

**INFLUENCE OF SELECTED HUMAN RESOURCE MANAGEMENT
PRACTICES ON JOB SATISFACTION OF SECURITY PERSONNEL IN PUBLIC
SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA**

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**A Thesis Submitted to the Institute of Post-Graduate Studies of Kabarak University
in Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy in
Business Administration (Human Resource Management)**

KABARAK UNIVERSITY

NOVEMBER, 2020

DECLARATION

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DEDICATION

This work is dedicated to my husband, Dr. Bernard Chemwei, for encouraging me to take this journey and our children: Lawrence, Kayla and Melinda.

ABSTRACT

Employee job satisfaction is a critical aspect in organizations because it affects work-related behaviours such as productivity, efficiency, absenteeism and turnover. However, in Baringo County, there has been a notable concern over the low job satisfaction among security personnel in secondary schools. Researches in other regions have shown that human resource management practices have strong influence on the job satisfaction of security personnel. Therefore, the main study purpose was to ascertain the influence of HRM practices on the job satisfaction among security personnel in government-owned high schools in Baringo County, Kenya. The study was guided by the following objectives: To explore the influence of job design on job satisfaction of security personnel; establish the influence of recruitment and selection practices on job satisfaction of security personnel; determine the influence of training practices on job satisfaction of security personnel, and to establish the influence of reward management practices on the job satisfaction of security personnel in public secondary schools in Baringo County. The study was informed by the Two Factor Theory of Frederick Herzberg, Analysis, Design, Develop, Implementation and Evaluation (ADDIE) Model and Resource-Based View Theory. The study adopted a cross-sectional descriptive survey research design and the target population comprised 508 security personnel and 169 principals in public secondary schools in Baringo County. Slovin's formula was deployed to obtain a sample of 224 security personnel. Random sampling technique was utilised to identify 10% of the school head teachers to take part in the research. A questionnaire and an interview schedule were utilised to gather quantitative and qualitative data, respectively. Content validity of the research tools was determined through opinions and judgment of five experts in the field of human resource management and then tested for reliability. Cronbach Alpha was calculated to test reliability. The test revealed a score of 0.788 for reliability, which was above the 0.70 acceptable threshold. Qualitative data was managed thematically in line with the research objectives while quantitative data was evaluated using both descriptive and inferential statistics. The inferential statistics consisted of Pearson product moment correlation and multiple linear regressions. The multiple regression outcomes indicated that four HR management practices accounted for 31.2% variation in security personnel's job satisfaction ($R^2 = 0.312$). Moreover, job design ($\beta_1 = 0.353$, $p < 0.05$), recruitment and selection practices ($\beta_2 = 0.322$, $p < 0.05$), training practices ($\beta_3 = 0.323$, $p < 0.05$) and reward management practices ($\beta_4 = 0.556$, $p < 0.05$) all had significant influence on security personnel's job satisfaction. The researcher concluded that the HR management practices were significant determinants of security personnel's job satisfaction. It was recommended that schools should formulate job design policies and put them in operation in schools; security personnel should be rewarded in line with the governments' recommendation and the rewards should be commensurate with their work experience, skills and qualifications. Concerning recruitment and selection, school boards of management should define clearly the requisite knowledge and competences for security personnel. They should announce vacant positions for security guards and avoid hiring from only the schools' catchment areas. They should ensure they select the suitable persons for the right functions. Additionally, the boards should provide regular training for security personnel to enhance their skills and enable them to be more productive. Overall, the results of this study extend the existing literature by providing empirical evidence that HR managerial practices influence job satisfaction among security personnel in public secondary schools in Kenya.

Key Words: *Human Resource Management practices, Job Design, Job satisfaction, Recruitment, Reward management, Selection, Security personnel, Training.*

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ABBREVIATIONS AND ACRONYMS

ADDIE	Analysis, Design, Develop, Implementation and Evaluation
ANOVA	Analysis of Variance
APA	American Psychological Association
BOM	Schools Boards of Management
CA	Communications Authority
CBA	Collective Bargaining Agreement
CDE	County Director of Education
DW	Durbin Watson
GOK	Government of Kenya
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
HRMP	Human Resource Management Practices
ISD	Instructional System Design
JD	Job Design
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya certificate of secondary Education
KEFRI	Kenya Forest Research Institute
KEMRI	Kenya Medical Research Institute
MOE	Ministry of Education
MSPS	Ministry of State for Public Service
NACOSTI	National Commission for Science and Technology and Innovation
NYS	National Youth Service
PSCs	Private Security Companies
PSG	Private Security Guards
RBV	Resource-Based View
ROK	Republic of Kenya
R & S	Recruitment and Selection
SMEs	Small and Medium Enterprises
SD	Standard Deviation
SPSS	Statistical Package for Social Science
T&D	Training and Development

TNA	Training Needs Analysis
TSC	Teachers Service Commission
USA	United States of America
VIF	Variance Inflation Factor

CONCEPTUAL AND OPERATIONAL DEFINITION OF KEY TERMS

HRM Practices: This refers to the process of acquiring, training, appraising, compensating employees and attending to their labour relations, health and safety and fairness concerns (Armstrong, 2010). This study narrowed the scope and considered job design, recruitment and selection, training and reward management practices.

Job Design: The process of defining the way work is performed and the tasks comprising a given function (Armstrong, 2010). In this work, it refers to how tasks, duties and responsibilities of security personnel are organized to fulfil their individual needs and for the school.

Job Satisfaction: This describes workers' views of their workplace, interactions with fellow workers, pay and promotion services (Belias & Koustelios, 2014). In this research, it refers to the way security personnel are contented with their job as a security guard.

Recruitment and Selection: The process of locating or attracting and screening qualified applicants for jobs open in the firm and getting the right people into the right place and at the same time doing the right job (Kinicki & Williams, 2016). In this study, recruitment and selection referred to the process by which the schools' boards of management sought applicants and picked the potential security personnel with the necessary knowledge, skills, abilities and other qualities required to perform their duties.

Reward Management: Reward management refers to procedures, rules, and standards associated with allocation of benefits and compensation to employees (Nzuve, 2009). In this study, it referred to both monetary and non-monetary rewards received by a security personnel in exchange for services offered to a school. This study considered salary, promotion, recognition and fringe benefits.

School Unrest: A situation of tension among the student community that may result in violent acts as a way of releasing inbuilt tension or a means of asserting themselves in regards to what they perceive as having been denied to them. This study regarded unrest to include such acts like damage of school assets, demonstrations, arson, walkout and threats by students in schools.

Security Personnel: A security personnel is a person who is hired to safeguard or protect a property, an area or people through either indirect or direct observation (Dowd, 2018). In this study, it is referred to personnel hired by the schools' boards of management to provide security services in their schools.

Training: Training can be defined as an activity that seeks to change employees' behaviour at work through the application of learning principles with a view to enhancing human performance (Dessler, 2011). In this work, it referred to the formal activities designed by a school to help its security personnel to acquire the necessary know-how, perspectives and skills that will enable them to accomplish their tasks as per institutional policies.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter details the background to the study, the explication of the study problem, the general and the specific study objectives, the research hypotheses, justification, significance, scope, as well as limitations and assumptions of the research.

1.2 Background to the Study

Security personnel play a critical function in maintaining a safe and peaceful environment in institutions of learning. Therefore, it follows that violence and lawlessness are unlikely to occur in learning institutions with security personnel. The duties of these personnel include to watch over the school property, to identify and look into any suspicious events, observe and defend entry, scrutinize every person that comes in and out, safeguard school assets, look into, document and report incidences of lawlessness in school, report any violations to the institution's authority and prevent violence of any kind, enforce the school rules, and exert force where necessary. They serve as a visual security measure and act as the first line of defence in the prevention of violence (Coaston-Shelton, 2009). They also serve as first responders with duties ranging from the general monitoring of space, property inspection to the prevention of fire, theft, harassment, detecting disorderly conduct, vandalism and bullying (Jaarsveld, 2011). They also give training on emergency preparedness and they handle work place violence (Nalla & Cobbina, 2017).

The issue of security remains important for the success of any organisation world over. For instance, Tayali and Sakyi (2020) observe that security personnel play a vital function in protecting businesses, banks, schools premises, facilities and installations. They also protect people from criminals. Without security guards, the world would lack order and

safety. Therefore, upholding the wellbeing of security guards is essential to the success of any organisation. Globally, security personnel face a lot of challenges in their jobs which include poor working conditions, workplace violence, low wages, tasks outside their job descriptions, safety in the work place, long working hours, drug abuse, lack of training, unfair recruitment, lack of respect and boredom (Opondo & Ajowi, 2015; Saliu, Gbadeyan & Olujide, 2015; Sennewald, 2011). These challenges tend to demotivate the security personnel and affect their workplace wellness as well as their family relationships.

Security personnel need to experience job satisfaction to be motivated to do their work and address security challenges effectively. This is because when the employees' job satisfaction is high, client satisfaction is also high and vice versa (Evans, 2017). As such, by identifying the aspects of security guard's work that explain their level of job satisfaction, it is possible to explore factors that can improve job satisfaction (Nalla & Cobbina, 2017). A Workforce that is contented with their jobs brings benefits to both the company and the employee. Lower job turnover rates, decreased absenteeism, and increased productivity are some of the identified benefits of satisfaction with one's job (Coaston-Shelton, 2009). According to Lytle (2014), job satisfaction could influence the provision of policing services. It could also impact on whether security personnel perform better to meet the needs of the schools or they simply meet the minimum standards required by the organization.

A workforce with elevated sense of satisfaction tends to be inspired to be more enthusiastically engaged in every work process, along with having increased commitment in doing their job (Heriyati & Ramadhan, 2012, p. 192). Employees who exhibit a high degree of satisfaction with their company tend to be more disciplined (Robbins & Judge, 2012, p. 174). Therefore, promoting job satisfaction contributes to improved quality of

service. The factors that influence the contentment of security personnel with their work vary from one organization to the other and change over time. Considering that security personnel play a crucial function in the achievement of institutional goals through their contribution to order and safety, there is a need to address the issue of job dissatisfaction among them (Robbins & Judge, 2012; Tayali & Sakyi, 2020). Security personnel need proper management to give them social protection. Shamsuzzoha and Shumon (2010) point out that when an organization fails to manage employees well, they are bound to look for greener pastures. One way to manage security personnel well is to create for them conditions that instil dignity in them and pride in their uniform, workplace and personal responsibilities at work (Sennewald, 2011). Managers play a function in the achievement of organizational goals by ensuring a proper use of appropriate HRM practices, which, in turn, influence employee job satisfaction and subsequently the organizational performance (Kumar & Eng, 2012).

Tarigan and Ariani (2015) established a positive correlation of organisational commitment with one's satisfaction with own work. In their work, they deduced that success of organizations may depend on the level of contentment with work and commitment of its employees. An employee who is committed to the organization has a tendency to perform more efficiently compared to an employee who is not. This is because such dedication may be because of working conditions, association with the aims and objectives of the organisation or simply because of no other viable alternative (Shieh, 2014). Additionally, work satisfaction has been reported to substantially affect such conduct as punctuality and work efficiency of employees (Tarigan & Ariani, 2015). While job satisfaction has been found to influence such behaviours as absenteeism, turnover, lateness to work and ineffectiveness among employees, most of the researches

in the security industry have focused on private security firms. Moreover, the studies done so far are not comprehensive in that they have looked into only one human resource aspect and ignored others. This suggests that human resource management practices (HRMP) are central to the improvement of the quality of services offered by organizations.

According to Armstrong (2014), HRM strategies refer to those activities carried out in implementing human resource policies and programmes, which include sourcing, learning and development, performance and rewarding, employee relations, career management and administration. Employees are essential resources within an organization that play a critical role in the achievement of competitive edge (Wheelen & Hunger, 2013). Studies on HRM practices have not been able to identify or define a single set of strategies that represents a universally accepted approach to managing people. However, the existing theories on best practices, best fit and the configurational theories, and models, such as hard and soft models of human resource management, all agree that certain HRM practices enhance employee job satisfaction, which, in turn, leads to improved quality of service (Kyalo, Kilika & Kimencu, 2018). HRM practices seek to strengthen the overall performance of workers in different firms, ultimately resulting in increased organizational performance via job satisfaction. Efficient human resource management strategies offer supportive work situations that allow every member to advance. As a result, the organization profits from the service quality provided by competent loyal employees. These positive outcomes are founded on a philosophy that people are an asset and that investing in them and making sure they are satisfied at their workplace will bring increased benefits for the entire organization (Joshi, 2013).

The practices selected for this study were defined from the functional areas of HRM that depict the traditional model (The Michigan Model) often used in African countries and in Kenya's public sector (Ministry of State for Public Service[MSPS], 2007). Fombrun, Tichy and Devanna (1984), note that the Michigan Model focuses on hard HRM. It contends that employees should be managed like any other resource in an organization. As such, they should be obtained cheaply, developed and exploited fully. The model further explains that there is a HR cycle, which consists of generic procedures or steps undertaken in all firms and are geared towards organizational performance. These include enlistment and selection, appraisal, preparation and development as well as rewards. Organizations should always combine the best HR practices, which should be implemented for survival and sustainability because they enhance internal capabilities of a system to deal with current or future challenges (Caillier, 2013). Among them are job design (also referred to as JD), training, recruitment and selection and employee rewards. These processes have been assumed to overtly or inadvertently affect employee job satisfaction.

Parker (2014) defines job design as the creation of content and arrangement of work-related tasks, activities, relationships, and responsibilities of employees to achieve specified objectives. It is a job arrangement that is meant to reduce job dissatisfaction. According to Tsuma and Omondi (2015), leaders can shape the satisfaction of their staff by applying appropriate job design. This means that well-designed jobs help to get the necessary work done in a timely and competent manner, along with motivating and challenging employees resulting in their work satisfaction. However, poorly designed jobs lead to complacency, laziness and a *laissez faire* approach to work. Such jobs tend to demoralize, bore and frustrate workers.

Recruitment and selection focuses on the steps towards getting the right person in the most function suited to them and, at the same time, doing the right work (Kinicki & Williams, 2016). It is critical for any system to undertake recruitment and selection of employees in an efficient manner if it has to succeed and compete effectively (Boudreau & Cascio, 2012). This is because hiring the wrong people or failing to forecast fluctuations in hiring needs can be expensive in the long-run. The acquirement of employees with the requisite competence and capacities is largely enhanced by the proper execution of these processes. Appropriate recruitment and selection processes enable an organization to acquire and retain the right calibre of employees who can help the organization to attain its goals. Consequently, ineffective recruitment of workforce can lead to job dissatisfaction, which can affect their performance and contribute to loss of business opportunities, as well as higher levels of employee turnover.

Training is the methodical impartation of know-how, competence and values needed for an employee to perform specific work adequately (Armstrong, 2014). Training influences worker's satisfaction with their roles because it enhances their skills or competences and expands their talents through acquisition of new knowledge (Barney, 2011). Lack of adequate training has been found a major limitation in the management of security workers. Govender (2013) asserts that low training can negatively influence the competence of the security personnel. This notwithstanding, private security firms usually recruit security personnel with very little or no training at all. During recruitment, some of them have only undergone physical fitness training while others have no knowledge of critical facets of security, especially crowd control, riot control, intelligence collection and analysis, martial arts, data mining as well as data analysis in crime mitigation. This problem has been reported as contributing to the incompetence and inefficiency in the

activities of many security personnel in Nigeria (Kasali, 2012). Both Kasali and Govender recommend that all security companies should give adequate job-related training to security workers.

Employee rewards entail all forms of incentives used by a firm to inspire workers to strive for increased productivity. Rewards is a general term for the totality of financial and non-financial compensation or total remuneration paid to a worker in return for services rendered at work (Shields, Brown & Kaine, 2015). According to Meyer and Allen (2014), reasonable employee rewards help to reduce absenteeism, improve retention and leads to better delivery of service. Irungu, Njongoro and Kariuki (2019) also agree that an attractive package is vital to removing job dissatisfaction since it drives a worker to stay longer. Considering that the status of security personnel has been declining, it is critical that when organizations design their overall compensation package, they look further than just at hourly wage or monthly salary. Employers must consider employee benefits carefully. However, in most cases, security personnel are paid low salaries and do not get much recognition for their work. This subsequently has led to their low job satisfaction that makes many such employees to be sloppy at work. The low wages for security workers has been documented as a poor incentive for individuals wishing to work as security guards (Govender, 2013).

Nalla, Paek and Lim (2018) conducted a research on the impact that organizational and environmental features has on work satisfaction among security staff in Singapore and reported that work flexibility, remuneration, other perks and rewards, and perceived cooperation from other staff are strong determinants of work satisfaction. Another study that found higher salaries to be linked to contentment with one's work was that by Nalla, Rydberg and Mesko (2011). A study conducted in Pakistan also showed that employee

relations practices play a significant role in enhancing performance of organizations indirectly (Chaudhry, Sabir, Rafi & Kalyar, 2011). The study also suggests that the productivity of a staff is subject to their job satisfaction, compensation structure, reward plans, mobility, motivation, environment, training, staffing and succession forecasting.

According to Nalla and Cobbina (2017), security guards stress the value of induction to improve their job satisfaction. They need training on self-defence and to better handle risk situations. The security guards in the United States of America (USA) have expressed the desire for training in order to perform their duties better. The guards also believe that increased training would result in better pay, minimize turn over and attract more qualified personnel in security companies. While generalizations have been noted as explainers of job satisfaction in the security industry, no studies have examined the HRM practices that shape satisfaction with work among school security personnel. Therefore, this study investigated selected HRM practices and their influence on satisfaction with work among school security personnel.

In Turkey, a field investigation into the job satisfaction of private security guards found that rewards and job satisfaction are positively linked. The study found that 64 percent of security personnel do not find their salary satisfactory (Karacan, 2011). In effect, security personnel who find their salaries satisfactory do not exceed 20 percent. However, the study found that security guards believed that there existed potential for promotion in their work. Security personnel with high school education expected a promotion in their jobs while university graduates were reported as not expecting promotion in this field of work. Conversely, there are security workers in the Karacan's study who believed that they were bound to be promoted in their jobs as they get older. The study further noted that there was an overall conviction that those who were successful in their work were appreciated.

In Africa, job satisfaction remains a common problem that afflicts both the public and private sectors. In South Africa, for instance, Govender (2013) reports that security personnel work under dangerous and life-threatening conditions. They protect people and assets in areas that are vulnerable to violence and in places where businesses could be targets of robberies. These precarious working conditions are likely to cause job dissatisfaction. A security worker with an elevated degree of job dissatisfaction harbours negative feelings about their work; conversely, a satisfied worker will have positive thoughts about their job (Tayali & Sakyi, 2020). A study by Saliu, Gbadeyan and Olujide (2015), on organizational commitment and job satisfaction of security operatives in selected tertiary institutions in Nigeria, found that organizational commitment minimally influences job satisfaction among security staff of universities. The investigation further showed that security persons are in their profession due to lack of viable alternatives. The authors recommend that private security operatives should give attention to practices that promote greater morale, including better wages, fringe benefits and training. Although their study was undertaken in higher education setting, it still indicated that security personnel generally have a low job satisfaction.

Nooreen and Uzhenyu (2017), in their study on the influence of working conditions of private security guards on satisfaction with work, noted that security has deteriorated in Zimbabwe. This is because security workers are disillusioned due to diverse factors, including poor wages and dismal benefits, lack of social protection, heavy workload and dissatisfaction with non-financial issues like unfriendly working environment and institutional governance. This means that the extent of a security personnel's ability to efficiently discharge their duties is often a function of how satisfied they are with such factors as their working conditions, job design, recruitment and selection, training, and

rewards. In Tanzania, Balozi (2011) pointed out that institutional managers have a responsibility to avail security personnel with a satisfying work environment because satisfied workers make positive contribution in form of higher productivity, quality products and services and less wastage in the organization.

In Kenya, very few researchers have focused on the job satisfaction of school security personnel. Some of the related studies include that by Ngeny, Bonuke and Kiptum (2017) who examined the effect that workplace environment has on satisfaction with work among non-teaching employees in high schools in Keiyo South Sub-County, Kenya. The researchers demonstrated that remuneration has a positive and significant effect on job satisfaction. The study further observed that an employee might be dissatisfied with their job if they believe that their colleagues with similar qualifications earn more than them. The authors suggest that employees should have an opportunity for career advancement, which includes the provision of a clear scheme of service where staff can utilize their talents and skills as they progress in the school setting. In so doing, learning institutions will promote a healthy and secure workplace that will bolster the extent of satisfaction with work among the non-teaching staff. A few scholars have documented the impression that HRM practices have on job satisfaction in the security sector. For instance, Kemboi and Moronge (2016), in their study of the determinants of workers' satisfaction with their roles in public security sector in Kenya, found that employee benefits, work environment as well as training influence job satisfaction. However, their study was specifically on the national police service and not in government-owned high schools.

Another related study undertaken in Nyamira County by Nyaboga, Osero and Ajowi (2015) confirms that there is role conflict and work overload among security workers in Kenya's educational systems. Most of them maintained that they were being

overworked; for instance, at night they manned the gate and, simultaneously, were expected to cook overnight. Some doubled up as cleaners and, at the same time, worked in the school farm, feeding livestock, milking and taking full control of poultry. From the support staff, Nyaboga *et al.* (2015) further established that principals were not taking any action whenever they requested that new workers be brought in to ease their much work. Some noted that they were suffering certain diseases owing to much work. Another support staff maintained that they did not have time for leisure activities because they worked from morning to evening daily without taking weekends into consideration. The study further established that the personnel blamed their principals for the absence of job description. Some also blamed the administration for causing poor relations as they used divide-and-rule tactics. Security workers in schools were not members of trade unions, and were employed either on casual terms or on contract basis. These issues suggested dissatisfaction of security staff in their work.

In a study on wage and salary determination of non-teaching staff in Keiyo District Secondary schools, Arusei (2011) recommends that morale and satisfaction with work of non-teaching staff should be improved to enable them work better and increase output in the place of work. The author adds that a good working environment should be created to enable the non-teaching staff feel satisfied at the workplace. It is evident from the foregoing discussion that non-teaching staff have low levels of job satisfaction resulting from work and other aspects like poor remuneration, lack of promotion prospects and career progression, and poor communication in their work place. Nonetheless, a study on the school security personnel was necessary.

Wainaina (2014) has conducted a study among private security guards and established that recruitment and selection, reward and compensation, training and development, as well as

distress and fatigue from excessive time on job in the company sometimes lead to decline in the performance of security personnel. Limited research on HRMP and security personnel's job satisfaction has been conducted in schools. This means there is insufficient literature to inform policy and practices in achieving job satisfaction among security guards. Therefore, this study sought to determine the bearing that HRM practices had on job satisfaction among security personnel in secondary schools.

Busolo, Ogolla and Were (2017), in a study of private security personnel in Kitui County, found that most security personnel quit their jobs because of low pay, change of career, misbehaviours, illness, long working durations, lack of career growth, further studies, family related issues, poor working conditions, and lack of satisfaction with work. While there exist a link between HRM practices with some influential variables tending to increase institutional performance in the security sector, there was need to examine HRM practices in respect to the job satisfaction of school security personnel. Moreover, Busolo *et al.* (2017) have found that employee pay is the main factor that affects performance of private security firms in Kitui County. This notwithstanding, the satisfaction with work among school security personnel has not been extensively researched.

Kemunto, Role and Balyage (2015), in a study on the safety policy implementation framework for secondary schools in Kenya, contend that unsatisfied security personnel are likely to compromise security by being sloppy, engaging in illegal money making ventures such as supplying drugs to students, or even colluding with criminals to cause havoc in schools, or allow students to sneak out of school. These behaviours among security guards have been linked to student unrests in Kenya (Miingi, 2010). The current study not only sought to ascertain the situation in Kenyan context but also expand the scope of HRM practices, namely job design, staffing, training and reward practices, and

how these influence job satisfaction of security personnel in public secondary schools.

Baringo County, which was the context of this study, is one of the 47 counties in Kenya. At the time of this study, the county had 169 public secondary schools with 508 security personnel in total. In many Kenyan schools, the number of security personnel in each secondary schools range from two to eight based on the number of streams in the school. In most cases, schools' boards of management hire and manage their own security personnel, most of whom have no formal training in security management. Baringo County was chosen because it was one of the counties whose schools have faced several challenges that affect its security workers as revealed in the county systems audit report (Kirui, 2018). The audit report indicates that there is a high turnover of guards in secondary schools. This was attributed to underpayment, pilferage of school items, drugs and substance abuse, lack of proper training and the increased cases of students' unrest (Kirui, 2018). Other challenges reported were absenteeism and collusion with students to abet crime. These challenges tend to impact negatively on the satisfaction with work of security guards thus leading to their poor work performance.

Studies carried out in Kenya revealed that among the challenges faced by security personnel in secondary schools include student unrest, arson, theft and fighting (Kirui, Mbugua & Sang, 2011; Nyakundi, 2012). On student unrests, over 47 cases in different schools in Baringo County have been reported within a period of five years ending in 2018. This translates to 28% of the schools in the entire County, based on to the County Director of Education (CDE) report (County Director of Education, 2018). The recurrence of unrests in public secondary schools in Baringo County indicates that security personnel have failed in security management. The CDE report also shows that some security personnel abet crimes by allowing students to sneak in drugs and alcohol; others sleep on

duty even during the day and occasionally fail to conduct patrols around the school premises. Sometimes, security personnel also allow unauthorised persons to enter the school compounds. Others also fail to report crimes or misdemeanours committed by students. Ideally, security personnel are supposed to have a keen sense of detail and a preparedness to deter crimes and other unwanted events from happening in schools. Going by the observations in the CDE report, it appears that security personnel in Baringo schools are demoralized or lack the motivation to perform their roles.

Very little is known about the satisfaction with work among schools' security personnel in Baringo County, Kenya. However, studies undertaken in other countries showed that HRM practices are believed to have significant influence on the satisfaction with work among security personnel. Therefore, it was important to establish if these same practices would produce similar effects with security personnel in schools in Baringo County. Locally, available literature have not sufficiently investigated how HRM practices of job design, recruitment and selection (R & S), training and rewarding practices influence job satisfaction of security personnel in secondary schools. This study sought to fill these knowledge gaps by investigating the influence of HRMP on the job satisfaction of school security personnel in Baringo County.

1.3 Statement of the Problem

The contribution of school security personnel in promoting the safety of students, staff and the school property is pivotal. This is because security personnel form the pillar of a safe school environment. They are part of the non-teaching staff in schools in Kenya and school managers expect them to be productive, dedicated, disciplined and committed to their work. Therefore, for these officers to function as required, they would be expected to be a satisfied workforce. However, in Baringo County, there is apparent job dissatisfaction

among security personnel in secondary schools. The systems audit report released in 2018 notes that there are rampant cases of absenteeism, drunkenness, tending to personal businesses during work time, high turnover rates, ineffectiveness, lateness and collusion with students to abet crimes, such as allowing students to sneak out of school, supplying drugs and alcohol as well as pilferage of school items among schools' security personnel (Kirui, 2018). The report also showed that turnover rate of security personnel in the County were estimated at 26% per year (Kirui, 2018).

The low job satisfaction, morale and poor attitudes towards work among security personnel have affected their management of security in schools. For instance, the increased cases of school unrests reported in recent years are a manifestation of job dissatisfaction among security personnel. Over 47 cases of unrests in Baringo County schools have been reported within five years. As such, at least 28% of the public schools in the County have been victims of unrest (CDE, 2018). Several studies have identified many push and pull factors influencing employee satisfaction. These studies have shown that HR management practices such as remuneration, work environment, employee relations, training, job design, recruitment and selection enhance employee satisfaction (Anyango & Aila, 2017; Ngeny *et al.*, 2017; Kiptum, Mandela & Murira, 2018). However, none of them has been carried out on the influence of HRM practices on the satisfaction of security personnel with their work in schools in Baringo County. In secondary schools, research focus on workers' satisfaction has mainly been on the teaching staff whose issues are handled by hired Teachers Service Commission (TSC) professionals whereas non-teaching staff issues are handled by school board of management who may not have the HRM skills needed to execute their mandate in schools. Development and utilization of best HRM practices can address the challenges afflicting security personnel. Therefore,

this study sought to investigate the HRM practices used by schools managers to see the extent to which they influenced job satisfaction of school security personnel in Baringo County. In particular, the study focused on the influence of four aspects of HRM, namely job design, R & S, training and reward management practices, on job satisfaction of school security personnel.

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of this study was to investigate the influence of selected Human Resource Management practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

1.4.2 Specific Objectives of the Study

The specific objectives of this study included:

- i) To examine the influence of job design on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya
- ii) To assess the influence of recruitment and selection practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya
- iii) To determine the influence of training practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya
- iv) To assess the influence of reward management practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya

1.5 Hypotheses of the Study

Hypothesized relationships between variables were as shown in the following research statements:

H₀₁: Job design has no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

H₀₂: Recruitment and selection practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

H₀₃: Training practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

H₀₄: Reward management practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

1.6 Justification of the Study

Existing literature on employee job satisfaction do not adequately address the plight of security personnel in secondary schools in Kenya. Despite making significant contributions in providing safe school environments, security guards are subjected to extreme labour standards. As such, this career is demeaned by society. In effect, they do not receive adequate recognition as a significant aspect in the running of schools. However, school safety is highly reliant on the way these security personnel perform their duties. Security personnel in schools lack clear job descriptions, schools use poor recruitment and selection techniques; they are hardly trained and are they are inadequately rewarded. Consequently, most of them are not motivated and have negative attitudes for their jobs. This is indicated by rampant cases of absenteeism, inefficiency and high

turnover among the security personnel. Therefore, knowledge generated from this study may be used by school boards of management to increase job satisfaction of security personnel through well designed job descriptions, effective recruitment and selection methods, timely training and better reward practices.

1.7 Significance of the Study

This study is to be of great significance to school principals in their effort to improve the HRM practices of security personnel. The findings will enhance clients and employees' safety in schools. The findings will assist various education stakeholders, especially the secondary school management boards, to improve security personnel's job design, R & S process, training policies and reward administration strategies hence enable security personnel perform their work well. It should also help in the improvement of school security personnel's motivation and productivity by ensuring issues that bear on their job satisfaction are addressed. Furthermore, the study will be useful to policy makers and secondary school administrators in identifying major strategies to enhance the job satisfaction of school security personnel. Specifically, the study identified strategies required by the board of management to enhance the security personnel's morale and work environment. Therefore, the findings of this study provide important information for scholars and will provoke more research in the area of job satisfaction among security personnel in schools. Moreover, this study avails additional knowledge to the present literature on the influence of HRM practices on job satisfaction among security personnel in secondary schools and, therefore, is a basis for other related researches in the security sector.

1.8 Scope of the Study

The study focused only on the security personnel as well as principals in public secondary schools in Baringo County. Security guards in private schools were not included in the study because of the differences in management. The research investigated the influence of selected HRM practices, namely job design, R & S, training and reward management practices, on job satisfaction among security personnel. The selected HRM practices have been adversely documented in the literature as influencing job satisfaction, though mostly in developed countries, and was also likely to affect job satisfaction in Kenya. The main respondents in this study were the security personnel and the school principals.

1.9 Limitations of the Study

The study focused only on public secondary schools in Kenya. Studies should be extended to other areas not covered, such as private secondary and primary schools and higher educational institutions.

The study used questionnaires to gather data from the subjects who did their own self-assessment. As such, it was not easy to ascertain the accuracy of the information they gave. Data was triangulated using an interview schedule for principals to complement information from questionnaires. The researcher used simple language in developing the items in the questionnaire for easy understanding.

From the literature, there were other methods like focus group discussions that could also have been utilised in a study such as this one. However, employing more methods would have generated unmanageable results and time-consuming for this study.

Additionally, the study did not cover all the HRM practices that influence job satisfaction; hence the outcome of the research is narrow in this case. Only four HRM practices,

namely job design, R & S, training and reward administration practices, were investigated. Future research could examine other HRM practices that influence job satisfaction such as performance appraisal and talent management practices.

1.10 Assumptions of the Study

The study was conducted under the following assumptions:

- i. Respondents gave honest feedback regarding the influence of human resource management practices on job satisfaction among security personnel in public secondary schools.
- ii. The respondents were knowledgeable and provided the information needed by responding to the questionnaire and interviews truthfully.
- iii. The information collected would reflect the true and precise picture of the situation on the ground.
- iv. The recommendations of this study will help policy makers to develop structures that can improve the level of employee job satisfaction among security personnel in schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter contains a review of existing literature and related research on the study. It further presents a review of works done on the influence of human resource management practices (HRMP) on satisfaction with one's work among security personnel according to the research objectives, namely job design (JD), recruitment and selection (R & S), training as well as reward management practices (RMP). The chapter also presents the theoretical and conceptual frameworks.

2.2 General Overview of Literature related to the Main Concepts

2.2.1 The Concept of Job Satisfaction

Employee satisfaction with their job refers to the pleasure that a worker derives from his/her job (Musyoki, 2012). It entails undertaking a function that one loves, undertaking it effectively and being recognized for that achievement. Job satisfaction also means the zeal and excitement with one's work. It includes the how individuals approve (satisfaction) or disapprove (dissatisfaction) of their roles. It is also realized when job qualities, characteristics, context and desires of the workers come together and the worker perceives the work as interesting and is subsequently propelled to optimise their efforts in their work.

Mullins (2010) avers that the measure of one's satisfaction with own work is shaped by numerous factors revolving around personal, societal, traditional, company-wide and contextual issues. These different variables all affect the job fulfilment of individuals differently. Wider perspectives on job gratification seek to imbue in the worker a feeling of heightened morale through job enrichment, greater flexibility and control over the

visualisation and enactment of their role. It focuses on intrinsic satisfaction (Mullins, 2010). A myriad of views has been expressed about job fulfilment. As such, there exists a link between the desires of the staff from a work and what the work does indeed offer. Job satisfaction may be regarded as a person's evaluation of own work to gauge if it agrees with their vital work values, which are in accordance with one's needs. Job satisfaction entails the reaction, attitude or predisposition of one to work. It comprises different sets of practices, which are very complex. Such practices include economic, social rewards, company policy and its administration, interpersonal relationships, working conditions, achievement, recognition, job itself, tasks and advancement. It entails an individual's attitude towards work. Accordingly, this attitude is driven by certain factors which are unique to the workplace, precisely the job structure, job skills, work procedures and policies, terms of the work and peripheral perks.

Koech, Tikoko and Chemwei (2014) also examined satisfaction of teachers from the angles of two factors. The first comprises intrinsic factors, which are linked with satisfiers, such as achievement, autonomy at work, professional prestige and development. The second is extrinsic dimension, which is linked to working conditions, pay or benefits. These aspects are connected to issues that relate to satisfaction with one's job. Most central to these definitions is the idea that satisfaction at work is presumed as a global construct encompassing a diversity of specific features of the work that influence one's degree of satisfaction. Some crucial characteristics of this satisfaction include benefits, promotion opportunities, working conditions, supervisor and colleagues, career prospects and pay. These many issues are considered to work collectively to form a general predisposition described as employee satisfaction. From the foregoing argument, it is evident that happiness with one's job is an aspect of employee's attitude to their role. It

entails engaging in job-related activities that one loves, perfecting their productivity, and being appropriately compensated for their contribution.

To be satisfied with one's job is viewed as a pleasurable state that produces positive emotions when one evaluates his work or career experiences or, more simply, how much a person likes his/her job or tasks that constitute a job (Belias & Koustelios, 2014). It contributes largely to acknowledgement, compensation, upward mobility, and the recognition of other interests that enhance the sense of self-accomplishment. It also brings about pleasurable feeling that usually yields a more motivated work disposition because a contented staff is innovative, flexible and loyal. It consists of some elements of satisfaction linked to pay, progression, working terms, management, administrative practices, and interactions with fellow staff (Sulieman, 2011). Fulfilment in the work place can be a product of the events and conditions that people experience when performing their duties. Happiness with one's work is much related to motivation in respect to the idea that motivated employees are construed as synonymous to satisfied employees.

Motivation is the totality of what prompts individual workers to strive to achieve targets they have set. Several theories have been propounded on motivation. Herzberg's Two-Factor Motivator-Hygiene theory argues that there exist two independent aspects that affected the contentment with work and dissatisfaction. Accordingly, intrinsic elements are factors whose presence motivates workers to perform better and so enhance the extent to which they are satisfied with work. These include aspects of the job itself, achievement, advancement, recognition for achievement and responsibility. Conversely, hygiene or extrinsic factors work to alleviate or remove dissatisfaction. These factors may not necessarily motivate an individual and their absence could engender job dissatisfaction. These include salary, supervision, interpersonal relations, working conditions,

organizational policy and management, management style of the supervisor and job security.

In this theory, satisfaction and dissatisfaction occur in a continuum with zero mid-sections where both are absent (Kreitner & Kinicki, 2010). Therefore, proper payment terms, monitoring and good conditions, marked by tedious and unchallenging tasks with least chances for growth, would remain at the zero point where a worker may not feel dissatisfied. This is a product of the existence of good hygiene factors. Correspondingly, that person would have no satisfaction owing to the lack of morale boosters. Herzberg's theory also sends signals that contentment with one's job is not exclusively dependent on good remuneration and working environment but also an enriched job environment that offers opportunity for growth, recognition, autonomy and personal contribution to a purpose or goal has significance for employees.

Koehn *et al.* (2014) observe that affiliation for social interaction at work with colleagues; room for personal growth, recognition, autonomy and supervision are crucial aspects of work fulfilment. Previous studies have linked job satisfaction to some positive organizational effects, such as reduced employee turnover, employee absenteeism, employee job involvement, increased devotion to the firm and institutional effectiveness. However, when job happiness is examined within strategic leadership, several predictions come to mind. For instance, strategic leadership could inherently promote greater work happiness due to its potential to inculcate a feeling of mission and mental acuity. Moreover, given that strategic leaders encourage followers to take on more responsibility and autonomy, work tasks would provide followers with increased level of accomplishment and satisfaction (Belias & Koustelios, 2014).

Conversely, sense of fulfilment with one's job can be increased through suitable HRM practices to include, careful selection, setting job designs that meet objectives, planning the induction and improvement of employees, keeping employees informed and recognizing achievements (Aditya & Purohit, 2018). A greater level of worker happiness with their role enhances the worker's prosperity and enhances organizational commitment, reduces turnover, reduces absenteeism, reduces accidents and grievances. Consequently, this study concentrated on the issues that emanate from the bearing that HRMP has on security guards' state of satisfaction with their work.

2.2.2 Human Resource Management Practices

Managing HR is among the main functions that organizations undertake. HRM is a sequence of integrated decisions that form employment relationship; it involves developing employees to maximize their potential in a manner that furthers simultaneously the aims of the worker and the firm. Tiwari and Saxena (2012) hold that HRM practices are those organisational tasks aimed at controlling the staff and guaranteeing that the firm assets are used towards the accomplishing the intended ends of the organisation. Employees are the most critical resources within a firm that aid in achieving a competitive niche (Wheelen & Hunger, 2013).

Worldwide, experience dictates that human resources must be managed effectively if they are to generate value from other resources (Wachira, 2010). When employees are utilized effectively through the application of mutually consistent practices that are aimed at improving employee commitment, it fosters a willingness in the part of employees to act flexibly in pursuing the organization's excellence.

Armstrong (2010) conceives HRM as the steps of obtaining, inducting, evaluating, rewarding staff and addressing their labour associations, wellbeing and security and

fairness issues. HRM also entails strategizing, arranging, guiding and regulating of the acquisition, improvement, reward, incorporation, sustenance and delineation of labourers so that personal, firm-wide and social ends are realised. According to Vanhala and Dietz (2019), HRM practices are important pillars in building and maintaining trust in employees for they shape the employment networks between the worker and the management. Employees see labour management tasks and management's commitment to them as an indication of how the firm values the employees.

Existing literature shows some popular practices that have been reliably used by different scholars and linked to employee behaviours such as performance, innovation, turnover and retention among others encompassing performance appraisal, career management, reward administration and induction. For instance, Choi, Musibau and Tan (2013), in addressing the issues on employees' turnover intention in the dimension of HRM practices in SME, concentrated on compensation and benefits, training, performance management and employee relations. Tauseef (2013) included competence development, compensation, recognition, vocation and empowerment. Meanwhile, Mbugua (2015), in his study focused on recruitment, training and performance control.

Additionally, Zulfqar, Sharif, Saeed and Niazi (2011), on the nature of the association between HRM practices and turnover, focused on compensation, performance evaluation, and promotion practices. Lastly, Bula (2012) sought to ascertain the workforce management practices, which included compensation, training, promotion, productivity evaluation and job terms, in the sugar industry that caused labour turnover. Although some research exists on these issues in Europe, Ghana, Turkey, and Zimbabwe, Kenya faces a dearth of research in these fields and particularly among security personnel in schools.

Despite there being various HRM functions, this study concentrated on how four practices, namely job design, staffing, induction and rewarding, influence security workers' contentment with their roles in schools. This research, consequently, investigated how these HRM practices influenced security officers' contentment with their roles in government-owned secondary schools.

2.2.3 The Concept of HRM Practices and Job Satisfaction

HRM practices are targeted at enhancing the holistic output of workers within a system, ultimately resulting in increased organisational efficiency via job satisfaction. HRM is a deliberate method in the administration of personnel that entails all administrative procedures that deal with the association between the company and its workers (Hossain, 2012). Armstrong and Taylor (2014) suggest that labour force management deals with all components of work and personnel administration in a firm, covering the activities of human assets development, labour force control, knowledge management, corporate social responsibility, organization development, employee resourcing, learning and improvement, performance and reward administration.

HRMP have undergone drastic alterations owing to globalization, privatization/deregulation, agitation for space and technological growth. This highly dynamic environment has forced organizations to adopt new workplace practices that end in sustained levels of high productivity (Ray & Ray, 2011). Similarly, Namusonge, Gathungu and Iravo (2015) aver that as businesses enter into a multifaceted environment of international trade, and as the globalization of markets progresses at a fast pace, comparative HRM issues appear to be gaining momentum. HRMP are fundamental to the reinforcement of the quality of output provided by organizations.

The function of HRMP in company productivity and workers' predispositions has been studied extensively in developed countries (Petrescu & Simmons, 2008). In the view of Armstrong (2010), dedication, drive and job contentment (either corporate or separately) are elevated when individuals positively feel the deployment of HRM procedures aimed at establishing a competent workforce, promoting approved workplace conduct and increasing participation. In effect, HRM practices are among what influences employees' intention to exit the firm, levels of work contentment, and firm commitment.

Hearthfield (2012) argues that it is critical for the workers to be conscious of the elements that influence their extent of job contentment. However, all the aspects of the workplace, which include remuneration, promotions, induction and improvement and leadership, are correspondingly significant or indeed appropriate and also affect the wellbeing of staff and determine job satisfaction among employees (Theodossiou, McCausland & Pouliakas, 2005).

Drastic changes caused by the explosive growth of computer-related technologies, evolving preferences and individual tastes, the explosion of the knowledge economy and rising worldwide rivalry for business space have posed critical tests on many companies (Hossain, 2012). To ably tackle these tests, the HR segment is considered one of critical pillar in present-day ever-tense marketplace. In developing economies, like Kenya, where the desire for formation of investment is pressing, where progress in the field of industrial and bank management are changing fast, and where economic problems are common, the problems caused by HRM are of great importance, and, as such, examining the potential contribution of HRM is an indispensable facet of knowledge generation (Hossain, 2012).

The civil service is a labour-demanding employer, depending on the value, skills and output of its workers. There are policy standards established for HRD in the civil service sector, and it is necessary to gauge their adoption constantly to guarantee its aims are being met. Civil service work explains a substantial portion of salaried workforce in transitional societies (Mizala, Romaguera & Gallegos, 2011). The capacity to achieve best HRM practices is a fundamental aspect in the bid to raise the capability of the government to generate and roll out good decisions, including the salary grading policy.

An evaluative review of HRM practices conducted by the Ministry of State for Public Service in Kenya (MSPS, 2007) reports that the daily work of HRM professional in the civil world touches on activities like commutation of leave, confirmation of employment, regulation of the payroll, movement of staff, participating in meetings, confirmation of workers' data, addressing retirement benefits issues, mandatory deductions and planning of worker inductions, etc. (MSPS, 2007). The MSPS further provides the problems experienced by these professionals, including hostile relations with some company sections, poor engagement of other sections, unless HR are extremely necessary, insufficient support, and the absence of a framework for tackling issues and suggesting ideas for improved HR practices.

Balozi (2011) researched on the bearing that HR practices have on staff satisfaction in Tanzanian Public Service College (TPSC). He established that six aspects of HR practices contributed heavily to workers' satisfaction, with in-servicing and formation having the strongest influence on labourer's happiness with their role. Researchers have also found that staff who are paid well are motivated and operate in a supportive environment, generate higher productivity gains and lower unit costs (DeCenzo & Robbins, 2012).

Wayne and Casper (2012) identified an HRM bundle of key practices that supports service organizations quality strategies. This bundle of HRM tasks comprised: Effective identification and hiring, compensation management based on productivity reviews, group collaboration and elastic job outlay, induction and orientation and staff involvement. Further, Saxena and Tiwari (2009) singles out T & D, employee engagement, acknowledgements and promotions, culture development, career growth, reward systems as crucial HRM practices.

From the empirical review, it is evident that not all human resources practices have similar effect on organizational outcomes. Some HRM practices have greater impact on labour productivity than others; hence the debate on whether there exists a single set of universally superior HRM practices that add to enhanced labour output is a concern. According to a research by Tiwari and Saxena (2012), exterior and interior forces bear on HR practices in firms. Among the exterior forces are globalization, legislation, action of business unions, action of competitors and industry or sector characteristics. Internal ones include organization size, organization structure, business strategy, HR strategy, history and tradition, top management, power and politics, etc.

2.3 Empirical Review of Related Literature

Many studies have shown statistically significant relationships between HRMP and satisfaction of staff with work. This study sought to establish the bearing that HR activities have on the satisfaction with work among security guards in public high schools.

2.3.1 Job Design and Job Satisfaction

Job design refers to the alterations undertaken to the functions and processes of a given task segment to maximize a worker's satisfaction, morale and output (Knapp & Mujtaba,

2010).It entails the process involved when establishing how work will be conducted and the particular aims and achievements of a particular office will be measured. According to Daft, Murphy and Willmott (2010), it is a work arrangement that is meant to reduce or overcome job dissatisfaction. It aims to give proper outline and organize tasks, roles and functions into one component of roles to realize some goals. Consequently, the way jobs are designed has an important link to the aims of a given organization. Many organizations have taken up the application of modern technologies, which greatly affects how operations are undertaken. Job design is an intentional effort to refine both the practical and theoretical features of an office to attain an accurate correspondence of the office holder and the expected responsibilities. The job should be structured to enable employees to control key aspects of their work. This enhances job satisfaction, effectively harnesses their competences and hence improves employee performance. Parker (2014) avers that the key to motivating employees lies in how their specific jobs are designed.

A good job outlay provides clear job descriptions, engages workforce and defines the indicators of successful completion of tasks. Job design is normally applied through various approaches such as job alternation, job augmentation, job expansion and flexi-time (Khanka, 2013). According to Durai (2010), job rotation is an approach that allows workers to move from one role to the next in a prearranged manner. This sentiment is shared by Njeri, Ngugi, Were and Odhiambo (2017) who assert that job rotation reduces the boredom and explore the hidden skills of workers. It may also assist the firm to discern the talent of employees and determine the roles most fitting for them. It further allows specific workers the chance to explore their own interests and gain experience in different fields or operations. The end of job alternation is to increase employee motivation and enthusiasm by regularly shifting across jobs. Furthermore, performing

regular job rotation could generate a symbiotic trust among staff and assist them to enrich their output (Tsuma & Omondi, 2015).

Job enlargement is another form of job design. Zareen, Razzaq and Huizenga (2013) view job enlargement as an amalgamation of different jobs and adding connected roles to a function. Similarly, Durai (2010) sees it as the transformation of that function to comprise additional responsibilities. In job enlargement, the scope of a job is widened and the worker carries out numerous different responsibilities in their work. It is done to keep workers from getting bored. Worthy of note, the new roles integrated should be of the same ranking level in the firm. The intention of job expansion, therefore, is to structure work so that the desires of workers correspond with the agenda of the firm (Tsuma & Omondi, 2015). This is fundamental since a staff who senses that what they are performing is less challenging, oversimplified, lacks diversity and is less meaningful, job enlargement is often undertaken.

Conversely, job enrichment is a strategy for strengthening a function's content by integrating more inspiring possibilities into it (Lunenburg, 2011). It entails the infusion of greater diversity of work content, demanding an elevated level of know-how and competence, giving staff the freedom and obligation for strategizing, determining and regulate of their own output, and availing the chance for personal growth, and meaningful work experience (Aroosiya & Ali, 2014). It is also an endeavour to stimulate workers by giving them room to use their abilities and to partake in decision-making (Khan, Rehman & Dost, 2012). The independence of a worker in the strategizing and execution of a function is thus increased through job enrichment. The key indicators of job enrichment include variety, the belief that the role is important, the application of one's abilities, and positive feedback.

Among the HRM practices that have direct effect on work design are flexible working practices like flexi-time and home working. These practices can directly increase the freedom that an employee has over working time (Kossek & Lautsch, 2017). Flexible work arrangements, for example, can spur on performance through alternate forms of work timetables and are useful for achieving organisational efficiency through its personnel (Berkery, Morley, Tiernan, Purtill & Parry, 2017). Moreover, there ought to be skill variety at the workstation, which describes how much job incumbents can complete a whole and identifiable task using various skills, activities and ability. It is notable that when a function is structured to have motivating characteristics like job autonomy and job demands, positive individual and organizational outcomes arise. Considerable evidence in developed countries supports the hypothesis that job design affects job satisfaction (Parker, 2014). Similarly, in a study conducted in South Africa, Governder (2013) notes that shift-work is one very important employment practice for security workers. The author describes shift-work as a design intended to ensure there is security availed for all hours each day. Subsequently, the security personnel work in set periods so that different groups of security personnel undertake their security tasks during those 12-hour shifts. Despite extensive evidence about the value of well-designed jobs, there are still many poorly designed jobs in both advanced and developing countries.

Several scholars concur that determinants of satisfaction have been linked with job features (Montañez-Juan, García-Buades, Sora-Miana, Ortiz-Bonnin & Caballer-Hernández, 2019). This suggests that jobs that encourage approved behavioural aspects, such as freedom, task uniqueness, task implication, task variety and feedback, tend to promote employees' satisfaction. According to Wattoo, Zhao and Xi (2020), job autonomy refers to how much individuals are capable of deciding about the order to

complete their tasks. It entails a job characteristic that allows employees room to make choices about their functions. In highly autonomous settings, employees learn to anticipate and prevent errors, and tackling variances. Moreover, autonomy is intensely linked to attitudinal job output, such as work happiness. However, task identity refers to how the job mandates a staff to undertake a complete portion of work, meaning undertaking a job from start to end with clear results. Studies have also found that relationships between task identity and employee satisfaction with their tasks would suggest that designing jobs with high task identity would improve the satisfaction of staff with their roles (Achieng, Ochieng & Owuor, 2014). Task significance constitutes the effect of one's work on other work or on the entire organization. Task significance has also been associated with satisfaction of staff with their work, organizational assurance and incentive (Grant, 2008). Grant argues that those with high task significance are more likely to be overloaded by their responsibilities.

Task variety is another important job characteristic. It refers to how much a role demands different activities in the outcomes of the tasks, where various abilities and competences of the working person are used (Janse, 2018). Roles that are more involving and include different work activities are more enjoyable and interesting. Any staff who does alternating work will likely be satisfied with own job compared one who always does the same tasks each and every day. Having different tasks, more responsibilities and more independence will enhance satisfaction of staff with their office. Task variety has also been related with the satisfaction of staff with their roles and staff performance (Aroosiya & Ali, 2014).

Feedback is another feature of job outlay. It is how much the job allows people to know about the efficiency of their output. To enhance employee performance, Janse (2018)

argues that it is vital that they be informed of the worth of their recent performances. Feedback also influences employee motivation. In respect to the current study, it has been observed elsewhere that the absence of these job characteristics among school security personnel cause adverse effects on their happiness with their work (Aroosiya & Ali, 2014).

Globally, there is overwhelming evidence indicating that job design contributes to satisfaction of staff with their work in organizations. Despite the considerable body of works on job design, there is scanty literature focusing specifically on school security personnel. For instance, Abid, Sarwar, Imran, Jabbar and Hannan (2013), in a study of the bearing that job outlay has on labourer's happiness with work in fertilizer companies, observed that job outlay has a strong effect on satisfaction of staff with their work. From the study, suitable job design results in increased job satisfaction while a bad job design brings about job dissatisfaction. A similar study conducted among nurses by Nurul, Rozana, Latifah, Nur and Noor (2018) indicated that specific job design mechanisms greatly affect employee happiness with work. Simultaneously, Salemm, Ahlam and Fatma (2018), in an investigation of the association between job design and nurses' happiness with their work, established that when nurses are happy with their work, have a suitable job design and are engaged in their work, they show affirming attitudes towards their jobs. These studies focused on other sectors and not on security personnel in government-owned high schools, which was the focus of this study.

According to Deery and Jago (2015), retaining gifted staff in the hospitality sector is a permanent source of concern for practitioners and a continuing area of interrogation for hospitality academics. These authors note that a key contributor to employee satisfaction with work and consequent retention is sustaining a work-life harmony. Indeed, it has also been found that employees' job and family related attitudes are normally influenced by

some other factors beyond the immediate job and family setting, such as individual characteristics. Additionally, the authors established that factors relating to having non-rigid work programmes, allegiance to one's role and work flexibility were the drivers of employee perceptions of job-life balance. Furthermore, these issues offer insights into employee happiness with work and sustenance approaches. The works on job-life harmony in hospitality points to both physical and emotional stresses contributing to the lack of an effective job-life balance strategy. Both work overload and work-life balance was examined by Hon and Chan (2013), while determining the bearing that disagreements and stress have on job output. Their work established that the staff had overbearing workloads and low job-life balance. Consequently, employees were less satisfied in their roles and showed low job output.

Zhao, Qu and Ghiselli (2011) indicate that life satisfaction affected happiness with one's job and that workers experiencing conflict between families tend to transmit positive features from daily experiences to the office. Therefore, administrative attempts to promote the presence of employees' kin in the workstation tend to exhibit affirming impact on one's happiness with own work. Work circumstances, in the view of these authors, specifically firm-wide time anticipations, expose hotel managers to more adverse and less beneficial work-life spill-over. The unavailability of this balance will cause adverse effects including the foregoing of private-life and overworking, invasive working time, impaired social and household time, and heightened levels of fatigue and stress. This notwithstanding, the above studies were done in hotel sector and not in public schools as the case in this work.

A study by Nalla and Cobbina (2017), on workplace aspects and satisfaction of staff with their work among private security guards (PSG) in the United States, indicates that guards

are contented with their work owing to the excitement they receive from the role assignment. Nevertheless, insufficient preparation, low wages, difficult schedules, monotony and unavailability of basic equipment were found to be antecedents of less job satisfaction. Further, the authors attest that an important attribute of high abdication among private security guard industry relates to factors associated with job satisfaction. General assertions have been given as reasons for high resignation by security personnel (including poor remuneration, unclear guidelines and lack in-servicing). However, little research has looked into job happiness among unarmed security workers. Nalla and Cobbina's study was undertaken in the US among unarmed private security workers and not in public secondary school security guards, as was the situation with the current study.

In another study by Onimole (2015), on work design and job satisfaction, reports that the expansion of offices initially was never scheduled. Essentially, the normal procedure involved overseers distributing personnel across different tasks and randomly grouping those tasks into jobs. For instance, like woodwork, ironwork, electrical work, the activities of each trade advanced through tradition and by invention. Nonetheless, psychology-based works on workers' motivation assert that work structure and outlay influence both the output and morale of the worker. Therefore, job design, enlargement, rotation and changes do affect the worker's motivation since they aid a worker to appreciate that some rewards come because of increase input. The study shows evidence that expanding jobs can make them more intrinsically animating. The author deduces that the more contented a staff with their role, the more efficient they are in undertaking the assigned roles. Onimole's study was done in Nigeria and not in Kenya, as was the case with this study.

An appropriate job design is one that assists employees to balance their office and non-work lives by letting workers to adopt more non-rigid work schedules. These programmes enable employees to address their work and family concerns and reduce potential stress and conflict between the various life roles. Flexible work hours are designed by managers to increase employee morale and enables individuals to coordinate work responsibilities and expectations to their work-family domains (Ngari & Mukururi, 2014). To improve work attitudes, organizations provide traditional perks, like alternative work schedules to foster staffs; happiness with work and morale (Ko & Hur, 2014). Therefore, there exists some urgency for stability of work-life, which enables the workers to balance between work and personal life. This will create balance and improve job satisfaction among employees (Muchemi, 2015).

According to Odhong, Were and Omolo (2014), a good job design helps the worker to feel that the tasks they are doing are satisfying, provides task identity, task value, freedom and response. Consistent with Wafula, Wekesa, Cheruiyot and Kwasira (2013), in a study to assess HRM practices on firm output in private security firms in Kenya, most participants said they never had a balanced work-life. However, part-timing was the most dominant, closely followed by shift swapping; they further indicated that these practices only contributed averagely towards firm output. The respondents also highlighted the effect of work-life harmony practices as it improves morale, commitment, mutuality of purpose and the ability to have personal time. Since the reviewed study was done in the private security firms, it was important to confirm the same among security personnel in public schools, hence the current study.

Flexible work systems are contingent on adaptability of HR activities to the company situation. Different patterns, times and people are deployed when performing activities.

Such programmes may be deployed in areas like working time, number of workers, the office and even type of workers. It is also noteworthy that different organizations have different objectives when deciding which flexible work systems should be utilised. However, for it to work better, employees need to accept the drastic changes that come with such arrangements; the changes affect mainly their personal lives, security and status. It also requires employees to be self-disciplined since supervision is minimal, especially at odd hours, like security personnel or those working from home. Managers have the chance to shape satisfaction levels of their workers through the structuring of their jobs. Properly designed work helps to delineate the vital tasks completed in a prompt and effective way, and encourages and challenge workers. Mbogo and Nzulwa (2018), in their review of organisational culture and its influence on employee job outcomes in development finance institutions in Kenya, found that absence of operational job design policies is among the challenges hindering the implementation of performance of the development finance institutions in Kenya.

Improperly designed works tend to cause low morale, become monotonous and frustrate workers (Tsuma & Omondi, 2015). The authors further propose that job swapping be undertaken frequently and organisations ought to offer workers some autonomy over their roles and more space for decision-making over how work should be undertaken. The inquiry was on workers' state of contentment in private universities but not among security personnel in public secondary schools, as was the situation with this study.

While all the cited studies provide useful insight on the link of job features and the satisfaction with one's work, hardly any of them examined the bearing that job outlay has on work satisfaction of security personnel in schools, hence the emphasis of this study.

2.3.2 Recruitment and Selection practices and Job Satisfaction

Recruitment and selection (R & S) activities are generally informed by the company's mission and culture. They constitute the techniques of luring and choosing outstanding employees for a business. They comprise the procedures involved in identification of applicants for engagement and encouraging them to express interest for positions in a firm (Opatha, 2012; Agoi, Namusonge & Iravo, 2016). Both processes involve marking out, inviting and picking out the appropriate individuals to aid in realising the company's labour needs. They are mainly concerned with finding, assessing, and engaging new employees or promoting existing ones. The focus is on fitting the capacities and desires of prospective employees with the aims and promises of a specific office. Staffing and selection tasks are some of the basic decisions that managers have to make since they are a pre-requisite to the building of an efficient workforce.

During hiring, both inside and outside sources may be utilised to fill vacant positions. Internal recruiting entails looking for candidates among existing staff. This involves techniques like job posting. In this technique, notices about vacant positions are advertised in strategic areas across the firm and workers are lured to seek those positions. The other method also encourages recommendations from current workers regarding friends who might fill those vacancies. External hiring seeks applicants from exterior world of the firm. The approach can be via media advertisements, campus recruiting, working with consulting agents or executive search firms and using computer databases. Al-Dubai, Gopalan and Mahmud (2019) have noted that selection entails the procedures employed in studying the received submissions of interests and deciding how much each candidate meets the position's specification. Generally, it involves short-listing a selection of aspirants and conducting some form of formal interview for the posted vacancy. The

popular technique of selection include screening potential candidates using tests and interviews, selecting candidates according to test or interview outcomes, and on-boarding to guarantee that they are ready to fulfil their new roles effectively.

According to Gamage (2014), staffing and selection are critical areas of HRM in every organization. The worth of the force that a firm has majorly stems from these functions. The author further argues that the general aim of R & S is to avail the firm with the most relevant office candidates. Indeed, the overall object of these practices is to get the right kind of person to realize the strategic aims of the company with the least possible cost (Ofori & Aryeetey, 2014). Patimah (2015) suggests that recruitment and selection have an affirming association with employees' productivity, employees' commitment and work quality.

Foot and Hook (2010) recognize the key steps of a logical style to staffing and selection as job assessment, job explanation and description of persons and encouragement of interviewees via the several approaches of staffing. The three main phases, according to them, are job review, work description and individual requirement. Inquiries have shown that implementing an effective staffing process is positively associated with firm-wide performance (Syed & Jama, 2012). According to Bohlander and Snell (2010), selection is a well-organized procedure of selecting candidates with the required experience and qualification to fill vacant position advertised. These researchers explain enlistment and selection as the procedure for choosing the persons from probable applicants who meet the prerequisite of the advertised position recognized in the institute.

Gopinath and Shibu (2014) reveal that HR forecasting is a crucial element of personnel functions. Consequently, the task of gathering the suitable staff belongs to the HRM.

Many potential workforces are present in the enlistment scene, but the test for organizations is to identify and select those candidates who could perform optimally. The research highlighted that the starting point in any hiring is an accurate assessment of the function. Selection and the assessments chosen for the identification work should be done along with the needs of the particular office.

Knowledge is critical for any company, especially regarding the indicators of optimal job output; what forms of know-how, abilities and talents are needed and what measures would be best in assessing these (Gopinath & Shibu, 2014). Normally, the target of enlistment and selection is to tie the qualifications of candidates with the task needs and rewards in the specific job. As such, highly productive companies spend huge sums of money and time putting in place highly accurate selection structures. The quality of fresh recruits is reliant on the organization's recruitment processes, and the efficacy of the assessment stage is critically reliant on the kind of applicants attracted to the position. Evidentially, enlistment and selection is of principal importance to job satisfaction.

Recruitment and selection influence the staff output and subsequently inspire job satisfaction. It is argued that the act of bringing in new workers is not merely to substitute those leaving or supplement existing workforce, but to equally acquire resources that can give high output and exhibit commitment, thereby leading to increased level of job satisfaction (Ballantyne, 2014). Moreover, R&S play influence an organization's niche and performance. The obtaining of new workers aids in modelling a company's dreams, underscoring the competencies to its priorities, hence raising job satisfaction. It also offers a platform for informing the public about the company's values and accomplishments. While this is the case in other countries in the world, there is need to explore how recruitment and selection practices influence satisfaction with one's work

among security officers in schools, in Kenya, specifically Baringo County.

The existing literature is replete with evidence indicating an affirmative and meaningful link between R & S and a firm's output. For instance, Syed and Jama (2012) have shown that deploying an R & S procedure is positively linked to a company's overall output. This is due to the fact that the R & S procedure determines the decision on the candidates who get employment offers (Otieno, 2013). The core aim of this activity is to raise the fit between labour force and the company, groups, and office responsibilities and thus to set up a good work environment (Tzafirir, 2006). Without a doubt, a well-defined recruitment and selection framework can guarantee a better fit between the individual's capacities and the organization's requirement (Otieno, 2013). Nyabuto (2017) concluded that employment stability could be realised via a selection mechanism based on ability.

Omolo (2012) investigated the role of R & S in the productivity of small and medium enterprises (SMEs) in Kisumu Municipality in Kenya. The author reported that the general mean output of SMEs in the areas was 60.71%. Further, the investigation found a meaningful and affirmative link between R & S, on the one hand, and overall output of SMEs, on the other, at $\alpha = .01$. The average output of these enterprises with good R & S was 81.90%; with moderate at 67.94% and poor at 53.90%. R & S contributed up to 40.8% of the variance in their output. The study deduced that R & S do critically affect the productivity of SMEs. Though it was done in Kenya, the research mainly investigated the influence of R & S on the output of SMEs and not on satisfaction with work among school security personnel, which was the focus of this inquiry.

In a study on the influence of R & S on the productivity of workers of research institutes in Kenya, Kepha, Mukulu and Waititu (2012) indicated that the interplay of workers' output and R&S is highly significant. The author advises that these institutes need to abide

strongly with job specifications when hiring new staff. This view is shared by Agoi, Namusonge and Iravo (2018), in their research on the bearing that R & S activities has on worker satisfaction in publicly-owned sugar manufacturing firms in western Kenya. They established that R & S is fundamental to the continuity of any firm. They contend that the enlistment of staff in an appropriate manner is beneficial since it helps to avoid consequences such as increased turnover and poor performance. The current inquiry sought to ascertain whether staffing and selection influenced satisfaction with one's job among security guards in government-run schools in Baringo County.

2.3.3 Training Practices and Job Satisfaction

Training is the methodical acquisition of skills, know-how and competences to enable one carry out a task effectively. It is an instructional activity in which workers are imparted with new ways and re-acquire and reinforce their competences (Long, Kowang, Chin & Hee, 2016). The aim of induction is to reinforce the practical knowledge of staff and to satisfy the existing and prospective work force delivery goals (Argwalla, 2010).

A dynamic environment necessitates a lifelong learning as an essential coping strategy. Work environments change often, which necessitates continuous upgrading of employee skills to improve on their job performance, growth and the capacity to adjust to the rapidly changing economic environments (Amin, Saeed, Lodhi, Iqbal & Tehreem, 2013). Similarly, Pfeifer, Janssen, Yang and Backes-Gellner (2011) argue that close to education, one's length of exposure to the labour market is considered key to economic performance at both the micro and the macro level. Further, Elnaga and Imran (2013) posit that, to cultivate the requisite aptitudes of the labour force, to optimize output from every office, necessitates effective induction procedures, which may also influence morale and devotion. The authors add that, to ready their staff to deliver as expected,

employers offer training aimed at bolstering their employees' potential. They observe that most employers invest in imparting new competencies in their staff, thus preparing them to face uncertainties and subsequently productivity. Therefore, ongoing induction is one way to create an elastic workforce that is self-driven and loyal (Amin *et al.*, 2013).

Scholars widely agree that firms can take up diverse HRMP like induction to improve workers' skills (Truitt, 2011). Training can alter the aptitude of workforce in performing their current job, and prepare them to accomplish future tasks effectively. Therefore, training is good for both the staff and the system. Subsequently, training leads to increased contentment with one's work and, subsequently, better job performance (Ongori & Nzozzo, 2011). Training opportunities are pertinent to employee contentment in any firm. Dessler (2011) contends that a training process starts by ascertaining the improvement needs of the staff and the firm. A training needs assessment is normally conducted to identify existing training gaps, especially the kind of induction to be undertaken by outside agencies, and, accordingly, schedule the training programmes. Worthy of note, induction needs evaluation may be undertaken via task analysis and performance analysis on current employees (Armstrong, 2013).

Engetou (2017) contends that a company can utilize diverse training methods to train employees. These approaches are largely classified into on-the-job and off-the-job training. On-the-job-training programmes enhance employee output in the firms. This technique entails giving training to employees when they are at work. The staff-trainee remains in the office and the trainer or mentor shows the trainee how to make the specific operations for optimal outcomes. This technique is mostly intended to familiarize the employee with the normal working conditions. During training, employees are inducted directly and practically on the proper use of equipment, devices, machines and materials.

The main method of on-the-job induction is learning by doing where the supervisor or the more experienced employees show the trainee how to execute specific tasks. The learners take after the directions of the supervisor and perform out the task. In effect, on-the-job training entails coaching, apprenticeship, internship, job variation, and job instruction (Dessler, 2011). This training technique is recommended for training security personnel in schools because most are hired without prior training.

Off-the-job induction is administered to employees offsite from the place of work hence reduces disruptions (Armstrong, 2014). The goal of this induction is to give a peaceful domain to the worker to focus completely on learning. It occurs outside the office or firm and takes different forms. It includes lectures, role playing, audio-visual aids, programmed instruction, behaviour modelling, case study seminars and discussions (Mensah & Frimpong, 2020). This is a costly training method as it requires proper selection of the place of training, arrangement of resources and hiring of experts to impart the requisite knowledge on the employees.

Nalla and Cobbina (2017) have found that training improved job happiness among security personnel in Midwestern State in the US. They noted that security guards believe government sponsored training is key to improving and reinforcing their professional standards and to creating a more positive public image. Security personnel contended that with better training, their image would improve. The authors recommended that, to improve security personnel's job contentment, it is vital to increase their salaries, offer additional training, and improve scheduling and enhance their work conditions. In a similar study, Cobbina, Nalla and Bender (2016) noted that security officers perceived a lack of adequate training as a major impediment to them performing their tasks effectively. These authors strongly endorsed systematic and standardized training for

private security officers. They reported the skill areas identified by the officers for increased training to include knowing to tackle problematic people and physical altercations, protecting oneself, and understanding the particular ins and outs of the site in which they work.

Usha Priya (2013) on the bearing that HRM activities have on worker satisfaction in Public Sector Commercial Banks in Chennai, indicated that induction practices are affirmatively associated with employee satisfaction. Shaheen, Naqvi and Khan (2013), explored the value of induction for school instructors at the district of Kotli Azad Jammu and Kashmir, Pakistan, and how such inductions affect teachers' performance. They discovered a meaningful and affirmative association between induction and firm output. Effort to examine the work satisfaction of security staff in the developed countries has been made (Nalla & Cobbina (2017). However, it was uncertain if the findings would relate to security personnel in high schools in growing states, especially Kenya, hence this study.

In Africa, Mohammed's (2016) study on training practices and employees' happiness with their work in the United Nations Economic Commission for Africa found significant influence of induction and worker job satisfaction. In respect to training aspects and their influence of workers' satisfaction, Mohammed noted that employees were keen on the capacity of induction to include availability of training opportunities to diverse people within the organizations, and function of induction in enhancing chances of promotion. The reviewed study explored employees of United Nations Economic Commission for Africa while the current study focused on school security workers in government-owned high schools in Baringo County.

In Nigeria, Nwachukwu and Chladková (2017) revealed that training gives employees the know-how, competences and capabilities they require to productively do their work. These skills can be acquired during work and off the job. Therefore, training improves employee capacities leading to greater performance and subsequent satisfaction with the work. An earlier research by Adesola, Oyeniyi and Adeyemi (2013) looked into the link of staff inservicing and job contentment in Nigeria's banking sector employees. The study indicated a meaningful association correlation between the employees' perceived training and fulfilment with one's job. The aforementioned studies were done among employees in other sectors and not among school security personnel, as was the case with the current study.

Gebresilassie (2017), on guards in Ethiopia, showed that security personnel lacked adequate training. Most of them had undergone only physical fitness by the time they were recruited. However, none had been trained on intelligence, collation and administration of information, riot control, data management transparency, accountability and effective oversight, laws on possession of weapons. Gebresilassie recommends adequate training for security workers to build their capacity. Conversely, in Tanzania, Mkilindi (2014) established that most private security guards have gone through extensive training just like the local police departments. Indeed, the author noted that some companies seemed to offer more or better training than the local police officers. Whether an organization wanted armed or unarmed guards, the certified security companies provided highly qualified personnel (Mkilindi, 2014). Although Mkilindi showed some training is provided to guards, it was important to investigate if and how such training in public schools was done.

In Kenya, Mulwa (2014), on training and job fulfilment at the Kenya Medical Research Institute (KEMRI), noted that training is a crucial component of employee satisfaction. Training upgrades employee knowledge and competences, leading to ability to execute the job demands, and an increased ease of work execution. This increased ease of executing the work demands leads to an elevated feeling of satisfaction. The training aspect signals to the staff the employers' commitment to developing the employee. This is vital in cultivating employee loyalty and acts as an intrinsic reward for the staff. The training component has equally been seen to elevate the feeling of belonging and hence satisfaction. This work was done in a research institute while the current study was done in public secondary schools among security personnel who are employed by the school boards of management.

Similarly, Kanana (2016) argues that training leads to employee acquisition of valuable skills leading to self-fulfilment and raised job satisfaction. The employee training facilitates the self-fulfilment through the removal of pressures that arise from incompetence's and inefficiencies. The inquiry study was qualitative in approach while the present research was both quantitative and qualitative in approach. The above studies were undertaken in other sectors and not in public schools, as was the case with the current study.

Chepkosgey, Namusonge, Sakataka and Nyaberi (2015) undertook a study on the influence of on-the-job induction on workers' contentment with their roles at Kapsara Tea Factory. The author noted that effective on-job training engenders minimization of learning costs, enhancement of the workforce, and improvement of value of output and overall productivity. The study further established that training helps to enhance workers' competency; hence impacting positively on their satisfaction. Moreover, Chepkosgey *et al.*

(2015) found that the workers appreciated training, as they perceived it as an investment by the firm. Among the training aspects that led to employee satisfaction were: the site for training, relevance of training aspects, and criteria used in picking eligible persons for training aspects. Chepkosgey *et al.*'s work was done in agricultural sector while the current study was done among security guards in government-owned high schools in Baringo County.

Muindi (2014) examined the place of managerial activities in workers' satisfaction with their roles at the Teachers Service Commission's main office in Nairobi, Kenya. From his work, 47.7% of the participants said training had influenced job satisfaction at TSC to a very great extent, 25.5% stated that training had greatly influenced job satisfaction at TSC, 13.6% said it had influenced satisfaction with one's work at TSC to a moderate extent, while 4.5% mentioned that training had influenced job contentment at TSC to a low extent. Muindi focused on TSC and used descriptive statistics for analysis only while the present study used both the descriptive and inferential statistics.

Akinyi (2013), in her study on factors influencing job satisfaction among non-teaching staff in public secondary schools in Butula Division, indicated that majority of non-teaching staff had never gone for training since they were employed in their current stations. However, most workers had worked in their station for over ten years. Those who had attended training had varying periods and nature of training. Those who had attended training commented that the content of training had been fair while majority had been dissatisfied with the training opportunities. Further, the data suggested a heightened sense of dissatisfaction with training opportunities offered by the school administration. They, therefore, appealed to the administration to expose them, sponsor them and consult with those charged with availing more training courses. Though the study involved the

non-academic staff in government-owned high schools, it was not specific to the security personnel whose work is unique and sensitive. The study also used questionnaires only to collate data, but the current study used interviews on the principals to gather additional data to compliment data from questionnaires.

Mutua, Karanja and Namusonge (2012) indicated that staff induction is a valuable component of the diverse HRM practices, which are used for retaining and improving employees. The diverse kinds of training given to employees include on-the-job training, vocational training, general and specific training. They found that contentment over short-term rewards and long-term prospects was meaningful in shaping the overall satisfaction than that with social relationships or work intensity. Training is intended to help personnel gain skills and knowhow they require to be more successful in their work, thus increase their service potential and organizational value. Training yields good outcomes like a rise in production, reduced absenteeism, reduced turnover, reduced errors or wastage, quality improvement, better attitude towards work and the firm, increased motivation, increased ability to undertake multiple roles and tasks, reduced resistance to change, personal improvement and less need for supervision (Khanka, 2013).

According to Lung'ung'u (2011) training improves employee output. It promotes staff work morale, career advancement, willingness to assume greater responsibilities, loyalty, among others. Ngeny, Bonuke and Kiptum (2017), carried out a study on the effects of work context has on job satisfaction among subordinate workers in high schools. The findings revealed that T & D for technical skill among non-teaching staff is still low. Therefore, it is not clear whether T & D exists for problem resolving and for support staff in schools. Murunga (2014) also indicated that most employees of the private security organizations are young, inept, inadequately instructed and ill armed, and lack the

motivation to offer worthwhile services. Additionally, the majority of the workforce comprises young school leavers aged from 18 to 30 years.

In a research into Tanzania's public water utilities, Karia, Omari, Wanaongoro and Kimori (2016) concluded that employee efficiency and effectiveness depended more on availability of T & D. The findings showed that there is a low level of satisfaction on T & D in the most of the staff, the consequence of which was deprived performance. Another recent study in the security industry by Odhong, Were and Jonyo (2018) demonstrated that training enhances employees' performance and enables the firm to create a competitive niche, above its competitors. The researchers observed that relevant and adequate training is necessary in the security sector. However, they recommend a training needs analysis to be conducted before training the security guards to enable the organisations identify the contemporary trends, training requirements and materials needed. They also contend that any training design adopted should entail both on-job and off-job programmes. The on-the-job training enables the security guards cope with the duties they are assigned in every workstation. For example, some require ICT skills, ability to communicate in English and Kiswahili, and/or any other additional foreign languages, where applicable, to enhance employability. In effect, any formal training may act as a move towards recognition of the security guards as professionals, licensed to undertake the duties.

Previous works have looked into the interplay between induction and workplace education programmes, training and organizational outcomes, on-the-job training and banking performance, training and the employees' work loyalty and output. Nonetheless, very few studies have tackled the influence of training on satisfaction among security personnel in schools. Most studies have zeroed in on the impact that training has on organisational

output in manufacturing firms in developed countries. Other studies have investigated the features of security work, legislative efforts and training requirements of security officers in different countries. However, few researches have focused on developing states like Kenya, which is why this study aimed to bridge the prevailing knowledge gap by looking into the link of training and job satisfaction among security personnel in Baringo County, Kenya.

2.3.4 Reward Management Practices and Job Satisfaction

A well-crafted reward scheme is foundational to the success of an organisation. Rewards comprise the returns to employee given by the organisation in respect of work done. Anticipation of getting a specific reward inspires a worker to exert more energy and to adhere to employment agreements (Dessler, 2011). Bange (2013) observes that the reward scheme in a system comprises the monetary, non-monetary, and psychological payments availed to staff. Reward administration is among the strategies deployed by HR practitioners to attract and retain suitable employees besides inspiring them to enhance their output and to abide by employment terms (Armstrong, 2010). Often, HR managers design reward structures that facilitate the organizations strategic goals, and the goals of specific employees. The goal of reward systems is to provide a methodical framework to deliver positive outcomes. Rewards can be viewed as both fiscal and nonfinancial. Financial rewards can further be categorised into direct and non-direct financial rewards. Direct rewards include good salary packages, profits and commission whereas indirect financial rewards are all those perks not covered by direct financial rewards. Non-financial rewards consist of flexible schedules, responsibilities, opportunities, recognition, promotion, vacations, work place environment, sound policies, insurance, medical, and

retirement benefits. These rewards influence the performance of the workers in diverse ways.

According to Gashaw (2019), many organisations use rewards and perks to inspire the staffs to do more, encourage new employees to enter the organisation, drive them to show up to stations, and to enhance staff morale by indicating their position in the organizational structure. Furthermore, the objective of employee benefits includes to cement the worker's devotion, and to show the employees that the company cares for their needs. Gashaw classifies employee benefits into statutory and voluntary. Statutory benefits are those availed by the firm regardless of whether it wishes to or not, for example, social wellbeing benefits, insurance, and pension scheme. Voluntary benefits refers to vacations and breaks, special leave, sick days, health insurance, educational support, and employee discounts such as mortgage. Therefore, in reward administration practices, it is good to define the suitable pay grade for every position. This requires the firm to collect information about jobs by conducting job reviews to determine job and position descriptions and standards.

Conversely, recognition refers to appreciation of staff through different forms of gratitude gestures (Sitati, 2017). Such appreciation, when offered for tasks accomplished, makes employees to feel inspired to do better and better (Wambugu & Ombui, 2013). Promotion is the movement inside an institution to a position in which duties, tasks and responsibilities increase or enlarge. Accordingly, promotion possibilities affect the conduct of the staff in the organization and inspire individuals to better abilities to advance (Parry & Kelliher, 2009; Sitati 2017). Similarly, salary is a crucial antecedent of job happiness. As such, those who are better paid tend to be more satisfied than the ones not well paid. Young, Milner, Edmunds, Pentsil and Broman (2014) found that salary has a meaningful negative relationship with job satisfaction. According to Mullins (2010),

extrinsic motivation is related to tangible rewards such as salary and fringe benefits. Fringe benefits are normally less taxed than wages. Indeed, they can even be purchased at a lower price via an employer than when sourced from the market. Additionally, these benefits are usually suitable pieces of reward packages and, therefore, tend to increase employee job satisfaction.

Tessema, Ready and Embaye (2013) carried out a study on the effects of employee recognition, pay, and benefits on satisfaction with one's work. In this cross-sectional study, survey responses from university students in the US, Malaysia and Vietnam were analysed. Employee recognition was found to have a meaningful force on job happiness, irrespective of home country wage level (high, middle or low income) and culture (collectivist or individualist). However, the power of employee recognition over job satisfaction was significantly more important for the US respondents than for respondents from Malaysia and Vietnam respondents.

Duberg and Mollen (2010) reviewed reward schemes under the health and geriatric care sector. The core aim of the study was how reward schemes structured in health and geriatric care are and whether the current reward systems affect the care quality. The methodology took a qualitative approach and interviewed six leaders in both private and government-owned organizations. Two of the interviewees worked in geriatric care and four in health care. The theoretical framework was drawn from scientific literature about motivation and reward systems and literature on wage conditions in the health care sector and the civil service sector was used. Findings showed that salary is an important aspect in the reward system; however, other incentives like gratuities and shares were seen to generate an enjoyable work place and happy workers that inspire employees to be efficient. Outcomes showed that conditions for working with reward systems in the civil

sector are limited owing to the lack of resources and complex large organizational structures with old traditions. This has to be reconsidered to work with well-designed reward systems similar to those in private care organizations. The study used qualitative approach only and was done in the health and geriatric care centre; the present inquiry used both quantitative and qualitative approaches and was conducted in government-owned high schools.

There is empirical prove that rewards determine the rate of improvement in job satisfaction. Many studies have looked into the phenomena in different economic sectors globally. In the education field, the focus has been on the academic and non-teaching staff in the universities and teachers in secondary schools. For example, research by Nganzi (2014) and Osakwe (2014) looked into factors influencing job contentment among secondary school teachers. On the other hand, Azeem and Quddus (2014), Sarah (2012) and Tai (2014) explored issues shaping the non-academic workers in universities in India, Malaysia and Taiwan, respectively. This notwithstanding, in-depth studies of the work of security labour force in Kenya are few. As such, there was need to give scholarly focus on the reward practices of this group of professionals in relation to their job satisfaction in schools.

Mafini and Pooe (2013) studied employee satisfaction in a South African government department. They noted the aspects affecting employee satisfaction were recognition at work, communication aspects, fringe benefits, working environment, features of the job and firm, supervision factors and compensation aspects amongst other aspects. While the study focused on employee satisfaction in South African government department, it did not focus on employee satisfaction within the context of the school and among security personnel as was the case with the present study. In Zambia, Tayali and Sakyi (2020)

observed that, despite working longer, security personnel in Southern Africa are not paid overtime. They also go for several months working without a pay. Moreover, they work under non-benefit conditions. These concerns are unfavourable to the wellbeing of security personnel and contribute to their work dissatisfaction. The authors noted further that there is need for governments to impose minimum wages for security staff and ensure that security firms adhere to the set standards. In the view of Tayali and Sakyi, having a minimum wage will protect security personnel from poor compensation, and ensure equitable distribution and harmonization of pay for all workers.

Kuria (2011) avers that staff are the most fulfilled and effective when their jobs gives them protection from economic strife, appreciation of their input, good framework for reporting and addressing dissatisfaction, chance to add ideas and suggestions, involvement in critical choices and affairs, well delineated roles and chances for progression, fringe perks, sound reward scheme and incentive plans. Further, the allowances within a reward scheme motivate the employees to work hard in their employment. Relatedly, Okoth (2015) notes that allowances, often perceived as extra compensation, implies that the workers feel appreciated for the extra effort that they make for the firm. This is because the allowances such as overtime, and risk allowances are offered to them with the understanding that they have gone an extra mile that influence their work life balance and therefore employees feel compensated when they get the extra monetary consideration in terms of allowances (Anderson, 2013). Conversely, Parvin and Karbin (2011), in a study of employee satisfaction in pharmaceutical companies, note that allowances, when managed well, can motivate workers, as money generally is a basic indicator of status within the society. The reviewed study was done within a pharmaceutical company while the present inquiry was done in public secondary schools in Baringo County.

Rewards have also been mentioned as a major factor affecting job satisfaction of employees in many organizations. For instance, Nanzushi (2015) reports that salary and compensation are the key institutional factors affecting job satisfaction of employees since they fortify a pleasure or positive emotional state. Gebresilassie (2017) conducted a study on private security staff in Ethiopia and found that many of these kinds of guards earn low salaries per month. Such low pay could undermine the working attitudes of the guards. Therefore, Gebresilassie recommends that these staff be paid salaries that are within the minimum government requirement and in tandem with the country's current inflation rate.

Chebet (2015) also found that the key institutional features shaping job happiness of staff of county governments of Kenya are pay, management, induction and terms of work. Moreover, the author notes that salary paid on time determines the job contentment of the most staff in Kenya. Similar findings have been reported by Obwoyere and Kipkebut (2016), who observed that commitment to the organisation, characterized by adequate compensation, recognition and promotion affect job happiness among staff of the County Government of Nakuru. Njoroge and Kwasira (2015) also note that compensation and reward have strong correlation with employee performance in the County Government of Nakuru. Recognition programmes demonstrate respect for employees. A meaningful and thoughtful employee appreciation programme attaches value to employees' efforts and shows respect for who they are and their work. Recognition can be categorised into formal or informal, cash or noncash, and individual or collective. Evidentially, the above studies show that rewards influence employee job contentment. However, none of these relates to security personnel in schools as in the case of the current study.

In other studies, Waithaka (2013) and Muindi (2014) also note that among the aspects affecting employee satisfaction in government departments of Isiolo and TSC,

respectively, are remuneration, promotion aspects, training and development aspects, and financial compensation. While Waithaka (2013) and Muindi (2014) focused on factors influencing employee satisfaction within government departments of Isiolo and TSC, respectively, their studies fail to examine employee satisfaction within the context of school and particularly influence of rewards on job satisfaction among security personnel.

Musyoki (2012), in his work on the interplay between rewards and job satisfaction at the National Cereals and Produce Board (NCPB), shows that rewards and recognition are essential factors in enhancing employee job satisfaction and work motivation, which is overtly linked to organizational accomplishment. Further, he mentions that employees stay in a company if they are well-rewarded, since a proper reward system raises the level of job satisfaction and they may leave if they are poorly rewarded. Workers tend to stay in organizations where they believe that their capabilities, contributions and efforts are appreciated. Therefore, the present inquiry tested this assertion by examining the bearing that reward administration practices have on job satisfaction among public schools' security personnel in Baringo County.

Further, Okoth (2015) examined the role of reward administration practices in staff retention at Communications Authority of Kenya (CAK). He concludes that a strong link exists between employee reward management practices and retention at the CAK. The outcomes of the study enabled a better comprehension of the interplay between employee retention and reward administration practices at CAK. Evidently, it is critical to develop an employee retention practice and reward administration practice policy, and total reward system whose benefits include pension scheme, life insurance, sabbatical leave, health insurance, workers compensation programmes, transportation benefit, flexible work plan, educational fees, employee assistance programmes, relocation benefits and recreational

programs. In conclusion, it can be seen from the findings that employees at CAK are retained because of effective reward administration practices.

In secondary schools, few studies have been undertaken on non-teaching staff job satisfaction. Ngeny, Bonuke and Kiptum (2017) studied the influence of working conditions on job contentment among support staff in high schools and found that there is much to be done regarding to employee remuneration. These researchers reported that the pay and perks seem disproportionate and are mostly determined by experience and skills. Thus, majority of the non-teaching staff doubt whether they are paid fairly. The findings also indicate that there is insufficient overtime reimbursement and unsatisfactory gross salary.

In another study, Gogo (2010) demonstrated that pay package is a vital component of staff development. He notes that good pay may mean low staff turnover, which may result in improved services. Many employees believe in good salary and allowances such as house, transport and medical. Research reveals that fringe perks, such as sponsored meals, housing, transit allowances and assistance with education, can greatly raise teacher fidelity and job output (Simatwa, 2010). A study by Akinyi (2013) found that majority of non-teaching staff in Butula Division earn between Ksh. 7000 to Ksh. 9000. This was an indication that they earned the lowest compared to other school workers like teachers. This could also be a reason for their increased dissatisfaction with pay. Pay or good wages is generally valued by all employees regardless of gender, occupation, age or status. Since time immemorial good wages continue to be ranked among the top five factors that satisfy employees in their job. Its value may best be understood in terms of different needs employees have.

In a study on job satisfaction factors influencing teachers' performance in public primary schools, with a case study of Mombasa County, Chisaka and Gichinga (2018) found that compensation has a positive relationship with teacher's performance. They observed that reward is an important facet to employee job satisfaction despite continuous changes in business climate and uncertainty. The authors further noted that to ensure employees are well-motivated for better service delivery, compensation should commensurate with their experience, skills and qualifications. Beside basic salary, employees' performance should also be appreciated through special allowances (recognition awards, free merchandise and free trips), promotions, and leave allowance as well as overtime payments.

Nyaboga, Osero and Ajowi (2015), in a study on the working conditions of subordinate staff in public secondary schools in Nyamira County, revealed that in the school system, the principal is accountable for the management and motivation of the support staff. However, they observed that most were not driven to work since whenever their institutions did well, it was only the instructors who were appreciated, taken on excursions, awarded and being appreciated. Support staff in most cases are minimally appreciated not only by stakeholders but also by their school heads. Support staff members also struggle with poor working environment such as delayed pays, especially during the third trimester of the learning calendar as the school administration claims they have run short of funds. Support staff members also suffer lack of medical cover, lack of working tools and protective gears when at work. Additionally, subordinate staff also lack induction opportunities, receive few sick leaves than do instructors, although they are exposed to similar health dangers, not sure of pay reviews, being unpaid during learning breaks. Consequent upon poor working conditions, most support staff are not motivated to work; yet they are expected to come to work very early, be innovative at work place; they

are further expected to love their jobs and to improve their school performance. Though the study was done on working conditions of support staff in public secondary schools, it was not specific to security personnel; hence the need for the current study, particularly in Baringo County.

On the whole, past studies show rewards to have a positive influence on job satisfaction. However, different rewards seem to have a different impact on employee attitudes, satisfaction and productivity. There are mixed findings when it comes to individual rewards and their influence on performance. It is worth noting that despite of the much literature as observed above, none reports on how rewards have a bearing on the job satisfaction among school security personnel, hence the need for this study.

A study by Gitamo, Mageto, Koyier and Wachira (2016), on the effects of reward systems on employee satisfaction at Kenya Forest Research Institute (KEFRI), found that both cash and non-financial reward systems were used to motivate staff. The authors contend that rewarding employees tends to greatly influence the level of job satisfaction of employees at KEFRI. Similarly, a study by Macharia and Omondi (2016) showed that reward systems affect employee job satisfaction considerably. As such, the reward system in any institution should be reviewed to render it more equitable with each reward package, taking into consideration the various cadres of staff in the firm, to tackle inequalities and also reduce the levels of dissatisfaction, low motivation and improve productivity.

2.4 Theoretical Framework

To ascertain the influence of the HRM functions on the job satisfaction among the security personnel in secondary schools, this study adopted motivational theories. Khanka (2013) notes that morale can be said to be one measure of job satisfaction. This suggests the

theories relating to motivation are likewise viewed as the hypotheses of employment fulfilment. The theories that were applied in this study are: Frederick Herzberg's Two-Factor Theory, Analysis, Design, Develop, Implementation and Evaluation (ADDIE) Model and the Resource-Based View Theory.

2.4.1 Frederick Herzbergs's Two-Factor Theory

The work of Herzberg (1959, as cited in Joshi, 2013) indicates that various elements lead to job satisfaction while some lead to job dissatisfaction. Herzberg referred the two sets as motivators and hygienic factors, respectively. He carried out a study on 200 accountants and engineers to assess the factors contributing to dissatisfaction with their work. The motivators or satisfiers identified include recognition by colleagues, job itself, level of career accomplishment, amount of work responsibility and chances for promotion and growth (Madura, 2006). Moreover, he identified hygiene or maintenance factors as working conditions, salary and supervision, management policies and procedures, job conditions and interpersonal relations. Motivation factors contribute to increased job satisfaction (Mukherjee, 2009).

Herzberg's Two-Factor Theory suggests that satisfaction and dissatisfaction stem from different groups of variables (motivators and hygiene factors, respectively). Therefore, job satisfaction and dissatisfaction are not exclusive ends of a similar line, but two separate dimensions. In general, people are content with aspects of their jobs that have to do with the work itself or outcomes directly resulting from it (Greenberg & Baron, 2007). By contrast, dissatisfaction is associated with conditions surrounding the job such as working conditions, pay, security, relations with others and so on, rather than the work itself.

Since these variables deter dissatisfaction when availed, they are known as hygiene (or maintenance) factors. They include firm policy and management, technical inspection,

interpersonal networks with the overseer, interpersonal networking with colleagues and subordinates, pay, job safety, personal issues, work terms and position. Motivators constitute the job content; they are innate to the function itself. They consist of the mental need for progression and appreciation. The absence of these does not prove highly dissatisfying, but when present, they build strong levels of motivation that result in good job performance. These factors include achievement, recognition, advancement, the position itself, the likelihood of personal advancement and responsibility. When overly availed, these add to job satisfaction, but when unavailable does not end in job dissatisfaction – just less satisfaction. Similarly, hygiene factors only add to dissatisfaction if absent, but not to satisfaction when present (Greenberg & Baron, 2007).

In addition, several principles have been recommended and they include increasing accountability of an individual, removing some controls on workers, giving workers natural or whole work units, offering direct feedback to workers rather than feedback just to supervisors, increasing freedom, discretion and authority, assigning specialized responsibilities to staffs become professionals and initiating more difficult responsibilities (Herzberg, 1968). The above method signified a crucial forward step in research of job design. Nevertheless, though it encouraged research of job design and practice, the theory received slight practical support. In addition, the theory of Herzberg presumes that every person looks for self-actualization and motivation and if they are denied at the seeking hygiene stage, they will be ‘mentally unhealthy’.

School boards of management have the chance to manipulate the measure of satisfaction of security personnel through their jobs design. According to Borman (2004), functions that are properly designed help to accomplish two significant objectives, namely challenging, and motivating staff, and ensuring the necessary work is done in an

appropriate and experienced way. Normally, both the employers and the employee benefit from flourishing design of job. As suggested by Herzberg (1968), the following principles should be practiced: reduce some controls on employees; increase their autonomy; increase discretion as well as freedom; give direct feedback to workers rather than feedback simply to supervisors and introduce more complicated responsibilities. In effect, jobs that are badly designed are probable to be frustrating, boring and discouraging to workers. In keeping with this theory, job that is challenging has the chance for recognition, accomplishment, growth and advancement that will inspire workers.

Herzberg's Two-Factor Theory has significant implications for managing institutions. As such, institutional overseers would be well-advised to create conditions for job satisfaction by providing opportunities for achievement, recognizing workers contributions, creating rewarding work that fit the capabilities of the workers, provide chances for advancement through promotions and offering training and development opportunities (Mullins, 2010). The theory further suggests that steps established to generate conditions to deter dissatisfaction by ensuring that wages and salaries are competitive, providing effective supervision, providing job security, building job status by providing meaningful job designs and fixing poor and obstructive company policies.

Herzberg's Two-Factor theory was appropriate in this study as it emphasizes on the two groups of factors that are pertinent when taken care of by the secondary school boards of management (BOM), which may improve the security personnel's working conditions and thereby increase their levels of job satisfaction and get the best out of them. The theory may be adopted and embraced easily by BOM because it makes simple distinction between indicators that positively influence job satisfaction and those causing job dissatisfaction.

2.4.2 Analysis, Design, Develop, Implement and Evaluate (ADDIE) Model

According to Odhong, Were and Jonyo (2018), the concept of Instructional System Design (ISD) has been around since early 1950. However, analysis, design, develop, implementation and evaluation (ADDIE) first emerged in 1975. It was created by the Centre for Educational Technology at Florida State University for the US Army in 1975. The model has since evolved severally over time to become interactive, flexible and user tailored (Eddie Timeline, 2015). Culatta and Kearsley (2016) explain that the ADDIE model is a generic process traditionally used by instructional designers and training developers. The five stages of analysis, design, develop, implementation and evaluation constitute a non-rigid guide for instituting effective induction and productivity support tools. In the ADDIE Model, every phase has an outcome that leads into the subsequent one.

In this study, this model supported training as independent variable. The implication of this model to the study was that for training to be conducted, the school needs to conduct training needs analysis (TNA), determine the training method, develop a programme, implement by conducting training and evaluate the effectiveness at the end of training. Effective instructional designs provide a method that, if the school BOM follows, can facilitate the transfer of requisite knowledge, skills and attitudes to the security personnel hence their satisfaction. Competent and satisfied security personnel are motivated to perform better.

2.4.3 Resource-Based View Theory

This study also adopted the Resource-Based View (RBV) Theory to examine the overall recruitment and selection practices in schools among security personnel. The RBV Theory asserts that a business must have valuable, rare, unique and non-substitutable resources to

have a sustainable competitive advantage. These resources include everything internal to an organisation. Barney (1991) listed all of the assets, capacities, firm-wide processes, firm attributes, data and knowledge as resources. The application of this theory to human resource management helps to delineate the role that personnel play in building an organisation's competitive advantage. To account for how this construct can be applied to HRM, Wright and McMahan (2011) referred to four aspects that individuals, as assets, must have for the organization to be competitive. First, they must give worth to the organisation's production processes, meaning the level of individual output must be significant. Secondly, the skills that the firm looks for must be rare. Thirdly, the aggregate human asset investments of an organisation's employees must not be easily replicated.

The RBV Theory therefore underscores the use of proper selection criteria for hiring the right type of person in the suitable position for generating unique qualified pool of human resources whose competence can strongly influence to increase strength and decrease weaknesses to gain competitive advantage. Thus school boards of management can produce human resource advantage if they adopt proper R&S policies for having exceptional security personnel. Since attaining an equipped pool of highly competent and motivated security personnel is more difficult than technologies and capital, schools should be very cautious during recruitment and selection practices to make their staff unique and competitive.

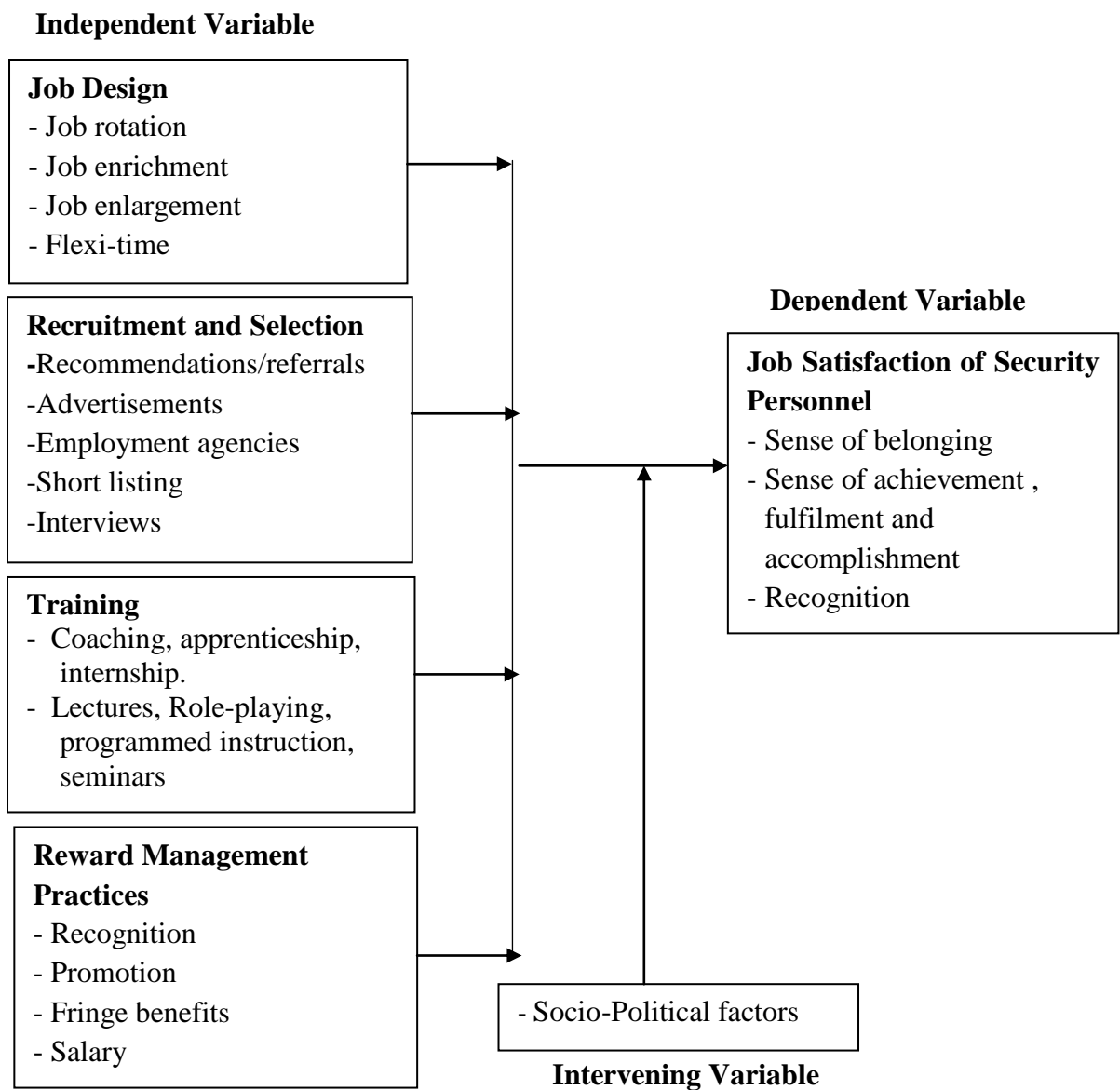
2.5 Conceptual Framework

Orodho (2009) defines a conceptual framework as a model of representation where a researcher conceptualizes or represents relationships between variables in the study and shows the relationship diagrammatically or graphically. Figure 1 identifies the variables and outlines their relationships as conceptualized in the present study. The framework

shows HRM practices of job design, R & S, training and reward administration as the independent variables that influence job satisfaction of security personnel (the dependent variables). The dependent variables indicators were strong sense of belonging, sense of achievement and accomplishment, happy with salary, flexible work schedule, recognition and opportunity to pursue own goals. Political interference and the location of the school were the intervening variables.

Figure 1

Conceptual Framework



2.6 Summary and Knowledge Gaps to be Filled by the Study

Many studies have been carried out on the effect of HRMP on job satisfaction among teaching staff in universities, health workers and public servants. In secondary schools, focus has mainly been on the teaching staff. This means that although there has been extensive research on the subject of job satisfaction for employees in various fields, job satisfaction studies for security personnel in schools is virtually non-existent in Kenya and Baringo County in particular. A research in this area was deemed necessary to determine the influence of HRM practices on job satisfaction of security personnel, and will help enhance efficient and effective service delivery for the ultimate goal of providing schools and the communities with a safe learning environment for students. The study underscored the fact that school security personnel play a vital role in security management in the education sector. Therefore, the study adds to existing literature on school security personnel in general, HRM practices and job satisfaction in particular.

On job design Wafula and Cheruiyot (2014) in an assessment of HRM practices on organizational performance in private security firms in Kenya observed that the impact of work life balance practices leads to improved morale, commitment, mutuality of purpose at work and the ability to have personal time. However, their study was on assessment of HRM practices on organizational performance in private security firms in Kenya and not on job satisfaction in schools. The findings by Tsuma (2015) in a study on the effect of job design on job satisfaction in private universities in Kenya. From the findings of the regression assessment, there is a robust link between job satisfaction and job enlargement, enrichment and rotation. Moreover, job design impacted on employee satisfaction. Unlike the present study, which was conducted in secondary schools, the study by Tsuma was done in a university setting. It also used a case study research design and questionnaires

only to collect data. However, the present study focused on the influence of job design on job satisfaction among school security personnel in secondary schools. The study also used both questionnaires and interviews.

From the reviewed literature on recruitment practice, studies by Ballantyne (2014), Pilbeam and Corbridge (2006), Gupta (2006), Omolo *et al.* (2012), Syed and Jama (2012) and Kepha *et al.* (2012) provide a useful overview of potential positive and negative aspects, noting that the recruitment and selection of employees contributes to job satisfaction in any organization. The findings by Omolo (2012) in a study on the influence of recruitment and selection on productivity of SME'S in Kisumu municipality-Kenya found that recruitment and selection critically affect the productivity of SME'S. The study focused mainly on influence of recruitment and selection on productivity among SME'S and not on job satisfaction. Conversely, the current study focused on the influence of recruitment and selection practices on job satisfaction among school security personnel. Despite more literature on recruitment and selection practices as best HR practices, there is not much information available on the role of recruitment and selection on the performance of security personnel in schools in Kenya. This study, therefore, sought to explore how recruitment and selection influence job satisfaction hence employee performance in schools in Kenya.

Furthermore, the researches, including the ones by Colombo and Stanca (2008), Konings and Vanormelingen (2015), Sirota *et al.* (2005), Mutua, Karanja and Namusonge (2012) and Otuko *et al.* (2013), have examined training programmes. However, very few studies, have addressed the influence of training on employee job satisfaction among school security personnel in Kenya. Most studies have focused on the influence of training on organizational performance in manufacturing firms in developed countries, but little

research has been done in developing countries. In Kenya, Ngeny, Bonuke and Kiptum (2017) on their study on the effects of working context on job satisfaction among non-academic staff in secondary schools in Keiyo South Sub-County, revealed that training and development had a significant, positive effect on the level of job satisfaction among non-teaching staff. Further, the findings showed that the level of training and development for technical skill was still very low. The study focused generally on non-teaching staff and not specific to security personnel while it also used questionnaires only for data collection. The focus of the current study is specific to secondary school security personnel. In addition, the study used both questionnaires and interviews for data collection.

Concerning reward management, Chisaka and Gichinga (2018) on the job satisfaction factors influencing teachers' performance in public primary schools in Mombasa County, indicates that compensation has a positive link with teacher's performance and it is an important facet to employee job satisfaction. The study was done in primary schools and focused only on teachers' performance. Furthermore, a study carried out by Cheruiyot (2014), on HRMP on organizational performance in private security firms in Kenya, demonstrated that low pay and poor working conditions were revealed to be the most probable causes of strikes and employee turnover. However, HR practices in schools among non-teaching staff, particularly security personnel, have not been adequately addressed in the literature. This study addressed this gap in literature. Quite a number of studies have been conducted in Western countries, which are more developed than Kenya, but no previous studies have been carried out in Kenya on the influence of reward administration practices on job satisfaction of school security personnel. This study

bridged the knowledge gap by investigating the influence of reward administration practices on school security personnel in Baringo County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a description of the research design, research philosophy, the location of the study area, the study population, sampling procedures and sample size, instrumentation, validity and reliability of research instruments, data collection procedures, data analysis and presentation as well as ethical considerations.

3.2 Research Philosophy

A study philosophy is a conviction on how data concerning phenomenon should be collated, evaluated and utilised. Saunders, Lewis and Thornbill (2011) stated that “an adopted research philosophy underlies important assumptions with regards to how reality is constructed” (p. 101). The researcher adopted both logical positivism and constructivist philosophical paradigms. This is since the study deployed both quantitative and qualitative data. The research adopted positivism research paradigm because the study involved hypotheses testing and thus sought to obtain the objective truth or reality and predict what could happen in future. It was anchored on the theoretical and methodological foundations of logical positivism. This is since in logical positivism a researcher deduces and formulates variables and hypotheses and operationalises definitions based on existing theory. The researcher believes that reality is steady and can be examined and explained from an objective angle. Hypothesis testing is made possible through analysis of quantitative data collected through questionnaires.

According to Aligu, Bello, Kasim and Martin (2014), positivism can be thought of as a research strategy as well as an approach of the viewer and observer. Walliman (2011) notes that since descriptive research efforts to explore situations to ascertain what the

norm is, that is, what can be predicted to happen again under the same circumstances, positivism research paradigm is appropriate. Observation and reason are usually the best means of understanding human behaviour, true knowledge is based on experience of senses and can be obtained by observation and experiment. The paradigm is also suitable as it allows for hypothesis testing through analysis of quantitative data collected through questionnaires administered to the sampled population.

On the other hand, constructivism is founded on the premise that, by reflecting on our experiences, observers construct own understanding of the world in which they live (Ertmer & Newby, 1993). In effect, constructivist philosophy essentially deals with qualitative data. It is about generation of knowledge by asking peoples' opinions. The constructivist paradigm can generate good outcomes when deployed in an investigation. The researcher adopted this philosophy by using an interview schedule to gather information from the school principals.

3.3 Research Design

A research design represents the plan according to which relevant data are collated (Creswell, 2009). This research employed a cross sectional descriptive survey research design. Zikmund, Babin, Carr and Griffin (2013) as well as Cooper and Schindler (2003) observe that a descriptive survey is concerned with the process of collecting data in order to test hypotheses and to answer questions concerning the current status of the phenomenon under study. Descriptive studies are quite important because they provide the foundation upon which correlation studies emerge (Mugenda, 2011). They also seek to establish who, what, where, when and how much of the event. The approach was effective in this research, which sought information from different people and it facilitated convenience of comparison. Survey is also suitable where the purpose of the study is to

determine the extent to which variables relate (Nachmias & Nachmias, 2008) and it provides both logical and statistical inference. This design was appropriate because it helped the researcher to describe the prevailing state of affairs concerning HRMP and the job satisfaction of security personnel in public secondary schools in Baringo County. The design also helped to protect against bias and maximize reliability (Kothari, 2014).

In addition, the use of the descriptive survey design enabled the researcher to describe the variables of the study and to derive predictive regression models for predicting the dependent variable. Moreover, the study was a cross-sectional survey because the data was collected at one point in time. This was because each respondent filled only one questionnaire once during the entire data collection period. As such, the responses obtained applied only for the period under study. The choice of cross-sectional design was also informed by budget and time constraints.

3.4 Location of the Study

This study was carried out in public secondary schools in Baringo County, Kenya. At the time of the study, the County had six sub-counties, namely Eldama Ravine, Mogotio, Baringo South, Tiaty, Baringo Central and Baringo North. Security personnel and head teachers from these sub-counties composed the target group.

Baringo County covers a surface area of 11,015 km square. It borders Turkana County to the North, Samburu to the North East, Laikipia to the East, Nakuru to the South, Kericho and Uasin Gishu to the South West, Elgeyo Marakwet to the West and West Pokot to the North West (baringo.go.ke). The study was conducted in Baringo County because there is a paucity of knowledge on the influence of HRM practices on job satisfaction of security personnel in schools in the area. Moreover, there has been a rampant case of security personnel's dissatisfaction that has been manifested throughout the County, majorly

through absenteeism, turnover, stress, unrests, and workload among others in the study area (County Director of Education [CDE], 2019).

3.5 Population of the Study

Borg and Gall (1989) define the target population as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of a study. In this study, the target population composed of all security personnel and principals of public secondary schools in Baringo County. At the time of the study, the County had 169 public secondary schools, 169 principals and 508 school security personnel. The school principals were chosen since they are the secretaries to the boards of management. Most of the HR functions have been cascaded down to the school management where the principals and the boards of management are mandated to run the secondary schools on behalf of the Ministry of Education. A summary of the accessible population is given in Table 1.

Table 1

Distribution of the Target Population

Sub-County	No. of schools	Security personnel	Principals
Eldama Ravine	37	114	37
Mogotio	26	76	26
Baringo South	27	70	27
Tiaty	09	26	09
Baringo central	42	126	42
Baringo North	28	96	28
Total	169	508	169

Source: County Director of Education Baringo County (CDE) (2019)

3.6 The Sampling Procedures and Sample Size

The stratified sampling technique was used to ensure that all the six sub-counties were included in the study. The sample size of the security personnel was determined using the Slovin's formula (Dionco-Adetayo, 2011) as shown below.

$$n = \frac{N}{1 + NE^2}$$

Where: n = sample size

N = population size

1 = is a constant value

E = margin of error * desired

Hence:

$$n = 508/1+508 (0.05)^2$$

$$n = 508/2.27=223.7 = 224$$

Therefore, the sample size of the security personnel, allowing a 5% error margin, was 224 given that the accessible population was 508.

Table 2

Distribution of Security Personnel Sample by Sub-Counties

Sub-county	Population of security Personnel	Sample size of security personnel
Eldama Ravine	114	50
Mogotio	76	34
Baringo South	70	31
Tiaty	26	11
Baringo Central	126	56
Baringo North	96	42
Total	N = 508	n = 224

Source: County Director of Education Baringo County (CDE) (2019)

Proportionate sampling was used to select the 224 respondents from the total population of the security personnel across the secondary schools in each sub-county to constitute the sample. The sample of 224 was allocated proportionately to each sub-county to cater for the unequal distribution of security personnel to the schools. Stratified and random sampling method was then used to pick the sample of security personnel from each sub-county. The sample of security personnel in the schools was drawn using computerised table of random numbers. All security personnel in Baringo County schools were allocated numbers and the numbers inserted in the SPSS programme that generated the required sample of 224 respondents. A sample of 17 principals, picked randomly across the sub-counties, was used. This formed 10% of the total number of principals in all the schools in the county. Kerlinger (1979) indicates that a sample size that is 10% of the target population is large, so long as it allows for reliable data analysis by cross tabulation, provides desired level of accuracy in estimates of the large population and allows for testing for significance of differences between estimates. Kothari (2014) observes that the size of the sample maybe gauged by a researcher considering the nature of the universe. Universe may be either homogenous or heterogeneous in nature. If the items in the universe are homogenous, a small sample can serve the purpose. Therefore, the study used 10% of the total population of the principals owing to the large count of the study group.

3.7 Instrumentation

In this study, two research instruments were used to collect data from the respondents, namely the questionnaire and interview schedule.

3.7.1 Questionnaire for Security Personnel and Interview Guide for Principals

A questionnaire was used to solicit information from school security personnel (Appendix I). The questionnaire was formulated according to the study objectives and consisted of

both open-ended and closed-ended questions. Open-ended questions permitted free responses from the respondents without providing or suggesting any structure for the replies. The closed-ended questions limited the answers from the respondents to the stated alternatives. However, opportunity was provided for other responses. Interviews were used to gather in-depth information from the principals (Appendix II). In both the questionnaire and the interview, information sought related to HRM practices and job satisfaction of security personnel in their various secondary schools. The variables measured in the research were operationalised as indicated in Table 3.

Table 3***Operationalization and Measurement of Variables***

Variable	Category	Operationalization	Indicators	Measures
Job satisfaction	Dependent Variable	Level of contentment a security guard is with his or her job; whether or not they like the job or individual aspects or facets of jobs, such as nature of work	- Turnover rate - Stress - Drunkenness - Time Management - Absenteeism - Client complaints/feedback	Aggregate index of 1-5 point scale; Appendix 1 – qns in section D
Job design	Independent variable	How tasks, duties and responsibilities of security personnel are organized to meet their individual needs and for the school.	- Job rotation - Job enrichment - Job enlargement - Flexi-time	Aggregated index of 1 - 5 point; Appendix 1 – qns in section B
Recruitment and selection practices	Independent variable	The process through which the schools' boards of management seek and pick applicants for potential employment and with the necessary knowledge, skills, abilities and other characteristics that will help achieve its' goals.	- Recruitment methods - Selection process	Aggregated index of 1-5 point scale; Appendix 1 – qns in section B
Training practice	Independent variable	The formal activities designed by the school to help its security guards to acquire the necessary skills and knowledge to accomplish their task as per institutional policies.	- On-the-job training - Off-the-job training	Aggregated index of 1-5 point scale; Appendix 1 - qns in section B
Reward management practices	Independent variable	Monetary and non-monetary benefits received by security personnel in exchange for services performed for the school.	- Recognition - Promotion - Fringe benefits - Salary	Aggregated index of 1-5 point scale; Appendix 1 – qns in section B

3.7.2 Pilot Study

A pilot study is conducted to detect weaknesses in the design of the instruments. The purpose of pilot testing the instruments was to gain an insight into its relative strengths and weakness in order to make possible improvement prior to the main study. The pilot schools were not included during the actual data collection as this could bring about assessment biases. The questionnaire was administered to a pilot study sample of 22 security personnel picked from six schools in Baringo County that did not participate in the actual study. Mugenda (2011) observes that subjects who participate in the pre-test should not be included in the final sample, although they should be drawn from the target population. To most effectively pre-test the survey instrument or field procedures, pre-test respondents should thus be drawn from the intended target population or, if appropriate, a sub-group within the target group (Willis, 2005). Therefore, in the view of these scholars, the population of a pilot study should be an adequate reflection of the survey target population. This was 10% of the total sample size for this study. Cronbach's Alpha coefficient was used to assess the internal consistency of the measuring instruments. The pilot study was carried out to maximize reliability and validity of the research instruments and minimize random error. After the pilot study, the necessary modifications were made on the research instruments. The researcher then proceeded to collect data.

3.7.3 Validity of Research Instruments

Validity is the measure of how an instrument gauges what it ought to gauge (Singh, 2012). Establishment of content and face, validity involves intense scrutiny, crosschecking and inspection of research instruments and information to ensure accuracy, relevance and consistency of items in data collection. Face validity was determined by use of appropriate font size, line spacing, and logical arrangement of items and clarity of information. Face

validity ensures respondents conveniently read, understand and respond to questions appropriately. To establish content validity for this study, the researcher sought opinions from experts in HRM to make sure that the items were fair and comprehensively covered the domain under study.

A research instrument is said to be valid if it measures what it is intended to measure. Validity exists when the results obtained from analysis of data actually represent the phenomenon under study (Zikmund, Babin, Carr & Griffin, 2013). Validity of the instrument was increased by subjecting it to repeated reviews by experts and from field tests. This helped determine whether or not the items in the instruments would accurately represent the concepts of the study. Before the pilot study, the researcher scrutinized the instruments with the assistance of the University supervisors and five experts in the field of HRM to determine the content validity of the instrument; if the items were logical and if they would elicit relevant information to address the study objectives. The comments and recommendations of the experts were used to improve the instruments before they were used in the field.

3.7.4 Reliability of Research Instruments

According to Creswell (2008), reliability refers to stability or consistency of measurements; that is, whether or not the same results would be achieved if the test or measure is applied repeatedly. The most common reliability coefficient is the Cronbach's alpha, which estimates internal consistency based on the average inter-item correlation. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer the value is to 1, the greater the internal consistency of the items in the scale. A Cronbach's coefficient value greater than 0.7 indicates the tool is reliable to measure the variable (Sekaran & Bougie, 2013).

The questionnaire employed for this study measured five constructs, namely satisfaction level of security personnel in public secondary schools, job design, recruitment and selection practices, training practices and reward management practices. Satisfaction level of security personnel was measured using 11 questions and the scale had a high internal consistency as determined by Cronbach's alpha value of 0.799. The second construct, job design, had 11 items in the scale; it also revealed a high internal consistency with a Cronbach's alpha value of 0.783. Recruitment and selection practices had a Cronbach's alpha value of 0.786 while training practices had 0.831. The reward management practices had the highest level of internal consistency with a Cronbach's alpha value of 0.840. The overall instrument had a Cronbach alpha value of 0.788, which was a good indication of a reliable research instrument.

A pilot study was carried out to assess the reliability of instruments. The questionnaire was administered to 22 security personnel to test its reliability. The findings of the pilot study showed that three scales were reliable as their reliability values exceeded the prescribed threshold of 0.70. The items for job design whose values were 0.683 were reorganised to communicate better. After reorganising the reliability improved to 0.783. Therefore, it was concluded that data gathered from the study were reliable and had obtained the acceptable level of internal consistency. The results for all the items were as summarized in Table 4.

Table 4*Test of Reliability of the Instrument*

Questionnaire	Number	Reliability	Comment
Job design	11	0.683	Reliable
Recruitment and selection	10	0.786	Reliable
Training practices	7	0.831	Reliable
Reward Management practices	10	0.840	Reliable
Job satisfaction	11	0.799	Reliable
Overall	49	0.788	Reliable

3.8 Data Collection Procedure

Data collection procedures commenced with the researcher obtaining an introductory letter from Kabarak University to take to the National Council of Science Technology and Innovations (NACOSTI) seeking for the research permit. The permit was taken to the Baringo County Director of Education (CDE) for research authorization. The researcher visited the schools and made appointments with the principals of respective schools and school security personnel who were expected to respond to the research instruments. The researcher administered the research instruments to the respondents aided by one trained research assistant in the selected schools. The research assistant was trained on the skills for collecting credible data using a questionnaire and an oral interview. Upon completion, the filled in questionnaires were collected for further processing.

3.9 Data Analysis Procedure

The data gathered from questionnaires were validated, edited and then coded. The validation process enabled the researcher to determine the return rate of questionnaires. Editing and coding of the collected information was done before the data was entered into the Statistical Package for Social Scientists tool (SPSS). Editing involved excluding

information that was not useful in responding to the research objectives or solving or explaining the problem of the research. For example, blank responses were excluded. Inconsistent information was also excluded. The quantitative data collected were analysed using both descriptive statistics (specifically percentages and frequencies) and inferential statistics (correlation and regression analysis). Pearson moment correlation and multiple linear regression were used to test hypotheses at alpha level ($\alpha = 0.05$). The Pearson Moment correlation was used because it is ideal for establishing the strength and direction of association of variables. Regression analysis displays how well the variables of the study are able to predict a particular outcome. In this case, HRM practices were the predictor variable while job satisfaction was the outcome variable. Pearson correlation coefficient (r) is used to calculate the strength and direction of the linear relationship between two continuous variables. A high level of correlation among the independent variables may imply multi collinearity (Saunders *et al.*, 2011). Linear regression models were used to analyse the data. Linear regression was used to measure the direct effect between the independent and the dependent variables (Cooper & Schindler, 2011).

3.9.1 Assumptions Underlying Linear Regression

According to Mason, Lind and Marchal (2018), the following assumptions are required for one to apply linear regression analysis:

- i. For each value of X, there is a group of Y values, and these Y values are normally distributed.
- ii. The means of these normal distributions of Y values all lie on the straight line of the regression.
- iii. The standard deviations of these normal distributions are equal.

- iv. The Y values are statistically independent. This means that, in the selection of a sample, the Y values chosen for a particular X values do not depend on the Y values for any other X value (p. 444).

3.9.2 Model Specifications

The model and regression equation for the direct causal relationships were as shown in the equation below.

$$JS = \beta_0 + \beta_1 JD + \beta_2 RS + \beta_3 TD + \beta_4 R + \varepsilon_i$$

Where:

β_0 : The intercept

$\beta_1 \dots \beta_4$: degree of change in the independent variable by one unit variable

JD: Job Design

RS: Recruitment and Selection

TD: Training and Development

R: Reward Practices

JS: Job Satisfaction

ε_i : Error term-represents all other factors that influence the dependent variable other than the independent variables in the study.

Table 5

Summary of Data Analysis Model

Hypothesis	Independent Variable	Dependent Variable	Statistics
There is no significant influence of job design on the job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.	Job design	Job satisfaction among school security personnel	Percentages, frequencies, means, standard deviation, Pearson moment correlation and regression
There is no significant influence of recruitment and selection practices on the job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.	Recruitment and selection practices	Job satisfaction among school security personnel	Percentages, frequencies, means, standard deviation, Pearson moment correlation and regression
There is no significant influence of training practices on the job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.	Training practices	Job satisfaction among school security personnel	Percentages, frequencies, means, standard deviation, Pearson moment correlation and regression
There is no significant influence of reward management practices on the job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.	Reward management practices	Job satisfaction among school security personnel	Percentages, frequencies, means, standard deviation, Pearson moment correlation and regression.

3.10 Ethical Considerations

Permission to carry out the study was obtained from NACOSTI, Ministry of Education (MOE) as well as the respective school principals. The researcher sought consent and made the respondents understand the intentions of the research through the introductory

letter to the respondents. There was no obligation for the respondents to participate. Therefore, the principle of voluntary consent was applied where each respondent willingly participated in the study. Moreover, anonymity of the respondents was observed in order to protect their identity and the researcher assured them of confidentiality by asking them not to write or indicate their names on the questionnaire. They were encouraged to complete the questionnaire without reservations because they would remain anonymous. The researcher explained the purpose of the study to the respondents. Each questionnaire was accompanied by a covering letter explaining the purpose and scope of the research. The researcher abided by the Government of Kenya research and the Kabarak University's Institute of Post Graduate Studies research regulations and guidelines. As recommended by American Psychological Association (APA) (2010), the researcher also ensured that all accessed documents were acknowledged. The results obtained from the study will be disseminated to NACOSTI as honestly as possible.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The first section of the chapter gives the response rate, demographic features of the sampled respondents, and reliability analysis. The subsequent part deals with descriptive statistics of the variables. The next section gives the correlation and regression results for the proposed models. Finally, the findings are discussed in relation to the reviewed literature.

4.2 Response Rate

In order to establish the relationship between HRM practices and job satisfaction of security personnel employed in public secondary schools in Baringo County, the researcher administered 224 questionnaires to the sampled security guards from various schools. After data entry, cleaning and validation, 194 questionnaires were found complete out of 224, translating to 86.61% response rate. All the 17 principals targeted were interviewed; this constituted a 100% response rate. The high response rate for the security personnel was possibly due to the fact that the questionnaires were physically delivered to the respondents through the drop-and-pick method. The rate was considered adequate and deemed suitable for data analysis, as it ensured a smaller margin for error and good precision in line with the recommendations by Saunders, Lewis and Thornhill (2011) who suggest that 30-40% response rate is ideal. Similarly, Sekaran and Bougie (2013) recommend 30% whereas Wilson, Pollack and Rooney (2003) recommended 50% as the ideal response rate. Additionally, Mugenda and Mugenda (2003) suggest a response rate of over 50% as sufficient for analysis while, according to them, a rate of over 70% is quite good.

4.3 Analysis of Demographic Information

For the researcher to assess the link between the study variables it was considered important to, first, establish the demographic information of respondents such as region, gender and age bracket, level of experience, and the level of education. Demographic data are usually collected in surveys to enable a judgment to be made about the representativeness of the respondents in terms of the larger population (Creswell, 2008). This was also considered important as earlier studies have revealed that satisfaction level of security personnel in public secondary schools and HRMP may both be influenced by such characteristics (Nalla, Paek & Lim, 2018). The demographic information helped the researcher to understand the general position of the respondents. The general information regarding the respondents was sought, forming the grounds for making interpretations. The demographic data are presented using frequencies, percentages and tables. The distribution of the data was as presented in Tables 6 to 15.

4.3.1 Respondents by Gender

The researcher categorized the respondents based on gender, as it was important to ascertain the gender composition of the security guards in schools. The gender of respondents was considered important, as earlier studies on job satisfaction have revealed varying levels between males and females (Wamonje, 2016). The gender of respondents in the study indicated an unfair distribution between the two categories as shown in Table 6.

Table 6

Respondents by Gender

	Frequency	Percent
Male	181	93.3
Female	13	6.7
Total	194	100.0

The study established that most of the respondents, 181(93.3%), were male while only 13(6.7%) were female. The implication is that there were few female guards in secondary schools. This was an indication that the industry studied is still a male-dominated sector and this affirms the gender inequalities that are common in most organizations in Kenya, which shows male employees, are proportionally more than their female counterparts (Odhong, Were & Jonyo, 2018). However, some girl-schools have started recruiting female guards hence breaking the occupational segregation barrier. This also shows an effort towards narrowing the gender gap as regards engagement spaces and labour force participation in this sector. The study results concurred with that of Murunga (2014), who conducted a study in Nairobi County, and found that majority (79%) of the security guards were males and 21% were female. This could be because there are social beliefs and norms that security jobs especially guarding the schools belong to the males. Similar findings were reported by Kimosop (2007) who found that 74% of those in guarding are male and that security firms mainly employ male guards due to the kind of duties involved. Due to this imbalance, the variable was not used as a control in determining the relationship between job satisfaction of security personnel and the human resource practices.

While most schools prefer to have guards in their premises, the guardettes would play a meaningful role in girls' schools and co-educational schools. This is because schools nowadays require everyone accessing the premises to be searched and, for this reason, ladies could only be searched by the guardettes (Wamonje, 2016). Table 6 shows the gender distribution of the respondents. It is evident that only a small proportion (6.7%) of the respondents were female.

4.3.2 Respondents by Age Bracket

The age bracket of the respondents was considered in the study as it is believed that older security personnel are happier with the salaries and are, subsequently, more satisfied than are their younger counterparts. In this study, out of the 194 respondents, 2(1%) were 18-24 years of age, 5(2.6%) were aged 25-31 years, 107(55.2%) were between 32 and 48 years of age and 80(41.2%) of the respondents aged 48 years and above. Table 7 illustrates these results.

Table 7

Age Bracket

	Frequency	Percent
18-24 years	2	1.0
25-31 years	5	2.6
32-48 years	107	55.2
Above 48 years	80	41.2
Total	194	100.0

Majority (187) of the respondents were of ages 32 years and above. Interviews with the principals confirmed that schools tend to hire retirees who may have worked in the national youth service or police force. This agreed with the findings of a study by Saliu, Gbadeyan and Olujide (2015), that security persons are in their profession due to lack of viable alternatives.

However, the above study finding refuted those of Murunga (2014), Odhong, Were and Jonyo (2018) and Wamonje (2016), who found that majority of those looking for security jobs were young males and women from high school trying to begin their careers. Moreover, some were individuals from other security firms who had applied for positions in the company expecting better terms than they had had from their previous employers.

As such, security personnel jobs do not attract a youthful workforce. The research showed that majority (55.16%) were aged 32-48 years while 42.24% were of age 48 years and above.

4.3.3 Respondents by Experience

Employment duration was important in this study, as Ballantyne (2014) has revealed that job contentment is attained depending on the duration of engagement in a firm, and that employees gain more experience as they work in organizations leading to comfort and higher level of job satisfaction. The respondents were requested to mention the duration they had worked for the school. Of the 194 respondents, 12(6.2%) had been in their school for less than one year, 6(3.1%) had served there for one year, 12(6.2%) for two years, 16(8.2%) indicated three years while 148(76.6%) had served in their respective schools for four or more years. These results were as given in Table 8.

Table 8

Respondents by Experience

	Frequency	Percent
Less than One Year	12	6.2
One year	6	3.1
Two year	12	6.2
Three years	16	8.2
Four or more years	148	76.3
Total	194	100.0

From the table, majority (76.29%) had worked for their schools for four years or more. Since most of the respondents had worked in their schools for over four years, it meant that the security guards were comfortable and might not have an intention of quitting their job. They were also believed to provide services based on a wider knowledge base of the

schools' operations and work environments. Their long stay in the schools was also indicative of the possibility that the security personnel were familiar with the HRM practices in place in their schools.

4.3.4 Respondents by Education Level

It has been found that the level of education has an influence on employee satisfaction (Clark, 2001). Therefore, the study found it necessary to establish the level of education of the respondents since it has an effect on job satisfaction. It is commonly believed that security personnel jobs are for the unlearned and, as such, it was possible that security personnel job satisfaction may vary across persons with various education levels. For this reason, this study deemed the variable important as it would be used as a control in ascertaining the link between job satisfaction among security personnel and HRMP. The researcher found that majority, 89(45.9%), had a KCSE level of education while 69(35.6%) had a KCPE level of education. Only 3(1.5%) had a diploma while other 33(17%) had not attained KCPE level.

According to Clark (2001), security personnel with higher levels of education would likely be more dissatisfied with their jobs compared to those with lower educational attainments. This is because with increase in education there is increase in reward expectations. The results from this study concurred with the views of Githinji (2014), who noted that majority of the private security guards had low levels of education. The results also concurred with those of Murunga (2014) who found that majority of the security guards (53%) attained secondary level education, some (26%) had attained certificate level and few (13%) had attained diploma level while none were graduates. Similar findings as those of Murunga have been reported by Odhong *et al.* (2018). The findings were as presented in Table 9.

Table 9*Respondents by Level of Education*

	Frequency	Percent
Diploma	3	1.5
KCSE	89	45.9
KCPE	69	35.6
Others	33	17.0
Total	194	100.0

While education is a critical aspect considered for one to access paid employment (World Bank, 2016), the findings of the present study showed a contrary view. The findings showed that security jobs were not preferred by the learned as only 3 respondents had a diploma and none had a degree or higher. This finding qualified the variable as a good control in gauging the link between job satisfaction and HRMP as it is possible that a higher education is associated with less satisfaction with security personnel jobs. Majority of the respondents held a KCSE level of education (45.86%) and KCPE education (35.57%). Only a few (1.55%) had a diploma.

4.3.5 Respondents by Workload

The data regarding the workload was assessed. Nele and Hans (2006) have established that there exists a significant correlation between workload and job satisfaction. The more unbearable a workload is, the lesser the job satisfaction. Therefore, this study asked the respondents to rate their workload as a good control in determining the link between job satisfaction among security personnel and HRM practices. The researcher established that majority 106(54.6%) found their work manageable and 54(27.8%) of the respondents found it average. However, 34(17.5%) of the respondents opined that they were overburdened by the workload because they worked up to 12 hours per day. The findings

echoed those of Govender (2013) who noted that security personnel in South Africa had low morale because they worked hard for long hours and received low salaries. In addition, the study results concurred with that of Murunga (2014) who found that the majority (98%) of the security guards in Nairobi County work more than 52 hours a week. The working hours in the protective security service sector is 52 hours per week as stipulated in the Wage Orders by Wage Councils established under Section 43 of the Labour Institutions Act (2007) (Republic of Kenya, 2007). However, individual employee contracts and Collective Bargaining Agreements (CBAs) entered into between employers and trade unions, may provide for normal durations of work that are more favourable than those in the Sectoral Wage Orders (ROK, 2007). Consequently, schools should take the necessary measures to develop and encourage positive attitudes among employees towards their jobs by minimising work hours. These findings were as depicted in Table 10.

Table 10

Respondents by Workload

	Frequency	Percent
Overburdened	34	17.5
Manageable	106	54.6
Average	54	27.8
Total	194	100.0

Table 10 indicates that there were 17.53% of the respondents who were overburdened in their work place.

4.3.6 Respondents by Experience and Workload

The researcher further analysed the responses and found that 50% who had worked for less than one year and those who had worked for one year found the workload manageable and another 50% found it average. Among the ones who had worked for 2 years, 66.7%

found the work manageable while 33.3% found it average. Among the ones who had worked for 3 years, 18.8% were overburdened, 43.8% found it manageable while 37.5% found it average. In addition, of those who had worked for four or more years, 20.9% were overburdened, 55.4% found the work manageable and 23.6% felt the work was average. The findings were as summarised in Table 11.

Table 11

Workload by Experience

No. of Yrs Worked	F & %	Workload			
		Overburdened	Manageable	Average	Total
Less than one year	F	0	6	6	12
	% within number of years worked in the school	0.0	50.0	50.0	100
One year	F	0	3	3	6
	% within number of years worked in the school	0.0	50.0	50.0	100
Two years	F	0	8	4	12
	% within number of years worked in the school	0.0	66.7	33.3	100
Three years	F	3	7	6	16
	% within number of years worked in the school	18.8	43.8	37.5	100
Four or more years	F	31	82	35	148
	% within number of years worked in the school	20.9	55.4	23.6	100
Total	F	34	106	54	194
	% within number of years worked in the school	17.5	54.6	27.8	100

Further, 15% of those aged 32-48 years said they were overburdened while 22.5% of those above 48 years felt overburdened. These findings were as summarised in Table 12.

Table 12*Workload by Age*

Age Bracket	F & %	Workload			
		Overburdened	Manageable	Average	Total
18-24	F	0	1	1	2
years	% within age bracket	0.0	50.0	50.0	100
25-31	F	0	2	3	5
years	% within age bracket	0.0	40.0	60.0	100
32-48	F	16	64	27	107
years	% within age bracket	15.0	59.8	25.2	100
Above 48	F	18	39	23	80
years	% within age bracket	22.5	48.8	28.8	100
Total	F	34	106	54	194
	% within age bracket	17.5	54.6	27.8	100

4.4 Variables of the Study

Independent study variables of job design, recruitment and selection practices, training practices and reward management practices were analysed to determine the respondents' perception on job satisfaction. Frequencies, means and standard deviations were used to establish each item's implication on the level of job satisfaction. Means were used to calculate measures of central tendencies in order to determine the typical average value in the distribution. Frequencies were used when the data is not normally distributed. In these constructs, the items had a Likert-type data and hence the most suitable approach for summarization was by use of frequencies. Likert-type items are single questions that employ specific components of Likert response options. A Likert scale, thus, comprises a sequence of 4 or more Likert-type items that are amalgamated into one composite measure/variable (Kendall & Kendall, 2010). Normally, Likert-type items fall into the ordinal measurement scale. Descriptive statistics recommend for ordinal estimation scale

items to incorporate a mode or median for central tendency and frequencies for variance (Kendall & Kendall, 2010).

In the present study, the questionnaire was created in reflection to the research objectives. The questionnaire comprised five sections seeking data on: job satisfaction level of respondents, job design, recruitment and selection practices, training practices and reward management practices. Statements drawn from related studies were used in each section and estimated using a Likert scale ranging from one to five. For job satisfaction level, 1 implied very dissatisfied, 2 was dissatisfied, 3 was moderately satisfied, 4 was satisfied and 5 was very satisfied. For the independent variables, 1 meant strongly disagree, 2 was disagree, 3 was not sure, 4 was agree and 5 was strongly agree.

4.5 Job Satisfaction Level of School of Security Personnel

Security personnel's job satisfaction was the dependent variable of the study. It was measured against the workforce management functions. The research sought to establish the respondents' level of agreement with the variables that related to job satisfaction among the security personnel in public secondary schools. In order to establish perceptions on job satisfaction level, 11 questions that were considered the most appropriate key indicators of job satisfaction levels were posed to the 194 respondents based on a Likert scale ranging from very dissatisfied to very satisfied. The means of the items ranged from 1 to 5. In effect, 2.5 was the average mean. Scores above 2.5 implied that the respondents were satisfied with the statement. The findings were as summarised in Table 13.

Table 13*Job Satisfaction Level of Security Personnel in Secondary Schools*

Statement	N	VD F(%)	D F(%)	MS F(%)	S F(%)	VS F(%)	Mean	Std. Dev
I feel a strong sense of belonging to my school	194	0(0.0)	3(1.5)	43(22.2)	122(62.9)	26(13.4)	3.88	0.64
I am happy with my school because my compensation is based on my performance	194	11(5.7)	47(24.2)	65(33.5)	63(32.5)	8(4.1)	3.05	0.98
I am happy with my work because it offers me a sense of achievement and accomplishment	194	3(1.5)	15(7.7)	60(30.9)	96(49.5)	20(10.3)	3.59	0.84
My school offers me an opportunity to pursue my own goals	190	10(5.2)	36(18.7)	56(30.6)	76(39.4)	12(6.2)	3.23	0.99
I am happy with my salary	193	44(22.8)	68(35.2)	59(30.6)	21(10.9)	1(0.5)	2.31	0.96
I feel good because my school involves me when setting my goals /targets	194	9(6.8)	19(9.8)	57(29.4)	101(52.1)	8(4.1)	3.41	0.90
I feel happy that my school does provide a flexible work schedule.	191	13(6.8)	30(15.6)	45(23.4)	88(46.4)	15(7.8)	3.54	3.12
I am happy with my school as it provides resources I need to meet my goals	191	7(3.7)	24(12.6)	93(48.7)	57(29.8)	10(5.2)	3.20	0.86
I am satisfied with the job description of my work.	191	27(14.1)	16(8.4)	46(24.1)	78(40.8)	24(12.6)	3.29	1.22
The school management gives enough recognition for well done work	193	10(5.2)	41(21.2)	63(32.6)	75(38.9)	4(2.1)	3.11	0.94
I am satisfied with my job and I gain a lot of fulfilment with my work	193	1(0.5)	16(8.3)	86(44.6)	79(40.9)	11(5.7)	3.43	0.75

KEY: VD-Very Dissatisfied; D-Dissatisfied; MS-Moderately Satisfied; S-Satisfied; VS-Very Satisfied

Based on the results, 122(62.9%) of the respondents indicated that they felt a strong sense of belonging to their school while 43(22.2%) were moderately satisfied and 26(13.4%)

were very satisfied. Only a few, 3(1.5%), were dissatisfied hence the researcher deduced that, on average (Mean=3.88, SD=0.64), the participants were satisfied that they felt a strong sense of belonging to their school.

Majority of the respondents, 65(33.5%), were moderately satisfied with their school because their compensation was based on their performance, 63(32.5%) of them were satisfied while only 47(24.2%) were dissatisfied. The researcher thus deduced that, on average (Mean=3.05, SD=0.98), the respondents were moderately satisfied with their school because their compensation was based on performance. Out of the 194 respondents, majority,96(49.5%), were also satisfied with their work because it offered them a sense of achievement and accomplishment, 60(30.9%) of them were moderately satisfied with their work while only a few,15(7.7%), were dissatisfied. As such, the researcher concluded that, on average (Mean=3.59, SD=0.84), the respondents were happy with their work because it offered them a feeling of accomplishment.

In addition, most, 76(39.4%), of the respondents were satisfied with their school because it offered them an opportunity to pursue their own goals, 59(30.6%) others were moderately satisfied with their school while only 36(18.7%) were dissatisfied. Therefore, the researcher deduced that, on average (Mean=3.23, SD=0.99), the respondents were moderately satisfied that their school as it offered them an opportunity to pursue their own goals. On the other hand, majority of the respondents, 68(35.2%), were very dissatisfied with their salary while 44(22.8%) more were dissatisfied. Only 21(10.9%) were satisfied with their salary; hence the researcher deduced that, on average (Mean=2.31, SD=0.96), the respondents were dissatisfied with their salary. Majority, 101(52.1%), were satisfied that their school involved them when setting their goals, 57(29.4%) more were moderately satisfied while only a few, 19(9.8%), were dissatisfied. The researcher thus inferred that,

on average (Mean=3.41, SD=0.90), that the respondents were satisfied that their school involved them when setting their goals. Majority of the respondents, 89(46.4%), were also satisfied that their school provided them with a flexible work schedule, 45(23.4%) others were moderately satisfied while only 30(15.6%) were dissatisfied. The researcher thus concluded that, on average (Mean=3.54, SD=3.12), the respondents felt happy that their school provided a flexible work schedule.

Further, majority, 93(48.9%), were moderately satisfied with their school because it provided resources they needed to meet their goals, 57(29.8%) of them were satisfied with the statement while only 24(12.6%) were dissatisfied. The researcher thus concluded that, on average (Mean=3.20, SD=0.86), the respondents were moderately satisfied with their school as it provided resources they needed to meet their goals. Out of the 194 respondents, 78(40.8%) were satisfied with the job description of their work while 46(24.1%) were moderately satisfied. Only 16(8.4%) respondents were dissatisfied with the job description of their work; hence the researcher deduced that, on average (Mean=3.29, SD=1.22), the respondents were moderately satisfied with the job description of their work.

Majority, 75(38.9%), were also satisfied that the school management gave enough recognition for work well done while 63(32.6%) more were moderately satisfied; only 41(21.2%) were dissatisfied, thus the study deduced that, on average (Mean=3.11, SD=0.94), the respondents were moderately satisfied that the school management gave enough recognition for well-done work. Out of the 194, 79(40.9%) of the respondents were also satisfied with their job and they derived a lot of fulfilment from their work while 86(44.6%) more felt moderately satisfied; only 16(8.3%) were dissatisfied. As such, the

researcher concluded that, on average (Mean=3.43, SD=0.75), respondents were moderately satisfied with their job and derived a lot of fulfilment from their work.

In light of the aforementioned findings, it was concluded that the security guards had a moderate job satisfaction level, given that the mean values ranged from 2.31 to 3.88 of the maximum score of 5. This was consistent with the findings of Ngeny, Bonuke and Kiptum (2017) who observed that the satisfaction of non-teaching staff in schools was moderately high. These authors assert that the non-teaching staff felt a strong feeling of belonging to the school since the school utilized their talents and skills and gave them an opportunity to pursue their own goals. There was thus a feeling of achievement and accomplishment, although most were not satisfied with their salaries.

4.6 Influence of Job Design on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

The first objective of the present study was to examine the influence of job design on the job satisfaction of security personnel in public secondary schools in Baringo County, Kenya. According to Knapp and Mujtaba (2010), job design is changing the functions and processes of a role to increase employee's satisfaction, morale and output. Aswathappa (2006) explain that there are diverse approaches to job structuring, namely job rotation, job re-engineering, job expansion and job enrichment.

Data on the job design of security personnel in schools was gathered using a set of eleven questions. The means of the items for job design ranged from 1 to 5. In effect, 2.5 was the average mean. Scores above 2.5 implied that the participants were in concurrence with the statement. The findings were as presented in Table 14.

Table 14*Job Design*

Statements	SD F(%)	D F(%)	NS F(%)	A F(%)	SA F(%)	Mean	Std. Dev
Shifts are arranged in agreement with fellow security guards	25(13)	20(10.4)	3(1.6)	95(49.2)	50(25.9)	3.65	1.32
There is planned time for personal activities	17(8.8)	46(24)	12(6.3)	97(50.5)	20(10.4)	3.30	1.20
My organization recognizes leisure time	69(35.8)	48(24.9)	17(8.8)	49(25.4)	10(5.2)	2.39	1.33
I have some work activities that are interesting to me	4(2.1)	24(12.6)	27(14.1)	123(64.4)	13(6.8)	3.61	0.87
My workmates complain about work schedules	23(12.6)	67(36.6)	16(8.7)	64(35)	13(7.1)	2.87	1.22
I carry out other duties outside my job description	25(13)	34(17.7)	4(2.1)	84(43.8)	45(23.4)	3.47	1.36
There is job rotation and sharing in my department	29(15)	35(18.1)	21(10.9)	78(40.4)	30(15.5)	3.23	1.33
No flexible work schedules in our school	52(27.5)	66(34.9)	7(3.7)	54(28.6)	10(5.3)	2.49	1.30
Part time work is allowed in this school so that I can work here and elsewhere	66(34.7)	87(45.8)	11(5.8)	22(11.6)	4(2.1)	2.01	1.03
I have opportunity to make decisions in my work	8(4.2)	33(17.3)	20(10.5)	126(66)	4(2.1)	3.45	0.94
We have a teamwork environment in the place of work	13(6.7)	26(13.5)	15(7.8)	111(57.5)	28(14.5)	3.60	1.10

KEY: SD-Strongly Disagree; D-Disagree; NS-Not Sure; A-Agree; SA-Strongly Agree

The researcher found that majority, 95(49.2%), agreed that shifts were arranged in agreement with fellow security guards. There were also other, 50(25.9%), respondents who strongly concurred with the statement. However, a few, 45(23.4%), disagreed with the statement. The researcher thus concluded that, on average (Mean=3.65, SD=1.32), the respondents generally affirmed the statement.

Majority, 97(50.5%), of the respondents also agreed that there was planned time for personal activities. There were also some, 20(10.4%), who strongly concurred with the statement. A few, 46(24%), disagreed while only 17(8.9%), strongly disagreed with the statement. Subsequently, on average (Mean= 3.3, SD=1.2), they affirmed that there was planned time for personal activities. On the view that the school recognized leisure time, majority 69(35.8%), of respondents strongly disagreed while others, 48(24.9%), disagreed. Only a few, 49(25.4%), agreed with this statement and, hence the researcher concluded that, on average (Mean=2.39, SD=1.33), the respondents disagreed that their organization recognized leisure time.

Majority, 123(64.4%), of these respondents agreed that they had some work activities that were interesting to them and only a few, 24(12.6%), respondents disagreed with the statement. Therefore, the researcher concluded that, on average (Mean=3.61, SD=0.87), the respondents agreed that they had some work activities that were interesting to them.

Out of the 194, 12.6% of the respondents strongly disagreed while 67(36.6%) disagreed that their workmates complained about work schedules. Consequently, the researcher concluded that, on average (Mean=2.87, SD=1.22), the respondents said their workmates never complained about work. The researcher further established that majority of the respondents, 84(43.8%), agreed and some, 45(23.4%), strongly agreed that they carried out other duties outside their job description. Only a few, 34(17.7%), disagreed, hence the

researcher deduced that, on average (Mean=3.47, SD=1.36), the respondents carried out other duties outside their job description. Majority, 78(40.4%), also agreed while a few, 30(15.5%), strongly agreed that there was job rotation and sharing in their department. However, a few, 35(18.1%), disagreed and 29(15%) strongly disagreed and, as such, the researcher concluded that, on average (Mean=3.23, SD=1.33), the respondents generally agreed that there existed job rotation and sharing in their department.

Further, of the 194 respondents, 66(34.9%), disagreed that there existed no flexible work schedules in their school, 52(27.5%) others strongly disagreed with the statement while 54(28.6%) agreed. The researcher thus deduced that, on average (Mean=2.49, SD=1.30), the respondents disagreed that there were no flexible work schedules in their school. Majority, 87(45.8%), of the respondents disagreed that part-time work was allowed in their school so that they could work there and elsewhere. There were also others, 66(34.7%), who strongly disagreed with the statement while only 22(11.6%) agreed. It was thus deduced that, on average (Mean=2.01, SD=1.03), respondents disagreed that part-time work was allowed in their school to allow them to work there and elsewhere. Majority, 126(66%), however, agreed that got opportunities to decide in their work. On the contrary, a few, 33(17.3%), disagreed with the statement and hence the researcher deduced that, on average (Mean=3.45, SD=0.94), the respondents agreed that got opportunities to decide in their work. Out of the 194 respondents, 111(57.5%) agreed that they had a teamwork environment in their place of work while only 26(13.5%) disagreed. Therefore, it was deduced that, on average (Mean=3.60, SD=1.1), the respondents agreed that they had a teamwork environment in the place of work.

Interviews with some principals showed that some guards were happy that they were employed and other issues to them were irrelevant. In addition, the interviews indicated

that they gave work to the guards outside their job descriptions like cooking in the kitchen, gathering firewood, attending to the farm and milking the school cows. A principal made the following observations:

School security personnel do not have designated roles and hence perform other duties such as being messengers, cooking, tending school animals, splitting firewood, slashing compound, and farm work. That even the Ministry of Education allows that they should be assigned work outside security (Principal, Personal Communication, 2019).

The principals were, however, quick to explain that this was due to manpower shortage in schools because of inadequate funds. The findings agreed with those of Nyaboga *et al.* (2015) who aver that many support staff were treated as *jacks of all trade but master of none*. As such, they could not undertake their duties diligently. An interview conducted with one support staffs that were hired to offer security in one of the secondary schools showed that security personnel in some schools were being overworked. At night, they work as watch men and simultaneously were expected to cook overnight. Some principals agreed that they recruited few security guards; as such, the officers worked throughout the term without rest days leading to burnout and exhaustion. The findings agreed with those of Odhong, Were and Jonyo (2018) who concluded that clear job designs should be implemented to ensure task identity, task significance improve autonomy and provision of effective feedback that promotes productivity.

4.6.1 Correlation Between Job Design and Job Satisfaction of Security Personnel in Baringo County

In the study, Pearson moment correlation was used to establish the influence of job design on job satisfaction of security personnel in public secondary schools in Baringo County. Correlation is employed in the context of a linear association between two continuous variables and is stated as Pearson product-moment correlation. The Pearson correlation

coefficient is ideally deployed for jointly normally distributed data (data that moves along a bivariate normal distribution). The bivariate test was carried out by relating job design and job satisfaction. Table 15 shows the results of the analysis.

Table 15

Relationship between Job Design and Job Satisfaction of Security Personnel

Scale	Satisfaction Level	
Job Design	Pearson Correlation	.247**
	Sig. (2-tailed)	.000
	N	194

Correlation is Significant at 0.05 level (2 tailed)

The results in Table 15 indicate that there was a weak positive and statistically significant relationship between job design and level of job satisfaction among security personnel in public secondary schools ($r = .247^{**}$, $p < 0.000$). These results are an indicator that job design influenced job satisfaction of security personnel. This implied that an increase in job design will cause an increase in the level of job satisfaction among security personnel in public secondary schools. Although the relationship was weak, it was seen as significant ($p < 0.05$), showing that job design has a significant positive linear association with the level of job satisfaction among security personnel in public secondary schools. Consequently, the first hypothesis, which stated that there is no significant influence between the job design and level of job satisfaction among security personnel in public secondary schools, was rejected.

The above results supported those of Tsuma and Omondi (2015) who studied the effects of job design on employee satisfaction levels in private universities in Kenya and found a significant relationship between job design and job satisfaction. Therefore, well-designed jobs tend to have a positive impact on employee satisfaction. Job satisfaction entails how

contented one is with their job. The findings were also in tandem with those of Nsuve and Njambi (2015) who investigated factors perceived to influence employees' output at the Independent Electoral and Boundaries Commission. They found that job design ensures that there is a variety of job responsibilities, challenging tasks and significance of employee job influence on their performance. This was also affirmed by Mbogo and Nzulwa (2018) who found that job design influenced performance of the development finance institutions in Kenya. Indeed, a good job design helps the employees feel that the work they do is satisfying, provides task uniqueness, task value, independence and feedback, and hence enhances job satisfaction (Odhong, Were & Omolo, 2014).

4.6.2 Regression Results on the Influence of Job Design on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Hypothesis 1 (H₀₁) stated that job design has no statistically significant influence on job satisfaction of security personnel in secondary schools in Baringo County. To achieve this, a simple regression analysis was conducted. The results from the analysis indicated that job design significantly influenced the level of job satisfaction among security personnel in the public secondary schools ($\beta=0.353$, Sig. <0.05). The null hypothesis was thus rejected. The t-test was used to test the substantial variation of the coefficient from zero. Since its p value was less than 0.05, the researcher concluded that the coefficient was significant and hence a unit change in job design influenced 35.3% variation in the level of job satisfaction. These findings were as summarised in Table 16.

Table 16*Regression Coefficients Job Satisfaction on Job Design*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	24.019	3.082		7.794	.000
Job Design	.353	.089	.247	3.955	.000

a. Dependent Variable: Satisfaction Level

Furthermore, the effect of job design was tested by the t-test value ($t=3.955$, $p=.000$), which implied that the standard error associated with the parameter was less than the effect of the parameter. Cognate with these results, Abid (2013), notes that there is a strong positive relationship between job design and job satisfaction. Therefore, a good job design brings greater job satisfaction. School boards of management should therefore ensure that jobs are well-structured to keep security personnel satisfied. Parvin (2011) agrees that the aim of job structuring is to raise the satisfaction levels, which will further lead to good performance of the employees. The findings further agreed with the conclusions of Odhong, Were and Jonyo (2018) that the drivers towards achieving sustainable employee engagement include proper job design, which guarantees autonomy, skills variety and even opportunity for development as well as clear channel and improved two-way communication leading to job satisfaction.

4.7 Influence of Recruitment and Selection Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

The researcher sought to ascertain the influence of recruitment and selection of the security personnel on their job satisfaction. The respondents were required to state their level of agreement or disagreement with various statements regarding their perceived level

of recruitment and selection in the schools they worked. These findings are as presented in Table 17.

Table 17

Recruitment and Selection Practices

Statements	SD F (%)	D F (%)	NS F (%)	A F (%)	SA F (%)	Mea n	Std Dev
Applicants are fully informed about the qualifications required to perform the job before being hired	15(7.8)	13(6.7)	7(3.6)	111(57.5)	47(24.4)	3.84	1.11
The curriculum vitae, references and qualifications are checked thoroughly before appointing a candidate	19(9.8)	13(6.7)	10(5.2)	121(62.7)	30(15.5)	3.67	1.12
Applicants undergo a medical test before being hired	98(51)	53(27.6)	11(5.7)	15(7.8)	15(7.8)	1.94	1.26
Vacancies are filled from qualified employees	14(7.3)	14(7.3)	64(33.3)	72(37.5)	28(14.6)	3.45	1.06
Applicants undergo structured interviews (job related questions, same questions asked of all applicants) before being hired	22(11.5)	21(11)	1(0.5)	110(57.6)	37(19.4)	3.62	1.24
Applicants for this job take formal test (written or work sample) for selecting applicants for vacancies	78(40.8)	76(39.8)	3(1.6)	23(12)	11(5.8)	2.02	1.20
Candidates are selected on the basis of their competency and qualification	16(8.4)	12(6.3)	58(30.4)	72(37.7)	33(17.3)	3.49	1.11
Irregularities regarding the selection of candidates can be freely reported without fear of victimization	35(18.2)	21(10.9)	114(59.4)	17(8.9)	5(2.6)	2.67	0.96
We are involved in a selection process	59(31.6)	65(34.8)	34(18.2)	25(13.4)	4(2.1)	2.20	1.09
Advertisements for vacancies should cater for employment equity	8(4.2)	14(7.3)	27(14.1)	95(49.5)	48(25)	3.84	1.02

KEY: SD-Strongly Disagree; D-Disagree; NS-Not Sure; A-Agree; SA-Strongly Agree

The research results revealed that majority of the respondents, 111(57.5%), agreed that job applicants were fully informed about the qualifications needed to perform the job before being hired. Another 47(24.4%) respondents strongly agreed with this statement. However, few, 28(14.5%), disagreed with the assertion. The researcher thus deduced that, on average (Mean=3.84, SD=1.11), applicants are fully informed about the qualifications to perform the job before being hired. Majority, 121(62.7%), also agreed that the curriculum vitae, references and qualifications were checked thoroughly before being appointed as security officers. There were also others 30(15.5%) who strongly agreed with the statement. However, a few, 13(6.7%), disagreed while 19(9.8%) strongly disagreed with the statement. Therefore, on average (Mean=3.67, SD=1.12), the curriculum vitae, references and qualifications were checked thoroughly before appointing applicants as security personnel in schools.

Of the 194 respondents, 98(51%) strongly disagreed that applicants underwent a medical test before being hired, 53(27.6%) also disagreed with the statement while only 15(7.8%) agreed and others 15(7.8%) strongly agreed. As such, on average (Mean=1.94, SD=1.26), of the respondents did not undergo a medical test before being hired. Out of 194 respondents, majority, 72(37.5%), agreed that vacancies were filled from qualified employees; another 28(14.6%) strongly agreed that vacancies were filled while the rest disagreed. The researcher thus deduced that, on average (mean=3.45, SD=1.06), vacancies were filled from qualified employees. Moreover, 110(57.6%) agreed that applicants underwent structured interviews (job-related questions, same questions asked of all applicants) before being hired. Additionally, 37(19.4%) respondents strongly agreed with the statement while only a few, 21(11%), disagreed and 22(11.5%) strongly disagreed. The researcher thus deduced that, on average (Mean=3.62, SD=1.24), the applicants

underwent structured interviews before being hired. On the other hand, majority of the respondents, 78(40.8%), strongly disagreed that applicants for the job took formal tests (written or work sample) for selecting applicants to fill existing vacancies, 76(39.8%) more respondents disagreed with the statement while only a few, 34(17.8%), agreed. It was, therefore, concluded that, on average (Mean=2.02, SD=1.20), applicants for the school security personnel job did not take formal tests (written or work sample) for selecting applicants for vacancies.

Majority, 72(37.7%), nonetheless agreed that candidates were selected based on their competency and qualification, 33(17.3%) strongly agreed with the statement while 58(30.4%) were not sure. Generally, the respondents agreed that candidates were selected based on their competency and qualification. Majority, 114(59.4%), were not sure with irregularities regarding the selection of candidates and whether or not they could be freely reported without fear of victimization. However, 17(8.9%), respondents agreed while 21(10.9%) disagreed with the statement; hence the researcher could not deduce the perception of the respondent with irregularities regarding the selection of candidates being freely reported without fear of victimization. However, the information from the interviews with the principals indicated that the decision of the BOM on who was selected was final. Majority, 65(34.8%), also disagreed that they were involved in the selection process. Another 59(31.6%) respondents strongly disagreed while only a few, 25(13.4%), agreed with the statement. The researcher thus deduced that, on average (Mean=2.20, SD=1.09), the respondents disagreed that they were involved in the selection processes. Majority, 95(49.5%), however, agreed that advertisements for vacancies should cater for employment equity. On the same issue, 48(25%) more respondents strongly agreed while only a few, 14(7.3%), disagreed. As such, the researcher concluded that, on average

(mean=3.84, SD=1.02), the respondents agreed that advertisements for vacancies should cater for employment equity.

Recruitment and selection processes decide which candidates get employment offers (Otieno, 2013). Normally, the aim of this practice is to reinforce the fit between the new worker and the firm, teams and work necessities and to subsequently create a better work environment (Tzafir, 2006). Furthermore, well-structured R & S systems can ensure a better fit between the individuals' abilities and the organization's requirements (Otieno, 2013). However, poor recruitment choices impair the sustenance of the worker in the firm. In most cases, mistakes are caused by the fact that organisations generally give little thought to the critical nature of staffing decisions and make minimal, if any, effort to validate recruitment practices.

Gopinath and Shibu (2014) agree that R & S procedures are crucial for HRM, and in effecting organizational success. The value of new staff rests on the firm's hiring mechanisms, and the relative merit of the selection stage is equally reliant on the calibre of candidates attracted. In effect, R & S is one area of prime importance to job satisfaction in order to get the best of employees, but employers face numerous difficulties in their quest to recruit the right workforce.

4.7.1 Correlation Between Recruitment and Selection Practices and Job Satisfaction of Security Personnel in Baringo County

In the study, Pearson moment correlation was used to establish the influence of R & S practices on job satisfaction of security personnel in government-owned high schools in Baringo County. The findings were as shown in Table 18.

Table 18*Pearson Moment Correlation for Selection Practices and Job Satisfaction*

Scale		Satisfaction Level
Recruitment and	Pearson Correlation	.338**
Selection Practices	Sig. (2-tailed)	.000
	N	194

Correlation is significant at the 0.05 level (2 tailed)

Table 18 shows that there was a positive and statistically significant relationship between R&S practices and security guards' satisfaction ($r = .338^{**}$, $p < 0.000$). Therefore, the results revealed a significant relationship between R&S practices and level of job satisfaction among security personnel in public secondary schools in Baringo County. From these findings, it was deduced that enhancement of R & S practices would lead to an increase in satisfaction levels among security personnel in public secondary schools. Though the strength of relationship was moderate, the relationship was seen as significant ($p < 0.05$), meaning that R&S practices have a significant positive linear association with levels of job satisfaction among security personnel in public secondary schools. These results thus negated the null hypothesis, which stated that there is no statistically significant relationship between R & S practices and level of job satisfaction among security personnel in public secondary schools in Baringo County.

These findings concurred with those of Omari, K'Obonyo and Kidombo (2012), in their study, that R & S practices have a positive relationship with job satisfaction. Similar findings were reported by Macharia and Omondi (2016) whose study found that job description and job specifications are used in employee recruitment processes. The authors also observed that the institution selects employees with the desired knowledge, skills and attitudes.

The current study findings also confirmed the findings of Agoi (2016) who observed that for organizations to benefit from R&S of staff and, in turn, enhance employee satisfaction, they must highlight the skills and attitudes to which they attach the highest priority. The reasoning is that once an institution has undertaken recruitment, the new employees need to be appraised and developed to ensure they are well-versed with knowledge on new trends and challenges. Interviews with school principals showed that security guards also recruited from the surrounding communities because the locals were believed to be exposed and conversant with the school surroundings.

4.7.2 Regression of Recruitment and Selection Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Hypothesis 2 (H₀₂) stated that recruitment and selection practices have no statistically significant influence on job satisfaction of security personnel in high schools in Baringo County, Kenya. This section provides the statistics of the respondents' opinions concerning recruitment and selection practices of security personnel. The researcher asked 10 questions that were key indicators of the status of R & S practices. The research established that R & S practices significantly influenced the level of job satisfaction (B=0.322, Sig. <0.05). The coefficient of 0.322 was significantly different from zero since p value <0.05. As such, the null hypothesis was rejected. The study thus found that a unit enhancement in recruitment and selection practices resulted in 32.2% increase in job satisfaction. These findings were as depicted in Table 19.

Table 19*Regression Coefficients of Job Satisfaction on Recruitment and Selection Practices*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	26.185	2.035		12.866	.000
Recruitment and Selection Practices	.322	.065	.338	4.981	.000

a. Dependent Variable: Satisfaction Level

It is evident from the regression analysis that R&S practices impacted job satisfaction significantly ($\beta = .322$, $p < 0.05$). Therefore, the researcher rejected the null hypothesis and accepted that R&S practices had a significant influence on job satisfaction. This implied that for each unit increase in recruitment and selection practices, there was 0.322 unit increase in job satisfaction of security personnel. The bearing of recruitment practices was shown by the t-value of 4.981, which indicated that the standard error associated with the parameter was less than the effect of the parameter. This view agreed with those Ballantyne (2014) who notes that selection of employees aims to put in place workers who are able to perform at a high level and demonstrate commitment hence leading to high level of employee satisfaction. Recruitment and selection of employees is fundamental to employee satisfaction within an organization.

The results also corroborated those of Irungu, Njongoro and Kariuki (2019) who, in their study, observed that the nature of R&S approaches tend to shape how much the staff are retained. These authors also noted that practices like good and vivid clarification of the required skills for any given vacancy and consideration of internal recruitment were quite necessary in an organization.

4.8 Influence of Training Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Under this objective, the researcher sought to establish the role of training practices on job satisfaction of security personnel. The researcher sought to find out respondents' perceptions on training practices. The study asked 7 questions. The findings were as summarised in Table 20.

Table 20

Training Practices

Item	SD F (%)	D F (%)	NS F (%)	A F (%)	SA F (%)	Mean	Std Dev
I have training opportunities to learn and grow	100(51)	47(24.5)	2(1.0)	27(14.1)	18(9.4)	2.05	1.39
I get training that I need to do my job well	91(47.4)	52(27.1)	4(2.1)	27(14.1)	18(9.4)	2.11	1.38
I get the training from the company for my next promotion	98(51)	60(31.3)	13(6.8)	17(8.9)	4(2.1)	1.80	1.04
The available training match with my job	90(46.9)	54(28.1)	7(3.6)	29(15.1)	11(5.7)	2.09	1.43
The school has policies and procedures for the training of security guards	63(32.6)	49(25.4)	65(33.7)	10(5.2)	6(3.1)	2.21	1.06
Most of the training programmes are practical and do relate to the actual problems at work	90(46.6)	49(25.4)	11(5.7)	25(13.9)	18(9.3)	2.13	1.37
We are trained on the job regularly to enhance our job skills	95(49.2)	66(34.2)	5(2.6)	17(8.8)	10(5.2)	1.87	1.15

KEY: SD-Strongly Disagree; D-Disagree; NS-Not Sure; A-Agree; SA-Strongly Agree

Majority, 100(51%), strongly disagreed that they had training opportunities to learn and grow, 47(24.5%) more respondents disagreed while only a few, 27(14.1%), agreed and

18(9.4%) strongly agreed. The study thus concluded that, on average (Mean=2.05, SD=1.39), the respondents disagreed that they have training opportunities to learn and grow. Likewise, majority, 91(47.4%), strongly disagreed that they got the needed training to undertake their job well, 52(27.1%) more respondents disagreed while only 27(14.1%) agreed. The researcher thus deduced that, on average (Mean=2.11, SD=1.38), the respondents got the needed training to assist them undertake their job well. Majority, 98(51%), also disagreed strongly that they received training from their company for their next promotion, 60(31.3%) more respondents disagreed while only a few, 17(8.9%), agreed. It was hence deduced that, on average (Mean=1.80, SD=1.04), the respondents disagreed that they received induction from the company for their next promotion.

Additionally, majority, 90(46.9%), strongly disagreed that the training available matched their job needs, 54(28.1%) more respondents disagreed while only 29(15.1%) agreed and 11(5.7%) strongly agreed. The researcher thus inferred that, on average (Mean=2.09, SD=1.43), the respondents disagreed that the available training matched with their job needs. Majority, 65(33.7%), were not sure that the school had policies and procedures to support training of security guards. However, 63(32.6%) strongly disagreed while 49(25.4%) disagreed with the statement while only 10(5.2%) agreed. Therefore, the researcher deduced that, generally, the respondents disagreed that the schools had put in place policies and procedures to support the training of security guards. Majority, 90(46.6%), also strongly disagreed that training programmes were practical and did relate to the real problems at work. Moreover, 49(25.4%), disagreed with the statement while only a few, 25(13.0%), agreed. The researcher thus concluded that, on average (Mean=2.13, SD=1.37), the respondents disagreed that most of the training programmes were practical and did relate to the real problems at work.

Out of the 194, majority, 95(49.2%), strongly disagreed that they were trained on the job regularly to enhance their job skills, 66(34.2%) more respondents disagreed with the statement while only a few, 17(8.8%), agreed. The study thus inferred that, on average (Mean=1.87, SD=1.15), implying that many schools did not offer regular on-the-job training to improve the job competences of the security personnel. As such, the training of security staff in secondary schools was quite low. This finding reiterated the information obtained from interviews with the school principals. In essence, very few schools, particularly the extra-county ones, trained their security personnel. This was in concurrence with Muluka's (2014) findings that most security firms offer little training, if any, to the guards. He recommends a relook into training of school guards.

Further, according to Meyer and Allen (2014), T & D of staffs helps to boost employee working morale, enhances good relationship among staff and between staffs and the administrators, and paving the way for employee promotion. In addition, Meyer and Allen aver that the rate of staff retention increases as induction training helps an employee to feel welcomed and appreciated in the new environment.

The findings also agreed with those of Irungu, Njongoro and Kariuki (2019) who recommend for organisational managers to offer T & D services to bolster the skills of employees, making them more active and to own the business. In addition, rigorous induction should be carried for new employees to allow them to blend in with the existing workforce and subsequently reduce turnover.

Kamau and Omondi (2015) investigated the relationship between HRMP and staff retention in Gatundu District Hospital. From their research findings, the respondents strongly agreed that the training broadens their knowledge. They also strongly agreed that training increases their prospects for career growth.

4.8.1 Correlation Between Training Practices and Job Satisfaction of Security Personnel in Baringo County

In this study, a Pearson's product moment correlation was computed to determine the existence and significance of the relationship between training practices and extent of job satisfaction. Table 21 shows the results of the analysis.

Table 21

Pearson's Correlation for Training Practices and Job Satisfaction

Scale		Satisfaction Level
Training Practices	Pearson Correlation	.360**
	Sig. (2-tailed)	.000
	N	194

Correlation is significant at the 0.05 level (2 tailed)

The results in Table 21 reveal a moderate but statistically significant relationship between training practices and extent of satisfaction among security personnel in public secondary schools ($r = .360^{**}$, $p < 0.000$). Though the strength of relationship was moderate, it was seen as significant ($p < 0.05$), showing that training practices had a significant positive linear association with the level of job satisfaction among security personnel in public secondary schools. This indicated that when training practices are enhanced then the level of job satisfaction among security personnel in public secondary schools increased. Conversely, the unavailability of training practices will cause a decline in the satisfaction among security personnel in public secondary schools.

4.8.2 Regression of Training Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Hypothesis 3 (H₀₃) stated that training practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County,

Kenya. In this study, it was, however, established that training practices significantly ($B=0.323$, Sig. <0.05) influenced the level of job satisfaction. The coefficient of 0.323 was significantly different from zero and thus the null hypothesis was rejected. Subsequently, the researcher concluded that training practices significantly influenced the extent of work happiness and a unit increment in training practices resulted into 32.3% increment in the extent of work happiness. These findings were as presented in Table 22.

Table 22

Regression Coefficients of Job Satisfaction on Training Practices

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	31.508	.963		32.734	.000
Training Practices	.323	.060	.360	5.347	.000

a. Dependent Variable: Satisfaction Level

Table 22 shows that training practices had a positive and significant influence on the satisfaction of security guards with their work, with a beta value of $\beta = 0.323$ (p-value = 0.000, which was less than $\alpha = 0.05$). Therefore, the researcher rejected the null hypothesis and concluded that for each unit increase in training practices, there was a 0.323 unit increase in job satisfaction of the security personnel. Moreover, the bearing of training practices was shown by the t-test value =5.347, which implied that the standard error associated with the parameter was below the bearing of the parameter. Therefore, at five percent level of significance the null hypothesis was rejected, implying that training has a significant positive effect on security personnel's job satisfaction in schools in Baringo County.

In agreement with the results, Macharia and Omondi (2016) observed that training affects employee job satisfaction considerably. Similar findings have been reported by Omari, K'Obonyo and Kidombo (2012) who found that T&D practices positively shaped employee satisfaction with work. Besides, Ng'ethe (2013) has established that employee training should be conducted to equip them with knowhow, competences and capabilities to efficiently perform duties. He adds that for younger employees, training opportunities constitute a great booster of output and is a retention strategy. Therefore, given the type of tasks that security personnel in schools do, the training they receive from their respective institutions should identify and fill their skills gaps and meet their expectations. Training programmes offered should be robust and relevant. The training implementation techniques need to be a blend of both classroom and field demonstrations. Training evaluation ought to be conducted to help identify areas to be adjusted or revisited (Odhong, Were & Jonyo, 2018).

4.9 Influence of Reward Management Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

The study also examined the influence of reward management on practices on job satisfaction of security personnel. The study began by establishing the perceptions of respondents on reward management practices. Ten questions, considered as key indicators of the rewards management practices, were posed to the security personnel. The findings were as depicted in Table 23.

Table 23*Reward Management Practices*

Items	SD	D	NS	A	SA	Me an	Std Dev
	F (%)	F (%)	F (%)	F (%)	F (%)		
Reward system is in place and operational	13(6.7)	9(4.6)	21(10.8)	145(74.7)	6(3.1)	3.63	0.89
The school has a clear promotion policy	52(27.1)	49(25.5)	66(34.4)	21(10.9)	4(2.1)	2.35	1.06
Those who perform well on the job stand a fair chance of being promoted	44(23.4)	67(35.6)	34(18.1)	29(15.4)	14(7.4)	2.48	1.22
Employees are fairly rewarded	9(4.7)	56(29)	20(10.4)	104(53.9)	4(2.1)	3.20	1.03
Pay, promotion & fringe benefits are forms of rewards used to reward employees	12(6.3)	65(34)	21(11)	89(46.6)	4(2.1)	3.04	1.07
Employees receive praises & recognition from their employers	3(1.6)	19(9.9)	10(5.2)	150(78.1)	10(5.2)	3.76	0.76
Performance-based rewards are used	37(19.2)	70(36.3)	27(14)	53(27.5)	6(3.1)	2.59	1.17
Employees who are lazy and don't deliver on their targets are punished	10(5.3)	12(6.3)	13(6.8)	146(76.8)	9(4.7)	3.69	0.87
Wages and salaries are often used to reward employees	9(4.7)	24(12.4)	20(10.4)	133(68.9)	7(3.6)	3.54	0.92
I am happy with my salary	44(22.8)	104(53.9)	3(1.6)	40(20.7)	2(1.0)	2.23	1.06

KEY: SD-Strongly Disagree; D-Disagree; NS-Not Sure; A-Agree; SA-Strongly Agree

Majority, 145(74.7%), agreed and some, 6(3.1%), strongly agreed that reward systems were in place and operational. Only a few, 13(6.7%), strongly disagreed with the statement. Therefore, the study deduced that, on average (Mean=3.63, SD=0.89), reward systems were in place and operational in most schools.

On promotion, 52(27.1%) respondents strongly disagreed and another 49(25.5%) disagreed that the school had a clear promotion policy. Moreover, 66(34.4%) were not sure about the presence of a promotional policy while very few, 21(10.9%), agreed. It was hence inferred that, on average (Mean=2.3, SD=1.06), most schools lacked a clear promotion policy. Majority, 67(35.6%), also disagreed that those who performed well on the job stood a fair chance of being promoted, 44(23.4%) more respondents disagreed while only a few, 29(15.4%), agreed. The researcher thus deduced that, on average (Mean=2.48, SD=1.22), security personnel who performed well on the job did get a chance of promotion. However, majority, 104(53.9%), agreed that employees were fairly rewarded, although from the interviews with principals, security personnel were given a token only once a year during AGM, together with all the other staff members in the school. Nonetheless, 56(29.0%) respondents disagreed while 20(10.4%) were not sure with this statement. The researcher thus deduced that, on average (Mean=3.20, SD=1.03), the respondents agreed that employees were fairly rewarded. Majority (89.0%) also agreed that pay, promotion and fringe benefits were forms of rewards given to employees. However, 65(34%) respondents disagreed while others, 12(6.3%), strongly disagreed with the statement. As such, the study concluded that pay, promotion and fringe benefits were forms of rewards given to security personnel.

Out of the 194 respondents, majority, 150(78.1%), agreed that employees received praises and recognition from their schools' principals. Very few, 19(9.9%), disagreed with the statement and hence the researcher deduced that on average (Mean=3.76, SD=0.76) that security personnel received praises and recognition from their principals. However, majority, 70(36.3%), disagreed that performance-based rewards were used while some, 37(19.2%), respondents strongly disagreed with the statement and only a few, 53(27.5%),

agreed. The researcher thus concluded that, on average (Mean=2.59, SD=1.17), schools did not use performance-based rewards on the security personnel.

Further, majority, 146(76.8%), of the respondents agreed that employees who were lazy and did not deliver on their targets were punished. Only a few, 12(6.3%), disagreed with the statement and thus the researcher deduced that, on average (Mean=3.69, SD=0.87), security personnel who were lazy and did not deliver on their targets were punished. Majority, 133(68.9%), also agreed that wages and salaries were often used to reward employees. Only a few, 24(12.4%), disagreed with the statement. Therefore, it was inferred that, on average (Mean=3.54, SD=0.92), wages and salaries were often used to reward employees. Majority, 104(53.9%), however, disagreed that they were happy with their salaries while 44(22.8%) others strongly disagreed. Only a few, 40(20.7%), of the respondents agreed with the statement, hence the researcher inferred that, on average (Mean=2.23, SD=1.06), the respondents were not happy with their salaries.

From the above, it is clear that security personnel were unhappy with their salary. Consequently, there was much to do yet regarding these employees' remuneration. This also implied that wages and perks were, perhaps, disproportionate and were mostly determined by school BOM according to the capability of the school to raise funds through fees.

Majority of the security personnel seemed unsure over whether or not they were paid fairly. However, Kuria (2011) notes that employee satisfaction is high when their work avails them security from financial distress, appreciation for their effort, clear policy on grievances, opportunities to table views, participation in decision-making and administration of affairs, clear definitions of roles and functions, and opportunities for

promotion, fringe benefits, sound payment structure and incentive plans. Further, Nalla and Cobbina (2016), in their work, propose that job independence, wage and fringe benefits as well as perceived assistance from colleagues in the firm are strong antecedents of security guards' job satisfaction.

4.9.1 Correlation Between Reward Management Practices and Job Satisfaction of Security Personnel in Baringo County

In this study, Pearson's Moment correlation was computed in order to determine the existence and significance of the relationship between reward management practices and the level of job satisfaction. Table 24 shows the results of the analysis.

Table 24

Correlation for Reward Management Practices and Job Satisfaction

Scale		Satisfaction Level
Reward Management Practices	Pearson Correlation	.406**
	Sig. (2-tailed)	.000
	N	194

Correlation is significant at the 0.05 level (2 tailed)

Table 24 depicts a positive and statistically meaningful link between reward management practices and the level of job satisfaction ($r = .406^{**}$, $p = 0.000$). The results revealed a moderate but significant relationship between reward practices and job satisfaction levels among security personnel in public secondary schools. From these results, an enhancement of reward management practices will automatically lead to an increase in the extent of satisfaction among security personnel in public secondary schools. Although the strength of relationship was moderate, the relationship was seen as significant ($p < 0.05$), meaning that reward management practices had a significant positive linear association with work fulfilment among security personnel in public secondary schools. Because there was a

positive and significant relationship between the reward practices and level of job satisfaction among security personnel in schools, the researcher, therefore, rejected the null hypothesis.

4.9.2 Regression of reward Management Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Hypothesis 4 (H₀₄) stated that reward management practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya. It was, however, found that reward management practices significantly (B =0.556, Sig. <0.05) influenced the level of job satisfaction among the schools' security personnel. The coefficient of 0.556 was significantly different from zero and, as such, the study rejected the null hypothesis. The researcher thus concluded that reward management practices significantly influenced the happiness level with one's work and a unit increase in reward administration practices resulted in a 55.6% increment in the level of job satisfaction. These findings were as presented in Table 25.

Table 25

Regression Coefficients of Job Satisfaction on Reward Management Practices

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.106	2.786		6.857	.000
Reward Management Practices	.556	.090	.406	6.164	.000

a. Dependent Variable: Satisfaction Level

Table 25 shows that reward management practices had a positive and statistically significant influence on job satisfaction among security personnel in public secondary

schools with a beta value of $\beta = 0.556$ (p-value = 0.000, which was less than $\alpha = 0.05$). Therefore, the researcher rejected the null hypothesis and it was accepted that for each unit increase in reward administration practices, there was a 0.556 unit increase in job satisfaction. Moreover, the bearing of reward practices was attested to by the t-test value = 6.164, which implied that the standard error associated with the parameter was less than the influence of the parameter.

Consistent with the above findings, Khan *et al.* (2010) posit that reward causes satisfaction of the workers, which directly influences their performance. Similarly, Gitamo, Mageto, Koyier and Wachira (2016), in a study of the effects of reward systems on employee satisfaction at Kenya Forest Research Institute, revealed that both monetary and non-monetary reward systems were used to appreciate employees. The study also found that rewarding employees greatly influenced their levels of job satisfaction of employees at KEFRI.

Further, Macharia and Omondi (2016) observe that reward systems affect employee job satisfaction considerably. The reward scheme needs be reviewed to make it equitable. The reward package should incorporate the various cadres of security personnel in the institution to tackle inequalities and also reduce the levels of dissatisfaction, low motivation and improve productivity.

4.10 Overall Regression Model

Regression analysis is a statistical technique that is used to forecast on the value of a dependent variable along one or more predictor (independent) variables (Maithya, Mukolwe & Waka, 2019). This study sought to establish if employee management practices influenced job satisfaction among security personnel in public secondary schools. In this section, the effect of combined independent variables on the dependent

variable was presented using a regression model. The independent variables in the study were job design, recruitment and selection practices, training practices reward practices while the dependent variable was job satisfaction of security personnel in schools. The results of regression, Multicollinearity, model summary ANOVA and coefficient tables are presented in this section.

The overall regression equation for predicting the values of the level of job satisfaction as dependent variable from the predictor variables (human resource management practices) was given as follows:

$$\text{Predicted} = \beta_0 + B_1 * X_1 + B_2 * X_2 + B_3 * X_3 + B_4 * X_4 + e$$

whereby fitted value = intercept + (slope * predictor)

The predicted level of job satisfaction = intercept + slope * HRMP variables.

The intercept (constant) gives the value of the response or dependent variable when the predictors are at zero levels. For instance, the average level of job satisfaction when HRMP was at zero the slope gives the marginal variation in the response variable for a unit variation in the predictor variable. For instance, for every unit increase in HRM practices, the level of job satisfaction will increase by that margin. This is as a direct consequence of assuming that the underlying functional model is linear and thus fitting a linear equation.

4.10.1 Model Summary for Predicting Level of Job Satisfaction on Human Resource Practices

The first regression model for analysis entailed regressing the job satisfaction level of security personnel in public secondary schools as the dependent variable on HRM practices. Specifically, the HRMP of job design, R & S practices, training practices and reward practices were used to project the level of job satisfaction among the security personnel in public secondary schools. Results of the findings were as presented in Tables 26.

Table 26

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.559 ^a	.312	.298	5.55147	.312	21.466	4	189	.000

a. Predictors: (Constant), Reward Management Practices, Recruitment and Selection Practices, Job Design, Training Practices

Table 26 is a model summary showing a moderate but positive correlation between HRMP and extent of job satisfaction among security personnel in public secondary schools (R = .559). The R² of 0.312 suggested that 31.2% percent of the variation in the level of job satisfaction among security personnel in public secondary schools was explained by the overall HRMP, namely job design, recruitment and selection practices, training practices and reward practices. The remaining unexplained variation was 68.8% and could be accounted by other organizational factors outside the study variables.

4.10.2 The Strength of the Model

To gauge if there existed a joint linear relationship among the variables in the regression, the analysis of variance (ANOVA) output was examined. The ANOVA reports how well the regression equation fits the data by studying the value of F – statistic and its corresponding significance. The regression model predicts level of job satisfaction well as can be seen from Table 26 indicating that relationship is statistically valuable (F = 21.466, p <0.05). This suggested that the model was efficient at 95% confidence level in predicting the effect of independent variables on the dependent variable. This is to say the relationship between human resource practices and level of job satisfaction is not due to chance. This further supported the correlation analysis that indicated that there was a positive relationship between HR management practices and level of job satisfaction. These findings were as presented in Table 27.

Table 27

ANOVA Analysis for HRM Practices and Level of Job Satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2646.224	4	661.556	21.466	.000 ^b
	Residual	5824.766	189	30.819		
	Total	8470.990	193			

a. Dependent Variable: Satisfaction Level

b. Predictors: (Constant), Reward Management Practices, Recruitment and Selection Practices, Job Design, Training Practices

The study findings indicated that the relationship between HR practices and level of job satisfaction was not only positive but also significant. Therefore, HRMP was directly related to level of job satisfaction. This meant that a rise in HRMP would lead to an increase in and extent of job satisfaction among guards in public secondary schools.

The linear combination of JD, R&S practices, training practices and reward practices (dimensions of HRMP) was found to be significantly related to level of job satisfaction, $F(4, 661.56)$, $p < 0.05$. The regression coefficients presented in Table 27 with predictors as JD, R&S practices, training practices and reward administration practices were used to gauge the individual relationships of HRMP on the level of job satisfaction. The findings provided the necessary information to predict the level of job satisfaction using the HRMP as shown in column B of Table 28.

Table 28

Regression Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	7.915	3.590		2.205	.029
Job Design	.188	.082	.147	2.284	.024
Recruitment and Selection Practices	.143	.068	.150	2.115	.036
Training Practices	.199	.061	.222	3.257	.001
Reward Management Practices	.475	.083	.348	5.698	.000

a. *Dependent Variable: Satisfaction Level*

From the study, the β coefficients for independent variable were generated from the model used in the under study. The t -test was used as a measure to identify whether the predictors were making a significant input to the model. Table 28 shows the estimates of β value and gave the contribution of the predictor to the model. The β value explains the link between security personnel's job happiness and the predictors (job outlay, R & S practices, training practices and reward administration practices). The positive β values indicated the positive

relationship that existed between the predictor and the outcome. The β value for all the HRM practices had a positive coefficient thus positive relationship with security personnel's job satisfaction.

The other values in column B represent the measure of how each of the HRM practices backed the extent of job satisfaction. In this study, all the four employee management functions, namely job design (B=.188), R & S practices (B=.143), training practices (B=.199) and reward administration practices (B=.475), contributed positively to level of job satisfaction.

In regards to statistical significance of HRM practices on level of job satisfaction, the four dimensions, job design (t=2.284, p=.024), R & S practices (t=2.115, p=.036), training practices (t=3.257, p=.001) and reward administration practices (t=5.698, p=.000) were significant. The findings indicated that the four dimensions of HRMP are significant for level of job satisfaction showing that the relationships are not due to chance. All the p-values were less than the 0.05 alpha level used to determine significance in this study and, as such, the t-test could be used to support the study hypotheses 1, 2, 3 and 4. This indicated that JD, R & S practices, training practices and reward management practices were positively related and significant with the extent of job satisfaction of security personnel. These further supported the correlation analysis results that indicated that job design, R & S practices, training practices and reward management practices were positively related and significant with the extent of job satisfaction. Therefore, the study rejected null hypotheses H_{01} , H_{02} , H_{03} and H_{04} .

The regression equation for predicting level of job satisfaction from HRMP as significant was as follows:

$$\begin{aligned}\text{Predicted level of job satisfaction} &= \beta_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 \\ &= 7.915 + .188X_1 + .143X_2 + .199X_3 + .475X_4\end{aligned}$$

The above statistics indicated that holding R & S practices, training practices and reward management practices constant, a unit change in JD would influence 0.188 unit change in the level of job satisfaction. Similarly, holding the job design, training practices and reward and management practices constant, a unit change in R & S practices would result in 0.143 unit variation in the measure of job satisfaction. There was also a 0.199 unit variation in the measure of job satisfaction for a unit change in training practices while holding other attributes of HRM practices constant. The level of satisfaction also changed by 0.475 for every unit change in reward management practices while holding other variables constant.

Table 29*Summary Results for Tests of Hypotheses and related Objectives*

Objective	Hypotheses	Result	Remarks on hypotheses
Objective 1: To establish the influence of job design on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya	H₀₁: Job design has no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.	P=0.02 4 Which is less than 0.05	Rejected
Objective 2: To assess the influence of recruitment and selection practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya	H₀₂: Recruitment and selection practices have no statistically significant influence on the job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.	P=0.03 6 Which is less than 0.05	Rejected
Objective 3: To determine the influence of training practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya	H₀₃: Training practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.	P=0.00 1 Which is less than 0.05	Rejected
Objective 4: To establish the influence of reward management practices on job satisfaction of security personnel in public secondary schools in Baringo county, Kenya	H₀₄: Reward management practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo county, Kenya.	P=0.00 0 Which is less than 0.05	Rejected

4.10.3 Regression Model Diagnostics

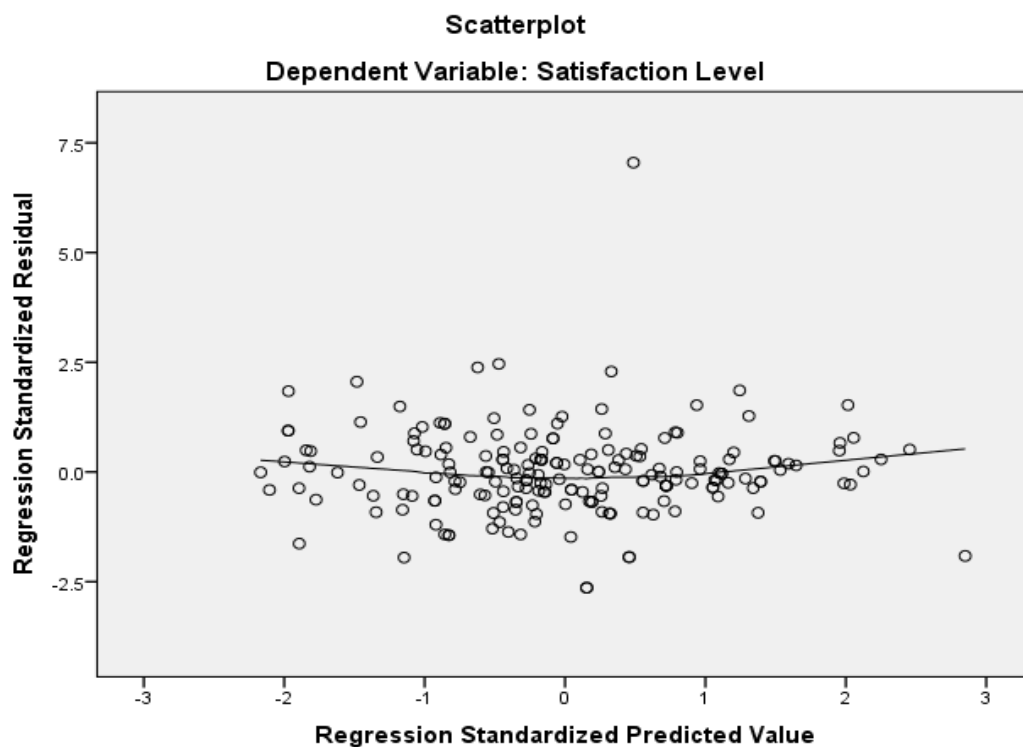
For the researcher to adopt the model, several linear regression assumptions have to be met (Greene, 2002). In this study, these assumptions were: significant linear association between the dependent and independent variables; homogeneity of error variance; normal distribution of the residuals, and no collinearity and autocorrelation in the data. The assumptions were tested and the findings were as presented below.

4.10.4 Testing Nonlinearity and Homogeneity of Error Variance

In linear regression, it is assumed that the link between the response variable and the predictors is linear. If this assumption is violated, the linear regression will try to fit a straight line to the data that do not follow a straight line. This study used a bivariate plot of the predicted values against residuals to infer whether the relationship of the predictors to the outcome was linear.

Figure 2

Nonlinearity and Homogeneity Test Scatter Plot



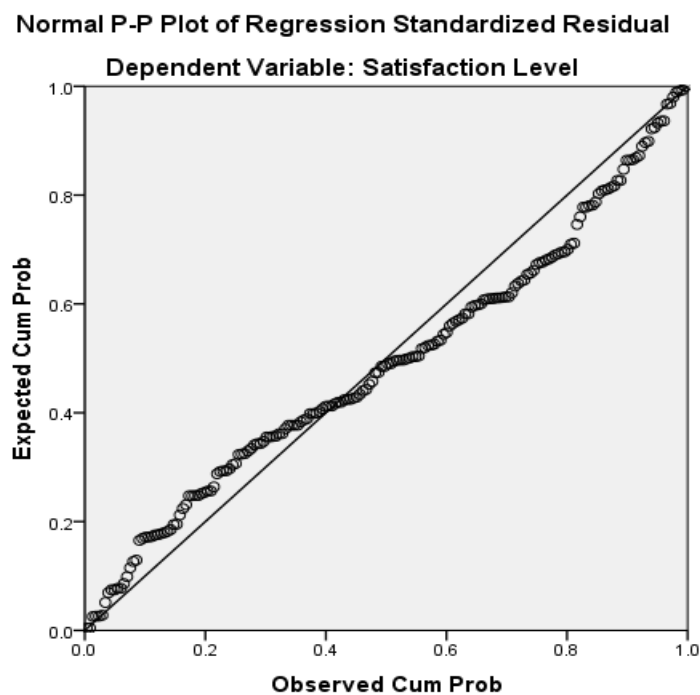
This study found that the trend was centred on zero. The variance was also around zero and scattered uniformly and randomly. As such, it was concluded that linearity and homogeneity of variance assumptions were not violated.

4.10.5 Tests for Normality of Residuals

In linear regression, the residuals are assumed to be normally distributed. It is important to meet this assumption for the p-values for the t-tests and F-tests to be valid. A P-P plot is used to test the assumption. The residuals are assumed to be normally distributed if they fall along the 45 degrees line.

Figure 3

Tests for Normality of Residuals



From the figure above, this study deduced that residuals were fairly normally distributed hence the assumption was not violated.

4.10.6 Tests on Multicollinearity

When there is a perfect linear relationship among the predictors, the estimates for a regression model cannot be uniquely computed. The term collinearity implies that two variables are linear combinations of one another. When more than two variables are

involved, it is often called multicollinearity. This study used the collinearity tolerance and the VIF to assess collinearity in the estimated model.

In relation to multicollinearity, the independent variables, namely job design, recruitment and selection practices, training practices and reward practices, returned variance inflation factor (VIF) values of 1.132, 1.385, 1.28 and 1.024 respectively. This means that the values are within the acceptable range of 1 to 10. Therefore, it was concluded that there is no multicollinearity symptoms in the model involving the four independent variables. This meant that the independent variables solely affected the job satisfaction of security personnel. Table 30 presents the results of collinearity test statistics.

Table 30

Collinearity Test Statistics

Model	Collinearity statistics	
	Tolerance	VIF
Job design	0.884	1.132
Recruitment and selection practices	0.722	1.385
Training practices	0.781	1.280
Reward management practices	0.977	1.024

a. Dependent variable: Satisfaction level

Tolerance is a sign of the percentage of change in the predictor that is not attributable to the other predictors. As such, very small scores attest that a predictor is redundant, which implies that scores less than 0.10 are not a good sign. The variance inflation factor (VIF) is $1/\text{tolerance}$ and as a rule of thumb, a variable whose VIF values is greater than 10 are problematic. This study found that all the explanatory variables had a tolerance above 0.1 and VIF of less than 10 and thus concluded that there was no collinearity problem.

4.10.7 Autocorrelation

Serial correlation (autocorrelation) analysis was undertaken to understand if there were correlations among the residuals of different observations per independent variables. This study used Durbin-Watson statistic to detect the presence of autocorrelation in the independent variable. The Durbin-Watson (DW) statistic is a measure for autocorrelation in the residuals from a statistical regression evaluation. The Durbin-Watson statistic will usually have a score between 0 and 4. A score of 2.0 implies no autocorrelation noticed in the sample. Those from 0 to below 1.5 suggest positive autocorrelation and scores from 2.5 to 4 show negative autocorrelation.

Table 31

Serial Correlation Analysis Results

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics					Durbin-Watson
					R Change	F Change	df1	df2	Sig	
1	.56 ^a	.312	.298	5.55147	.312	21.466	4	189	.000	1.903

^a Predictors: (Constant), Reward Management Practices, Recruitment and Selection Practices, Job Design, Training Practices

^b Dependent Variable: Statistical Level

The study established a Durbin-Watson of $d = 1.903$, which was between the two critical values of $1.5 < d < 2.5$. Therefore, the study concluded that there was no first order linear auto-correlation in the linear regression data. There were no assumptions violated in the model, hence the study adopted it with no any adjustments.

4.11 Predicting Job Satisfaction

To show the predictive capacity of each independent variable on the dependent variable, regression analysis was run. The regression coefficients presented in Table 32 with predictors as job design, R & S practices, training practices and rewarding practices were used to determine the individual relationships of HRM practices on the level of job

satisfaction. The findings provide the necessary information to predict extent of job satisfaction using the HRMP as depicted in column B.

Table 32

Coefficients of Independent Variables

Model	Unstandardized coefficients		t	Sig
	B	Std. Error		
Constant	7.915	3.590	2.205	0.029
Job design	.188	.082	2.284	0.024
Recruitment and Selection Practices	.143	.068	2.115	0.036
Training Practices	.199	.061	3.257	0.001
Reward Management Practices	.475	.083	5.698	0.000

a. Dependent Variable: Satisfaction Level

Based on unstandardized coefficients, the model indicates that job design practices influenced 18.8% positive variation on job satisfaction. R & S practices influenced 14.3% positive variation on job satisfaction. Training practices influenced 19.9% of job satisfaction and reward management practices influenced 47% positive variation on job satisfaction of school security personnel. This implied that the best predictor of job satisfaction was the variable reward management practices, which influenced 47.5%, while recruitment and selection practices was the least with 14.3% significant influence on job satisfaction. A positive beta value conveyed a positive effect from the independent variable, which meant that when the factor increased the dependent variable increased as well.

4.12 Qualitative Data Analysis

For triangulation purposes, the responses from interviews were analysed thematically using content analysis. Content analysis is an objective technique that ensures systematic, quantitative description and communication of information. The technique detects the

existence of certain words concepts, themes, phrases, characters or sentences within texts and quantifies them in an objective manner. Qualitative items elicited the responses presented in Table 32.

4.12.1 Performance of Security Personnel

Eleven (64.7%) of the principals interviewed asserted that security personnel worked half-heartedly. They added that they were not keen on details and took their work causally. Some of them were involved in alcoholism. This assertion was in agreement with the Systems Audit Report Baringo County (2018) which showed that such performance lapse could be because of lack of job satisfaction.

4.12.2 Satisfaction Level of Security Personnel

Responses from principals indicated that 13(76.4%) believed the security personnel's satisfaction level was fair. They agreed that their main outcry was on low salary and lack shelter for protection, especially during harsh weather. Job satisfaction is one way to lure and keep qualified employees. It reflects people's attitudes to their work and to the institution for which they work. Therefore, employee satisfaction is increasingly more challenging for organisations, including institutions of learning, due to issues like job design, R & S, training practices and reward administration practices (Chisaka & Gichinga, 2018).

4.12.3 Influence of Job Design on Job Satisfaction

According to Garg and Rastogi (2006), well-designed jobs can have a positive impact on both employee satisfaction and quality of performance. In this study, it was observed that there is no clear job design for security personnel in schools because most of them, 15(88.2%), noted that they engaged in other school duties like cooking, gathering firewood, tending to school animals, gardening, mowing lawns, operating school

posho-mills, among other duties. Therefore, it was very clear from the responses that the studied institutions lacked operational job design policies for security personnel. This was one of the factors influencing job satisfaction of security personnel in these schools.

4.12.4 Recruitment and Selection Practices

In a majority of schools, security personnel are handpicked from the school neighbourhood. From their response, the principals, 12(70.5%), concurred that they selected preferably retired police officers and NYS graduates. These guards were recruited without thorough selection because the job did not attract many applicants. However, responses of 5(29.4%) principals showed that schools advertised and followed the recruitment process. They also issued contract letters renewable after six months. The study noted that schools' BOM did not define the job tasks and job details in the hiring process of security personnel. Agoi *et al.* (2018) contend that R & S of employees is key for the survival of any institution. The recruitment of staff in a desirable manner is beneficial since it assists in avoiding eventualities such as high staff turnover and poor performance. However, it is evident from the qualitative data that schools have weak recruitment practices.

4.12.5 Staff Training Practices

According to the responses from interviews, 15(88.2%) of the principals observed that there was no training due to lack of resources. At the same time, 13(76.4%) asserted that there was no training policy for security personnel. However, there were few schools, 2(11%), that had liaised with a private security firm to train their security personnel. Meyer and Allen (2014) aver that T & D of staff helps to boost employee work morale, enhances good relationship among the staff and the managers, and paves the way for employee promotion in case a vacant arises. Induction helps an employee to feel

welcomed and appreciated in the new environment. However, it is clear from the results of this study that majority of the schools did not offer training for their security personnel. Training is crucial to keep security personnel updated with emerging technologies for security and to stay forward against rampant insecurity, especially from vigilante groups that attack institutions of learning. Besides, school guards also need knowledge on legal regulations that are constantly changing. This could be acquired through training.

4.12.6 Reward Management Practices

From the interviews, 14(82%) of the principals indicated that the security personnel received rewards in form of salaries, gifts, annual increments and verbal recognition. However, this is not founded on a standard salary scale and schools negotiated pays with the guards directly. Moreover, security personnel did not get promotions, enjoyed no leave days and no review of terms. While rewards play a major role in determining job satisfaction (Swanepoel, Erasmus, Schenk & Tshilongamulenzhe, 2014), the responses from principals indicated that security personnel in schools were inadequately rewarded. This could negatively affect their job satisfaction and subsequently their overall output of duties.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations with reference to the specific research objectives, namely to: examine the influence of job design on job satisfaction of security personnel; assess the influence of recruitment and selection practices on job satisfaction of security personnel; determine the influence of training practices on job satisfaction of security personnel, and establish the influence of reward management practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

5.2 Summary of the Study Findings

The purpose of the study was to examine the influence of HR management practises on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya. To achieve this, the study looked into the influence of JD practices, R&S practices, training practices, and reward practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya. The findings reported in this section were obtained from 194 security personnel and 17 principals who exhibited varied demographic characteristics in terms of gender, age, years worked level of education and employee workload. The researcher adopted these traits based on their expected roles in explaining the phenomenon being investigated in the study, namely the relationship between HRM practices and job satisfaction of security personnel. From the results that were reported through means, standard deviations, frequencies, and percentages, the study used the findings to generate both the descriptive and inferential results in the study. The section below summarizes the study findings per the research objectives.

5.2.1 Influence of Job Design on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

The results on job design practices revealed that majority of the guards had shifts arranged in agreement with fellow security personnel; hence there was planned time for personal activities. However, the schools did not recognize leisure time for the security personnel. They also had some work activities that were interesting to them and were not complaining about their work. It was further evident that security personnel carried out other duties outside their job description like cooking in the kitchen, gathering firewood, attending to the farm and milking the school cows. Generally, there were features of job rotation and sharing of work enhanced through flexible schedules at school. This was opposed to the opinions from the interviews with principals who said the school security personnel did not go on leave and part-time work was not allowed. In addition, security personnel had the opportunities to make decisions in their work and there was teamwork in their places of work between themselves and other members of staff.

5.2.2 Influence of Recruitment and Selection Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Concerning recruitment practices, the schools' BOM advertised job vacancies using posters and social media platforms to ensure that applicants were fully informed about the qualifications required. While advertising for vacancies, they ensured that there was employment equity. Applicants underwent structured interviews, where the applicants' curriculum vitae, references and qualifications were checked thoroughly. Once the suitable candidates were identified, vacancies were filled from security personnel with the required competencies and qualifications. However, candidates neither underwent medical tests nor were they taken through formal tests before being hired. Additional to the selection

process, the schools' BOM did not involve the security personnel in the selection process. Interviewees were not assured that irregularities regarding the selection of candidates could be freely reported without fear of victimization.

5.2.3 Influence of Training Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Training of security personnel was found to be minimal in schools. Very few training opportunities were availed for them to learn and grow in their work. Likewise, they did not receive the training they needed to do their job well. In fact, they confirmed that there was no training from their respective companies for their next promotions and no on-the-job training was provided that matched with their jobs. This left them without the practical skills to tackle the actual difficulties at work. Further, the schools had no regulations in place for training security personnel. In essence, only a few schools, particularly the extra-county ones, trained their security personnel. Evidentially, training of guards in secondary schools was quite low, which exposed clients as well as staff to serious security risks due to unpreparedness of these guards in dealing with emerging security challenges.

5.2.4 Influence of Reward Management Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya

Based on the results, operational reward systems exist in schools though there are no clear promotion policies. Undoubtedly, those who did well did not stand a chance of being promoted. However, they receive praises and recognition from school principals apart from wages and salaries that are fairly done. Those security personnel who are lazy and do not deliver on their targets are occasionally punished. Sometimes performance-based

rewards are used. The rewards given to employees are pay, promotion and fringe benefits. Conversely, the security personnel are generally not happy with their salaries.

5.3 Conclusions

Job design has statistically significant influence on the level of job satisfaction among security personnel. As such, a good job design in an organization results in high levels of employee satisfaction. Therefore, giving concise and suitable job descriptions to employees is a major priority for organizations that aim at attaining its objectives. In an age where the human assets is a key to competitive edge, organizations should ensure that employees are knowledgeable about their roles and functions while embracing such approaches as job rotation, job enrichment, job expansion and flexible work schedules for their future survival. The findings revealed that schools give work to the guards outside their job descriptions like cooking in the kitchen, gathering firewood, attending to the farm and milking the school cows. This in turn negatively affected the security personnel's job satisfaction levels. This is because, often, these officers are few in number and are thus overburdened. Dissatisfaction is shown by these security personnel's complaints of low salaries. Some are not comfortable working in the kitchen because they have not undergone training for such work.

Additionally, Recruitment and selection practices have statistically significant influence on the level of job satisfaction among security personnel. This implies that R & S of employees is critical for the survival of the institution. The hiring of staff in a desirable manner is beneficial since it averts negative organizational behaviours from employees, for instance, high staff turnover and poor performance. The study however revealed that recruitment practices could also have a negative influence on the satisfaction of employee. Further, the kind of R & S approaches tends to decide how much employees are kept in

the institution. Practices like good and vivid clarification of the requisite qualifications and skills for any given vacancy and consideration of fairness and equity in the selection process are quite necessary in any organisation to realize its labour force objectives. Conversely, this study further revealed that some security officers were employed based on political affiliations and rewards. Moreover, most security personnel comprise untrained people sourced from the surrounding school communities while others are officers discharged previously from police service based on various grounds. Therefore, there is need for further research on the challenges of R & S of security personnel in schools to augment the findings of this research.

Training practices have a statistically significant influence on the level of job satisfaction among security personnel. Further, training equips employees with more knowhow and skills, making them perform their duties more efficiently. Employees who attain improved performance because of training also exhibit a rise in the levels of job satisfaction. Therefore, training helps to boost employee working morale, which enhances good relationship and teamwork among the staff and between employees and the managers, and paving the way for employee promotions. In addition, staff retention increases as induction training helps employees to feel welcomed. Training also reduces the anxiety levels and stems frustration brought about by work demands. Besides, training provided to employees broadens their knowledge scope and increases their prospects of career growth. Concisely, training increases employee fulfilment and makes them better workers, more productive and gives them a sense of ownership of the firm. Therefore, emphasis need be laid on training since this not only enhances employee satisfaction but also strengthens organizational capability through performance enhancement.

Finally, reward management practices have statistically significant influence on the level of job satisfaction among security personnel. Therefore, rewarding practices are a source of employee satisfaction. Employees who have a good compensation package exhibit elevated measures of commitment to and satisfaction with work. Consequently, adequate pay provides the resources needed to meet individual goals. Such employees also have a strong feeling of belonging and being valued. Thus, schools can retain suitable security personnel by ensuring that their wages and perks are better compared to those paid by competitors. Subsequently, in this context, job satisfaction is seen to be influenced by the way the employee is capable of making a comparison of their salary or wage levels to a given reference point. The outcomes of the study have shown that rewards have a valuable, positive effect on the satisfaction levels. This implies that rewards can be an effective mechanism for stimulating greater input from workers as well as enhancing their level of participation. Moreover, constant recognition of their skills and experiences helps to boost their productivity.

5.4 Recommendations of the Study

5.4.1 Recommendations for Public Secondary Schools' Management

The results of the study have indicated that job design, R & S, training practices and reward management practices create higher employee satisfaction and improve the overall performance of the organization. From these findings, the researcher, therefore, recommends the following:

- i. It is critical for public secondary schools to have clear job designs that clearly streamline duties and responsibilities for the security personnel to strengthen institutional capability as well as ensure smooth work operations.

- ii. For public secondary schools to benefit from R & S of security personnel and, in turn, enhance these employees' job satisfaction, schools boards of management should highlight the knowhow, competences and attitudes to which they attach the highest priority among security personnel. The boards should adopt appropriate R & S policies so that they can have exceptional security personnel. Once a school has undertaken recruitment and selection of security personnel, the new employees need to be inducted and given training on the unique security challenges and priorities of the school. In so doing, growth of the institution and employees' job satisfaction will be enlisted and sustained. Schools should also employ more security personnel to avoid overworking the existing guards.
- iii. It is evident from the study that employee training engenders high levels of employee satisfaction. Therefore, it is necessary to conduct training on emerging security systems and challenges on a regular basis to make them prepared to tackle emerging security concerns. Moreover, training programmes should emphasise skills, practical exposures, and match and link to the actual problems at work.
- iv. The study has indicated that employee rewards are very important since they not only increase employee satisfaction but also their commitment to the organization. Therefore, there is need for the schools to offer both monetary and non-monetary benefits to security personnel to motivate them to remain committed to work in the schools. Guards who do exemplary work need to receive praises, promotions and recognition from the schools' boards of management to motivate them and inculcate such a culture among other employees.

5.4.2 Policy Recommendations

- i. From the participants' demographics, it is evident that schools attract old and retired security workforce. This cohort may not have other options for employment. Old guards may be incapacitated when assessing and responding to severe security situations. It was noted that majority of guards in schools were male. As such, it is hard for them to frisk female visitors and female students for any threats. The researcher recommends that all schools recruit sufficient female security personnel. This should equally assist management to adhere to the HR requirement of the two-thirds gender rule, retirement age, among others, as stated in the Employment Act.
- ii. The researcher recommends that schools' management boards should focus on ensuring that the job designs of security personnel are well-designed to improve their job satisfaction. The crafting of job structure should not only involve the schools' management but also incorporate inputs from the security personnel. The workers ought to be availed the chance to offer suggestions regarding their own job profile. This will ensure that security personnel are performing jobs with which they are satisfied.
- iii. Recruitment and selection of security personnel should be done in a desirable manner. There should be provision of skills clarity and skills diversification. Schools should advertise vacancies for security jobs and avoid localizing R & S. They should ensure they select the right candidates for the right job and observe the equal employment opportunity principle. The recruited guards should be appraised and developed so that they are well-versed with new security trends. Security personnel are essential support staff in schools. As such, they need to be engaged on permanent and pensionable terms and follow set norms in engaging

other categories of staff. They ought also to be recruited according to the number of streams in a school.

- iv. Schools should offer regular trainings for security personnel to enhance their skills and make them more productive and alert to emerging new security threats in institutions of learning. However, before any training is conducted, training needs assessment should be undertaken to identify the relevant training needs for security personnel. Training should then seek to address the established needs to ensure the security personnel are quipped to do their work effectively and efficiently. Training needs assessment and actual training should also be regular to match the changing trends and challenges faced by security personnel in schools.
- v. Both monetary and non-monetary rewards should be used sufficiently to motivate security personnel in schools. Rewards such as appreciation tokens, gifts, promotions and free trips, leave allowance as well as overtime payments can help boost these employees' job satisfaction. These should be undertaken in a competitive way to entrench meritocracy and eliminate disparities currently existing in such activities. While remuneration is important to all personnel, the qualification in respect to education and experiences should be incorporated as factors that determine the levels of payment. The researcher further recommends that there should be salary increments for guards. From the findings, it emerged that security personnel working in sub-county schools are remunerated below the minimum wage in relation to government recommendations. Their salary should be commensurate with government recommendations (Mwiria, 2014).
- vi. Furthermore, schools should avail adequate working tools such as gumboots, torches, rain coats, utensils and equipment. They should put up houses for security guards or urge the government to offer house allowances as one way to motivate

these workers. Finally, security guards need opportunities to explore career advancement, through provision of a clear scheme of service to utilize their talents and skills. In so doing, the schools will foster a healthy and safer working while the satisfaction of security personnel will be enhanced.

5.5 Recommendations for Further Research

The study did not cover all the human resource management practices. Therefore, further research could be done to gauge how other HR practices, other than the four examined in this study, can influence job satisfaction of security personnel.

In order to validate the findings of this study, case study approach can be used by future researchers to determine the link between human resource practices and security personnel's job satisfaction. Since this study was delimited to Baringo County only, a study should be carried out targeting other counties in Kenya to establish findings that can inform national policies on HR practices and security personnel's jobs in schools. Finally, there is need for a similar study in private secondary schools in Kenya.

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APPENDICES

Appendix I: Letter of Introduction

Sharon Jerotich Koech

P.O. Box 518,

Kabarnet,

Kenya

Dear Sir/madam

I am a student in Kabarak University in the school of Business pursuing PhD in Business Administration Human Resource Management option.

Currently I am carrying out a research study on the influence of Human Resource Management Practices on Job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

The purpose of this letter is to kindly request you to assist me in data collection by filling the attached questionnaire. The information given will be used for academic purposes only and will be treated confidentially.

Thank you in advance.

Sharon J. Koech

Appendix II: Questionnaire for Security Personnel

This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

SECTION A: Background Information

1. Job designation (Optional).....
2. Please state your gender
 - a) Male []
 - b) Female []
3. Please indicate your age bracket?
 - a) 18-24 years []
 - b) 25-31years []
 - c) 32-48years []
 - d) Above 48 years []
4. State the number of years you have worked in the school
 - a) Less than one year []
 - b) One year []
 - c) Two years []
 - d) Three years []
 - e) Four or more years []
5. Please indicate the level of your Education.
 - a.) Bachelor's degree []
 - b) Diploma []
 - c) Certificate []
 - d) Others []

(Specify).....
6. How do you rate your workload? Overburdened [] Manageable [] Average []
Underutilized []

7. What are the challenges you experience at work place?

.....

.....

.....

.....

.....

.....

SECTION B: Satisfaction Level of Security Personnel in Public Secondary School

Indicate the overall level of satisfaction you have for your school.

5 = very satisfied 4 = satisfied 3= moderately satisfied 2 = Dissatisfied 1 = very Dissatisfied

	Security Personnel	1	2	3	4	5
1.	I feel a strong sense of belonging to my school					
2.	I am happy with my school because my compensation is based on my performance					
3.	I am happy with my work because it offers me a sense of Achievement and accomplishment					
4.	My school offers me an opportunity to pursue my own goals					
5.	I am happy with my salary					
6.	I feel good because my school involves me when setting My goals /targets					
7.	I feel happy that my school does provide a flexible work schedule.					
8.	I am happy with my school as it provides resources I need to Meet my goals					
9.	I am satisfied with the job description of my work.					
10.	The school management gives enough recognition for well done work					
11.	I am satisfied with my job and I gain a lot of fulfilment with my work					

SECTION C: Influence of Human Resource Management Practices on Job Satisfaction of Security Personnel.

In this section please tick (√) the most appropriate response for each of the questions in the Table below.

Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

a) Job Design

1. Please state to what extent you agree with the following statements as far as the job design in your school is concerned.

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Shifts are arranged in agreement with fellow security guards					
2.	There is planned time for personal					
3.	My organization recognizes leisure time					
4.	I have some work activities that are interesting to me					
5.	My workmates complain about work schedules					
6.	I carry out other duties outside my job description					
7.	There is job rotation and sharing in my department					
8.	No flexible work schedules in our school					
9.	Part time work is allowed in this school so That I can work here and elsewhere					
10.	I have opportunity to make decisions in my work					
11.	We have a teamwork environment in the place of work					

b) Recruitment and Selection Practices

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Applicants are fully informed about the qualifications required to perform the job before being hired.					
2.	The curriculum vitae, references and qualifications are checked thoroughly before appointing candidate					
3.	Applicants undergo a medical test before being hired					
4.	Vacancies are filled from qualified employees.					
5.	Applicants undergo structured interviews (job related questions, same questions asked of all applicants)before being hired					
6.	Applicants for this job take formal test(written or work sample)for selecting applicants for vacancies					
7.	Candidates are selected on the basis of their competency and qualification					
8.	Irregularities regarding the selection of candidates can be freely reported without fear of victimization					
9.	We are involved in a selection process					
10.	Advertisements for vacancies should cater for employment equity					

c) Training Practices

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	I have training opportunities to learn and grow					
2.	I get training that I need to do my job					
3.	I get the training from the school form next promotion					
4.	The available training match with my job					

5.	The school has policies and procedures for the training and development of security guards					
6.	Most of the training programmes are practical and do relate to the actual problems at work					
7.	We are trained on the job regularly to enhance our job skills					

d) Reward Management Practices

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Reward system is in place and operational					
2.	The school has a clear promotion policy					
3.	Those who perform well on the job stand a fair chance of being promoted					
4.	Employees are fairly rewarded					
5.	Pay, promotion and fringe benefits are forms of rewards used to reward employees					
6.	Employees receive praises & recognition from their employers					
7.	Performance-based rewards are used					
8.	Employees who are lazy and don't deliver on their targets are punished					
9.	Wages and salaries are often used to reward employees					
10	I am happy with my salary					

11. How do you rate the performance of security personnel in public secondary schools?

.....

12. What other HRM practices affect the performance of these security personnel?

.....

Appendix III: Interview Schedule for the School Principals

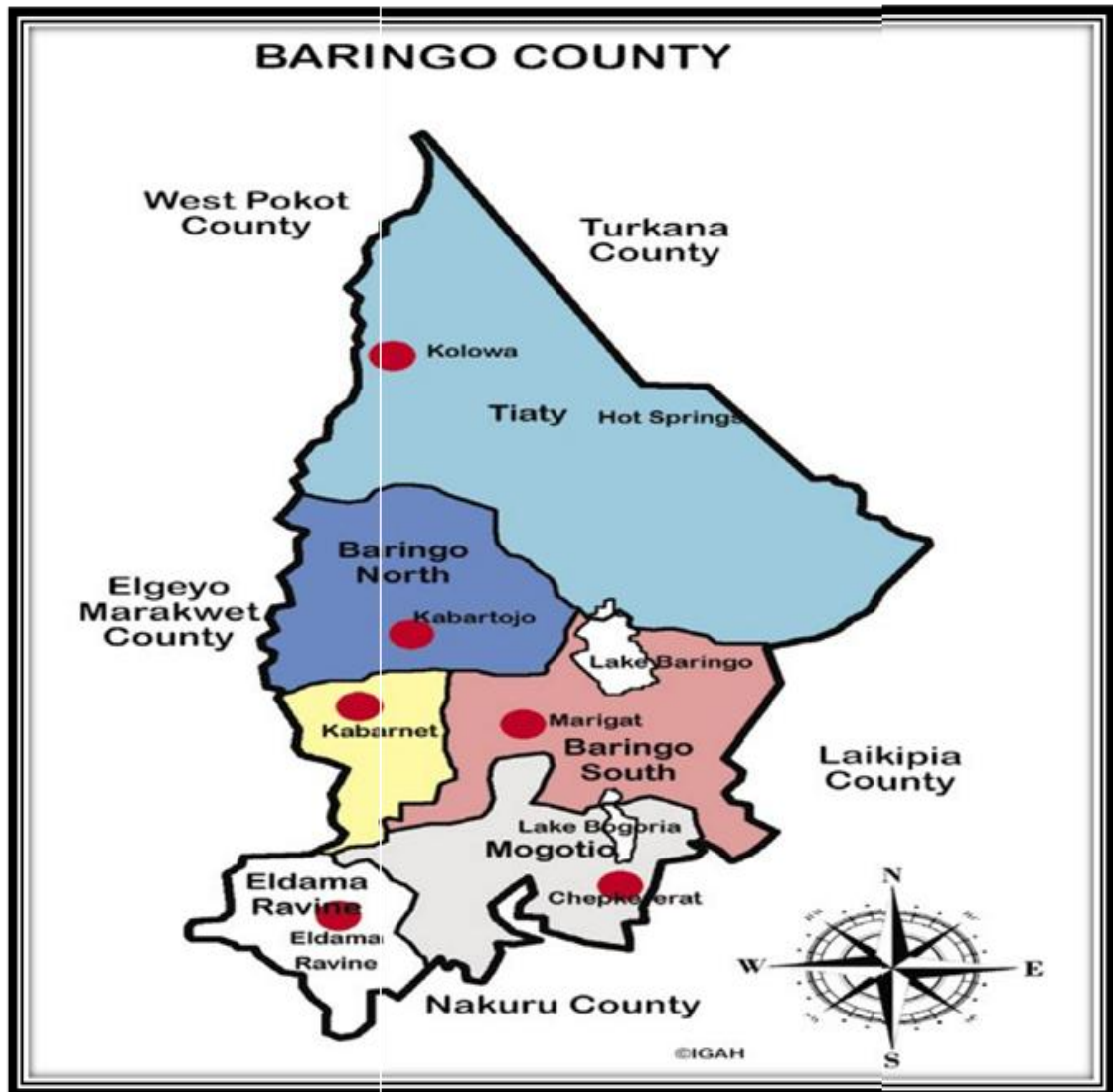
Introduction: Good morning or afternoon Sir/Madam. Thank you for having granted me permission to interview you. I would like to assure you that I will stick to all ethical codes of conduct with regard to conducting research as stated in my introduction letter.

The Interview Questions

1. How do you rate the performance of security personnel in secondary schools?
2. How do you rate the satisfaction of security personnel in secondary schools?
3. In your opinion, to what extent do the following HRM practices influence the job satisfaction of school security personnel in your school?
 - a) Job design
 - b) Recruitment and selection practices
 - c) Training and development practices
 - d) Reward management practices.
4. What other HRM practices affect the performance of security personnel in schools?
5. What challenges are experienced by school security personnel?
6. What are the solutions to these challenges experienced by school security personnel?


Conclusion: Thank you for your time, I hope your responses to the questions will contribute a lot to my research work.

Appendix IV: Map of the Study Area



Source: Baringo County Government (2016)

Appendix V: NACOSTI Research Authorization Letter


NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/78090/30431** Date: **10th June, 2019.**


Sharon Jerotich Koech
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of selected Human Resource Management practices on job satisfaction of security personnel in Public Secondary Schools in Baringo County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **7th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Baringo County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.


The County Director of Education
Baringo County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VI: NACOSTI Research Permit

THIS IS TO CERTIFY THAT:
MS. SHARON JEROTICH KOECH
of KABARAK UNIVERSITY, 518-30400
KABARNET, has been permitted to
conduct research in *Baringo* County
on the topic: *INFLUENCE OF SELECTED*
HUMAN RESOURCE MANAGEMENT
PRACTICES ON JOB SATISFACTION OF
SECURITY PERSONNEL IN PUBLIC
SECONDARY SCHOOLS IN BARINGO
COUNTY, KENYA
for the period ending:
7th June, 2020

Permit No : NACOSTI/P/19/78090/30431
Date Of Issue : 10th June, 2019
Fee Received :Ksh 2000



Sharon Jerotich Koech
.....
Applicant's
Signature


S. M. M. M. B. W.
.....
Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH LICENSE

Serial No.A 25248
CONDITIONS: see back page

Appendix VIII: Research Authorization – Ministry of Education

REPUBLIC OF KENYA



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

OFFICE OF THE COUNTY DIRECTOR
(BARINGO COUNTY).

Our Email: countyedubaringo@gmail.com
Tel / Fax: 053/21282

P.O. BOX 664
KABARNET

REF: CDE/BAR/RESEARCH.GEN/VOL.II /157

17/06/2019

Sharon Jerotich Koech
Kabarak University
Private Bag - 20157
KABARAK

RE : RESEARCH AUTHORIZATION

Reference is made to your request letter Ref. No. NACOSTI/P/19/78090/30431 dated 10th June, 2019 on the above subject.

I am pleased to inform you that you have been authorized to carry out research on *"Influence of selected Human Resource Management practices on job satisfaction of security personnel in Public Secondary Schools in Baringo County, Kenya"* for a period ending 7th June, 2020.

The authorities concerned are therefore requested to give maximum support so that this research is completed within schedule.

I take this opportunity to wish you well during this research in our county.

Karati Moses N.
County Director of Education
Baringo County



Appendix IX: Research Authorization – Ministry of Interior



OFFICE OF THE PRESIDENT

Telephone. 053-21285
Fax. (053)-21285
E-Mail:
baringocountycommissioner@yahoo.com
baringocountycommissioner@gmail.com

**MINISTRY OF INTERIOR
AND CO-ORDINATION
OF
NATIONAL GOVERNMENT**

COUNTY COMMISSIONER'S OFFICE,
BARINGO COUNTY,
P.O. BOX 1 - 30400
KABARNET.

When replying please quote:

REF.NO: **ADM.18/1 VOL.II/96**

17TH JUNE, 2019

TO WHOM IT MAY CONCERN

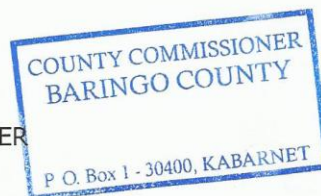
RE: RESEARCH AUTHORIZATION

Reference is made to a letter Ref. No.NACOSTI/P/19/78090/30431 dated 10th June, 2019 from the Director – General/CEO NACOSTI.

This is to confirm that **Sharon Jerotich Koech** of **Kabarak University** has been authorized to carry out research on **"Influence of selected Human Resource Management practices on job satisfaction of security personnel in Public Secondary Schools in Baringo County"** for the period ending **7th June, 2020.**

Please accord her the necessary support.


R. M. RATEMO
For: COUNTY COMMISSIONER
BARINGO COUNTY



Appendix X: Published Works

Koech, S. J., Chepkilot, R. K., & Waiganjo, M. (2020). Influence of Job Design on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya. *Journal*, 5(1), 36-53.

Koech, S. J., Chepkilot, R. K., & Waiganjo, M. (2020). Effect of Recruitment and Selection Practices on Job Satisfaction of Security Personnel in Public Secondary Schools in Baringo County, Kenya. *International Journal of Business and Management Review*, 8(5), 1-14.

Koech, S. J., Tikoko, B.J., & Chemwei, B. (2014). Institutional Factors That Influence Teacher Turnover In Public Secondary Schools in Baringo District, Kenya. *International Journal of Education and Research*, 2(4), 451-464.

Chemwei, B., & Koech, S.J. (2014). Assessment of ICT integration into instruction in Teacher education institutions in Kenya. *International Journal of Advanced Research in Social Science and Humanities*, 3(12), 089-094.

Chemwei, B., & Koech, S. J. (2015). Hygiene Related Factors that Influence Teacher Turnover in Public Secondary Schools in Baringo District, Kenya. *Advances in Social Sciences Research Journal*, 2(3), 169-179.

Chemwei, B., Leboo, C., & Koech, S. J. (2014). Factors that Impede the Implementation of Strategic Plans in Secondary Schools in Baringo District, Kenya. *International Journal of Humanities and Social Science*, 4(5), 114-120.

Conference Presentations

Koech S. J., Chepkilot, R. K., & Waiganjo, M. (2020). *Influence of Employee Demographic Characteristics on Job Satisfaction among Secondary Schools' Security Personnel in Baringo County, Kenya*. Presented at Kabarak University International Conference on Business and Economics, 8th-9th October 2020.

Koech S. J., & Chemwei, B. (2013). *Institutional factors influencing teacher turnover in secondary schools in Baringo County*. Presented at Kabarak University International Conference on Business and Economics, 15th-18 October 2013.