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Adoption Of Intention To Apply Strategic Innovative Work Behaviour At Workplace.

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Abstract - The article aims to know the intention to apply Strategic Innovative Work Behaviour at Workplace. The objective of the education in universities is to create candidates who will be able to innovate without repetition of doing the work previously done by others. Also, the aim should be to discover, analyze and verify to substantiate the findings. Innovative ideas can be captured easily through the brainstorming process. Thus, collaboration gives stakeholders opportunities to contribute their ideas in the innovation process. High level of work engagement increases openness to new experiences and ideas and serves as a motivational factor to develop and implement innovative ideas. the society is still dissatisfied with the quality of education offered by Higher Educational Institutions in Tanzania. The researcher targeted a sample size of 120 students. Before entering collected data into Statistical package of social sciences from standardized students' responses on the final. structured survey questionnaire, these responses were first audited to detect errors.Lack of employment opportunities to use innovative behavior. Globalization effects that hinder students from being innovative.

Keywords: Strategic Innovative Work, stakeholders, Workplace

I. INTRODUCTION:

Participatory leadership encourages employees to bring about useful opinions. It includes consultation. leaders ask members for their thoughts, but decide alone, collaborative decision making and delegacy. (De Jong, 2007). In fact, De Jong (2007) findings show that both consulting workers and delegating to them challenging tasks can stimulate workers' Innovative Work Behaviour. In the teamwork such as cross-functional teams and concurrent engineering (Stevenson, 2014), new ideas can be captured easily through the brainstorming process. Thus, association gives stakeholders opportunities to contribute their ideas in the innovation process.

De Spiegelaere, Van Gyes, et al (2010) argue that higher level of work involvement increases transparency to new experiences and ideas, and serves as a motivational factor to develop and implement innovative ideas.

According to Nyerere (1967), the main objective of the education is to create youngsters who are not simply to follow and observe others, but creators of new issues that liberate public from their impediments and enhance their development. Jean Piaget, as quoted by Jervis and Tobier (1988), Tolba, A. H. and Mourad M. (2011), states that the main objective of education in the Higher educational institutions must be active to produce students who produce innovation in their work, discover and analyze with critical thinking abilities. They also need to verify through proper scientific way, and not accept everything they are noticed. Since intention is the best predictor of behavior(Ajzen, 1991), the aim of faculties, as academic and higher education institutions leaders, is them to develop factors that develop students' ideology to apply strategic innovative behaviour at jobs.

Effective, efficient and influential faculties in Universities, Research centers and higher education institutions do not only seek to develop students' academic growth and development but also students' innovative/ creative behavior through societal or social marketing philosophy (Kotler & Keller, 2012; Tegambwage, 2014). In the learning process, this marketing philosophy is supported by student-motto approach rather than teacher-centered/motto approach. In fact, student-centered approach improves learners creativity, thinking design, self-efficacy, exposure of knowledge, attitude and perceptions. (Collins & O'Brien, 2003).

Many studies have overlooked some of the issues of strategic innovative behaviour. For example, (1) De Jong (2007) overlooked the ethical factors/ issues in the definition of innovative work behaviour when he was understanding and developing an innovation-stimulating leadership (ISL) that increase or stimulate

innovative work behaviour. In fact, the ground he used to measure the innovative work behaviour was the frequency (e.g. habit or regularities) rather than its generative mechanisms. On the other hand, Thomas, et al. (2004) overlooked innovative work behaviour when attempting to explain strategic or innovative leadership that develops sustainable ethical behavior at their job or workplaces. As the result, de Jong (2007) and Thomas et al. (2004) have suggested innovative leadership approaches at workplaces that contradicts each other. For example, Thomas et al. (2004) emphasized on the need for strategic leader to enforce sustainable ethical behavior, while de Jong (2007) emphasized for innovative and creative.

The first president of Tanzania (Nyerere, 1967) perceived colonial and traditional education system as a system that involves on exploitation, discrimination, and only to gain white-collar skills. In 1967, he recommended "Education for Self-Reliance" and "African Socialism" philosophies to educate Tanzanians from ignorance, poverty, diseases, and neocolonialism. He argues that all higher education institutions are highly focused to produce students who are honest, rational, ethical, wise and confident in their own actions and decisions; able to understand societal needs and collaborate with them; not simply tool users, but innovative in solving society's problems and in creating ample of opportunities for the development of all in the society, and always ready to learn or know useful things. Later, he admitted that Tanzania had not yet found the right educational policy, or had not yet succeeded in implementing it, or both. In fact, the society is still not satisfied with the quality of education offered by universities in Tanzania (Makulilo, 2012; Mpehongwa, 2013) . The Ministry of Science, Technology and Higher Education (MSTHE) inaugurated the Science and Technology Sub-Plan 2003-2018 and Higher and Technical Education Sub-master Plan 2003-2018 in 2003 in order to implement the Development Vision 2025 (TCU, 2009). However, students' performance in Maths and Science remained poor due to lack of research grants and learning facilities (Hamilton et al 2011).

Higher Education Institutions and research centers in Tanzania still lack of qualified academic staff who can use effectively teaching methodology to enhance creativity, innovation, collaboration, and economic development (MSTHE, 2004).

Objective of the study

The main objective of the study is to know the adoption of intention to apply Strategic Innovative Work Behaviour at Workplace

II. THEORETICAL PERSPECTIVE

The Theory of Reasoned Action (TRA)

Fishbein and Ajzen (1975) in their theory of reasoned action (TRA) consider intention as the best predictor of behavior in all situations, such that intention becomes the rational outcome of approach, perception and subjective norms that motivate and individual to perform that behavior. Tanzania revenue authority implies that if an individual thinks and believes that it is reasonable to perform a specific behavior or encouraged by people who are important to them to do so, students will intend to execute that performance.

Social Cognitive Theory

The social cognitive theory (SCT) (Bandera, 1997) holds that individuals are neither driven by internal forces, nor simply by external stimulus, but human behavior is described by triadic reciprocity in which behavior, cognitive and personal factors, and environmental events, all operate interactively as determinants of each other. He considers self-efficacy and self respect as an important stimulate mechanism that affects behavior in this dynamic and energetic relationship, and refers to it as public judgments of their capabilities to perform a given task or job. However, the SCT does not explain how intention is determined directly from social aspects.

III. REVIEW OF LITERATURE

Measure of Intention to Apply Strategic Innovative Behavior

In order to investigate the strategic academic leadership, and how it interacts with confounding generative mechanisms in universities and research centers context to enhance students' intention to apply strategic innovative behaviour at workplaces, there is a need for a measure of students' intention to Apply strategic innovative behaviour at workplaces. Intention is also considered as the best predictor of specific behavior

(Fishbein &Ajzen; 1975; Ajzen, 1991). Although Dancy (2000) rejects Mill's claim that personal intention determines the morality of the action, he agrees that it can be used to assess behavior better than motives of an agent. In fact, the cognition process helps us to understand and decide what action is proper or ethical to take in a given situation (Wilson, 2002). It is thus critical to understand cognition process such as intention in terms of its relevancy in a given context (Wilson, 2002). Thus, the mind alone is not a meaningful unit of analysis because our thinking, decision-making, and future are all impacted by our environmental situations which have many things (Wilson, 2002).

Enhancing Students' Psychomotor Skills

The psychomotor skills means behaviors and technical skills that are first practiced and then improved, in relation to motor neuron responses, in order to enhance general responses such as movement, speed, precision and coordination. Intention to act in a particular situation is the willingness to do so. However, he noted that such intention situation is contrary to habit can hardly change the habit. This implies that students applying strategic innovative behaviour as their habit can hardly leave that habit. In fact, Webber (2013) has found that habituation helps to develop character and that virtue ethics is compatible with the situation manipulation.

Simpson (1972) identified seven psychomotor stages: (1) perception (2) readiness to respond, (3) guided response (practicing); (4) mechanistic (habitual responses), (5) complex integrated responses; (6) adaption (modifying to fit special needs); and (7) novelty (creating a new pattern to fit special needs). Also, Dave (1975) developed a psychomotor domain whose stages are, (1) manipulation (modifying), (2) precision (refining), (3) articulation (integrating), and (4) neutralization (automating actions).

Enhancing Students' Moral Virtues of strategic innovative behaviour

According to Lawrence Kohlberg in Santrock, (2010), moral development goes through three stages: (1) in preconvention reasoning, there is no internalization of moral value, but moral reasoning is externally controlled by punishment, (2) In conventional reasoning, a person internalize moral values partly, but still controlled by external issues, (3) in post-conventional reasoning, a person internalizes fully moral values, explore options and decides the moral codes that are best for him or her. But, moral thoughts do not necessary predict moral behavior. Also, it is vital to focus on social welfare because individualistic justice tends to ignore the duty of caring (Santrock, 2010).

The new teaching and research methods require students not only to create new knowledge, but also to connect it to the society and using latest digital technology to do things that matter beyond school or university (Fullan & Langworthy, 2014). This enhances students to gain the knowledge, experience, self-confidence, perseverance, and proactive disposition that they need to create value in our knowledge-based and technology-driven societies.Furthermore, social constructivism minimizes self discovery limitations by advocating students to learn actively, determine the reality,and construct artifacts through social activities and interaction with each other and the objects in the environment (Young & Collin, 2004).

Collaborative learning encompasses a broader range of group interactions such as developing learning communities where students, faculties, and other external members interact. But cooperative learning is a systematic strategy that encourages small groups to work together so as to achieve common goals (Bruffee, 1993). A case study engages students to learn how to reflect critically on a given experience and then integrate different knowledge to develop a plan to solve real-world problems effectively. It works well in cooperative learning by stimulating discussion, engagement in active learning, and awareness of multiple perspectives. However, faculties should ensure that each student engages in social constructivism approaches in order to avoid the social loafing, and the tendency to focus on grade only.

Examining Creativity and its Application

Assessment should not be stressful for the learner, but should enhance their imagination, creativity, and intention to apply their knowledge to solve problems in the society (Ferrari et al., 2009). Beghetto (2007) shows that there is a tendency among faculties not to value students' creativity, by requiring standard answers more than creative answers from students. They only emphasize competence and accuracy, and thus discourage students to develop innovative behavior and skills.Thus, faculties should give students assignments, research works, projects, team works, or case study that require each student to engage to find constructive solution to problems in the society by integrating different ideas.

IV. METHODOLOGY

Research Approach The main methodological challenge in this study was to identify generative mechanisms that interact to enhance students' intention to apply SIB at workplaces.

Research Design

The research design covers a plan, phases and methods which the researcher employed to establish the integrative causal model, to investigate the existence of SAL and to explain how different generative mechanism including academic leadership, can interact in HEIs context and enhance students' intention to apply SIB at workplaces.

Study Area

The researcher selected two universities owned and operated by different denominations, under TCU regulations, and two government institutions operated under NACTE regulations with the one specializing in social studies and the other specializing in science and technology.

Sampling Design

In order to be able to model, generalize and explain about generative mechanism, it was necessary to select a sample size that could be used to form different cases.The sample was selected based on stratified sampling in order to ensure an efficient representation of each important segment of the population. The researcher targeted a sample size of 120 students

Data Collection Design

This study used cross-section design to collect data from students in one of the selected HEIs

Analysis Methods

Before entering collected data into SPSS from standardized students' responses on the final structured survey questionnaire, these responses were first audited to detect errors and omissions and then those that had many omissions or same ratings were screened out.

Analysis

Analysis of Demographic Characteristics of Respondents

The demographic characteristics revealed that among 120 students who responded and remained after the screening process, 69% were male, 68% were living with spouses, 82% had employment experience, 63% were undergraduate students, 37 % were postgraduate students (Postgraduate Diploma, Master's, and PhD degree), 63% were business students, 37% non-business students, and those who wanted to continue with their study after graduation were 92%. Their average age was 36.46 years with a standard deviation (SD) of 8.0, and their average tenure at their current Universities was 4.33 semesters with an SD of 2.15.

Factors Hindering Students to be Innovative at Workplaces

Hindering factors	**Explanation of factors hindering students to be innovative**	**Frequency**	**%**
Workplaces barriers			
Funds barrier	Lack of funds needed to support innovation activities	87	20 %
Condition barrier	Workplaces environment that discourages innovative behavior	31	7%
Facilities barrier	Lack of facilities needs for innovation process	25	6%
Time barrier	Lack of time at workplaces to practice innovative behavior	22	5%
Technology barrier	Lack of technology needed to facilitate innovation process	17	4%

Policies barrier	Firms' policy, rules, bureaucracy, politics and conservativeness.	14	3%
Sub total	**Workplaces factor hindering students to be innovative**	**196**	**45 %**

Human barriers			
Commitment barrier	Lack of leadership and workers' commitment toward innovation	35	8%
Collaboration barrier	Lack of collaboration and support among workers at workplaces	33	8%
Education barrier	Educating, training, curriculum and external exposure	31	7%
Competency barrier	Lack of felt competency and confidence to be innovate at work	12	3%
Communication barrier	Communication and language discouraging innovative behavior	6	1%
Recognition barrier	Lack of recognition for innovative behavior and effort	5	1%
Pressure barrier	Threats, lack of freedom and overloaded responsibilities	4	1%
Unethical behavior	Unethical practices at workplaces such as dishonesty and bribe	2	1%
Sub total	**Human factor hindering students to be innovative**	**128**	**30 %**

Social barriers			
Government barriers	Bad government policies that discourage innovative behavior	47	11 %
Socio-culture barriers	Culture, values and society practices that hinder innovation	39	9%
Opportunities barrier	Lack of employment opportunities to use innovative behavior	14	4%
Globalization barrier	Globalization effects that hinder students from being innovative	5	1%
Sub total	**Social factors hindering students to be innovative**	**105**	**25**
Total	**Total number of factors hindering students to be innovative**	**429**	**10 0**

From 113 students, 429 responses on an open-ended question were categorized as shown in Table. The researcher employed the Constant Comparison Analysis (CCA)to develop categories by picking out relevant facts from students' responses only if it added value to the core categories. Core categories were considered dense and saturated when data revealed no new insights (Jones & Alony, 2011). Constructs representing saturated categories are taken as valid constructs on which social process is centered (Jones & Alony, 2011). Thus, barrier factors obtained are consistent, valid, and grounded in a given social situation(Glaser & Strauss, 1967). The core categories included workplaces barrier that had 45% of responses, agent (human being) barriers 30% of responses, social barriers 25% of the responses. Sub factors with high responses were, Innovation funds barrier (20%) government barriers (11%), social-culture barrier (9% of the responses), commitment barriers (8%), collaboration barriers (8%), education barriers (7%), education barriers (7%), work condition barriers (7%), facilities barrier (6%). The researcher also found that human (agent) factors amounted to 28% of responses. Also, 18% of respondents complained on leadership barriers.

Although literatures emphasize that there are internal and external factors that influence our behavior, no student listed any factor within him or her that hindered his or her intention to be innovative at workplaces. Also, critical factors such as unethical behavior (1%) and globalization barriers (1%) were overlooked. Furthermore, financial (fund) barriers were given more weight, though they are not a motivating factor, but rather the hygienic factor (Herzberg, Mausner & Snyderman, 1959).Although constant comparison analysis of surveyed barriers gives us insights of possible factors that influence intention to apply SIB, there was also a need to consider generative mechanisms disclosed by literature.

V. CONCLUSION

The researcher refers to Strategic Innovative Behavior (SIB) as innovative behaviors that are not only ethical but also strategic in enhancing social welfare. We can argue that students develop fairly reasonable Perceived Social Trust because as human beings they have inherent ability to understand other people's minds on the high-level cognitive processing (e.g. understanding that other people have different trust level from theirs), and on the low-level cognitive processing (e.g. understand others' level of trust by observing their actions) (Blakemore & Decety, 2001)A key contribution of this study to the literature is an attempt to integrate HEIs context, affective influences, a cognitive process like intention to apply Strategic innovative behaviour Perceived Social Trust and academic leadership. Strategic innovative behaviour is an important tool to develop innovative thinking and strategies at their workplace. Culture, values and society practices that hinder innovation. Lack of employment opportunities to use innovative behavior. Globalization effects that hinder students from being innovative.

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