



HUMAN RESOURCE FACTORS INFLUENCING COMPETENCE OF EDUCATION WORKFORCE IN PUBLIC INSTITUTIONS IN KINANGO SUB COUNTY

JAPHET CHAKAYA TSIMBA, ERIC MATHUVA, PAUL MWENDA

HUMAN RESOURCE FACTORS INFLUENCING COMPETENCE OF EDUCATION WORKFORCE IN PUBLIC INSTITUTIONS IN KINANGO SUB COUNTY

Japhet Chakaya Tsimba^{1*}, Eric Mathuva², Paul Mwenda³

^{1*} Kenya Methodist University [KEMU], Mombasa, Kenya

² Kenya Methodist University [KEMU], Mombasa, Kenya

³ Kenya Methodist University [KEMU], Mombasa, Kenya

Accepted: September 18, 2017

ABSTRACT

The focus of the study was to establish the factors influencing the competence of education workforce in public education institutions in kinango Sub County. The study was guided by the hypothesis as: there is a relationship between the independent variables and the dependent variables. A descriptive research design was adopted, with the education fraternity in Kinango Sub-county being the focus. A descriptive survey study was designed to show which Human resource factors influenced the education workforce competence. The study population comprised a total of 8670 education employees from the four zones in the Sub-County. The study used cluster random sampling technique to draw a sample size of 382 respondents. A tailor-made structured questionnaire was developed by the researcher and used as a data collection instrument. Correlations were obtained with the aid of statistical package for social scientists (SPSS) version 20. The key findings of the study were that human resource factors influencing education workforce competence these were: - managerial styles, institutional culture, workplace atmosphere, training and development and could be others not put to test under that study. The study further found that competence of education impacts on performance, in the education sector. The study also found out that competent workforce had the potential to establish a positive work environment which further inspires the level of employee commitment to the education sector and enhances performance. It was found that all the four independent variables influenced the dependent variable. The results showed that all the independent variables were significant determinants of the Respondents. It was therefore recommended that stakeholders should utilize the suitable managerial styles in order to influence the workforce positively. They should also adapt the suitable cultures and traditions in the public institutions since they influence employees positively. Stakeholders should further put more effort ensuring that the working atmosphere in the public institution is designed to positively influence the education workforce competence. It was additionally key that, since training and development emerged the greatest employee competence influencer, stakeholders should ensure that employees are trained and developed for competence.

Key terms: Human resource, training and development, skills, attitudes, knowledge, managerial styles, culture influence, workplace, development influence, competence, education

INTRODUCTION

Competence is a collection of related knowledge, skills, abilities and attitudes that enable an employee to act effectively and efficiently in their job position (Business Dictionary, 2013). Competencies are defined in terms of what job holders should be capable of doing. They can then be used as the basis for obtaining evidence of what they can do and they have done. English oxford advanced learner's dictionary (New 9th Edition p. 298) describes competence as the ability to do something well. It explains a competent as one with enough skills and knowledge. The person also is equipped with the right attitudes to do things well and to the required standards. (Hellriegel, D., Slocum, J.W. and Woodman, R.W (2010).

Human resource competence has been the major phenomenon that has compelled the human resource discipline to undergo a serious evolution. According to Chris maugan (1980), the first phase of HR evolution was to minimize violent relationship between employers and employees to ensure a guaranteed employee competence.

The second phase was to emphasize on employment staffing activities like:-Recruitment, training, compensation and benefits. This was also meant to promote employee competence. The third phase of the HR evolution was to empower the employees and make them Business and strategic partners. The Diaspora has adapted the performance contracting to ensure employee competence. The initiative began in France in 1960's and then spread to India, Pakistan and Korea. Today, almost all the world nations implement the initiative with the sole aim of promoting organizational competence. In Africa, a body called Africa Qualification Authority (A.Q.A.) was established to monitor issues of organizations competencies in the continent.

The role of the Authority was to monitor issues of employment and skill development trends in

Africa. Apart from the (A.Q.A) initiative, most of the African developing countries including Nigeria, Gambia, Ghana, Kenya among many others, have adapted the performance contracting policies also as a way of cherishing employee competencies (Cobia& mohammed,2006).In Kenya, the Government enhanced employee competence by also introducing the performance contracts in 2004 (G.O.K. 2010). As of now, all Government employees are required to work while guided by set targets, design service charters with their clients and compare their competencies with those that are the best in the world. Kinango Sub County ensures that every year the education workforce fulfils the performance contracting policy as required by the Government .However, the competencies of the education workforce in the region is diverse. This is, in other education institutions the workforce is competent and a good performance is realized. That is opposite in other education institutions and that makes the essence of the research, to establish the factors that influence the competence of the workforce in the public education institutions of the sub – county.

Competencies are taught and developed in human resource development centres. These are colleges and universities that are designed to equip an individual with the required skills, knowledge and attitudes according to the career, one is opted to do. Each college or university ensures that the student is to be trained and developed to enable the same to be a future excellent employee. This also means that each student graduate is to be developed to be in a position to meet and respond to future individual, group and organizational needs (Schein,E. (2009).

After successfully undertaking the human resource development, the graduate is also equipped with knowledge in that area of specification or discipline. This enables the professional to possess a wide range of academic background and bring a wide variety of

knowledge and skills to the field. There are many types of competencies researched in previous studies as those mentioned in the literature review of this study. The purpose of this study is to investigate the HR factors influencing the competence of the workforce in the education institutions in kinango sub – county. A competent workforce will always enable the organization to achieve its organizational goals while an incompetent one will do the opposite.

In the education sector, the organization is the education institution. It may be a university, college, secondary school, primary school, technical school, early childhood education (ECDE) school or even the education offices in the sub-county. Just like in any organization, the education workforce in any institution is headed by the head of the institution assisted by the deputy, board of management or trustees, the senior officer or dean of student and the various heads of departments of every division according to the size and status of the education institution. The rest are the assistant workers also known as the subordinates. The entire workforce in the institution is made of professionals trained, qualified and in possession of the various required competencies to perform their various roles. For example: -Teachers, Accountants, sub-county employees both in TSC and the ministry of education curriculum support officers, security officers, mechanics, electricians, plumbers, carpenters, cooks, Nurses, cleaners ,Grounds men, secretaries, caterers, ICT men and so on. Some of the competencies to be possessed by education workforce are; knowledge, skills and attitudes. These are the components of competence. That, any short of anyone of these three components in an employee, leads to employee in competencies. Different early scholars have strongly indicated that, the factors influencing employee competence are managerial styles, corporate culture, workplace atmosphere, training and development.

A managerial style is a process whereby an individual influences a group of individuals to achieve common goals (Northhouse, 2009). The managerial style in an organization has an influence on encouraging or inhibiting the workforce's competence (Armstrong & Murli's 2011; cronje et al 2009). Corporate culture is a set of common values and behaviors of the workforce that are considered as a tool leading to the successful achievement of organizational goals (Schein, 2012). According to the steward (2010), corporate culture is comprised of norms and values that are invisible but have a great impact and influence on the workforce competence in the organization. On one hand, work place atmosphere consists of the physical components referring to the ability of the workforce to connect with the work environment while on the other hand; the behavioral component refers to how well the workforce connects with each other in the organization. According to Guest, D.E (2012), work place atmosphere greatly influences the workforce competence. Training and development is another factor influencing the competence of a workforce in organization. It is the developing process of the workforce skill in order to improve the competence (Swanson, 2010). According to Gordon, (2010) training is a type of activity planned, systematic and results in enhanced levels knowledge, competencies and skills that are necessary to perform work effectively. Training influences the competence of the workforce through the development of knowledge, skills, abilities, performance and behavior (Appiah 2010; Harrison 2012; Guest 2013).

Kinango sub – county is found in Kwale County. On the Kenyan map, it borders areas as follows:- Mombasa county on the north eastern side, Kilifi county on the northern side , Taita taveta on the western side, matuga sub – county on the eastern side and the republic of Tanzania on the south western side. The education institutions found in the sub – county are secondary, primary

and the early childhood development (ECD) colleges and Schools.

A research done by Kenya schools improvement programme (KENSIP) in Kinango sub – county in November 2016, indicates that education workforce in some education institutions are competent and they do well while education workforce in other education institutions are incompetent and do bad. It is expected that the education workforce should maintain a uniform competence since they are employed in the same sector which ensures that the recruits have skills, knowledge and attitudes before employed. The question is that, the competence of education Workforce in Kinango is in two opposite extremes as good and bad. In this regard, if the situation is not intervened, it may consequently lead into unnecessary double standard scenario in the region. This research study is therefore meant to investigate the factors influencing the competence of the education workforce in public education institutions in the region.

Objectives of the study

- To identify the influence of managerial styles on the competence of education workforce in Kinango sub – county.
- To establish the influence of institutional culture on the competence of education workforce in Kinango sub – county.
- To determine the influence of the workplace atmosphere on the competence of education workforce in Kinango sub – county.
- To analyze the influence of training and development on the competence of the education workforce in Kinango sub - county.

RELATED LITERATURE

Theoretical Review

The iceberg model

Spencer and Spencer (1993) proposed the “Iceberg Model” to divide underlying

characteristics, which caused behaviors and performance in a job into five categories:-

Motives were consistent thoughts or desires that caused a particular action. They impelled behaviors towards certain actions or goals and not towards others. Example: Achievement motivation.

Traits referred to physical and mental characteristics related to the way a person consistently responded in certain ways to situations and messages. For example, reaction time and emotional self-control. Self-concept referred to an individual’s attitudes, values, and self-image, including self-identity and self-confidence. Knowledge referred to a body of information usually of a factual or procedural nature needed to understand a certain subject. For example: A surgeon’s knowledge of nerves and muscles in the human body. Skills referred to the ability to accomplish a certain mental task such as analytical thinking and conceptual thinking or a physical task such as a dentist filling a tooth without damaging the nerve.

According to the iceberg model, knowledge and skills were visible and appeared at the top of the iceberg, as shown in Figure 2.1. They were relatively easily developed and improved through education and job training. On the other hand, attitudes that Spencer refer to motives and traits were classified as hidden competencies since they comprised of the innermost part of an individual’s personality. These appeared at the base of the iceberg. They were believed to be more difficult to develop and reform through school education and job training. Although the authors grouped self-concept into hidden competencies, they indicated that it could still be changed gradually to a certain degree through constant education, consultation and training.

The iceberg model is relevant to this study as it touches on the three arms of employee competence. The visible competencies as knowledge and skills are very necessary to the

employee. Professional knowledge enables the employee to work effectively and efficiently in the area of specialization in question. Professional skills enable the employee to use the knowledge, tools, methodologies, instructions and procedures required in the given profession. Again skill will enable the employee to function with confidence, effectiveness and efficiency which amount to competence. The hidden competencies as self-concept, traits and motives all under the term attitudes are again very vital in an employee. The employee should possess the right attitudes in order to work independently. Here, the management styles, work place atmosphere and the corporate culture are key in enabling the employees to develop the positive attitude towards the job hence work competently. On the other hand, negative attitude results to work incompetence. The Iceberg model helps to explain the meaning of the concept of employee concept. It also identifies the relevance of visible components that managers should consider in recruitments, as knowledge and skills and the behavioral components which are hidden as attitude, traits, thinking styles, and self-image organizational fit, among many others. It is the iceberg that illustrates the behavioural attitudes of the employee hidden competencies as 80% as compared to the 20% of visible competencies (knowledge and skills). The model clarifies that the hidden competencies directly influences the usage of the visible competencies in order to complete a job effectively and effectively. Through iceberg model the management acquires the source of the visible competencies (knowledge & skills) as through training skill and skill building exercise while the hidden competencies (attitudinal) are assessed and developed through intensive exercises like:- psychotherapy, counseling, coaching and mentoring, developmental experiences, among others many factors.

Hard and soft skills model

The model states that hard skills are primarily cognitive in nature; they refer to the technical level of performance and usually include professional knowledge and task-oriented skills (Page, Wilson, & Kolb, 2013). Knowledge is the retention of information about a certain subject. Task-oriented skills are basic requirements for a job where an individual physically interacted with technology during the production of material and tangible products. However, hard skills require an intellectual thought process which factors in a person's intelligence quotient (IQ) (Rainsbury, Hodges, Burchell & Lay, 2009). Components of hard skills include; formula use, tool use, measuring, and fitness (Costin, 2009).

On the other hand, soft skills are skills associated with the behavior necessary for successful interpersonal interaction. The emotional quotient (EQ), asserting that soft skills were mainly perceptual or attitudinal and reactionary were popularized by Daniel Goleman. (Caudron, 2013; Kemper, 2010) thought that soft skills were also needed to be considered as employability skills, including the usage of ingenuity, creativity, intuition, teamwork, self-management skills, problem solving, and communication skills. According to Lawrence's statement, it was true that soft skills were more related to Spencer and Spencer's hidden competency. Caudron (2013) and Ganzel (2010) noted that soft skills were more difficult to learn than hard skills. This concept was similar to that of Spencer and Spencer (1993), who put hidden competency at the base of the iceberg, indicating that they were more difficult to develop and reform through school education and job training.

Much literature emphasized the dichotomy between the hard skills and soft skills, but there was also a great deal of literature that made a case for the union or melding that occurred in the overlapping between hard skills and soft skills (Caudron, 2013; Mullen, 2010). Figure 2.2 below shows the dichotomy overlapping between high-end soft skills and high-end hard skills. The items

in the middle area are difficult to categorize as strictly hard or soft skills. Moreover, many studies proposed a complementary relationship between soft skills and hard skills in effective job performance (Burchel, N., 2009). This explained why employers not only consider applicants' skills and knowledge but also pay attention to their soft skills such as personal qualities.

While comparing to the famous idea of the iceberg model, hard skills refers to visible competencies while soft skills are equal to hidden ones. Since there is an overlapping between hard and soft skills, it is impossible to precisely categorize and itemize visible and hidden competencies due to lack of exact definitions in the literature. A number of researchers are positive to the statement that knowledge and skills comprised visible competency as discussed by (Spencer & Spencer, 1993). Bowden, J. (2009) also included creativity in a visible competency. In addition, behavior was perceived as a visible competency by Georges, J. C. (2009) agreed that interpersonal relationships were a form of visible competency. On the other hand, perceptions of content about hidden competencies widely differed among scholars. Attitude could be the most common component (Meade, P. and Andrews, R. (2011). Hackett, G., Betz, N.E., and Doty, M.S., (2011) added value systems into the category of hidden competency. Both Spencer and Spencer (1993) as well as Mullen, T. (2010) perceived conceptual thinking skills as a hidden competency. Motives were classified as a hidden competency by Spencer and Spencer (1993) as well as Bowden, J. & Marton, F. (2009).

The hard and soft skills model is another relevant model to this study as it emphasizes on the three arms building the concept of competence, as knowledge, skills and attitudes. In the model the hard skills refer to the professional knowledge and task-oriented skills whereas the soft skills refer to the attitudes. The model emphasizes that, hard skills that comprise of knowledge and skills are relevant to the employee since they enable

the worker to use all the tools at the job situation, use the text or instructions given in handling the job procedures, use of formulas in the activities of the profession as required, acquire the fitness and endurance with the job requirements. All these factors contribute to employee competence. The soft skills are also very relevant in the employee. This is the right attitude and perception enabling an employee to be competent. Attitudes like intuition, sense of timing, learning, communication, creativity, ingenuity, sense of aesthetics among other forms of soft skills, greatly influence employee competence. The model therefore emphasizes on the three components of workforce competence as knowledge, skills and attitudes. The model and soft skills is linked to the employee competence concept in that it defines the hard and soft skills referred to by the model. The model outlines the outstanding difference. It illustrates the role of hard skills as well as that of soft skills.

The model states that careers of three categories as those that need more hard skills with little soft skills, those with equal hard and soft skills and then those with less hard skills and more soft skills. This knowledge if acquired on this research will enable the target beneficiaries to apply the three categories according to the careers. The model challenges the education curriculum planners claiming that all the 16 years one is in school, is mainly aimed at acquiring Hard skills and that none or very little soft skills are obtained. The model inputs the research on the two brain structures carrying the hard skills as the left brain also called the logic centre and the right brain called the emotional centre. Hard skills processed in the left brain are like Typing, writing, mathematics, Reading, and Ability to use software, Accounting, and financial modeling among many others. The model helps the research in identifying the characteristics of hard skills that are observable by organization management like acquisition of foreign language, earning a degree, operating a machine, programming a computer among other skills.

Abraham Maslow's hierarchy of needs theory

The hierarchy of needs model was developed by Abraham Maslow in 1940-50s. Model remains valid up to today and aids in the understanding of human motivation, management, training and personal development. Indeed, Maslow's ideas surrounding the hierarchy of needs is about creating a level ground for the work place environment to encourage and enable the employee fulfill and achieve their level best unique potential or self-actualization.

The model categorizes employees' into five progressive categories, beginning with basic physical needs and progressing to the needs for personal growth and career development. Maslow claims that, employees must attain each level of those needs for them to truly remain competent in the job. Failure to meet these needs at any of those levels in the hierarchy will affect the employee competence and develop other positive attitudes that will support the knowledge and skills to fulfill the whole concept of workforce competence. Abraham Maslow's theory of needs therefore is relevant to this study as it addresses the attitudes that influence workforce competence. The theory identifies the needs which make an employee to develop the full attitude towards inner work. The theory adds the knowledge of the five ladders of employee needs than can enhance performance on the same employee. These ladders are very important that organizational leadership should determine on employees. The theory gives the priorities on which needs are the very basic and of course to the top level needs that an employee needs to achieve.

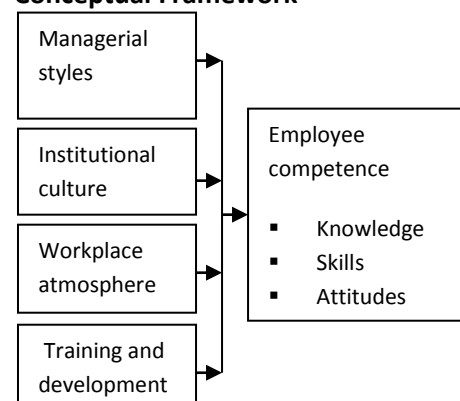
The theory studies behavioral negatively.

The hierarchy of needs theory is relevant to this study as the theory is applicable to organizational orientation and employee motivation (Green, Thad. & Baron, 2009). Of the three arms building competence as; knowledge, skills and attitudes, Maslow's theory addresses the attitude arm. That is, if the employee needs at all levels are met, the

employee develops the right attitude to work competently. This is, when the employee is given enough salary and compensation to cater for the basic needs like food, sex, shelter and clothing, the employee will be stress free hence concentrate with the job. That, if the working environment is safe, the employee will be healthy and hence work healthily. If the management expresses love and concern on the welfare of the employee, the worker will feel recognized. Self-esteem will be achieved by the employee when the same is made to participate, involved and valued at the workplace. Frequent upliftment in job positions, economic benefits, financial freedom awarded to the employee enables the same to be motivated, interactive, cooperative committed, self-actualized attitudes and it concurs with both the hard and soft skills model and the iceberg that attitude takes 80% importance compared to the other components of employee competence which Maslow chose not to mention in his theory.

The theory is also linking with the competence concept that through it the researcher will explore the characteristics of each of the five levels of the Maslow's theory. This is how the physiological level, safety and security, love and belonging, self-esteem and the self-actualization affect the competence of the workforce.

Conceptual Framework



Independent Variables Dependent Variable

Figure 1: Conceptual Framework

Source: researcher (2017)

Figure 1: Conceptual Framework

Review of empirical literature

Managerial style

This style is a process where an individual influences a group of individuals to achieve common goals (Northouse, 2009). It is a combination of attitude and behavior of a leader, which creates some kind of patterns in dealing with the followers Dubrin, (2011). The managerial style within an organization has a bearing on encouraging or inhibiting employee's competence (Armstrong & Murlis 2009; Cronje et al (2009).

Chen and Tjosvold research (2010), revealed that participation management is about involving employees in the decision making process where the employees feel that they have the opportunity to discuss problems and can influence organizational decisions. Participation increases employee job competence and low turn-over. Additionally, organizations can act to increase or decrease the levels of these mediator variables within their personals and potentially strengthen the positive competence effects of employee participation (Lam et al, 2002). In this case employee will be motivated due to the fact that management considers them as partners in contributing to organizational success rather than seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved competence through timely achievement of organizational goals and objectives (Green,Thad., (2012).

Duvall (2010) defines success as achievement, accomplishment and attainment which is consequence of empowerment as follows: Individual success in form of employee's role performance, Organizational success which is achieved as members of the organization accomplish collective organizational goals and

objectives, and as organizational members share a mutually beneficial and satisfying work experience meeting both social and personal growth needs. Further, empowerment had significant positive correlations with both competence and satisfaction (Bartram and Casimir, (2009). Specifically, empowerment was more strongly correlated with the in-role competence of followers than with satisfaction with the leader.

Institutional culture

Institutional Culture is common values and behaviors of the people that were considered as a tool that lead to the successful achievement of organization goals (Schein, 2012). Institutional culture is the mindset of people that distinguishes them from each other, within the organization or outside the organization. This includes; values, beliefs, and behaviors of the employees different from the other organizations (Hofstede, G. (2011). Strong culture in the organization is very helpful to enhance the competence of the employees that leads to the goal achievement and increase the overall performance of the organization. According to the Stewart (2010), norms and values of institutional culture highly effect on those who are directly or indirectly involved with the organization. These norms are invisible but have a great impact on the competence of employees and profitability. The most important characteristic is shared value.

A strong organizational culture supports adaptation and develops organization's employee competence by motivating employees towards a shared goal and objective; and finally shaping and channeling employees' behavior to that specific direction should be at the top of operational and functional strategies. Employees' shared value is one of the basic components of corporate culture as asserted by (Smit and Cronje, 2009); Hellriegel et al, 2010). Schein (1994) clarifies that value which is a set of social norms that define the rules or framework for social interaction and

communication behaviors of society's members, is a reflection of culture assumptions. However, it is argued that competence of an organization is dependent on the degree to which the values of the culture are widely shared (Peters and Waterman, 1982). It is also argued that shared and strongly held values can enable management to predict employee reactions to certain strategic options and by reducing these values, the consequences may be undesirable (Ogbonna, 2010).

Workplace atmosphere

The influence degree of workplace atmosphere is the counterpart requirement of a creative job. Higher job satisfaction and lower intentions to leave were found for those individuals whose workplace atmosphere accompanied the creative requirements of jobs. Enhancing the creative performance of employees has been recommended as dire for remaining competitive in a dynamic environment and for enhancing the overall innovations of an organization (Janssen, O. and NW. Van Yperen, 2011).

Workplace atmosphere can be divided into two components namely physical and behavioral components. Physical environment consists of elements that relate to the office occupiers' ability to physically connect with their office environment. Behavioral environment consists of components that relate to how well the office occupiers connect with each other and the impact the office environment can have on the behavior of the individual. According to Guest, D.E (2013), the physical environment with the productivity of its occupants falls into two main categories; office layout (open-plan versus cellular offices) and office comfort (matching the office environment to the work processes). The behavioral environment represents the two main components namely interaction and distraction.

Training and development

The developing process of employees' skill in order to improve the competence is called training (Swanson, 2010). Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 2010). Existing literature presents evidence of an existence of obvious effects of training and development on employee competence. According to Wright & Geroy (2012), employee competencies change through effective training programs. Training has been proved to generate competence improvement related benefits for the employee as well as for the organization by positively influencing employee competence through the development of employee knowledge, skills, ability, performance and behavior (Appiah 2010; Harrison 2009; Guest (2013).

Manager plan and train their employees for three major purposes (Belcourt, Wright and Saks, 200): One is to increase productivity or the competence of employees, two to achieve organizational goals, and lastly to invest in employees to succeed in the unpredictable and turbulent business environment. There are also 3 most important types of training: training needs assessment (TNA), training contents and delivery approaches and on the job training (OJT).

METHODOLOGY

This study employed a descriptive survey design. The population for this study comprised of 3044 education employees of Ndavaya zone, 2,089 of Samburu zone, 1018 of Kinango zone and 2519 of Mazeras Zone. The workforce made a total of 8,670 employees of the entire Kinango sub-county. The sample size comprised of 382 respondents. The model was constructed using the conceptual framework earlier discussed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Y = is the dependent variable representing workforce competence; β_0 is a constant factor which is also the value of the dependent variable when X_1, X_2, X_3 and X_4 are equal to zero.

X is the managerial style of the institutions, X_2 is the institutional culture, X_3 is the issue of workplace atmosphere and X_4 is the training and development of employee all associated with workforce competence as explored in this study. $\beta_1, \beta_2, \beta_3$ and β_4 are constants associated with X_1, X_2, X_3 and X_4 respectively.

Random error ϵ represents all other minor effects on the model which have not been captured. The measures that will be used in this study will be

Table 1: Influence of Management Styles on Employee Competence.

Statement	Mean	Standard Deviation
Coaching has an influence on my competence at work.	3.8725	1.31346
Level of empowerment and autonomy from leadership has an effect on my work competence.	3.8555	1.17216
Employee participation on decision making activities has an effect on my competence at work.	2.9377	1.44071
Employee recognition at work influences my competence.	2.6516	1.27076
Institutional administration that involves me in strategy formulation impacts my competence at work	3.8952	1.10926
Grand Mean	3.4425	1.26127

Table 1 contained the results of data on the respondents' perception on the influence of managerial styles on the workforce competence. The findings show that a majority of respondents were of the opinion that the managerial styles of their heads of public education institutions influence their competence at work, giving the factor on overall mean rating of 3.4425 out of 5 and a standard deviation of 1.26127. In particular, a majority indicated that coaching had an influence on their competence at work thus giving the element a highest mean rating of 3.8725 and standard deviation of 1.31346. A considerable proportion confessed that, the level of empowerment and autonomy provided by institutional administration, has an effect on their work, giving the element a mean of 3.8555 and

derived from several criteria, which are conceptualized and used in the empirical studies on workforce competence.

RESEARCH FINDINGS

Managerial styles and the workforce competence

The study sought to establish the influence of managerial styles on the employee competence. It thus made an inquiry on the respondents' perception of various issues related to the leadership styles of the public education institutions. The findings were as indicated in table 1.

standard deviation of 1.17216. Lastly, nearly half of the respondents indicated that employee participation on decision making activities has an effect on their competence at work (mean of 2.9377 and standard deviation of 1.44071). Slightly some confirmed that employee recognition at work influenced their competence at work (mean of 2.6516 and standard deviation of 1.27045).

Institutional Culture and Employee Competence

Similarly elements of school culture were assessed to determine the extent to which they impacted on the respondents' education workforce competence. The results were as summarized in Table 2.

Table 2: Influence of Institutional Culture of Education Workforce

Statement	Mean	Standard deviation
A tradition that values me has an effect on my competence.	3.6231	1.07746
An institution that supports creativity and innovation in the job has an influence on my competence.	3.7875	1.12192
A feeling at home and work effective orientation has an impact on my competence.	3.5977	1.14177
An institutional culture focused on all employees has an impact on my competence.	3.5977	1.14177
A visionary and mission focused institution influences my competence.	3.1473	1.3943
Grand Mean	3.4935	1.1932

The results show that most of the respondents confessed that an education institution culture that supports individual creativity and innovation in the job has an influence on their competence, giving the element the highest mean of 3.7875 and a standard deviation of 1.12192.

This shows the extent on the effect of institutional culture on education employees. Similarly, the findings show that a majority of respondents believed that a tradition that values them has an effect on their competence (mean 3.6261 and a standard deviation of 1.07746). Many also acknowledged that institutional culture propagates the feeling at home and work effective orientation and has an impact on the education workforce competence (mean of 3.5977 and standard deviation of 1.14177).

Some insisted that an institutional culture focused on equality to all employees, has an impact on their competence (mean 3.3088 and a standard deviation of 1.23093) while others maintaining that a visionary and mission focused institution influences their competence (mean of 3.1473 and standard deviation of 1.39433). This means that a majority of the respondents felt that with an outstanding institutional culture, the education workforce can be enabled to work competently. The factor received an overall mean rating of (3.4935 and a standard deviation of 1.19328).

Workplace atmosphere and the education workforce competence

Indicators of workplace atmosphere were probed to determine their effect on the respondents' competence at work. The findings were as summarized in Table 3.

Table 3: Influence of work place atmosphere on education workforce competence

STATEMENT	MEAN	STANDARD DEVIATION
The physical infrastructure of the institution has an impact on my competence.	2.8768	1.16421
Working tools available in the institution has an impact on my competence.	2.9858	1.25101
A good work interaction and interpersonal relationship among staff in the institution has an influence on my workforce competence.	3.2266	1.2498
The office space and other working conditions have an impact on my competence.	3.1983	1.26370
Institutional rules and regulations, procedures, routines and policies have an impact on my competence.	3.1813	1.15601

Grand Mean	3.0938	1.216697
-------------------	---------------	-----------------

The table 3 contains the respondents' perception on the influence of workplace atmosphere on the education workforce competence. The results indicate that a majority of respondents maintained that a good work interaction and interpersonal relationship among staff in the institution has an influence on workforce competence thus the highest mean rating of 3.2266 and a standard deviation of 1.24985. Likewise, a large proportion acknowledged that the office space and other working conditions have an impact on their competence (mean of 3.1983 and a standard deviation of 1.26370). Some were categorical that institutional rules and regulations, procedures, routines and policies have an impact on their competence (mean of 3.1813 and a standard deviation of 1.15601). Further, a slight majority indicated that the physical infrastructure of the institution has an impact on their competence giving a mean of

2.8768 and standard deviation of 1.16421) and finally some had a perception that the working tools available at the education institution have an impact on their competence thus giving a mean of 2.9858 and a standard deviation of 1.25106. The factor therefore attained a mean ranking of 3.09376 and a standard deviation of 1.21697, implying that a majority of the respondents are of the opinion that the workplace atmosphere of the public education institution greatly influences the competence of the education workforce.

Influence of Training and Development on Workforce Competence

Lastly, indicators of the influence of training and development on workforce competence were also probed to determine their effects on the respondents' work competence. The findings were summarized as in table 4.

Table 4: Influence of Training & Development on workforce competence

Statement	Mean	Standard deviation
Training and development increases my level of knowledge, skills and attitude.	3.8952	1.10926
Through training and development new or current education workforce receive more job experience.	3.8725	1.31346
Continuous training and development increases my competence.	3.8555	1.17216
Arising needs from the growing technology enables the concept of training need assessment (TNA).	3.7875	1.12192
Training and development makes me autonomous and independent in handling job tasks.	3.2266	1.2498
Grand mean	3.7275	1.19332

Table 4 contains the respondents' perception on the influence of training and development on workforce competence. The results indicate that a majority of respondents maintained that training and development increase their level of knowledge, skills and attitude, thus the highest mean rating of 3.8952 and a standard deviation of 1.10926. likewise, a large proportion acknowledged that, through training and development, new and recently employed

workforce receive more job experience (mean of 3.8725 and a standard deviation of 1.31346), some were categorical that continuous training and development increases their competence(mean 3.8555 and a standard deviation of 1.17216). That, arising need from the growing technology enables the concept of training need assessment (TNA) (3.7875 and a standard deviation of 1.12192). Finally, some claimed that training and development makes

them autonomous and independent in handling job tasks thus giving a mean of 3.2266 and a standard deviation of 1.24958.

The factor therefore attained a mean ranking of 3.7275 and a standard deviation of 1.19333 implying that a majority of the respondents are of the opinion that training and development influences the competence of the education workforce. It was also noted that out of the four factors, this factor has the greatest mean ranking implying that it has the greatest influence on the education workforce competence among the independent variables.

Table 5: Model Summary

Model	R	R square	Adjusted square	Std. Error of the estimate
1	.665	.442	.435	.64362

a. predictors: (constant), managerial style, institutional culture, workplace atmosphere, training and development

R shown in table 5 is the correlation between the observed and predicted values of dependent variable implying that the association of 0.665 between the factors (managerial styles, institutional culture, workforce atmosphere, training and development) and the respondents' employee competence was good. R-square is coefficient of determination and measures the proportion of variance in the dependent variable

Regression Analysis

An inferential analysis of the relationships between the elements of the respondents' managerial styles, institutional culture, workplace atmosphere, training and development on the education workforce competence using the multiple linear models

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where by: Y is education workforce Competence; β_0 is regression constant; β_1 - β_5 is regression coefficients; X_1 is managerial styles; X_2 is institutional culture; X_3 is workforce atmosphere; X_4 is training and development and ϵ is error term.

– factors - that is explained by variations in the independent variables :- managerial styles, institutional culture, workplace atmosphere, training and development. This implied that 44.2% of variance or correlation between dependent and independent variables. That clearly shows that, 44.2% of variations or changes in the education workforce competence are caused by the factors.

Table 6: Analysis of variance (ANOVA)

Model	Sum of squares	Df	Mean Square	F	Sig
Regression	108.321	4	27.080	65.372	.000 ^b
Residual	136.703	330	.414		
Total	245.023	334			

a. Dependent variable : Education workforce competence

b. Predictor (constant), Managerial styles, institution culture, workforce atmosphere, training and development.

The ANOVA statistics shown in table 6 was used to present the regression model significance. An F- signification value of $p = 0.000$ was established

showing that there is a probability of 0.0 % of the regression model presenting a false information .Therefore the model is very significant. The

regression compares the magnitude of the coefficients of the independent variables to

determine which one had more effects on the employee competence.

Table 7: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std Error	Beta		
(constant)	.845	212		3.994	.000
Managerial styles	.158	.054	.179	2.937	0.004
Institutional culture	.287	.059	.310	4.848	.000
Workplace atmosphere	.118	.065	.076	1.805	.072
Training and development	.392	.045	.382	8.646	.000

a. Dependent variable: Education workforce competence

From table 7, the following regression model is established:-

$$\text{Education workforce competence} = 0.845 + 0.158X_1 + 0.287X_2 + 0.118X_3 + 0.392X_4 \quad P = 0.000$$

- Where X_1 = managerial styles X_2 = institutional culture X_3 = workplace atmosphere,

$$X_4 = \text{Training and development: } \beta_0 = 0.845, \beta_1 = .158, \beta_2 = 0.287 \beta_3 = .118 \beta_4 = 0.392$$

The regression constant shows that when the independent variables (managerial styles, institutional culture, workplace atmosphere, training and development) would be minimal at zero, the respondents' education workforce competence value would be minimal (0.845). This shows that without the four factors, the workforce competence would be insignificant.

It was established that the respondents level of competence would increase by 0.158 alongside even unit positive increase on the influence of managerial styles when other factors (institutional culture, workforce atmosphere, training and development) are constant. This

increase is significant at 95% confidence level ($P = 0.004$). However, application of influence of institutional culture would lead to an increase in educational workforce competence by a factor of 0.287 at $P = 0.000$ should other factors be held constant. Additionally, holding the other factors managerial styles, institutional culture, training and development constant, a unit increase in workplace atmosphere would lead to a 0.118 increase in competence ($P = 0.072$). Lastly, a unit increase in the influence of training and development would lead to a 0.392 increase in education workforce competence, this statistics being significant ($P = 0.000$) at 95% of significance.

DISCUSSION OF KEY FINDINGS

Results showed that a majority of respondents felt that managerial styles influence their work competence given its overall mean ranking of 3.4425 out of 5 and a standard deviation of 1.26121. Specifically, a majority indicated that institutional administration that involves them in strategy formulation impacts their competence at work, giving the element the highest mean ranking of 3.8952 and a standard deviation of 1.10926.

A considerable proportion confessed that, the level of empowerment and autonomy provided by institutional administration, has an effect on their work, giving the element a mean of 3.8555 and standard deviation of 1.17216. Lastly, nearly half of the respondents` indicated that employee participation on decision making activities has an effect on their competence at work (mean of 2.9377 and standard deviation of 1.44071). Slightly some confirmed that employee recognition at work influenced their competence at work (mean of 2.6516 and standard deviation of 1.27045). Managerial styles such as coaching, employee empowerment, employee participation, employee recognition and involvement were found to be significant determinants of education workforce competence. This finding concurs with that of Armstrong and murlis (2009) chronje et al (2009) who in their study found that managerial styles within an organization has a bearing on encouraging or inhibiting employee competence. It also corroborates with Chen and Tjosvold (2010) research which revealed that participation management is about involving employees in the decision making process where the employees feel that they have the opportunity to discuss problems and can influence organizational decisions.

The influence of institutional culture on the workforce competence was found to be clearly evident given its overall mean ranking of 3.4935 and a standard deviation of 1.19328. Specifically, most of the respondents confessed that an institution that supports creativity and innovation in the job, has an influence on their competence giving the element the highest mean of 3.7875 and a standard deviation of 1.12192 which shows the extent of the effect of institutional culture. Similarly, the findings show that a majority of respondents felt that a tradition that values them has an effect on their competence (mean of 3.6261 and a standard deviation of 1.07746) while many also acknowledged that institutional culture has propagated a feeling at home and work

effective orientation and has an impact on their work competence (mean of 3.5977 and a standard deviation of 1.14177).

Elements of workplace atmosphere were found to have an influence on employee competence giving favorable mean rating of 3.09376 and a standard deviation of 1.21697. Specifically, results indicate that a majority of respondents maintained that a good working interaction and interpersonal relationship among staff in the institution has an influence on their work competence thus giving the highest mean rating of 3.2266 and a standard deviation of 1.24985. A large proportion acknowledged that the office space and other working conditions have an impact on their competence (mean of 3.1983 and a standard deviation of 1.26370). Some were categorical that institutional rules and regulations, procedures, routines and policies have an impact on their competence(mean of 3.1813 and a standard deviation of 1.15601) and that working tools available in the institution has an impact on their competence(2.9858 and a standard deviation of 1.25106). The findings indicate that all elements of workplace atmosphere as a factor, were positive to education workforce competence. The physical infrastructure of the working facilities, work interaction and interpersonal relationship among staff, office space, institutional rules and regulations, procedures, routines and policies were positive to determining the level of education workforce competence.

The influence of training and development on employee competence was found to be clearly evident given its overall mean rating of 3.7275 and a standard deviation of 1.19333. Specifically, most of the respondents confessed that training and development increased their knowledge, skills and attitude giving the element the highest mean ranking of 3.8952 and a standard deviation of 1.10926 and this shows the extent of the effect of training and development on workforce competence. Similarly, the findings show that a

majority of the respondents felt that through training and development, new or current education workforce receive more job experience(mean 3.8725 and a standard deviation of 1.31346) while many also acknowledged that continuous training and development increases their competence(mean of 3.8555 and a standard deviation of 1.17216).

The findings indicated that the level of respondents` competence is minimal in the absence of the factors (managerial styles, institutional culture , workplace atmosphere, training and development) which implies that the factors collectively play a significant role in enhancing education workforce competence . In particular, the study established that the respondents` managerial styles positively influence the respondents` employee competence.

The study also established that institutional culture, workplace atmosphere, training and development each influenced the education workforce competence positively with training and development having the greatest influence among all the independent variables studied. All the five indicators were found to be significant determinants of education workforce competence. This concurs with Wright and Geroy (2012) study that argues that employee competencies change through effective training programmes. All the five indicators of institutions culture as a factor, recorded a positive response as determinants to employee competence. Traditional values, creativity and innovation, a feel at home atmosphere for all workers, equality, universal and balanced atmospheres, visionary and mission focused culture in the institution were all positive to education workforce competence. Again this finding is supported by Hofstede, G (2011) who in his study found that a strong culture in the organization is very helpful to enhance the competence of the employees and leads to

goal achievement and of course increase the overall organization performance.

lastly, the study established that the influence due to managerial styles, institutional culture, workplace atmosphere, training and development are significant at 95% level of significance ($p < 0.05$) which concurs with Bowden , J. (2009) who in his study observed that these independent variables are positively related to workforce competence.

Conclusion

The hypothesis guiding the study that there was a relationship between the independent and the dependent variables, was relevant and significant to the study. Descriptive research design used in the study was relevant as it produced significant results. The data collection instrument (questionnaire) was practical and effective for the study since it was detailed enough to address all the research questions. The study observed all the collection procedures ethical considerations and analysis appropriately. The response rate was hundred percent. Gender , age , education level and experience of the employees was considered thus bringing significant results. The Yamane`s Formula for calculating sample size and Cronbach`s alpha for measuring internal consistency in analyzing. Reliability was effective on the study.

From the foregoing discussion it can be concluded that managerial styles, institutional culture, workplace atmosphere, training and development influence work competence. The findings showed that these factors impact positively on the education workforce competence.

Recommendations

The findings indicated that managerial styles influence the education workforce competence. They were particularly on the issue of coaching level of empowerment and autonomy. They were also particular on employee involvement on

strategy formulation. Here, the head of institution should facilitate frequent in-service seminars and workshops in all the trades to ensure thorough coaching. Head of institution should organize for the employees to go for bench marking so as to learn from what the employees in other institutions are doing. New employees should be given professional orientation and supervised to build the required experience in their trades. On empowerment autonomy, the head of institution should give room, space, opportunity, independence and mandate for the employees to apply their own innovation and creativity to achieve the institutional goals. They should not over control or over supervise them but should capacity build them. On employee involvement, the head of institution should involve the workforce in any strategies they are about to formulate. The employees feel they have a lot of relevant, tangible, important ideas to contribute despite them being subordinate.

On the issue of Institutional culture, the respondents confessed that it influences the competence of the education workforce. This is particularly on the elements: - creativity and innovation, employee recognition-valuation and a feeling at home environment. Heads of institutions should recognize employees who have talents of coming up with new positive ideas. They should create a conducive ground to enable them improve their creativity and innovation. Heads of institutions should recognize and value their subordinates. They should create a custom and tradition that allows employees to freely feel at home. This will enable the workforce to express themselves on issues beneficiary to the institution. The institution tradition should be workers centred.

On the issue of workplace atmosphere, elements of the variable were found to have an influence on employee competence. Particularly, issues of good working interaction and interpersonal relationship, office room space and regulation, procedures, routines and policies. Here, the head

of institution should promote a good working relationship among workers amicably and in good time upon occurrence. On the issue of office space, the head of institution should ensure the working rooms have the necessary space, ventilation, cleanliness, safety, amenities and facilities to support the working process. On the combination of institutional rules and regulations, procedures, routines and policies, the head of institution should put in place proper rules and regulations geared to support the working process. Procedures followed in handling issues in the institutions should be clear to all stakeholders to provide a smooth running of the institution. Institutional routines and policies adopted by the institution should be employee friendly. They should be adaptable and convenient to all the institution stakeholders.

Training and development was found to influence the most out of the four variables. Here, the secretary TSC should supply more trained education employees to kinango sub-county according to needs. The head of institution should train the untrained employees to at least acquire some competence to do the tasks they are required to do. The TSC and the ministry of education should allow and encourage education employees to undertake professional development courses to acquire more competence and experience in the job. Finally, the head of institution should encourage their employee subordinates to embrace technology as key in the digital world.

Suggestions for Further Research

The following areas are suggested for further research:-

- A study of factors influencing education workforce competence in the private sector in Kenya.
- A comparative study of factors influencing education workforce competence in the public and private sector in Kenya.

- A study of the factors influencing education workforce performance in Kinango Sub-County.
- Further research on human resource factors influencing education workforce competence in public institutions in Kinango Sub County.

REFERENCES

Armstrong, M. and Murlis, H. (2011). *Reward management: A handbook of remuneration*

Strategy and practice. 5th edition. London: Kogan Page Limited.

Arnold, J., Davey, K.M. (1994). Evaluating graduate Development: Key findings from the graduate development project. *Leadership and Development Journal*, 15(8), 9-15

Ashton, F. (2013). The other manager's competencies. *Training Officer*, 30(1), 15-16.

Belcourt, M., Wright, P. C. and Saks, A. M. (2009). "Managing performance through training and development", in Nelson Series in Human Resources Management, 2nd Edition.

Burchell, N., Hodges, D., & Rainsbury, L. (1999). What competencies does the workplace expect from business graduates? Some perspectives of the top 500 companies. In Cauldron, S. (1999). *The hard case for soft skills*. *Workforce*, 78(7), 60-64.

Bowden, J. & Marton, F. (1998). *The University of learning: Beyond quality and competence in higher education*. London: Kogan Page.

Chen, Y. F. and Tjosvold, D. (2002/2010). Participative leadership by American and Chinese managers in China: the role of relationships. *Journal of Management Studies*, 43, 1727-52.

Cheryl King Duvall, (2012). Developing individual freedom to act: Empowerment in the knowledge organization. *Participation and Empowerment: An International Journal*, Vol. 7 Iss: 8, pp. 204-212.

Cronje, G J. de J., du Toit GS. And Motlatla, M.D.C. 2009. *Introduction to Business Management*. 5th edition. Cape Town: Oxford University Press Southern Africa.

DuBrin, A. (2011). *Leadership: Research findings, practice and skills*. New York: Houghton Mifflin.

Gordon, B. (2010). Are Canadian firms under investing in training? *Canadian Business Economics* 1, 1, 25-33

Georges, J.C. (1996). The myth of soft skills training. *Training*, 33(1), 48.

Hackett, G., Betz, N.E., & Doty, M.S. (1985). The development of taxonomy of career competencies for Professional women. *Sex Roles*, 12, 393-409.

Hellriegel, D., Jackson, S., Slocum, J., and Staude, G, (2008). *Managing: A Competency — Based Approach*. Thomson Learning Inc.

Hellriegel, D., Slocum, J. W. and Woodman, R. W (2010), *Organizational Behavior*, 8th ed., South-Western College, Cincinnati, OH.

Hofstede, G. (2011). *Cultures and Organizations: Software of the Mind*. London, UK: McGraw-Hill. Janssen, O. and NW. Van Yperen, 2004. Employees' goal orientations, the quality of leader-member exchange and the outcomes of job performance and Job Satisfaction.

Janssen, O. and NW. Van Yperen, (2011). Employees' goal orientations, the quality of leader-member exchange and the outcomes of job performance and Job Satisfaction.

Kemper, C.L. (1999). EQ vs. IQ. *Communication World*, 16(9), 15-19.

Kombo, D.K. & Tromp, D. L.A. (2009). *Proposal and Thesis Writing: Introduction*: Nairobi: Pauline Publications Afr

Meade, P., & Andrews, R. (1995). Measuring employer Satisfaction in higher education. *The Quality Magazine*, April, 52-53.

Mugenda, O. & Mugenda, A.G. (2008). *Research Methods: Quantitative and Qualitative Approaches*: Acts Press, Nairobi, Kenya.

Mullen, J. (1997). Graduates deficient in soft skills. *People Management*, November 6, 18.

New Zealand Qualifications Authority (1997). Wellington, New Zealand: Government Printer. Page, C., Wilson, M., & Kolb, D. (1993). *Managerial Competencies and New Zealand managers: On the inside, looking in*. Auckland, New Zealand: University of Auckland.

Northouse, P. G. (2009). *Leadership Theory and Practice*. London: Sage Publication.

Schein, E. (2012). Organizational Culture. *American Psychologist*, 45 (2), 109-119. Schein, E.H. (2009) *Organizational Psychology*, Prentice-Hall.

Smit, P. J. and Cronje, G. J de J. (2008), *Management Principles*, Juta, Kenw

Swanson, R. A. (2010), Foundations of performance improvement and implications for practice, in R. J. Torraco (ed.), *Performance Improvement: Theory and Practice* (San Francisco, CA: Berrett-Koehler).

Wei, L. Q., & Lau, C. M. (2013). Market Orientation, HRM Importance and Competency: Determinants of strategies

Wright, P. C, & Geroy G D. (2012). Human competency engineering and world class performance: a cross-cultural approach, *Cross Cultural Management: An International Journal*, vol. 8, no. 2, pp. 25-46.

Zaugg, R. J., & Thom, N. (2008). Excellence through implicit competencies: Human resource management - organization development — knowledge creation. *Journal of Change Management*, 3(3), 199-211.