INFLUENCE OF JOB DESIGN ON JOB SATISFACTION OF SECURITY PERSONNEL IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA

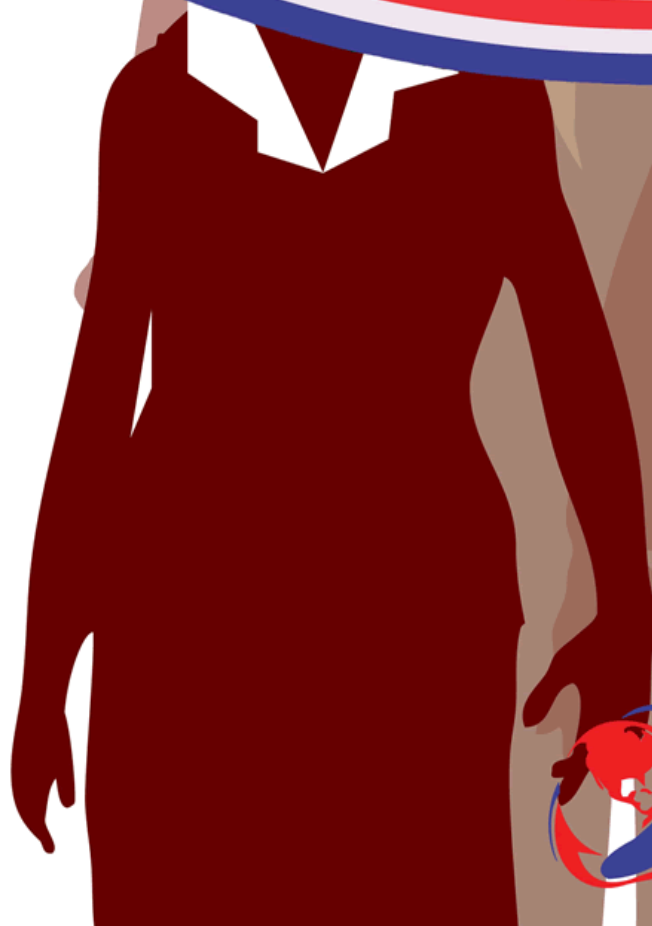Sharon Jerotich Koech, Ronald K. Chepkilot and Maina Waiganjo

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INFLUENCE OF JOB DESIGN ON JOB SATISFACTION OF SECURITY PERSONNEL IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA

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ABSTRACT

Purpose: The purpose of this paper was to examine the influence of job design on job satisfaction of security personnel in public secondary schools in Baringo County.

Methodology: The study adopted a cross sectional descriptive survey research design. The study population comprised 508 security personnel and 169 principals in public secondary schools in Baringo County. Slovin's formula was used to get the sample of 224 security personnel. Random sampling technique was used to select 10% of the school principals to participate in the study. A questionnaire and an interview guide were used to collect data. Qualitative data was analysed thematically based on the objectives. Editing and coding of the collected information was done before the data was entered into the Statistical Package for Social Scientists tool (SPSS Version 22) for analysis. Quantitative data was analysed by use of both descriptive (means, percentages as well as frequencies) and inferential statistics. The inferential statistics comprised Pearson product moment correlation and multiple linear regression.

Findings: The findings showed that job design ($\beta_1 = 0.353$, $p<0.05$) had significant relationship with security personnel's job satisfaction. As such, job design practices were major predictors of job satisfaction.

Unique contribution to theory, practice and policy: Based on the findings, it is recommended that schools should formulate job design policies and put them in operation in schools; security personnel should be rewarded according to the governments' recommendation and the rewards should be commensurate with their work experience, skills and qualifications.

Keywords: *Job Design, Job Satisfaction, Security Personnel, Public Secondary Schools, Baringo County*

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1.0 INTRODUCTION

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 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 school authority 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, 2016). However, in most cases security personnel face 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). These challenges tend to demotivate the security personnel and affect their workplace wellness as well as their family relationships.

Considering that security personnel are an essential cadre of staff that contribute significantly towards the attainment of quality secondary education, there is a need to address the issue of job dissatisfaction among them. Security personnel need to experience job satisfaction to be motivated to do their work and address security challenges effectively. 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, 2016). Employees who are satisfied with their jobs bring benefits to both the employer 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 can affect the how policing operations are undertaken. 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.

Onyango, Chepkilot and Muhanji (2019) opined that factors such as job satisfaction, absenteeism, commitment to the organisation, employee motivation and turnover are impacted by how a job is designed. The authors also note that the way a job is designed has a bearing on an employee's job satisfaction. As such, understanding job design techniques and their influence on job satisfaction will lead an organization to keep the best pool of employees and also fend off competition.

Job design entails how tasks are harmonised to create complete portfolios (Kariuki & Makori,

2015). It is widely acknowledged that utilising job design ethics results in meaningful job descriptions, active employees as well as effective completion of operations. According to Tsuma and Omondi (2015), leaders have the chance to shape the state of satisfaction of their staff by use of appropriate job design. This means that well-designed jobs help to get the necessary work done in a timely and competent manner as well as motivate and challenge employees hence job 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. In addition, Catherine (2018) argues that Job structures, duties and tasks within an organization must be designed in a manner that will help employees achieve optimal performance as well as maintaining their wellbeing and commitment to the organization

1.1 Statement of the Problem

The role of school security personnel in enhancing the safety of students, staff and the school property is pivotal. This is because security personnel form the cornerstone 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 expected, they would be expected to be a satisfied workforce. However, in Baringo County, there is apparent job dissatisfaction among security personnel in secondary schools going by the manifestations of unprecedented school unrests reported in recent years.

The systems audit report released in 2018 revealed many security gaps in public secondary schools. The report indicated 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. The report also showed that many security personnel in schools in the County are exiting their profession due to job dissatisfaction. The turnover rate of security personnel in the county was estimated at 26% per year (Kirui, 2018). While the real reasons for this phenomenon are yet to be known, research done in other parts of the world shows that job satisfaction has direct relation to employee work behaviours such lateness, absenteeism, commitment, turnover, performance and productivity of security guards, correctional officers and police officers (Mushtaq, Ahmad & Shatif, 2015). It has also been shown that employee satisfaction improves retention levels and reduces the cost of recruitment and training (Benson & Brown, 2010; Dunham & Alpert, 2015).

In addition, over 47 cases of school unrests in Baringo County schools have been reported within a period of five years. This implies that 28% of the public schools in the County have been victims of unrest (County Director of Education [CDE], 2018). If this scenario is not investigated, the insecurity problem will continue, and the failure to maintain security personnel for long may lead to increased unrests and insecurity in schools. The cost of replacing support staff in schools

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is also high. Furthermore, security is a sensitive matter and frequent changes of security personnel may weaken the security systems further. The wider impact is that public resources will continue being wasted and the lives of both students and staff remain at risk, both of which will negatively affect the economic development of the County. Furthermore, the extent to which human resource management practices relate to employee job satisfaction among security personnel remains unclear in public secondary schools in Kenya. The study investigated the influence of job design practices on job satisfaction of school security personnel.

2.0 LITERATURE REVIEW

2.1 Influence of Job Design on Job Satisfaction

Job design refers to the alterations made on the content and procedure of a specific task segment to maximize a worker's satisfaction, morale and output (Knapp & Mujtaba, 2010). It is the process involved when establishing how work will be conducted and the specific objectives and achievements of a given position or office will be measured. According to Daft, Murphy and Willmott (2010), job design is a work arrangement that is meant to reduce or overcome job dissatisfaction. It aims to give proper outline as well as organize tasks, responsibilities and duties and responsibilities into a single unit of work so as to achieve certain objectives. As such, the way jobs are designed has an important link to the goals and objectives of a given organization. Many organizations have taken up the application of modern technologies, which greatly impacts the way work is performed. Job design is an intentional effort to refine both the practical and theoretical features of a given office to attain an accurate correspondence of the office holder and the expected responsibilities. The job should be designed in such a way that it enables employees to control over the aspects of their work. This enhances job satisfaction, harnesses the potential of the workers in a more effective manner and hence improves employee performance.

To ensure flexibility of workforce skills, commitment and motivation, steps should be taken to ensure that employees have the responsibility and full autonomy to use their knowledge and competencies. There should also be skill variety at the workplace, which is the extent to which job incumbents can complete a whole and identifiable task using various skills, activities and ability. This can be done through techniques such as job rotation, job enrichment, job enlargement and work simplification to ensure flexibility (Khanka, 2013). Job design seeks to optimize fulfilment and productivity. It involves office rotation, expansion and direct improvement (Sageer, 2012). Therefore, employee satisfaction is influenced by job structure. Jobs that encourage approved behavioural aspects, such as freedom, task identity, task significance and feedback, tend to promote employee's satisfaction.

According to Deery and Jago (2015), retaining talented staff in the hospitality industry 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 and consequent

retention is maintaining a work-life balance. 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. In addition, the authors established that factors relating to having flexible work schedules, allegiance to work and work flexibility were the basis for employee perceptions of job-life balance. Furthermore, these issues offer insights into employee satisfaction and retention strategies. The literature on work life balance in the hospitality industry points to both physical and emotional stresses contributing to a lack of an effective work life balance strategy. Both work overload and work-life balance was examined by Hon and Chan (2013) while determining the effects of conflict and stress on job performance. Their work established that the employees had heavy workloads and low job-life balance. Consequently, employees were less satisfied in their work and showed poor job performance.

The work of Zhao, Qu and Ghiselli (2011) indicate that life satisfaction affected job satisfaction and that workers experiencing less conflict between work and personal life are likely to transmit positive features from daily routines to the place of work. Therefore, administrative attempts to promote the presence of employees' kin in the workplace tend to have a positive impact on job satisfaction. Work conditions, according to the same authors, specifically organizational time anticipations, put hotel managers at risk for facing more negative and less positive work-life spill-over. The absence of this balance will cause adverse effects including the foregoing of private-life and overworking, invasive working time, impaired social and family life, and heightened levels fatigue and stress. This notwithstanding, the above studies were done in hotel service industry in Australia and not in public schools as the case in the current study.

A study by Nalla and Cobbina (2016), on the effects of environmental factors on job satisfaction among private security guards (PSG) in the United States, indicates that guards are contented with their work due to the excitement they receive from the job assignment. However, inadequate training, poor pay, shift-work schedules, boredom and a lack of basic amenities at work were among the factors identified that left them with less job satisfaction. Further, the authors attest that an important attribute of high turnover in 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 the issues relating to job satisfaction among unarmed security workers. Nalla and Cobbina's study was done in the United States among unarmed private security guards and not in public secondary school security guards as is the case with the current study.

Another study by Onimole (2015), on work design and job satisfaction, shows that the growth of offices in the past was never scheduled. In effect, the normal procedure involved overseers distributing personnel across different tasks and randomly grouping those tasks into jobs. For instance, like carpentry, iron bending, electrical work, the content of each trade evolved through

tradition and by initiation. Nevertheless, psychology-based studies on employee 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 realize that some rewards come as a result of increase input. The study shows evidence that expanding jobs can make them more intrinsically animating. The author concludes that the more satisfied a worker is on the job, the more effective they will be in performing the assigned tasks or works. Onimole's study was done in Nigeria and not in Kenya as is the case with the current study.

A good job design is one that can help employees balance their work and non-work lives by allowing workers to adopt more flexible 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 in a competitive business environment and enables individuals to coordinate work responsibilities and expectations to their work-family domains (Ngari & Mukururi, 2014). In order to improve work attitudes, organizations provide traditional benefits such as alternative work schedules to foster employee satisfaction and motivation (Ko & Hur, 2014). Therefore, there is a need for stability of work-life, which enables the employees to balance between work and personal life. Only in this way will the sense of balance improve job satisfaction among employees (Muchemi, 2015).

According to Odhong, Were and Omolo (2014), good job designs help the employees feel that the work they do is satisfying, provides task identity, task significance, autonomy and feedback. Consistent with Wafula, Wekesa, Cheruiyot and Kwasira (2013), in a study to assess human resource management practices on organizational performance in private security firms in Kenya, most participants said they never had a balanced work-life. However, part-timing was the most prevalent, closely followed by shift swapping; they further indicated that these practices only contributed averagely towards organizational performance. The respondents also highlighted the impact of work-life balance practices as it leads to improved morale, commitment, mutuality of purpose at work 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 human resource activities to the organizational situation. Different patterns, times and people are used in performing activities. Such programmes can be applied in areas such as working time, number of workers, the place of work and even type of workers. It is also important to note that different organizations have different objectives when it comes to deciding which flexible work systems should be used. However, for it to work effectively employees need to accept the drastic changes that come with such arrangements; the changes affect mainly their personal lives, security and status. It also

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requires employees to be self-disciplined since supervision is minimal especially at odd hours like in the case of security personnel or those who work from home. Managers have the opportunity to influence satisfaction levels of their employees through the design of their jobs. Properly-designed work helps to get the vital tasks completed in a prompt and effective way as well as encourages and challenge workers. Mbogo and Nzulwa (2018), in a study on organizational culture and its influence on employee job performance in development finance institutions in Kenya, found that lack of operational job design policies is one of the challenges hindering the implementation of performance of the development finance institutions in Kenya.

On the other hand, improperly designed works tend to cause low morale, become monotonous and frustrate workers (Tsuma & Omondi, 2015). The author further recommends that job rotation should be done as a routine and employers should consider giving employees some sort of control over their work and more discretion over how it gets done. This study was done on employee satisfaction levels in private universities but not among security personnel in public secondary schools, as is the case with the current study.

3.0 THEORETICAL AND CONCEPTUAL FRAMEWORKS

3.1 Frederick Herzbergs's Two-Factor Theory

The work of Herzberg (1959, as cited in Joshi, 2013) indicates that various elements result in job satisfaction while some result in job dissatisfaction. According to this theory job satisfaction depends on motivator factors or satisfiers which include variables such as recognition by others, work itself, degree of career achievement, levels of job responsibility and opportunity for promotion and growth (Madura, 2006). 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 job disaffection are not mutually exclusive ends of the same progression, but two separate dimensions. In general, people are satisfied with aspects of their jobs that have to do with the work itself or outcomes directly resulting from it (Greenberg & Baron, 2007).

Since these variants bar dissatisfaction when they exist, they are regarded as hygiene aspects (or maintenance aspects). These aspects include firm policy and management, technical command, interpersonal links with the overseer, interpersonal links with colleagues and juniors, wage, job safety, personal affairs, work terms and position. Motivators entail the function content; they are inherent to the position itself. The lack of these aspects does not imply high disaffection, but when in place, they create robust levels of motivation that result in good job performance. These aspects include accomplishment, reward, progress, the job itself, the possibility of personal development and obligation. When present at high levels, these contribute to job satisfaction, but when absent, do not lead to job dissatisfaction-just less satisfaction. Likewise, hygiene factors only contribute to dissatisfaction when absent, but not to satisfaction when present (Greenberg &

Baron, 2007).

In effect, 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 workers in order that they can become professionals and initiating more difficult responsibilities (Herzberg, 1968). The above approach signified a crucial forward step in research of job design. Nevertheless, though it encouraged research of job design as well as 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 levels of satisfaction of security personnel through their jobs' design. According to Borman (2004), jobs that are properly designed help to accomplish two significant objectives, namely challenging as well as motivating workers, and getting the required job done in an appropriate and experienced way. Normally, both the employers and the employee benefit from flourishing design of job. In effect, jobs that are badly designed are probable to be frustrating, boring and discouraging to workers. In line with this theory, jobs that are challenging have the chance for recognition, accomplishment, growth and advancement that will inspire workers. It is evident that the key to motivating employees lies in job design.

Herzberg's Two-Factor theory was appropriate in this study as it focuses on the two sets of factors that are relevant 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.

3.2 Conceptual Framework

Job design

- Job rotation
- Job enrichment
- Job enlargement
- Flexi-time

Independent variable

Job satisfaction of Security personnel

- Sense of belonging
- Sense of achievement fullfilment and
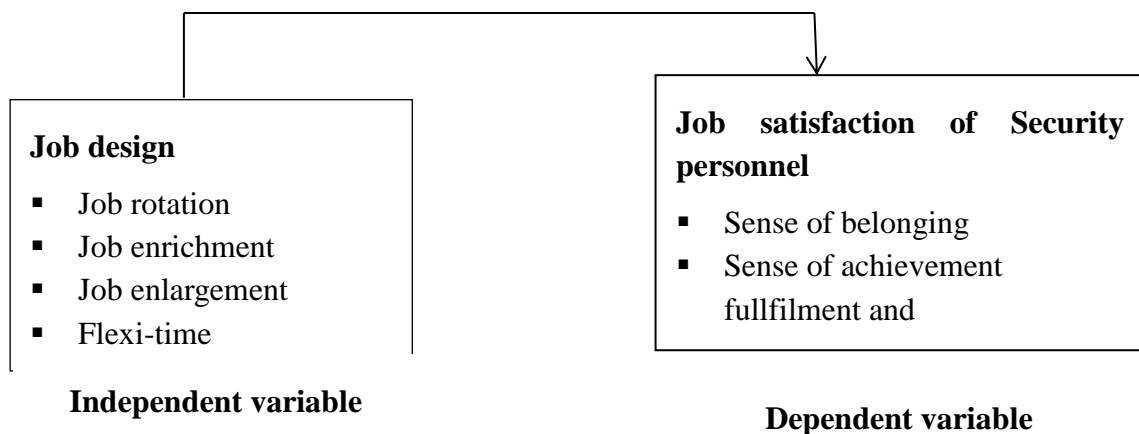
Dependent variable

Figure 1: Conceptual framework

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4.0 MATERIALS AND METHODS

This research study was conducted through a cross sectional descriptive survey research design. It was carried out in public secondary schools in Baringo County, Kenya. Baringo County was chosen because there is a paucity of knowledge on the influence of Job design on job satisfaction of security personnel in schools in the area. Moreover, there have been rampant cases 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). At the time of the study, the County had 169 public secondary schools, 169 principals and 508 school security personnel. Stratified sampling technique was used to ensure that all the six sub-counties (namely Eldama Ravine, Mogotio, Baringo South, Tiaty, Baringo Central and Baringo North) 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. The sample size was as shown in Table 1 below.

Table 1: 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)

In the study, two research instruments were used to collect data from the respondents, namely the questionnaire and interview schedule. The data gathered from questionnaires were validated, edited and then coded. The validation process enabled the researchers 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). 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.

5.0 RESULTS AND DISCUSSION

The study sought to establish the influence of job design on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya. According to Knapp and Mujtaba (2010), job design is altering the content and procedures of a function in order to increase employee's satisfaction, motivation and productivity. Aswathappa (2006) explain that there are various approaches to job design, namely job rotation, job re-engineering, job enlargement 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 in this study ranged from 1 to 5. In effect, 2.5 was the average mean. Scores above 2.5 implied that the respondents were in agreement with the statement. The research found that majority (95) of respondents agreed that shifts were arranged in agreement with fellow security guards. There were also other 50 respondents who strongly agreed with the statement. However, a few (45) disagreed with the statement. The researcher thus concluded that, on average (Mean=3.65, SD=1.32), the respondents generally agreed with the statement.

Majority (95) of the respondents also agreed that there was planned time for personal activities. There were also some (20) who strongly agreed with the statement. A few (46) disagreed while only (17) strongly disagreed with the statement. Subsequently, on average (Mean= 3.3, SD=1.2), the respondents agreed that there was planned time for personal activities. On the statement that the organization recognized leisure time, majority (69) of respondents strongly disagreed while others (48) disagreed. Only a few (49) agreed with this statement and, as such, the researcher concluded that, on average (Mean=2.39, SD=1.33), the respondents disagreed that their organization recognized leisure time.

Majority (123) of these respondents agreed that they had some work activities that were interesting to them and only a few (24) 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 respondents, 23 strongly disagreed while 67 disagreed that their workmates complained about work schedules. As such, 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) agreed and some (45) strongly agreed that they carried out other duties outside their job description. Only a few (34) 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) also agreed while a few (30) strongly agreed that there was job rotation and sharing in their department. However, a few (35) disagreed and 25 strongly disagreed with the statement and, as such, the researcher concluded that, on average (Mean=3.23, SD=1.33), the respondents generally agreed that there was job rotation and sharing in their department.

Further, of the 194 respondents, 66 disagreed that there were no flexible work schedules in their school, 52 others strongly disagreed with the statement while 54 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) 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 (52) who strongly disagreed with the statement while only (22) 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 so that they could work there and elsewhere. Majority (126), however, agreed that they had opportunities to make decisions in their work. On the contrary, a few (33) disagreed with the statement and thus the researcher deduced that, on average (Mean=3.45, SD=0.94), the respondents agreed that they had opportunities to make decisions in their work. Out of the 194 respondents, 111 agreed that they had a teamwork environment in their place of work while only 33 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. The findings were as presented in Table 2.

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Table 2: Job Design

Statements on Job Design	Frequency (Responses Per Category)					Statistics	
	SD	D	NS	A	SA	Mean	Std. Dev
Shifts are arranged in agreement with fellow security guards	25	20	3	95	50	3.65	1.32
There is planned time for personal activities	17	46	12	97	20	3.30	1.20
My organization recognizes leisure time	69	48	17	49	10	2.39	1.33
I have some work activities that are interesting to me	4	24	27	123	13	3.61	0.87
My workmates complain about work schedules	23	67	16	64	13	2.87	1.22
I carry out other duties outside my job description	25	34	4	84	45	3.47	1.36
There is job rotation and sharing in my department	29	35	21	78	30	3.23	1.33
No flexible work schedules in our school	52	66	7	54	10	2.49	1.30
Part-time work is allowed in this school so that I can work here and elsewhere	66	87	11	22	4	2.01	1.03
I have opportunity to make decisions in my work	8	33	20	126	4	3.45	0.94
We have a teamwork environment in the place of work	13	26	15	111	28	3.60	1.10
SD=Strongly Disagree; D=Disagree; NS=Not Sure; A=Agree; SA=Strongly Agree							

Source: Survey data (2019)

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. One of the principals 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 MoE 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 found that most support staff were treated as *jacks of all trade but master of none*. As such, they could not perform their duties diligently. An interview conducted with one support staff who

was employed as a security personnel in one of the secondary schools showed that security personnel in some schools were being overworked. At night they work as watch men and at the same time 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.

5.1 Correlation between Job Design and Job Satisfaction of Security Personnel

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. The Pearson correlation coefficient is typically used for jointly normally distributed data (data that follow a bivariate normal distribution). The bivariate test was carried out by relating job design and job satisfaction. Table 3 shows the results of the analysis.

Table 3: 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)		

Source: Survey data (2019)

The results in Table 3 indicate a weak but positive 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 lead to an increase in level of job satisfaction among security personnel in public secondary schools. Although the strength of relationship is minimal, the relationship was seen as significant (p < 0.05), showing that job design has a significant positive linear association with 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. They found that there is a significant strong relationship between job design and employee job satisfaction. In other words, well-designed jobs tend to have a positive impact on employee satisfaction. The findings were also in tandem with those of Nsuve and Njambi (2015) who investigated factors perceived to

influence employees' performance 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 identity, task significance, autonomy and feedback, hence enhances job satisfaction (Odhong, Were & Omolo, 2014).

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

The study hypothesised that there is no statistically significant influence of job design 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 (β=0.353, Sig.<0.05). The null hypothesis was thus rejected. The t-test was used to test whether the coefficient was significantly different from zero. Since its p value is less than 0.5, the researcher concluded that the coefficient was significant and hence a unit change in job design influence 8.9% variation in the level of job satisfaction. These findings were as summarised in Table 4 below.

Table 4: 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	.274	3.955	.000
a. Dependent Variable: Satisfaction Level					

Source: Survey data (2019)

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, Sarwar, Imran, Jabbar and Hannan (2013) note 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 thus ensure that jobs are well-structured to keep security personnel satisfied. Parvin and Karbin (2011) agree that the purpose of job design is to increase the level of job satisfaction which will ultimately 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.

6.0 CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion, the findings of the study suggest that good employee job design in an organization result in high levels of employee satisfaction. Therefore, giving clear and appropriate job descriptions to employees is a major priority for organizations that aim at attaining its objectives. In an age where the human capital is a source of competitive advantage, organizations should ensure that employees are aware of their duties and responsibilities while embracing such approaches as job rotation, job enrichment, job enlargement 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 impacted on the security personnel's job satisfaction levels. This is because, in most cases, 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.

Recommendations

It is important for public secondary schools to have clear job designs that streamline the duties and responsibilities for the security personnel in order to strengthen institutional capability as well as ensure smooth work operations. Regarding policy, it is recommended that schools' boards of management should focus on ensuring that the job designs of security personnel are well-designed to improve their job satisfaction. The crafting of job design should not only involve the schools' management but also include the inputs from the security personnel. School management boards should consider giving employees a chance to offer suggestions regarding their own job profile. This will ensure that security personnel are performing jobs with which they are satisfied.

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