

Gender Differences in Motivation and Teacher Performance in Core Functions in Kenyan Secondary Schools

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Abstract

This study investigated gender differences in teacher motivation and performance of the core functions. A mixed method research approach was adopted and within it the concurrent triangulation design was used. The target population was 223 teachers, 45 Principals, 45 DOS's, and 1 DQASO. The sample size comprised of 100 teachers, 14 Principals, 14 HOD's Co-curricular, 14 DOS's and 1 DQASO. Validity was ensured by expert judgment by University supervisors at CUEA and their input were incorporated in the final document while reliability of the instruments was ensured and determined by piloting the instruments in four secondary schools of different categories which constituted 10% of the population. A Cronbach reliability coefficient of 0.7134 was reported. Data collected from questionnaire was analyzed using descriptive statistics in form of percentages, means and frequency counts as well as independent samples t-test. The study reported that gender difference did not have an effect on both intrinsic and extrinsic motivation of teachers to perform their core functions. The study also found that gender difference did not have an effect on teachers to perform their core functions. The Kenyan Teachers Service Commission should work out incentive packages to increase teachers' motivation to perform their core functions effectively.

Keywords: Gender Differences; Motivation; Teacher Performance; Core Functions; Kenya; Secondary Schools

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