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## RESEARCH ARTICLE

### SKILLS DEVELOPMENT AND EMPLOYEE PERFORMANCE IN THE PRIVATE SECURITY INDUSTRY IN KENYA: AN EMPIRICAL PERSPECTIVE

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#### ABSTRACT

The main objective of the study was to establish the influence of skills development on employee performance in the Private Security in Kenya. The significance of the study is to improve employee performance, address the skills gap, and suggest policy frameworks towards achieving decent work in the sector. The study adopted descriptive research design and positivism research philosophy. The study unit of observation was the Private Security Guards. Triangulation was adopted in sampling techniques and data collection tools. The pilot test of 10% of the sample size was used. Both descriptive statistics, statistical inferences and hypothesis testing was conducted, to help draw a robust, credible and objective conclusion. Majority, 78 (52%) of the respondents strongly agreed that soft skills enhances performance. The regression result showed that there is statistically significant relationship between skills development and employee performance with the regression coefficient of 0.065. This implies that, *ceteris paribus*, a unit change in the score of skills development leads to 0.065 units change in the score of employee performance. Hence, recommends implementation of policies that promote employee on-boarding, employability, and computer skills. Employees need to re-skill, up-skill and cross-skill, while integrating soft and technical skills. The study further suggests that sector skills plan, provision of skills development fund to support apprenticeship and a robust labour market information systems is imperative.

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## INTRODUCTION

In the World of Work, skills development is an incentive and vital for economic development of a country and its people, since it encourages competitiveness of employees and employers in businesses. Providing the right skills at the right time, the global demographic, technological, trade, climate change and shift in employer employee relationships have major implication on sectoral approach to reinforce good practices in skills development (ILO, 2016). This in turn leads to sustainable performance and innovation (Miller, 2019). Similarly, Omolo (2014) noted that skills development programmes enable employees gain employability. According to ILO (2018) report on enhancing youth employability - importance of core work skills, employability skills are potable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within enterprise and between jobs, and to cope with changing technology and labour market conditions (ILO, 2018).

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This supported the choice of study indicators for skills development which included: employability skills, on-boarding, skills mismatch, skills anticipation and Information Technology (IT systems). Skills Development, therefore, simply means developing one's skills to add value to the organization as well as individuals' own career development. Elphick-Moore (2012) defined skills development as what we do to improve productivity in the workplace, competitiveness of the individuals and businesses, improving the quality of work life of workers, and their mobility. In addition, Kajewski and Madsen (2013) in their study on demystifying 70:20:10 Model, found that 70% of one's development come from informal learning on-job, experience based, stretch projects and practice. While 20% come from coaching, mentoring and developing others and lastly, 10% come from formal, learning interventions, workplace raining and structured courses. The model 70:20:10 models was formulated by three researchers – Morgan, Lombardo and Robert in 1980, who researched on key developmental experiences of successful managers. The model practically applies in the work place and a reflection of employees' career development path. In addition, skills and skills enhancement are essential component of all efforts in the world of work (World Bank, 2014). Therefore, upgrading and enhancing the relevance of skills training and improving access to skills for more women and men can help countries move to

a virtuous circle of higher productivity, more employment of better quality, income, growth and development (ILO, 2014). Skills are particularly important for the development, economic diversification and transforming of low-income countries (Adams, Silva and Razmara, 2013). Skills are at the core of improving individual's employment outcomes and increasing countries productivity and growth (World Bank, 2014), and that the job relevant skills are critical. World Bank (2010) defines job relevant skills as a set of competencies valued by employers and useful for self-employment, they include: problem-solving skills, learning skills, communication skills personal skills and social skills. Skills development is among the greatest challenges facing countries, enterprises and people all across the world today (ILO, 2014). A survey conducted in Germany by Gummer and Stuchtey (2014) also revealed that 64% of private security companies noted they have difficulties in finding suitably qualified candidates.

A substantive body of evidence shows that different skill levels have large economic effects for individuals, employers, regions and whole national economies. Muzaffar, Salamat and Ali (2012) noted that, to increase the employee's performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by staff through delivering applicable training. Most organizations use education as an indicator of a person's skill levels or productivity, they frequently employ it as a prerequisite in hiring decisions (Yasir *et al.*, 2013). In Kenya, the labour market is characterized by co-existence of trained unemployed manpower alongside skills shortages in some areas within the market (RoK, 2012). The argument is supported by Federation of Kenya Employers (FKE) report of 2018 on skills mismatch survey which found that, in Kenya graduates are slowly squeezing out the diploma and certificate qualified persons in the job market. This is a clear indication that Kenya is a highly skilled economy with more people. However, one of the key challenges in Kenya's labour market is identifying the core and critical skills. According to (RoK, 2012), the weakness in skills development is partly attributed to inadequacy in the framework for promoting skills and training in the country. Skills development has the potential to significantly improve the employability of the Kenyan workforce especially of the youth and women (AfDB, 2014).

The Government of Kenya has put in place existing policy and legal frameworks that supports and streamlines skills development. According to RoK (2017), there are government policy instruments and private sector initiatives that have been developed to address these challenges of skills shortages and mismatch. Some of the government policy and legal instruments are geared towards addressing training at three levels, which includes: Education Act Cap 211, SME Sessional Paper No 2 of 2005, Technical Vocational, Education and Training (TVET) Strategy 2008, TVET Act, Industrial Training Act 237, Employment Act Revised 2012 (2007) and Ministry of Youth Affairs and Sports Curriculum for Youth Polytechnics. In 2018, the Government of Kenya introduced the Competence Based Education and Training (CBET) in the TVET institutions to enhance skills development, and produce internationally competitive workforce. Despite these interventions in place, a report by FKE (2018) on skills mismatch also found that the reason for hard to fill vacancies that have taken more than 6 months is due to lack of job relevant skills at 22 per cent and lack of experience at 19 per cent.

The researchers and policy makers have to support the practical skills acquisition in the world of work in readiness to address the emerging issues and challenges in the future of work.

**Performance of the Private Security Industry:** Employee performance is in most cases measured in term of indicators, thus performance can be defined as the process of functioning in a stipulated predetermined manner and achieving the expected results within its framework and success of every organization (Dubey and Yakkuldevi, 2015; Irimescu and Banacu, 2015). Implying that performance can be measured in terms of effectiveness and efficiency, personal data such as measures of accidents, turnover and absence among, and this depends on the quality of human resources, and prevailing working conditions.

The performance of PSI is reflected in Kenya's economy which is estimated to have expanded by 5.9 per cent in 2015, compared to a growth of 5.3 per cent in 2014 (Rok, 2016). Mulupi (2014) noted that KK security holds more than 70% of security contracts for embassies in Kenya and that the PSI is a booming business. Mulupi (2014) reported that Private Security Industry Chief Executive Officers noted major challenges such as competition, managing cooperation with public authorities and keeping standards; improving standards; customer needs have evolved and increasing demand to increase skilled manpower and install additional equipment increased. The latest data at the time the study was conducted, showed that the private security guards are about 500,000 by 2017. On average Nairobi had a total of 150, 000 security guards, from registered companies by 2017, during the period when the study was conducted.

The private security firms in Kenya offers services such as Radio Alarm Services; Guarding Services; Access Control Systems; Closed Circuit Television (CCTV); Valuables in Transit/Overnight Valuable Storage; Vehicle Tracking and Fuel Management; Fire Safety; Background checks; Employment screening; Vetting services and Emergency Solutions among others. The report by Secprotect East Africa (SEA) in 2016, classified the services as: Fire protection and rescues; homeland security and policing; commercial security; Information Technology and Data protection; cyber crime; disaster management/environment protection and safety and health services (SEA, 2016).

**Statement of the Problem:** In Kenya, there has been an increased trend in critical skills gap and mismatch among employees in the labour market, both informal and formal sector. This is according to the 2010/2011 National Manpower Survey basic report quoted in FKE (2018) report on skills mismatch survey findings. In addition, it has been observed that there exist gaps in human skills (trainees and trainers), curriculum and technology do not adequately address the ever-changing skill and technology need (RoK, 2017). This is an indication that the labour market is characterized by co-existence of trained unemployed manpower alongside skills shortages in some areas within the market (RoK, 2012). Goldman (2014) and Ouma (2014) reported that the guards and cash heists, is a problem of professionalism. Mulupi (2016) reported that major retailers were losing about Ksh.3.5 billion every year through theft. In addition, a survey by KAM in 2012 also showed that 33% of Kenya's firms reported crime as a serious problem, accounting for losses of nearly 4% on

annual sales and businesses allocates about 3% of their operating budgets to private security services and security upgrade annually (KPMG, 2012). The report by World Bank Enterprise Survey (WBES) of 2013 also indicated that 1.3% of 781 firms in Kenya who responded, experience losses of properties due to theft and robbery as well as loss of lives (WBES, 2013). One of the key challenges in Kenya's labour market is identifying the critical skills. In addition, according to (RoK, 2012), the weakness in skills development is partly attributed to inadequacy in the framework for promoting skills and training in the country. According to AfDB (2014), skills gap is impounded by weak linkages between the private sector and the Technical Education and training (TVET) curricula, resulting in mismatch between the supply of and demand of skills. According to ILO (2015), skills mismatch exacts economical and social costs at all levels – individual, business and government and are as a result and contributory cause of structural unemployment. According to Omolo (2015) and Murunga, (2015), in their studies stated that PSI face fierce competition while the PSGs face challenges such as inadequate training, no training institution providing standardized training; critical skills shortages; job insecurity; poor recruitment strategies; externalization; unhealthy work environment, precarious work and poor remuneration, affecting employee performance. This is in contrary to the provisions of Decent Work Agenda, and Article 41 of Kenya's Constitution which confers every worker the right to fair labour practices and reasonable working conditions (RoK, 2010).

**Objective of the Study:** To determine the influence of Skills Development on Employee Performance in the Private Security Industry in Kenya.

### Hypothesis

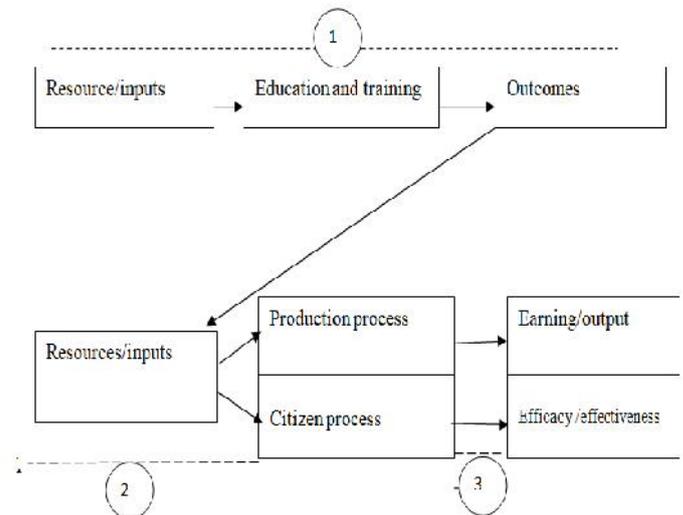
**The study was guided by the Null Hypothesis.**

$H_{01}$ : Skills Development has no significant influence on employee performance in the Private Security Industry in Kenya

### UNDERPINNING THEORIES AND MODELS

**Human Capital Theory:** Becker, in 1964 elaborated the notion of human capital in the context of neoclassical economics. While Schultz, had set out to map how rates of return from education could be calculated in countries with different levels of income, different attitudes to forgoing earnings to develop human capital. The theory is rooted from the field of macroeconomic development theory by Schultz in 1993. Human capital theorists have typically argued that organizations can increase their human capital by internally developing the knowledge and skills of their current employees. Malose and Boris (2012) developed a model that he used to explain the human capital theory. Swanson (2001) cited in Malose and Boris (2012), explained the relationships as follows; Relationship 1 in Figure 2.2 represents the concept of production functions as applied to education and training. Relationship 2 in Figure 2.1 represents the human capital relationship between learning and increased productivity. Relationship 3 in Figure 2.1 represents the human capital relationship between increased productivity and increased wages and business earnings.

In the study, Human Capital Theory supports all the variables: training, knowledge management, skills development and talent acquisition as independent variables. The theory is very relevant in every situation in the workplace since human capital is a collection of various resources such as knowledge, talents, skills, ability, experience, intelligence, training, judgment and wisdom possessed individually or collectively in order to effectively enhance organizational performance. In conclusion, human capital contributes to the organizational competitive advantage and profits maximization. The Figure 2.1 below shows the model of human capital theory.



Source: Adopted from Malose and Boris (2012).

**Figure 2.1: A Model of Human Capital Theory**

**Delta Model:** Hax and Wilde II in 2003 developed a strategy framework that called Delta Model. Delta being the Greek letter that stands for transformation and change. To integrate technology in HCM practices, Hax and Wilde II felt that the new technology surrounding the internet provides novel and effective ways to link to the customers (both internal and external) and to the extended enterprise, opening up new sources of strategic positioning that should be properly evaluated (Hax, 2010). The Delta Model has the ability to complement the perspectives of Porter's frameworks and the Resource-Based View of the firm and provide the integrative glue that may result in one unified strategy framework. Team FME (2013) states five key factors that Porter's Model uses to identify and evaluate potential opportunities and risks. The Porters forces include: Three horizontal forces that comprises: The threat of substitute produce or services; the threat of established rivals and the threat of new entrants; and the horizontal forces include: the bargaining power of suppliers and the bargaining power of customers. The Resource-Base View (RBV) was articulated into coherent theory by Wernerfelt formulated in 1984. The theory states that competitive advantage of a firm lies primarily in the application of rare, non-substitutable, imperfectly imitable, and valuable intangible and tangible resources at the firm's disposal (Francisco, 2015). The top triangle, system lock-in is addressing full network as the relevant scope, and gaining of complementary share as the ultimate objective and the system economics as the driving force. The Delta Model's customer bonding is the driving force in strategy development. The classic strategy frameworks emphasize a product orientation.

They pit competitor against competitor in a rivalry where the outcome is determine by who has the best product. The Delta model supports employee performance in the study. It was chosen since it combines Porter’s frameworks and the Resource-Based View, as underpinning theory for strategic positioning. The Delta Model strikes a balance between the external fit, internal fit and fit between the macro and micro level of HCM for organizations competitiveness and sustainable performance. The argument is that, *ceteris paribus* human capital enhances performance, however, there are other underlying factors that can enhance performance. The predicted and unpredicted factors HCM can arise due internal or external forces in a business environment, which calls for contingency and strategic approach to promote competitiveness Figure 2.2 shows the Delta Model.

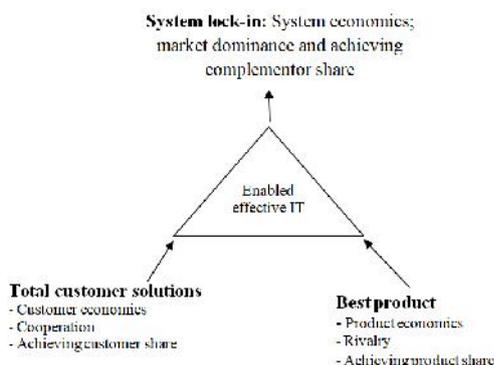


Figure 2.2: The Triangle – Three Distinct Strategic Positions  
Source: Adapted from Hax (2010)

EMPIRICAL REVIEW

Morakabi and Hendrick’s (2012) conducted a study to determine the relationship between skills development and job satisfaction. The study adopted a case study and exploratory research design. Questionnaire was used as the data collection tool. The study adopted descriptive statistical analysis. The study response rate of 70.8 per cent was achieved. The study result found employees have positive perception regarding skills development. Mehrabani and Mohamad (2015) conducted a study to develop leadership skills development model and measure, based on its effect on organizational effectiveness and moderator effect of knowledge sharing. Using survey, this paper investigated the validation of measures and model of the study. Reliability and validity was tested. The study findings proposed a structural mode and measure of leadership skills development. Ibrahim, Boerhannoeddin and Bakare (2017) carried out a study to investigate the effect of soft skills and training methodology on employee performance. The study adopted quantitative research approach and questionnaires were administered among selected managers and executives of few. The study emphasized that soft skills acquisition brings about increase in employee work performance in Malaysian private companies. The study found that soft skills acquisition leads to 14.5 per cent increase on employee work performance in the selected private companies studied.

CONCEPTUAL FRAMEWORK

Conceptual framework is a pictorial representation of the study variables, both independent and depend variables. It actually shows how the independent variable influences the dependent variable, employee performance. The study indicators studied

under skills development were: employability skills, on-boarding, skills mismatch, skills anticipation and Information Technology (IT systems). Figure 2.3 shows the conceptual framework.

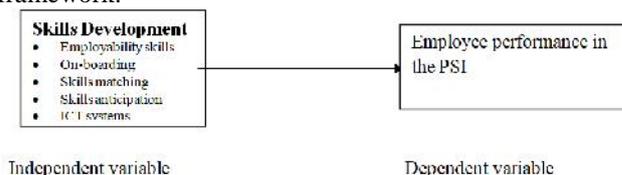


Figure 2.3. Conceptual Framework

METHODOLOGY

The study adopted descriptive research design and positivism research philosophy. Kothari and Garg (2014) describe a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Therefore, descriptive research design is relevant for this study since it seeks to describe the phenomenon and report the findings as it is. The study also adopts positivism research philosophy since it seeks to obtain the objective truth or reality. The researcher took a viewer/observer approach. This concurs with the views Aligu, Bello, Kasim and Martin (2014) who argued that positivism could be regarded as a research strategy and approach of the viewer and observer. The study unit of observation was the Private Security Guards. The target population was 150,000 and the sample size was 213. Triangulation was adopted in sampling techniques and data collection tools. The pilot test of 10% of sample size was used. Both descriptive statistics, statistical inferences and hypothesis testing was conducted, to help draw a robust, credible and objective conclusion.

RESULTS

**Response Rate:** In this study the total response rate comprised 150 respondents which translates to 150(70.42%) of the total sample size 213, while 63(29.58%) did not return/respond to the questionnaires. The response rate of (70.42%) gave the study high degree of representativeness that could be relied upon confidently to generalize the respondents’ views on this study. According to American Association for Public Opinion Research (AAPOR) report of (2015), the average and also reasonably acceptable response rate is 60% +/-20 that can be used to generalize the characteristics of the study problem as expressed by opinions of the respondents in target populations, meaning that anything below 40% is not reasonably acceptable and would generate validity issues. Hence, the study achieved the response rate threshold as shown in Table 4.1.

Table 4.1 Study Response Rate

Questionnaires	Frequency	Percent
Response	150	70.42
None Response	63	29.58
Total issued	213	100

DEMOGRAPHIC CHARACTERISTICS

This section presents the demographic information of the study respondents which includes, age, gender, education,

employment status, salary and hours of work. The demographic information was considered important since the results could be linked or could influence the survey outcomes.

**Age:** The study found that the majority (66.67%) of the Private Security Guards who responded to the study were in the age bracket of 18-35 years old. This implies that the PSI attracts youthful workforce. According to Article 260 of Kenya's Constitution, the youth are those who are in the age range of 18-35 years. The study results also shows that (26.67%) of the study respondents are in the age range of 36-47 years, (5.33%) are in the age range of 48-64 years and (1.33%) are in the age range of 65 years and above. Ngari (2015) study results in the PSI in Kenya showed that age bracket 20-40 (59%). Similarly, a study by Friedrich Ebert Stiftung (2011) on Wages and Working Conditions of Private Security Workers in Ghana showed that more than half of the study respondents, (54%) are between ages 15-35 years, who are considered as youth. Table 4.2 age of the respondents.

**Table 4.2. Age**

Age	Frequency	Percent
18 – 35	100	66.67
36 - 47	40	26.67
48 – 64	8	5.33
65 and above	2	1.33
Total	150	100

**Gender:** The study result shows that (66.67%) were males, while (33.33%) were females. This translates to 1 (female) in 2 (male) guards. This is an indication that the PSI is still a male dominated sector; however, the female employees are slowly coming up and breaking the barrier. The study results concurs with that of Murunga (2015), who found that majority of the security guards (79% ) were males and (21%) were female. There is need for more interventions towards achieving gender equality in employment. Tochi (2018) stated that according to World Bank report in 2018, achieving gender equality could increase human capital wealth by 18 per cent. Table 4.3 shows the gender of the study respondents

**Table 4.3. Gender**

Gender	Frequency	Percent
Male	100	66.67
Female	50	33.33
Total	150	100

**Level of Education:** In this study, the results show that nearly all the respondents have some level of education, 13(8.67%) of the study respondents have attained primary level education, 105(70%) of the study respondents have attained secondary level education while 29(19.33%) of the study respondents have done some certificate courses, 3(2%) have done diploma level courses. This concurs with the findings. The study results concurs with Murunga(2015) who found that majority of the security guards (53%) attained secondary level, (26%) attained certificate level and (13%) attained diploma level. In addition, the result concurs with that of FKE (2018) which revealed that in the private security sector, 5 per cent are degree holders and 91% don't have degrees., and no respondents were graduates. The survey results concurs with the views of Githinji (2014), who noted that majority of the PSGs have low levels of education and those with higher education would not want to venture or remain in the sector due to risks involved, low status and poor working conditions. Similarly, during data collection, the researcher noted that some of the study

respondents, in private security sector with higher level of education, for example from First Degree onwards, does not want reveal their level of education since they may not be considered for the job. Nairobi County has approximately, 2,100,926 as the total population, of which 34% of the population with no formal education, 45% of those with primary level education and 49% for those with secondary education level and above are working for pay. Research shows that residents of Nairobi County have 2.2 times more access to secondary education than average Kenyan (KNBS and SID, 2013). Education is a very significant factor considered for one to access wage work (World Bank, 2016). According to Kenya National Bureau of Statistics (KNBS) and Society of International Development (SID), it is recognized as a key determinant in human development through more opportunities and enhanced earnings (KNBS and SID, 2013). Thus, the level of education of the household head is a key determinant of future earning, child health and other social economic outcomes. Table 4.4 shows the level of education of the study respondents.

**Table 4.4: Level of Education**

Level of Education	Frequency	Percent
Primary	13	8.67
Secondary	105	70.00
Certificate	29	19.33
Diploma	3	2.00
Total	150	100

**Period of Service:** Majority, 24 (16.44%) of the guards who responded to the study have stayed for 1 year and 23(15.75%) have stayed for 2 years. The shortest period of service is 1 month, with only 1(0.68%) study respondent. The results concurs with Murunga (2015) who found that most (80%) of the security guards have worked for 6 years or less and Ouma (2014) found that majority 18(45%) of the security guards had worked for 2 – 3 years. Table 4.5 shows the period of service.

**Table 4.5: Period of Service**

Period of Service (Years)	Frequency	Percentage
Less than 1 year	34	23.27
1– 5	85	44.49
6 – 10	22	15.06
11 - 15	4	2.74
16 – 20	1	0.68
Total	146	86.24

**Designation:** The study results shows that 127(84.67%) of the respondents are offering guarding services, and 10(6.67%) are patrol supervisors. Other services provided or designations are in Table are This concurs with the study results by Alago(2015), that small PSFs constitute about 75% of the total number of firms in PSI in Kenya with each firm having on average 500 guards, offering guarding services. Table 4.6 shows the designation of the study respondents.

**Table 4.6: Designation**

Designation	Frequency	Percent
Guard	97	64.67
Patrol supervisor	10	6.67
Library security	1	0.67
Guardette	30	20.00
Driver	3	2.00
Guard commandant	1	0.67
Dog handler	2	1.33
Guard - maintenance	2	1.33
Receptionist	2	1.33
Cleaner	1	0.67
Messenger	1	0.67
Total	150	100

Table 4.7: Skills Development and employee performance

Skills Development	N	SA	A	N	D	SD	Mean	SD
		%	%	%	%	%		
Employability Skill	150	52	36	1.33	1.33	9.33	4.2	1.18
On-boarding	150	14	20.67	0	10.67	54.00	2.31	1.61
Skills matching	150	45.33	37.33	2.00	6.00	9.33	4.03	1.25
Skills anticipation	150	2	12.67	7.33	36.67	41.33	1.97	1.09
IT systems	149	1.34	7.38	2.68	11.41	76.51	1.48	1.05

Table 4.8. Other skills development program the respondents require

Skills	Frequency	Percentage
1. ICT skills	54	36.5
2. First Aid	23	15.54
3. Effective Communication skills and report writing	7	4.73
4. Basic paralegal training	19	12.84
5. Fire fighting skills	4	2.70
6. Record management skills	4	2.70
7. Conflict management	1	0.68
8. Basic intelligence to help cope with emerging issues	4	2.70
9. Driving	10	6.76
10. Basic Human Resource Management skills,	22	14.86
Total	148	100

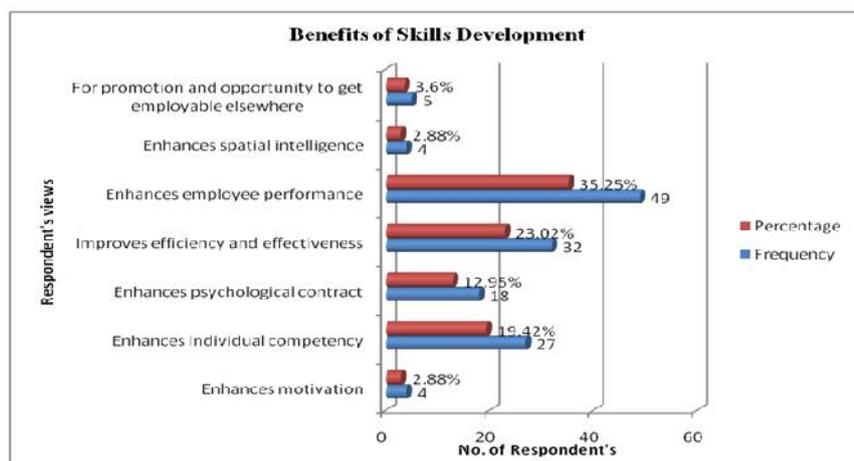


Figure 4.1. Respondents views of the benefits of skills development

**Descriptive Statistics:** The study respondents were asked to indicate to what extent does soft skills enhance their performance. The study found that majority 78(52%) of the study respondents, strongly agreed that to enhance employability skills, they need soft skills to enable them do their job effectively more than technical skills. This concurs with the study result by Ibrahim *et al.*, (2017) who carried out a study on to establish the effect of soft skills on employee performance and found that soft skills improves employee performance by 14.5 per cent. Table 4.6 show that employability skills had a mean of 4.2 and SD of 1.18, implying that the respondents agreed that employability skills is critical, and that their job require both soft and technical skills. Sung, Michael, Fiona and Catherine (2013) in their study on the nature of employability skills in Singapore, found that teamwork skills is the most important for enhanced employee performance at 3.61 score and numerical skills is the least important at 2.72 in the security service industry. The study by the authors also assessed weighted average level of 9 generic skills by industry and found that other skills needed in security service industry were: literacy skills at 3.1, leadership at 3.06, problem solving at 3.4, physical skills at 3.07,

influencing skills at 3.3, planning 3.2 and emotional intelligence at 3.2. The study result presented in Table 4.6 shows that majority 81(54%) of the study respondents, strongly disagree that on-boarding is done and opportunity for simulation is available in their organizations. According to the results, 22(14%) of the study respondents, strongly agree that their organizations ensures on-boarding is done and opportunity for simulation is available in the organisation. On-boarding had a mean of 2.31 and SD of 1.61. Druta (2017) reported that 69% of employees are more likely to stay with the company for at least 3 years after a great on boarding experience and gain full proficiency of 34% faster than those in the shortest programs. This was experienced with a difference of 4 months only. The implication of the results is that on-boarding as an element of skills development is a key driver of employee performance.

The study results given in Table 4.6 shows that a majority 68(45%), of the study respondents, strongly agree that the work they do is in line with the training they got at the time of employment. Data shows that skills matching had a mean of 4.03 and a SD of 1.25. The result implies that skills mismatch is minimal in the PSI.

In the labour market, skills mismatch is measured through three main indices, namely to under qualification, over qualification and dissimilarity index. The views expressed in this study on skills mismatch differs with that of Pala, Bichanga, and Atambo (2015), who in their study sought to determine the extent to which three categories of educational mismatch influence employee performance at Co-operative Bank of Kenya. The researchers found that 55% of the study respondents who were vertically mismatched and 57% were horizontally mismatched. The study results summarised in Table 4.6 also shows that majority 62(41.33%) of the respondents strongly disagreed that their firms have clear plans for the skills anticipation or skills they need in future. The indicator, skills anticipation had a mean of 1.97 and SD of 1.09. This implies that there is little focus on skills anticipation programs in the PSI sector. The report by ILO (2018), on anticipating future skills needs, indicates that anticipating and building skills for the future is essential to a rapidly changing labour market. The study results also shows that majority 114(76.51%) of the respondents, strongly disagree they are given opportunity to enhance their skills through, in class room, team briefing and, online skills enhancement programs such as gamification and webinars. The IT systems had a mean of 1.48 and SD of 1.05, implying that PSI sector has not embraced IT systems in skills enhancement programs. Federation of Kenya Employers (FKE) report on skills mismatch survey report of (2018) reported that one of the emerging skills and competency that employees should have at it skills at 5% and Weeks (2013) found that integrating IT in skills enhancement enhances employee productivity by 11%. Table 4.7 shows descriptive statistics of skills development.

**Qualitative Analysis of skills development and employee performance:** The study respondents were asked to indicate any other skills development programme they may require to enhance their performance. Table 4.7 shows that majority 54(36.5%) of the study respondents indicated that they would require ICT skills to enhance their performance. This concurs with the study findings by Irimescu, and Banacu (2015) who found that private security industry performance is directly influenced by the technology usage and hence it is important to combine technology and labour in this sector. This is also supported by FKE survey report of (2018) that showed that skills and competency needed are interpersonal skills at 9 per cent, 7 per cent require technical skills, 5 per cent require IT skills, 3 per cent require communication skills and 3 per cent also require analytic skills. 23(15.53%) of the study responded indicated that they require First Aid skills, and 22(14.86%) indicated that they would require basic human resource management skills to enable them relate well with their clients. In addition, 19(12.84%) indicated that they require basic paralegal training. According to Onsomu, *et al.*, (2010) countries have to adopt the skills bases to achieve sustainable growth and technology advancement in each sector. Table 4.8 indicates various skills that the PSGs require. The study respondents were also asked to state why they think skills development enhances employee performance. Figure 4.1 shows that majority of the study respondents 49(35.25%) indicated that skills development enhances employee performance, 32(23.02%) indicated that it improves efficiency and effectiveness. This concurs with the findings of Pradeep and Dinakar (2016) who found that skills development enhances efficiency and effectiveness by up to 30 per cent. The study results also shows that 27(19.42%) indicated that skills development enhances individual competency.

This concurs with FKE (2018) report that shows that 29% of the respondent indicated that they require more practical skills to be able to carry out their duties effectively and a further. In addition, 18(12.95%) of the respondents indicated that skills development enhances psychological contract, while 5(3.60%) indicated that skills development help in promotion opportunities and enhancing employability. Further, 4(2.88%) of the respondents indicated that skills development enhances motivation and 4(2.88%) indicated that skills development enhances spatial intelligences. This concurs with FKE (2018) report which indicated that employees should have 3% of the analytical skills. **Figure 4.1** shows the respondents views on the benefits of skills development on employee performance.

## INFERENCE STATISTICS

**Correlation:** The study results given in Table 4.26 show that there is a weak positive correlation between skills development and employee performance with a correlation coefficient of 0.3058. The study results concurs with that of Pradeep and Dinakar (2016) who carried out a study on employee perception on skills development program at IT companies in Bangalore. They found that there exist a weak but positive relationship between skills development and employee productivity, with a correlation coefficient of 0.309 and p-value of 0.01.

**Multiple Regression Analysis:** The regression result presented in Table 4.27 shows that there is positive and statistically significant relationship between skills development and employee performance with the regression coefficient of the skills development variables was 0.065. It also had a *t*-value of 2.03 and a p-value of 0.044. The results show that the coefficient of this variable is statistically significant at 5 per cent level of significance. The magnitude of the coefficient of skills development is 0.065. This implies that, *ceteris paribus*, a one unit change in the score of skills development leads to 0.065 units change in the score of employee performance. The study results concurs with that of Pradeep and Dinakar (2016) who found that there exists a statistically significant relationship between skills development and employee productivity. The estimation results presented, therefore, show that there is a statistically significant relationship between skills development and employee performance.

**ANOVA Result:** The ANOVA results for skills development and employee performance that F-statistic is 8.10 and the Prob>F is 0.0001, implying that the coefficient of skills development is statistically significant and different from zero at 1% level of significance. Pradeep and Dinakar (2016) in their study found ANOVA results for skills development and employee productivity at F-statistic =33.988 and Prob>F is 0.000. This concurs with the study findings on ANOVA result that found that there is a statistically significance relationship between skills development and employee performance.

**Test of Hypothesis:** The study tested the null hypothesis,  $H_{05}$ : Skills development has no effect on performance of employees in the private security industry in Kenya. The estimation results showed that P value of 0.044. Since the p-value is less than 0.05, the calculated *t* is greater than the critical at 5% per cent level of significance. Therefore, at 5% of significance, the null hypothesis was rejected implying that skill development has an effect on performance of employees in the private security industry in Kenya.

## DISCUSSION

The study sought to establish the influence of skills development on employee performance in the PSI in Kenya. The study analyses theoretically and empirically the effect of the indicators used includes which include: employability skills, skills matching, on-boarding, and IT systems. The study found a weak positive correlation between skills development and employee performance with a correlation coefficient of 0.305. The regression results showed that there is a statistically significant relationship between skills development and employee performance with a regression coefficient of 0.065, t-value of 2.03 and a p-value of 0.044. The study results implies that a unit increase in skills development leads to 0.065 change in employee performance, the result are specific to PSI. According to the results, the coefficient of skills development is statistically significant at 5 per cent level of significance. The study reveals limited skills development initiatives in the sector. The positive attributes of the study indicators showed that skills development enhances employee performance.

### Conclusion and Recommendation

It is imperative to implement policies that promote skills development at individual, organizational level, up-skill and re-skill. Organize exchange programs with public and private security expertise to strengthen security responses. Promote IT based skills development program for employee self support systems that promote skills development. Employee should also consider that about 80% of personal development comes from personal initiatives; hence everyone is challenged to take the first step in skills development, and adopt lifelong learning culture as a personal responsibility. Skills development enhances employee performance and continuous capacity building policies is necessary to impart both soft skill and technical skills to enable them carryout their duties effectively. These skills includes, critical thinking, people management, psychology, community service, ICT, security issues, analytical skills, problem solving skills and being able to evaluate situations. Based on study results, the study suggests that enactment of Skills Development Act, to complement Kenya's National Industrial Training Act. This will provide information to be used to develop and improve the Sector Skills Plan (SSP), provision of Skills Development Fund (SDF) and robust Labour Market Information Systems (LMISs) or state driven Skills Information Systems among other key policy instruments can be considered as measures to fix skills gap at national level. There is need to develop a framework that clear shows what should be done at every level. For instance, at the organizational level, firms should answer key questions such as: First, what skills and competencies are needed in the organization? Secondly, what is the organisation's future state to meet business goals? Third, what does the skills and competency mapping of the organizations reveal? Fourth, what are the priority skills and competency to grow the business based on skills mapping results, and lastly, what are the skills and competency mapping in terms of job function, specialization area, departmentally and even geographically. Answering these questions will help in the development of robust human resource planning policy. Organizations in the PSI should rethink the need to improve soft skills training methodologies through on-job-skills development framework. Academic institutions and other organization offering employee training services need to offer more practical skills to learners to be able to meet the labour

market demands. The drastic changing patterns in the world of work require more practical skills. The study pinpointed gender gaps in employment of security guards in the PSI, at a ratio of 1(female): 2(males) in employment, and in research. The situation is not different in other sectors or industries in Kenya. Studies can be done to establish challenges faced by young women in employment in PSI and its impact on labour force participation. The study is a reminder on contribution of women in employment and society hence emphasizes on strengthening their capacity through continuous empowerment and equal opportunity in employment and pay. This will be a major step towards ensuring inclusivity by addressing the gender gap in line with Sustainable Development Goal (SDG) 5 on Gender Equality and Goal 10 on Reduced Inequalities for sustainable development.

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