



DETERMINANTS OF COMPETENCY DEVELOPMENT IN KENYAN REGULATORY INSTITUTIONS. A CASE OF ENERGY AND PETROLEUM REGULATORY AUTHORITY

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ABSTRACT

The study's main objective was to assess the determinants of competency development at the Energy and Petroleum Regulatory Authority (EPRA). Specifically, the study sought to establish the effects of motivation, recruitment, training and performance measurement on competency development at EPRA. The study employed descriptive type of research to ensure that data both quantitative and qualitative was collected from a sample of the entire population of 113 employees. The study's entire population was stratified according to cadres and a sample size of 57 respondents selected which represented 50 percent of the total population. Questionnaires were used for data collection. The data collected was analyzed through the use of Statistical Package for Social Science (SPSS). The study found that all the four independent variables of recruitment, training, performance management and motivation collectively had an effect on the dependent variable of competency development. Generally, the respondents agreed that recruitment influenced competency development. On the variable of training, the respondents agreed that training had effects on competency development. The third variable of performance management had an influence on competency development. Finally, motivation had an effect on competency development. On correlation, the study found out that motivation had the strongest correlation, followed by training, recruitment and finally performance management with the lowest correlation. Further, the study established that employees considered recruitment as the least determinant of competency development. The study recommended that the Energy and Petroleum Regulatory Authority should take into account recruitment, training, performance management and motivation so as to ensure competence development. The researcher recommended improving conditions in order to gain a higher level of work motivation and improve outcomes.

Key Words: Motivation, Recruitment, Training, Performance Measurement, Competency Development

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INTROCUCTION

After independence in 1963, the government of Kenya undertook to reform education in line with the physical, political, social and economic conditions and challenges of the independent state of Kenya in 1963. This was through establishment of various education commissions that have shaped or changed the education system since independence to date. The Government did this by making policy documents, policy is a statement of commitment by the government to undertake specific programme directed at the achievement of certain goals. After independence in 1963, the government laid emphasis on education as a vehicle for human resource and national development (Wanyama & Chang'ach, 2013).

Indeed, education plays a fundamental part in the development of human capital that is important input in production. Therefore, through the Gachathi Report 1976, Mackay Report of 1981 reformed/changed the education system of 7-4-2-3 to 8-4-4 education in 1985 with the need to tackle the problem of educated unemployment by the introduction of vocational and technical subjects in primary education to make education terminal after primary school cycle. The Ministry of Education had this to observe on the new proposed 8-4-4 education system; the main aim in changing Kenya's educational system from 7-4-2-3 to 8-4-4 was to embed certain competencies in education at all levels. In 2017, the Government introduced the Competency Based Curriculum for schools with the aim nurturing and developing competencies from an early age. This was informed various policy documents such as Kenya Vision 2030, Constitution of Kenya 2010, the Task Force report on the re-alignment of the education sector to the chaired by Professor Odhiambo and the Sessional Paper No. 2 of 2015 on education reforms. Other documents that informed the curriculum reforms include the 21st Century skills, the harmonized curriculum for the East African

States, the sustainable development goals and needs assessment report 2016 among other documents (KICD, 2017).

In 2004, the Government of Kenya introduced performance contracting in government institutions to improve service delivery to the public by ensuring that top-level managers are accountable for results; reversing the decline in efficiency and ensuring that resources are focused on attainment of key national policy priorities of the government; institutionalizing performance oriented culture in the public service through introduction of an objective performance appraisal system; measure and evaluate performance; linking reward to measurable performance; facilitate the attainment of desired results; instill accountability for results at the highest level in the government; ensure that the culture of accountability pervades all levels of the government machinery, strengthen and clarify the obligations required of the government and its employees in order to achieve agreed target (Kobia and Muhammad, 2006). To achieve this, there has been need for continuous competency development of government employees, hence the revamping of the Kenya School of Government campuses countrywide, to include more relevant short competency development courses, such as senior management and strategic leadership courses, among others (GOK, 2008).

The issue of competency development is so critical in Kenya that even professional bodies have not been left behind. To mention but a few, professional bodies that exist to ensure development of competencies and governance of the professions include; Nursing Council, Law Society, Institute of Certificate Accountants, Marketing Society, Public Relations, Institute of Engineers, among others. In 2012, the Human Resource Professional Act (2012) was enacted, with the main to monitor and publish the standards of professional competence and practice amongst human resource professionals. In

implementation of the HRP Act, all HRM practitioners were expected develop their competencies through certification. Accountants Act, 2008, also exists to govern the professionals in the accounting field and to ensure competency.

Energy and Petroleum Regulatory Authority (EPRA) was established under the Energy Act, 2019 as the energy sector regulator agency, with the responsibility for economic and technical regulation of electrical power, renewable energy upstream, midstream and downstream petroleum sub sectors. This mandate includes tariff setting and review, licensing, enforcement of standards, dispute settlement and approval of power purchase network service contracts (Energy Act, 2019).

The Authority is the predecessor of Energy Regulatory Commission (ERC), which was established by the Energy Act 2006. Before this, it was known as Electricity Regulatory Board (ERB). ERB's mandate was to regulate only the electric and electrical power. The Authority plays a very key role in the economy of Kenya. Power is a driver of the economy and under the Vision 2030, power is considered as an enabler to the achievement of the middle income economy by the year 2030. The Authority is made up of six directorates and several departments namely - Corporate Services, Petroleum and Gas, Electricity and Renewable Energy, Supply Chain Management, Technical & Economic Regulation, Enforcement, Consumer Protection and Awareness, Legal Services, Corporate Strategy & Performance, and Internal Audit & Risk Assurance. The Authority has offices in Coast region located in Mombasa Island, Nyanza and Western Region located in Kisumu, Central region located in Nyeri and North Rift located in Eldoret.

Problem Statement

Since 2006, the Energy & Petroleum Regulatory Authority has expanded tremendously, not just in the mandate, but also in the numbers as well as geographically. The Energy Act of March 2019 further

expanded the mandate of the Authority, bringing in new competency requirements for the various additional functions of the Authority (GOK, 2019). According to Public Service Commission (2018), there are identified competencies required for all job positions within the public sector, these competencies range from; core competencies, technical competencies, managerial and leadership competencies. A study carried out in June, 2019 by EPRA revealed several competency gaps (EPRA, 2019).

The gaps exist despite the government allocating an annual training budget to the Authority each financial year (GoK, 2019). Existence of competency gaps means that the authority, is not able to effectively discharge its mandate of provision of leading regulatory practices. Weak regulations and lack of enforcement will open gaps for black energy products' market to operate and thrive, which eventually will not only risk the life of citizens when using poor quality energy products, but also deny the country revenue in evaded taxes. The government losing on tax collection means that essential government services will not be adequately provided, which may ultimately lead to poor quality of life for Kenyans.

Studies have been conducted on factors affecting competency development both within the country and internationally. Shanshan, Wang et al (2019) carried out a study on factors affecting work competency and stability of family doctors in Malaysia. The study determined that there is a relationship between competency and work understanding, ability, training and teamwork. Locally, Toroitich, Mburugu and Waweru (2017) studied employee competence on e-procurement in selected county governments. The study established that there is a connection between competency level and training and inspiration to perform. According to Ellstron & Kock (2008), despite many expectations that are there on the determination to improve

competence and the huge investments allocated to competency development, there is little empirically-based studies on competency development in institutions. Even if competency-driven applications have been commended by many organizations, some authors have complained about the unbalanced relationship between the abundance of competency development initiatives used in organizational settings and the scarcity of empirical research studies that have been conducted to support them (Mohanakumari D, Mughesh R. (2017).

Other existing studies in Kenya in this relation (Tygong, Oduor, Kapkiai, 2017; KCDI, 2017; Sirera 2014) have all taken a general education sector approach, focusing more on competency development amongst the teachers within schools and training institutions. There is minimal literature on studies on the determinants of competency development in the Kenyan regulatory institutions. It is on this premise that this study sought to analyze the determinants of competency development in Kenyan regulatory institutions, using the case of Energy & Petroleum Regulatory Authority.

Objectives of the Study

The general objective of this study was to assess the determinants of competency development at the Energy and Petroleum Regulatory Authority. The specific objectives were;

- To assess the effect of recruitment on competency development at Energy and Petroleum Regulatory Authority
- To establish the influence of training on competency development at Energy and Petroleum Regulatory Authority
- To evaluate the effect of performance management on competency development at Energy and Petroleum Regulatory Authority
- To find out the influence of motivation on competency development at Energy and Petroleum Regulatory Authority

LITERATURE REVIEW

Behavioral Theory of Learning

The first phase of behavioural learning started with Watson's behaviorism and lasted until 1930. The second phase, which comprised the studies of Edward Tolman, Edwin Guthrie, Clark Hull and B.F. Skinner was called new-behaviorism and it lasted until 1960s. Although behaviorism is closely related to Pavlov's experiments in early 1900s, it was Watson who established behaviorism in 1913 with his article. Watson, who claimed that human behaviours and animal behaviours did not have certain connections, stated that psychology had to take behaviour as its basis and it had to aim at guessing and controlling behaviour in order to be a real science.

Expectancy theory

Victor Vroom (1965) proposed the expectancy theory of motivation. Expectancy theory that features the systems of performance management postulates that the motivation of employees and their resultant reaction is depended on the level of expectancy. The conviction of accomplishing a task suitably, instrumentally, involving rewards for performance with emphasis on the importance of the worthy appreciation (Parijat and Bagga, 2014).

Theory of Motivation

This is a concept which was first introduced by Maslow in 1943. He postulated that needs followed a defined hierarchical path. The theory proposed that people are inspired and driven to start at the bottom of the pyramid by fulfilling basic needs before proceeding on to advanced needs. The lowermost planes of the pyramid are composed of the most basic needs, while the more intricate desires are positioned at the summit of the pyramid. Desires at the lowest of the pyramid include the need for food, water, sleep, and warmth. Upon meeting the lower desires, it would be no longer a need, and new needs and desires of higher ranks would emerge. The desires include need for safety and security, upon

fulfillment the individual would then want to satisfy social needs or relational needs, self-esteem needs and ultimately into self-actualizing needs (Marslow, 1943).

Development Theories

Theories of development offer a background for human growth, progress, and knowledge. Development theories immensely hinge on the field of psychology. Developmental theories offer ideologies and notions that define and clarify human development. Some of the theories focus on the establishment of an explicit excellence, such as Kohlberg's theory of moral development. Others focus on growth that takes place during the lifetime, such as Erikson's theory of psychosocial development. Sigmund Freud theory of psychosexual development

defines how an individual develops from childhood upto the death.

According to Mooney (2013) Erik Erikson's theory of psychosocial development is one of the widely recognized philosophies of personality in psychology. Much like Sigmund Freud, Erikson believed that personality develops in a series of stages, the difference with Freud's theory is that Erikson gives a description of the consequences of societal influence within the whole lifetime. The advantage of psychosocial theory is the broad context of view on development through the whole lifetime. It also allows for emphasis of the communal environment which has significant influence on an individual's development.

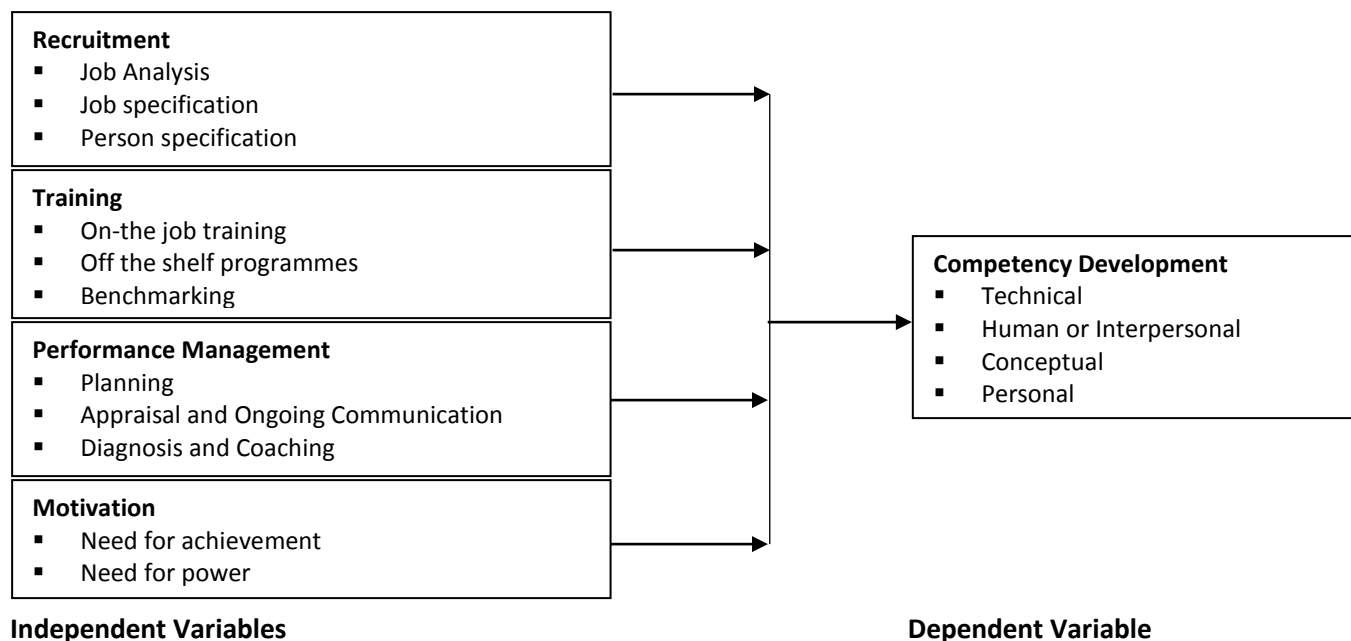


Figure 1: Conceptual Framework

Source: Researcher (2019)

Empirical Review

An empirical study by Suranya (2013) on the role of competency mapping in career development of employees published in international journal of scientific research, revealed that the extent of employee satisfaction is higher than that of factors

such as relationship between training program given to employee whereas for career development, the opinion given by the employees is neutral. From the analysis of the study, findings are that there is coefficient of correlation (r) is 0.328. The factors of training given to employees and career development

of employee have some relationship and they are positively correlated. The study found that there is some relationship between training and employee career development as the employees have utilized the training given to them in the right manner. As a result of training, there is some improvement in employee performances which results in career development of employees and attainment of organizational objectives (Suranya, 2013).

Empirical study by Cochaya and Abelea (2012) on competency development for continuous improvement in manufacturing systems through learning factories in Germany among students established that apprentices in the learning factory proved that competency development for a defined purpose leads to a marked improvement in the outcome of the tasks set. Within a short period of time, the freshmen were able to apply simple methods. Those who had activities that had not been accompanied with the presented method for identifying goals in the process of competency development did not show the same results. As an indicator of performance, the time taken to carry out the processes was also monitored. In another study, the two training modes were used with 40 participants of manufacturing companies. In this one, through a deliberate design of the method with inclusion of brief training on situations constituting of learning cells, the participants were remarkably able to detect problems, come up with solutions, validate the solution propositions by way of small experiments and subsequently practice them.

According to Vos, Hauw and Heijden (2011) a survey conducted among a sample of 561 employees of a large financial services organization found out that the idea that employee participation in competency development initiatives and perceived support for competency development is positively associated with workers' perceptions of employability. Moreover, self-perceived employability appeared to be positively related with career satisfaction and

perceived marketability. A full mediation effect was found for the connection amid involvement in competency development initiatives and both career satisfaction and perceived marketability, while a partial mediation effect was found in case perceived support for competency development was the predictor variable. The implications of our findings for understanding the process through which individuals and organizations can affect subjective career success are discussed.

Wickramasinghe and Zoyza (2008), in the study of age, marital status and gender variables for prediction of supervisory competency desires, established that one's status of marriage, gender and the age had a remarkable effect in determining competency requirements. In addition, the results brought out record interaction between marital status and subordinates and status and the gender of the manager in predicting needs in competency. Although there is a massive multiplicity in the scope of competency literature, a few experiential studies have been carried out on the forecasters of management competency requirements.

Improvement in competence and motivation is necessary for optimizing HR performance. Both of those factors are complementary although high competence will not lead to high performance without the support of high motivation. On the other hand, high motivation will fail to produce high performance if not supported with high competence. Competence and motivation are two factors that complement each other. High performance of HR individual will impact on high performance of the organization. There is a strong relationship between the individual performance and the institutional performance (Wanarno & Perdana, 2015).

According to Winarno and Perdana (2015) a study carried out on analysis of the effects of competence and motivation on employee performance at PT Pos Indonesia Bandung Cilaki Head Office found that

there was a very strong relationship between competence and performance as well as motivation and performance. The relationship between competence and motivation had a positive significance level of 0.384. From the findings, it was perceived that if competence and motivation are improved, performance would improve. Even though the study tested multiple effect on competence, motivation and performance, the multiple correlation of competence and motivation on performance there was still a positive correlation of 0.748. Similar to competence variable, the relationship between motivation and performance showed a significance level of 0.384 which was under 0.05. It means that the competence variable has more positive effect on performance compared to motivation.

Vadyba (2010) carried out a study on students' competencies at the University of Technology in Lithuania using Ibstpi Competency Development Model which paid special attention to skills identification. The study found out that technical skills become less important as a manager moves into higher levels of management, but even top managers need some proficiency in the organization's specialty. The study established that human or interpersonal skills are important for managers at all levels, because managers deal directly with people, therefore, interpersonal skills are crucial. The study also found out that performers must also have the ability to conceptualize and to think about abstract situations. More than 92 percent of all groups surveyed agreed that it is useful to have several specialties and agreed with a concept of continual learning. Results were quite high; however, it showed that not all students were going to develop their skills continually.

Macrue (1984) in his study on the influence of perceived competence in moderating the relationship between role clarity and the job performance of employees, in which data was collected from 340 lower level managers found out

that perceived competence moderates the relationship between role clarity and the job performance of employees. The job performance of employees is a joint function of their perceived competence and the role clarity they experience. Consistent with a situational-constraints perspective on work performance, the job performance of more competent employees is more strongly affected by the role ambiguity they face than is that of their less competent counterparts.

METHODOLOGY

A descriptive survey research design was adopted in this study. The target population of the study consisted of all cadres of employees of EPRA. The research focused on staff from all Job grades 1 to 10. At the time of the study, EPRA had a total of 113 employees, out of which 11 were senior managers. The study employed simple random sampling procedure. This accorded an equated and independent chance to each and every respondent. Prior to sampling, the entire population of 113 was stratified according to cadres, and then sample sizes of 57 respondents were selected. This represented a portion of 50 percent of the population from each grade. Structured questionnaires were used to collect primary data. This study used primary data. The researcher used questionnaire as data collection tool in this study. Data from questionnaires was processed by editing, classification and thereafter coded before they were entered into the computer for analysis using the descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) package version 24.

RESULTS

Recruitment

The study sought to assess the effect of recruitment on competency development at Energy and Petroleum Regulatory Authority. The table 1 showed the findings of from the respondents.

Table 1: Recruitment and Competency Development

Independent Variable (Recruitment)	SA	A	N	D	SD	Mean	Standard Deviation
A well-defined competency profile allows me to work towards my employability or promotion	38(76.00%)	8(16.00%)	4 (8%)	0 (0.00%)	0 (0.00)	4.578	0.823
The design of the EPRA advertisement allows for ease of comparison between the required competencies and personal competencies	37(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	4.512	0.461
There is congruence between the EPRA job specification in the advert and the tasks performed	31(62.00%)	11(22.00%)	5(10.00%)	3(6.00%)	0(0%)	4.138	0.665
Age, gender and marital status have an influence on the drive for competency development	27(54.00%)	13(26.00%)	7(14.00%)	2(4.00%)	1(2.00%)	4.129	0.589
EPRA Job advertisements emphasize on soft skills	25(50.00%)	16(32.00%)	8(16.00%)	1(2.00%)	0(0%)	4.058	0.577
Recruitment and selection method has a direct link to competency development at	27(54.07%)	12(37.78%)	5(3.70%)	4(2.96%)	1(.74%)	4.010	0.966
Advertisement for Managerial positions at EPRA emphasize more on	20(40.00%)	8(20.00%)	22 (8%)	0 (0.00%)	0 (0.00)	3.612	0.835
Employees are recruited and selected to match the realities of work situation	38(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	4.018	0.523
Employees join EPRA with the necessary knowledge, experience, skills and desired behaviours	31(62.00%)	11(22.00%)	5(10.00%)	3(6.00%)	0(0%)	4.012	0.517
Average Mean						4.118	

Source: Author, (2019)

From the findings in the SPSS analysis, a total mean of 4.118, standard deviation of 0.661 was recorded in this variable with majority of the respondents strongly agreed (M=4.578, S.D = 0.823) that a well-defined competency profile allowed them to work towards their employability or promotion. A significant number of the respondents also strongly

agreed (M=4.51, S.D = 0.46) to the statement; the design of the EPRA advertisement allows for ease of comparison between the required competencies and personal competencies. The study also noted that a majority of the respondents agreed (M= 4.138, S.D= 0.665) that there is congruence between the EPRA job specification in the advert and the tasks

performed once recruited. Also noted from the analysis of findings was that majority of the respondents agreed that age, gender and marital status have an influence on the drive for competency development. This was seen true by the mean calculated of 4.129. The standard deviation calculated of 0.589 indicated uniformity in the responses. The study also noted that a majority of the respondents agreed (M= 4.058, S.D= 0.577) that EPRA Job advertisements emphasize on soft skills. Also noted from the findings was that majority of the

respondents agreed (M= 4.018, S.D= 0.523) that employees are recruited and selected to match the realities of work situation. Also conceded from the analysis (M= 4.012, S.D= 0.517) was that employees join EPRA with the necessary knowledge, experience, skills and desired behaviours.

Training

The study sought to establish the influence of training on competency development at Energy and Petroleum Regulatory Authority. The findings were illustrated in the table 2.

Table 2: Effects of Training and Competency Development

Independent variable (Training)	SA	A	N	D	SD	Mean	Standard Deviation
All EPRA employees are aware of the training and development policy and have access to it	33(66.00%)	14(28.00%)	3 (6%)	0 (0.00%)	0 (0.00)	4.533	0.194
Competency development is linked to upward mobility (promotions)	37(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	4.474	0.781
Attending trainings results in automatic competency development and EPRA takes advantage of mentoring and modelling behavior through management leadership	32(62.00%)	10(22.00%)	5(10.00%)	3(6.00%)	0(0%)	4.387	0.859
Employees with the necessary knowledge, experience and skills are properly placed to EPRA induction and orientation is effective in competency development	27(54.00%)	13(26.00%)	7(14.00%)	2(4.00%)	1(2.00%)	4.228	0.492
	25(50.00%)	16(32.00%)	8(16.00%)	1(2.00%)	0(0%)	4.093	0.502
	27(54.07%)	12(37.78%)	5(3.70%)	4(2.96%)	1(.74%)	3.945	0.449

Methods of course/training identification at EPPRA are effective for competency development	20(40.00%)	8(20.00%)	22(8%)	0(0.00%)	0(0.00%)	3.857	0.668
Benchmarking training method is widely used at EPPRA as a means of competency development	38(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	3.756	1.089
The methods used for post-training evaluation at EPRA are effective	25(50.00%)	17(34.00%)	5(10.00%)	3(6.00%)	0(0%)	3.982	0.659
Employees are cross trained to understand each other's roles	24(48.00%)	18(36.00%)	4(8%)	4(8.00%)	0(0.00)	3.991	0.746
Average Mean						4.125	

Source: Author (2019)

A total mean of 4.125, standard deviation of 0.644 was recorded for independent variable of training. Based on the responses from the respondents, it was clear that most respondents saw that training had a significant influence on competency development. It was established from the analysis that most respondents strongly agreed (M=4.533, S.D= 0.194) on the statement; All EPRA employees are aware of the training and development policy and have access to it. It was also established that a significant number of the respondents strongly agreed (M=4.474, S.D= 0.781) Competency development is linked to upward mobility (promotions).

Also noted from the analysis of the findings was that a significant number of the respondents agreed (M=4.387, S.D=0.859) that attending trainings results in automatic competency development and performance improvement. Also noted from the findings was that majority concurred that EPRA takes

advantage of mentoring and modelling behavior through management leadership. This was noted true by the mean calculated of 4.228.

The standard deviation calculated of 0.492 indicated uniformity in the responses from the respondents. A significant number of the respondents agreed (M=4.093, S.D=0.502) that employees with the necessary knowledge, experience and skills are properly placed to use and share what they know. It was evident from the findings that training had a significant influence on competency development at EPRA.

Performance Management

The study sought to evaluate the effect of performance management on competency development in Energy and Petroleum Regulatory Authority. The findings were illustrated in the table 3.

Table 3: Performance Management and Competency Development

Performance Management	SA	A	N	D	SD	Mean	Standard deviation
All EPRA employees are aware of the performance management policy and have access to ..						4.498	0.762
Roles and performance expectations are clearly defined	33(66.00%)	14(28.00%)	3 (6%)	0 (0.00%)	0 (0.00)	4.279	0.801
Employees are given relevant feedback about adequacy of their	32(62.00%)	10(22.00%)	5(10.00%)	3(6.00%)	0(0%)	4.335	0.672
There is a direct relationship between performance and	27(54.00%)	13(26.00%)	7(14.00%)	2(4.00%)	1(2.00%)	4.289	0.962
Clear and relevant guides are used to describe the work	25(50.00%)	16(32.00%)	8(16.00%)	1(2.00%)	0(0%)	4.119	0.561
There exist performance assessment barriers at EPRA that affect the effectiveness of	27(54.07%)	12(37.78%)	5(3.70%)	4(2.96%)	1(.74%)	4.229	1.091
The performance management system guides employee performance and	20(40.00%)	8(20.00%)	22 (8%)	0 (0.00%)	0 (0.00)	4.049	0.818
Rewards and sanctions are linked to performance at	38(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	3.927	0.771
The performance improvement programme at EPRA is effective	25(50.00%)	17(34.00%)	5(10.00%)	3(6.00%)	0(0%)	3.883	0.818

Employees are free of emotional limitations that would interfere with performance	24(48.00%)	18(36.00%)	4 (8%)	4 (8.00%)	0 (0.00)	3.922	0.761
Average Mean						4.153	

Source: Researcher, (2019)

A total mean of 4.153, standard deviation of 0.802 was recorded for this variable. This means that there were close similarities in the respondents' answers. Based on the responses from the respondents, it was clear that most respondents saw that performance management had a significant influence on competency development. It was established from the analysis that most respondents strongly agreed (M=4.498, S.D= 0.762) on the statement; All EPRA employees are aware of the performance management policy and have access to it. It was also established that a significant number of the respondents strongly agreed (M=4.279, S.D= 0.801) Competency development is linked to upward mobility (promotions). Also noted from the analysis of the findings was that a significant number of the respondents agreed (M=4.335, S.D=0.672) that

employees are given relevant feedback about adequacy of their performance and competency gaps. Also noted from the findings was that majority concurred that there is a direct relationship between performance and competency at EPRA. This was noted true by the mean calculated of 4.289. The standard deviation calculated of 0.962 indicated uniformity in the responses from the respondents. A significant number of the respondents agreed (M=4.279, S.D=0.801) that roles and performance expectations are clearly defined.

Motivation

The study sought to find out the influence of motivation on competency development at Energy and Petroleum Regulatory Authority. The findings were illustrated in the table 4.

Table 4: Motivation and Competence Development at EPRA

Independent variable (Motivation)	SA	A	N	D	SD	Mean	Standard deviation
A Self-motivated employee is likely to develop additional competencies	38(76.00%)	8(16.00%)	4 (8%)	0 (0.00%)	0 (0.00)	4.632	0.318
The need for self-actualization drives one to develop more competencies	37(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	4.599	0.652
Most employees at EPRA take personal initiative for competency development in order to be promoted	31(62.00%)	11(22.00%)	5(10.00%)	3(6.00%)	0(0%)	4.314	0.516
The career progression guidelines for EPRA encourages personal	32(62.00%)	10(22.00%)	5(10.00%)	3(6.00%)	0(0%)	4.178	0.682

Employees desire to perform the required jobs	27(54.00%)	13(26.00%)	7(14.00%)	2(4.00%)	1(2.00%)	4.089	0.365
Highly motivated employees are aggressive in seeking opportunities for competency development	25(50.00%)	16(32.00%)	8(16.00%)	1(2.00%)	0(0%)	4.003	0.964
Employees at EPRA develop additional competencies in order to belong or fit within a certain class or group	27(54.07%)	12(37.78%)	5(3.70%)	4(2.96%)	1(.74%)	3.992	0.547
Employees develop additional competencies in order to remain relevant at the work place and continue earning a living	38(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	3.878	0.181
Motives or employees are aligned with work and the work environment	31(62.00%)	11(22.00%)	5(10.00%)	3(6.00%)	0(0%)	3.896	0.992
Average Mean						4.176	

Source: Researcher, (2019)

The total mean for motivation was recorded at 4.176 standard deviation of 0.579. Based on the responses from the respondents, it was clear that most respondents saw that motivation had a significant influence on competency development. It was established from the analysis that most respondents strongly agreed (M=4.632, S.D= 0.318) on the statement; A self-motivated employee is likely to develop additional competencies. It was also established that a significant number of the respondents strongly agreed (M=4.599, S.D= 0.652) the need for self-actualization drives one to develop more competencies. Also noted from the analysis of the findings was that a significant number of the respondents agreed (M=4.314, S.D=0.652) that most employees at EPRA take personal initiative for competency development in order to be promoted. Also noted from the findings was that majority concurred that the career progression guidelines for EPRA encourages personal competency development. This was noted true by the mean calculated of 4.178. The standard deviation calculated of 0.682 indicated

uniformity in the responses from the respondents. A significant number of the respondents agreed (M=4.089, S.D=0.365) that employees desire to perform the required jobs. Also noted from the analysis of the findings was that a significant number of the respondents agreed (M=4.314, S.D=0.652) that highly motivated employees are aggressive in seeking opportunities for competency development. Also noted from the findings was that majority concurred that employees at EPRA develop additional competencies in order to belong or fit within a certain class or group. This was noted true by the mean calculated of 3.992. The standard deviation calculated of 0.547 indicated uniformity in the responses from the respondents. A significant number of the respondents also agreed (M=3.878, S.D=0.181) that employees develop additional competencies in order to remain relevant at the work place and continue earning a living.

Competency Development

The study sought to assess the responses of the study participants in questions relating to competence

development of Energy and Petroleum Regulatory Authority. The findings were illustrated in the table 5.

Table 5: Competence Development at EPRA

Competency Development (Dependent Variable)	SA	A	N	D	SD	Mean	Standard deviation
Training has an effect on competency development	38(76.00%)	8(16.00%)	4 (8%)	0 (0.00%)	0 (0.00)	4.611	0.821
Performance management procedures affect competency development	37(74.00%)	9(18.00%)	3(6.00%)	1(2.00%)	0(0.00%)	4.536	0.857
Self-Motivation has influence on competency development	31(62.00%)	11(22.00%)	5(10.00%)	3(6.00%)	0(0%)	4.441	0.673
Recruitment method affects an organization's competency development	27(54.00%)	13(26.00%)	7(14.00%)	2(4.00%)	1(2.00%)	4.156	0.614
Materials, tools, expert support, and time needed to do the job and improve on competencies are	25(50.00%)	16(32.00%)	8(16.00%)	1(2.00%)	0(0%)	4.099	0.772
Emotional intelligence competencies are required for all in supervisory and management positions	27(54.07%)	12(37.78%)	5(3.70%)	4(2.96%)	1(.74%)	3.993	0.694
All employees should develop conceptual and interpersonal skills (Competencies)	20(40.00%)	8(20.00%)	22 (8%)	0 (0.00%)	0 (0.00)	3.564	0.752
Overall physical and psychological work environment contributes to career development opportunities	25(50.00%)	16(32.00%)	8(16.00%)	1(2.00%)	0(0%)	3.878	0.773
Average Mean						4.158	

Source: Researcher, (2019)

On the overall, a mean of 4.158, standard deviation of 0.745 was recorded on all the independent variables against the dependent variable of competency development. It was established from the analysis that most respondents strongly agreed (M=4.611, S.D= 0.821) on the statement; training has an effect on competency development. It was also established that a significant number of the respondents strongly

agreed (M=4.536, S.D= 0.857) performance management procedures affect competency development. Also noted from the analysis of the findings was that a significant number of the respondents agreed (M=4.441, S.D=0.673) that self-motivation has influence on competency development. Also noted from the findings was that majority concurred that recruitment method affects

an organization's competency development. This was noted true by the mean calculated of 4.156. The standard deviation calculated of 0.614 indicated uniformity in the responses from the respondents. Other than the four independent variables, a significant number of the respondents agreed (M=4.099, S.D=0.772) that materials, tools, expert support, and time needed to do the job and improve on competencies are present. Also noted from the analysis of the findings was that a significant number

of the respondents agreed (M=3.993, S.D=0.694) that emotional intelligence competencies are required for all in supervisory and management positions. Also noted from the findings was that overall physical and psychological work environment contributes to career development opportunities. This was noted true by the mean calculated of 3.878. The standard deviation calculated of 0.773 indicated uniformity in the responses from the respondents.

Inferential Statistics

Table 6: Correlation Analysis

		Competency Development	Recruitment	Training	Performance Management	Motivation
Competency Development	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	50				
Recruitment	Pearson Correlation	.602	1			
	Sig. (2-tailed)	.004				
	N	50	50			
Training	Pearson Correlation	.452**	.337	1		
	Sig. (2-tailed)	.085	.137			
	N	50	50	50		
Performance Management	Pearson Correlation	.679**	.163	.004	1	
	Sig. (2-tailed)	.000	.450	.784		
	N	50	50	50	50	
Motivation	Pearson Correlation	.711**	.132	.155	.821**	1
	Sig. (2-tailed)	.000	.151	.401	.000	
	N	50	50	50	50	50

Table 6 revealed that all the predictor variables shown have a positive association between them at a significant level of 0.01 and hence included in the analysis. The bivariate linear correlation analysis values are as presented as follows:
 Recruitment $X_1 = 0.602^{**}$

Training $X_2 = 0.452^{**}$
 Performance Management $X_3 = 0.679^{**}$
 Motivation $X_4 = 0.711^{**}$
 There was strong positive and significant relationship between motivation and competency development (correlation coefficient 0.711^{**}); there is a strong

positive relationship between performance management and competency development (correlation coefficient 0.679**); the findings also revealed a moderately strong positive relationship between recruitment and competency development (correlation coefficient 0.602**) and that least registered weak positive relationship between training and competency development (correlation coefficient 0.452). This implied that motivation had the strongest effect on competency development while training had the least effect on competency development in EPRA.

under investigation were: recruitment, training, performance management, motivation. The regression model was:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

α = Constant

Y = Competency Development

X_1 = Recruitment

X_2 = Training

X_3 = Performance Management

X_4 = Motivation

ε = Stochastic disturbance error term

Regression Analysis

The study sought to establish the determinants of competency development in EPRA. The determinants

Table 7: Multiple Regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.904	4	1.976	76.001	.000 ^b
	Residual	1.170	45	.026		
	Total	9.074	49			

a. Dependent Variable: Competence Development

b. Predictors: (Constant), Recruitment, Training, Performance Management, Motivation

The study sought to investigate the multiple regression model whether it was valid or not. The F statistics was used to determine the model validity. The study found out that the model was valid $F_{(4, 45)} =$

76.001, $P < 0.001$. Therefore, this implied that all the four predictor variables are good in explaining variation in competence development of EPRA.

Table 8: Goodness of Fit Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794 ^a	.630	.614	.202

The coefficient of determination as measured by the R-square (R^2) (63.0%) showed that all the five predictor variables explain 63.0% of the total

variation. This implied that the stochastic disturbance error term (ε) covers 37.0%.

Table 9: Multiple Regression Variable Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.772	.702		3.951	.000
Recruitment (X_1)	.225	.106	.136	2.124	.036
Training (X_2)	.362	.027	.134	2.305	.023
Performance Management (X_3)	.262	.125	-.192	-2.089	.039

Motivation (X_4)	.594	.060	.953	9.940	.000
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a. Dependent Variable: Competence Development (Y)

b. Constant:

From the analysis, it was found that all the dependent variables were statistically positively significant. Recruitment was found to be statistically and positively related to competency development at ($\beta_1 = 0.225$, $P = .036$). Training was significant and positively at ($\beta_2 = 0.362$, $P = .023$). Performance Management at ($\beta_3 = 0.262$, $P = .039$) and motivation being the variable with the strongest positive significance at $\beta_4 = 0.594$, $P = .000$.

CONCLUSION

It was concluded that the study achieved its general objective of assessing the determinants of competency development. The study concluded that recruitment, training, performance management and motivation all had significant influence on competence development at Energy and Petroleum Regulatory Authority. The study revealed that the extent of job satisfaction is higher than that of factors such as relationship between training program given to employee whereas for career development, the opinion given by the employees is neutral.

From the findings, the study concluded significant interaction effects among the variables of marital status and the number of subordinates, and marital status and gender in predicting competency needs. The findings were that participants in the study showed and recognized the importance of these skills and competences as resources to enter the labour market and respond to demands, while at the same time supporting this employability with continuous training.

From the study it can be concluded that motivation as a determinant of competency development is the strongest. From the study competency development is skewed towards employee personal drive, as compared to the other initiatives put in by the organization. The need for self-actualization, self-

esteem and need for belonging play a key role is the drive for competency development. When it comes to training, employees responded that they are aware of their job requirements and the training policy. However, even though training which consists of on the job learning through modelling mentoring and coaching, induction and orientation, methods of training and benchmarking play a key role in competency development, the employees did not value the effects of training as they did with motivation. It is surprising to note that most employees consider training as the least amongst the determinants of competency development.

In Performance management most of the respondents felt that the performance management is not tied to rewards and sanctions and that employees were not free from emotional limitations that would interfere with performance, which would eventually determine their competency development. Finally, recruitment was noted to have effects as a determinant of competency development, with a positive correlation. The study therefore concludes that for organizations to encourage competency development, there is need to give priority to provision an enabling environment for intrinsic motivation for employees, design appropriate training programmes, have a deliberate performance management programme and pay attention to the way in which recruitment is carried out. The findings are supported by research study done by Asmawi and Abedalaziz (2017).

From the findings, it can also be concluded that EPRA having a young workforce, many of the employees would still want to pursue personal career interests or chart own clear career path. Based on the responses, it is clear that need for achievement and need for power and sense of belonging is a clear

determinant in the competencies the workforce desires to develop. It is further concluded that the findings of this study can be inferred to other Kenyan Regulatory Institutions with similar characteristics as the Energy and Petroleum Regulatory Authority.

RECOMMENDATIONS

The findings of the study revealed that recruitment has a positive relationship with competency development. Employees were aware of the competencies they possess and it would be beneficial to them if job descriptions were clear, person specifications clearly indicated so that they are able to compare their competencies with those required by EPRA. In this way the employee is able to match his personal career aspirations with the needs of the organization. It is therefore recommended that employers should design job descriptions and person specifications in a clear and precise manner, avoiding any ambiguities.

From the findings, it is noted that training is regarded as the least determinant of competency development. This finding notwithstanding the fact that employees are taken for training every year by EPRA. It is therefore recommended that EPRA focuses more on mentoring and coaching as a means of training as opposed to sending employees for off the shelf courses. It is also recommended that EPRA should relook at how training courses are designed, take a more collaborative approach with employees on competency development through training to ensure value for money on training as an investment. From the findings, performance plays a key role in competency development as competency gaps are identified. Defining of roles and performance expectations will be helpful to employees as they can readily identify the missing competencies that will derail their performance. In addition, it is also recommended that performance management be tied to rewards and sanctions to allow for a more self-driven performance. Finally, the performance

management programme should be as objective as possible to avoid performance assessment barriers.

From the results, motivation seems to be the strongest determinant of all the variables studied. The researcher recommends improving conditions in order to gain a higher level of work motivation and improve outcomes. EPRA should focus more on improving the physical and psychological work environment and to providing materials, tools, expert support and time needed for employees to do their jobs to improve on their existing competencies. Further in order to realize employees' full potential, there should be job enrichment and job enlargement, as a way of motivating employees to greater achievements, and the desire to develop the requisite competencies.

Implication of the Study on Human Resource Practice

The findings of the study have revealed that intrinsic motivation is key in competency development. Employees are keen to take personal initiatives in acquiring competencies that would enable them perform their duties effectively. This therefore means that the Human Resource practice should emphasize more of how to motivate employees towards achievement of personal goals, and by extension achieving the organization goals. The study clearly brought out the fact that training has the least correlation with competency development. This therefore means that the human resource practitioners, should be tactful in choosing and designing of training programmes. Employees should be involved in the process to enable organizations get value for money from the investments in competency development. More importantly the study has brought out the need for deliberate performance management programmes, which can clearly utilize existing competencies and also enable identification of competency gaps. Also there is need to tie rewards and sanctions to performance in order to weed out non-performers. Finally, the implication of the study

of human resource practice is that competency development, not only starts an employee is employed, but at the time of recruitment. Human resource practitioners should therefore pay keen attention to all these factors from the point of attracting employees, training them, during the performance management process and more importantly, to provide and enabling environment for employees to freely exploit their full potential. This way an organization will be able to acquire, maintain and retain a competent workforce, and eventually attain a high performance organization status.

Recommendation for Further Study

The study was undertaken on the determinants of competence development at the Energy and

Petroleum Regulatory Authority. The study focused on recruitment, training, performance management and motivation. The components studied only account for 63% of the determinants of competency development. The researcher recommends that a study be carried out on the 37% of the remaining components to establish other factors that may influence competence development in the Kenyan regulatory institutions. Further studies can also be carried out in the Energy sector. The researcher recommends that further studies be carried out to establish the determinants of competency development in other sectors other than the energy sector.

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