASKS SAVES TIME ON PERFORMING MY WORK	19	4	67	116	58	3.72	1.052
THE BREAKING OF JOBS INTO SMALLER TASKS SAVES TIME IN TERMS OF TRAINING	14	18	66	131	35	3.59	0.983
THE BREAKING OF JOBS INTO SMALLER TASKS REDUCES THE NUMBER OF ERRORS MADE IN THE ORGANIZATION	10	6	94	99	55	3.69	0.952
THE BREAKING OF JOBS INTO SMALLER TASKS REDUCES REPETITIVE TASKS AND THEREFORE LESS MISTAKES IN MY WORK	15	66	30	91	62	3.45	1.251
THE BREAKING OF JOBS INTO SMALLER TASKS ENHANCES SPECIALIZATION IN MY WORK	15	31	92	92	34	3.37	1.035
THE BREAKING OF JOBS INTO SMALLER TASKS SAVES COSTS IN TERMS OF TRAINING NON-TEACHING STAFF	9	36	79	115	25	3.42	0.956
THE BREAKING OF JOBS INTO SMALLER TASKS SAVES COSTS IN RECTIFYING ERRORS AND MISTAKES	12	19	74	145	14	3.49	0.881
THE BREAKING OF JOBS INTO SMALLER TASKS SAVES COSTS IN TERMS	8	31	75	118	32	3.51	0.955
AVERAGE MEAN SCORE						**3.55**	**1.001**

SOURCE: RESEARCH (2025)

THE HIGHEST-RANKED ITEM WAS BREAKING JOBS INTO SMALLER TASKS, WHICH SAVED TIME ON PERFORMING NON-TEACHING STAFF WORK (M=3.72; SD=1.052). MOREOVER, THE NON-TEACHING STAFF SEEMS TO AGREE THAT BREAKING TASKS INTO SMALLER PORTIONS HAS HELPED THEM SAVE TIME IN ACHIEVING THEIR GOALS. A MEAN SCORE OF 3.71 AND A SD OF 0.944 SUPPORT THIS CLAIM. ALSO, A MEAN SCORE OF 3.69 AND SD 0.952 CONFIRMS THAT WORK BREAKDOWN HELPS REDUCE

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ERRORS WITHIN THE ORGANIZATION. FURTHERMORE, WITH A MEAN SCORE OF 3.59 AND SD = 0.983, RESPONDENTS CONCURRED THAT SEGMENTING JOBS INTO SMALLER PORTIONS IMPROVED TRAINING EFFICIENCY, DEMONSTRATING THE IMPACT OF JOB SIMPLIFICATION ON ORGANIZATIONAL PERFORMANCE. THE NON-TEACHING STAFF AGREED THAT BREAKING JOBS INTO SMALLER TASKS SAVES COSTS FOR THE ORGANIZATION (M=3.51; SD=0.955). NON-TEACHING STAFF AGREED THAT BREAKING JOBS INTO SMALLER TASKS SAVED COSTS IN RECTIFYING ERRORS AND MISTAKES (M=3.49; SD=0.881). THERE WAS AGREEMENT THAT BREAKING JOBS INTO SMALLER TASKS REDUCED REPETITIVE WORK AND, THEREFORE, FEWER MISTAKES AMONG NON-TEACHING STAFF (M=3.45; SD=1.251). THE RESPONDENTS AGREED THAT BREAKING JOBS INTO SMALLER TASKS SAVED COSTS IN TRAINING FOR NON-TEACHING STAFF (M=3.42; SD=0.956). THERE WAS AGREEMENT AMONG NON-TEACHING STAFF THAT BREAKING JOBS INTO SMALLER TASKS ENHANCED SPECIALIZATION IN THEIR WORK (M=3.37; SD=1.035).

THE RESULTS INDICATE POSITIVE PERCEPTIONS OF BREAKING JOBS INTO SMALLER TASKS. FOR THE STATEMENT THAT THIS APPROACH SAVES TIME IN MEETING TARGETS, THE MAJORITY OF RESPONDENTS AGREED (48.5%) OR STRONGLY AGREED (17.4%), WITH ONLY SMALL PROPORTIONS EXPRESSING DISAGREEMENT (STRONGLY DISAGREE 4.2%; DISAGREE 4.2%). A SIMILAR PATTERN WAS OBSERVED FOR THE BELIEF THAT TASK BREAKDOWN SAVES TIME WHEN PERFORMING WORK, WHERE NEARLY TWO-THIRDS EXPRESSED AGREEMENT (44.0%) OR STRONG AGREEMENT (22.0%), AGAIN ACCOMPANIED BY MINIMAL DISAGREEMENT (7.2% STRONGLY DISAGREE; 1.5% DISAGREE). THE PARTICIPANTS ALSO PERCEIVED TIME SAVINGS IN TRAINING PROCESSES. FOR THE ITEM ADDRESSING TRAINING EFFICIENCY, NEARLY HALF AGREED (49.6%), AND AN ADDITIONAL 13.3% STRONGLY AGREED, WHILE ONLY 5.3% STRONGLY DISAGREED AND 6.8% DISAGREED. A NOTABLE PORTION (25.0%) REMAINED NEUTRAL.

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THE BELIEF THAT TASK BREAKDOWN REDUCES ORGANIZATIONAL ERRORS ALSO RECEIVED SUBSTANTIAL SUPPORT, WITH 37.5% AGREEING AND 20.8% STRONGLY AGREEING. HOWEVER, NEUTRALITY WAS RELATIVELY HIGH (35.6%), SUGGESTING SOME UNCERTAINTY, THOUGH DISAGREEMENT REMAINED LOW (3.8% STRONGLY DISAGREE; 2.3% DISAGREE). REGARDING REDUCING REPETITIVE TASKS AND MISTAKES, RESPONSES WERE MORE MIXED. ALTHOUGH ROUGHLY ONE-THIRD AGREED (34.5%) AND ALMOST ONE-QUARTER STRONGLY AGREED (23.5%), A RELATIVELY LARGE SHARE DISAGREED (25.0%), INDICATING DIVERGENT EXPERIENCES AMONG RESPONDENTS. HOWEVER, OUTRIGHT STRONG DISAGREEMENT REMAINED LOW (5.7%).

PERCEPTIONS OF ENHANCED SPECIALIZATION FOLLOWED A SIMILAR TREND, WITH AGREEMENT (34.8%) AND NEUTRALITY (34.8%) BEING EQUALLY REPRESENTED, WHILE SMALLER SHARES INDICATED STRONG AGREEMENT (12.9%), DISAGREEMENT (11.7%), OR STRONG DISAGREEMENT (5.7%). THIS SUGGESTS THAT WHILE SOME EMPLOYEES VIEW SPECIALIZATION AS A BENEFIT OF JOB BREAKDOWN, MANY ARE AMBIVALENT. COST-RELATED BENEFITS RECEIVED A STRONG ENDORSEMENT. FOR THE ITEM STATING THAT SMALLER TASKS REDUCE TRAINING COSTS FOR NON-TEACHING STAFF, 43.6% AGREED, AND 9.5% STRONGLY AGREED, WITH 29.9% NEUTRAL. DISAGREEMENT ACCOUNTED FOR 13.6%, AND STRONG DISAGREEMENT WAS MINIMAL (3.4%). EVEN STRONGER SUPPORT APPEARED REGARDING COST SAVINGS FROM REDUCING ERRORS: MORE THAN HALF AGREED (54.9%), WHILE NEUTRALITY STOOD AT 28.0%, AND DISAGREEMENT REMAINED MODEST (7.2% DISAGREE; 4.5% STRONGLY DISAGREE). FINALLY, THE GENERAL STATEMENT ON COST SAVINGS FROM BREAKING TASKS INTO SMALLER COMPONENTS ALSO ATTRACTED SUBSTANTIAL AGREEMENT (44.7% AGREE; 12.1% STRONGLY AGREE), WITH 28.4% NEUTRAL, AND ONLY MODEST LEVELS OF DISAGREEMENT (11.7%) OR STRONG DISAGREEMENT (3.0%).

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4.5.5 DESCRIPTIVE STATISTICS FOR EMPLOYEE PERFORMANCE

THE DEPENDENT VARIABLE WAS EMPLOYEES' PERFORMANCE. RESPONDENTS ANSWERED A 5-POINT LIKERT SCALE ON THE 19 ITEMS USED TO MEASURE THEIR LEVEL OF AGREEMENT. THE OVERALL MEAN COMPOSITE SCORE WAS 3.60, WITH A STANDARD DEVIATION OF 1.031, AS SEEN IN TABLE 4.12, INDICATES NON-TEACHING STAFF MEMBERS' GENERAL CONCORD ABOUT THEIR PERFORMANCE LEVELS AT JKUAT. AS ONE CAN SEE FROM THIS SET OF FIGURES, ON AVERAGE, THE NON-TEACHING STAFF AT JKUAT GENERALLY SAW THEIR PERFORMANCE OUTCOMES WITHIN THE INSTITUTION POSITIVELY.

THEY AGREED THAT THEY ACTIVELY PARTICIPATED IN WORK MEETINGS, AS EVIDENCED BY THE HIGHEST M OF 4.05 AND SD OF 0.862. THE EMPLOYEES CONCURRED THAT THEY ACTIVELY SOUGHT METHODS TO ENHANCE THEIR PERFORMANCE (M=3.98; SD=0.971). CONSIDERING THE OUTCOMES THEY NEEDED TO ATTAIN IN THEIR EMPLOYMENT, NON-TEACHING STAFF MEMBERS CONCURRED (M=3.87; SD=0.964). NON-TEACHING EMPLOYEES WERE FOUND TO HAVE GONE ABOVE AND ABOVE WHAT WAS REQUIRED OF THEM (M=3.86; SD=0.858). RESPONDENTS GENERALLY AGREED THAT THEIR PLANNING WAS EXCELLENT (M=3.77; SD=1.073). THE ABILITY TO DO TASKS WITH LITTLE TIME AND EFFORT WAS ACKNOWLEDGED BY NON-TEACHING STAFF (M=3.69; SD=0.952). THERE IS CONSENSUS THAT THEY ARE WORKING TO KEEP THEIR JOB KNOWLEDGE CURRENT, AS INDICATED BY THE MEAN SCORE OF 3.73 AND STANDARD DEVIATION OF 1.023. THE MEAN SCORE OF 3.67 AND SD OF 1.097 INDICATE THAT NON-TEACHING STAFF MEMBERS AGREED TO STRIVE TO MAINTAIN THEIR CURRENT JOB ABILITIES. THE 1.150 STANDARD DEVIATION AND 3.65 MEAN SCORE SHOWED THAT THEY AGREED THAT THEY TOOK ADVANTAGE OF OPPORTUNITIES WHEN THEY CAME UP.

A MEAN SCORE OF 3.60 AND AN SD OF 1.060 SHOWED THAT THEY AGREED TO TAKE ON DIFFICULT WORK DUTIES WHEN THEY WERE ACCESSIBLE. WITH A MEAN SCORE OF 3.59 AND AN SD OF 1.071, THERE IS CONSENSUS REGARDING THE ABILITY TO ESTABLISH APPROPRIATE PRIORITIES. A

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MEAN SCORE OF 3.58 AND AN SD OF 0.838 DEMONSTRATED THAT NON-TEACHING PERSONNEL AGREED IN COMING UP WITH INNOVATIVE SOLUTIONS TO NEW SITUATIONS. AS SEEN BY A MEAN SCORE OF 3.54 AND AN SD OF 0.958, NON-TEACHING STAFF MEMBERS AGREED THAT THEY BEGAN NEW DUTIES AFTER COMPLETING PREVIOUS ONES. THE RESPONDENTS' MEAN SCORE OF 3.53 AND SD OF 0.935 SHOWED THAT THEY AGREED WITH THE STATEMENT THAT THEY CONTINUED TO SEEK OUT NEW CHALLENGES IN THEIR WORK. ACCORDING TO A MEAN SCORE OF 3.50 AND AN SD OF 1.103, RESPONDENTS SAID THEY COULD TELL THE DIFFERENCE BETWEEN MAIN AND SIDE ISSUES. THEIR STANDARD DEVIATION OF 1.04 AND NON-TEACHING AGREEMENT SCORE OF 3.41 SHOW THAT THEY TOOK ON MORE WORK. THE RESPONDENTS' NEUTRALITY ON THE HIGH PRODUCTIVITY OF THEIR TEAMWORK WAS DEMONSTRATED BY THEIR MEAN SCORE OF 2.88 AND SD OF 1.215.

TABLE 4.12: DESCRIPTIVE STATISTICS FOR EMPLOYEE PERFORMANCE

EMPLOYEE PERFORMANCE	%					MEAN	STD. DEV.
	SD	D	N	A	SA		
I MANAGE TO PLAN MY WORK SO THAT IT IS DONE ON TIME	14	18	47	131	54	3.48	1.050
MY PLANNING IS SUPERB	8	41	77	91	47	3.77	1.073
I KEEP IN MIND THE RESULTS THAT I HAVE TO ACHIEVE IN MY WORK	8	27	60	92	77	3.87	0.964
I AM ABLE TO SEPARATE MAIN ISSUES FROM SIDE ISSUES AT WORK	9	8	64	111	72	3.50	1.103
I KNOW HOW TO SET THE RIGHT PRIORITIES	12	31	94	67	60	3.59	1.071
I AM ABLE TO PERFORM WORK WELL WITH MINIMAL TIME AND EFFORT	8	32	83	78	63	3.69	0.952
MY COLLABORATIONS WITH OTHERS ARE VERY PRODUCTIVE	12	14	58	139	41	2.88	1.215
I TAKE ON EXTRA RESPONSIBILITIES	50	56	40	112	6	3.41	1.049
I START NEW TASKS MYSELF, WHEN MY OLD ONES ARE FINISHED	22	29	51	144	18	3.54	0.958
I TAKE ON CHALLENGING WORK TASKS, WHEN	14	24	54	150	22	3.60	1.060

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AVAILABLE							
I WORK AT KEEPING MY JOB KNOWLEDGE UP-TO-DATE	17	24	42	127	54	3.73	1.032
I WORK AT KEEPING MY JOB SKILLS UP-TO-DATE	19	21	44	142	38	3.67	1.097
I COME UP WITH CREATIVE SOLUTIONS TO NEW PROBLEMS	5	26	64	150	19	3.58	0.838
I KEEP LOOKING FOR NEW CHALLENGES IN MY JOB	19	12	55	165	13	3.53	0.935
I DO MORE THAN IS EXPECTED OF ME	6	21	19	176	42	3.86	0.858
I ACTIVELY PARTICIPATE IN WORK MEETINGS	6	1	52	119	86	4.05	0.862
I ACTIVELY LOOK FOR WAYS TO IMPROVE MY PERFORMANCE	2	14	72	74	102	3.98	0.971
I GRASP OPPORTUNITIES WHEN THEY PRESENT THEMSELVES	18	21	65	91	69	3.65	1.150
I KNOW HOW TO SOLVE DIFFICULT SITUATIONS AND SETBACKS QUICKLY	45	27	82	50	60	3.20	1.360
AVERAGE MEAN SCORE						**3.60**	**1.031**

SOURCE: RESEARCH (2025)

THE RESULTS SHOW THAT EMPLOYEES GENERALLY PERCEIVE THEMSELVES AS EFFECTIVE IN PLANNING, PRIORITIZING, COLLABORATING, AND TAKING INITIATIVE IN THEIR WORK. FOR INSTANCE, A STRONG MAJORITY REPORTED THAT THEY MANAGE TO PLAN THEIR WORK SO THAT IT IS COMPLETED ON TIME, WITH 49.6% AGREEING AND 20.5% STRONGLY AGREEING, WHILE ONLY A SMALL PROPORTION DISAGREED (6.8% STRONGLY DISAGREE; 6.8% DISAGREE). SIMILARLY, ALTHOUGH EVALUATIONS OF PERSONAL PLANNING ABILITY WERE MORE MODEST—31.0% AGREED AND 17.8% STRONGLY AGREED—NEUTRAL RESPONSES WERE COMPARATIVELY HIGH (29.2%), AND DISAGREEMENT REMAINED LIMITED (3.0% STRONGLY DISAGREE; 15.5% DISAGREE).

RESPONDENTS ALSO INDICATED THAT THEY REMAIN MINDFUL OF THE RESULTS THEY MUST ACHIEVE, WITH 34.8% AGREEING AND 29.2% STRONGLY AGREEING, AND ONLY 13.3% EXPRESSING ANY DEGREE OF DISAGREEMENT. A SIMILAR PATTERN EMERGED FOR THE ABILITY TO

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SEPARATE MAIN ISSUES FROM SIDE ISSUES; MOST RESPONDENTS AGREED (42.0%) OR STRONGLY AGREED (27.3%), WITH VERY SMALL PROPORTIONS DISAGREEING (3.4% STRONGLY DISAGREE; 3.0% DISAGREE). IN EVALUATING THEIR CAPACITY TO SET THE RIGHT PRIORITIES, RESPONSES WERE SLIGHTLY MORE VARIED, WITH 35.6% AGREEING AND 22.7% STRONGLY AGREEING, AND A NOTABLE PROPORTION REMAINING NEUTRAL (35.6%). NONETHELESS, DISAGREEMENT WAS MINIMAL (4.5% STRONGLY DISAGREE; 11.7% DISAGREE). EMPLOYEES ALSO TENDED TO PERCEIVE THEMSELVES AS WORKING EFFICIENTLY, WITH AGREEMENT (29.5%) AND STRONG AGREEMENT (23.9%) OUTWEIGHING NEUTRAL (31.4%) AND DISAGREEING VIEWS (3.0% STRONGLY DISAGREE; 12.1% DISAGREE).

COLLABORATIVE WORK APPEARED TO BE AN AREA OF STRENGTH, WITH 52.7% AGREEING AND 15.5% STRONGLY AGREEING THAT THEIR COLLABORATIONS WITH OTHERS ARE PRODUCTIVE, AND ONLY VERY SMALL PROPORTIONS DISAGREEING (4.5% STRONGLY DISAGREE; 5.3% DISAGREE). IN CONTRAST, THE ITEM ON TAKING ON EXTRA RESPONSIBILITIES REVEALED NOTABLE HESITATION: ALTHOUGH 42.4% AGREED, A CONSIDERABLE SHARE DISAGREED (21.2%) OR STRONGLY DISAGREED (18.9%). ONLY 2.3% STRONGLY AGREED. DESPITE THIS, RESPONDENTS SHOWED STRONG INITIATIVE IN STARTING NEW TASKS ONCE CURRENT ONES WERE FINISHED, WITH 54.5% AGREEING AND 6.8% STRONGLY AGREEING. DISAGREEMENT LEVELS REMAINED MODERATE (8.3% STRONGLY DISAGREE; 11.0% DISAGREE). SIMILARLY, MOST EMPLOYEES WERE WILLING TO TAKE ON CHALLENGING TASKS: 56.8% AGREED, 8.3% STRONGLY AGREED, AND ONLY A SMALL MINORITY DISAGREED (5.3% STRONGLY DISAGREE; 9.1% DISAGREE).

EMPLOYEES ALSO DEMONSTRATED STRONG COMMITMENT TO MAINTAINING THEIR JOB KNOWLEDGE AND SKILLS. FOR KEEPING JOB KNOWLEDGE UP-TO-DATE, 48.1% AGREED, AND 20.5% STRONGLY AGREED, WHILE DISAGREEMENT WAS MINIMAL (6.4% STRONGLY DISAGREE; 9.1% DISAGREE). THE PATTERN WAS SIMILAR FOR UPDATING JOB SKILLS, WHERE 53.8% AGREED AND 14.4% STRONGLY AGREED. CREATIVITY ALSO

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APPEARED TO BE A STRONG ATTRIBUTE: 56.8% OF RESPONDENTS AGREED AND 7.2% STRONGLY AGREED THAT THEY GENERATE CREATIVE SOLUTIONS, WITH ONLY 1.9% STRONGLY DISAGREEING.

IN THE TENDENCY TO SEEK NEW CHALLENGES, WHERE 62.5% AGREED AND 4.9% STRONGLY AGREED. ONLY 11.7% EXPRESSED ANY FORM OF DISAGREEMENT. MOST RESPONDENTS INDICATED THAT THEY EXCEED JOB EXPECTATIONS, WITH A SIGNIFICANT MAJORITY AGREEING (66.7%) OR STRONGLY AGREEING (15.9%), AND VERY FEW DISAGREEING (2.3% STRONGLY DISAGREE; 8.0% DISAGREE). PARTICIPATION IN WORK MEETINGS WAS ALSO STRONG: 45.1% AGREED AND 32.6% STRONGLY AGREED, WHILE DISAGREEMENT WAS NEARLY NONEXISTENT (2.3% STRONGLY DISAGREE; 0.4% DISAGREE).

EMPLOYEES ALSO SHOWED A STRONG DRIVE FOR SELF-IMPROVEMENT, WITH 38.3% AGREEING AND 38.6% STRONGLY AGREEING THAT THEY ACTIVELY SEEK WAYS TO IMPROVE THEIR PERFORMANCE. ONLY 6.0% EXPRESSED DISAGREEMENT. SIMILARLY, MOST RESPONDENTS INDICATED THAT THEY GRASP OPPORTUNITIES WHEN THEY ARISE, WITH 34.5% AGREEING AND 26.1% STRONGLY AGREEING. FINALLY, CONFIDENCE IN SOLVING DIFFICULT SITUATIONS WAS MORE MIXED. WHILE 39.4% AGREED AND 22.7% STRONGLY AGREED, A CONSIDERABLE PROPORTION OF RESPONDENTS DISAGREED (10.2% STRONGLY DISAGREE; 10.2% DISAGREE), AND 31.1% REMAINED NEUTRAL. THIS SUGGESTS VARYING LEVELS OF CONFIDENCE WHEN DEALING WITH SETBACKS.

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4.6 CORRELATION ANALYSIS

TABLE 4.13 SHOWS THAT, ACCORDING TO THE PEARSON (R) CORRELATION, POSITIVELY ASSOCIATED JOB DESIGN COMPONENTS WERE POSITIVELY CORRELATED WITH EMPLOYEE PERFORMANCE. OF THESE FACTORS, THE COMPONENT THAT WAS MOST POSITIVELY LINEARLY RELATED TO PERCENT EMPLOYEE OUTPUTS PER HOUR WAS JOB ROTATION ($R = 0.679$, $P < 0.05$). AGAIN, JOB ENRICHMENT WAS CORRELATED WITH PERFORMANCE ($R = 0.609$, $P < 0.05$); ALSO, JOB ENLARGEMENT, TOGETHER WITH AN EQUIVALENT POSITIVE RELATIONSHIP FOR NUMBERS OF TRAINING HOURS

AND ACTUAL MANAGERIAL TIME (R = 0.500, P < 0.05). QUITE SIMILARLY, JOB SIMPLIFICATION WAS POSITIVELY CORRELATED WITH PERFORMANCE (R = 0.611, P < 0.05). THUS, THE RESULTS FINALLY POINTED TO FURTHER UNDERPINNING THAT STILL MORE IMPROVEMENTS IN DIFFERENT ASPECTS OF WORK DESIGN SIMPLY BENEFITED EMPLOYEES' PERFORMANCE, TOO.

TABLE 4.13: PEARSON CORRELATION

	JOB ROTATION	**JOB ENRICHMENT**	**JOB ENLARGEMENT**	**JOB SIMPLIFICATION**
JOB ROTATION	1			
JOB ENRICHMENT	.647**	1		
P VALUE	0.000			
JOB ENLARGEMENT	.660**	.810**	1	
P VALUE	0.000	0.000		
JOB SIMPLIFICATION	.757**	.760**	.866**	1
P VALUE	0.000	0.000	0.000	
EMPLOYEE PERFORMANCE	.679**	.609**	.500**	.611**
P VALUE	0.000	0.000	0.000	0.000

SOURCE: RESEARCH (2025)

4.7 DIAGNOSTIC TESTS

DIAGNOSTIC TESTS WERE CARRIED OUT TO ESTABLISH WHETHER THE DATASET SATISFIED THE MINIMUM ASSUMPTIONS NECESSARY FOR PRODUCING RELIABLE REGRESSION RESULTS. THESE TESTS INCLUDED CHECKING FOR NORMALITY, HETEROSCEDASTICITY, AND MULTICOLLINEARITY.

4.5.1 NORMALITY TEST

THE SHAPIRO-WILK TEST WAS EMPLOYED TO ASSESS NORMALITY. TABLE 4.14 INDICATES THAT THE P-VALUE WAS 0.062, WHICH IS GREATER THAN 0.05; THEREFORE, THE NULL HYPOTHESIS THAT THE DATASET FOLLOWS A NORMAL DISTRIBUTION IS ACCEPTED. ADDITIONALLY, THE W STATISTIC

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WAS 0.974, WHICH IS CLOSE TO 1, FURTHER REINFORCING THAT THE DATA IS WELL ALIGNED WITH A NORMAL DISTRIBUTION.

TABLE 4.14: TESTS OF NORMALITY

	STATISTIC	DF	SIG.
EMPLOYEE PERFORMANCE	.974	117	.062

SOURCE: SURVEY (2025)

4.5.2 HETEROSCEDASTICITY

THE BREUSCH-PAGAN TEST WAS UTILISED TO TEST FOR HETEROSCEDASTICITY, AND THE FINDINGS IN TABLE 4.15 INDICATE THAT THE P-VALUE EXCEEDS THE THRESHOLD FOR CONCLUDING THAT HETEROSCEDASTICITY IS NOT A CONCERN IN THE DATASET.

TABLE 4.15: BREUSCH-PAGAN / COOK-WEISBERG TEST FOR HETEROSCEDASTICITY

STATISTIC	DF	P-VALUE
0.054	117	0.054

SOURCE: SURVEY (2025)

4.5.3 MULTICOLLINEARITY

THE VARIANCE INFLATION FACTOR (VIF) TEST WAS USED TO DETERMINE WHETHER THERE WERE ANY COLLINEARITY CONCERNS IN THE DATASET. THE RULE OF THUMB IS THAT VIF VALUES GREATER THAN 5 INDICATE MULTICOLLINEARITY (YOUSSEF, 2022). TABLE 4.16 SHOWS THAT THE VIF SCORES WERE LESS THAN 5, AND THE CONCLUSION WAS THE ABSENCE OF MULTICOLLINEARITY AMONG THE PREDICTORS.

TABLE 4.16: COLLINEARITY STATISTICS

VARIABLES	VIF
JOB ROTATION	2.108
JOB ENRICHMENT	2.277
JOB ENLARGEMENT	2.151
JOB SIMPLIFICATION	1.062

SOURCE: SURVEY (2025)

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4.8 REGRESSION ANALYSIS

THE STUDY EMPLOYED LINEAR REGRESSION FOR EACH RESEARCH OBJECTIVE, AS HIGHLIGHTED IN THE FOLLOWING SUBSECTIONS.

4.8.1 EFFECT OF JOB ROTATION ON EMPLOYEE PERFORMANCE AT JKUAT

THE RESULTS SHOW JOB ROTATION EXPLAINED 46.1% OF EMPLOYEE PERFORMANCE, AND THIS WAS STATISTICALLY SIGNIFICANT (F=223.994, DF=1, P<0.05). TABLE 4.17 SHOWS THAT A UNIT INCREASE IN JOB ROTATION WOULD YIELD A .665 INCREASE IN EMPLOYEE PERFORMANCE, AND THIS WAS SIGNIFICANT AT THE 95% CONFIDENCE LEVEL (P < 0.05).

TABLE 4.17: JOB ROTATION AND EMPLOYEE PERFORMANCE

MODEL SUMMARY

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE
1	.679	0.461	0.459	0.35655

ANOVA[A]

MODEL		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
1	REGRESSION	28.476	1	28.476	223.994	.000
	RESIDUAL	33.308	262	0.127		
	TOTAL	61.783	263			

COEFFICIENTS[A]

MODEL		B	STD. ERROR	BETA	T	SIG.
1	(CONSTANT)	1.387	0.15		9.24	0.000
	JOB ROTATION	0.665	0.044	0.679	14.966	0.000

A DEPENDENT VARIABLE: EMPLOYEE PERFORMANCE

JOB ROTATION INVOLVES THE ORGANIZED TRANSFER OF WORKERS FROM ONE ROLE TO ANOTHER, TYPICALLY AT SCHEDULED TIMES. IT INVOLVES ALTERNATING EMPLOYEES AMONG DIFFERENT ROUTINE JOBS TO REDUCE MONOTONY (EKANEM ET AL., 2022). AT JKUAT, THERE WAS A POSITIVE CORRELATION BETWEEN JOB ROTATION AND EMPLOYEE PERFORMANCE. THE STUDY CONTRIBUTES TO THE CORPUS OF RESEARCH

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DEMONSTRATING THAT EMPLOYEE PERFORMANCE IS ENHANCED WHEN WORK ROTATION IS INCORPORATED INTO JOB DESIGN.

THESE STUDIES INCLUDE ONE CONDUCTED BY EKANEM ET AL. (2022) AMONG UNIVERSITY EMPLOYEES, WHICH FOUND THAT JOB ROTATION IMPROVED EMPLOYEE PERFORMANCE IN TERMS OF SKILL VARIETY, INVENTIVENESS, SELF-EFFICACY, AND TRAINING. USING A SAMPLE OF PUBLIC SERVICE EMPLOYEES, THE RESULTS OF YUSOF ET AL. (2023) DEMONSTRATED THAT EMPLOYEE PERFORMANCE WAS POSITIVELY AND SIGNIFICANTLY IMPACTED BY JOB ROTATION. AN EXAMINATION IN SOMALIA BY NOUR (2024) FOUND THAT THERE IS A POSITIVE CORRELATION BETWEEN JOB ROTATION AND EMPLOYEE WORK IN TELECOMMUNICATIONS COMPANIES. THE SAME HOLDS IN KENYA, WHERE CHEROTICH, ROP, AND BETT (2021) REPORT AN ALMOST POSITIVE RELATIONSHIP IN THEIR INQUIRY, ALTHOUGH LESS STRONG, SUGGESTING THAT JOB ROTATION WILL ENHANCE EMPLOYEE PERFORMANCE ACROSS VARIOUS TYPES OF ENTERPRISES OR INDUSTRIES.

THE FINDINGS RUN COUNTER TO RESEARCH THAT FOUND JOB ROTATION NEGATIVELY AFFECTED EMPLOYEE PERFORMANCE. JOB ROTATION NEGATIVELY IMPACTS EMPLOYEES' PERFORMANCE IN IRAN'S PETROCHEMICAL SECTOR, ACCORDING TO MAJD ET AL. (2024). THIS SUGGESTS THAT AT OTHER ORGANIZATIONS IN THE PETROCHEMICAL SECTOR THAT RELY ON TECHNICAL COMPETENCE AND WORK THAT REQUIRES PARTICULAR QUALIFICATIONS TO DO, JOB ROTATION COULD NOT OFFER THE ANTICIPATED BENEFITS. THIS MEANS ADMINISTRATIVE STAFF CANNOT BE ROTATED INTO TECHNICAL JOBS AND VICE VERSA. SALIH AND AL IBED (2017) FOUND NO SIGNIFICANT CORRELATION BETWEEN JOB ROTATION AND EMPLOYEE PERFORMANCE USING EMPLOYEES FROM A PRIVATE INSTITUTION. THIS OUTCOME MAY BE EXPLAINED BY THE FACT THAT TEACHING STAFF HAVE QUALIFICATIONS FOR SPECIFIC SUBJECTS OR AREAS OF SPECIALIZATION, AND THIS MEANS THEY CANNOT BE ROTATED INTO NON-TEACHING JOBS IN A UNIVERSITY SETTING.

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4.8.2 EFFECT OF JOB ENRICHMENT ON EMPLOYEE PERFORMANCE AT JKUAT

THE RESULTS SHOW JOB ENRICHMENT EXPLAINED 37.0% OF EMPLOYEE PERFORMANCE, AND THIS WAS STATISTICALLY SIGNIFICANT (F=154.192, DF=1, P<0.05). TABLE 4.18 SHOWS THAT A UNIT INCREASE IN JOB ENRICHMENT WOULD YIELD A .537 INCREASE IN EMPLOYEE PERFORMANCE, AND THIS WAS SIGNIFICANT AT THE 95% CONFIDENCE LEVEL (P < 0.05).

TABLE 4.18: JOB ENRICHMENT AND EMPLOYEE PERFORMANCE

MODEL SUMMARY

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE
1	.609	0.370	0.368	0.38529

ANOVA[A]

MODEL		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
1	REGRESSION	22.890	1	22.89	154.192	.000
	RESIDUAL	38.894	262	0.148		
	TOTAL	61.783	263			

COEFFICIENTS[A]

MODEL		B	STD. ERROR	BETA	T	SIG.
1	(CONSTANT)	1.741	0.152		11.427	0.000
	JOB ENRICHMENT	0.537	0.043	0.609	12.417	0.000

A DEPENDENT VARIABLE: EMPLOYEE PERFORMANCE

THIS ENTAILS ALTERING A CAREER TO MAKE IT FUNDAMENTALLY MORE FULFILLING, INSPIRING, AND SIGNIFICANT. IT INVOLVES GIVING WORKERS GREATER AUTONOMY AND CONTROL BY MAINLY PROVIDING SEVERAL PATHS TO CAREER GOALS, WHICH IMPACTS THEIR AFFECTIVE AND MOTIVATIONAL SYSTEMS (MAOW & MULI, 2023). THE FINDINGS SHOWED THAT JOB ENRICHMENT AND JKUAT EMPLOYEE PERFORMANCE WERE POSITIVELY CORRELATED. THESE RESULTS ARE CONSISTENT WITH EARLIER RESEARCH THAT DISCOVERED A CONNECTION BETWEEN THESE TRAITS. THE RESULTS DEMONSTRATED A POSITIVE CORRELATION

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BETWEEN JOB ENRICHMENT AND JKUAT EMPLOYEE PERFORMANCE. THESE FINDINGS ARE IN LINE WITH PAST STUDIES THAT FOUND A RELATIONSHIP BETWEEN THESE CHARACTERISTICS. CUSTOMS DEPARTMENT WORK MAY BE MONOTONOUS, WHICH MAY HARM STAFF PERFORMANCE. THEREFORE, ENRICHING THIS KIND OF WORK INTRODUCES EXCITEMENT AND BREAKS THE BORING NATURE OF THE WORK, AND THIS SPARKS CREATIVITY FROM EMPLOYEES AND, IN TURN, THEIR OVERALL PERFORMANCE.

ACCORDING TO VIJAY AND INDRADEVI'S (2015) FINDINGS, JOB ENRICHMENT IMPROVED EMPLOYEES' PERFORMANCE AT A PRIVATE INSTITUTION IN INDIA, SHOWING THAT MAKING WORK REWARDING AND MEANINGFUL MOTIVATES EMPLOYEES, AND THIS CONTRIBUTES TO IMPROVED PERFORMANCE IN THEIR ROLES. SIMILARLY, CHILGONG ET AL. (2023) REPORTED A FAVOURABLE RELATIONSHIP BETWEEN ACADEMIC STAFF PERFORMANCE AND JOB ENRICHMENT IN PUBLIC UNIVERSITIES, INDICATING THAT MAKING WORK MORE INTERESTING FOR TEACHING STAFF CAN CONTRIBUTE TO BETTER PERFORMANCE. THIS CAN BE ACHIEVED BY PROMOTING THEM TO ADMINISTRATIVE POSITIONS IN THE INSTITUTION FROM TIME TO TIME. MAOW AND MULI'S (2023) FINDINGS CONFIRMED THAT JOB ENRICHMENT HAD A POSITIVE EFFECT ON THE EFFECTIVENESS OF EMPLOYEES, AND THIS INCREASED THEIR PERFORMANCE IN THE BANKING SECTOR, WHICH MAY BE CHARACTERIZED AS HAVING ROUTINE JOB TASKS THAT MAY LEAD TO MONOTONY AND THEREFORE DECLINED PERFORMANCE. THIS MEANS THERE IS A NEED TO ENRICH JOBS FOR STAFF GROUPS SUCH AS CLERICAL STAFF TO IMPROVE THEIR PERFORMANCE.

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4.8.3 EFFECT OF JOB ENLARGEMENT ON EMPLOYEE PERFORMANCE AT JKUAT

THE RESULTS SHOW JOB ENLARGEMENT EXPLAINED 25.0% OF EMPLOYEE PERFORMANCE AND THIS WAS STATISTICALLY SIGNIFICANT ($F=87.326$, $DF=1$, $P<0.05$). TABLE 4.19 SHOWS THAT A UNIT INCREASE IN JOB ENLARGEMENT WOULD YIELD A .334 INCREASE IN EMPLOYEE

PERFORMANCE AND THIS WAS SIGNIFICANT AT THE 95% CONFIDENCE LEVEL ($P < 0.05$). JOB ENLARGEMENT IN THIS SENSE APPEARS AS A HORIZONTAL EXPANSION TO GIVE EMPLOYEES ADDITIONAL AND DIFFERENT WORK TASKS. AL-ABRI AND COLLEAGUES (2022) BUILD ON OTHER WRITERS' DEFINITIONS. SIMILARLY, LINGGAWATI ET AL. (2023) THINK OF IT AS FUSING TWO OR MORE POSITIONS TOGETHER IN ORDER TO MAKE THE ASSIGNMENTS OF WORK FOR WORKERS WIDER AND MORE VARIED. HOWEVER, WHEN THIS STUDY'S DATA WAS ANALYZED AT JKUAT (KENYA), AN INVERSE CORRELATION WAS FOUND BETWEEN JOB ENLARGEMENT AND THE WEEKLY PERFORMANCE OF ITS NON-TEACHING EMPLOYEES. THIS MEANS THAT AN INCREASE IN JOB ENLARGEMENT FOR THESE EMPLOYEES MAY WORSEN THEIR PERFORMANCE. EXPANDING ROLES WITHOUT THE RIGHT SUPPORT COMPROMISES EFFICIENCY AND QUALITY. IN FACT, WHEN TASKS BECOME OVERPOWERING, OUTPUT ITSELF DECLINES FOR NON-TEACHING STAFF AT JKUAT. THIS RESULT SUPPORTS EARLIER RESEARCH SHOWING THAT EMPLOYMENT EXPANSION HAS A DETRIMENTAL IMPACT ON WORKER PERFORMANCE.

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TABLE 4.19: JOB ENLARGEMENT AND EMPLOYEE PERFORMANCE

MODEL SUMMARY

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE
1	.500	0.250	0.247	0.42055

ANOVA[A]

MODEL		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
1	REGRESSION	15.445	1	15.445	87.326	.000
	RESIDUAL	46.339	262	0.177		
	TOTAL	61.783	263			

COEFFICIENTS[A]

MODEL		B	STD. ERROR	BETA	T	SIG.
1	(CONSTANT)	2.424	0.130		18.706	0.000
	JOB ENLARGEMENT	0.334	0.036	0.500	9.345	0.000

A DEPENDENT VARIABLE: EMPLOYEE PERFORMANCE

JOB ENLARGEMENT BY ITSELF HAS A DETRIMENTAL EFFECT ON EMPLOYEES' PERFORMANCE, ACCORDING TO PATTERSON ET AL. (2010), WHO CONDUCTED AN EMPIRICAL EVALUATION OF STUDIES ACROSS VARIOUS INDUSTRIES. ACCORDING TO SIENGTHAI AND PILA-NGARM (2016), EMPLOYEE PERFORMANCE WAS NEGATIVELY CORRELATED WITH JOB REDESIGN. ACCORDING TO GICHUKI AND MINJURI'S (2018) RESEARCH, EMPLOYEE PERFORMANCE IN KENYA'S RAILWAY SECTOR WAS NEGATIVELY CORRELATED WITH MEANINGFULNESS OF WORK, A COMPONENT OF JOB EXPANSION. ACCORDING TO AWAN ET AL. (2023), JOB EXPANSION HAS LITTLE IMPACT ON PAKISTANI TEACHERS' PERFORMANCE. LINGGAWATI ET AL. (2023) USED A SAMPLE OF GEN Z WORKERS TO FIND EVIDENCE THAT EMPLOYMENT EXPANSION HAD NO EFFECT ON WORKER PERFORMANCE IN INDONESIA.

THE RESULT CONTRADICTS THE VAST MAJORITY OF STUDIES THAT HAVE DEMONSTRATED A FAVOURABLE CORRELATION BETWEEN EMPLOYEE PERFORMANCE AND EMPLOYMENT EXPANSION. ACCORDING TO BENNA ET AL. (2017), JOB ENRICHMENT SIGNIFICANTLY IMPROVED CIVIL SERVANTS' PERFORMANCE, INDICATING THAT GIVING WORKERS MORE AUTHORITY IN THE PUBLIC SECTOR BOOSTS THEIR INTRINSIC MOTIVATION AND IMPROVES THEIR OUTPUT. MUNYANEZA'S (2022) RESULTS DEMONSTRATED THAT EMPLOYMENT INCREASE HAD A POSITIVE AND SIGNIFICANT IMPACT ON EMPLOYEE PERFORMANCE IN THE HEALTH SECTOR, INDICATING THAT PROVIDING STAFF WITH MORE CHALLENGING ROLES BOOSTS THEIR COMMITMENT TO THE JOB, AND THIS IN TURN IMPROVES THEIR PERFORMANCE. IN THEIR RESEARCH AMONG NON-GOVERNMENTAL ORGANISATION (NGO) STAFF, AHMED (2018) FOUND THAT JOB ENLARGEMENT FACTORS WERE KEY DRIVERS OF EMPLOYEE PERFORMANCE, SUGGESTING THAT ALLOCATING MORE RESPONSIBILITIES TO THESE STAFF SHOWED THEIR MANAGERS' OR ORGANISATION'S BELIEF IN THEM, WHICH MOTIVATED THEM TO PERFORM BETTER.

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4.8.4 EFFECT OF JOB SIMPLIFICATION ON EMPLOYEE PERFORMANCE AT JKUAT

THE RESULTS SHOW JOB SIMPLIFICATION EXPLAINED 37.3% OF EMPLOYEE PERFORMANCE AND THIS WAS STATISTICALLY SIGNIFICANT (F=87.326, DF=1, P<0.05). TABLE 4.20 SHOWS THAT A UNIT INCREASE IN JOB SIMPLIFICATION WOULD YIELD A .451 INCREASE IN EMPLOYEE PERFORMANCE AND THIS WAS SIGNIFICANT AT THE 95% CONFIDENCE LEVEL (P < 0.05).

TABLE 4.20: JOB SIMPLIFICATION AND EMPLOYEE PERFORMANCE

MODEL SUMMARY

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE
1	.611	0.373	0.371	0.38443

ANOVA[A]

MODEL		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
1	REGRESSION	23.064	1	23.064	156.068	.000
	RESIDUAL	38.719	262	0.148		
	TOTAL	61.783	263			

COEFFICIENTS[A]

MODEL		B	STD. ERROR	BETA	T	SIG.
1	(CONSTANT)	2.010	0.130		15.429	0.000
	JOB SIMPLIFICATION	0.451	0.036	0.611	12.493	0.000

A DEPENDENT VARIABLE: EMPLOYEE PERFORMANCE

JOB SIMPLIFICATION INVOLVES ESTABLISHING HUMAN PATTERNS THAT EFFICIENTLY ENCOURAGE WORK BY USING SIMPLE METHODS OR APPROACHES TO COMPLETING TASKS, THEREBY ACHIEVING EFFICIENT RESULTS WHILE ALLEVIATING STRESS AND FATIGUE DURING ASSIGNED ACTIVITIES (TANTUA & NWIMANA, 2020). THE FINDINGS SHOWED A POSITIVE CORRELATION BETWEEN EMPLOYEE PERFORMANCE AT JKUAT AND JOB ROTATION. THE FINDINGS SUPPORT PREVIOUS STUDIES THAT FOUND A POSITIVE LINK BETWEEN THE VARIABLES, INDICATING THAT

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NON-TEACHING STAFF WILL PERFORM BETTER IF THEIR JOBS ARE DIVIDED INTO SMALLER, SIMPLER TASKS.

FOR INSTANCE, ARFI AND AGARWAL (2014) REVEALED THAT RESPONDENTS AGREED THAT WORK SIMPLIFICATION IMPROVED EMPLOYEE PERFORMANCE AMONG HOMEWORKERS, SUGGESTING THAT THE NATURE OF THE JOB IS A DETERMINANT OF THE RELATIONSHIP BETWEEN JOB SIMPLIFICATION AND PERFORMANCE. BREAKING DOWN JOBS FOR HOMEMAKERS CAN MAKE IT EASIER FOR THEM TO ACHIEVE THEIR GOALS AND SET TARGETS FOR THEMSELVES, AND THIS INCREASES THEIR PERFORMANCE OUTPUT. TANTUA AND NWIMANA'S (2020) OUTPUT INDICATED A STRONG RELATIONSHIP BETWEEN EMPLOYEE PERFORMANCE AND TASK SIMPLIFICATION IN NIGERIA. USING DATA FROM THE INSURANCE INDUSTRY, MUNYIRI (2018) REPORTED THAT JOB SIMPLIFICATION STRONGLY AND POSITIVELY INFLUENCED EMPLOYEE PERFORMANCE, SUGGESTING THAT SPLITTING JOBS INTO ACHIEVABLE, AGREED-UPON TASKS CAN MOTIVATE EMPLOYEES TO ACHIEVE AND, THEREFORE, IMPROVE PERFORMANCE. THE NATURE OF ADMINISTRATIVE WORK IN THE INSURANCE SECTOR HIGHLIGHTED THE IMPORTANCE OF SIMPLIFYING TASKS TO IMPROVE STAFF PERFORMANCE.

THE FINDINGS DISAGREE WITH PREVIOUS STUDIES THAT THERE IS NO CONNECTION BETWEEN TASK SIMPLICITY AND EMPLOYEE PERFORMANCE. FEBRIANTI ET AL. (2025) ASSERT THAT WORK SIMPLIFICATION AND EMPLOYEE PERFORMANCE ARE UNRELATED. NONETHELESS, THIS RESULT CAN BE EXPLAINED BY THE SAMPLE'S INCLUSION OF PUBLIC-SECTOR WORKERS AND POSITIONS, WHERE THE GENERAL WELFARE IS GIVEN PRECEDENCE OVER PRIVATE PROFIT. THIS INDICATES THAT, BECAUSE OF THE BUREAUCRATIC NATURE OF THE WORK, THE STRUCTURE OF PUBLIC-SECTOR OCCUPATIONS CANNOT BE SIMPLIFIED. IBERAHIM ET AL. (2020) FOUND THAT WORK SIMPLIFICATION DID NOT SIGNIFICANTLY AFFECT WORK PERFORMANCE IN AN AUTOMOBILE COMPANY, AND THIS IS EXPLAINED BY THE FACT THAT

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WORK IN SUCH A SETTING CANNOT BE BROKEN DOWN BECAUSE ITS OUTPUTS ARE MEASURED BY HARD OUTPUTS.

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CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

THIS SECTION OF THE MANUSCRIPT SUMMARIZES THE MATTER, WHAT MAIN DISCOVERIES WERE MADE BY THE RESEARCH, WHAT WERE ITS CONCLUSIONS, AND WHAT ARE ITS SUGGESTIONS FROM THERE AS AN END PRODUCT IN TERMS OF THEORETICAL CONTRIBUTIONS, PRACTICAL APPLICATION, OR POLICY IMPLICATIONS, AIMED AT AUDIENCES BOTH ACADEMIC AND PROFESSIONAL. THE CONCLUSIONS ARE CLOSELY RELATED TO THE FOUR PRIMARY GOALS OF THIS STUDY, MAKING SURE THAT THEY MATCH THE RESEARCH'S AIMS. ADDITIONALLY, THE FOURTH CHAPTER PINPOINTS PARTICULAR AREAS WHERE MORE STUDY IS NEEDED, AS WELL AS A DIRECTION FOR FUTURE RESEARCHERS WISHING TO MAKE USE OF THIS INFORMATION.

5.2 SUMMARY OF FINDINGS

THIS STUDY EXAMINED THE RELATIONSHIP BETWEEN JOB DESIGN AND EMPLOYEE PERFORMANCE, WITH THE SPECIFIC OBJECTIVE OF DETERMINING HOW JOB ROTATION, ENRICHMENT, ENLARGEMENT, AND SIMPLIFICATION AFFECTED EMPLOYEE PERFORMANCE. MOTIVATION - HYGIENE THEORY AND JOB PERFORMANCE THEORY WERE EMBRACED AS ITS THEORETICAL UNDERPINNINGS. A DESCRIPTIVE STUDY APPROACH

WAS USED, AND 1,568 NON-TEACHING STAFF MEMBERS AT JKUAT COMPRISED THE TARGET GROUP, FROM WHICH 264 RESPONDENTS WERE SELECTED USING A PROPORTIONATE STRATIFIED RANDOM SAMPLING. AFTER CONFIRMING THE VALIDITY AND DEPENDABILITY OF THE SURVEY, IT WAS ADMINISTERED VIA GOOGLE FORMS, SENT TO RESPONDENTS' WHATSAPP ACCOUNTS. THE DATA WAS ANALYSED DESCRIPTIVELY AND FURTHER BY INFERENTIAL ANALYSIS AT THE 95% CONFIDENCE LEVEL.

5.2.1 TO ASSESS THE EFFECT OF JOB ROTATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

THE RESPONDENTS AGREED THAT JOB ROTATION HAD INCREASED THE STRENGTH OF THEIR COMMUNICATION NETWORK, IMPLYING THAT ROTATING IN DIFFERENT DEPARTMENTS MEANT THEY WERE ABLE TO CREATE NETWORKS WITH OTHER EMPLOYEES. HOWEVER, THIS JOB ROTATION DID NOT IMPROVE RESPONDENTS' LEADERSHIP SKILLS, AS THEY WERE ROTATED INTO POSITIONS TO LEARN AND GAIN FIRST-HAND EXPERIENCE RATHER THAN DEVELOP LEADERSHIP SKILLS. THERE WAS A STRONG POSITIVE LINEAR ASSOCIATION BETWEEN JOB ROTATION PRACTICES AND EMPLOYEE PERFORMANCE. THE RESULTS SHOWED JOB ROTATION EXPLAINED 46.1% OF EMPLOYEE PERFORMANCE AND THIS WAS STATISTICALLY SIGNIFICANT WHERE A UNIT INCREASE IN JOB ROTATION WOULD YIELD A 0.665 INCREASE IN EMPLOYEE PERFORMANCE AND THIS WAS SIGNIFICANT. THIS MEANS THAT INCREASING THE IMPLEMENTATION OF JOB ROTATION PRACTICES FOR NON-TEACHING STAFF WOULD CONTRIBUTE POSITIVELY TO THEIR PERFORMANCE.

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5.2.2 TO ESTABLISH THE EFFECT OF JOB ENRICHMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

THERE WAS AGREEMENT AMONG RESPONDENTS THAT WORK PERFORMED IN THE ROLE SIGNIFICANTLY INFLUENCED PEOPLE OUTSIDE THE ORGANIZATION INDICATING THAT NON-TEACHING STAFF ENGAGED IN JOB ENRICHMENT WERE ABLE TO PROVIDE BETTER SERVICES TO CUSTOMERS, SUPPLIERS, AND SOCIETY. ON THE OTHER HAND, RESPONDENTS DISAGREED THAT THEIR JOB DEMANDS REQUIRE DIVERSE SKILLS TO COMPLETE ASSIGNED TASKS, SUGGESTING THAT NON-TEACHING JOBS ARE LIMITED TO A SPECIFIC SKILL SET AND DO NOT REQUIRE DIVERSE SKILLS. THERE WAS A STRONG POSITIVE LINEAR ASSOCIATION BETWEEN JOB ENRICHMENT PRACTICES AND EMPLOYEE PERFORMANCE. THE RESULTS SHOWED JOB ENRICHMENT EXPLAINED 37.0% OF EMPLOYEE PERFORMANCE AND THIS WAS STATISTICALLY SIGNIFICANT WHERE A UNIT INCREASE IN JOB ENRICHMENT WOULD YIELD A .537 INCREASE IN EMPLOYEE PERFORMANCE AND THIS WAS SIGNIFICANT.

5.2.3 TO ASSESS THE EFFECT OF JOB ENLARGEMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

THE NON-TEACHING STAFF INDICATED THAT THE JOB PERMITS THE COMPLETION OF TASKS THAT ARE INITIATED, SUGGESTING JOB ENLARGEMENT MAY HAVE ADVERSE EFFECTS ON THE COMPLETION OF THESE TASKS. THIS MEANS JOB ENLARGEMENT WOULD BE A DETRIMENT TO TASK PERFORMANCE. FURTHER, NON-TEACHING STAFF REVEALED THAT THEIR ROLE PROVIDED OPPORTUNITIES TO APPLY INITIATIVE AND JUDGMENT IN TASK EXECUTION IMPLYING THAT ANY JOB ENLARGEMENT WOULD IMPROVE THEIR CHANCE FOR APPLYING DISCRETION IN THEIR WORK. THERE WAS A MODERATE POSITIVE LINEAR ASSOCIATION BETWEEN JOB ENLARGEMENT PRACTICES AND EMPLOYEE PERFORMANCE. THE RESULTS SHOWED JOB ENLARGEMENT EXPLAINED 25.0% OF EMPLOYEE PERFORMANCE, AND THIS WAS STATISTICALLY SIGNIFICANT, WHERE A UNIT INCREASE IN JOB ENLARGEMENT WOULD YIELD A .334 INCREASE IN EMPLOYEE PERFORMANCE, AND THIS WAS SIGNIFICANT.

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5.2.4 TO DETERMINE THE EFFECT OF JOB SIMPLIFICATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA

THE DESCRIPTIVE FINDINGS SHOW AGREEMENT THAT BREAKING JOBS INTO SMALLER TASKS SAVES TIME ON PERFORMING NON-TEACHING STAFF WORK, SUGGESTING THERE WAS A NEED TO SIMPLIFY PRESENT JOB TASKS TO ACHIEVE HIGHER PERFORMANCE. FURTHER, THE SIMPLIFICATION OF NON-TEACHING STAFF WORK WOULD ALSO CONTRIBUTE TO SAVING TIME IN THE EXECUTION OF TASKS, AND THIS ALSO CONTRIBUTED POSITIVELY TO THEIR PERFORMANCE. THERE WAS A STRONG POSITIVE LINEAR ASSOCIATION BETWEEN JOB SIMPLIFICATION PRACTICES AND EMPLOYEE PERFORMANCE. THE RESULTS SHOWED JOB SIMPLIFICATION EXPLAINED 37.3% OF EMPLOYEE PERFORMANCE, AND THIS WAS STATISTICALLY SIGNIFICANT, WHERE A UNIT INCREASE IN JOB SIMPLIFICATION WOULD YIELD A .451 INCREASE IN EMPLOYEE PERFORMANCE, AND THIS WAS SIGNIFICANT.

5.3 CONCLUSION

THE INITIAL GOAL WAS TO ASSESS HOW EMPLOYEE PERFORMANCE IN KENYAN PUBLIC UNIVERSITIES WAS IMPACTED BY JOB ROTATION. THE FINDINGS DEMONSTRATED THAT NON-TEACHING STAFF PERFORMANCE IMPROVED THROUGH JOB ROTATION. MANAGERS AND LEADERS SHOULD FOCUS ON IMPLEMENTING JOB ROTATION TO ENSURE THAT NON-TEACHING STAFF GAIN FIRST-HAND EXPERIENCE OF THE VARIOUS ASPECTS OF THE DEPARTMENTS OR UNITS IN WHICH THEY WORK, AS IT HAS BEEN CONCLUDED THAT ADOPTING JOB ROTATION PRACTICES WILL IMPROVE PERFORMANCE AMONG NON-TEACHING STAFF. THE SECOND GOAL WAS TO ASCERTAIN THE EFFECT OF JOB ENRICHMENT ON WORKER PERFORMANCE IN KENYAN PUBLIC HOSPITALS. IT WAS DISCOVERED THAT JOB ENRICHMENT IMPROVED THE PERFORMANCE OF NON-TEACHING STAFF MEMBERS. THE STUDY'S CONCLUSION THAT IMPLEMENTING JOB ENRICHMENT TECHNIQUES WILL BOOST NON-TEACHING STAFF PERFORMANCE SUGGESTS THAT MANAGERS SHOULD TAKE WORK ENRICHMENT PRACTICES SERIOUSLY.

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THE RESULTS OF THE THIRD OBJECTIVE, WHICH EVALUATED THE IMPACT OF EMPLOYMENT EXPANSION ON EMPLOYEE PERFORMANCE IN KENYAN PUBLIC UNIVERSITIES, SHOWED THAT NON-TEACHING STAFF PERFORMANCE WAS NEGATIVELY IMPACTED. THUS, THE STUDY CONCLUDES THAT IMPLEMENTING JOB EXPANSION AS PART OF JOB DESIGN WILL NEGATIVELY IMPACT NON-TEACHING STAFF PERFORMANCE. THEREFORE, MANAGERS SHOULD AVOID EXPANDING THEIR JOBS TO INCLUDE NON-TEACHING STAFF. THE FOURTH GOAL WAS TO DETERMINE THE IMPACT OF JOB SIMPLIFICATION ON EMPLOYEE PERFORMANCE AT KENYAN PUBLIC COLLEGES. THE RESULTS SHOWED THAT IT ENHANCED THE PERFORMANCE OF NON-TEACHING STAFF MEMBERS. THE STUDY CONCLUDES THAT IMPLEMENTING JOB SIMPLIFICATION PRACTICES WOULD IMPROVE NON-TEACHING STAFF PERFORMANCE, AND MANAGERS SHOULD FOCUS ON THIS ASPECT OF JOB DESIGN TO IMPROVE PERFORMANCE.

5.4 RECOMMENDATIONS

THE STUDY OFFERS IMPORTANT SUGGESTIONS FOR RAISING EMPLOYEE SATISFACTION, BOOSTING ORGANIZATIONAL EFFECTIVENESS, AND DIRECTING FUTURE RESEARCH.

5.4.1 POLICY IMPLICATIONS

5.4.1.1 TO ASSESS THE EFFECT OF JOB ROTATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

JOB ROTATION SHOULD BE INCLUDED IN ORGANISATIONAL TRAINING PROGRAMS, ACCORDING TO THE RESEARCH'S GUIDELINES ON MANAGING TRAINING IN THE PUBLIC SERVICE (2017), ESPECIALLY FOR PUBLIC ORGANISATIONS, AND THIS MAY ACT AS A GUIDE FOR PRIVATE ORGANISATIONS TO FOLLOW SUIT. THIS CAN BE ACHIEVED BY GIVING PROCEDURES AND STANDARDS FOR INSTITUTIONS IN THE PUBLIC SECTOR TO IMPLEMENT JOB ROTATION PRACTICES.

5.4.1.2 TO ESTABLISH THE EFFECT OF JOB ENRICHMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

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THE STUDY RECOMMENDS THAT THE GUIDELINES ON MANAGING TRAINING IN THE PUBLIC SERVICE (2017) ENCOURAGE ORGANISATIONS TO IMPLEMENT INCENTIVE PROGRAMMES FOR EMPLOYERS WHO ARE INVOLVED IN IMPLEMENTING JOB ENRICHMENT PRACTICES IN THEIR JOB DESIGN. THIS POLICY CAN BE IMPLEMENTED BY ADOPTING JOB ENRICHMENT PRACTICES IN PUBLIC AGENCIES, SERVING AS A GUIDE FOR PUBLIC UNIVERSITIES TO FOLLOW.

5.4.1.3 TO DETERMINE THE EFFECT OF JOB SIMPLIFICATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA

THE STUDY RECOMMENDS A COMPREHENSIVE JOB SIMPLIFICATION AUDIT IN PUBLIC ORGANIZATIONS TO ELIMINATE DUPLICATION OF TASKS AND COMBINE OR STREAMLINE DUTIES IN KEY SECTORS, INCLUDING AGRICULTURE, MANUFACTURING, TRANSPORT, HEALTHCARE, AND PUBLIC SERVICES.

5.4.2 PRACTICAL IMPLICATIONS

5.4.2.1 TO ASSESS THE EFFECT OF JOB ROTATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

THE STUDY RECOMMENDS THAT PUBLIC UNIVERSITIES DEVELOP A STRUCTURED PROGRAM THAT DEFINES ROTATION FREQUENCY, DURATION, AND ELIGIBLE ROLES. THIS CAN INCLUDE HAVING JOB ROTATION PARTICIPATION AS A METRIC FOR PERFORMANCE APPRAISAL, AND THIS CAN MOTIVATE EMPLOYEES TO PARTICIPATE IN JOB ROTATION OPPORTUNITIES IN THEIR ORGANIZATION.

5.4.2.2 TO ESTABLISH THE EFFECT OF JOB ENRICHMENT ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES

IT IS RECOMMENDED FOR MANAGERS TO REDESIGN ROUTINE ROLES FOR NON-TEACHING STAFF TO INCLUDE A MIX OF TASKS THAT CHALLENGE AND ENGAGE EMPLOYEES. IT IS FURTHER RECOMMENDED FOR MANAGERS TO IMPROVE FEEDBACK MECHANISMS IN THE ORGANIZATIONAL DEPARTMENTS TO REINFORCE POSITIVE BEHAVIOUR TO ENCOURAGE STAFF TO MAINTAIN OR IMPROVE THEIR PERFORMANCE.

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5.4.2.3 TO DETERMINE THE EFFECT OF JOB SIMPLIFICATION ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA

THE STUDY RECOMMENDS THAT MANAGERS CONDUCT JOB ROLE AUDITS IN PUBLIC UNIVERSITIES TO IDENTIFY TASKS THAT DO NOT ADD VALUE TO WORK AND THOSE THAT OVERLAP, THEREBY PROMOTING THE STREAMLINING OF TASKS ACROSS DEPARTMENTS AND UNITS. IT IS FURTHER RECOMMENDED TO BREAK COMPLEX ROLES INTO MODULAR TASKS THAT ARE EASILY UNDERSTOOD AND DEFINED.

5.4.3 THEORETICAL IMPLICATIONS

5.4.3.1 MOTIVATION-HYGIENE THEORY

THE STUDY OFFERS IMPORTANT SUGGESTIONS FOR RAISING EMPLOYEE SATISFACTION, BOOSTING ORGANIZATIONAL EFFECTIVENESS, AND DIRECTING FUTURE RESEARCH. THROUGH THESE PRACTICES, CLERICAL AND PROFESSIONAL EMPLOYEES CAN LEARN ABOUT A WIDE RANGE OF ADMINISTRATIVE WORK, BUSINESS OPERATIONS, AND TECHNICAL HANDLING METHODS. THEY THEREBY UPGRADE THEIR JOB EXPERTISE AND SKILL LEVEL. THIS RESULT IS REFLECTED IN THE MORE ADVANCED LEVEL OF JOB ASSIGNMENT THAT FOLLOWS; IT LEADS TO AWARDS AND PROMOTIONS, PROMOTING INTRINSIC MOTIVATORS ALREADY PRESENT IN PEOPLE SO THAT THEIR WORK PRODUCTIVITY AND MORALE CONTINUE TO RISE. THE STUDY PROVIDES SUPPORT FOR THE MOTIVATION-HYGIENE THEORY IN THE CONTEXT OF PUBLIC UNIVERSITIES IN KENYA.

5.4.3.2 THEORY OF JOB PERFORMANCE

THE RESULTS REVEALED THAT JOB ROTATION, JOB ENRICHMENT, AND JOB SIMPLIFICATION ALL CONTRIBUTED SIGNIFICANTLY TO EMPLOYEE PERFORMANCE. THE FOREGOING SUPPORTS THE THEORY OF JOB PERFORMANCE AND ITS MEANING IN PUBLIC UNIVERSITIES, AS DOES THE VALUE OF THIS STUDY FOR NON-INSTRUCTIONAL STAFF. WHAT IS GONE INTO BELOW IS ALSO INTERESTING. FURTHERMORE, THE EASIEST THING TO FIND IS THAT THE THEORY IS VALUABLE FOR THIS CROSS-SECTION, AS THE INDICATORS OF EMPLOYEE PERFORMANCE DERIVED FROM IT (VIZ., TASK PERFORMANCE AND CONTEXTUAL PERFORMANCE) TURN OUT TO BE

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QUITE VALID AND RELIABLE. THIS PROVES THAT THE THEORY NOT ONLY EXPLAINS HOW JOB DESIGN PRACTICES AFFECT PERFORMANCE, BUT IT ALSO PROVIDES A MORE PROFOUND UNDERSTANDING OF EMPLOYEE BEHAVIOUR AND WORK EFFORT WITHIN THE NON-TEACHING WORKFORCE AT PUBLIC UNIVERSITIES.

5.5 AREAS FOR FURTHER RESEARCH

A COMPARABLE STUDY IN THE SETTING OF PRIVATE UNIVERSITIES IS REQUIRED, AS THIS ONE WAS RESTRICTED TO PUBLIC UNIVERSITIES. SECOND, ONLY NON-TEACHING STAFF WERE INCLUDED IN THE STUDY; THIS SUGGESTS THAT TEACHING PERSONNEL SHOULD BE INCLUDED IN FUTURE RESEARCH TO COMPARE THE TWO GROUPS' JOB DESIGNS AND EMPLOYEE PERFORMANCE. THERE IS A NEED FOR QUALITATIVE RESEARCH TO EXAMINE THE EFFECTS OF JOB DESIGN ON EMPLOYEE PERFORMANCE. SUCH RESEARCH WOULD PROVIDE AN IN-DEPTH INTERROGATION OF HOW THESE PRACTICES CONTRIBUTE TO PERFORMANCE BY GATHERING QUALITATIVE AND PERSONAL DATA FROM RESPONDENTS' EXPERIENCES AND STORIES.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER

REBECCA MUTANU MUSYOKI
ST PAUL UNIVERSITY,
P.O. BOX PRIVATE BAG 00217,
LIMURU.
JULY 25TH, 2025

DEAR PARTICIPANT,

RE: REQUEST FOR RESEARCH PARTICIPATION

I HOPE THIS LETTER FINDS YOU WELL. I AM A ST. PAUL UNIVERSITY STUDENT CURRENTLY UNDERTAKING A MASTER'S RESEARCH IN DEVELOPMENT STUDIES. MY RESEARCH IS TITLED "JOB DESIGN TECHNIQUES AND EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES: A CASE OF JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY, KENYA". PLEASE HELP ME WITH THIS STUDY BY COMPLETING THE QUESTIONNAIRE THAT IS ENCLOSED.

YOUR INSIGHT AND EXPERIENCE ARE INVALUABLE TO THIS RESEARCH, AND YOUR CONTRIBUTION WILL SIGNIFICANTLY ENHANCE THE QUALITY AND ACCURACY OF THE FINDINGS. YOU MAY BE CERTAIN THAT ANY DATA YOU PROVIDE WILL BE KEPT COMPLETELY PRIVATE AND USED EXCLUSIVELY FOR SCHOLARLY PURPOSES. IF YOU NEED ANY FURTHER INFORMATION OR CLARIFICATION ABOUT THE STUDY OR THE QUESTIONNAIRE, DON'T HESITATE TO GET IN TOUCH WITH ME WHENEVER IT'S MOST CONVENIENT. I SINCERELY APPRECIATE YOUR TIME AND ASSISTANCE.

YOURS FAITHFULLY,

REBECCA MUTANU MUSYOKI
MOBILE NO: 0724485894
EMAIL: BECKYMUTANU@GMAIL.COM

ST. PAUL'S UNIVERSITY

APPENDIX B: DATA COLLECTION TOOL

SECTION ONE: GENERAL INFORMATION

1. PLEASE INDICATE YOUR GENDER

FEMALE ( )

MALE ( )

2. PLEASE INDICATE YOUR EDUCATION LEVEL

CERTIFICATE ( )

DIPLOMA ( )

BACHELOR'S ( )

MASTER'S ( )

PHD ( )

3. PLEASE INDICATE YOUR AGE GROUP

21-30 YEARS ( )

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31-40 YEARS ( )

41-50 YEARS ( )

51 YEARS + ( )

4. PLEASE INDICATE YOUR EXPERIENCE OF

< 1 YEAR ( )

2-3 YEARS ( )

4-5 YEARS ( )

6 YEARS + ( )

SECTION TWO: JOB ROTATION

THE INQUIRIES IN THIS PART FOCUS ON ASPECTS OF THE JOB ITSELF. UTILIZING THE SCALE PROVIDED BELOW, PLEASE EXPRESS HOW MUCH YOU AGREE WITH EACH STATEMENT. KEEP IN MIND TO CONSIDER ONLY THE JOB ITSELF, RATHER THAN YOUR FEELINGS TOWARDS IT. 1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEUTRAL 4 = AGREE 5 = STRONGLY AGREE

ITEMS	1	2	3	4	5
JOB ROTATION PRACTICES HAVE ENHANCED MY ABILITY TO PLAN AND ORGANIZE TASKS EFFECTIVELY.					
JOB ROTATION PRACTICES HAVE STRENGTHENED MY INTERPERSONAL AND RELATIONSHIP-BUILDING SKILLS.					
JOB ROTATION PRACTICES HAVE DEVELOPED AND REFINED MY LEADERSHIP CAPABILITIES.					
JOB ROTATION PRACTICES HAVE CONTRIBUTED SIGNIFICANTLY TO MY PERSONAL AND PROFESSIONAL GROWTH.					
JOB ROTATION PRACTICES HAVE SHARPENED MY ANALYTICAL THINKING AND PROBLEM-SOLVING SKILLS.					
JOB ROTATION PRACTICES HAVE BROADENED MY UNDERSTANDING OF ORGANIZATIONAL POLICIES, PROCEDURES, AND OPERATIONAL PRACTICES.					
JOB ROTATION PRACTICES HAVE EXPANDED MY KNOWLEDGE OF PRODUCTION PROCESSES AND OPERATIONS.					
JOB ROTATION PRACTICES HAVE INCREASED MY AWARENESS OF BUSINESS CONTACTS AND STRENGTHENED MY PROFESSIONAL NETWORK.					
JOB ROTATION PRACTICES HAVE IMPROVED MY COMMUNICATION CHANNELS AND COLLABORATIVE INTERACTIONS.					
JOB ROTATION PRACTICES HAVE ENHANCED MY AWARENESS OF GENERAL AND CURRENT INDUSTRY					

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ISSUES.					
JOB ROTATION PRACTICES HAVE DEEPENED MY UNDERSTANDING OF MY DEPARTMENT'S FUNCTIONS AND RESPONSIBILITIES.					
JOB ROTATION PRACTICES HAVE INCREASED MY UNDERSTANDING OF THE BUSINESS'S EXTERNAL ENVIRONMENT AND MARKET DYNAMICS.					
JOB ROTATION PRACTICES HAVE STRENGTHENED MY COMPREHENSION OF THE ORGANIZATION'S VISION, MISSION, AND GOALS.					

SECTION THREE: JOB ENRICHMENT

THE INQUIRIES IN THIS PART FOCUS ON ASPECTS OF THE JOB ITSELF. UTILIZING THE SCALE PROVIDED BELOW, PLEASE EXPRESS HOW MUCH YOU AGREE WITH EACH STATEMENT. KEEP IN MIND TO CONSIDER ONLY THE JOB ITSELF, RATHER THAN YOUR FEELINGS TOWARDS IT. 1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEUTRAL 4 = AGREE 5 = STRONGLY AGREE

SECTION TWO: JOB ENLARGEMENT

THE INQUIRIES IN THIS PART FOCUS ON ASPECTS OF THE JOB ITSELF. UTILIZING THE SCALE PROVIDED BELOW, PLEASE EXPRESS HOW MUCH YOU AGREE WITH EACH STATEMENT. KEEP IN MIND TO CONSIDER ONLY THE JOB ITSELF, RATHER THAN YOUR FEELINGS TOWARDS IT. 1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEUTRAL 4 = AGREE 5 = STRONGLY AGREE

ITEMS	**1**	**2**	**3**	**4**	**5**
THE JOB ENTAILS A HIGH LEVEL OF TASK VARIETY.					
THE ROLE REQUIRES UNDERTAKING A NUMBER OF DIFFERENT ACTIVITIES.					
THE POSITION DEMANDS THE PERFORMANCE OF A WIDE RANGE OF TASKS.					
THE JOB CONSISTS OF CARRYING OUT A VARIETY OF TASKS.					
THE ROLE INVOLVES COMPLETING WORK WITH A CLEAR BEGINNING AND END.					
THE JOB IS STRUCTURED TO ALLOW COMPLETION OF AN ENTIRE PIECE OF WORK FROM START TO FINISH.					
THE ROLE PROVIDES THE OPPORTUNITY TO FULLY COMPLETE ASSIGNED WORK.					
THE JOB PERMITS THE COMPLETION OF TASKS THAT ARE INITIATED.					
THE POSITION ALLOWS DECISIONS REGARDING THE					

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SCHEDULING OF WORK.					
THE ROLE PROVIDES OPPORTUNITIES TO APPLY INITIATIVE AND JUDGMENT IN TASK EXECUTION.					
THE JOB ALLOWS AUTONOMY IN CHOOSING METHODS TO ACCOMPLISH WORK.					

SECTION FOUR: JOB SIMPLIFICATION

THE INQUIRIES IN THIS PART FOCUS ON ASPECTS OF THE JOB ITSELF. UTILIZING THE SCALE PROVIDED BELOW, PLEASE EXPRESS HOW MUCH YOU AGREE WITH EACH STATEMENT. KEEP IN MIND TO CONSIDER ONLY THE JOB ITSELF, RATHER THAN YOUR FEELINGS TOWARDS IT. 1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEUTRAL 4 = AGREE 5 = STRONGLY AGREE

ITEMS	1	2	3	4	5
BREAKING JOBS INTO SMALLER TASKS SAVES TIME IN MEETING MY TARGETS.					
BREAKING JOBS INTO SMALLER TASKS SAVES TIME ON PERFORMING MY WORK.					
BREAKING JOBS INTO SMALLER TASKS SAVES TIME IN TERMS OF TRAINING.					
BREAKING JOBS INTO SMALLER TASKS REDUCES THE NUMBER OF ERRORS MADE IN THE ORGANIZATION.					
BREAKING JOBS INTO SMALLER TASKS REDUCES REPETITIVE TASKS AND THEREFORE LESS MISTAKES IN MY WORK.					
BREAKING JOBS INTO SMALLER TASKS ENHANCES SPECIALIZATION IN MY WORK.					
BREAKING JOBS INTO SMALLER TASKS SAVES COSTS IN TERMS OF TRAINING NON-TEACHING STAFF.					
BREAKING JOBS INTO SMALLER TASKS SAVES COSTS IN RECTIFYING ERRORS AND MISTAKES.					
BREAKING JOBS INTO SMALLER TASKS SAVES COSTS.					

SECTION FIVE: EMPLOYEE PERFORMANCE

USING THE SCALE: 0 (NEVER), 1 (RARELY), 2 (SOMETIMES), 3 (OFTEN), AND 4 (ALWAYS). PLEASE RATE YOUR LEVEL OF PRACTICE AT THE WORKPLACE.

ITEMS	0	1	2	3	4
WORK IS PLANNED IN A WAY THAT ENSURES TASKS ARE COMPLETED ON TIME.					
PLANNING AND ORGANIZATION ARE CARRIED OUT EFFECTIVELY.					
THE REQUIRED RESULTS OF THE WORK ARE ALWAYS CONSIDERED DURING TASK EXECUTION.					
MAIN ISSUES ARE DISTINGUISHED CLEARLY FROM SIDE ISSUES.					

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APPROPRIATE PRIORITIES ARE SET TO GUIDE TASK PERFORMANCE.					
TASKS ARE PERFORMED WITH MINIMAL TIME AND EFFORT.					
COLLABORATIONS WITH OTHERS ARE HIGHLY PRODUCTIVE.					
ADDITIONAL RESPONSIBILITIES ARE WILLINGLY UNDERTAKEN.					
NEW TASKS ARE INITIATED ONCE PREVIOUS TASKS ARE COMPLETED.					
CHALLENGING WORK TASKS ARE ACCEPTED WHEN AVAILABLE.					
JOB KNOWLEDGE IS CONSISTENTLY KEPT UP TO DATE.					
JOB SKILLS ARE CONTINUOUSLY UPDATED.					
CREATIVE SOLUTIONS ARE DEVELOPED FOR NEW PROBLEMS.					
NEW CHALLENGES ARE ACTIVELY SOUGHT WITHIN THE JOB.					
MORE EFFORT IS CONTRIBUTED THAN WHAT IS EXPECTED.					
ACTIVE PARTICIPATION IS DEMONSTRATED IN WORK MEETINGS.					
CONTINUOUS EFFORTS ARE MADE TO IMPROVE PERFORMANCE.					
OPPORTUNITIES ARE SEIZED WHEN THEY ARISE.					
DIFFICULT SITUATIONS ARE RESOLVED QUICKLY AND EFFECTIVELY.					

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APPENDIX C: SPU ISERC APPROVAL

ST. PAUL'S UNIVERSITY

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Kenya
Email: office@spu.ac.ke
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Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/539/2025 **Date: 1st September 2025**

TO: Rebecca Mutanu Musyoki
St. Paul's University

Dear Rebecca,

==========

REF: Job Design Techniques and Employee Performance in Public Universities: A Case of Jomo Kenyatta University of Agriculture and Technology, Kenya

==========

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 549, for the period between 1st September 2025 – 1st September 2026 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* within 72 hours

APPENDIX D: POSTGRADUATE LETTER

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728 - 669000
(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

01st September, 2025

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR REBECCA MUTANU MUSYOKI – MBADIST164324 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Master of Busines Administration (MBA) Program at St. Paul's University.

After completion of the course work, the student is engaged in major research work leading to a Thesis/Dissertation writing. The student's selected topic is:

"Job design techniques and employee performance in public universities: A case of Jomo Kenyatta University of Agriculture and Technology, Kenya."

The SPU-Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal and granted the ERB approval number 549, for the period between 1st September 2025 – 1st September, 2026 (1 year).

Kindly grant this student the required permit. For further information, please contact the undersigned through postgraduatestudies@spu.ac.ke

Yours Faithfully,

Dr. John Muhoho
Director Board of Postgraduate Studies

APPENDIX E: NACOSTI APPROVAL

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **641523**

Date of Issue: **15/September/2025**

RESEARCH LICENSE



This is to Certify that Miss.. Rebecca Mutanu Mutanu of St. Pauls University, Kenya, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: JOB DESIGN TECHNIQUES AND EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES: A CASE OF JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY, KENYA for the period ending : 15/September/2026.

License No: **NACOSTI/P/25/4179460**

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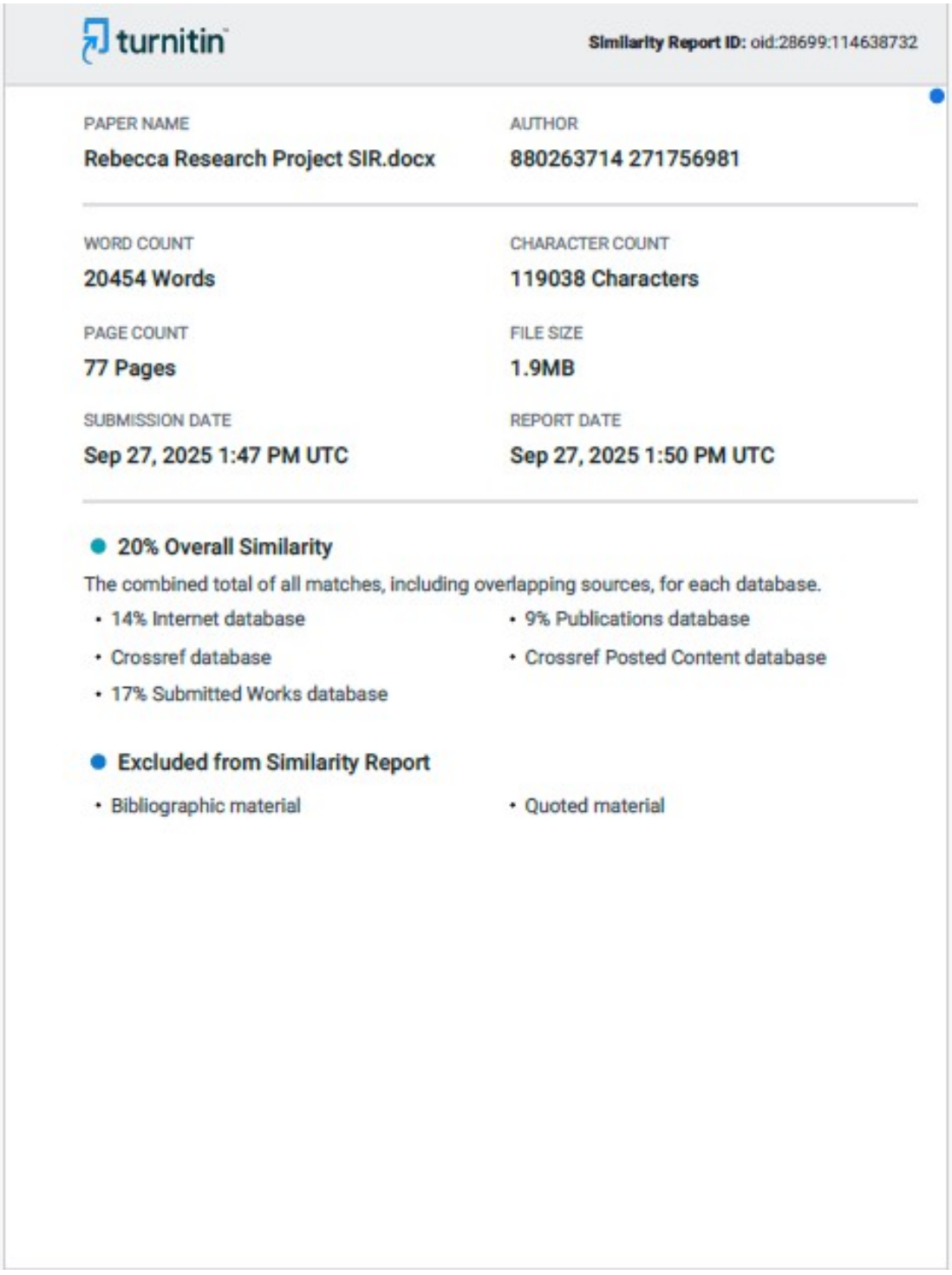
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APPENDIX F: SIMILARITY REPORT



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