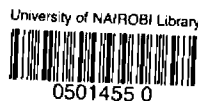


**A STUDY OF MOTIVATIONAL
AND JOB SATISFACTION NEEDS OF SECONDARY SCHOOL
AIDS/HIV EDUCATION TEACHERS
IN MURANG'A DISTRICT.**

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IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR DEGREE OF
MASTER OF EDUCATION IN
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DECLARATION

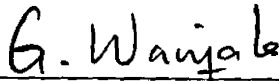
This is my original work and has not been presented for a degree in any other university.



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This project report has been presented for examination with my approval as the university supervisor.



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LIST OF ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
A- Level	-	Advanced Level of Education
ATMS	-	Aids Teachers Motivational Scale
HIV	-	Human Immunodeficiency Virus
KIE	-	Kenya Institute of Education
MSQ	-	Minnesota Satisfaction Questionnaire
MTSCS	-	Murang'a Teachers Savings and Credit Society
NACC	-	National Aids Control Council
NSQ	-	Needs Satisfaction Questionnaire
P1	-	Primary Teacher One
S1	-	Secondary Teacher One
TSC	-	Teachers Service Commission

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Last but not least, I am deeply grateful to my family for the inspiration, patience and support shown in the entire period of the study.

DEDICATION

**This work is dedicated to
my wife Damaris Macharia and
my daughter Miriam Macharia.**

ABSTRACT

The purpose of the study was to identify the motivational needs of secondary school AIDS/HIV education teachers in Murang'a district. The study too aimed to find out to what extent the following variables; school type, sex and professional qualifications do influence the motivational needs of secondary schools AIDS/HIV education teachers. The other aim was to find out how satisfaction scores are influenced by the following variables: school type, age and professional qualification. The final aim was to find out whether there was a way, which could be recommended for raising funds by the secondary school teachers to lessen the cost of AIDS/HIV education at the secondary school level. The study examined the academic and professional qualifications, demographic characteristics, and teaching experiences of the AIDS/HIV education teachers.

The central significance of the study was viewed as that of providing feedback to the Ministry of education science and technology to assess the immediate motivational needs of the teachers involved in the programme. Likewise, it was hoped that the findings would enable secondary school AIDS/HIV education teachers come up with alternative means of meeting the costs of this educational programme other than relying on the government or non-governmental organizations (NGOs) for funding.

The literature review covered concept of motivational pattern of workers with specific reference to AIDS/HIV education teachers and factors which influence motivation of teachers and their job satisfaction levels, in Kenya and outside Kenya.

The review has also indicated that in spite of the efforts by the Kenya government and the non-governmental organizations to promote AIDS/HIV education at the secondary school level in the country, the programme has been characterized by problems like laxity among some school inspectors, the AIDS/HIV education teachers are overloaded, cultural factors do prevent teachers from discussing sex related issues with the student, and that primary and secondary school teachers need training and recognition for their efforts in the fight against AIDS/HIV epidemic which is threatening to undermine achievements in literacy. Finally, effective teaching has not been occurring due to shortage of funds.

The ex-post facto research design was applied in the study. Seven research questions were used to develop the research instruments. Questionnaires and document analyses were the tools used to collect data. Questionnaires were used to solicit information from secondary school AIDS/HIV education teachers. The questionnaires had items, which sought demographic data of the respondents, information on motivational needs, job satisfaction levels of secondary school AIDS/HIV education teachers. The statistical records like the list of secondary schools in Murang'a district were examined to establish the number of registered public and private schools and number of AIDS/HIV education teachers at this level, in the district. A pilot study was conducted to establish the validity of the instruments used to collect data. Stratified random sampling procedure was used to select respondents from a population of 164 secondary school AIDS/HIV education teachers, in Murang'a district.

The sample consisted of 120 AIDS/HIV education teachers. Some teachers had not submitted their questionnaires to the field coordinators by the end of the given time for the work and as such only 79.2 percent of them gave back their answered questionnaires. The study was confined to public schools.

Descriptive statistics such as frequencies and percentages were used to analyse responses. The study found that secondary school AIDS/HIV education teachers in Murang'a district have unsatisfied needs such as recognition, poor work conditions, inadequate training and lack of teaching facilities.

Some of the variables considered to have affected the motivational needs and satisfaction levels of the teachers who participated, were: gender, professional qualification, age and school type.

In view of the findings, it was recommended that: salary increase be increased in real income other than increase in nominal income at a rate which should be higher than the inflation rate; that AIDS education should be made examinable for according to teachers this is a policy which will recognize their efforts and that strategies to raise money at the local level should be established to assist in reducing the cost of AIDS education.

From the findings of the study, further studies suggested are:-

- i) Since the study was carried out in public schools research could be conducted for teachers who may teach AIDS education through non-formal and informal systems especially for the out of school youth.
- ii) A research could be conducted to determine the salary level expected by the serving secondary school teacher teaching AIDS/HIV education.
- iii) A replication of the current study is also recommended to ascertain whether different research instruments would yield similar results and that similar studies be carried out in other districts so that a large area will be covered to justify generalization of the results for the whole country.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The Kenyan Aids Education syllabus for schools in Kenya was launched in 1999 to be integrated with other subjects and be taught as a subject on its own where possible (Kaaria, 2001). This study aimed to find out whether secondary school teachers have any motivational and job satisfaction needs which might interfere with its effective implementation.

The factors that leads to dissatisfaction of teachers such as remuneration, needs to be identified and means of overcoming them be established, so that all the potentials that teachers posses can be directed towards task performance (Torries, 1996). A public commission headed by Waruhiu (1980) in Kenya recommended improved working conditions and increased salaries of teachers.

Researchers too have shown that people may be within the system physically but psychologically absent (Katz and Kahn, 1978).

Another study on attitudes towards teaching and job satisfaction showed that teachers were not satisfied with the supervision they received from headteachers (Kimengi, 1983).

Another study on levels of job satisfaction too showed that graduate secondary school teachers were only slightly satisfied in the job factors of working conditions, the work environment, security, recognition, the work content and supervision (Okumbe, 1992).

The teachers were satisfied in the job factor of interpersonal relations.

According to Indire and Handon (1971), the quality of education might be affected by the morale of teachers. They go on to say that this is an obstacle to the development of sound school programmes. Currently such programmes are the ones meant to fight this disease in Kenya. A number of policy documents for instance the Development Plan of 1989 – 1993 said that the quality of education depends on the availability and adequate number of suitably qualified teachers.

These studies were carried out on teachers teaching ordinary subjects and this study was intended to find out whether this was also true for secondary school teachers teaching AIDS/HIV Education.

According to Kamau (2000), there are no suitably qualified teachers to teach AIDS/HIV education at the secondary school level in Kenya. They are being taught through seminars organized by Kenya Institute of Education.

On matters related to cost of education investors in this sector and especially the parents would expect maximum outcome (Siringi, 2001). An economic survey also shows that the total expenditure on education in Kenya went up considerably by 11.8 percent; from K£ 14809 million in 1998/1999 to K£ 1651.9 million in 1999/2000 fiscal year (Republic of Kenya, 2001). AIDS syllabus has added more cost and the taxpayers would not be wrong to demand for maximum or better results from the education sector in its efforts to curb the spread of AIDS. For more or maximum output workers have to be motivated

because, as Kolb and McIntyre (1984) states, if the needs and the objectives of workers are known then the supervisor could develop an equitable psychological contract that recognizes their particular desires and create conditions where by their needs are satisfied.

1.2 Statement of the Problem

AIDS/ HIV is a national disaster and this was officially declared by the government of Kenya in 1999 (Kaaria, 2001). This disaster is killing 500 Kenyans per day (NACC, 2002). The epidemic threatens to undermine achievements in literacy and that majority of Kenya's AIDS/HIV victims are those who are 15-49 years old (NACC, 2000). Certain needs of the teachers who are expected to fight the disease through education seem not to have been met. These includes about 40,000 secondary school teachers (Siringi, 2001).

Teachers have been told to take care of the most affected group and yet they are not happy as indicated by recent press reports. The Daily Nation newspaper supports the above sentiment by reporting that the Kenya National Union of teachers have issued a strike threat (Siringi, 2001). It continues to report that, this is because the teachers are being treated badly. The strike threat, which was to be discussed on 8th November 2001 was brought about by promises made in 1997 related to motivation of teachers which have not been fully implemented up to date. Salary increment and promotion of teachers with 'A' level qualification to P1 and S1 grades are some of the other demands the report further states. AIDS/ HIV education secondary school teachers attending training –

sessions in Murang'a have complained of being overloaded, feeling stigmatized by the epidemic and lack of incentives to motivate them as they fight the disease through education (Nyoike, 2001).

Achievements of set goals motivates workers (Okumbe, 1998). However, according to the latest research reports the fight against AIDS has not achieved much. A study has shown that 35-50% of the 16-24 years old- a group at high risk said that, absence of condom would not prevent them from engaging in sex and yet 93% of them knows how Aids is transmitted (NACC, 2002). This is the margin within which the school students falls, the study further states. The AIDS/HIV studies have been going on for the last two years and when the secondary school teachers read such reports, they may be discouraged from working even harder to fight the disaster through teaching. They thus have certain need related to achievement, which would enable them handle, such revelations. Success boosts the morale of workers but failure will certainly lower the morale.

AIDS/HIV education secondary school teachers in Murang'a district are not enough since schools are meant to sponsor the teacher to go for the AIDS education teacher training programmes but have not sent the number required and at the required frequency due to lack of funds (Nyoike, 2001). Communication barriers needs to be overcome (Odindo, 1992). He also says that cultural factors may prevent a teacher from discussing sex-related issues with the student. Teachers may not be willing to discuss the sex issues due to the above stated reason. They need to be trained on how to overcome these barriers since training motivates workers.

On cost NACC states that there is a shortage of 288 million Kenya Shillings needed to promote behaviour change (NACC, 2000). This means that effective teaching may not occur due to shortage of facilities, and teaching aids. When these two are available the morale of workers is boosted. There is thus a need to know whether teachers can come up with other means of raising some money other than waiting for the government and other sponsors to provide every thing. There are no studies done on motivational and job satisfaction needs of AIDS/HIV Education teachers at the secondary school level in Murang'a District and this study aimed to reduce such a research gap to some extent.

1.3 Purpose of the study

The purpose of the study was to identify the motivational needs of secondary school AIDS/HIV education teachers in Murang'a district. It too aimed to find out how the motivational needs of AIDS/HIV education teachers are influenced by the following variables: school type, sex, age and professional qualifications and also how satisfaction scores are influenced by the following variables: school type, age and professional qualifications. Finally, to find out whether there is a way which can be designed to raise funds by these secondary school teachers to lessen the cost of AIDS/HIV education at the secondary school level in Murang'a district.

1.4 Objectives of the study

The study had the following objectives: -

1. To determine the teaching experience, qualifications and ages of secondary school teachers teaching AIDS/HIV education in Murang'a district.

2. To examine the motivational needs of secondary school teachers teaching AIDS/HIV education by gender, professional qualification, and school type.
3. To establish how job satisfaction among secondary school teachers teaching AIDS/HIV education is influenced by their professional qualifications and age.
4. To determine whether some cost reduction strategies can be suggested by the secondary school teaching force.

1.5 Research Questions

The study tried to answer the following questions: -

1. What are the motivational needs of secondary school teachers teaching AIDS/HIV education?
2. How does gender influence the motivational needs of AIDS/HIV education teachers?
3. How does academic qualification influence the motivation needs of AIDS/HIV education teachers?
4. How does type of school influence the motivational needs of AIDS/HIV education teachers?
5. How does age of secondary school AIDS/HIV education teachers influence job satisfaction scores?
6. How does professional qualification of secondary school AIDS/HIV education teachers influence job satisfaction scores?
7. Are there any strategies that the secondary school AIDS/HIV education teachers can suggest to help in meeting some of the cost of the AIDS/HIV education?

1.6 Significance of the Study

There occurs funding gaps in the money set aside for the education sector to fight AIDS/HIV disaster; 288 million Kenya shillings is the funding gap in the amount set

aside for promoting behaviour change in the 2000-2005 period (NACC, 2000). If secondary school teachers could come up with ways of funding the AIDS control programme in schools then such a gap might be minimized.

It was also hoped that, empirical data obtained by the study may be useful to various education institutions and personnel involved in decision making, policy formulation and implementation in general and particularly in addressing motivational issues of AIDS/HIV education teachers in Kenya. The findings will also be important to scholars in the field of educational management. The institutions to benefit are such as: Kenya Institute of Education (KIE) and any other institutions involved in training of AIDS/HIV education teachers.

The Ministry of education may find the research results useful in identifying appropriate incentives for secondary school AIDS/HIV education teachers. Low performance, absenteeism and other problems created by dissatisfaction would be greatly minimized (Kreitner, 1989). It was also hoped that these teachers would therefore fight the epidemic more vigorously through education after getting the appropriate incentives. Secondary schools students in Kenya fall within the margin of the group most infected with the AIDS/HIV epidemic (NACC, 2000). The TSC may also restructure its motivational programmes; recognize the substantial difference between and among organizations and their constituencies. Scholars concede that workers cannot be satisfied by one motivational programme (Mali, 1978). Incentives are thus valued differently.

The government of Kenya could make use of the research findings to formulate policies regarding salaries and other benefits to commensurate the inputs expended by teachers.

This may curb the problem of brain drain from the profession. When the areas of dissatisfaction are identified, then efficiency and effective teaching of AIDS/HIV education may occur. The institutions involved in training of secondary school AIDS/HIV education teachers such as diploma colleges and universities can also use the research findings to plan and restructure their teaching programmes. Secondary school principals can also use the results because they reveal individual differences that exist and thus motivate teachers differently. There is scarcity of studies on motivation of teachers in Kenya (Okumbe, 1992). Therefore this study will reduce that gap to some extent.

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1.7 Limitations of the study

The results cannot be generalized since the researcher covered only one district (Murang'a) in Kenya. Similar studies can be carried out in other districts later to overcome this problem. There was also limited literature on motivational needs of secondary school teachers who teach AIDS/HIV studies in Kenya.

The research was not done in private schools for they normally operate under different teaching environment as compared to the public schools

1.8 Delimitations

The study covered only one district in Kenya; Murang'a district in the central province. It also focused on Secondary school teachers, the trained graduates, untrained graduates

diploma teachers and untrained secondary school AIDS/HIV education teachers. It did not cover the other teachers who may teach the same students the same studies through non-formal and informal systems, such as self-help classes or classes for out of school youth.

1.9 Basic Assumptions

When carrying out the study, the researcher assumed that: -

- i) The respondents would give honest answers and responses to the items in the study.
- ii) Information on the motivational needs of the target populations and suggestions that can assist in overcoming the needs would be collected using items in the questionnaire.
- iii) The secondary school teachers knew the importance of getting maximum results in their fight against AIDS epidemic through education.

1.10 Definition of significant terms

The significant terms have been defined according to their use in the study.

Esteem need: Refers to the need of self worth, achievement, recognition and status.

Job Satisfaction: Refers to positives feelings as a result of appraisal of ones job.

Motivation: Refers to drives, needs or wishes and related factors which mobilise behaviour towards their realization or satisfaction.

Motive: Refers to an inner state that energizes, activates moves and directs behaviour towards goals.

Motivational patterns: Refers to hierarchy of needs as revealed by the workers involved in a study.

Perception: Refers to sensory experience of motivational programmes such as promotion and recognition.

Physiological needs: Refers to basic needs like air, water, food, shelter and clothing.

Safety needs: Refers to needs for protection against danger and freedom from fear.

Secondary school AIDS/HIV Education Teachers: Refers to anybody employed by the teachers service commission, Board of governors, or proprietor for the case of private schools to teach AIDS/HIV related education.

Secondary School Head Teacher: Refers to a teacher who is appointed by the Teachers service commission or Board of Governors to administer the educational affairs of a secondary school. In private schools the proprietor may appoint them.

Self actualization need: Refers to needs to realise potential growth using creative talents

Social needs: Refers to needs for company, association and companionship of other people.

Teachers service Commission: Refers to a body corporate whose major functions is to provide for registration of teachers, regulation of the teaching profession and cancelling of registration of teachers in case of misconduct and remunerates teachers among other functions.

Type of School: Refers to public or private secondary school.

1.11 Organization of the Study

The study consists of five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations of the study, basic assumptions and definition of the significant terms. Chapter two deals with literature review and conceptual framework. The review includes the term motivation, motivational patterns and some factors, which influence motivation of teachers and their job satisfaction levels, and a short summary of the chapter. Chapter three describes the research methodology used in the study. It deals with research design, target population, sample and sampling procedure, research instruments, instrument validity and reliability. Data collection procedure and data analysis techniques are also outlined in the chapter. Chapter four deals with data analysis and discussion of the findings and Chapter five contains summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review focuses on theories of motivation and motivational needs of employees. The factors, which also influence motivational needs and job satisfaction levels, have also been focused on.

The literature review was organised under the following areas: the term motivation, motivational patterns of workers with specific reference to teachers and factors, which influence motivation of teachers and their job satisfaction levels. The conceptual framework of the study is also described.

2.1 Theories of Motivation

Maslow's needs-hierarchy theory

Maslow (1943) stated that individuals are motivated to satisfy certain unsatisfied needs. Needs that are not satisfied motivate behaviour. The needs are arranged according to hierarchy of importance and that an individual's needs at any level on the hierarchy emerges only when lower level needs are satisfied. From the lower level to the higher level needs we have the physiological needs, safety needs, love needs, esteem needs and self-actualization needs. When applying this hierarchy of needs in the work places the basic concept is that reasonably well satisfied needs do not motivate. Going by Maslow's arguments once certain level of needs are satisfied the person starts the struggle for satisfying the needs in the next level high up in the hierarchy. When safety needs which include emotional and physical safety factors are satisfied, then the worker directs the efforts towards the next level of needs, which is love needs and includes feeling that you belong to a certain group. High up in the hierarchy we have esteem needs, which include power need and need to achieve something. At the self-actualization level, the highest in the hierarchy, people have almost no more potentials to exploit. Some researchers have

come up with different views after testing this theory. Aldefer's study (1972) did not come up with a hierarchy similar to that of Maslow. Abwao's study (1981) came up with a different pattern, from that put forward by Maslow.

Some other criticism levelled against this theory are such as multiple definitions of concepts like esteem. Research instruments designed to verify this theory are also said to have serious weaknesses (Okumbe, 1998).

Elaborating the latter weakness further, the needs satisfaction questionnaire (NSQ) does not accurately reflect Maslow's hierarchy of needs; critics continue to say.

However, despite growing criticism the theory continues to enjoy wide acceptance in educational research and practice. Okumbe (1998) reports that Trusty and Sergiovanni adapted the NSQ for the school setting. They found that the largest deficiencies for professional advocates were esteem, autonomy and self-actualization needs. Okumbe continues to state that in secondary schools and higher education institutions most teachers have met their basic needs, and, therefore, educational managers should focus on creating a work environment which satisfies the growth or higher order needs. In teaching AIDS education the enabling work environment should provide opportunities for greater variety in teaching methodologies, autonomy in work schedules and increased responsibility so that the maximum potentials of the teachers can be released. Blaikie and Tony (1992) supports this idea by reporting that a great success was achieved in Uganda in Aids education through the use of various methods such as films, concerts and songs. They continue to state that there are other advantages when various methods are used such as the use of films and songs in teaching of AIDS education. A case in point was the famous musician Philly Lutaya, a Ugandan who died of AIDS, but acted a film and sang songs in his campaign to educate the masses on the AIDS disease Blaikie and Tony (Ibid) continues to state.

The Equity Theory of Motivation

This was advanced by Adams (1963) who argued that the degree of equity or inequality that people perceive in their work places determines job performance and satisfaction. Inequity is said to occur when a person perceives that the ratio of his or her outcomes to inputs and the ratio of a relevant other's outcomes to inputs are unequal. The workers inputs would be things like education, intelligence, experience, training, skill, age, social status among other inputs. The outcomes are such as pay, status and promotion among other outcomes. Critics of the theory only point one weakness of this theory (Okumbe, 1998). That it is not a complete explanation of employees' motivation. Kreitner and Kinick (1989) pointed out that workers use various strategies to reduce inequity. They are such as reducing inputs, through absenteeism, turnover, taking longer breaks, not working hard, and by asking for increase in salary and high title. Due to inequity teachers may reduce their inputs. This may be in form of time and mental energy spent as they compare themselves with other workers in other ministries. The issue of turnover is reported to have affected the AIDS education programme in Cameroon and Tanzania (Mann, 1992). The turnover of programme managers was very high since 71% of them had been replaced since their appointment. They had left due to personal motives like studies abroad which would make them equal to other workers in other ministries, Mann continues to state.

2.2 The Two Factor Theory of Motivation

This theory was advanced by Herzberg (1968) who showed differences between higher and lower level needs. It states that satisfaction is brought about by factors coming from intrinsic content of a job and that they satisfy higher level needs. These are such as responsibilities, work itself, achievement, advancement and recognition. These satisfiers are also called motivators because they are effective in motivating employees to increase their output greatly.

On the other hand dissatisfaction is created by factors which stem from extrinsic job context like work conditions, security and salary. These factors according to him

determines dissatisfaction. He continued to say that the latter factors could produce changes in attitude and productivity but only in the short run.

According to this theory the personnel can only be motivated by a challenging job which has room for achievements, recognition, advancement and growth. Hygiene factors or dissatisfiers are absolutely necessary to maintain human resources. Advancement can be achieved through training. Educators needs to be trained to correct wrong information such as the wrong believe that saliva has a role in HIV transmission the report continues to state.

Other researchers have differing views on these concepts. According to Karugu some intrinsic factors are both dissatisfiers and satisfiers (Karugu, 1980). Similarly some extrinsic factors were found to be both satisfiers and dissatisfiers. The theory has been criticized due to this differing views as reported by Karugu above and due to the fact that it is method bound. That is, it can only be replicated when the critical incidents techniques is used. Another researcher found that not all jobs can be enriched (Hampton, 1973).

2.3 Expectancy Theory

Expectancy theory advanced by Vroom (1964) states that work performance depends on perception of an individual between performance, rewards and valence or strength of a person's preference for a particular outcome for such rewards. A person's behaviour is brought about by the belief that it will lead to a desired reward. The expectancy theory states that an individual is motivated well if that individual has strong effort performance expectancies and attach relatively high values to the outcomes available in one working situation. It continues to state that the individual must expect two things; that efforts in a job can result in performance and that performance will result in reward. Hampton(1973) sees weaknesses in this theory when he says that, people work hard expecting reward but worry, overwork and neglect of family may occur.

2.4 Review of Studies on Motivational Needs of Employees

According to various researchers factors that motivate people are dynamic. Yankolovich's study (1979) supports this view. It indicates that money and promotion motivates 15% of the workers. Pleasure 19%, security 22%, guidance, responsibilities and challenging tasks motivates 17% of the workers. Those with little education were least motivated.

Certain independent variables are likely to influence the motivational patterns of AIDS/HIV education teachers. They are such as subjects to be integrated with the AIDS/HIV education, school type, sex, age and professional status. Kimengi's study (1983) on attitudes towards teaching and teachers job satisfaction revealed that secondary school teachers with positive attitudes towards teaching also had higher satisfaction levels in their jobs. Okumbe (1992) found out through a study on teachers job satisfaction that graduate teachers in private secondary schools are more satisfied than those in public schools. On sex Moors (1968) through a study on factors related to teachers dropout found that men generally quit teaching due to poor salaries and wages. Another report from Kenya Institute of Education indicates that male teachers were not willing to be taught about AIDS and sex by a woman (Kamau, 2001). On age a study by Karugu (1980) revealed that those teachers who were 35 years and younger desired motivation factors like organizational policies, supervision and salaries more often than those who were older.

2.5 Literature Review and this Study

From the literature reviewed, it is clear that motivation is a process that starts with a physiological or psychological need that activates behaviour or a goal (Luthans, 1989). Some of these needs have been mentioned by a certain writer writing about the AIDS education. Many teachers have not been trained on the teaching skills nor are they versed in the content of the AIDS curriculum (Kariuki, 2001). The permanent secretary in the Ministry of Education has also called for the need to use multiskills in the teaching of AIDS education like the use of drama skills and songs Kariuki further states.

Laxity among some school inspectors may slow down the AIDS campaign (Kariuki, 2001). This is another need or deficiency which needs to be overcome within the teaching fraternity.

Job satisfaction on the other hand is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience (Locke, 1976). He continues to state that this results from the employees' perception of how well the jobs which they perform give them those things which they view as important to both themselves and the organization. Reports from the training sessions have stated that teachers' efforts in the fight against the epidemic have not been given the recognition deserved (Nyoike, 2001).

In a survey on AIDS lessons beginning in Kenya, it is reported that AIDS lessons means more work for a teaching fraternity which is largely demoralized because of the low pay and heavy work load (Kariuki, 2001). This means that these teachers are not in a positive emotional state as the case ought to be. The Laxity of the school inspectors mentioned above means that the people meant to give these teachers guidance are in a more poorer state in as far as job satisfaction is concerned. Hence the need to carry out the study in Murang'a District secondary schools since it is one of the areas in Kenya where the AIDS education is being taught. This will assist in getting solutions that can eliminate the above mentioned problems, which in turn will lead to the motivation of the teachers in those secondary schools.

2.6 Summary of Literature Review

Workers have certain motivational and job satisfaction needs. Several theories are reviewed in this chapter, Maslow's and Herzberg's which deals with content factors in the work environment; Equity and expectancy theory also called process theories of motivation have also been reviewed. The latter tries to explain what would make a worker reduce efforts needed in their work or even go on strike. All these theories form the theoretical framework of this study for as Luthans (1989) notes there is no one overall theory of work motivation. Motivation needs of employees and the way the literature review applies to this study forms the final part in this area.

A similarity between the findings of this research and a previous research is that of Odindo (1992) when he says that cultural factors which influence our attitudes can prevent a teacher from discussing sex-related issues with the student. He says that teachers felt stigmatized and the respondents who participated in this research project also reported this. The students were said to have formed the habit or attitude of assuming that anybody teaching AIDS education must be an AIDS victim. The teachers thus felt stigmatized by such a fact and this was affecting their morale, when teaching AIDS education.

2.7 Conceptual Framework

According to the theories reviewed motivation will be aroused if the incentive is of value or importance to the person. The person should be sure that efforts will result in accomplishing the task and attaining the incentive. The conceptual framework was adopted by the researcher from a study on teachers motivation by Mbugua (1998). It had been developed after review of various theories of motivation.

Poorly motivated individuals in a school are likely to function below their level of effective performance and could also influence the other more positively stimulated members and demotivate them. School administrators need to attend to the poorly motivated members to improve their performance and also to minimize their disruptive influence in the group.

The relationship between needs, incentives and perception is influenced by communication between the individual and the organisation. Organisations that inadequately inform their employees of opportunities for them at work are likely to perform poorly. Poor performance can occur if individuals do not have the same views of their jobs as their supervisors. Disagreement between the supervisor and subordinates on job requirements may result in the demotivation of the subordinates. This may bring about problems like absenteeism, seeking jobs elsewhere, and laxity. An individual's level of ability to do the job, influences perception he/she has towards it and thus affects performance. Performance improves when both ability and motivation improves. Performance deteriorates when either of these variables deteriorates.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is organized under the following headings: research design, target population sample and sampling procedures, research instruments and data collection procedures.

3.1 Research Design

The study design is an ex-post facto research. An ex-post facto research is defined by Kerlinger (1973) as: -

“A systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestation have already occurred. Therefore the investigator has to start with the observation of dependent variables and retrospectively study independent variables for their possible effects on the dependent variables. The design is sought to investigate and establish the existence of certain relationships, among the variables under investigation”.

The major dependent variables are motivation and job satisfaction of secondary school teachers in Murang'a district, while the major independent variables are sex, age, teaching experiences, type of school and professional qualifications.

3.2 Target Population

The target population was the 164 AIDS education secondary school teachers in the 82 schools in Murang'a district (Nyoike, 2001). They have been trained through seminars by the Kenya Institute of Education personnel (Kamau, 2001). By the time the study was done, at least each school had started sending two teachers to attend this programme.

3.3 Sampling Procedures and Sample Size

Kimengi (1983) concede that to get individual teachers to participate in a study is difficult. To avert this problem the researcher sampled teachers by schools.

Kerlinger (1967) define sampling as "Taking any portion of a population or universe as representative of that population or universe". Stratified simple random sampling method was used to select 5 schools to get 10 teachers who were later selected by purposive sampling to participate in the pilot study. Stratified simple random sampling is defined by Cohen and Manion (1994) as; 'A procedure which involves purposively dividing the population into homogeneous groups, each group containing subjects with similar characteristics'. The schools were put into the following categories; Boys boarding, boys day, girls boarding, girls day, mixed day and mixed boarding. This was to ensure that teachers in all these sub-groups participated in the study. In the stratified simple random sampling each stratum must have items which are proportional to the sizes of the strata (Kothari, 1990). To know the items to be selected from each stratum the method of proportional allocation under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata was used.

To select the 60 schools out of the possible 82 secondary schools in Murang'a district, stratified simple random procedure was also used.

Purposive sampling is defined by Borg and Gall (1989) as: "A process of selecting samples because they suit the purpose". The purpose here was to get the teachers who had attended AIDS/HIV education training. Though some had been selected to go for the training, not all had attended the training due to shortage of funds which were being provided by the various schools.

Two teachers per school were selected purposively by enquiring from the headteacher or the Deputy Headteacher how many teachers he/she had in the school who had attended or were attending AIDS/HIV education training for secondary school teachers. In most of the schools at least two teachers had attended the training sessions.

The purposive sampling for the main study stage gave a sample size of 120 teachers from the target population of 162 teachers from the 82 schools in Murang'a district.

When the target population is around 160 people, then use a sample size of 113 of them (Krejcie and Morgan, 1970). However, this was increased to 120 teachers. This is in accordance with the central limit theorem which states that as the sample size increase, the shape of the sampling distribution of means becomes increasingly like the normal one (Shavelson, 1981). This means that as the sample size increases the standard error of the mean decreases. In other words the sample sizes of each target population is enlarged so as to increase statistical advantage Shavelson further states.

3.4 Research Instrument

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The major instrument used in the study for data collection was a questionnaire and the other method used to collect data was document analysis.

The instrument used to obtain data was divided into three parts namely: A, B and C. Part A contained 15 items eliciting demographic information necessary for the study. The items elicited information from the respondents in regard to variables to be studied. These variables include sex, age, school type and professional qualification of teachers.

Item number 15 required the teachers to rate 9 items in order of their importance to them. The most important factor was rated as number 1. These 9 items had been appraised by the teachers who participated in the pilot study. The items include salary level, friendly co-workers, reasonable work load, recognition and status, working conditions, autonomy in decision making, promotion, growth in the profession and opportunities for advancement, interesting tasks and more responsibilities, job security such as transport allowance, insurance scheme, medical aid and loan facilities.

Data pertaining to motivational patterns of AIDS education teachers and their levels of job satisfaction were gathered using the AIDS education teachers motivational scale (ATMS) and AIDS education teachers job satisfaction scale was adopted from Minnesota

satisfaction questionnaire (MSQ) in Weiss, et al (1967). The questionnaire was modified to suit the Kenyan environment and renamed AIDS/HIV Teachers Motivational scales (AMTS). The AMTS and ATSS scales were assessed by the researcher's supervisor and the supervisor's recommendations were utilized to enhance effectiveness of the measuring tool.

Part B contained AIDS education teachers motivational scale (ATMS). This instrument was scaled according to Likert type procedure. Seven-point scale was used as it was found more appropriate Schuessler (1971). Seven-point scale is considered more appropriate when measuring peoples' attitudes, more accurate responses are expected from such a scale. This scale contained twenty motivational items. The items on the motivation are divided into five sections, each of which centered on a certain aspect of need.

Four items focussed on specific categories of need items. Numbers 8, 11, 23 and 27 focussed on basic category of need, items number 9, 10, 16 and 26 focussed on safety need. Items that focussed on belongingness level of need included items numbers 12, 14, 19 and 22. Items number 13, 15, 21 and 24 assessed esteem level of need while items numbers 17, 18, 20 and 25 focussed on self actualization level of need. Seven-point Likert scale was attached to each of the statements. The scale was used to assess the respondents' degree of preference to a particular need. The respondents were to circle one answer category in agreement with each statement.

The open-ended item question number 21 (i) requested the teachers to suggest strategies which could be adopted to motivate secondary school teachers when teaching AIDS/HIV education. The suggestions given were used to get the current motivational needs of the workers in frequency and percentage form after putting them in coded categories. The suggestions in question 21 (ii) requested the teachers to suggest some ways in which AIDS education cost can be met other than relying on the government and other known organizations, which sponsor AIDS education. The suggestions given were used to get the strategies which can be implemented and are given in frequency and percentage form after putting them in coded categories.

Part C contained AIDS/HIV education teachers satisfaction scale (ATSS). The ATSS was intended to measure the level of job satisfaction among AIDS/HIV education teachers. The scale contained a total of 14 items. Items number 2 and 3 assessed work content; items number 4 and 14 assessed recognition; item number 6 and 7 focussed on remuneration. Other job dimensions assessed include achievement by items number 5 and 13; where as item 8 assessed working condition; item 10 focused on supervision and items number 9 and 11 assessed belongingness. Item number 12 assessed job security. Six Likert scale was used to measure job satisfaction level. A projective device has been used in arriving at the needs and satisfaction scores as recommended by Best and Kahn (1998). He continues to state that a projective device conceals its purpose for people say much to comply with social norms. The device is a technique which helps in overcoming that tendency by respondents. Some of the device's parts are then combined to make categories such as 'strongly agree and agree' forming the group of those who agree with the opinion given Best and Kahn (Ibid). These are then converted into percentages. According to Nachimias and Nachimias (1976) secondary data provides additional insights. Documents analysed were lists in files showing the number of public and private schools, number of AIDS/HIV education secondary school teachers in the Murang'a District Education office.

Registers showing secondary schools AIDS education teachers training sessions attendances were also examined. The 2001 Murang'a district educational annual report was also examined to provide information on analysed issues such as who attends interviews for announced vacant leadership positions in schools within the district. Only those documents which supported the research questions of the study were examined. All the documents were examined critically to verify the information contained. Documents were validated by comparing them with annual district educational reports which had been printed by the government printer press. Documents printed by the government were treated as valid.

3.4.1 Validity of Instrument

To enhance the validity of the instrument, a pilot study was conducted to test the instrument. Mulusa (1988) recommends the use of 10 cases which represent the

target population in all the major aspects to be used in the pilot study. The questionnaires administered were 10 and all were returned duly completed. The suggestions from the teachers were accommodated by the researcher to ensure reliability of the study. The results in the pilot study showed that the questionnaire items were clear to the respondents. Teachers were able to read and understand the items as presented to them without any difficulty. Recommendations by the teachers and the lecturer were considered when the final instrument was being prepared.

3.4.2 Reliability of the instrument

The researcher used the half split method as recommended by scientific researchers such as Nachimias and Nachimias (1976) for measuring reliability of a test.

This involves splitting the instrument into two; one half of even numbered items and the other of odd numbered items. The correlated results' value provides the internal consistency of one half, that is, the degree to which the two halves of the test are equivalent or consistent in terms of items. The even numbered items were correlated using Pearson correlation coefficient formulae. This gave the correlation of half the test, which was 0.53. To get the reliability of the whole test Brown prophecy formulae was applied i.e.

$$\begin{aligned}r &= \frac{2r}{1+r} \\ &= \frac{2 \times 0.53}{1 + 0.53} \\ &= 0.69\end{aligned}$$

This is close to positive one and showed that the tool was reliable.

3.5 Data Collection Procedures

Authority to conduct research in Kenya was obtained from the office of the president. After requesting other authorities too, namely, the district education officer and headteachers the questionnaires were distributed to the teachers who participated in the study. The researcher gave seven days for the completion of the

questionnaires. The questionnaires were later collected by research assistants and forwarded to the researcher.

3.6 Data analysis techniques

The responses in the questionnaire were coded, tabulated and processed by computer. This was basically a qualitative study, therefore, only appropriate descriptive statistics such as frequencies and percentages were used to analyse the data. In addition, the researcher was able to engage in a triangulation of data process by comparing data collected from the field with information gathered from the literature review as well as document analysis.

The data is reported in the narrative form, punctuated with a review of tables.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This part presents the results obtained from the study. There are three subsections in this part and the first one entails analysis, interpretation and discussion of the demographic information of the respondents. The second subsection presents analysis, interpretation and discussion of the findings pertaining to motivational needs of AIDS/HIV education teachers. The last sub-section consist of data analysis, interpresentation and discussion of the findings pertaining to job satisfaction of secondary school AIDS/HIV education teachers in Murang'a district.

4.1 Questionnaire Return Rate

A total of 95 teachers responded to the questionnaire instrument out of the 120 who constituted the sample size. This was a 79.2 percent return rate. Such a return rate was considered adequate for the current study.

In support of such rate of return Hertman and Hedborn (1979) states that 50 percent is adequate, 60 percent good and 70 percent or more is very good. They further conceded those studies with less than 30 percent return rate are also acceptable.

4.2 Reporting of the Data

Demographic characteristics of the respondents

Gender and Age

Table I: - Distribution of AIDS/HIV education teachers as characterized by age and sex.

Age groups	Male		Female		Total percentage
	(frequency)	Percentage	(Frequency)	Percentage	
21-25	6	6.3	6	6.3	12.6
26-30	4	4.2	7	7.4	11.6
31-35	23	24.2	12	12.6	36.8
36-40	11	11.6	10	10.5	22.1
41-45	5	5.3	4	4.2	9.5
46-50	4	4.2	1	1.1	5.3
51-55	2	2.1	0	0	2.1
Total	55	57.9	40	42.1	100

The subjects who participated in the study were 95 teachers of whom 55 teachers were male while 40 were female teachers. All were in public schools. In total 57.9 percent were male and 42.1 percent were female teachers. The age of the study respondents ranged between 20 and 55 years. Majority of the AIDS/HIV education teachers who formed 76 percent of the total sample were of the age 31 and above. This can be attributed to the fact that those who were initially targeted to go for AIDS education training in-service courses were the leaders. These were mainly heads of departments (Kamau, 2001).

The teachers service commission normally promotes teachers to this level of leadership after they have worked for three years. However, they have to attend interviews.

The male teachers formed 57.9 percent of the total sample and the 42.1 percent were female teachers. We have more men since according to Nyoike (2001) most of the teachers who had attended the leadership interviews in Murang'a district were men. Most of the women might have been denied these chances by social duties.

Professional Qualifications

Aids education teachers were classified into five categories according to their professional qualifications. Table 2 summarizes the distribution of AIDS education teachers according to their professional qualifications.

Table 2:- Distribution of AIDS Education teachers by professional qualifications.

Professional qualification	Grade Frequency	Grade Percentage
Trained graduates	52	54.7
Untrained graduates	28	29.4
SI (Diploma)	3	3.2
A- Level	1	1.1
Others	11	11.6
Total	95	100

A total of 54.7 percent of teachers considered in the study were university trained graduates while 29.4 were diploma holders. This compares favourably with the percentage of trained teachers in the teaching force, which was 84 percent according to republic of Kenya (2001). The difference may be attributed to natural attrition and lack of funds to post more trained teachers to secondary schools in Kenya. 75 percent were trained and 25 percent were untrained the report further states. The untrained graduates were 3.2, 'A' level leavers were 1.1 and others like the approved teachers were 11.6 percent respectively.

Teaching experience

Table 3: - Distribution of Aids education teachers by teaching experience in Murang'a District.

Distribution of AIDS education teachers by teaching experience.

Teaching experience years	Male	Female	Percentage
Below 1	10	13	24.2
1 – 5	45	27	75.8
5 and above	0	0	0
Total	55	40	100

All the teachers had little teaching experience. This can be attributed to the fact that AIDS education syllabus in Kenya was launched in 1999 (Kaaria, 1999).

4.3 Incentives Programmes

Specific job incentives were rated. The teachers were requested to rank them in order as shown in table 4 below. In analyzing this part the incentive programme with the lowest figure for the mean was considered to be the most important and the one with the highest figure for the mean was considered to be the least important. Getting the average score of the different ranks given to a certain incentive programme had arrived at the mean score.

Table 4: - Incentives programmes as ranked by AIDS/HIV education teachers in Murang'a district.

Incentive Programme	(mean)	Rank order
Salary	2.3	1
Recognition	3	2
Working conditions	3.8	3
Security	4.8	4
Fringe benefits	6.1	5
Interesting tasks and more responsibility	6.3	6
Autonomy in decision making	6.4	7
Promotion	6.9	8
Friendly co-workers	7.0	9

The job factors that affect the personal lives of teachers such as salary, recognition working conditions and security are highly ranked. Promotion and friendly co-workers were ranked lowest.

Salary

The most important incentive to the serving teachers was the salary. This can be attributed to the fact that teachers and the teachers service commission still have an unsettled issue over the 1997 salary awards. A report by Siringi (2001) still indicate that teachers through their union were still issuing a strike threat as per the time the study proposal was written which was around November, 2001. A majority of the participants who were 58 percent also indicated that the government should give AIDS education teachers a special allowance.

Recognition

In table 4 above, recognition as an incentive appeared second in the study. Teachers are recognized through schemes of service (Kariuki, 2001). The schemes state who is to be awarded what amount of allowance, whose efforts are to be recognized through documented policies among other ways, the report continued to state. The AIDS/HIV education teachers valued recognition as an incentive due to probably the fact that AIDS/HIV education is not examined (policy recognition) but were hopeful that it will be examinable soon. The hope of there being some special allowance for these teachers made them too value it greatly.

Working Conditions

Working conditions appeared third in the study. Teachers who participated in the study complained of being over loaded. This is because the teaching of AIDS/HIV education in most of the schools has also been integrated with guidance and counselling duties. Some hours have also been allocated for AIDS/HIV education lessons. They teach the AIDS/HIV education on top of the normal teaching workload, which was an average of 20 lessons per teacher. Barnowe, (1972) states that working conditions affect individuals

job satisfaction. Records scrutinized indicated that there were other poor working conditions such as staffrooms not being spacious enough at the work place and that some places are too humid and others experience very high temperatures. These other working conditions have also been noted by Barnowe et.al (Ibid).

Security

This appeared fourth in the ranking order. Job security is also important to workers. However, it was not ranked among the very important factors probably due to the fact that most teachers are on permanent terms of employment and do receive pension after retirement.

Fringe benefits

This was fifth in the ranking order. It is an incentive not so much valued nowadays since most of its aspects have been satisfied. According to Siringi (2001) the recent house allowances which ranged from 150 to 200 percent was one of the government efforts meant to improve the fringe benefits. These teachers in the areas like Murang'a district receive a house allowance ranging from Kshs.6, 000 to Kshs.12, 000. These rates are okay when compared to market rates of rental houses in most of the areas in Murang'a district.

Other fringe benefits which teachers receive are such as co-operative loans at the rate of 2.7 or 3 times of their shares for those who belong to the Mwalimu and Murang'a Co-operative and Credit Societies respectively (MTSCS, 1999).

Interesting tasks

Studies on job satisfaction have shown that jobs with too little variety cause workers to feel bored and fatigued. A study on task design by Scott (1966) revealed that jobs with too much variety and stimulation cause workers to feel psychologically stressed and burned out. AIDS/HIV education teaches do overcome boredom by the use of various teaching methods such as use of video shows, use of posters and leaflets of various

colours. More to it they discuss AIDS/HIV education concepts with their students in a free atmosphere during guidance and counselling sessions. What they discuss is a matter of life and death, and the seriousness the education deserves kills boredom too. This incentive was in position six which shows that it was not greatly valued. This can be attributed to the method of killing boredom explained above.

Autonomy in decision making

Researchers in motivational studies such as Coch and French (1988) revealed that employees who participate in decisions that affect their jobs display a much higher level of job satisfaction. Autonomy in decision making appeared number six in the current study, as shown in table number 4. This is a need, which is almost satisfied and therefore not highly valued. It is probably as a result of the fact that most of the decisions in schools are made through staff meetings (general and departmental staff meetings). Therefore most of the decisions are made with the consent of the teachers.

Promotion

Promotion was also quite low in the ranking order for it was number seven. According to a report by Kamau (2001) most of those who were selected to attend the AIDS/HIV education training seminars were leaders. This means that these people had already been promoted and since according to Maslow (1943) once a certain need has been met one craves for other needs. Therefore this explains why this job factor was not greatly valued. There has also been mass promotion by teachers service commission which took place last year (Kariuki, 2001).

This further explains why this factor was not highly valued. All the teachers who had worked for 3 years and above were promoted to become heads of departments (Republic of Kenya, 2001).

Friendly co-workers

Working relations among workers is an important factor in job satisfaction, but the research has shown that it is not ranked highly for it was the last in the ranking order. The results of the current study are supported by Mann and Hoffman (1960) who found out that while employees said they were very satisfied with the friendliness of their co-workers, they rated the work group fourteenth in importance out of eighteen factors. The fact that this factor was ranked last can be attributed to the nature of the AIDS/HIV education teachers. The duty of tackling a killer disease, which has no cure, has brought all involved to a point of working together.

Training workers to work as a team has been emphasized by scholars like Okumbe (2001) as an area to be taught to those going for further training related to official duties. Teamwork produces friendliness which has been achieved hence the very low value given to this job factor, by the teachers who participated in this study.

4.4 Analysis of the Data

Motivational Needs of AIDS/HIV Education Teachers

Research question number 1. What are the motivational needs of secondary school teachers teaching AIDS/HIV education?

The data collected indicated that AIDS/HIV education teachers in Murang'a district have the following as the unsatisfied needs; recognition, work conditions, training and the need for facilities. In analysing these needs the frequency indicated the number of participants who indicated a certain need which was then converted into a percentage as shown in the table below.

Table 5: - Distribution of AIDS education teachers motivational needs.

Need	Respondents frequency	Percentage
Recognition	55	57.5
Work conditions	20	20.0
Training	15	17.5
Facilities	5	5.0
Total	95	100

Discussion per Need

From the table above 57.5 percent of the total participants indicated the recognition need, 20.0 percent indicated the work conditions need, 17.5 percent indicated the training need while five percent of the total participants indicated the facilities need.

Recognition

57.5 percent of the teachers who participated indicated that they need to be recognized. The data indicated that there are two ways which can be used to recognize them; special allowance like the amount given to those who teach the so-called special subjects. These are such as English and Kiswahili languages, at the secondary school level in Kenya, by the Teachers Service Commission. The extra money will make them feel that this is a governments policy which recognizes their efforts. This is especially going by the fact that most of them do remain in school for more hours than others teaching the students AIDS/HIV education during guidance and counselling sessions. The other form of recognition indicated was that by the Kenya examination council. This is by examining the AIDS/HIV concepts in the National exams. This can be done by setting questions focusing on may be the effect of AIDS epidemic on the economy when setting the National economics exam in Kenya. Essays being examined in languages can focus on AIDS/HIV facts. This will enable the students pay more attention to the AIDS/HIV education. To the teachers it will be a self motivating way due to the need to teach AIDS/HIV concepts which may appear in the National exams.

Work Conditions

20 percent of the total respondents indicated that there was the need to reduce the workload of AIDS/HIV education teachers.

A study on AIDS/HIV education by Mann (1991) had similar findings. The educators were even abandoning the job due to fatigue the report continued to state.

In Kenya, a report by Kariuki (2001) entitled AIDS lessons begins, too reported that teachers were overloaded and this is a condition which might demoralize them.

Training

The research findings showed that 17.5 percent of all the respondents indicated that there is a training need. Training assists the teachers in overcoming problems like the AIDS/HIV stigma (Kamau, 2000). According to a report by Kamau (2000) teachers felt demoralized by the fact that some people believe that those involved in AIDS/HIV education are AIDS victims. The training enables the teachers to overcome such a problem, and other gains are such as being more conversant with AIDS/HIV facts and getting the right skills as AIDS/HIV counselling personnel.

On training Kariuki (2001) too noted that many teachers in Kenya had not been trained on the teaching skills nor were they versed in the content of the AIDS/HIV curriculum.

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Facilities

The research findings too indicate that there was the need for facilities. This was 5 percent of all the needs indicated by the respondents. This can be attributed to various reasons as shown below. The availability of facilities has gains such as the use of different approaches to the teaching of AIDS/HIV education as called for by the former permanent secretary for education Mr. Kipkulei (Kariuki, 2001). The use of different teaching methods like the use of video shows, drama clubs among others motivates both the teachers and the learners, since different teaching methodologies eliminates monotony.

This is in agreement with another report from Brazil, which called for the use of different facilities in teaching AIDS/HIV education in Brazil (Sabateur and Foreman, 1988). The report continues to state that leaflets printed in different colours motivated the teachers. More to it, those printed in colours of the Aborigines flag which is red, yellow and black made these people trust them more and this too boosted the morale of the teachers. Facilities too enables the teachers to overcome some communication barriers since the students will observe some of the facts in video tape shows. Due to the African culture sexual matters are mostly discussed indirectly in Africa; however, there is the need to discuss AIDS facts in a direct manner (NACC, 2000). After students have watched video shows then the teachers who may find it hard to discuss the AIDS/HIV facts directly with the students will be motivated by what has been viewed.

4.5 Influence of Gender on Motivational Needs

Research question number 2. How does gender influence the motivational needs of AIDS/HIV education teachers? To know the influence the different variables had on the motivational needs the percentage score for male and female teachers on a certain need were compared to know whether there was a major difference between the two scores.

Table 6: Distribution of AIDS/HIV education Teachers Motivational Needs as Influenced by Gender.

Need	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Recognition	32	33.7	23	24.2
Work Conditions	12	12.6	8	8.4
Training	8	8.4	7	7.4
Facilities	3	3.2	2	2.1
Total	55	57.9	40	42.1

Recognition need and gender

33.7 percent of the total participants indicated recognition as a need and were male while 24.2 percent were female teachers. Men are more by 9.5 percent. Of the total number of participants 12.6 percent indicated the work conditions need and these were male while 8.4 percent were female teachers, as shown in the table number 6 above. This is a very slight difference.

For training and gender table 6 above shows that, of the total number of participants, 8.4 percent, were male while female teachers were 7.4 percent. This too is a very slight difference.

Table 6 above too, shows that as for facilities and gender, 3.2 percent of the total number of respondents were male and 2.1 percent were female teachers. This is a slight difference.

Discussion

The results as indicated in the above table, showed no big difference in the motivational needs of the two groups. Other researchers such as Smith and Plant (1982) had also revealed no major difference in the workers needs scores based on gender. This can be attributed to the fact that these people have been brought up within the same environment and are employed by the same employer and the conditions and terms of service are the same. However, men were slightly more in all the needs scores. This can be attributed to a fact as reported by Kamau (2001), that most of the teachers who received training in this education were those in leadership position and the majority were men.

4.6 Influence of Professional qualification on the Motivational Needs of AIDS/HIV Education Teachers

Research question number 3. How does academic qualification influence the motivational needs of AIDS/HIV education teachers? The question was analysed by

noting the very low or high score(s) of a certain professional qualification. This was then compared with the scores of the other professional qualifications and an explanation given as to why such a very low or high score had occurred.

Professional qualification

Table 7: - Distribution of AIDS/HIV education teachers in Murang'a district and their professional qualification's influence on their needs.

Need	Graduate teachers		Untrained graduates		Diploma holders		A level teachers		Others	
	F	%	F	%	F	%	F	%	F	%
Recognition	32	61.5	2	66.7	14	50.0	0	0.0	7	63.6
Work conditions	9	17.3	1	33.3	7	25.0	1	100.0	2	18.2
Training	8	15.4	0	0.0	5	17.9	0	0.0	2	18.2
Facilities	3	5.8	0	0.0	2	7.1	0	0.0	0	0.0
Total	52	100	3	100	28	100	1	100	11	100

REPORTING THE ANALYSIS AND DISCUSSION PER NEED

Influence of Professional Qualification on the Recognition need

61.5 percent of the total number of the university trained graduate teachers indicated the recognition need. The untrained university graduates who indicated that need were 66.7 percent, diploma holders were 50 percent, no advanced level certificate holder teachers indicated this need while 63.6 percent were the other teachers such as the approved teachers.

The percentage of the untrained university graduate teachers who indicated the recognition need was higher as compared to the other groups. This can be attributed to the fact that they are not considered as professional teachers, and even monetary

allowances given to them are lower as compared to what the university trained teachers receive as shown by a ministry of education annual report (Republic of Kenya, 2001). They thus long for recognition on many fronts, than other groups. The other notable score here is that of Advanced level graduate teachers which was 0.0 percent. This can be attributed to the fact that this group of teachers is never recognized by almost all the teachers service commission policies meant to recognize teachers efforts (Siringi, 2001).

They therefore know that this is a need which can hardly be satisfied in this career. The other reason is that their number is quite small for they have been greatly replaced by the newly employed diploma holders and university trained graduate teachers (Kariuki, 2001). The current study had only one teacher of this category as a participant.

Influence of Professional Qualification on the Work Condition(s) Need

Table 6 above shows that the university trained graduate teachers who wanted improved work conditions were 17.3 percent out of their total number, the untrained university graduate teachers were 33.3 percent, diploma holders were 25 percent, A level graduate teachers were 100 percent and the approved teachers were 18.2 percent.

The very high percentage indicated by the Advanced level graduate teachers can be attributed to the fact that their number as participants was very low, and that the government has not been recruiting teachers for sometime which has led to the problem of overwork. However this is a need they can achieve within this career. With more workers being recruited their work load too will decrease. According to a report by Kariuki (2001) the recruitment of teachers which had been suspended resumed in the year 2001, and was to go on up to the end of 2001/2002 financial year. This would decrease the work load of teachers, a problem noted by this study as one of the poor conditions of work teachers have been experiencing.

Influence of Professional Qualification on Training Need

Table 7 above indicated that 15.4 percent of the total number of university trained teachers have a training deficiency, no untrained graduates, indicated such a need, 17.9 percent of the diploma holders and 18.2 percent of the teachers in the category of others showed such a need. No number out of the advanced level category of teachers indicated the existence of such a need. All the scores are generally low and this can be attributed to the fact that some training in this line of AIDS/HIV education teaching skills had already taken place. Therefore this need was not so great.

No untrained university and Advanced level graduate teachers indicated such a need and this can be attributed to the fact that they prefer going for further studies of the masters degree or diploma level as this study has revealed.

Influence of Qualification on the Facilities Need

As shown in table 6 above, of all the university trained graduate teachers who participated, 5.8 percent indicated that there is the facilities need, and 7.1 percent of the diploma holders indicated the same need. All the other categories indicated a zero percentage of this need. The percentages are quite low and this can be attributed to the fact that most of the schools have been trying to gather enough teaching aids. This was evidenced by some of the documents observed like records of teaching aids used. Some categories such as the diploma holders, untrained graduates the approved teachers did not indicate this need. This can be attributed to the fact that most of the schools might have acquired almost enough teaching aids hence some of these teachers did not see such a need. National AIDS control council has also been supplying teaching aids to schools inform of posters (NACC, 2000).

School type

Research question number 4. How does the type of school influence the needs of AIDS/HIV teachers?

There are no private secondary schools in Murang'a district (Nyoike, 2001). The research question as to whether secondary school AIDS education teachers in public or private schools have different motivational needs was not considered due to this revelation from the documents analyzed during the fieldwork.

4.7 The Professional Qualification influence on Job Satisfaction Scores of various Job factors

Research question number 5. How does age of secondary school AIDS/HIV education teachers influence job satisfaction scores? Various job factors were considered. They include work content, recognition, salary, achievement, security, working conditions and supervision.

In analysing data in this area the lowest scores on the 'satisfied' category of level of satisfaction were considered and a reason that could have pushed the grade to that level was given.

The three levels of satisfaction; namely 'satisfied' slightly satisfied and 'not satisfied' were arrived at since the opinions or perceptions were meant to show the levels of satisfaction in an indirect way to avoid responses related to social conformity but get the real situation as recommended by Best and Kahn (1998).

Table 8: - Influence of professional qualification on job satisfaction scores based on the salary job factor.

Level of satisfaction	Graduates		Untrained graduates		Diploma		A level		Others	
	F	%	F	%	F	%	F	%	F	%
Satisfied	17	33.0	0	0.0	9	32.1	0	0.0	7	63.6
Slightly satisfied	9	17.0	0	0.0	4	14.3	0	0.0	0	0.0
Not satisfied	26	50.0	3	100.0	15	53.6	1	100.0	4	36.4
Total	52	100	3	100	28	100	1	100	11	100

33.0 percent of the university trained graduate teachers, 0.0 percent of the university untrained graduate teachers, 32.1 percent of the diploma holders and 0.0 percent of the Advanced level trained graduate teachers were satisfied.

The untrained university graduate teachers and the Advanced level graduate teachers had the lowest scores. These are not professional teachers and more often than not they are not rewarded financially as well as their trained counter parts. This observation is supported by Siringi (2002) in a report which states that one complaint by the Kenya National union of teachers was that the government had not improved the terms of service of these categories of teachers. This kind of improvement would come along with financial gains among other gains. This explains why they had such low scores.

Table 9: - Influence of professional qualification on job satisfaction scores of AIDS/HIV education teachers based on the job factor of belongingness.

Level of satisfaction	Graduates		Untrained graduates		Diploma		A level		Others	
	F	%	F	%	F	%	F	%	F	%
Satisfied	36	69.0	1	33.3	19	67.9	0	0	8	72.7
Slightly Satisfied	10	19.0	0	0.0	7	25.0	0	0	1	9.1
Not satisfied	6	12.0	2	66.7	2	7.1	1	100.0	2	18.2
Total	52	100	3	100	28	100	1	100	11	100

69 percent of the university trained graduates, 66.7 percent of the untrained university graduates, 67.9 of the diploma holders 72.7 percent of the approved teachers and 0.0 percent for the Advanced level graduate teachers were the satisfaction scores of these teachers.

The 0.0 percent of the Advanced level graduate and the 33.3 of the university untrained graduate teachers means that all of them feel that they do not belong here. This can be explained by the fact that most of them are not on permanent employment terms having been hired by the boards of governors. The other reason is that this group had very few

members a fact which is reviewed by this study. According to a report by Kariuki (2001), most of the Advanced level certificate holders have been promoted to the secondary one category which is the same level as diploma holders after attending in-service training sessions during the school holidays, while the untrained university graduate teachers have declined since most of them have also been promoted to the university trained graduate level after studying a post graduate diploma in education at the local universities Kariuki (2001) continues to state.

Working conditions

Table 10: - Influence of professional qualification on job satisfaction scores of AIDS/HIV education teachers based on the work conditions, job factor.

Level of satisfaction	Graduates		Untrained graduates		Diploma		A level		Others	
	F	%	F	%	F	%	F	%	F	%
Satisfied	14	26.9	1	33.3	4	14.3	0	0.0	3	27.2
Slightly Satisfied	5	9.6	0	0.0	6	21.4	0	0.0	1	9.0
Not satisfied	33	63.5	2	66.7	18	64.3	1	100	7	63.6
Total	52	100	3	100	28	100	1	100	11	100

26.9 percent of the university trained graduate teachers, 33.3 percent of the untrained university graduate teachers, 14.3 percent of the diploma holders, 0.0 percent of Advanced level graduate teachers and 27.2 of the approved graduate teachers were satisfied. The most unsatisfied group was that of Advanced level graduate teachers. According to Kariuki (2001) boards of governors lack enough resources to improve the working conditions of the workers they employ.

Work Content

Table 11: - Influence of professional qualification on job satisfaction scores of AIDS/HIV education teachers based on the work content, job factor.

Level of satisfaction	Graduates		Untrained graduates		Diploma		A level		Others	
	F	%	F	%	F	%	F	%	F	%
Satisfied	30	57.7	2	67.7	18	64.3	1	100	7	63.6
Slightly satisfied	15	28.8	1	33.3	9	32.1	0	0.0	2	18.2
Not satisfied	27	13.5	0	0	1	3.6	0	0.0	2	18.2
Total	52	100	3	3	28	100	1	100	11	100

57.7 percent of the university trained graduate teachers, 67.7 percent of the university untrained graduate teachers and 64.3 percent of the diploma holders, 100 percent of the Advanced level graduate teachers and 63.6 percent of the approved graduate teachers, were contented with the work content.

The table shows that this factor is not influenced by the professional qualification of the said category of teachers, for there is no very low score and the very high score of 100 percent is due to the low number of Advanced level category of teachers.

Mbugua (1998) carrying out a study on motivational needs and job satisfaction scores had a similar finding on this job factor.

Supervision

Table 12: - Influence of professional qualification on job satisfaction scores of AIDS/HIV education teachers based on supervision job factor.

Level of satisfaction	Graduates		Untrained graduates		Diploma		A level		Others	
	F	%	F	%	F	%	F	%	F	%
Satisfied	37	71.2	2	66.6	25	89.3	1	100	8	72.7
Slightly satisfied	3	5.8	0	0.0	0	0.0	0	0.0	0	0.0
Not satisfied	12	23.0	1	33.3	3	10.7	0	0.0	3	27.3
Total	52	100	3	100	28	100	1	100	11	100

71.2 percent of the university trained graduate teachers, 66.6 percent of the untrained university graduate teachers 89.3 percent of the diploma holders, 100 percent of the Advanced level graduate teachers and 72.7 percent of approved graduate teachers showed quite high scores of satisfaction levels. The only low score was 66.6 but was not very far from the others and can also be considered to be a high score. This can be attributed to the fact that this is a new programme and the immediate supervisors who are the head masters are doing their work of supervision properly. According to Njerenga (2000), most of the new programmes in the schools starts on a high note for enthusiasm is high. Professional qualification does not have a direct effect on this job factor for there is no very low score and the very high score of 100 percent is due to the low number of Advanced level graduate teachers who participated in the study . Another study on motivation and job satisfaction scores by Mbugua(1998) on motivational needs and job satisfaction scores had a similar finding on this job factor.

Recognition

Table 13: - Influence of professional qualification on job satisfaction scores of AIDS/HIV education teachers based on the recognition job factor.

Level of satisfaction	Graduates		Untrained graduates		Diploma		A level		Others	
	F	%	F	%	F	%	F	%	F	%
Satisfied	14	26.9	0	0.0	10	35.7	0	0.0	3	27.3
Slightly satisfied	4	7.7	0	0.0	1	3.6	0	0.0	1	9.1
Not satisfied	33	63	3	100	17	60.7	1	100	7	63.6
Total	52	100	3	100	28	100	1	100	11	100

26.9 percent of the university trained graduate teachers, 0.0 percent of the untrained university graduate teachers 35.7 percent of the diploma holders, 0.0 percent of the Advanced level graduate teachers and 27.3 percent of the Approved graduate teachers were satisfied.

The untrained university graduate teachers and the Advanced level graduate teachers had very low scores here. This can be attributed to the fact that most of them are employed temporarily by the board of governors who lack resources to enable them recognize them through financial rewards as noted by Kariuki (2001) in a report. They also may not expect to achieve such a need in this career, for they are temporarily employed and the teachers service commission has no policy which recognizes, teachers who are not permanently employed, and thus, they have no hope of ever being recognized.

Achievement

Table 14: - Influence of professional qualification on job satisfaction scores of AIDS HIV education teachers based on the achievement, job factor.

Level of satisfaction	Graduates		Untrained graduates		Diploma		A level		Others	
	F	%	F	%	F	%	F	%	F	%
Satisfied	30	57.7	13	33.3	13	46.4	0	0.0	6	54.5
Slightly Satisfied	12	23.1	0	0	13	46.4	1	100	2	18.2
Not satisfied	10	19.2	2	66.7	2	7.2	0	0.0	3	27.3
Total	52	100	3	100	28	100	1	100	11	100

57.7 percent of the university trained graduate teachers, 33.3 percent of the untrained university graduate teachers, 46.4 of the diploma holders, 0.0 percent of the Advanced level graduate teachers and 54.5 percent of the Approved graduate teachers were satisfied in this job factor.

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The untrained university graduate teachers, the Advanced level graduate teachers scored quite low in this job factor. The reason can be attributed to the fact that most of them are not permanently employed and know that they cannot achieve much in a career they may lose any time through the ongoing recruitment of teachers by the teachers service commission.

According to Siringi (2001) the teachers service commission was set to recruit more teachers in the years 2001/2002 financial year.

4.8 Age Influence on Job Satisfaction Scores of Various Job Factors

Research question number 6. How does professional qualification of secondary school AIDS/HIV education teachers influence job satisfaction scores?

Salary level

Table 15: Age influence on job satisfaction scores based on salary level.

Level of Satisfaction	Age													
	21-25		26-30		31-35		36-40		41-45		46-50		51-55	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Satisfied	3	25	2	18.2	16	45.7	11	52.4	5	55.6	3	60.0	1	50.0
Slightly satisfied	5	41.7	4	36.4	4	11.4	4	19.0	1	11.1	1	20.0	0	0.0
Not satisfied	4	33.3	5	45.4	15	42.9	6	28.6	3	33.3	1	20.0	1	50.0
Total	12	100	11	100	35	100	21	100	9	100	3	100	2	100

Those who were satisfied in the 21-25 years old age bracket were 25 percent, those in the 26-30 years old age bracket were 18.2 percent, 31-35 years old age bracket were 45.7 percent, 36-40 years old age bracket were 24 percent, 35.6 percent were in the 41-45 years old age bracket, 60 percent were in the 46-50 percent age bracket and those in the age bracket of 51-55 years old were 50 percent.

Those in the age brackets of 30 years old and below had very low scores. This can be attributed to the fact that most of them might be earning low salaries compared to other teachers in other age groups hence the low satisfaction scores. The older members in the teaching career do earn more than the younger members due to annual salary increments.

Belongingness

Table 16: Age influence on job satisfaction scores based on belongingness job factor.

Level of Satisfaction	Age													
	21-25		26-30		31-35		36-40		41-45		46-50		51-55	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Satisfied	7	58.3	6	54.5	15	42.8	17	81.0	5	55.6	3	60.0	2	100
Slightly satisfied	3	25.0	3	27.3	15	42.8	3	14.2	2	22.2	1	20.0	0	0.0
Not satisfied	2	16.7	2	18.2	5	14.2	1	4.8	2	22.2	1	20.0	0	0.0
Total	12	100	11	100	35	100	21	100	9	100	5	100	2	100

Teachers in 21-25 age bracket had 58.3 percent job satisfaction score, those in 26-30 age bracket had a score of 54.5 percent, those in 31-35 age bracket had a score of 42.8 percent, 36-40 age bracket had a score of 81 percent, 41-45 age bracket had a score of 55.6 percent, those in 46-50 age bracket had a score of 60 percent, and those in 51-55 age bracket had a score of 100 percent. Those in 30 years and below age brackets had the lowest scores as compared to the others who had fair and good scores in this job factor.

This can be due to the fact that most of these teachers are new in their work. Hence the need for job induction to the new recruits in an organization, a factor advocated for by many scholars such as Okumbe (2002). Job induction enables the new workers to familiarize themselves with the new environment, which may help them feel that they belong there. This was also probably because older teachers may have developed a sense of career, that is, they had become used to problems in the work environment, which is in response to the environment in which they work. Young workers could also be feeling that they are overqualified for these jobs.

Working Conditions

Table 17: - Age influence on job satisfaction scores based on the working conditions job factor.

Level of Satisfaction	Age													
	21-25		26-30		31-35		36-40		41-45		46-50		51-55	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Satisfied	2	17.0	2	18.2	5	14.3	5	23.8	2	22.2	2	40.0	1	50.0
Slightly satisfied	3	25.0	2	18.2	5	14.3	1	4.8	2	22.2	0	0.0	0	0.0
Not satisfied	7	58.0	7	63.6	25	71.4	15	71.4	5	56.6	3	60.0	1	50.0
Total	12	100	11	100	35	100	21	100	9	100	5	100	2	100

Teachers in the age bracket of 21-25 years old had a score of 17.0 percent in the job factor of working conditions, those in 26-30 years old age bracket scored 18.2 percent, 31-35 age bracket had 14.3 percent, 36-40 age bracket had a score of 23.8 percent, those in 46-50 age bracket had a score of 40 percent and those in the age bracket of 51-55 had a satisfaction score of 50 percent in the working conditions factor.

The scores in all the age groups were quite low except in those of age bracket of 41 and above years old. According to Kariuki (2001) the government had suspended the recruitment of teachers to replace the ones who have been getting out of the job through retirement, and other factors. This has led to overloading of the teachers left as indicated by this study. This shows why most of them are not satisfied in this job factor. The difference whereby those in the age bracket of between 46 and above years had a higher score than the others is explained by studies such as by Weaver (1980).

A study on job satisfaction by Weaver (Ibid) has shown that young employees are consistently more dissatisfied than older employees. According to the latter study older employees develop sense of career, that is they become used to problems in the work

environment as compared to the younger workers. This factor can explain why those in the age bracket of between 46 and above years old as shown on the table had a higher score than the younger ones.

Work Content

Table 18: - Age influence on job satisfaction scores based on the work content job factor.

Level of Satisfaction	Age													
	21-25		26-30		31-35		36-40		41-45		46-50		51-55	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Satisfied	9	75	7	63.6	24	68.6	10	52.4	6	66.7	4	80.0	1	50.0
Slightly satisfied	1	8.3	1	9.1	5	14.2	4	14.3	1	11.1	1	20.0	1	50.0
Not satisfied	2	16.7	3	27.3	6	17.1	7	33.3	2	22.2	0	0.0	0	0.0
Total	12	100	11	100	35	100	21	100	9	100	5	100	2	100

The teachers in the age bracket of 21-25 had a score of 75 percent in the work content job factor satisfaction score, those in 26-30 age bracket had a score of 63.6 percent, those in 31-35 age bracket had a score of 68 percent, those in the age bracket of 36-40 years old had a score of 52.4 percent, those in the age bracket of 41-45 had a satisfaction score of 66.7 percent, those in the age bracket of 46-50 years old had a satisfaction score of 80 percent and those in the age bracket of 51-55 years old had a satisfaction score of 50 percent.

There was no notable very low score here and the very high score of 80 percent came from a group of older workers. As Weaver (Ibid) has noted elsewhere older workers are more satisfied than the younger workers in organizations.

Supervision

Table 19: - Age influence on job satisfaction scores based on the supervision job factor.

Level of Satisfaction	Age													
	21-25		26-30		31-35		36-40		41-45		46-50		51-55	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Satisfied	8	66.7	9	81.8	24	68.6	16	76.2	7	77.8	3	60.0	2	100.0
Slightly satisfied	3	25	1	9.0	7	20.0	4	19.0	0	22.2	1	20.0	0	0.0
Not satisfied	1	8.3	1	9.0	4	11.4	1	4.8	2	22.2	1	20.0	0	0.0
Total	12	100	11	100	35	100	21	100	9	100	5	20.0	2	100

The teachers in the age bracket of 21-25 had a satisfaction score of 66.7 percent, those in the age bracket of 26-30 years old had a satisfaction score of 81.8 percent, those in 31-35 age bracket had a score of 68.6 percent, those in 36-40 age bracket had a score of 76.2 percent, those in the age bracket of 41-45 had a score of 77.8 percent and those in the bracket of 46 to 50 years old had a score of 60 percent and those in the age bracket of 51-55 percent had a score of 100 percent.

There is no notable low score and this may be attributed to the fact that most of the AIDS/HIV education teachers are leaders who included the schools principals as reported by Kamau (2001) and they are therefore taking their role seriously.

However, the highest score came from the 51-55 age bracket group which agrees with Weaver's study (1980) on job satisfaction that older workers are more satisfied than the younger workers. The youngest workers in the age bracket of 21-22 years old had the second lowest score.

Recognition

Table 20: - Age influence on job satisfaction scores based on the recognition job factor.

Level of Satisfaction	Age													
	21-25		26-30		31-35		36-40		41-45		46-50		51-55	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Satisfied	2	16.7	2	18.2	12	34.3	9	42.6	4	44.4	2	40.0	1	50.0
Slightly satisfied	1	8.3	2	18.2	6	17.1	3	14.8	2	22.2	0	0.0	0	0.0
Not satisfied	9	75.0	7	63.6	16	45	9	42.6	3	33.4	3	60.0	1	50.0
Total	12	100	11	100	35	100	21	100	9	100	5	100	2	100

Teachers in the age bracket of 21-25 has a score of 16.7 percent in the job satisfaction score of recognition job factor those in 26-30 years old age bracket scored 18.2 percent, those in 31-35 age bracket had a score of 34.3 percent, those in 36-40 age bracket had a score of 42.9 percent, those in the age bracket 41-45 had a score of 44.4, those in the age bracket of 46-50 years of age had a score of 40 percent and those of 51-55 years old had a score of 50 percent.

The lowest score here was registered by the teachers in the age bracket of 30 years and below which is also noted by Weaver (1980) while the highest scores were in the age groups of 41 years old and above. A study by Okumbe (1991) on job satisfaction among graduate teachers showed that satisfaction due to recognition increased with age and teaching experience. This can explain why the younger workers were least satisfied in this job factor

Table 21: - Age influence on job satisfaction scores based on the achievement job factor.

Achievement

Level of satisfaction	Age													
	21-25		26-30		31-35		36-40		41-45		46-50		51-55	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Satisfied	5	41.7	6	54.5	12	34.0	12	57.1	5	55.6	3	60.0	1	50.0
Slightly satisfied	4	33.3	3	27.2	4	40.0	8	38.1	3	33.3	1	20.0	1	50.0
Not satisfied	3	25.0	1	18.2	9	26.0	1	4.8	1	11.1	1	20.0	0	0.0
Total	12	100	11	100	35	100	21	100	9	100	5	100.0	2	100

Teachers in the age bracket of 21-25 years old had a 41.7 percent score on the job satisfaction level in this job factor, those in the age bracket of 26-30 years of age had a score of 54.5 percent those in the 31-35 age bracket had a score of 34 percent, those in the 36-40 age bracket had a score of 57.1 percent, those in the age bracket of 41-45 had a score of 55.6 percent those in the age bracket of 46-50 had a score of 60 percent and those in the age bracket of 51-55 had a score of 50 percent in this job factor.

Weaver (1980) and Okumbe (1991) noted that young workers had a low score on the achievement job factor. These studies attributed this to the fact that the more the workers stay in the work places the more benefits they get like promotions which gives them more satisfaction which is also more achievement. Workers in the age brackets of 35 years and below had low scores on the achievement job factor as compared to the older ones in this study. The reason given above by Weaver (1980) and Okumbe (1991) explains why these scores were this way.

4.9 Cost Reduction Strategies

Research question number 7. Are there any strategies that the secondary school AIDS/HIV education teachers can suggest to help in meeting some of the cost of AIDS/HIV education?

The teachers who participated in the study were requested to suggest strategies that can be undertaken to reduce the cost of AIDS/HIV education.

Table 22: - Distribution of cost reduction strategies as suggested by the AIDS/HIV education teachers.

Cost reduction Strategy	Frequency	Percentage
Establish a fund through donations	85	89.5
Introduce AIDS tax	4	4.2
Free services e.g. counselling	6	6.3
Total	95	100

89.5 percent called for monetary means as a way of reducing the cost. They were such as establishing a fund per locality. This strategy involved collecting the money through various suggestions such as individual donations, organizing walks etc.

4.3 percent of the participants recommended the introduction of an AIDS tax.

6.3 percent suggested that the introduction of free services like free counselling services related to AIDS education and works in school by pressure groups would help in easing the financial burden.

A large number, 89.5 percent suggested the establishment of a fund through donations or raising money directly. This can be attributed to the fact that Kenyans are used to collecting money for general social needs like educating the poor through fund raisings and donations from rich individuals. One way of meeting the cost of education in Kenya is by establishing funds at the constituency level like bursary kitties notes Kariuki (2002) in a report, on financing education in Kenya.

The strategy suggested by the least number of teachers (4.2 percent) was the introduction of AIDS tax. This can be attributed to the fact that although it has been implemented in Zambia as Okello (2002) notes, Kenyans are some of the highest taxed people in Africa notes Kisiero (2002) in a report on taxation levels in Kenya. They therefore would not be calling for more of such a burden very much.

A supervisor validated the research instrument. The instrument was considered appropriate for such a study. The analysis of the pilot study indicated that the instrument had a reliability coefficient of 0.69.

The study was conducted in Murang'a district, where by teachers who participated were selected by purposive sampling. From a population of 164 teachers 118 teachers were sampled for the study. From the sample 95 respondents returned their duly completed questionnaires. The questionnaire return rate was 79.2 percent.

To determine the influence of job factors on motivational needs and job satisfaction of AIDS/HIV education teachers, the study was only carried out in public secondary schools for there are no private secondary schools in Murang'a district.

Seven research questions were formulated and tested in the study. In analysing the questions, the frequencies were converted to percentages and presented in form of tables. The percentage scores were then compared with each other to know whether there were major differences between the scores or why some scores were so low when compared to the others.

Findings of the Study

The study revealed that: -

1. The immediate specific motivational needs of the AIDS/HIV education teachers are recognition through examination and monetary policies, improving work conditions by reducing the work load, training for those who have not fully covered the AIDS/HIV education teacher training course, provision of facilities to the schools that do not have enough facilities.
2. There are no great differences that existed in the motivational needs of the teachers as they teach AIDS/HIV education when categorized by gender.
3. There are great differences that occur on the motivational needs of the AIDS/HIV education teachers due to the influence of professional qualifications. Some categories of teachers, which had greater needs, were such as untrained university graduate teachers on the recognition need, the Advanced level graduate teachers on the work conditions need.
4. There occurs great influences on the job satisfaction scores of AIDS/HIV education teachers as categorized by professional qualification in the following job factors: - salary, belongingness, working conditions, recognition and achievement, while there are no influences in the following job factors:- supervision, and work content.
5. There occurs great influences in the job satisfaction scores of AIDS/HIV education teachers as categorized by age in the following job factors:- Salary, belongingness, achievement and recognition, while in the following job factors no great influences were noted: supervision, work content and working conditions. Young teachers expressed more dissatisfaction in the salary, belongingness and recognition job factors.

6. Certain funding strategies are viable when established at the local level.
7. The order of importance of incentives for AIDS/HIV education teachers starting with the most important is as follows: - salary, recognition, working conditions, security, fringe benefits, interesting tasks and more responsibility, autonomy in decision making, promotion and the least was friendly co-workers.

5.2 Conclusions of the Study

Some conclusions may be drawn on the basis of results obtained from the current study.

1. Different teachers are motivated by different motivational programmes. The ideal incentives are those tailored for the specific individuals and are flexible over time. The needs which employees have should be well understood so that the appropriate stimulus may be used to motivate them. Within a given sub-organization or a school the head teacher can go along way towards individualizing incentives. The kinds of incentives which can be applied include assignments made to provide diversified recognition and chances for personal growth.
2. Motivational needs of AIDS/HIV education teachers are not influenced by gender.
3. Job satisfaction level of AIDS/HIV education teachers in Murang'a district was affected by age and educational level.
4. It is possible to reduce the cost of AIDS/HIV education by establishing at the local level certain strategies, which will reduce the AIDS/HIV education-funding gap that exists in the nation.

5.3 Recommendations of the Study

From the findings of the study the following recommendations have been made.

1. Salary appeared as the most important job factor to the AIDS/HIV education teachers. Salary increase should have the power of changing a person's life style in order to exert a substantial motivational impact. It is therefore recommended

that salary increase be increased in real income other than increase in nominal income. The rate at which the income is increased should be higher than the inflation rate.

2. Strategies to raise funds like establishing an AIDS/HIV education fund at the divisional level through holding of walks and donations from individuals should be established to reduce the cost of AIDS/HIV education per locality.
3. Recognition emerged as a great need to all the AIDS/HIV education teachers. They felt that examining AIDS/HIV education concepts would boost their morale, for this way their efforts would be recognized by an examination policy. The Kenya examination council should therefore start examining the AIDS/HIV concepts at the form four levels. The workload of the AIDS/HIV education teachers should be reduced to give them enough time to handle the disaster through education.

5.4 Suggestion for Further Studies

From the findings of the study, further research is recommended on some of the issues that arose and were beyond the scope of this study.

1. Since the study was carried out in public sponsored institutes/schools, research could be conducted for the self-help classes for comparison purposes. These are the teachers who may teach the same education through non-formal and informal systems especially for the out of school youth.
2. Salary level has emerged as the most important job factor to the AIDS/HIV education teachers. A research could be conducted to determine the salary level expected by the serving secondary school teacher teaching AIDS/HIV education.
3. A replication of the current study is recommended to ascertain whether different research instruments would yield similar results.
4. Similar studies should be carried out in other districts, so that a large area will be covered to justify generalization of the results for the whole country.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

John K. Macharia
University of Nairobi
C/o Department of
Education Administration
P. O Box 30197
NAIROBI.

Dear Respondent,

**RE: A QUESTIONNAIRE ON MOTIVATIONAL AND JOB SATISFACTION NEEDS
OF AIDS/HIV EDUCATION TEACHERS.**

I am a post-graduate student in the University of Nairobi, undergoing the Master of Education degree course. Currently I am carrying out a research on the above named topic. Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will help in meeting the motivational and job satisfaction needs of secondary school teachers involved in the war against AIDS disaster in Kenya.

Your response will be treated as confidential. Therefore **DO NOT** write your name on the questionnaire. Please complete all the items in the questionnaire. Thank you for your co-operation.

Yours sincerely

John K. Macharia.

APPENDIX B

SECONDARY SCHOOLS TEACHERS MOTIVATIONAL AND JOB SATISFACTION NEEDS QUESTIONNAIRE.

Please answer the following items. Information provided in this section is merely to aid in the tabulation, presentation of the data and making valid conclusions.

PART A

1. Please state the name of your current school.

2. By means of a tick [✓] indicate your professional grade.

- a) Post-graduate []
b) Graduate teacher []
c) Untrained graduate []
d) S1 (Diploma) []
e) A-Level []
f) Any other (Specify) _____

3. Please indicate your AIDS education teaching experience in years in the box provided. []

4. Use a tick [✓] to indicate the nature of your school.

- i) a) Boarding boys []
b) Boarding girls []
c) Boarding mixed []
d) Day girls []
e) Day boys []
f) Day mixed []
g) Day mixed/Boarding []

- d) a) Private []
 b) Public []

Please indicate by means of a tick [✓] the position you hold in current school.

- a) Teacher []
 b) Head of Department []
 c) Deputy Headteacher []
 d) Games master []
 e) Headteacher []
 f) Any other (specify) _____

In the space below, please indicate the subjects you currently teach.

In the box provided indicate the number of subjects you can teach. []

In the space provided below indicate the subjects you took at the university/college programme.

- i) Major subject _____
 ii) Minor subject _____
 iii) Others _____

In the box provided indicate the number of lessons you teach per week. []

How do you consider the teaching load indicated in question 9?

By means of a tick [✓] please indicate if you would be ready to change your job.

- a) Yes []
 b) No []
 c) Please explain _____

12. By means of a tick [✓] kindly indicate your career aspirations.
- a) To change employer
 - b) To study further (full-time)
 - c) To study further (part-time)
 - d) To start a personal business
 - e) Any other specify _____
13. In the box provided please indicate your age in years. []
14. Please indicate your gender in the box provided
- a) Male []
 - b) Female []
15. Kindly rank in order of importance according to you the 9 job factors listed below by indicating the rank number in the space [] provided on the right side of each job factor. Indicate the most important as number one then number two, three then continue numbering them upto number nine.
- | | |
|----------------------------------------------------------------------------------------|----------|
| Salary level | [] |
| Friendly co-workers | [] |
| Recognition and Status | [] |
| Working conditions | [] |
| Autonomy in decision making | [] |
| Promotion, growth in the profession
and opportunities for advancement | [] |
| Interesting tasks and more
responsibility | [] |
| Job Security | [] |
| Fringe benefits (insurance, medical
Aid, loan facilities, transport, allowance etc) | [] |

PART B- COMPLETE EVERY ITEM BY CIRCLING THE NUMBER OF RESPONSE THAT FITS YOUR OPINION.

e.g. I like challenging work.

- i) Strongly agree
- ii) Agree
- iii) Slightly agree
- iv) I don't know
- v) Slightly disagree
- vi) Disagree
- vii) Strongly disagree

1. Special wage increases should be given to the Aids education teachers who do their jobs very well.

- i) Strongly agree
- ii) Agree
- iii) Slightly agree
- iv) I don't know
- v) Slightly disagree
- vi) Disagree
- vii) Strongly disagree

2. Better job description would be helpful so that teachers teaching AIDS as a subject on its own know exactly what is expected of them.

- i) Strongly agree
- ii) Agree
- iv) Slightly agree
- v) I don't know
- vi) Slightly disagree
- vii) Disagree
- viii) Strongly disagree

3. Aids education teachers need to be reminded that their jobs are dependent on their performance.
 - i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
4. Supervisors should give a good deal of attention to physical working conditions of Aids education teachers.
 - i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
5. Individual recognition for above standard performance means a lot to Aid education teachers.
 - i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
6. Supervisors ought to work hard to develop friendly working atmosphere among teachers, teaching AIDS as a subject, on its own.
 - i) Strongly agree
 - ii) Agree
 - iii) Slightly agree

- iv) I don't know
- v) Slightly disagree
- vi) Disagree
- vii) Strongly disagree

7. Indifferent supervision can often affect feelings of Aids education teachers.

- i) Strongly agree
- ii) Agree
- iii) Slightly agree
- iv) I don't know
- v) Slightly disagree
- vi) Disagree
- vii) Strongly disagree

8. Aids education teachers would want to feel that their real skills and capacities are put to use on their jobs.

- i) Strongly agree
- ii) Agree
- iii) Slightly agree
- iv) I don't know
- v) Slightly disagree
- vi) Disagree
- vii) Strongly disagree

9. Some benefits are important factors in boosting the morale of AIDS education teachers.

- i) Strongly agree
- ii) Agree
- iii) Slightly agree
- iv) I don't know
- v) Slightly disagree
- vi) Disagree
- vii) Strongly disagree

10. Almost every job can be made more stimulating and challenging.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
11. Many teachers want to give their best in everything they do.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
12. Administration could show more interest in AIDS education teachers by sponsoring social events after normal working hours.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
13. Pride in one's work is actually an important reward.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know

- v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
14. Teachers when teaching AIDS/ HIV studies want to be able to think of themselves as the best in their jobs.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
15. The quality of the relationship in the informal work group is quite important.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
16. Individual incentives and bonuses would improve the performance of AIDS education teachers.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree

17. Visibility with administration is important to secondary school teachers on matters related to the AIDS/HIV education.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
18. Teachers generally like to schedule their own work and to make job related decisions with a minimum supervision when handling AIDS/HIV Programmes.
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
19. Job security is important to Aids education teachers (N.B. emotional security too ,like not fearing anything is part of job security).
- i) Strongly agree
 - ii) Agree
 - iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
20. Having relevant books and other teaching facilities is important when teaching AIDS /HIV education.
- i) Strongly agree
 - ii) Agree

- iii) Slightly agree
 - iv) I don't know
 - v) Slightly disagree
 - vi) Disagree
 - vii) Strongly disagree
21. i) In the space provided below suggest ways or strategies that could be adopted to motivate secondary school teachers when teaching AIDS/HIV education. _____
- _____
- _____
- _____
- ii) Suggest too some ways in which AIDS education cost can be met other than relying on the government and other known organizations, that sponsors the AIDS education.
- _____
- _____
- _____

PART C

Answer each question to show how you feel about your present job. Do this by ticking [✓] the number of statement which best describes your opinion.

1. Based on your past experience in teaching AIDS/HIV education, how often have you thought that you would like to do less or be teaching some other concepts other than AIDS education?
- i) Very often []
 - ii) Often []
 - iii) Fairly often []
 - iv) Once in a while []
 - v) Very Seldom []
 - vi) Almost always []

2. How often have you found the teaching of AIDS/HIV studies to be interesting?
- i) Never []
 - ii) Very seldom []
 - iii) Not very often []
 - iv) Quite often []
 - v) Very often []
 - vi) Almost always []
3. How often do you perform tasks on AIDS/HIV education, which you consider relatively unimportant or unnecessary?
- i) Very often []
 - ii) Often []
 - iii) Fairly often []
 - iv) Once in a while []
 - v) Very seldom []
 - vi) Never []
4. How often in teaching Aids education have you received some type of recognition for your accomplishment?
- i) Never []
 - ii) Very seldom []
 - iii) Not very often []
 - iv) Quite often []
 - v) Always []
5. To what extent is it possible to know whether you are doing well or poorly in covering the AIDS/HIV syllabus?
- i) No way of knowing []
 - ii) Almost no way of knowing []
 - iii) To some extent []
 - iv) To a large extent []
 - v) To a great extent []
 - vi) Always []

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6. How often do you compare your salary with that of people in other ministries with similar qualifications fighting AIDS/HIV diseases?

- i) Never []
- ii) Very seldom []
- iii) Not very often []
- iv) Quite often []
- v) Very often []
- vi) Very often []

7. How often does the headteacher improve working conditions of Aids education Teachers?

- i) Never []
- ii) Very seldom []
- iii) Not very often []
- iv) Quite often []
- v) Very often []
- vi) Always []

8. How often does the school administration show interest in the teacher by Sponsoring social events?

- i) Never []
- ii) Very seldom []
- iii) Not very often []
- iv) Quite often []
- v) Very often []
- vi) Always []

9. How do you rate your headteacher in performing the task of supervision of the AIDS education?

- i) Extremely unfair []
- ii) Very unfair []
- iii) Unfair []

- iv) Fair []
- v) Very fair []
- vi) Extremely fair []

10. How often does the school administration provide friendly working atmosphere among the teachers?

- i) Never []
- ii) Very seldom []
- iii) Not very often []
- iv) Quite often []
- v) Very often []
- vi) Always []

11. How satisfied are you with the retirement benefits offered by your employer?

- i) Extremely dissatisfied []
- ii) Very dissatisfied []
- iii) Dissatisfied []
- iv) Satisfied []
- v) Very satisfied []
- vi) Extremely satisfied []

12. How often do you feel that your remuneration is just compared to the work performed?

- i) Never []
- ii) Very seldom []
- iii) Not very often []
- iv) Quite often []
- v) Very often []
- vi) Always []

13. How often do you feel you have done the best in teaching AIDS/HIV education?

- i) Never []
- ii) Very seldom []
- iii) Not very often []

- iv) Quite often []
- v) Very often []
- vi) Always []

14. In your war against AIDS/HIV disaster how often have you received some recognition by members of the public, supervisors, parents, or the general public?

- i) Never []
- ii) Very seldom []
- iii) Not very often []
- iv) Quite often []
- v) Very often []
- vi) Always []

Thank you for participating in this exercise.