

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

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Abstract

School security personnel form a vital segment of the human resources in school and they play an important role in maintaining a safe and peaceful environment in learning institutions. They watch over school property, identify and look into any suspicious events, observe and defend entry, scrutinize every person that comes in and out, document and report incidences of lawlessness in school, and report any violations to the institution's authority as well as prevent violence of any kind, enforce the school rules, and exert force where necessary. Prioritizing their professional needs is therefore commendable to ensure that they fulfil their daily policing roles. The purpose of this study was to determine the influence of training practices on the job satisfaction of security personnel in public secondary schools in Baringo County. The scarcity of current literature necessitated this study since most studies on secondary schools focus on the teaching staff while the category of non-teaching staff, especially security personnel has been largely neglected. The study was guided by the Analysis, Design, Develop, Implementation and Evaluation (ADDIE) Model. The model postulates that for any training to be conducted, an organization 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. The study employed a cross-sectional descriptive survey research design and the target population comprised 508 school security personnel in public secondary schools in Baringo County. The Slovin's formula was used to get the sample of 224 security personnel. A questionnaire and an interview guide were used to collect data. These research tools were validated and then tested for reliability. The researcher sought opinions from experts in human resource management to make sure that the items were fair and comprehensively covered the domain under study. Cronbach Alpha was used to test reliability. The reliability of the instrument was 0.831 which was above the 0.70 threshold of acceptable reliability. Qualitative data was analysed thematically based on the objectives. Quantitative data was analysed by use of both descriptive (means, percentages as well as frequencies) and the Pearson product moment correlation as well as the multiple linear regression. The findings showed that training practices ($\beta_3 = 0.323$, $p < 0.05$) had a statistically significant influence on security personnel's job satisfaction. Therefore, training was found to be a major predictor of job satisfaction. It is recommended that school boards of management (BoM) provide regular training for security personnel to enhance their skills and enable them to be more productive.

Keywords: job satisfaction, training practices, security personnel, public secondary schools

Introduction

Keeping schools safe and peaceful is a major responsibility of school security personnel, who make up a significant portion of an institution's human resources. Their main function is to deter crime. In times of student lunches, breaks, gatherings, and the transitional moments between classes, they ought to be visible. By doing this, issues are lessened when students are

more likely to gather. Security personnel have a variety of responsibilities, such as keeping an eye on school property, spotting and investigating suspicious activity, guarding entryways, questioning everyone entering and leaving, protecting school property, investigating, recording, and reporting instances of lawlessness in the building, reporting any infractions to the appropriate authorities, preventing violence of any kind, and using force when required. They are the initial line of protection in preventing violence and serve as a visual measure of safety (Woodruff, 2022).

Security personnel's tasks and responsibilities are becoming more complicated, extensive, and challenging every day (Shpeizer, 2021). Contemporary security personnel require skills, knowledge and attitudes that can enable them work effectively. The profession of security guards is the toughest since they are responsible for protecting the people by deterring the crime rates. The guards in schools need proper training as they are mostly without arms. In actuality, a lot of institutions dislike having armed guards present when children are around (Anyon, 2017). And to deal with unpredictable situations, they need proper training. Without acquiring the drill, security guards are likely to miss out on the crucial duties and remain inefficient and less reliable. They also need to have strategic skills and knowledge and have the ability to handle a range of security situations (Anjali *et al.*, 2021). Consequently, there is now a greater need to manage these employees with a more professional approach and to continuously train them to enhance their competencies. Skill is an ability or proficiency acquired through training and practice. Several researchers argue that academic achievements alone do not guarantee effective performance; consequently, organizations must determine whether to offer staff training or not. They contend that additional training and development must be provided to all employees, irrespective of their prior education, training, and experience (Sackey *et al.*, 2022). Therefore, prioritizing security personnel's professional needs is necessary to ensure that they fulfil their daily policing roles.

It is widely acknowledged that training is the methodical impartation of knowledge, competence and values needed for an employee to perform specific work adequately (Armstrong & Taylor, 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 to be a major limitation in the management of security workers. The work of Govender (2013) affirms that low training can negatively influence the competence of the security personnel. There is evidence in the literature indicating that 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 guards (Kasali, 2012). Both Kasali and Govender recommend that all security companies should give adequate job-related training to security workers.

Security personnel require training in defensive tactics and risk management (Nalla & Cobbina, 2017). 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 training practices that shape satisfaction with work among school security guards.

Training opportunities are pertinent to employee contentment in any organization. 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, 2010).

In a Midwestern US state, Nalla and Cobbina (2017) observed that training increased security personnel's job satisfaction. They mentioned how security guards feel that government-sponsored training is essential to raising and maintaining their professional standards and fostering a more favorable public perception. Security guards contended that with better training, their image would improve. The authors recommended that, to improve security guards' job satisfaction, 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 guards 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 security guards. They reported the skill areas identified by the guards for increased training to include knowing to tackle problematic people and physical altercations, protecting oneself, and understanding the specific ins and outs of the site in which they work.

According to a study conducted in Ethiopia by Gebresilassie (2017), security workers were not properly trained. 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 personnel 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.

Ashioya, Shiundu and Owano (2015) observe that most of the security personnel in public schools have not attained KCPE level of education, yet they are employed on the premise that they cannot be compromised. But it is common knowledge that untrained security personnel may be incapacitated in assessing situations that call for immediate action. Security personnel continually require in-service training, particularly in security management. In many schools in Kenya, school guards have hardly any security management training (Kirui, Mbugua & Sang, 2011). This makes them incompetent in handling security issues. For instance, a survey

on the level of training of school guards in Kisii District has indicated that 82% of the schools do not have qualified security personnel (Kirui *et al.*, 2011). This means that many schools hire security personnel who have no formal or technical training or experience in handling security matters. This may grossly affect the professionalism with which they undertake their work. It is also a pointer that most of the security personnel employed by public schools lack basic training and skills.

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 public secondary schools, it was not specific to the security personnel whose work is unique and sensitive.

Mutua, Karanja and Namusonge (2012) also agree that training yields good outcomes such as 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).

Training improves employee output. It promotes staff work morale, career advancement, willingness to assume greater responsibilities, loyalty, among others. According to Ngeny, Bonuke, and Kiptum (2017), non-teaching staff in schools still receives little technical skill development and training. Therefore, it is not clear whether training and development 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. Other studies have investigated the features of security work, legislative efforts and training requirements of security personnel in different counties.

On the whole, upholding the wellbeing of security guards is essential to the success of any organization. In effect, security personnel need to experience job satisfaction to be motivated to do their work and address security challenges effectively. This is because there is a positive correlation between high customer satisfaction and high staff satisfaction with work, and the reverse is also true (Evans, 2017). Therefore, it is possible to investigate factors that can increase job satisfaction by determining the aspects of security personnel's work that account for their level of satisfaction with their jobs (Nalla & Cobbina, 2017). Employees who are contented with their jobs bring 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.

Security management in secondary schools is a growing concern world over. This is because safety and security of learners is central to the provision of quality education. Safe and secure school environments facilitate and foster quality teaching and learning in educational institutions. As such, the role of school security personnel in enhancing the safety of students, staff and the school property is pivotal. 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 guards in secondary schools. A recent systems audit report 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, 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 guards in the county was estimated at 26% per year. The low job satisfaction, morale and poor attitudes towards work among security personnel have affected their management of security in schools.

The investigators noted that there is a dearth of studies on security personnel's education and training in Kenyan secondary schools (Koech, Chepkilot & Waiganjo, 2020). The few studies (Ngeny *et al.*, 2017; Kemboi and Moronge, 2016), did not seem to look at the influence of training on job satisfaction of security personnel. The gaps identified in the literature motivated the researchers to conduct the present study. Therefore this study focused on the influence of training practices on job satisfaction of school security personnel in Baringo County, Kenya.

Purpose of the Study

The purpose of the study was to establish the influence of training practices on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya

Hypothesis of the Study

H₀₁ Training practices have no statistically significant influence on job satisfaction of security personnel in public secondary schools in Baringo County, Kenya.

Theoretical Framework

The study was based on the Analysis, Design, Develop, Implement and Evaluate (ADDIE) Model. According to Odhong, Were and Jonyo (2018), the analysis, design, develop, implementation and evaluation (ADDIE) model 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). The ADDIE model is a general procedure that has historically been utilized by training developers and educational designers, according to Culatta and Kearsley

(2016). 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. Every training intervention ought to be thoroughly thought out, created, and assessed in order to support the objectives and goals of the organization (Sackey *et al.*, 2022). At the same time the training should be strategic and should emphasize knowledge management, continuous learning and development programmes to help the institution to increase their ability to detect change, adapt and anticipate trends and patterns.

The implication of this model to the study was that Before implementing any training programme, the school needs to conduct training needs analysis (TNA) in order to align the training systems with the institution's strategic plan and operating constraints, determine the training method, develop a training programme and implement it by conducting training and subsequently evaluate the effectiveness at the end of training. Evaluation is mostly focused on demonstrating the impact of the training on the staff in the institution. Effective instructional designs provide a method that, if the school Board of management (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.

Methodology

The study utilized a descriptive survey research design. Descriptive survey focuses on determining the status of a defined population with respect to certain variables. They are flexible in tackling a range of problems related to attitudes, perspectives and beliefs of participants and can employ written questionnaires or interviews (McMillan, 2004). It targeted security personnel and principals in secondary schools in Baringo County. There is a scarcity of knowledge on the influence of HRM practices on job satisfaction of security personnel in schools in Baringo County. Furthermore, reports of unhappiness among security staff have surfaced across the County, primarily in the form of tardiness, turnover, anxiety, unrest, and the amount of work (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 guards. 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 guards, allowing a 5% error margin, was 224 given that the accessible population was 508. The sample size was as shown in Table 1.

Table 1: Distribution of Security Guards Sample by Sub-counties

Sub-county	Population of security guards	Sample size of security guards
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

This study utilized primary data collected using a questionnaire for the security personnel. The data gathered from questionnaires were edited and then coded. After the quantitative data was edited, cleaned and entered, descriptive analysis was done through the calculation of frequencies of responses. Percentages and the means of the responses were then calculated and scores ranked in order to determine which responses occurred more frequently. Pearson Product Moment Correlation and Regression was then used to test whether or not relationships were statistically significant. 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.

Results and Discussion

The study sought to establish the Influence of Training Practices on Job Satisfaction of Security personnel in Public Secondary Schools in Baringo County, Kenya. The researchers sought to find out respondents' perceptions on training practices. The study asked 7 questions. The findings were as summarized in Table 2.

Table 2: Perceptions on Training Practices

Item	SD	D	NS	A	SA	Me an	Std Dev
	F(%)	F(%)	F(%)	F(%)	F(%)		
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 of the respondents, 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 researchers 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 availed matched their job needs, 54(28.1%) more respondents disagreed while only 29(15.1%) agreed and 11(5.7%) strongly agreed. The researchers thus inferred that, on average (Mean=2.09, SD=1.43), the respondents disagreed that the available training matched with their job needs. Majority of the respondents, 65(33.7%), were not sure that the school had policies and procedures to support training of security personnel. However, 63(32.6%) strongly disagreed while 49(25.4%) disagreed with the statement while only 10(5.2%) agreed. Therefore, the researchers deduced that, generally, the respondents disagreed that the schools had put in place policies and procedures to support the training of security personnel. 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 researchers 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 researchers 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 personnel.

Further, according to Meyer and Allen (2014), training and development of staff helps to boost employee working morale, enhances good relationship among employees and between employees 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 results also concurred with those of Irungu, Njongoro, and Kariuki (2019), who advise organizational managers to provide training and development services to employees in order to enhance their skills, increase their level of activity, and give them a stake in the company. 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 training practices 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.

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 3 shows the results of the analysis.

Table 3: 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 3 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 guards 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.

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

Hypothesis 1 (H_{01}) 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 researchers 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 4:

Table 4: Regression Coefficients of Job Satisfaction on Training Practices

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

a. Dependent Variable: Satisfaction Level

Table 4 shows that training practices had a positive and significant influence on the satisfaction of security personnel with their work, with a beta value of $\beta = 0.323$ ($p\text{-value} = 0.000$, which was less than $\alpha = 0.05$). Therefore, the researchers 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 training and development practices positively shaped employee satisfaction with work. Besides, Ng'ethe (2013) has established that employee training should be conducted to equip them with knowledge, 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 evaluations should be carried out to help determine what needs to be changed or reviewed (Odhong, Were & Jonyo, 2018).

Conclusion and Recommendation

In conclusion, training practices have a positive and statistically significant influence on the level of job satisfaction among security personnel. This means that training is a significant predictor of job satisfaction among security personnel in Baringo county secondary schools. Therefore, emphasis should be laid on training since this not only enhances employee satisfaction but also strengthens organizational capability through performance enhancement.

It is evident from the study that employee training engenders high levels of employee satisfaction. Therefore, the researchers recommend that schools should conduct training on emerging security systems and challenges on a regular basis to make them prepared to tackle emerging security threats in institutions of learning. The ministry of education should institute a policy for school security personnel to be given opportunities to further their academic and as well as professional training. Such training programmes should emphasise skills, practical exposures that can be linked to the actual problems at work. As already noted in the ADDIE Model, 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 equipped 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.

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