

## Comparative Analysis of Management Competencies' Effect on Civil Service Performance in Addis Ababa and Adama City Administrations, Ethiopia

Daba Moti<sup>1</sup>

### Abstract

In civil service institutions, civil service performance is a topic of wide interest. Managers who possess high levels of management competencies are more productive in providing civil services to the citizens. However, civil services are characterized poorly because of mal-practicing of management competencies. The main objective of this study was to analyze and compare management competencies' effect on civil service performance. The study employed both quantitative and qualitative approaches using data collection tools that include structured and un-structured questionnaire, focused group discussions and key informant interviews. The SPSS statistic was used for the descriptive and inferential analysis. The findings indicate that the determinant factors contribute to the average level of civil service performance of the two study areas. However, the results describe small differences in the overall performance of the two study areas. The performance in the responses and mean values of Addis Ababa City Administration is relatively better than that of Adama City Administration of Oromia. Although the implementation process has brought acceptable results, it is not free from some challenges. Lack of development of long-term strategies; lack of encouraging and recognizing creative ideas of employees; lack of stakeholders and partners involvement in decision making process; lack of continuous learning and self-development; lack of maximizing resource value efficiency against strategic priorities and lack of using modern technology are the major limitations pinpointed. The institutions should strengthen the efficiency and effectiveness of contributing factors of competency development to improve institutional competitiveness and its performance in today's work environment.

**Keyword:** Civil Service; Management Competency; Civil Service Performance

### 1. Introduction

In 21st Century, civil service institutions need to be managed with specific competencies due to the changing demand and complex world to provide services effectively and efficiently to the citizens (CSHR, 2017). Delivering quality services in civil service institutions is one of the most

<sup>1</sup>Consultant, Training Institution, Ethiopian Civil Service University, email: [daba.moti@yahoo.com](mailto:daba.moti@yahoo.com)

© 2023 Ethiopian Civil Service University (ECSU).

ISSN 2519-5255(print) ISSN 2957-9104(online)



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direct ways to promote the economic potential of citizens. The institutions should understand that citizens are their customers (Pauline, A., 2018). Managerial competencies have been defined as a set of Knowledge, skills, attitudes, motivations, abilities, behaviours, and values necessary to improve management performance in service delivery (CSCF, 2017). So, management competencies become a valuable source for achieving competitive advantages in civil service institutions (Gamarra, M., Giroto, M. & Amórtegui, L., 2019).

There are four forces leading to management competency. First, the nature of work has changed from mass production to consumer focused production. Second, globalization implies growing competition in which human resources play the role of key competitive assets. Third, the changing environment implies a growing competition between institutions. Fourth, flatter institutional structures imply the timely responses of service delivery to the citizens. These factors explain the growing importance of management competencies in civil service performance of the civil service institutions (Nunes, F., Martins, L. & Duarte, H., 2007).

For improving institutional performance, the management should be more focused on improving civil servant competencies. The level of influence given by civil servant competence is significant on organizational performance (Harits, B. & Bhagya, T., 2022). According to Braco, P. (2022), management competencies are taking into account three areas of activities. General Competencies (competencies required in any field of activity, and therefore, mandatory for all civil servants). Managerial and Leadership Competencies (competencies necessary to manage the activities of the institution's departments, therefore, they are mandatory for the heads of departments and their deputies) and Specific and Professional Competencies (competencies required in professional activities). Competency-based framework (CBF) has many benefits for civil service institutions. The flexibility of the framework and its simplicity are the key to its success. CBF is simple and easy to administer and built for a business purpose (Benayoune, A., 2019).

Therefore, civil service institutions require continuous research on factors affecting civil service performance in the current dynamic and highly competitive environment among public service institutions. The managements and employees of the institutions are valuable assets to the institution and if they are highly competent, they provide more services. So, in this competitive environment, it is necessary to know managements and employees competency towards their role and to measure the level of their institutions' performance with various aspects of management competencies affecting civil service performance. Efficient human resource management competency and improving their level of performance determines not only the performance of the institutions, but also growth and performance of the entire economy of the country (Bhatti, N. and Raza, A., 2011).

### ***Problem Statement***

Management competencies become a valuable source for achieving competitive advantages in civil service institutions. The government has designed and is implementing strategies, policies and plans to guide and manage the overall development of the civil service institutions. Achieving high performance in service delivery through the development of management

competencies accelerated and sustained economic development and is a key objective of the Government of Ethiopia (Darge, M., 2015). Management competencies have many benefits for civil service institutions. For institutions, they provide an action-oriented translation of what it looks like to demonstrate the values that are keys to success for the institution. For managers, they provide resources to help them select and develop employees and provide language to guide performance feedback. For employees, competencies offer a description of the standards of excellence for current roles and potential future roles (Haveesh, S. & Shantanu, D., 2020).

Although management competencies have yield many benefits, numerous scholars found that competency adoption still remains at infancy stage. Some institutions develop competency framework but they do not know how to implement them (Benayoune, A., 2019). According to Benayoune, A. (2019), lack of competency strategies, lack of integration with other talent management system, lack of delivering value for resources and lack of leading change that addresses technology and infrastructure issues are the major problems.

Blixt, C. and Kirytopoulos, K., (2017) found that management competencies are poorly developed; it is not fully explained and understood by both managements and employees; and difficult to practice. Its effectiveness and efficiency is also limited. It is highlighted that the integration with other human resource management systems is one of the main challenges. According to Blixt, C. & Kirytopoulos, K. (2017), the top challenges the managers face today include: communicating effectively with employees; confronting performance problems; making the right hiring decisions; managing conflicts within the team; retaining star employees in a competitive environment; and being a constant source of motivation.

Ethiopia has faced challenges in implementing management competencies in the country. Despite endowed with resources that can help bring about economic miracles for the country, poor management has contributed to the country's lowest economic and social indicators (Dibaba, S., 2015). Alemu, M. (2011) concluded that the inefficiencies and ineffective processes of organizational structure, management practices, outdated work processes, and procedures affected the service delivery system to the public sectors in Ethiopia. Chanyalew, M. (2014) also found that competencies in achieving desired outcome, delivering value for resource, managing quality service and service delivering at pace were the major problems facing Addis Ababa city administration. He also indicated that ill commitment of managers at all levels of the administration; and poor capacity and absence of skilled staff resulted in poor service delivery to the citizens. Darge, M. , (2015) found that the management of the civil service institutions did not work on management competencies to achieve the established objectives and factors influence performance of civil service institutions; and the level of management competencies is unclear.

From these literatures, it is understood that there are many competency challenges in which countries implement their management competencies and ensure professionalism in their civil service sector. These measures and efforts are dissimilar in different countries as well as in different institutions of a country. Thus, without examining the local context by investigating further research, drawing conclusions on the civil service performance in the context of Ethiopia

may lead to wrong decisions.

Due to these differences, research on management competencies' effect on civil service performance remains inconclusive and needs further investigation. There is a need, therefore, to understand the extent of management competencies and to examine factors affecting civil service performance. Thus, this study aims to obtain insights in to the management competencies that influence the civil service performance in both Addis Ababa and Adama City Administrations of Ethiopia. Since the problems are clearly defined, the aims and questions of this study are explicitly and clearly stated and are likely lead to problem solving outcomes of the institutions. Thus, the above statements guide the study in building up the following basic research questions.

#### ***Basic Research Questions:***

1. What are the levels of the civil service performance of each study area?
2. What are the most influencing factors on civil service performance of the two study areas?
3. What are the challenges in implementing management competencies in civil service institutions?

#### ***General and Specific Objectives***

The general objective of this study is to assess and compare the effect of management competencies' on civil service performance of the two study areas. The specific objectives are to:-

- Determine the levels of the civil service performance of each study area;
- Compare performances of each study area;
- Describe the relationships between and among the variables of each city administration;
- Indicates the extent to which the independent variables predict the dependent variable;
- Identify the most influencing factors on civil service performance of the two study area; and
- Pinpoint the challenges hindering the performance of the civil service institutions.

#### ***Significance and Policy Implications of the Study***

As competency is an important aspect of people's lives and most people spend a large part of their working lives at work, understanding and practicing management competencies in civil service institutions is crucial in improving civil service performance (Benayoune, A., 2019). This study lies in identifying the management competencies affecting the performance of civil service institutions. The findings of this study help both the management and employees of the institutions. It helps the institutions in understanding the most significant factors and improving the performance to achieve their respective institutional goals; and to solve practical problems in the way of improving their civil service performance. It also enables the employees to associate their performance and motivation with specific activities' results at work, thus, liberalizing civil servants' employment. The findings of this study will also be useful for academicians and

stakeholders to design appropriate competencies for effective and efficient service delivery performance of the institutions.

## **2. Literature Review**

### **2.1 Definitions and Concepts**

The most general description of civil service would involve civil servants and their activity while implementing the assigned functions and decisions made by politicians. In other words, it is a system of civil servants who perform the assigned functions of a public administration. The most common use of the term ‘civil service’ refers to the core and permanent administrative arm of government. It includes officials working in government ministries, departments and agencies (Schiavo, C.& Sundaram, P., 2001). Civil service reform is usually a supporting strategy for more general decentralization in government service delivery. One does not decentralize the civil service as an end in itself -- one does so in order to provide services better, manage resources more efficiently, or support other general outcome goals. The civil service as a whole can be seen as one of the main instruments with which the government fulfills its obligations. In the context of decentralization, this tool must often be reshaped in order to perform a new set of duties efficiently, equitably, and effectively. Reform of the civil service, therefore, is the process of modifying rules and incentives to obtain a more efficient, dedicated and performing government labor-force in newly decentralized environment (World Bank, 2014).

The National Training Policy (2012) emphasizes that there is an imperative need to move from the current system of rule-based Personnel Administration to competency-based system of Strategic Human Resource Management. For a shift towards competency-based approach, it is necessary to classify the distinct types of posts and indicate the competencies required for performing work in such posts. Each Government Department should classify each post with a clear job description and competencies required (Sarkar, K. 2014). Emotional Maturity is the ability to maintain a sense of professionalism and emotional restraint when provoked, when faced with hostility from others, or when working under conditions of increased stress (Sarkar, K., 2014).

According to Sarkar, K., (2014), many management experts have tried to define management. But, no definition of management has been universally accepted. To conclude, they said that various definitions of management do not run contrary to one another. Management is the sum-total of all those activities that (i) determine objectives, plans, policies and programmes; (ii) secure men, material, machinery cheaply (iii) put all these resources into operations through sound organization (iv) direct and motivate the men at work, (v) supervises and control their performance and (iv) provide maximum prosperity and happiness for both employer and employees and public at large.

According to Boyatzis, R. (2008), competency is a set of demonstrable characteristics and skills that enable; and improve the efficiency and the performance of a job. Competencies are not skills, although they are similar. Skills are learned, while competencies are inherent qualities an individual possesses – collaboration skills, knowledge and ability. Competencies are underlying

characteristics that are causally related with the job performance of individuals. Competencies are skills, knowledge, and capabilities that individuals should have possessed when completing assigned tasks or achieving the goals. (Boyatzis, R. 2008). The term competency refers to the inputs, or underlying attributes, required of a person to achieve competent performance (Hoffman, T., 1999). Competency refers to the description of measurable knowledge, skills, abilities, and attitudes (KSAs) that could be attained by learners (Koenen, A., Dochy, F. & Berghmans, I., 2015). Competency is a measure of an individual's ability in terms of their knowledge, skills and behavior to perform a given role." (Holt, J. & Perry, S., 2011).

Competency is the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success. To understand competencies, it is important to define the various components of competencies as follows (Roberts, T., Harder, A. & Lindner, J. 2022). Competency management is a practice that becomes more and more important in both private and public organisations, helping them to attract and develop talented employees, identify the right person for a job, performing succession planning, training analysis, and other core human resource functions (Draganidis, F. & Mentzas, G., 2006). Integrating competencies into recruiting and selection, training and development, workforce planning, performance management, and all HR programs "not only brings a new level of precision and sophistication to these processes, it also binds them together into a true integrated talent management lifecycle" (Schweyer, A., 2012).

## **2.2 Conceptual Framework**

Lithuanian Civil Service Competency Model (CSCM) consists of three groups of competencies: 1) General Competencies (competencies required in any field of activity, and therefore, mandatory for all civil servants); 2) Managerial and Leadership Competencies (competencies necessary to manage the activities of the institution (department), therefore, they are mandatory for the heads of departments and their deputies); 3) Specific and Professional Competencies (competencies required in professional activities. These are defined, taking into account both general and specific areas of activities) (Braco, P., 2022). According to Civil Service Human Resources (2017), the Civil Service competency framework supports the Civil Service Reform Plan and the performance management system. The competency framework sets out how we want people in the Civil Service to work. It puts the civil service values of honesty, integrity, impartiality and objectivity at the heart of everything we do Civil servants work in a huge range of jobs across the country and overseas but one thing we have in common is that we are here to support the elected Government, providing advice to help shape its policies and ensuring seamless and practical implementation in line with those policies.

According to Civil Service Human Resources Framework (2017), competencies are the skills, knowledge and behaviors that lead to successful performance. The framework outlines 10 competencies, which are grouped into 3 clusters: Set Direction; Engage People and Deliver Results. For each competency there is a description of what it means in practice and some examples of effective and ineffective behaviours at all levels. These indicators of behaviour are

not designed to be comprehensive, but provide a clear and consistent sense of what is expected from individuals in the Civil Service.

Thus, the MODEL of this study mainly adopted based on the conceptual framework models from Civil service competency framework by Civil Service Human Resources (UK, 2017); Civil Service Competency Framework By Grade – SMS 1, (UK, 2012); Civil Service Competency MODEL (Braco, P., 2022); and Competency Model (Rekašienė, R., & Sudnickas, T., 2014). This study mainly used three key independent clusters (Strategic Cluster; People Cluster; and Performance Cluster) that encompass ten independent management competencies as described in flowing fig. 2.1.

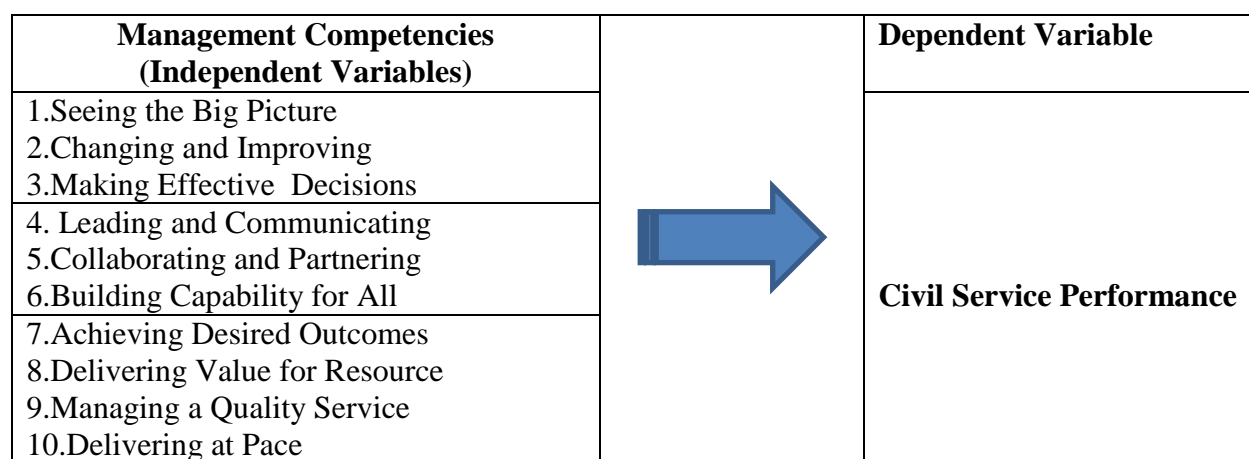


Fig. 2.1 The adopted model (2023)

### 3. Research Methods

#### 3.1 Description of the Study Areas

The study areas constitute both Addis Ababa and Adama City Administrations. Since all Sub-cities of Addis Ababa city administration have similar structures and functions, Bole and Yeka Sub-city were taken as a sample purposely because of their consistencies for data collection process. In case of Adama City Administration, seven offices were taken as a sample based on their similar functions with the Addis Ababa City Administration. The participants of this study were from both areas which have similar characteristics. For the sake of comparison of competencies affecting performance of civil service of the two study areas, seven similar civil service institutions that include Trade, Finance, Urban Development and Construction, Transport, Education, Health and Justice offices from each study area were taken as participants. The selection of these offices was based on the major three sectors of the Federal Civil Service Institutions of Ethiopia that include Finance and Economic; Social and Administration; and Justice Sectors.

### **3.2 Study Population and Sample Size Calculation**

Study population constitutes managers, experts and employees of the two study areas of which the respondents were selected randomly. The sample of this study is calculated by using Taro Yamane (Yamane, T, 1973) formula with 95% confidence level. Since the study focuses on two study areas, the sample size of each population is calculated proportionally. Accordingly, 695 respondents were selected from the two study areas.

### **3.3 Study Design**

The choice of appropriate research design largely relies on the type of the research questions that the study intends to deal with. so it is concerned to obtain answers to the basic research questions (Kumar, R., 2011). Since, the study concerns the assessments of management competencies effect on civil service performance as it exists at present, the study uses the descriptive research approach. As Kothari, C. (2004) articulates, the major purpose of descriptive research is a description of the state of affairs as it exists at present. Mixed research design is the most appropriate for this study. Both quantitative and qualitative data were collected. The quantitative research approach involves the generation of data in quantitative form which is subjected to rigorous quantitative analysis. It is specific, well structured, and is tested for their validity and reliability. On the other hand, qualitative data collection is exploratory; it involves in-depth analysis. Its collection methods mainly focused on gaining insights, reasoning, and motivations; hence, they go deeper in research.

### **3.4 Data Collection Tools**

Data collection tools (questionnaire, interviews and focused group discussions) were used to gather the required data. For the quantitative data, well-structured questionnaire with close-ended responsive/ numerical questions/ and open-ended non-numerical questions/ narrative/ were used to gather the data. The primary data were collected primarily from first hand sources through these data collection instruments. The close-ended quantitative method was organized using the Likert five scale format considered on 1-5 points scale. '1' represents the lowest level of agreement, whereas '5' represents the highest level of agreement. For the qualitative data, semi-structured questionnaire were used to gather the data through interview from top level managements of the institutions; and through focused group discussions from a mixture of customers, employees, experts and middle level managements of the institutions. The secondary data were collected from the research findings of various scholars on the topic under investigation to further triangulate and supplement the diverse data generated from different sources which in return used to make the research findings reliable.

### **3.5 Data Quality**

Data quality were assured using appropriate data collection process techniques such as giving orientation to data collectors about the contents of the questionnaire. The questionnaire was distributed for the respondents to be filled in with the help of data collectors. Data collectors assisted the respondents in case of difficulties in filling the questionnaire; and, in case, inform



problems that countered at the time of data collection immediately to the researcher; and the researcher has taken appropriate solutions. The interviews and focused group discussions also conducted by both the researcher and data collectors. Questionnaires checked for missing values and inconsistency. Those found to have missing values and inconsistencies were excluded from the study and considered as non-respondent.

### 3.6 Data Analysis Method

After the completion of data collection process, data screening, coding, entering and analyzing is made so as to check the consistency and validity of data collected with different tools. The quantitative data is analyzed through both descriptive and inferential statistics using SPSS software version 25. The descriptive statistics (frequency distribution, percentile, minimum, maximum, mean and standard deviation) were used to examine the general level of the determinant factors.

**The aggregate mean value:** The aggregate mean value of the responses on all the determinant factors that describes above the cut-off point of 2.5 is acceptable. According to Yalegama, S., Chileshe, N., & Ma, T. (2016), the result below 2.49 shows unacceptable, the result in between 2.50 and 3.34 shows average agreement which is acceptable and the result in between 3.35 and 5.00 shows high agreement to the level of performance of civil service of the institution. The following table describes the level of agreement in civil service performance.

**Table: 3.1** Standard levels of decisions

Low (Disagreement)	Average (Agreement)	High (More Agreement)
< 2.49	2.50 - 3.34	3.35 - 5.00
<49.9%	50% - 66.9%	>=67%

Source: Adopted from Yalegama, Chileshe and Ma (2016)

The inferential statistics is also used to consider the consistency, relationships and the extent of the effects of the independent variables on the dependent variable.

**Reliability test:** Cronbach's alpha is a reliability test designed to measure of consistency between different items of the same construct. According to Lombard, M. & Senekal, M. (2015), coefficients of 0.90 or greater are always acceptable, 0.80 or greater is acceptable in most situations and 0.70 may be appropriate.

**Correlation coefficient test:** Pearson correlation coefficient is a static tool that indicates the degree to which two variables are related to one another. According to Ahmed, M. (2015), the sign of a correlation coefficient (- or +) indicates the direction of the relationship between -1.00 and +1.00. Variables may be positively or negatively correlated. A positive correlation indicates a direct positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables. According to the above authors, the range of correlation coefficient(r) and strengthens of the correlation are described as follows.

**Table 3.2: Pearson Correlation**

Correlation coefficient(r)	Strength of the correlation
From 0.01 up to 0.09	Negligible association
From 0.10 up to 0.29	Low association
From 0.30 up to 0.49	Moderate association
From 0.50 up to 0.69	Substantial association
From 0.70 and above	Very strong association

**Coefficient of Determination:** The coefficient of determination (denoted by adjusted  $R^2$ ) is a key output of regression analysis. It is interpreted as the proportion of the variance in the dependent variable that is predictable from the independent variables. The coefficient of determination is the square of the correlation (r) between predicted variable and actual variable; thus, it ranges from 0 to 1. An  $R^2$  between 0 and 1 indicates the extent to which the dependent variable is predictable. The Durbin-Watson statistic will always have a value between 0 and 4. A value of 2.0 indicates that there is no autocorrelation detected in the sample. Values from 0 to less than 2 indicate positive autocorrelation and values from 2 to 4 indicate negative autocorrelation.

**Multiple Regressions Mathematical Equation:** In order to measure the extent of the effects of the independent variables on the dependent variable, multiple regression mathematical equation is described as follows.

*Civil Service Performance = f(SBP, CI, MED, LC, CP, BC, ADO, DVR, MQS and DP)*

$CSP = \beta_0 + \beta_1 SBP + \beta_2 CI + \beta_3 MED + \beta_4 LC + \beta_5 CP + \beta_6 BC + \beta_7 ADO + \beta_8 DVR + \beta_9 MQS + \beta_{10} DP$

Where: - *CSP = Civil Service Performance*

*SB= seeing the big picture,*

*CI= changing and improving,*

*MED= making effective decisions,*

*LC= leading and communicating,*

*CP= collaborating and partnering,*

*BC= building capability for all,*

*ADO= achieving desired outcomes,*

*DVR= delivering value for resource,*

*MQS= managing a quality service, and*

*DP= delivering at pace*

With the help of the above given equation, the effects of independent variables on the dependent variable is measured.  $B_0$  is the intercept term that gives the mean effect on dependent variable of all the variables excluded from the equation. Its interpretation is the average value of civil service performance when the stated independent variables are set equal to zero.  $B_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7, \beta_8, \beta_9$ , and  $\beta_{10}$  refer to the coefficient of their respective independent variables which measure the change in the dependent variable per unit change in their respective independent variables.

## **4. Results and Discussions**

### **4.1 Background Information of the Respondents**

The background information of the respondents is important in giving professional responses to each question. The information includes sex, age and educational qualification of the respondents. Positions in the institution and service years in the institution were also identified. As per the data collected, the respondents from Addis Ababa, 47.8% and 52.2% were female and male respectively while the respondents from Adama City Administration, 36.5% and 63.5% were female and male respectively. In both areas, the data indicates that most of the respondents are male. According to sex analysis the sample size of Adama City Administration respondents' gap is relatively high.

The information gathered on the age of respondents showed that in Addis Ababa City Administration, 35.3% of the employees are aged above 32 years while 30.9% in case of Adama City Administration. This shows that more of the employees of the City Administrations are youths who need practical based capacity building to serve the citizens. On the other hand, the gathered information on educational level shows that in both areas, most of the respondents have educational level of above diploma and most of them were first degree holders. This describes that the respondents have the right qualification in giving the right responses.

The data also describes that most of the respondents have a position of expert and above (76.6%) in case of the two study areas. This shows that the respondents have opportunities in ensuring reliable data on management competencies of their institutions. The information on service years of the employees in the institution showed that most of the respondents (about 90%) have worked for more than 2 years. This also describes that the respondents have the right qualification in giving the right responses.

### **4. 2. The Overall Responses of the Respondents**

In this section, details are given to the items of the assessment of management competencies effect on civil service performance. The respondents' perception in the assessment process is used as an instrument for identifying the determinant factors of civil service performance gap of the two study areas. The overall mean values of the responses of the two study areas are described as Table.4.1. As observed from Table 4.1, the mean value of all the responses of the items of the determinant factors of Addis Ababa City Administration shows 3.1808 while 2.9385 for Adama City Administration.

Since the results describes in between 2.50 - 3.34, the determinant factors' effect on civil service performance is in the range of average level of decision. Thus, relatively, Addis Ababa City Administration practices better performance in management competencies than Adama City Administration.

**Table 4.1:** The comparison of the overall mean values of the responses

Determinant Variables	Addis Ababa City Administration	Adama City Administration
Seeing the Big Picture	2.9487	2.5213
Changing and Improving	3.1160	2.8041
Making Effective Decisions	3.2365	2.7837
Leading and Communicating	3.1538	3.0665
Collaborative and Partnering	3.3543	3.1170
Building Capacity for All	3.2896	3.1534
Achieving Desired Outcomes	3.2131	3.0044
Delivering Value for Business	3.2293	2.9938
Managing Quality Services	3.1493	2.9832
Delivering at Pace	3.1178	2.9574
<b>Average Mean Value</b>	<b>3.1808</b>	<b>2.9385</b>

Source: Field survey (2023)

**Reliability Test:** Table 4.2 describes the reliability of the construct items using Cronbach's alpha. Since the value for the two study areas are above 0.70 for all variables, the data collected from respondents was reliable and consistent with the scale. This indicates that the result confirmed the reliability and consistency of the questionnaire. Therefore, the data gathered in terms of the items of the determinant factors is used for regression analysis.

**Table 4.2:** Reliability analysis of the determinant factors

Determinant Variables	No. of items	Cronbach's alpha	
		Addis Ababa City Administration	Adama City Administration
Seeing the Big Picture	4	.860	.862
Changing and Improving	4	.796	.783
Making Effective Decisions	4	.821	.730
Leading and Communicating	4	.886	.867
Collaborative and Partnering	4	.837	.828
Building Capacity for All	4	.815	.797
Achieving Desired Outcomes	4	.803	.690
Delivering Value for Business	4	.820	.809
Managing Quality Services	4	.831	.880
Delivering at Pace	4	.850	.830
Civil Service Performance	3	.830	.837
<b>Average Mean Value</b>		<b>.8317</b>	<b>.8103</b>

Source: Field survey (2023)

**Correlation Test:** In this section, the associations are tested based on the Pearson correlation result. Table 4.3 describes the correlation between the independent variables and the dependent variable; and among the independent variables. The result shows that the existing practices of the determinant factors have different association levels which describe moderate, substantial and very substantial association. All have positive relationship and statistical significant at 0.01 level. This implies that an increase in determinant variables will bring an increment in civil service performance.

**Table 4.3:** Pearson Correlation result of Addis Ababa City Administration

	Correlations										
	SBP	CAI	MED	LAC	CAP	BCA	ADO	DVB	MQS	DAP	CSP
Seeing the Big Picture	1	.692**	.619**	.616**	.477**	.461**	.471**	.515**	.567**	.768**	.713**
Changing and Improving	.692**	1	.631**	.553**	.491**	.480**	.389**	.486**	.540**	.586**	.658**
Making Effective Decisions	.619**	.631**	1	.696**	.545**	.575**	.545**	.575**	.587**	.637**	.617**
Leading and Communicating	.616**	.553**	.696**	1	.591**	.534**	.529**	.618**	.574**	.635**	.614**
Collaborative and Partnering	.477**	.491**	.545**	.591**	1	.549**	.478**	.564**	.484**	.524**	.515**
Building Capacity for All	.461**	.480**	.575**	.534**	.549**	1	.611**	.655**	.536**	.555**	.506**
Achieving Desired Outcomes	.471**	.389**	.545**	.529**	.478**	.611**	1	.766**	.629**	.616**	.587**
Delivering Value for Business	.515**	.486**	.575**	.618**	.564**	.655**	.766**	1	.717**	.638**	.639**
Managing Quality Services	.567**	.540**	.587**	.574**	.484**	.536**	.629**	.717**	1	.695**	.679**
Delivering at Pace	.768**	.586**	.637**	.635**	.524**	.555**	.616**	.638**	.695**	1	.788**
Civil Service Performance	.713**	.658**	.617**	.614**	.515**	.506**	.587**	.639**	.679**	.788**	1

Source: Field survey (2023)

Table 4.4 shows the correlation result that implies different association levels which is low, moderate and substantial association between and among the variables. But all have positive relationship and statistical significant at 0.01 level. This implies that an increase in determinant variables will bring an increment in management competencies.

**Table 4.4:** Pearson Correlation result of Adama City Administration

Correlations

Determinant Variables	SBP	CAI	MED	LAC	CAP	BCA	ADO	DVB	MQS	DAP	CSP
Seeing the Big Picture	1	.583**	.569**	.406**	.303**	.268**	.391**	.404**	.428**	.405**	.338**
Changing and Improving	.583**	1	.686**	.430**	.415**	.337**	.356**	.341**	.306**	.265**	.257**
Making Effective Decisions	.569**	.686**	1	.513**	.408**	.376**	.367**	.349**	.344**	.314**	.296**
Leading and Communicating	.406**	.430**	.513**	1	.494**	.479**	.496**	.526**	.515**	.501**	.420**
Collaborative and Partnering	.303**	.415**	.408**	.494**	1	.584**	.462**	.468**	.432**	.353**	.380**
Building Capacity for All	.268**	.337**	.376**	.479**	.584**	1	.583**	.484**	.390**	.367**	.412**
Achieving Desired Outcomes	.391**	.356**	.367**	.496**	.462**	.583**	1	.649**	.467**	.446**	.465**
Delivering Value for Business	.404**	.341**	.349**	.526**	.468**	.484**	.649**	1	.665**	.645**	.514**
Managing Quality Services	.428**	.306**	.344**	.515**	.432**	.390**	.467**	.665**	1	.880**	.784**
Delivering at Pace	.405**	.265**	.314**	.501**	.353**	.367**	.446**	.645**	.880**	1	.730**
Civil Service Performance	.338**	.257**	.296**	.420**	.380**	.412**	.465**	.514**	.784**	.730**	1

Source: Field survey (2023)

The Pearson Correlation coefficients of the two study areas describe different association. In case of Addis Ababa City Administration, all the determinant factors have substantial and above association. In case of Adama city Administration, the determinant factors have low, moderate, substantial and very substantial association. This shows that the relative association of the independent variables with the dependent variables of Addis Ababa City Administration has better association than Adama City Administration.

**Coefficient of Determination:** - As shown in table 4.5, the overall bundle of determinant factors of Addis Ababa City Administration implies that 70.2% of civil service performance in the institution clearly depends on the independent variables while the remaining 29.8% is determined by other unaccounted factors. The result of the Durbin-Watson value is 1.939 that indicates significant and approximate to 2. The F result  $F=66.266$  which is greater than 1 and  $P=0.000$  which is  $P<0.01$  indicates that the combination of determinant factors have positive effect on civil service performance which is statistically significant and confident at 99%.

Table 4.5 also shows the overall bundle of determinant factors of Adama City Administration. As shown in table, the overall bundle of determinant factors of Adama City Administration explains 63.5% ( $R^2 = 0.635$ ) of the dependent variable. This implies that 63.5% of civil service performance in the institution clearly depends on the independent variables while the remaining 36.5 % is determined by other unaccounted factors. This value indicates that there is almost 63.5% variation in dependent variable due to a one unit change in independent variables. The result of the Durbin-Watson value is 1.691 that is significant and approximate to 2. The F value is 49.922 at 0.000 significant level which shows that the model is good as its value is less than 0.05. The result  $F = 49.922$  which is greater than 1 and  $P < 0.01$  indicates that the combination of determinant factors have positive effect on the dependent variable which is statistically significant and confident at 99%. The comparative analysis describes that the two study areas have almost similar characteristics in factors determining the civil service performance of their institutions.

Table 4.5 Comparison of model summary of the two study areas

			R Square Change	F Change	df1	df2	Sig. F Change	
Addis Ababa	.702	.47239	.713	66.266	10	267	.000	1.939
Adama	.635	.45720	.648	49.922	10	271	.000	1.691

Source: Field survey (2023)

**Regression Analysis:** - Regression analysis is a systematic method that is used to investigate the effect of each overall bundle of determinant factors on the dependent variable. The higher the beta value indicates the strongest its contribution to the dependent variable. The objective of using regression equation is to make more effective at describing and predicting the stated variables based on their contributions to the dependent variable. Therefore, the regression result of Addis Ababa City Administration is described as shown below.

$$CSP = 0.118 + 0.111SBP + 0.258*CAI + 0.004MED + 0.035LAC + 0.023CAP + 0.080BCA + 0.086ADO + 0.105DVP + 0.130*MQS + 0.395*DAP$$

Accordingly, delivering at pace (Beta=0.395) makes the strongest contribution in explaining the dependent variable in which the result reveals that a one unit increase in delivering at pace would lead to a 0.395 unit increase the level of civil service performance and followed by changing and improving (B=0.258) and managing quality services (B=0.130) which these determinant factors have a statistically significant contribution (Sig < 0.05). On the other hand, all the seven independent variables have positive contributions but they are statistically insignificant.

The regression result of Adama City Administration also shows that all independent variables have positive contributions to the civil service performance. But, the contributions of each independent variable are different. The estimated regression model is also shown below.

$$CSP = 0.820 + 0.022SBP + 0.003CAI + 0.015MED + 0.042LAC + 0.007CAP + 0.098*BCA + 0.151*ADO + 0.140*DVP + 0.547*MQS + 0.187*DAP$$

Accordingly, building capacity for all (Beta=0.098), achieving desired outcome (Beta=0.151), delivering values for business (Beta=0.140), managing quality services (Beta=0.547), and delivering at pace (Beta=0.187) are the determinant factors that have a statistically significant contributions (Sig < 0.05). On the other hand, all the other five determinant factors have insignificant contribution to the dependent variable.

The comparative analyses of the two study areas show that all determinant factors of the two study areas describe positive contributions in predicting the dependent variable. Though the contribution of determinant factors of Addis Ababa City Administration contributes to the dependent variable than Adama City Administration, they do have almost similar characteristics in factors determining the civil service performance of their institutions.

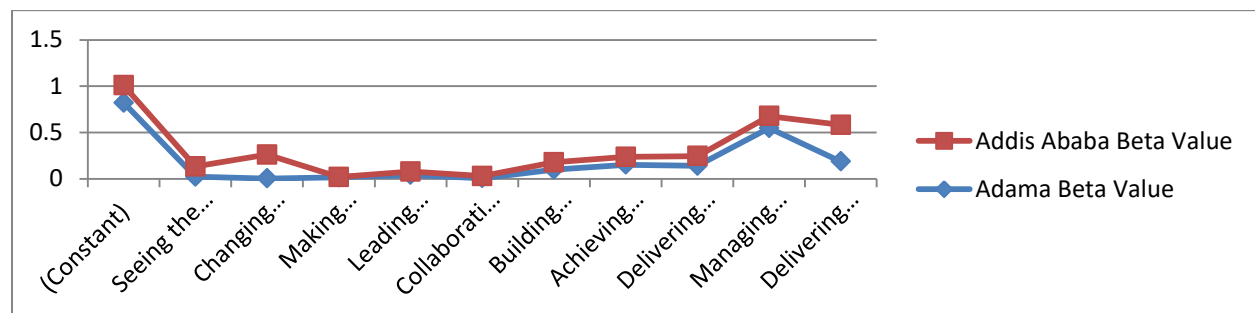


Fig.4.1 Comparison of the Beta values

#### 4.6 Discussions

According to Laima, L. (2017), Liukinevičienė, L. (2017), Rekašienė, R., & Sudnickas, T. (2014), and Braco, P. (2022), seeing the big picture, changing and improving, making effective decisions, leading and communicating, collaborative and partnering, building capacity for all, achieving desired outcomes, delivering value for business, managing quality services and delivering at pace are the most determinant factors of management competencies in civil service performance.

Julius Odenge (2009) found the existence of a significant positive relationship between management competencies and civil service performance. According to Julius, O. (2009), institutions have high management competencies that led into high civil service performance. Martin, G. & Staines, H. (2008) examined the importance of management competencies in civil service institutions. They found that lack of managerial competencies resulting from inadequate experience; skills and personal qualities are the main reasons for the poor civil service



performance of the institutions. They also found that education, training and experience of managers are important and significant factors in order to realize high civil service performance.

On the other hand, this study describes the average mean score of the determinant factors. But, the significance of the determinant factors are different within the institution as well as between the institutions. Generally, this study describes that all determinant factors have average level of contributions in determining the civil service performance. However, the past literatures, it is observed that the significance of determinant factors affecting civil service performance for different institutions is different at different times. From this study, it is also observed that all independent variables have positive and some have significant contributions to the civil service performance. This study's result favors some of the earlier researches.

## **5. Conclusion and Recommendation**

### **5.1 Conclusion**

The determinant factors have average level predictive power for the dependent variable for both study areas. The coefficient of determination describes that the two study areas have almost similar characteristics in factors determining the civil service performance of the institutions. The Pearson Correlation coefficients of the two study areas also describe positive relations and statistically significant between and among the variables. The results suggest that there are no considerable differences in relation to the determinant factors that have a significant impact on civil service performance.

Although implementation practices of civil service performance have brought about acceptable results for both study areas, they are not free from some limitations. Lack of clear development of long-term strategies; lack of encouraging and recognizing creative ideas of employees; lack of stakeholders and partners involvement in decision making process; lack of understanding the strategic importance of competent people; lack of continuous learning and self-development; lack of maximizing resource value and Lack of managing customer services to continuously ensure delivery of professional excellence; and lack of using modern technology are the major limitations pinpointed.

Therefore, the institutions should highlight success parts in the implementation process of the determinant factors that should be developed and limitations that should deserve the attention of concerned bodies of the institutions to take corrective measures. Based on the findings and conclusion made, I have come up with the following recommendations.

### **5.2 Recommendation**

The study identified major limitations which together conspire to work against achieving high standards of civil service performance in the institutions. To enhance the performance of civil service institutions and their competitiveness, the institutions need to improve and strengthening the effectiveness of contributing factors. Accordingly, the following recommendations are offered.

- Seeing the Big Picture: Seeing the big picture is about having an in-depth understanding the wider public needs. To see the dig picture of the institutions, the institutions should

shape strategies and plans which help put into practice and support the departments' vision and long-term direction, including those shared with other departments by involving all the stakeholders of the institutions

- **Changing and Improving:** People who are effective in this area are responsive, innovative and seek out opportunities to create effective change. The institutions should identify changes that quickly transform flexibility, responsiveness and quality of services.
- **Making Effective Decisions:** Effectiveness is about being objective; using sound judgment, evidence and knowledge to provide accurate, expert and professional advice. Management should create evidence based strategies, evaluating options, impacts, risks and solutions. The institutions should ensure involvement and consultation where necessary and take decisive action when required and take quick, confident decisions at a strategic level to move things forward
- **Leading and Communicating:** Management effectiveness is about leading from the front and communicating with clarity, conviction and enthusiasm. The institutions should lead from the front, communicating and motivating people towards stretching goals and Communicate with conviction and clarity in the face of tough negotiations or challenges
- **Collaborating and Partnering:** Management competencies are about delivering business objectives through creating an inclusive environment, encouraging collaboration and building effective partnerships with other related institutions to help get business done. The institutions have to proactively create, maintain and promote a strong network of connections with colleagues across the department and encourage and establish principles of working effectively across boundaries to support the business
- **Building Capability for All:** Management competency is about having a strong focus on continuous learning for oneself, others and the institution. It is about talent management and ensuring a diverse blend of capability and skills to meet current and future business needs. Thus, the institutions should encourage work-place based learning, ensure colleagues take responsibility for their own learning and share it to build institutional capability
- **Managing a Quality Service:** Managing quality service is about creating an environment to deliver operational excellence and creating the most appropriate and cost effective delivery models for public services. The institutions should clarify and articulate the diverse requirements of customers and delivery partners to support effective delivery and Work collaboratively with customers or service delivery partners to manage and deliver against service level agreements.

### **Acknowledgment**

First and for most, I am profoundly indebted to my University, ECSU, who sponsored the whole burden of covering all expenses that would help me to accomplish my study. I also thank all the participants in giving their responses following the data collection instruments. I would like also to express my heartfelt gratitude for the blind reviewers who gave me incredible comments and suggestions to improve the paper.

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