

Awareness Raising and Competency Based Framework in the Public Service: A Study of State Department of Interior and Citizen Services, Embu County Headquarters, Kenya

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Abstract

Public sector organizations in many countries are striving to respond to the challenges of supporting national competitiveness and demand for services of higher quality. For the public sector to cope with today's challenges it requires employees who have the abilities to tackle the ever changing and complex job related tasks. Competency based frameworks have been developed which forms a foundation for the public service to attract, develop and retain a human resource with the right competencies for quality service delivery. The study assessed the relationship between Staff Awareness Raising and Implementation of Competency Based Framework in the Public Service in Kenya. A descriptive research design was used. The study was conducted at the State Department of Interior and Citizen Services, Embu County Headquarters. A sample of 26 participants was drawn from a sample frame of 85 employees and stratified simple random sampling techniques utilized to calculate the number of respondents for each stratum. A Structured questionnaire was utilized to collect data. Data was collected on demographic information of the respondents, Staff Awareness Raising and Implementation of Competency Based Framework. Both descriptive and inferential statistics were utilized to analyze the data. Results were displayed in tables, column charts and pie-charts. The study established that Staff Awareness Raising had a statistically significant influence on Implementation of CBF, with a significance value (0.000) which is less than the critical significance value of 0.05. When Staff Awareness Raising is improved by one unit, there is an increase in Implementation of CBF by 0.991 units. Further, the R^2 value was 0.960, a discovery that Staff Awareness Raising results to a 96% of the deviations in Implementation of CBF. The statement that knowledge on CBF enables the respondents to make informed decisions on their career progression was ranked number 1, with the highest mean value of

3.69 and a standard deviation value of 1.102. The statement staff awareness raising on CBF encourages innovation and creativity in my department was ranked number 2 with a mean value of 3.42 and standard deviation value of 1.192. Also, the statement my organization has the capacity to develop CBF was ranked as number 2 as well with a mean value of 3.42 and a standard deviation of 1.419. The findings in Table 4 shows that 23.1% of the respondents were in agreement that they were aware of existence of CBF in their organization, while 19.2% of the respondents strongly agreed with the statement. Therefore knowledge and awareness on CBF empowers employees to make informed decisions on how they can progress in their career, while promoting their innovativeness and creativity, which could lead to improved performance and productivity. The study recommends that the Government Ministries, Departments, Agencies and Counties, should aim to raise the levels of awareness on CBF for their staff, since this impacts on their career progression and promotion of their innovativeness and creativity. This could lead to improved staff performance and productivity.

Keywords: Staff Awareness Raising, Competency Based Framework, Public Service

Introduction

The term competence dates back to the 1980s, with one stream originated in the United States called attribute-based competency approach, and another stream called performance-based competency approach initiated in the United Kingdom (Crawford, 2005). The first approach defines competence as a combination of knowledge, skills and personal characteristics, based on the agreement of (Succar *et al.*, 2013). The second stream describes competence as what employees are expected to do according to a required performance level (Young & Conboy, 2013). There are numerous world known project management competence standards that recognize this requirements such as the Association for Project Management (APM) Competence Framework, the Project Manager Competency Development Framework and the International Programme Management Authority (IPMA) Competence Baseline . Krajewski *et al* (2015) applied the concept of competency to managers and defined competency as an underlying characteristic of a person, including motives, traits, and skills, aspects of one's self-image or social role, or a body of knowledge which he or she uses. Globalization and modernization of service delivery systems has created an increasingly dynamic and competitive work environment. This has resulted in the demand for demonstration of competency by employees in the application of knowledge, skills and experience in work performance and results.

Human resource and organizational development professionals are paying more attention to the notion of competencies as a key element and measure of staff performance. Sultan in 2012, as cited by Matunga *et al* (2021) was of the view that to experience economic growth and effective performance, optimization of the staff's achievement in an organization was important. Public sector organizations in many countries are striving to respond to the challenges of supporting national competitiveness and demand for services of higher quality. For the public sector to cope with today's challenges it requires employees who have the abilities to tackle the ever-changing and complex job-related tasks. The Constitution of Kenya requires that all public servants uphold and demonstrate specific values and principles. It further places on the Public Service the responsibility of delivering services in an efficient and effective manner. To actualize this, the Government has continuously reformed the Service

and adopted a more efficient, ethical and results-focused leadership and management practices. This then requires a new set of skills and competencies in public servants.

The Kenya Vision 2030 endeavors at creating a globally competitive and adaptive human resource base that will drive the transformation of the Country. The Vision further recognizes that the main potential for economic development and transformation of the Country will only be realized by harnessing competencies of the human resource. The Vision therefore, prioritizes the need to develop new competencies for Government officers founded on strong Public Service values and ethics for efficient and effective service delivery. To meet the Kenya constitutional requirements and national development priorities, it is therefore necessary to have a Public Service that resonates with the aspirations of Kenyans. One of the strategies that will ensure that the Public Service is responsible and responsive to Kenyan's aspirations is a re-focus on the skills and competencies required for public service delivery. This calls for the development of a competency framework. The Competency Framework for Public Service is therefore, aimed at transforming the Public Service for enhanced productivity. The Public Service in the past has tended to place more emphasis on qualifications while paying little attention to the competency demonstrated in job performance. In addition, recruitment systems have emphasized more on oral interviews at the expense of written or practical tests at entry into the Service and during promotion or career advancement. The Framework relates to individual competencies that affect the ability to achieve job performance set goals. The study assessed the relationship between Staff Awareness Raising and Implementation of Competency Based Framework in the Public Service in Kenya.

Statement of the Research Problem

Public sector organizations in many countries are striving to respond to the challenges of supporting national competitiveness and demand for services of higher quality. For the public sector to cope with today's challenges it requires employees who have the abilities to tackle the ever changing and complex job related tasks. Successful service delivery by state departments and corporations is what leads to significant and sustainable economic growth in most developing economies such as Kenya. Kibugi and Muchelule (2021) insinuates that most government projects in between 2009 and 2010 was attributed to incompetency. One of the strategies that will ensure that the Public Service is responsive to Kenya's aspirations is a re-focus on the skills and competencies required for public service delivery. The Competency Framework for Public Service is therefore, aimed at transforming the Public Service for enhanced productivity and service delivery to the citizens and therefore aiding in succession planning. Therefore, implementation of the CBF in the public sectors is critical to guarantee the success of the government business and efficient service delivery to citizens. Following this premise, and tandem to this background, this study aimed at bridging the gap between ideal and the current scenario on Staff Awareness Raising and Implementation of the CBF in the public service.

Objective of the Study

The objective of the study was to assess the interconnection between Staff Awareness Raising and Implementation of Competency Based Framework in the State Department of Interior and Citizen Services, Embu County Headquarters, Kenya.

Research Hypothesis

H₀₁: Staff Awareness Raising has no significant influence on the Implementation of Competency Based Framework in the Public Service case of State Department of Interior and Citizen Services, Embu County Headquarters

Conceptual Framework

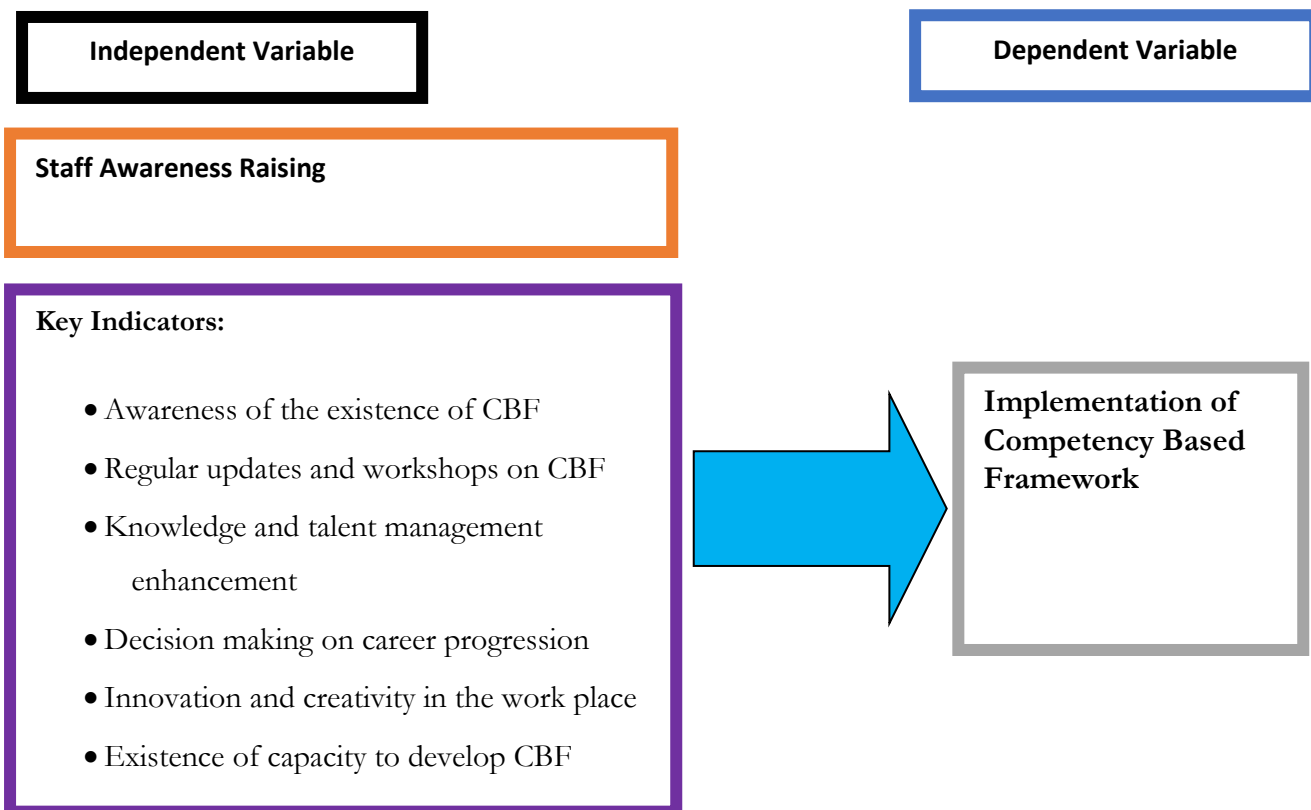


Figure 1: Conceptual Model (Source: Authors, 2022)

Empirical Review of Literature

Staff Awareness Raising and Implementation of CBF

Awareness-raising is a process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviors and beliefs towards the achievement of a defined purpose or goal. Staff Awareness Raising on Competency Based Framework is done through competency based training and development programs. Competency-based training is defined as an attempt to bridge the gap between current demonstrated competencies levels to target levels of job profile. . Competency-based training is a structured training and assessment system that allows individuals to acquire skills and knowledge in order to perform work activities to a specified standard (ILO, 2020). In order to close the gap, employees have to prioritize development needs which would produce the greatest impact on performance. According to Klett and Wang (2013), the management of talent and learning can only be achieved through the alignment of strategy, learning and technology. Going by this assumption, in order to set long term development goals for both, the organizations and employees, an alignment between managing learning, ability and performance is essential.

The implementation process of the competency framework should be treated as any other major change initiative in an organization. There should be adequate communication, engagement, coaching and training of employees on the competency framework (Sayers, 2006). Kang'ethe, Mukabi and Simiyu (2021) found out that Awareness Raising is a concept that has gained popularity in many societies and cultures. It has been applied to help people grasp issues that are wicked, upright or unresponsive. When effectively used, Awareness Raising fosters information and education among the target groups on various topical issues.

Armstrong (2009) further recommended communicating to everyone the outcome of the project; what the framework is, how it will be used and how people will benefit. Managers and Human Resources staff training on the use of competency recruitment model follows eventually whereby the Human Resource Manager keeps monitoring and evaluating the framework from time to time making the necessary adjustments and amendments. Communication, training and education about the purposes, processes and impacts of the competency initiative to each member of an organization are crucial for the success of the competency based human resource development strategy. Green (2010) argues that creating a common language through a planned communication strategy and communicating it effectively to employees is significant for successful implementation.

Theoretical Framework

Human Capital Theory

This theory is built on the assumption that formal education is highly instrumental and necessary to improve the productivity of a population. These theory pressures that education increases the productivity and efficiency of workers by increasing the cognitive capacity of human (Woodhally, 1997). Human Capital Theory stress the significance of education and training as the key to participation in the global economy (Almenderrez2010). Becker (1964) considers human capital to be a direct factor of production since knowledge, skills abilities and competencies of workers improving performances and productivity. Education and training develop skills of workers which in turn creates a human resource base of dynamic and creates human capacity (Armstrong 2009). Human capital is reviewed as dimensional as they are many types of skills in work both mental and physical (Gardene, 2009). Human Capital theory concludes that investment in human capital will lead to greater economic output (Almendarez 2010). The theory supports the study in emphasizing on improving the competencies in human resource, which can be achieved through effective staff awareness raising.

Research Gap

From the review of literature, implementation of CBF has largely been found to be unswervingly influenced by factors such as needs assessment and adopted recruitment and selection system. There exists a gap in literature on the influence of Staff Awareness Raising on implementation of Competency Based Framework in the Public Service in Kenya. Therefore the study proposes to address this gap.

The Scope of the Study

The study was carried out in Embu County. The County is located in Eastern Kenya and borders Tharaka Nithi County to the North, Kitui County to the East, Machakos County to the South, Murang'a County to the South West, Kirinyaga County to the West and Meru County to the

North West. It covers an area of 2,820.7 KM2. It is a devolved unit number 14 as per the Constitution of Kenya 2010. The County has two distinct ecological zones; one on the highlands which is agricultural zone and lowland which is largely livestock keeping Zone. Specifically the study was conducted in the State Department of Interior and Citizen Services.

Research Methodology

Kothari (2004) describes research design as an arrangement for data collection and analysis so as to systematically solve the research problem. The study employed descriptive research design s it has the strength of describing the state of affairs as it exists without influencing it in any way (Cooper & Schindler, 2003). The targeted study population was public service employees in the State Department of Interior and Citizen Services, Embu County Headquarters. A Sampling frame of public service employees was obtained from the State Department of Interior and Citizen Services, Embu County Headquarters. To get the minimum number of respondents enrolled into the study, a minimum sample size was calculated based on the number of officers employed at State Department of Interior and Citizen Services, Embu County Headquarters. According to Mugenda and Mugenda (2003) Sample size of 10% to 30% of total population is enough for descriptive studies. The study adopted a sample size of 30% of the total population. A sample of 26 participants was drawn from a sample frame of 85 employees and stratified simple random sampling techniques utilized to calculate the number of respondents for each stratum as shown in Table 1.

Table 1
Target Population and Sampling

Section	Population	Sample Size
Interior County	23	7
Interior Embu West	28	9
National Registration of Persons	21	6
Civil Registration services	13	4
N	85	26

(Source: Researchers 2022)

A Structured questionnaire was utilized to collect data. Data was collected on demographic information of the respondents, Staff Awareness Raising and Implementation of Competency Based Framework. Data was entered into Microsoft-Excel spreadsheet, coded and analyzed using descriptive analysis (mean, standard deviation, frequency and percentages) while the Statistical Package for Social Sciences (SPSS) version 25 was utilized as the statistical analysis software for deriving the inferential statistics which included correlation and simple linear regression. Results were displayed using tables and pie charts.

The Findings of the Study

Employees Gender Proportions

As portrayed in Figure 3, 54% of the respondents were male while 46% were female. From the study, it can be concluded that the staffing levels at the State Department of Interior and Citizen Services, Embu County Headquarters, meets the constitutional requirement on gender inclusion.

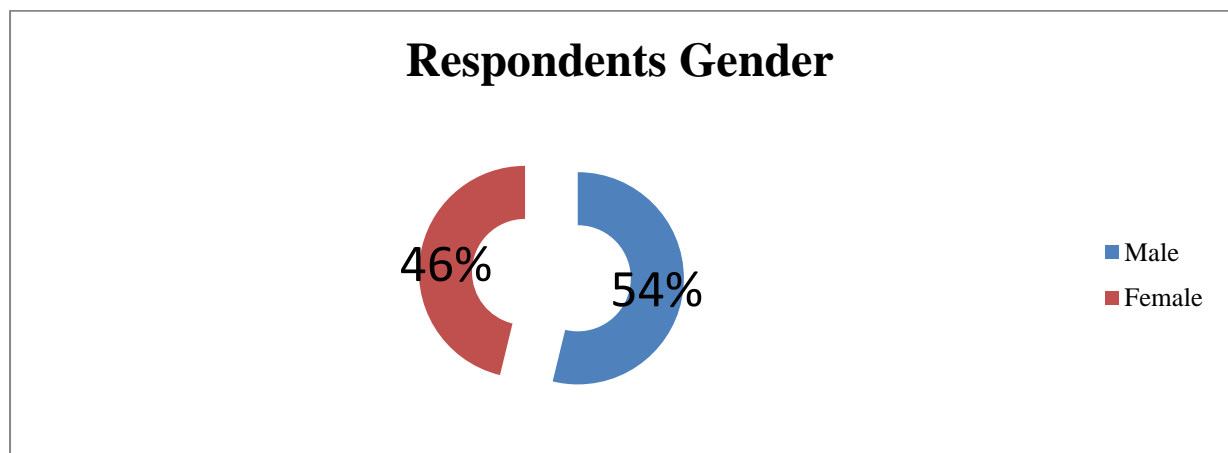


Figure 3. Gender (Source: Researchers 2022)

Distribution of the Respondents' age

Table 2 shows that 7.7% of the respondents were aged below 30 years, 30.8% were aged between 30-39 years, 34.6% were age between 40-49 years while 26.9% were 50 years and above. The results indicated that majority of the respondents (92.3%) were aged 30 years and above. This implies that majority of the respondents were mature and understood the ethics of the research hence provided useful information for the study purposes.

Table 2

Respondents Gender

	F	%
Below 30 years	2	7.7
30 – 39 years	8	30.8
40 – 49 years	9	34.6
50 years and above	7	26.9
N	26	100.0

Education Levels of the Respondents

Table 3 indicates that majority of the respondents represented by 42.3% had qualifications of up to degree level, followed by 34.6% who had diploma level and certificate at 23.1% respectively. None had attained masters or doctorate. The findings concurs with the scholarly works of Mueni (2014) in Machakos County where majority of the officers were degree holders. The findings revealed that majority of study participants had fairly attained a level of education that would help them to understand and respond to questions competently.

Table 3

Respondent Education Level

	F	%
Certificate	6	23.1
Diploma	9	34.6
Degree	11	42.3
Masters	0	0
Doctorate	0	0
N	26	100.0

Years of Service in the Department

Figure 4 depicts that, 30.8% of the study respondents had worked in the department for less than 5 years, 23.1% for between 6-10 years, another 23.1% for between 11-15 years, 3.8% for between 16-20 years while 19.2% for over 20 years. The study concluded that majority of the respondents had been in the department for long enough to possess the requisite experience, knowledge and skills to competently respond to the questions posed during the research.

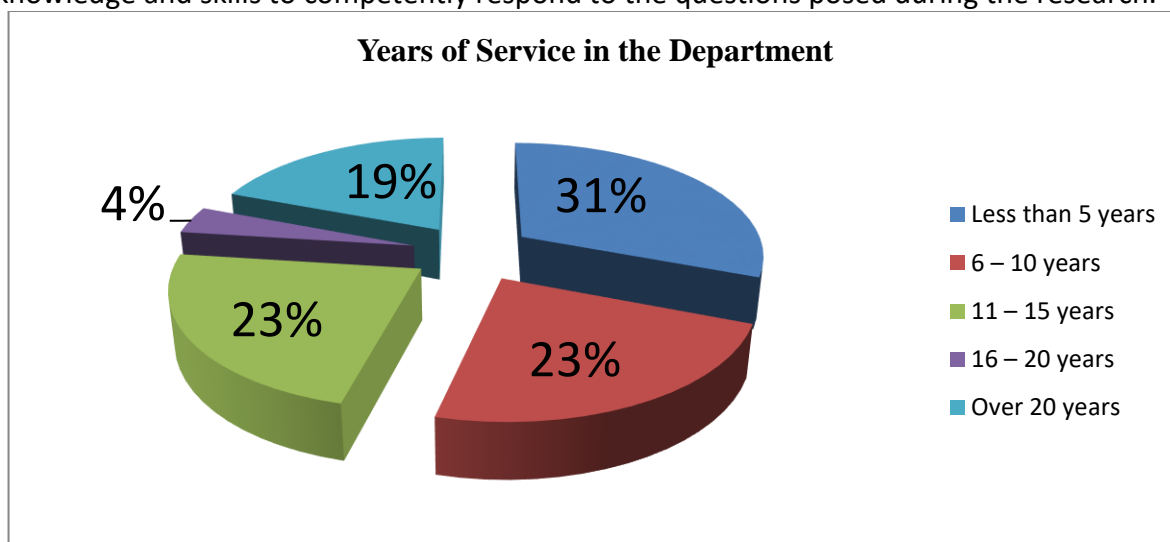


Figure 4. Years of Service in the Department (Source: Researchers 2022)

Respondents Level of Management

Figure 5 reveals that 3.8% of the study respondents were in the category of top management, 53.8% who represented the majority were in the middle management whereas 42.3% were the category of low cadres.

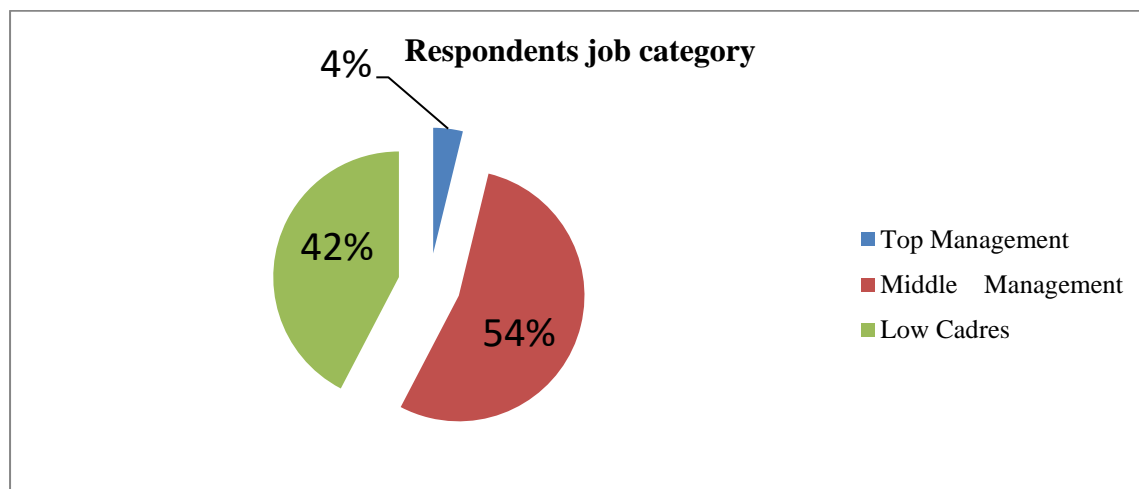


Figure 5: Respondents' Management Level

Descriptive Analysis of Staff Awareness Raising and Implementation of CBF

The findings in Table 4 shows that 23.1% of the respondents were in agreement that they were aware of existence of CBF in their organization, while 19.2% of the respondents strongly agreed with the statement. However, 11.5% of the respondents strongly disagreed with the statement while 27% disagreed, while 19.2% of the respondents were neutral. Further, 46.1% of the respondents disagreed with the statement that they receive regular updates on competency based framework in their organization, while 15% strongly disagreed and a further 12% were neutral while only 19.2% agreed with the statement. As pertains attendance of sensitization workshops on CBF for public service, 27% of the respondents strongly disagreed with the statement, while 30.5% disagreed and 19.2% agreed. The study further revealed that 15% of the respondents strongly disagreed with the statement that staff awareness raising sessions enhances knowledge and talent management in their department, while another 19.2% disagreed, 31.6% agreed while 15% of the respondents were neutral about the statement.

Moreover, 46.2% of the respondents agreed while 11.5% strongly agreed with the statement that CBF enables them to make informed decisions about their career progression. However, 7.7% of the respondents strongly disagreed and another 11.5% disagreed while 23.1% were neutral. A vast majority 50% of the respondents agreed while another 23.1% strongly agreed with the statement that staff awareness raising on CBF encourages innovation and creativity in their department while 11.5% disagreed and another 7.7% were neutral. Further, a majority of respondents 31.5% agreed, while 27% strongly agreed that their organization had the capacity to develop CBF. However, 15% of the respondents strongly disagreed with that statement, while another 11.5% disagreed and 15% of the respondents were neutral.

The findings confirm that majority of the respondents were of the opinion that CBF enables them to make informed decisions about their career progression, and that staff awareness raising on CBF encourages innovation and creativity in their department and lastly that their organization had the capacity to develop CBF. However, regular updates on CBF and sensitization workshops on the same was found wanting.

Table 4

Staff Awareness Raising

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I am aware of the existence of CBF in my organization.	11.5	27.0	19.2	23.1	19.2
I get regular information on CBF work in my organization.	15.0	46.1	12.0	19.2	7.7
I have attended regular sensitization workshops on CBF for Public Service	27.0	30.8	7.7	19.2	15.3
In my department, staff awareness raising sessions enhances knowledge and talent management	15.0	19.2	15.0	31.6	19.2
The knowledge I have on CBF has enabled me to make informed decisions on my career progression	7.7	11.5	23.1	46.2	11.5
Staff awareness raising on CBF encourages innovation and creativity in my department.	7.7	11.5	7.7	50.0	23.1
My organization has the capacity to develop CBF	15.0	11.5	15.0	31.5	27.0

Table 5 displays the descriptive analysis of Staff Awareness Raising parameters in terms of the mean, standard deviation and ranking. The responses were analyzed using a Likert scale of 1 (strongly disagree) being the lowest score and 5 (strongly agree) being the highest score. The mean of the parameters was calculated out of 5 while the ranking was done based on the mean values that is, 1 being the highest mean and 7 being the lowest thus enabled scoring and ranking. The statement that knowledge on CBF enables the respondents to make informed decisions on their career progression was ranked number 1, with the highest mean value of 3.69 and a standard deviation value of 1.102. The statement staff awareness raising on CBF encourages innovation and creativity in my department was ranked number 2 with a mean value of 3.42 and standard deviation value of 1.192. Also, the statement my organization has the capacity to develop CBF was ranked as number 2 as well with a mean value of 3.42 and a standard deviation of 1.419.

However the statement that I get regular information on CBF work in my organization was ranked lowest as number 7, with a mean value of 2.58 and a standard deviation value of 1.206.

Table 5

Descriptive Analysis of Staff Awareness Raising

Statement	Mean	Standard Deviation	Ranking
The knowledge I have on CBF has enabled me to make informed decisions on my career progression	3.69	1.102	1
Staff awareness raising on CBF encourages innovation and creativity in my department.	3.42	1.192	2
My organization has the capacity to develop CBF	3.42	1.419	3
In my department, staff awareness raising sessions enhances knowledge and talent management	3.19	1.386	4
I am aware of the existence of CBF in my organization.	3.12	1.336	5
I have attended regular sensitization workshops on CBF for Public Service	2.65	1.468	6
I get regular information on CBF in my organization.	2.58	1.206	7

Inferential Statistics of Staff Awareness Raising and Implementation of CBF

H₀₁: Staff Awareness Raising has no significant influence on the Implementation of competence based framework in the Public Service case of State Department of Interior and Citizen Services, Embu County Headquarters

Simple linear regression model was used to determine the association between Staff Awareness Raising (independent variable), and Implementation of CBF (dependent variable) in the Public Service context. This provided the output of the model summary, analysis of variance (ANOVA) and regression coefficients.

Table 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.960 ^a	.922	.918	.36247

a. Predictors: (Constant), Staff Awareness Raising

b. Dependent Variable: Implementation of CBF

The co-efficient of determination (R^2) indicates deviations in the response variable as a consequence of variations in predictor variables. From Table 6, the R^2 value is 0.960, a discovery that Staff Awareness Raising results to a 96% of the deviations in Implementation of CBF. Other factors influencing the Implementation of CBF not incorporated in the model warrant for 4% of the variations in CBF implementation.

Table 7
Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.086	1	37.086	282.279	.000b
	Residual	3.153	24	0.131		
	Total	40.239	25			

a Dependent Variable: Implementation of CBF

b Predictors: (Constant), Staff Awareness Raising

The null hypothesis was that Staff Awareness Raising *has no significant influence on* the Implementation of competence based framework in the Public Service case of State Department of Interior and Citizen Services, Embu County Headquarters. As per Table 7, the significance value obtained in the study (p-value=0.00) is less than the critical figure (α) of 0.05. Consequently, the null hypothesis was rejected. Additionally, the critical F-Value is 3.93912593, and the F-Value obtained in this research is 282.279, which is greater than the critical value. Hence, the null hypothesis was also rejected. Thus, the model entailing Staff Awareness Raising significantly influences Implementation of competence based framework and therefore it can be utilized to significantly predict Implementation of competence based framework in the Public Service.

Table 8
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.079	.199		.398	.694
	Staff Awareness Raising	.991	.059	.960	16.801	.000

a. Dependent Variable: Implementation of CBF

As per Table 8, Staff Awareness Raising has a significance value of p-value=0.000, which is less than the critical significance value (α) of 0.05. Additionally, the T critical figure for a two-tailed test is ± 1.985 . The T value for Staff Awareness Raising (16.801) does not fall within the range of ± 1.985 . Thus, the null hypothesis that Staff Awareness Raising does not significantly affect Implementation of CBF is rejected. Therefore, Staff Awareness Raising has a statistically significant influence on Implementation of CBF.

The following model was thus developed;

$$Y = 0.079 + 0.991X_1$$

Where;

Y = Implementation of CBF

X₁ = Staff Awareness Raising

This implies that when Staff Awareness Raising is equal to zero, Implementation of CBF is equal to 0.079 units. Subsequently, when one improves Staff Awareness Raising by one unit, there is an increase in Implementation of CBF by 0.991 units.

Discussion of Study Findings

The study depicted that Staff Awareness Raising has a statistically significant influence on Implementation of CBF. Subsequently, when one improves Staff Awareness Raising by one unit, there is an increase in Implementation of CBF by 0.991 units. From Table 6, the R^2 value is 0.960, a discovery that Staff Awareness Raising results to a 96% of the deviations in Implementation of CBF. Staff Awareness Raising has a statistically significant effect on Implementation of CBF, and can therefore be utilized to significantly predict Implementation of CBF in the public service. The statement that knowledge on CBF enables the respondents to make informed decisions on their career progression was ranked number 1, with the highest mean value of 3.69 and a standard deviation value of 1.102. The statement staff awareness raising on CBF encourages innovation and creativity in my department was ranked number 2 with a mean value of 3.42 and standard deviation value of 1.192. Also, the statement my organization has the capacity to develop CBF was ranked as number 2 as well with a mean value of 3.42 and a standard deviation of 1.419. The findings in Table 4 shows that 23.1% of the respondents were in agreement that they were aware of existence of CBF in their organization, while 19.2% of the respondents strongly agreed with the statement. Therefore knowledge and awareness on CBF empowers employees to make informed decisions on how they can progress in their career, while promoting their innovativeness and creativity, which lead to improved performance and productivity.

Summary of the Study Findings

The purpose of the study was assess the influence of Staff Awareness Raising on implementation of Competency Based Framework in the Public Service in Kenya. Subsequently, when one improves Staff Awareness Raising by one unit, there is an increase in Implementation of CBF by 0.991 units. From Table 6, the R^2 value is 0.960, a discovery that Staff Awareness Raising results to a 96% of the deviations in Implementation of CBF. The study findings established that Staff Awareness Raising has a statistically significant effect on Implementation of CBF, and can therefore be utilized to significantly predict Implementation of CBF in the public service. When ranked based on mean values, the indicators of Staff Awareness Raising had knowledge on CBF enables the respondents to make informed decisions on their career progression ranked number 1, followed by staff awareness raising on CBF encourages innovation and creativity in my department as position 2. Therefore knowledge and awareness on CBF empowers employees to make informed decisions on how they can progress in their career, while promoting their innovativeness and creativity, which lead to improved performance and productivity.

Conclusion

The study depicted that Staff Awareness Raising has a statistically significant influence on Implementation of CBF. Subsequently, when one improves Staff Awareness Raising by one unit, there is an increase in Implementation of CBF by 0.991 units. Therefore, Government Ministries, Departments, Agencies and Counties are implored to embrace and institute Staff Awareness Raising to guarantee staff innovativeness and creativity, which could lead to improved performance and productivity. Further this could make the staff make informed

choices about their career progression, which is a motivation factor for the staff. The authors make a theoretical contribution by establishing existence of a significant relationship between Staff Awareness Raising and Implementation of CBF. Therefore, Government Ministries, Departments, Agencies and Counties seeking to improve implementation of the CBF in their precincts can momentarily do so by carrying out staff awareness. This can enable staff make better decisions about their careers progression while, promoting their innovativeness and creativity, which could lead to improved staff performance and productivity.

Recommendations

The study established that Staff Awareness Raising significantly influences implementation of CBF in the public service, hence the need for the National and County Governments, Development Partners and the Private Sector to work closely with Ministries, Departments and Agencies (MDAs) such as Kenya School of Government to realize the following recommendations;

- (a) To train staff and hence raise their level of awareness on CBF within the Ministries, Departments and Agencies (MDAs) and Counties, since this impacts on their career progression and promotion of their innovativeness and creativity. This could lead to improved staff performance and productivity.
- (b) Promote best practices that entrenches a culture of competency based performance and requisite capacity building for enhanced service delivery
- (c) Inculcate best practices that promote creation of more opportunities for human capital development, therefore impacting on achievement of the organization's goals and objectives.
- (d) Promote a cohesive environment within the work places, with clear communication and feedback channels. This would enhance timely sharing of information between the staff and management, leading to fruitful engagement, timely and quality services to customers.

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