

**INFLUENCE OF GENDER RESPONSIVE PEDAGOGY ON GIRLS'
PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
SAMBURU CENTRAL SUB-COUNTY, SAMBURU COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This research project is my original work and has not been presented in any other University or for any other award

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Date.....7/5/2025

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Approval by the Supervisor

I confirm that work reported in this research project has been carried out by the candidate under my supervision.

Signature.....

Date: ..7/5/2025

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DEDICATION

I am dedicating this scholarly work to my family as well as friends.



ACKNOWLEDGEMENT

Firstly, am humbled by great love by Prof Mary Mugwe Chui my supervisor for the great effort and support accorded onto me in order to attain development of this research project. The objective corrections and guidance have really carried me this far. Secondly, I also wish to take cognizant of all participants who have provided me with preliminary information about Samburu Central Sub-County not forgetting Sub-County Director of Education in Samburu Central among other people. Thirdly, to my colleagues from university receive much appreciation for we have walked together this journey where your encouragement has been the motivation behind this achievement. Finally, to my family members and friends thank you for your moral support that has enabled me to maintain the momentum of studying.



ABSTRACT

The purpose of this research aimed at evaluating gender responsive pedagogy on girls' participation in public primary schools in Samburu Central Sub- County. Objectives driving investigation were to establish influence of learner centered pedagogy, language use, instructional materials and classroom management on girls' participation in primary schools. Systems theory, gender schema and theory of student participation formed theoretical framework. Mixed methodology and descriptive research design were applied. A target population of 3,237 participants comprising of 60 Headteachers, 95 Guidance and Counselling teachers, 102 Class teachers, 580 parents and 2,400 girls in Grades IV to VI. Using Yamane's formulae, 15 Head Teachers, 60 Guidance and Counselling teachers, 65 Class teachers, 80 Parents and 136 girls in Grades IV to VI was realized. Questionnaires together with interview as well as focus group guides were main instruments for gathering data. However, so that to test reliability of tools piloting was done using 40 participants in 2 selected primary public schools in Samburu East Sub-County because it has similar traits to Sub-County of study. Then Cronbach Alpha technique was used where a reliability of at least 0.75 was considered. For establishment of content validity expert judgement was applied but face validity was tested via pre-testing in pilot research. Member checking technique together with triangulation aided in assuring credibility of instrument while dependability of tools was facilitated by way of having all qualitative research obtained from participants being reported in details. Qualitative information collection was attained by use of document analysis, interview and focus group guides while quantitative data gathering was aided by using questionnaire. On the other hand, thematic analysis for qualitative data aided for qualitative information analysis of which was then presented in narration format but for quantitative data frequency tables and percentages came into place then all quantitative findings presented in form of pie chart, bar graph as well as tables but for inferential findings through Karl Pearson way of analyzing data using Statistical Packages for Social Science (SPSS) version 24. However, findings demonstrated using learner centered pedagogy that engages girls facilitates girls' participation although boys were found to dominate during such engagements. Furthermore, some social settings in society tend to promote boys' performance by referring to boys as better in science subjects than girls through language use making girls participation in primary education negatively affected. Moreover, inadequacy of instructional materials was observed where teacher involvement in provision of instructional materials was found to be limited while concerning class management outcomes revealed that seating arrangements, classroom decor and learners' inappropriate behaviors management as major practices influencing girls' participation. However, research recommends for Ministry of education to empower teacher through training to equip teachers with skills that engages girls effectively, headteachers through aid of ministry of education to have school programs for parents that focus on public awareness on importance of language use, headteachers to effectively involve teachers in provision of instructional resources while class teachers ought to ensure seating arrangements, class decor with proper behavior management promote girls education in primary schools.

TABLE OF CONTENT

DECLARATION AND APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2Statement of the Problem.....	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study.....	6
1.5 Research Questions	7
1.6 Rationale of the Study.....	7
1.7 Significance of the Study.....	8
1.8 Scope of the Study	8
1.9Limitations of the Study.....	9
1.10Delimitations of the Study	10
1.11 Assumptions of the Study	11
1.12 Operational Definitions of Key Terms.....	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.0 Introduction.....	13

2.1 Girls' Education in Primary Schools.....	13
2.2 The Learner Centered Pedagogy on Girls' Participation in Public Primary Schools	14
2.3 Influence of Language Use on Girls' Participation in Public Primary Schools.....	19
2.4 Influence of Instructional Materials on Girls' Participation in Public Primary Schools ...	20
2.5 Influence of Classroom Management on Girls' Participation in Public Primary Schools.	22
2.6 Theoretical Framework	26
2.6.1 The Systems Theory.....	26
2.6.2The Theory of Student Participation	27
2.6.3 The Gender Schema Theory.....	28
2.7 The Conceptual Framework.....	29
2.8 Research Gaps.....	30
2.9 Summary of Literature Review	32
CHAPTER THREE	33
RESEARCH METHODOLOGY AND DESIGN	33
3.0 Introduction.....	33
3.1 Research Methodology.....	33
3.2 Research Design.....	33
3.3 Location of Study.....	34
3.4 Target Population.....	34
3.5 Sampling Procedures and Sample Size.....	35
3.6 Research Instruments	36
3.6.1 Questionnaires for Primary School Guidance and Counselling Teachers and Class Teachers	36
3.6.2 Interview Guide for Headteachers	36
3.6.3 Focus Group Discussion for Girls in Grades IV to VI and Parents	37

3.6.4 Document Analysis Guide	37
3.7 Piloting of Research Instruments	37
3.7.1 Testing for validity	38
3.7.2 Testing for reliability	38
3.7.3 Testing for Credibility.....	38
3.7.4 Testing for Dependability	39
3.8 Data Collection Procedures.....	39
3.9 Data Analysis Procedures	39
3.10 Ethical Considerations	40
CHPATER FOUR.....	42
RESEARCH FINDINGS AND DISCUSSIONS.....	42
4.0 Introduction	42
4.1 Participants Response Rate	42
4.2 Report on General Participants Information	43
4.2.1 Gender of Participants.....	43
4.2.2 Level of Education of Participants.....	44
4.2.3 Age of Girls.....	45
4.3.1 Report on Learner Centered Pedagogy on Girl’s Participation in Public Primary Schools 46	
4.3.2 Report on Inferential Findings on Learner Centered Pedagogy on Girls Participation in Public Primary Schools	51
4.3.3 Report on Thematic Analysis of Learner Centered Pedagogy on Girls Participation in Public Primary Schools	52
4.4.1 Report on Language Use Influence on Girls Participation in Public Primary Schools ...	53

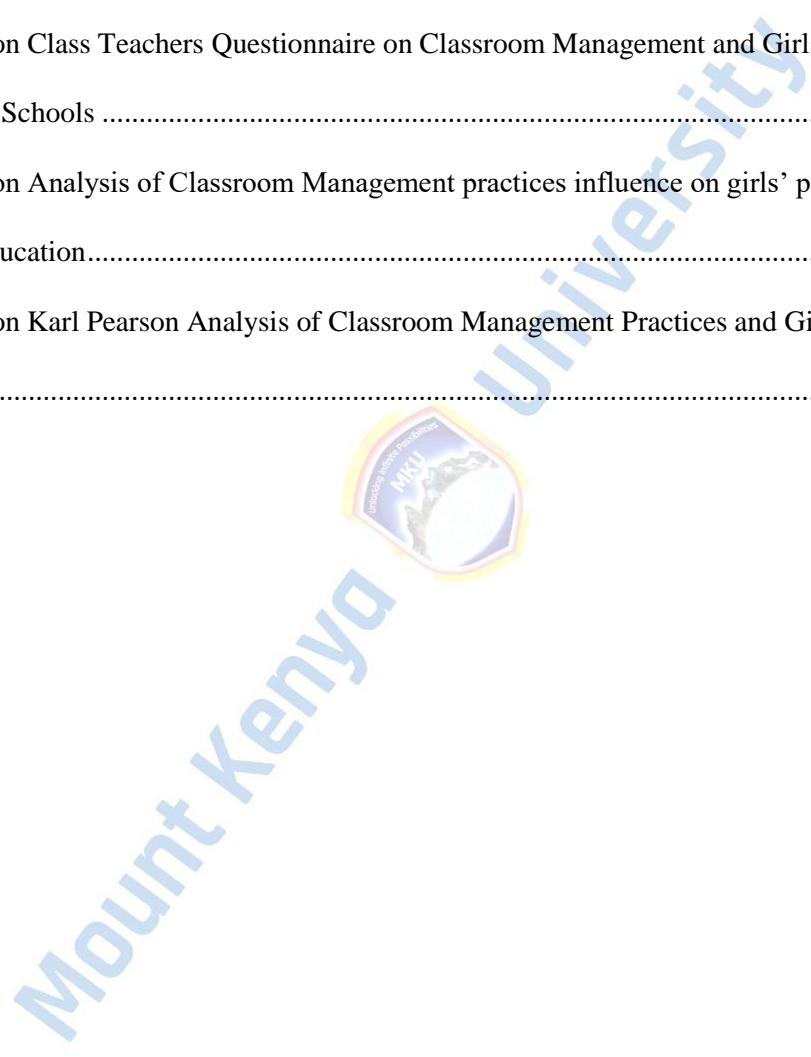
4.4.2 Report on Inferential Findings on Language Use Influence on Girls Participation in Public Primary Schools	58
4.4.3 Report on Thematic Analysis on Language Use Influence on Girls Participation in Public Primary Schools	59
4.5.1 Report on Instructional Materials Influence on Girls Participation in Public Primary Schools 60	
4.5.2 Report on Inferential Findings on Instructional Materials Influence on Girls Participation in Public Primary Schools	63
4.5.3 Report on Thematic Analysis on Instructional Materials Influence on Girls Participation in Public Primary Schools	65
4.6.1 Report on Classroom Management Influence on Girls Participation in Public Primary Schools 66	
4.6.2 Report on Inferential Findings on Classroom Management Influence on Girls Participation in Public Primary Schools	70
4.6.3 Report on Thematic Analysis on Classroom Management Influence on Girls Participation in Public Primary Schools	71
CHAPTER FIVE.....	72
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	72
5.0 Introduction	72
5.1 Summary of Research Findings	72
5.1.1 Learner Centered Pedagogy and Girls Participation in Primary Schools	73
5.1.2 Language Use and Girls Participation in Primary Schools	73
5.1.3 Instructional Materials and Girls Participation in Primary Schools	75
5.1.4 Classroom Management and Girls Participation in Public Primary Schools.....	76
5.2 Conclusions	77

5.3 Recommendations	78
5.3.1 Recommendations for Practice	78
5.3.2 Recommendations for Further Research	78
REFERENCES	79
APPENDICES	46
Appendix I Letter of Introduction	46
Appendix II Informed Consent form	47
Appendix III Guidance and Counselling Teachers’ Questionnaire	48
Appendix IV Questionnaire for Classroom Teachers	52
Appendix V Interview Guide for Headteachers	56
Appendix VI Focus Group Discussion for Girls in Grades IV to VI and Parents	59
Appendix VII Research License from NACOSTI	62
Appendix VIII Introduction Letter to NACOSTI	64
Appendix IX Ethical Review Committee Certificate	65
Appendix X Authorization Letter from Samburu County Director of Education	66
Appendix XI Authorization Letter from Samburu County Commissioner	67
Appendix X II Authorization Letter from Samburu County Government	68
Appendix XIII Map of Samburu County Showing Samburu Central Sub-County	69
Appendix XIV Similarity Index Report	70

LIST OF TABLES

Table 1 Girls’ Enrolment in Public Primary Schools in Samburu Central Sub-County from 2019-2023	5
Table 2 Target population	34
Table 3 Sampling Grid.....	36
Table 4 Response Rate.....	42
Table 5 Report for Guidance and Counselling Teachers on Learner centered pedagogy and girls Participation in Public Primary Schools	47
Table 6 Report for Class Teachers on Learner Centered Pedagogy and Girls Participation in Primary Institutions	49
Table 7 Report on Frequencies of Learner Centered Pedagogy and Girls Participation in Primary school Education.....	51
Table 8 Report on Karl Pearson Relationship of Learner Centered Pedagogy and Girls Participation in Primary school education	52
Table 9 Report on Frequencies for Guidance and Counselling Teachers on Language use and Girls Participation in primary school.....	54
Table 10 Report on Classteachers Questionnaire on Language Use influence on Girls Participation in Public Primary Schools.....	56
Table 11 Report on frequencies of Adopting Language use and Girls Participation in Primary schools	58
Table 12 Report on Karl Pearson Analysis of Language use and girls Participation in Primary Schools	58
Table 13 Report on Guidance and Counselling Teachers Questionnaire on Instructional Materials and Girls Participation in Public Primary Schools	60
Table 14 Report on Class Teachers Questionnaire on Instructional Materials and Girls Participation in Public Primary Schools.....	62

Table 15 Report on Analysis of guidance and counselling teachers and class teachers' frequencies on use of instructional resources and girls' participation in primary public institutions	64
Table 16 Report on Karl Pearson Analysis of Use of Instructional Materials and Girls Participation in Primary School Education	64
Table 17 Report on Questionnaire for Guidance and Counselling Teachers on Classroom Management Influence on Girls Participation in Public Primary Schools	66
Table 18 Report on Class Teachers Questionnaire on Classroom Management and Girls Participation in Public Primary Schools	68
Table 19 Report on Analysis of Classroom Management practices influence on girls' participation in primary school education.....	70
Table 20 Report on Karl Pearson Analysis of Classroom Management Practices and Girls Participation.....	70



LIST OF FIGURES

Figure 1 Conceptual Framework	30
Figure 2 Participants Gender	44
Figure 3 Participants Education Level.....	45
Figure 4 Percentage Age of Girls.....	46



LIST OF ABBREVIATIONS AND ACRONYMS

DID	Department for International Development
DCSF	Department for Children, Schools and Families
IDEA	Individuals with Disabilities Education Act
IIEP	Institute of International Education Program
KCSE	Kenya Certificate of Secondary Education
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
MoE	Ministry of Education
NACOSTI	National commission for Science, Technology and Innovation
NCLB	No Child Left Behind
NGOs	Non-Governmental Organizations
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations International Children's Education Fund

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section looks at background under which research was done, problem statement of research and more so situation as it is in Sub-County of Samburu Central, purpose of carrying out research, objectives of research, questions guiding research, rationale as to why research on this area of gender responsive pedagogy is needed, significance of research to various stakeholders in education sector, assumptions under which research was conducted, scope of study that was put into consideration during research, delimitations that research came across, limitations of that study encountered and how such situations were addressed and assumptions that were made during research. Finally, a list of terms operationally defined is provided.

1.1 Background to the Study

According to Christopher, (2013) education is not only considered as a tool to fight hunger and poverty globally but also a process of human development through lifelong learning for girls. However, in order to attain success against the war against poverty girls have enrolled into schools and above all, facilitate retention of girls in schools so that they can accomplish their goals in education. In keeping with Lam and Pollard (2014), girls' primary education comprises a process of keeping girls in schools so that they can be able to further their studies. In keeping with Lam and Pollard (2014) observations it is clear that girl child education is of great importance and raises some issues of concern that calls for government effort to fund their education to make it affordable for everyone as well as accessible in order to bring about equity in provision of education.

In agreement with these observations, Lloyd (2013) put forward that primary school level of education is of great important to not only attainment for educational success for girls but life of

the girls gets molded by the kind of education they receive more so in their lower levels that shape other levels of education. Also, of important to note is that education for girls is also highly influenced by environment in which they get their education including home environment and societal environment as some environment promote girls' education while other environments may hinder girls' education and promote other activities such as early marriages that hinder education of girls (Lloyd, 2013). However, it calls for more research on influence of gender responsiveness and how it impacts on girls' participation in primary public schools as not much has been done.

In keeping with studies carried out by Nishii, Lepak and Schneider (2011), teachers' pedagogical strategies refer to mechanisms and strategies which contribute to girls' participation in primary schools. In Austria, Kuvaas and Dysvik (2010) posit that teachers' pedagogy strategies include, but not limited to, motivation, use of female mentors, stakeholders' involvement, counseling and girl protection strategies. Kuvaas and Dysvik (2010) assert that teachers play an important role in helping various school administrations to develop a school climate that is appropriate for teachers' productivity in their work enhancement as well as learning of primary school learners and more so girls that seemingly appear that their education is facing a number of challenges affecting good participation in education more so in primary level of education. Nonetheless systems of schools not only provide but also assure effective communication for ground rules for everyone. Therefore, consistency in systems of education is crucial for fostering a positive environment for learning. These observations are however in support by a report by UNICEF (2014) for a successful school management it has to lay down strategies to facilitate creation of an environment that facilitates pupils learning and enhances teachers working capability by provision of necessary and adequate resources in order to facilitate learning.

Nevertheless, in Nepal, Brista (2015) observed that for any form of successful development of a nation it may not be adequately achieved without considerations of girls' education in such a country. But attaining gender equity on the aspect of ensuring that girls in primary schools remains a major challenge among many nations. For instance, several countries in the world have failed to achieve Millenium Development Goal of 2015 that aimed at attaining free primary and secondary education that is free and compulsory for all learners as a result of reduced disparity in gender on access to education (Brista, 2015). According to a report by UNICEF, (2014) it demonstrates that in Sub-Saharan Africa the challenge of access and participation of girls in primary and secondary school level education continues to be a challenge and the most serious situation of girls dropping out of school in primary school.

The Brookings Center for Universal Education has recently released the African Learning Barometer; the results indicates that nearly thirty percent of the girls presently in school will end up learning so inadequately that they will not have much differences with those learners who never joined school. Kapakasa (2018) opines half of African going leaners in primary school are likely to acquire basic learning skills in order for them to live a life that is healthy and productive. According to Kapakasa (2018), report on enrollment of girls in African Countries is still low for instance in the year 2016 enrolment rate in Tanzania it stood at 12 %, 17% in Rwanda, 18 % in Mozambique, 33% in Nigeria but for the year 2017 a slight increment with number of girls joining primary schools was observed in Ethiopia at 20% and also Kenya registered a slight increment at 37% which was highest among the East African Nations. Therefore, such assertions suggest that, while poor quality education reduces learning opportunities for all learners, it has varied impact on pupils' chances of admission to primary schools where for girls in low income countries are highly influenced negatively than boys mostly by poor educational standards girls receive because

boys are likely to have a better opportunity for being retained in primary schools but girls chances of dropping out of school are slightly higher in comparison to boys as well as unlikely to perform well in national examinations if girls proceed with their learning. In Ghana, Adam, et al (2016) assert that a major determinant of girls' participation in primary schools is teachers' pedagogical approaches. Tanzania is no exception with low girls' education in primary schools. Tanzania Country Highlight (2018) notes that girls' participation in primary schools in Tanzania has remained a serious problem since the barriers to access education still persist. According to Department for International Development (2016) asserts that although Tanzania has realized increased number of girls enrollment in school from 49 % to 91 % but girls' primary education participation has continuously remained low with a retention rate of 34.8% (Tanzania Country Highlight, 2018).



In Kenya, as a result of massive enrollment of learners due to free basic education policy has majorly contributed to increased pupils number joining primary public schools whose effects is that there has been growth of numerous challenges facing girls as they aim at realizing their educational goal. In Kenya, it is a critical component to promote development of access to quality primary education that shows equality among gender as an initiative of the Millenium Development Goals (Ministry of Education, 2015). According to Sifuna (2016), the government through the Ministry of Education has attained substantial milestone to assist girls to transit to secondary schools. Nonetheless, although there has been a lot of effort from government through ministry of education problems of girls' participation in primary schools remains a complex situation that calls for mitigation measures. For instance, in Samburu Central Sub- County, the 100 percent transition policy has continuously remained a policy with less realities due to the high

numbers of girls drop out cases paralyzing their learning despite being at lower levels of education at primary school. These arguments are however in support by Ministry of Education report, (2024) that shows that girl’s participation as well as rate of completion among primary schools was still low below expectations as illustrated in Table 1 results from 2019 to 2023.

Table 1 *Girls’ Enrolment in Public Primary Schools in Samburu Central Sub-County from 2019-2023*

Year	Enrollment	Dropout No.	Completion No.
2019	393	85	308
2020	417	105	312
2021	490	112	378
2022	526	114	412
2023	574	141	433
TOTAL	2400	557	1,843

Source: Ministry of Education (2024)

Table above demonstrates that from the year 2019 in Samburu Central Sub-County to 2023 exists a progressive increase in admissions of girls in primary schools from 393 girls in 2019 up to 2400 in 2023. However, there has also been an increased girls drop out from school over the same period from 85 in 2019 up to a higher figure of 557 in 2023 which is a progressive increase in rate of drop out calling for the need to establish how gender responsive pedagogy can influence participation level of girls in primary public schools as a mitigation practice.

1.2Statement of the Problem

Teachers have a great responsibility on ensuring that pedagogy used in teaching promotes equal chances for both girls and boys, actively participate in schools simply because they are important steps in girls’ academic journey which entails acquisition of new competencies and skills. However, in Samburu Central Sub-County, education for primary school girls has faced several challenges. This is because in Samburu Central Sub-County participation for girls in primary education is low despite the initiatives by government via ministry of education on free primary

education as well as education for all policy on 100 percent transition from primary school. Ministry of Education (2024) report indicates that, despite of upsurge of numbers of girls being admitted in primary public schools, rate of completion is low as demonstrated by high dropout rates at 23.21%. Efforts to mitigate these challenges such as creating awareness among parents, reducing cases of teenage mothers and poor cultural practices such as teenage marriages have not registered any remarkable progress. It is in view of this gap, that researcher felt that influence of gender responsive pedagogy remains an issue of concern on girls' participation in primary public schools needs further extensive investigation so as to bring about tangible improvements.

1.3 Purpose of the Study

To investigate gender responsive pedagogy influence on girls' participation in education in public primary schools in Samburu Central Sub-County.

1.4 Objectives of the Study

Specific objectives steering the research will include the following;

- 1) To determine how learner centered pedagogy influence girls' participation in education in public primary schools in Samburu Central Sub-County.
- 2) To determine how language use influence girls' participation in education in public primary schools in Samburu Central Sub-County.
- 3) To determine influence of instructional materials on girls' participation in education in public primary schools in Samburu Central Sub-County.
- 4) To determine how classroom management influence girls' participation in education in public primary schools in Samburu Central Sub-County.

1.5 Research Questions

The study was based on the following research questions:

- 1) How does learner center pedagogy influence girls' participation in education in public primary schools in Samburu Central Sub-County?
- 2) How does language use influence girls' participation in education in public primary schools in Samburu Central Sub-County?
- 3) What is influence of instructional materials on girls' participation in education in public primary schools in Samburu Central Sub-County?
- 4) How does classroom management influence girls' participation in education in public primary schools in Samburu Central Sub-County?

1.6 Rationale of the Study

Efforts by government and other education stakeholders have realized increasing number of girls joining school in primary schools, thanks to 100.0% transition policy. However, as noted earlier, education for primary school girls among public schools in Samburu Central Sub-County has been a challenge. As pointed out earlier in background, in Samburu Central Sub-County, girls' education in school is still low. Ministry of Education report, (2019) demonstrates that, although an increase in admissions of girls in primary public schools has been observed, number of pupils completing schools are still low as illustrated by high cases of dropping out of school. Nonetheless, although there exists statistics indicating increasing low completion rate of pupils in primary schools, there exists limited studies investigating on girls' participation in primary school education how it can be influenced by gender responsive pedagogy, hence the importance of carrying out the investigation.

1.7 Significance of the Study

Research outcomes benefit researchers as well as other academicians in scrutinizing areas that may need more study so as to fill gaps existing on gender responsive pedagogies as well as making contributions to body of research in order to realize equity in provision of education as outlined in Kenyas' vision 2030 by ensuring adequacy in participation of girls in primary schools' education. Furthermore, Ministry of Education is likely to benefit from the study in learning some of the problems facing girls that inhibit their access to primary education. Therefore, Ministry of Education makes use of findings when developing educational policies to facilitate creation of an environment in primary schools that enables girls to participate in education. In addition, Ministry of Education may utilize data obtained in organizing for teacher training in relevant areas that encourage more girl's participation in primary school education. The NGOs derives benefits from research findings in that information obtained from findings is of great importance in resource allocations as they assist the challenged areas on girls' education to make education for girls more affordable and equitable across different genders by reduction of available gender gaps in education. Primary school teachers have an opportunity to improve on their pedagogy and be able to inculcate practices that make learning of girls be interesting and conducive as well as safe encouraging girls to remain in school consequently improving on girls' participation in public primary schools. Consequently, headteachers of primary schools' benefits from findings of the study in that opportunities of knowledge and skills are availed making headteachers better managers of schools enabling them to develop leadership practices that facilitate girls' participation in primary schools.

1.8 Scope of the Study

Participants in public lower primary schools only in Sub-County of Samburu Central was part of investigation as private schools were not engaged same as secondary public schools. Research

focused on gender responsive pedagogy strategies such as learner centered, language use, instructional materials, classroom management and how they influence girls' participation in education in public primary schools. However, mixed methodology was used with aid of concurrent triangulation research design. Therefore, using questionnaires quantitative data was obtained from teachers but for interview guide helped to obtain qualitative data among Headteachers together with parents. In addition, focus group guide was used for obtaining qualitative data among girls in grades IV to VI. The choice of the Sub-County was pleased by the need to establish girls' primary education participation how it is influenced by gender responsive pedagogy. Consequently, research was done between January and February, 2025.

1.9 Limitations of the Study

Research was likely to come across a number of limitations some of which included:

1. Non-responsiveness

Nature of investigation dictates that some participants such as Headteachers were appraising themselves which could have made them try to hide their true feeling about certain issues of the research such as pedagogical approaches they normally use. However, researcher created time to explain to respondents about the research that all information collected was applied for scholarly purposes only and that none of the individual credentials formed part of the study.

2. Access to the study area due to poor road network

Location of the study being in rural or semi-urban locations made a good number of schools to be located in remote areas whose accessibility was a challenge due to poor road network connectivity making travel from one study area to the next a challenge as a lot of time was likely to be spent on the truck. However, research maximized on available means of transport as well as starting early in collection of data in order to achieve the study objectives.

3. Participants biasness

Having nature of research that some of the respondents such as teachers were evaluating their performance in facilitating girls' participation in public primary schools there were chances of respondents trying to give socially acceptable information in their responses. However, investigator enlightened participants that any information being obtained was only applied for research purpose and that was helpful to the ministry of education when developing educational policies geared towards ensuring girls participation in primary schools has been enhanced.

1.10 Delimitations of the Study

Research was done with considerations of below delimitations:

1. The main respondents were Head teachers, teachers, parents together with primary school girls in grade IV to VI as other educational stakeholders were not part of the study.
2. Main focus for research was on influence of gender responsive pedagogy, learner centered, language use, instructional materials and classroom management on girls' participation in primary schools.
3. Investigation was only done in public schools' majoring on primary section in Sub- County of Samburu Central only as private schools as well as public secondary schools were not a subject for this research.

1.11 Assumptions of the Study

Investigation was done with considerations of below listed assumptions;

1. That participants were ready as well as willing to take part in research without any fear.
2. That all respondents were responsive and portrayed their true feelings, views or opinions of the nature of gender responsive pedagogy on girls' participation among primary public schools.
3. Respondents were truthful and honest with their responses in order to yield objective findings.
4. That chosen category of respondents was adequate, suitable and appropriate for the study hence information provided were of high degree of reliability.



1.12 Operational Definitions of Key Terms

Counseling Strategies: Include career and guidance activities designed by Head Teachers to encourage girls to participate and enroll to schools.

Girls' Education in Primary Schools: Refers to ability of girls to be enrolled, attend and complete their primary education.

Girls' Protection Strategies: Refers to the following; punishing those who abuse or bully girls and enforcement of girls' protection laws.

Involvement of Stakeholders: Refer to use of stakeholders as female teachers, educated ladies in the locale and parents role models to retain more girls in primary schools.

Teachers' Pedagogy Strategies: Are a set of methods and practices or activities of teaching which teachers undertake to encourage girls to participate and enroll into schools.

Motivation Strategies: Refer to social practices that involve provision of material rewards to girls to encourage them to participate actively in primary education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter of research project, investigation highlights related empirical literature review concerning girls' education in primary schools, learner centered pedagogy, language use, instructional materials and impact of classroom management on girls' education participation in public primary schools, theoretical framework, conceptual framework, gaps in research as well as summary of literature review has also been addressed.

2.1 Girls' Education in Primary Schools

In many developing countries education of girls is encompassed with unlimited challenges ranging from access to participation not only in secondary section but also in primary section. In keeping with Boe and Sunderland, (2012) study in Australia, underscores the importance of girls' education in a country and the need for various government to provide financing of girls' education because a key performance indicator of a nation is the provision of quality education available to all genders. In keeping with a study conducted in Moscow it reveals that majority of teachers underestimate the value of retention of girls in schools (Finn and Voelkl, 2013). This is because there is an indication that this is so because only the raw improvement of girl in the first few years after retention, teachers do not observe her progress via middle school as well as senior school. Finn and Voelkl (2013) add that girls' self-esteem fails to receive immediate feedback as a result of retention of girls in primary school level education as a result of reduced cases of drop out from school. This is because those girls who have been retained tend to portray behavioral challenges as well as poor peer relationships.

In Kenya and Samburu Central Sub- County for instance, it is of great concern for the low numbers of girls being retained after enrollment in primary school education (Odaga & Henevald, 2014). Therefore, it is a pressing need among educational stakeholders on the need to ensure there are proper mitigation measures to facilitate equity in provision of education among primary school pupils. In addition, this means that when girls fail to complete their studies in primary schools it does not only affect girls only but also burdens the society in narrowing down the gaps in knowledge acquisition in comparison to boys who seem to stand a better chance as far as participation in education at lower levels of primary schools is concerned. Therefore, what this means is that in a society that does not educate nor take concerns of their girl's well-being in school may not evade the strike of poverty cycles by widening the knowledge gap and social well-being of the communities affected.

According to Odaga and Henevald (2014) report there were also instances of financial as well as reputational implications for post-secondary education institutions where girls are able to attend school and attain their educational goals. While girls who do not finish school may acquire other skills and experiences in today's competitive and globalized market place, negative consequences of low participation of girls' education and increased dropout rates are reputationally toxic for primary schools.

2. 2 The Learner Centered Pedagogy on Girls' Participation in Public Primary Schools

Since 1990s and most of all 2000s years, commitment to Education for All (EFA) initiative was aimed that by the year 2015 to be accomplished in all basic learning institutions where as a result the goal directed many nations and more so in Sub-Sahara Africa to place a lot of emphasis to girls' education in terms of policies and resources provision to education sector of the economy.

It was in the year 2003 and it was the fourth time Kenya Government enacted education policy concerning Free Compulsory Primary Education (FPE), in course of county's history. As it is today the gross enrollment in primary education in different national levels at 51% for boys and 49% for girls is a clear implication of gender imbalance towards learning in basic education. According to Uwezo, (2011) these national statistics send a nullifying message that mask the regional gaps observed on gender disparities on provision of education because some of marginalized areas have a great challenge when it comes to access and provision of education as many schools are located very far from social settings distance becoming a barrier to easy access to education especially for girls who may be pre-disposed to other challenges as they try to fulfil their dreams through attending primary school education in various parts of a country.

Arid and Semi-Arid areas together with informal urban settlements are some of the areas hardly hit with discrepancies in gender as far as education is concerned with girls becoming seriously affected as a majority fails to go to school and for those who are lucky to be enrolled to primary school, others they drop across the way affecting completion as well as retention rate of girls in schools (National Education Sector Plan, 2014). However, despite of Free Education policy for primary school pupils leading into increasement of learners in primary schools Livingstone (2008) argues that increasing in numbers of pupils attending school alone is not satisfactory as girls' retention in primary schools still is a challenge of a mountable consideration by various educational stakeholders on how to make their participation better.

In recent past, concerns have now taken different direction to quality education provision as established in Goal number 6 of the Dakar Framework for Action (2000) that advocate that girl

education has to be taken with a lot of emphasis to ensure there is good access as well as provision of quality education to girls in primary level education. These ensures girls receive proper skills and academic excellence for them to be able to contribute to development of the nation. In Republic of Kenya one of the main goals of education is on provision of free education for all primary school going learners as spelt in sessional paper number one of year 2005 which makes a call for establishing a system overseeing the achievement of learners as they learn in school. Currently, quality presidential degrees in 1971, 1974 as well as the year 1979 removed school fees in all schools in remote districts. The law also provided for all children in the first four grades' fees to be set aside with an educational fee paid yearly for children in grades five to seven although later paying of school feels for primary learners was abolished. According to National Education Sector Plan for the year 2013 to year 2018 gender parity index during this period in time increased from 0.95 in the year 2005 to 0.97 by the year 2010. Despite this positive increase in parity index in gender, challenges concerning provision of basic education persist where shortage or limited gender sensitive pedagogical practices in primary level of education continuous to remain quite prominent in education sector despite of government putting into place mechanisms over which basic education provision is provided.

Kenya National Education Sector Plan (NESP) for the period between the year 2013 to the year 2018 illustrate that one of the objective during this period of time in the education sector was aimed at making the quality of education being offered in learning institutions as well as Kenyan training institutions so that quality results are obtained from learners, more so in areas such as literacy levels, numbers of learners joining institutions of learning increasing and acquisition of essential life-skills that are concurrent with current trends in the market and social demands in the society.

The NESP program for educational investment puts into considerations of improving access to education to all school going children in the Republic of Kenya, quality education provision and teaching-learning activities that considers learners needs at all education levels so as to bring into fulfillment on the right to free education. Furthermore, Kenyan constitution, (2010) recognizes this basic human right to access and acquisition of free basic education that is not only equitable but also of good quality. In recent past Kenyan government has continued to invest heavily in education indicating a clear need for giving quality education which is accessible for all people through Ministry of Education. However, with consideration of Sessional Paper of 2005 number 1, there is a lot of commitment that has been put into place by government through Ministry of Education to facilitate provision of a gender responsive learning on school climate as well as learner focused environment in school not forgetting adoption of strategies for enhancing girls' performance in subjects such as Mathematics, Science as well as Technical (SMT) learning areas. Furthermore, as it is enriched in Kenyan constitution 2010 stipulates that every school going child has the right of protection against any form of harm or violence, mistreatment, forced labor or any other form of violation that may put education of the child at risk (Article 53.1.d). However, although a lot of effort has been placed to ensure there is adequate provision of education to girls' literature continues to indicate gaps on the number of girls who are able to transit and complete primary education more so prevalent in marginalized areas such as ALSALs and informal settlement areas in urban settlements (WERK, 2017).

Teaching strategies that are biased on gender issues are established as one of the major challenges influencing girls' participation or even achievement of gender equality among public primary schools. Additionally, teachers' role cannot be under estimated in helping girls attain their dreams

because a teacher can enhance or sometimes even break the dreams of these pupils in primary schools. Moreover, literature show that where teachers are able to create a positive interaction environment, they are able to bring primary school girls closer to them motivating them to perform in class activities consequently helping to increase number of girls able to complete school as the girls are well motivated to study and do well in their examination tests scores (Diedrich, 2010). What this means is that teachers' activities in classroom helps to facilitate girls in primary level of education to participate in education affecting number of girls who are able to get enrolled in school, transition of girls from one class to the next, reduces number of girls dropping out of school enhancing rate of retention of girls in school (FAWE, 2012).

Based on the above observations' teachers play major roles in teaching-learning process hence their attitude as well as sensitivity to gender issues must be responsive to the participation of girls. Unfortunately, there is a wealth of information explaining teaching-learning process in Kenyan primary school classrooms set up from gender sensitive teachers' perspectives. So, right at central point of research is assumptions concerning gender sensitive primary school teachers have influence on teaching-learning process. Additionally, this research is further guided by a qualitative investigation from a study by initiative 'Wasichana Wote Wasome' (Let all Girls Learn) project that was being carried out between year 2013 and year 2017. However, the program 'Wasichana Wote Wasome' was a girl focused education challenge project that was funded by DFID under initiative Stop Change Window program. Organizers and evaluators of the finds were the Price Water House Coopers and Coffey respectively. The objective of the program was to increase girls admission, attendance rates to schools as well as girls learning outcomes at the end of their course for 124,000 girls located in marginalized parts of the country that is; considering

in two perspectives; ASALs areas together with slums located in urban areas. The program which was to take 4 years was carried out in 500 schools that is 250 primary schools in ASALs areas and 250 primary schools located in informal settlements in urban areas.

To achieve desired results the program anticipated to foster sustainable behavior change targeting four main domains that includes school community, home environment, school settings as well as the girl herself within the areas highlight in theory of change, effective quality of teaching-learning as well as positive perception within community towards girl child education. In view of the above arguments, there is a gap between learner centered pedagogy and girls' participation in primary schools. Therefore, this study, will investigate on influence of learner centered pedagogy on girls' participation in public primary schools so as to bridge the gap identified.

2.3 Influence of Language Use on Girls' Participation in Public Primary Schools

Language in girls' education refers to a means of conveying information or even ideas and therefore gives insight into what we hold as our thoughts or faith and must accordingly be employed. Incorrect use of language is likely to cause transmission of unintended messages that may portray gender bias among boys and girls in primary schools (Adam, 2022). For instance, where a child is always told by a teacher, he or she is stupid will probably believe this where it may compromise on child performance. Language interference is another way through which a teacher can improve girls' performance in class. The teacher should encourage the girls by communicating using positive language in the classroom. Therefore, teachers ought to observe not to apply language that may show as if boys are better in performance compared to girls as such kind of language will compromise their academic abilities while at school and may have negative influence on their participation in school (Bailey, 2014). Additionally, teachers viewing science

subjects as a course for boys only this may end up creating a lot of discouragement among primary schools' girls. This makes the girls to be seen as a weaker which is not true. Therefore, it is of important for teachers to discourage gender-biases in the language use in classroom by using appropriate language that strengthens both gender (McCrummen, 2018).

According to FAWE (2012), identifies non-verbal communication practices such as use of gestures or body language such as brushing, touching or grabbing only known to users as one of the language use practices likely to humiliate girls making them uncomfortable in classroom as some due to their age will have the feeling of embarrassment and shame making their participation in education a challenge. From the foregoing there is a clear evidence which indicates that a challenge exist in proper use of language for delivery in primary schools. However, in Kenyan case, there is no adequate and specific information on influence of language use on girls participation in primary education, hence relevance of research in bridging on this gap that has been identified.

2.4 Influence of Instructional Materials on Girls' Participation in Public Primary Schools

Teaching-learning resources are core to the teaching-learning process and play key roles in molding the young generations. However, a close scrutiny of some materials for learning such as textbooks according to FAWE (2006) tend to portray gender roles in such a manner that girls and women are assigned gender roles that portray them as weak individuals. This implies that teaching and learning resources also maintain stereotypical. Hence, text book and other learning resources that communicates how differentiated roles in gender should be accessible for teacher -learning and appraisal as will also lessen learning.

However, sometimes girls as well as women are seen to possess weak roles based on traditions and culture portraying them as passive and submissive weakening their position in the society. This is because as it is observed in a report by UNESCO, (2016) many are the times girls are displaced carrying out home chores with little recognition as leaders but for boys are displayed as strong powerful and intelligent individuals who are leaders in the society. Therefore, it is important to carry out text books scrutiny before they are introduced as learning materials in primary schools for use by teachers and learners. Textbooks so that they can deliver curriculum effectively it is appropriate for them to be designed or developed to portray gender responsive materials as teaching-learning resources. According to Sarantakos, (2013) close examination of textbooks used in schools in Sub-Sahara Africa have been identified to send messages based on stereotypes on gender issues that disadvantage girls' role in the society. For instance, in majority of textbooks for science subjects it is only male learners who normally show up taking up experiments of which it may be interpreted as a male dominated society neglecting the position of girls at primary school level. However, in most of English text books or sometimes even literature set books, majority of the books the way are structured try to portray a male dominated society neglecting in a way the position of girl child education which in one way or the other can be interpreted as a male dominated curriculum which if not addressed the challenge of girls participation in primary school may continue becoming a problem yet to be resolved soon unless radical decisions are made to initiate the change that can bring about equity in curriculum delivery.

However, history books seem to give more emphasis on heroes during the struggle for freedom although heroines were also in forefront in same freedom struggle where this kind of imbalance in their recognition of freedom fighters lowers the role or position played by great women for freedom to be realized. For instance, Field Marshall Muthoni who fought alongside Mau Mau men,

such facts will encourage girls to work hard alongside their male counterparts for their own good and success in education. According to FAWE (2012), the views of problems posed by textbooks requires to be revised in such a manner that it cares for welfare of women and girls so as to strengthen their position in the society as well as provide a platform over which girls education will be enhanced. But also, in order to strengthen girls' position in school and society calls for teachers also to become very creative and innovative to come up with improvisation of teaching resources that are gender responsive (Orodho, 2005). In view of the above arguments, there is a gap between the use of instructional materials and girls' participation in schools. Therefore, this study, will investigate on impacts of instructional materials for curriculum delivery on girls' education participation in public primary schools so as to bridge gap identified.

2.5 Influence of Classroom Management on Girls' Participation in Public Primary Schools

A classroom is a place in school where teachers and learners engage in practices that facilitate learning of pupils in primary schools, (Hill, 1990). A classroom is therefore a building in a school where a group of pupils is given their lessons. It is for this reason that the classroom needs to be well managed and maintained with view of creating health promoting learning environment that is almost free from emissions of behavioral misconducts. The intention must preservation of a constructive effective learning school climate as well as in standard performance. Therefore, the quality of the physical classrooms environment as postulated by Edward, (1993) influences the performance of teachers as well as pupils.

So that to enhance teaching-learning process setup of classroom is very crucial. Thus, where classrooms are overcrowded sitting arrangement are difficult to set up appropriately especially those that will ensure that girls learning is smooth and adequate. Therefore, set up for the classroom should be in such a manner that it is suitable for learning. For example, high stools could create a

challenge for girls to effectively participate in science practical. Sitting arrangement that position girls at the back of the class or positions that block direct vision of the teachers such as classroom corners reinforce habit of passive involvement in class which consequently may cause poor performance of girls in standardized tests. A normal sitting where desks are arranged in sequence of several orderly sets of rows before the teacher does not support learner centered environment for enhancing active students' participation that is crucial in the improvement of girls' classroom participation.

Gender sensitive classroom management is one that integrates both girls together with boys; the positioning of desks that puts girls at ease as well as makes them go beyond their shyness, laboratories stools of right proportions of size and shape that embrace girls as well as boys, pictures on walls that provide developmental gender messages among others. The teacher has to realize that pupils are both boys and girls who have different particular gender requirements. Therefore, gender roles and relations affecting integration process in classroom are recommended where certain issues including as sexual harassment of boys or girls, class male domination in various activities or girls' passivity where sometimes may come into play. This creates gender responsive classroom interactions. (ADEA Biennale 2006). Gender responsive pedagogy.

Management of classroom in other words can be referred to as ability of teachers to have control over space, time, resource pupils' responsibilities or conduct to create a school climate that enables learning to take place (Alberto & Troutman, 1986). On the other hand, Duke (1979) also noted that classroom management entails provision of a school climate that enables teachers' instruction to facilitate learning. However, these observations are also in agreement with David, (1996) findings that environment of the class has a role in fostering appropriate behaviors among pupils therefore,

it is necessary for teachers too have control over activities of the class to facilitate daily activities of learners as well as ensuring pupils are well involved during the lesson.

Boys' and girls' management in classroom is highly depended on curriculum interests, teacher, pupils as responsible citizens, practical instruction and handling of resistance, stress and conflict. Thus, if any of this component is missing then the whole process is spoiled and consequence poor education quality. However, in order to improve academic abilities of pupils and specifically girls in primary school practices that involve parents and pupils have to be considered that not only considers the physical environment of the class but also instructional materials needed by girls so that they can do better in their studies (Wisetrinthong, 2012). According to FAWE (2006), some of the issues of concern to girls education is biological processes such as menstruation during which at this period girls has to miss school due to discomfort that is likely to arise. In addition, girls are likely to worry she might stain her dress and also there are some other girls who may not even afford to buy a pad where as a result they have to miss school for a certain number of days in a month. All these interferes with girls classroom participation.

Classroom management could therefore be regarded as component of effective teaching that discourages improper behavior through proper strategic classroom planning, organizing learners and proper classroom management activities, presentation of instructional resources in the right manner and appropriate management of relationship between pupils and their teachers to enhance pupils' positive engagement in education to facilitate quality provision of primary education. Therefore, management of a class is a process that has many predictable characteristics and leads to effective learning periods, with the capacity to address specific issues and has the power over the events that take place. Classroom management is the establishment of reciprocal respect and personal relationship and plays an important role in the enhancing pupil's achievement and

teachers' self-esteem. Exam arrangements also need dedication to pupils and their learning because rapport with pupils is plays an important role as the starting point for commencing the process of establishment of school organizational culture creation in classroom. According to Evertson and Weinstein (2006) in order to achieve academic success among girls in primary school teachers have a responsibility to ensure that the kind of environment created in class also supports emotional well-being of girls in school. Further what this indicates is that to achieve high on this criterion of classroom management, teachers have to foster and demonstrate personal and interpersonal care and implement instructional plans in manner that enhances pupils' acquisition of knowledge.

Marzano et al. (2003) highlights the importance of having a good or positive interaction between girls, teachers and parents while in school to support well-being of girls in education matters so that their attendance to school can become more enhanced. On the other hand, Evertson (2006) observed the need for teachers to encourage girls' education participation through activities such as group discussion that boosts their abilities to do better in their studies. Teachers therefore has a responsibility to promote growth and development of primary school girls' social skills as well as other self-regulation skill in order to build their capacity to enhance their learning in school. Consequently, Evertson and Weinstein (2006) encourages that teachers are important stakeholders hence ought to apply appropriate intervention to aid learners overcome challenge as a result of schooling. What this means is that pupils classroom management entails a continuous association between pupils together with their teachers in daily school activities. Brophy (2006) presents another view that paying attention to learners need, physical organization that suit pupils needs enhancing learners attendance facilitates girls education. Both assertions put consideration onto the significance of teachers' action to enhance learning for girls in primary public schools. From the foregoing, there is clear evidence which indicates that a gap exists between classroom

management and pupils' active participation in school. However, in the Kenyan case, there is no concrete and sufficient information on how proper management of classroom influences on participation of girls in public primary schools' education, hence relevance of this study so as to fill this gap.

2.6 Theoretical Framework

There are 3 theories that helped steering research. These are; systems theory, theory of student participation and gender schema theory.

2.6.1 The Systems Theory

Guiding the research was systems theory by Luhmann (2004). It is an organizational theory that considers an organization as organism composed of subparts that have related responsibilities but with unique functions. Each organizational unit is coupled and depends on others. The school as an open system as an organization which has a reciprocal relationship with the environment and is in the process of constant change and development. In keeping with Luhmann (2004), the theory is suitable in an environment of a school set up as an open system receives inputs from surroundings. This means pupils coming to school from their societal environments also come with their own goals to achieve, what they believe in or hopes but when leaving school are transformed individuals due to various learning experiences they acquire as a result of interaction with peers as well as teachers. This theory informs ways school managers or supervisors position themselves in their organization knowing the goals that exist, knowing how to pursue the means that will achieve school goals and how to ensure teachers are motivated to perform optimally. The main thrust of this research proposition is that while managers in various schools worldwide may have gained managerial acumen without the theoretical fundamentals on management, it must be preciously underlined that only those managers who apply theory to their daily work have been

provided with better opportunities to manage their organization more efficiently and effectively helping learners and achieve the set objectives. Thus, this theory is relevant in that school managers have to appreciate the role of girls in society in order to attain improved girls' participation in primary schools. School managers must incorporate moves that focus on enhancing girls' education in primary schools and ensuring that all pupils demonstrate splendid performance in such schools.

2.6.2 The Theory of Student Participation

Tinto and Cullen (1973) theory on student participation and central point idea concerning it is that of integration. Therefore, it means that whether a girl remains in school or drops out of school as a definitive predictor it is fixed on girls' level of academic integration and integration in social environment perspectives. Tinto and Cullen (1973) places girls' education theories into three major types comprising of psychological part, environmental part and interactional part of the child learning. Psychology dimensions put emphasis on every person personality trait and look at girl attrition as a result of some failings or sometimes weakness of the individual responsible for girls care and development. However, keeping with Tinto and Cullen (1973) assertions, environmental focus dimension of the child mainly looks at on social aspect of the learner, economic abilities of parents as well as school forces that when brought together influences on girls' retention in learning institutions more so for the girls' education at primary level. Consequently, girls are less responsive to special individual and institutional forces that influence girl retention choices. Economic dimensions stresses features relating to the financial support influence her retention. Therefore, it is within the views of this investigation that girl's access to education and participation is highly influenced by several factors some of which are related to gender responsive

pedagogies hence the need for this investigation on how participation of girls' education may be enhanced.

2.6.3 The Gender Schema Theory

Gender Schema information processing is a cognitively founded theory applicable to the process of development of gender. However, fundamental of this model is cognitive structure referred to as schema. A schema is a framework that is used in order to enable categorization and reduction of knowledge that is incorporated into memory. There are two types of gender-related schemas (Martin and Halverson 1981). The 1st schema is general over-inclusion schema which assist learners to arrange objects based on characteristics and participation in categorization of traits into just male generic or female generic forms. The second schema is lower level or in other words own-sex schema which pupils use to arrange or to look for detailed data in line with own-sex. Therefore, the two schemas enable learners to categorize information in terms of femininity and masculinity or according to similarity or differences of various objects and events or behaviors (Susan, 2024). On the other hand, Bem (1981), Martin and Halverson (1981) observed that during early stages of growth and development is when gender schemas are developed in a child. Moreover, Lori, (2024) proposed that gender schemas can be used to understand growth and developmental stages of a child in terms of development of behavior and attitude and the way information is processed to enable remembrance. Hence, information noticed and encoded is influenced by gender schema in a child with the ability to remember such information where inconsistent information with that gender schema is overlooked but for consistent information is properly processed (Campbell, 2011). Research also indicated that gender schema could also influence the directions for children's preferences, toys and play partners. Since schemas could direct children preference, toy selection and playmates selection. Since schemas are used when

analyzing or sorting out information sometimes can mislead in drawing wrong conclusions. It has been noted that gender schema thematic processing leads to information distortion. Each time information is channeled into gender schema, people tend to recall it in a gender consistent manner which may well be off from the real-world reality. This process does not only demonstrate just how this schema could be easily maintained but also how latent for change they can become.

2.7 The Conceptual Framework

Independent variables were based on learner centered pedagogy, language use, instructional materials and classroom management. However, dependent variable was girls' participation but intervening variables as culture in various societies together with girls' attitude as in Figure 1



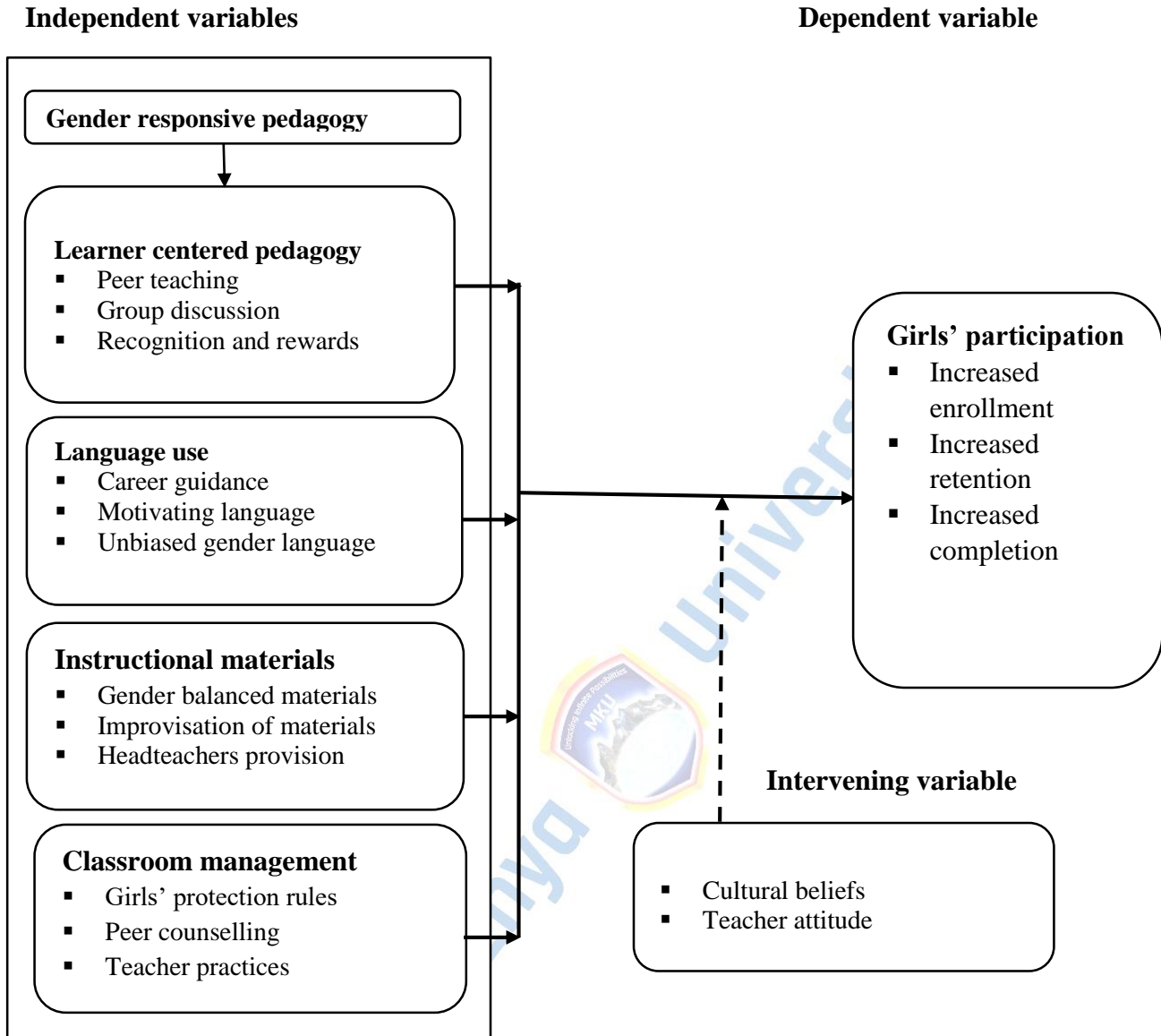


Figure 1 Conceptual Framework

2.8 Research Gaps

Reviewed literature to a great extent has not explained how primary school management practices of girls' education and various pedagogical approaches facilitates girls' active involvement in going to school and engage in academic tasks (UNICEF, 2014). Girls assert themselves and feel empowered given the fact less is done to support primary school girls' participation through increased enrollment as well as progression of girls' primary school education to facilitating graduation to other levels of education. However, on engagement of educational stakeholders and

as far as girls' education is concerned in secondary schools, Njoka (2015) conducted an investigation which established that inequalities in gender in schools' managerial positions had a significant negative influence on female teachers and consequently girls in secondary institutions (Njoka, 2015). That is, motivated groups of people in the society for example female teachers, successful learners in life careers and parents who become successful in the society as role models may sometimes lose motivation to develop their careers because they have discovered that they are faced with more hurdles. It might also have an impact on learning and teaching that should girls engage in any inequality then they are unable to lead. However, the study was done in secondary school level unlike the current focus on public primary school level in order to fill this contextual gap in literature.

On senior teachers' counseling strategies and girls' education in primary schools, John (2014) in Busia District made an investigation and found that guidance and counselling was useful tool to modify unwanted behaviors among girls in primary schools but a conceptual gap exists as the investigation fails to demonstrate how guidance and counselling helps to improve girls participation in primary school level of education hence the rationale of the study to look at how guidance and counselling can be used to fuel girls participation in public primary schools. Moreover, Korir (2010) on a similar investigation in Nakuru District on girls' protection from abuse indicated that proper measures have been placed to ensure girls are safe in school although the study fails to explain on how girls' protection facilitates girls' participation in primary education hence the rationale of the study how various classroom management practices that protects well-being of girls influences girls' participation in education.

2.9 Summary of Literature Review

Empirical literature review addressed girls' learner centered pedagogy, language use, instructional materials together with classroom management strategies as it concerns girl's education participation in public primary schools. However, review indicates that teachers play a critical role on girls' participation in public primary schools although it is not specifically clear how gender responsive pedagogies may facilitate girls' retention. Also, theoretical as well as conceptual frameworks were looked at and consequently research gaps.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter aimed at explaining research procedures applicable in conducting the research. It involves choice of research approach and design that direct research, the place where investigation will take place, population of the members of public targeted, sample size to be used and sampling techniques employed, research tools that aided in gathering of information, reliability of instruments testing and validity testing, procedures followed when gathering information, methods of data analysis and ethical issues put into considerations during investigation.

3.1 Research Methodology

So that to give a coherent interpretation of problem of research, study employed mixed methodology that encompasses gathering of both quantitative as well as qualitative information from participants. Furthermore, this was advantageous in the sense that research involving both strong quantitative as well as qualitative approaches were used so that data gathered from the two would complement each other. However, Creswell (2014) postulates that in quantitative method, investigator examines on specific questions to facilitate gathering of quantifiable information from a large number of respondents.

3.2 Research Design

Descriptive design guided investigation. However, to look at the qualitative part of research, it could also be conducted using the above said qualitative research approach as a way of properly describing the research problem. The purpose of using descriptive design was to explain the

phenomenon as it is on situation of gender responsive pedagogy influence on girls' education participation among primary school level of education of girls in public schools.

3.3 Location of Study

Samburu Central Sub- County where research was done has a population size of 164, 853 people with an area of 10, 990.2 km² and population density at 15 occupants per km² (KNBS, 2019). Major economic practices of people in Samburu Central Sub-County ranges from rearing of livestock, dairy farming, beef farming, goat farming, trade, tourism but for cultivation of crops majority of residence practice subsistence agriculture. In Samburu Central Sub- County, data from ministry of education especially education office in Samburu Central has proved that girl's participation in primary schools has been a challenge as level of drop out cases has been on the increase for last five years making completion rate to continuously decline despite of government effort to ensure education for all through the 100 percent transition policy.

3.4 Target Population

Samburu Central Sub-County data indicate that has a total of 60 primary public schools contributing to a target population of 3237 respondents comprising of 60 Headteachers, 95 G/Counselling teachers, 102 Class teachers, 580 parents in public primary schools and 2400 girls in Grades IV to VI as shown below.

Table 2 *Target population*

Categories	Target Population
Headteachers,	60
Guidance/Counselling Teachers,	95
Class Teachers,	102
Parents,	580
Girls in Grades IV to VI.	2400
Total	3237

Source: Samburu Central Sub- County Office (2025)

3.5 Sampling Procedures and Sample Size

Yamane's Formula will be employed in order to realize an appropriate sample for the study as discussed below;

$$\frac{N}{1 + N (e^2)}$$

Where, N_0 = sample size desired at 95% confidence level

N = Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample will be:

$$N_0 = \frac{3237}{1 + 3237(0.05)^2}$$

$$N_0 = \mathbf{356} \text{ respondents}$$

So that to come up with five different strata stratified sampling was used according to zones counts available in Samburu Central Sub-County. Consequently, from every zone, 3 Headteacher as well as 12 class teachers, 13 Guidance and Counselling teachers, and 16 parents were sampled with considerations of public primary schools where low girls' transition to secondary schools was registered for the last 5 years. Moreover, from every zone, 27 girls in grade IV to VI in Poro, Loosuk, Kisima, Suguta zones while 28 girls for Barsaloi zone was obtained through simple random sampling. Consequently, this enabled investigator to realize a sample size of 15 Headteachers, 60 Guidance/Counselling teachers, 65 Class teachers, 80 Parents and 136 girls in grades IV to VI as illustrated in below.

Table 3 *Sampling Grid*

Categories	Target Population	Sample Size	Sampling Techniques
Headteachers,	60	15	Purposive sampling.
Guidance/Counselling Teachers,	95	60	Purposive random
Class Teachers,	102	65	Simple random
Parents,	580	80	Simple random
Girls in Grades IV to VI.	2,400	136	Simple random
Total	3237	356	

Source: Researcher (2025)

3.6 Research Instruments

This included questionnaires intended for Guidance and Counselling teachers, Class teachers, interview guides for Headteachers, focus group guide for parents and girls in Grades IV to VI and lastly document analysis guide.

3.6.1 Questionnaires for Primary School Guidance and Counselling Teachers and Class Teachers

Questionnaire with both close-ended as well as open ended items for testing intended information for investigation was used to get quantitative information from teachers. According to Morse (2010), to be able to statistically analyze responses from participants a questionnaire is applied to obtain information. Questionnaire tool was grouped in 2 major categories. Firstly, there was a preliminary section on basic demographic information about participants and second part included questions with 5-point liberty scale in accordance with research aims.

3.6.2 Interview Guide for Headteachers

Headteachers participated in interviews in order to obtain qualitative information on responsive gender pedagogies influence on participation of girls in public primary schools. Interview guides

had a section obtaining general information of headteachers on level of education, gender as well as years of experience in teaching while the other areas had questions based on objectives that helped to guide interview process.

3.6.3 Focus Group Discussion for Girls in Grades IV to VI and Parents

Girls in primary schools for the grades IV, V and VI due to their low level of education may not be in a position to address the queries in questionnaire therefore focus group discussion was used to obtain their views as well as opinions on girls' responsive pedagogy practices and how it influences girls' participation in primary schools. Also, some of the parents are likely to have acquired levels of education that are low whereby as a result better suited for focus group discussion so that researcher can make explanations on some areas that may not be well understood about the subject of study. Focus group had sections obtaining general information of girls such as age while for parents' level of education and gender was obtained. However, the preceding section had guiding questions as per objectives of research.

3.6.4 Document Analysis Guide

Document analysis tool had guiding questions organized in order of objectives in order to have specific documents such as admission register, class registers among other documents that generated concrete information on responsive gender pedagogy practices in order to make an assessment of the situation of girls' participation as it is in various primary public schools.

3.7 Piloting of Research Instruments

Piloting of tools was done among 34 participants of target population from Samburu East Sub-County because Kothari (2005) recommends that, a pilot study sample of 10% of population targeted (10.0% of 348) is appropriate and adequate. Piloting was essential in determining test items in research tools as well as identifying some of the problems or challenges likely to occur

during correction of data, estimate cost likely to be incurred as well as time duration to be taken for research data gathering.

3.7.1 Testing for validity

So that to increase validity of tools, the gathered data through different approaches was triangulated. After interviews researcher transcribed data then forwarded them for review and confirmation from participants. Peer debriefing method was used in order to reduce the possibility of having erroneous results. This entailed the assessment of the data by other professional in the area of research being conducted.

3.7.2 Testing for reliability

Technique of split-half helped to determine reliability of tools. This was attained through administering research tools to participants then collected information was divided into two halves. After split half technique, Cronbach Alpha formulae working out aided to know reliability index between the two halves. That is why further Cronbach alphanumeric coefficient should be as close to 1 as possible to determine high internal instrument's reliability. If coefficient value is equal to 0.75 or more was considered as reliable.

3.7.3 Testing for Credibility

To ensure that tools are credible, triangulation was employed where many methods were used to gather information while member checking technique was applied where participants were given responses after data gathering to verify what information given whether it was the intended information so that where possible errors may be corrected in case they occurred.

3.7.4 Testing for Dependability

So that researcher can determine dependability of tools ensured that all qualitative data gathered from respondents is reported in details to facilitate collection of same information on a repeat study.

3.8 Data Collection Procedures

Researcher had introductory letter to NACOSTI issued by School of Postgraduate Studies from university of Mount Kenya which was used to facilitate obtaining of research license from NACOSTI and to be able to have easy access of site. For the study authorization was sort from County Commissioner together with County Director of Education in Samburu County. The researcher together with trained research assistant administered questionnaires to respondents to gather quantitative information. All the questions dully filled were stored under key and lock waiting for analysis after gathering of all information necessary for the research. However, for qualitative information was gathered by use of interview guides for headteachers together with focus group discussion guide from parents and girls in grade four, five and six in public primary schools.

3.9 Data Analysis Procedures

First activity of analysis of data entailed a process of coding that involved sorting out the respondents experience into various themes. To conduct the procedure of data analysis, quantitative data was collected and analyzed and then followed by qualitative information analysis. The required acquired information was segmented into phrases which comprise one data and only idea. Answers to close ended items were labeled and coded. Consequently, analysis of all gathered qualitative data throughout investigation involved thematic analysis alongside objectives of investigation and findings given in narration format. Quantitative information gathered was

described using frequency tables, means, percentages as well as standard deviation together with inferential analysis by simple regression in SPSS version 24. The qualitative findings of investigation were presented in narration together with tables and charts.

3.10 Ethical Considerations

There are a number of ethical issues that were put into considerations during research some of which included the following;

1 Confidentiality and Privacy

To ensure that right to privacy and confidentiality has not been violated all information collected from participants was only accessed by researcher and only used for aim of research intended. Moreover, participants had right to remain anonymous and don't indicate their identities on research tools.

2 Anonymity

Participants were highly advised that they should not indicate any information that can identify them on the research tools despite the tools lacking options for filling individual credentials. This was to ensure that all participants remained anonymous.

3 Informed Consent

All respondents prior to commencement for data collection researcher introduced research purpose as well as provided respondents with self-introductory letter together with other letters such as authorization letters and research license to participants. In addition, respondents were informed that their participation was willingly and have freedom to discontinue with investigation at any point of need arise without fear. Also, participants were informed that there are no benefits attached to participation as the purpose of data collected was for academic utilization only.

4 Storage of Data Collected

Data collected from participants was stored by researcher under key and lock to ensure that it does not get access to un authorized persons to ensure privacy of highest level of respondent's thoughts has been observed.

5.Voruntaly participation

All participants had freedom to choose whether to take part in research or not researcher having explained on study purpose. Also, all participants were provided with a room for discontinuing with participation as need may arise without any fear of being victimized for refusal to participate.

6.Mien and decorum

At all time, before, during and after data collection in the research process researcher observed a polite behavior that was maintained throughout the study

CHPATER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

In this section research outcomes are presented whereby for each objective quantitative results are presented, followed by inferential results then thematic analysis of qualitative data. Also, addressed is general characteristics of population of respondents who took part during investigation. However, other areas comprise analysis of research outcomes on learner centered pedagogy, language use, instructional resources together with classroom management on how it influences on girls' participation in education at primary school level; the case of Samburu Central Sub-County.

4.1 Participants Response Rate

Instruments for investigation having been administered to population sampled generated a response rate of 93.26% which was enough and adequate to make a conclusion on subjects for investigation as portrayed in table.

Table 4 *Response Rate*

Categorization of respondents	of Sampled Respondents	Participants Responded	Rate of Response
Headteachers	15	14	93.33%
Guidance & Counselling teachers	60	56	93.33%
Class teachers	65	62	95.38%
Grade IV to VI Girls	136	130	95.59%
Parents	80	70	87.50%
Total	356	332	93.26

Source; Researcher, 2025

Results from table above demonstrates that primary school headteachers generated a response of 93.33 % (14), Guidance and Counselling teachers 93.33% (56), Class teachers 95.38% (62), Grade IV to VI learners 95.59% (130) whereas parents' response was at 87.50% (70) consequently generating a total response of 93.26% (332) which was adequate to draw objective observations as well as conclusions.

4.2 Report on General Participants Information

Background information concerning participants gender, education attainment as well as age of girls, in Samburu Central Sub-County who took part in investigation as it helps to provide background demographic characteristic of participants.

4.2.1 Gender of Participants

Results from Headteachers interviews identified male headteachers as majority at 57.14% (8) whereas female Headteachers contributed for 42.86% (6). However, Guidance and counselling teachers' male teachers were minority at 46.43% (26) while female guidance and counselling teachers were more at 53.57% (30). Moreover, class teachers who took part in research, males were just slightly higher than females at 54.84% (34) while females were 45.16% (28). Furthermore, among parents who participated 37.14% (26) were male parents but female parents were slightly higher at 62.86% (44) indicating that majority of female parents normally participate in education of children compared to male counterparts. These outcomes were further presented in a graph as shown.

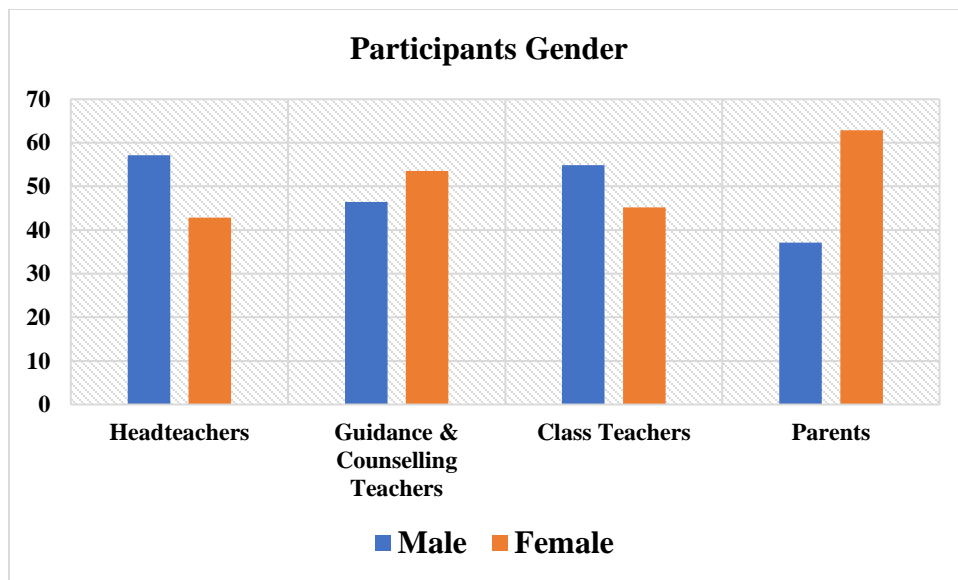


Figure 2 *Participants Gender*

This figure illustrates that there was adequate gender representation across all respondents where it also posits that female parents are more involved in education activities of pupils in Samburu central Sub-County.

4.2.2 Level of Education of Participants

Information concerning level of education of participants including parents, class teachers, Guidance and Counselling teachers as well as headteachers. From information obtained revealed that highest number of headteachers had a degree at 42.86% (6), headteachers who had a diploma were 35.71% (5) whereas those who had a post graduate qualification contributed for 21.43% (3). Concerning level of education for guidance and counselling teachers' findings indicated that a small percentage of 3.57% (2) had a certificate, 53.57% (30) had a diploma, 32.14% (18) had a degree level whereas those who had attained post graduate qualification contributed for 10.71% (6). Moreover, results indicated that a small percentage of class teachers had a certificate at 3.22% (2), those who had a diploma were slightly more than half of class teachers at 54.84% (34), for a

degree there were 29.03% (18) class teachers but for post graduate attainment there were 12.90% (8) class teachers. Finally, parents' level of education was also captured whereby collected data revealed about half of parents at 51.43% (36) had a certificate level of education, 32.43% (22) had a diploma, 11.43% (8) had a degree whereas only 5.71% (4) had a post graduate qualification among parents as also demonstrated in figure below.

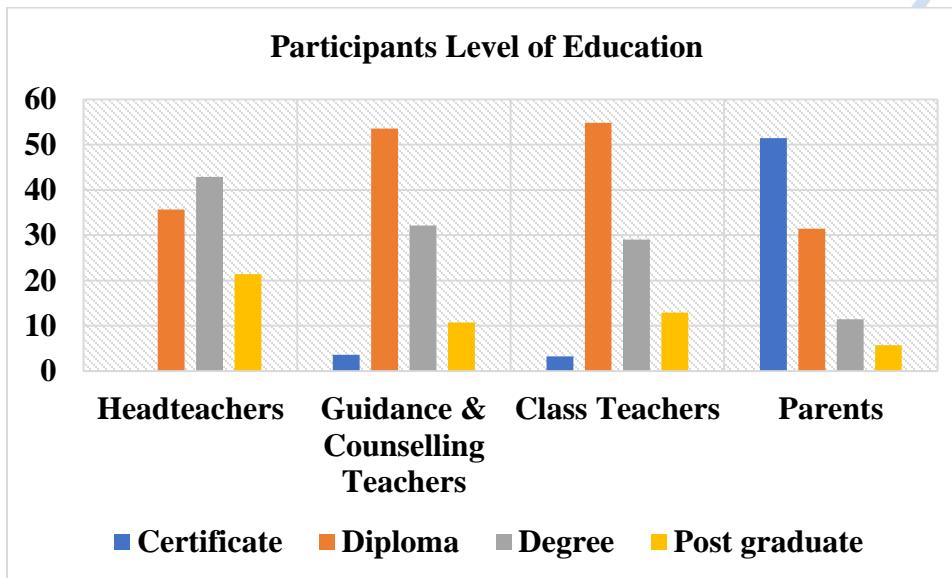


Figure 3 *Participants Education Level*

Therefore, these results indicate there was adequate level of education of participants to provide needed information across all participants category with diploma levels and degree levels attracting majority of participants as demonstrated above.

4.2.3 Age of Girls

Age of girls was another background information that was gathered. This was important in that it would help to compare against national age groups of school going children. Consequently, outcomes of the study illustrated that age of girls was relatively variant because data revealed that

most of girls had a slightly higher number of years compared to national age group of school going children of 9 years to 11 years. For instance, 61.54% (80) of sampled girls between grade 4 to grade 6 were of 11 years and above. However, 23.08% (30) were of 9-10 years and 15.38% (15) had the age of 8 years or below. This information was presented in a pie chart below.

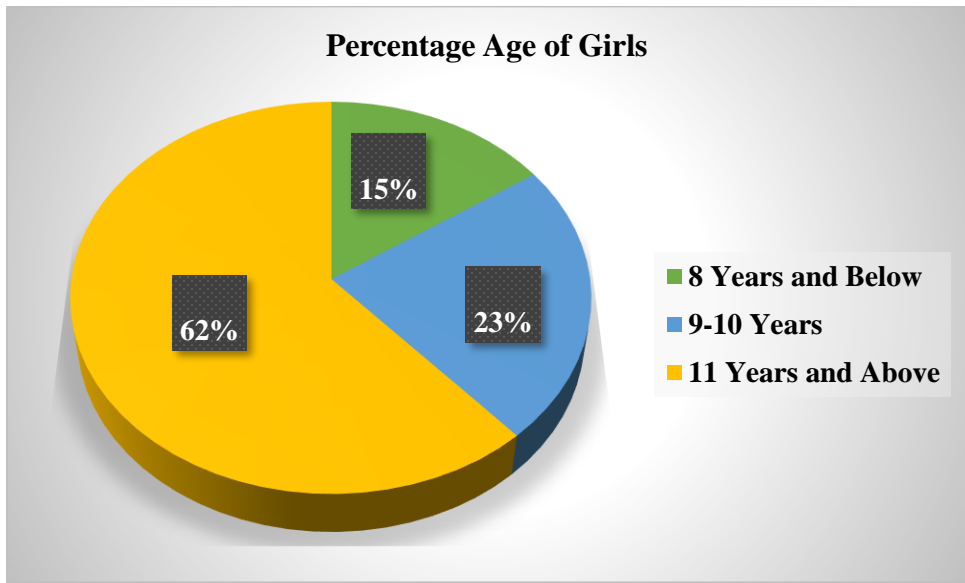


Figure 4 *Percentage Age of Girls*

4.3.1 Report on Learner Centered Pedagogy on Girl's Participation in Public Primary Schools

Teachers responsible for Guidance and Counselling were subjected into a questionnaire whereby information concerning learner centered pedagogy was gathered as well as what kind of impact it can lead to participation of girls in primary institutions. Results were presented as shown in table below.

Table 5 Report for Guidance and Counselling Teachers on Learner centered pedagogy and girls Participation in Public Primary Schools

Key SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-

Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Encouraging girls' efforts in my school helps to increase number of girls retained in school	F	28	10	2	8	8
	%	50.00	17.86	3.57	14.29	14.29
My school facilitates peer teaching consequently promoting number of girls completing their primary education	F	10	26	4	6	10
	%	17.86	46.43	7.14	10.71	17.86
Promotion of group discussions in class in my school has enabled girls to develop a positive attitude towards education facilitating their retention in school	F	30	11	5	4	6
	%	53.57	19.64	8.93	7.14	10.71
Appreciation of girls and acknowledgement facilitates increment of number of girls completing their primary education	F	14	18	4	8	12
	%	25.00	32.14	7.14	14.29	21.43
Learner centered pedagogy influences girls' participation in primary education in public schools	F	30	18	2	3	3
	%	53.57	32.14	3.57	5.36	5.36

Source; Researcher, 2025

Half of guidance and counselling teachers at 50.00% (28) strongly agreed that encouraging girls to be at school increases girls' retention, 17.86% (10) agreed, 3.57% (2) were undecided, 14.29% (8) disagreed whereas 14.29% (8) strongly disagreed. Secondly, teachers responsible for guidance and counselling were asked on how peer teaching may influence girls' completion whereby 17.86% (10) strongly agreed it has an impact, 46.43% (26) agreed, 7.14% (4) remained neutral, 10.71% (6) disagreed while 17.86% (6) strongly disagreed. Concerning promotion of group discussion in learning so that girls can become more engaged in class work consequently retaining in school slightly more than half at 53.57% (30) strongly agreed, 19.64% (11) agreed, 8.93% (5) were undecided, 7.14% (4) disagreed while only 10.71% (6) who strongly disagreed. On the other hand, when appreciation as well as acknowledgement of girls influence on girls' completion was examined a quarter of respondents at 25.00% (14) strongly agreed that it has an impact, 32.14% (18) agreed, 7.14% (4) remained undecided, 14.29% (8) disagreed while only 21.43% (12) of guidance and counselling teachers who strongly agreed appreciation or acknowledgement has influence on girls' completion. Moreover, a general question was posed to respondents on their views that use of learner centered pedagogy influences girls' participation in public primary institution where slightly more than half of guidance and counselling teachers at 53.57% (30) strongly agreed, 32.14% (14) agreed, 3.57% (2) remained undecided, 5.36% (3) disagreed but those who strongly disagreed contributed for 5.36% (3).

Another group of respondents that was examined on the same was class teachers due to their continuous interaction with learners in primary schools. Responses obtained were then tabulated below.

Table 6 Report for Class Teachers on Learner Centered Pedagogy and Girls Participation in Primary Institutions

Key SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Encouraging girls' efforts in my school helps to increase number of girls retained in school	F	34	20	3	2	3
	%	54.83	32.26	4.84	3.23	4.84
My school facilitates peer teaching consequently promoting number of girls completing their primary education	F	19	27	5	5	6
	%	30.65	43.55	8.06	8.06	9.68
Promotion of group discussions in class in my school has enabled girls to develop a positive attitude towards education facilitating their retention in school	F	33	21	2	3	3
	%	53.23	33.87	3.23	4.84	4.84
Appreciation of girls and acknowledgement facilitates increment of number of girls completing their primary education	F	22	18	6	6	10
	%	35.48	29.03	9.68	9.68	16.13
Learner centered pedagogy influences girls' participation in primary education in public schools	F	36	18	3	3	2
	%	58.06	29.03	4.84	4.84	3.23

Source; Researcher, 2025

Classteachers were also examined on their views concerning learner centered pedagogy and girls' participation in primary school education. On sentiments that encouraging girls' efforts facilitating

retention of girls slightly more than half of class teachers at 54.83% (34) strongly agreed it has impact, 32.26% (20) agreed, 4.84% (3) were undecided, 3.23% (2) disagreed whereas 4.84% (3) strongly disagreed. Furthermore, class teachers' opinions on use of peer teaching as a collaborative approach for girls learning to promote primary school girls' completion 30.65% (19) of class teachers strongly agreed, 43.55% (27) agreed, 8.06% (5) class teachers were undecided, 8.06% (5) disagreed while 9.68% (6) strongly disagreed. Class teachers also responded concerning promotion of group discussion and retention of girls in schools whereby this statement attracted half of teachers at 53.23% (33) to strongly agree with this observation, 33.87% (21) agreed, 3.23% (2) were undecided, 4.84% (3) disagreed while 4.84% (3) strongly disagreed. In addition, class teachers also participated on the question whether appreciation or acknowledgement of girls facilitates increased completion among primary school girls whereby 35.48% (22) strongly agreed, 29.03% (18) agreed, 9.68% (6) were undecided, 9.68% (6) disagreed while 16.13% (10) strongly disagreed. Consequently, to capture general views of class teachers on learner centered pedagogy and girls' participation a general question was asked to class teachers that learners centered pedagogy influence girls' participation where a good percentage of class teachers at 58.06% (36) strongly agreed, 29.03% (18) agreed, 4.84% (3) were undecided, 4.84% (3) disagreed whereas 3.23% (2) strongly disagreed. Therefore, it is from this general overview of guidance and counselling teachers together with class teachers views that observations made can draw conclusions that learner centered pedagogy has a significant impact how girls promotion o attendance, completion and transition can be more enhanced therefore practices that are learner centered should be highly promoted in schools.

4.3.2 Report on Inferential Findings on Learner Centered Pedagogy on Girls Participation in Public Primary Schools

To get inferential findings frequencies of class teachers as well as guidance and counselling teachers were analyzed as shown in table 7 to determine whether there is any relationship of learner centered pedagogy and primary schools' girls' participation.

Table 7 Report on Frequencies of Learner Centered Pedagogy and Girls Participation in Primary school Education

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Guidance & counselling Teachers' (X)	30	18	2	3	3
Class teachers (Y)	36	18	3	3	2

Source; Researcher, 2025

Above data as subjected to Karl Pearson Correlation coefficient to determine relationship of learner centered pedagogy and primary school girls' participation in primary education in public institutions. At 0.05 level of significance value of r was taken to range from negative 1 to positive one. Therefore, where value of r comes close to digit 1 was an indication of a strong association between the two variables of consideration but when close to zero a weak association. Results of this determination were presented as shown in table 8.

Table 8 Report on Karl Pearson Relationship of Learner Centered Pedagogy and Girls Participation in Primary school education

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Guidance & counselling teachers (X)	56	1246	5	1329	0.99	High Positive Correlation
Class teachers (Y)	62	1462				

Source; Researcher, 2025

In conclusion results indicate that there is a high positive relationship of $r=0.99$ on learner centered pedagogy and girls' participation in public primary schools.

4.3.3 Report on Thematic Analysis of Learner Centered Pedagogy on Girls Participation in Public Primary Schools

Headteachers in primary schools participated in interviews while girls in grade 4 to 6 together with parents helped researcher to gather qualitative findings by participating in focus group discussions.

In one of the interviews one respondent noted that;

“Employing learner centered pedagogy during classroom teaching and learning processes helps to empower primary school girls by making girls become more active participants in class and not passive. Therefore, when girls are given an opportunity to participate fully in class, they are likely to give opinions on, ask questions as well as contribute to class discussions making girls experience a sense of belonging in the school contributing positively to education as more learners will be comfortable at school improving on class attendance”

In keeping with words of this respondent it is important to have teaching methods put in place that aim at involving girls when in class so that girls in primary school can become more engaged with academic work consequently improving on attendance. These observations were further supported by findings in focus group discussions whereby one of the participants commented that;

“Collaborative working together of girls has the ability not only to improve academic performance of girls but also girls in primary schools gets an opportunity to interact as

well as learn from each other appreciating individual differences among girls, helps build social skills necessary for girls' development socially as well as other aspects of growth and development. Through this activities girl are able to improve on their participation level through increased retention as many girls become comfortable with school environment”

Therefore, from this respondent it can be observed that applying pedagogies that are learner centered are helpful for girls in primary school because this helps to keep girls more engaged with class work, as well as encourage each other through interactive practices making school environment enjoyable and encouraging for learning. However, there is urgency on need for strategies to be well aligned with pedagogical activities in class to develop a more conducive school climate for girls learning.

4.4.1 Report on Language Use Influence on Girls Participation in Public Primary Schools

Second objective for examination was on impact of language use where guidance and counselling teachers' views were collected then presented as illustrated below.

Table 9 Report on Frequencies for Guidance and Counselling Teachers on Language use and Girls Participation in primary school

Key SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-

Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Career guidance to girls in my school facilitates increased number of girls in primary school education completion	F	16	24	5	6	5
	%	28.57	42.86	8.93	10.71	8.93
Use of unbiased gender language in my school helps to retain girls in school	F	20	18	6	8	4
	%	35.71	32.14	10.71	14.29	7.14
My school career guidance has facilitated retention of girls in primary school	F	17	25	3	4	7
	%	30.36	44.64	5.36	7.14	12.50
Use of encouraging language to girls in primary school has enabled increment of number of girls being enrolled in school.	F	26	18	2	4	6
	%	46.43	32.14	3.57	7.14	10.71
Language use in primary school education influences girls' participation	F	24	18	4	6	4
	%	42.86	32.14	7.14	10.71	7.14

Source; Researcher, 2025

Career guidance increasing number of girls completing primary school education attracted 28.57% (16) of guidance and counselling teachers to strongly agree with this sentiment. However, 42.86% (24) also agreed, 8.93% (3) remained undecided, 10.71% (10) disagreed whereas those who strongly disagreed contributed for 8.93% (5). Secondly, use of unbiased gender language and

retention of public primary school girls called for 35.71% (20) of guidance and counselling teachers to strongly agree, 32.14% (18) to agree, 10.71% (6) undecided, 14.29% (8) disagreed but a smaller number of participants at 7.14% (4) strongly disagreed. Moreover, when participants were asked their views on career guidance facilitating retention, 30.36% (17) strongly agreed, 44.64% (25) agreed, 5.36% (3) were undecided, 7.14% (4) disagreed while 12.50% (7) strongly disagreed. Furthermore, concerning use of encouraging language promoting increased enrollment among primary school girls a good number of teacher counsellors at 46.43% (26), strongly agreed, 32.14% (18) agreed, 3.57% (2) were undecided, 7.14% (4) disagreed while 10.71% (6) strongly disagreed. Consequently, teachers responsible for guidance and counselling were examined on a general perception on language use in primary public schools promoting girls' participation whereby 42.86% (24) strongly agreed, number of those who agreed contributed for 32.14% (18), for those who neither agreed nor disagreed were 7.14% (4), whereas 10.71(6) disagreed while 7.14% (4) strongly disagreed.

Class teachers also for having close interaction in daily activities at school were also examined to take up their views or opinion on language use impact on girls' participation where results obtained are presented below in a table.

Table 10 Report on Classteachers Questionnaire on Language Use influence on Girls Participation in Public Primary Schools

Key SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Career guidance to girls in my school facilitates increased number of girls in primary school education completion	F	30	22	3	4	3
	%	48.39	35.48	4.84	6.45	4.84
Use of unbiased gender language in my school helps to retain girls in school	F	34	18	4	3	3
	%	54.84	29.03	6.45	4.84	4.84
My school career guidance has facilitated retention of girls in primary school	F	16	28	5	6	7
	%	25.81	45.16	8.06	9.68	11.29
Use of encouraging language to girls in primary school has enabled increment of number of girls being enrolled in school.	F	36	18	4	2	2
	%	58.06	29.03	6.45	3.23	3.23
Language use in primary school education influences girls' participation	F	20	28	5	4	5
	%	32.26	45.16	8.06	6.45	8.06

Source; Researcher, 2025

Concerning provision of career guidance promoting girls school completion attracted 48.39% (30) of class teachers to strongly agree while 35.48% (22) agreed making those who either strongly agreed or agreed be a major majority of respondents. However, 4.84% (3) were undecided, 6.45% (4) disagreed whereas 4.84% (3) strongly disagreed. Moreover, use of unbiased gender language

facilitating retention of girls in school attracted more than half of class teachers to strongly agree at 54.84% (34), 29.03% (18) agreed, 6.45% (4) were undecided while class teachers who disagreed contributed for 4.84% (3) whereas those who strongly disagreed were also 4.84% (3). Class teachers were additionally asked on role of career guidance in promoting retention of girls in primary institutions whereby 25.81% (16) strongly agreed promotes retention, 45.16% (28) agreed, 8.06% (5) were undecided, 9.68% (6) disagreed but class teachers who strongly disagreed were 11.29% (7). Moreover, use of encouraging language was also examined on kind of impact it is likely to generate on improvement of enrollment of girls in primary schools where a good number of class teachers at 58.06% (36) strongly agreed it has a significant impact, 29.03% (18) agreed, 6.45% (4) were undecided, 3.23% (2) disagreed while class teachers who strongly disagreed contributed for 3.23% (2). To sum up objective two of investigation class teachers' general opinion on language use promotion of girls' participation was also examined whereby a total of 32.26% (200) of class teachers strongly agreed it has a significant impact, 45.16% (28) agreed it has an impact, 8.06% (5) remained undecided, 6.45% (4) disagreed along with 8.06% (5) of class teachers who strongly disagreed. From this observation it can be observed that class teachers and guidance and counselling teachers to a large extent agrees that minding language use in primary school is crucial for girls' participation in education although to some instances it is not effectively observed which may have a negative influence on girls' education in primary institutions.

4.4.2 Report on Inferential Findings on Language Use Influence on Girls Participation in Public Primary Schools

Class teachers' frequencies of language use promotion of girls' participation along with guidance and counselling teachers were analyzed as demonstrated in table so that relationship of availability of relationship may be determined using Karl Pearson.

Table 11 Report on frequencies of Adopting Language use and Girls Participation in Primary schools

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Guidance & counselling Teachers' (X)	24	18	4	6	4
Class teachers (Y)	20	28	5	4	5

Source, Researcher, 2025

Moreover, above data was consequently examined under Karl Pearson then results tabulated below in table 11. At 0.05 level of significance value of r was taken to range from negative 1 to positive 1. Consequently, if value of r calculated was closer to 1 that was an indication of a strong association but closer to zero a weak relationship.

Table 12 Report on Karl Pearson Analysis of Language use and girls Participation in Primary Schools

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Guidance & counselling teachers (X)	56	968	5	1056	0.89	High Positive Correlation
Class teachers (Y)	62	1250				

Source, Researcher, 2025

Therefore, this finding shows a high positive relationship of r=0.89 on language use and girls' participation in public primary institutions.

4.4.3 Report on Thematic Analysis on Language Use Influence on Girls Participation in Public Primary Schools

Girls in grade 4 and 5 together with their parents participated in focus group while on the other hand headteachers responded in interviews. Concerning language use and girls' participation informants from discussion alluded that;

“Majority of primary school girls demonstrate discomfort when it comes to scientific terminologies. For instance, girls may feel intimidated when complex vocabularies are used hence expectations on use of certain terms may alienate girls who are less confident on their linguistic abilities. However, a similar phenomenon was observed during interview whereby it was found that, if cultural norms in the society where girls are coming from dictate that boys are better compared to girls in science related subjects' girls are more likely to internalize this belief causing them to withdraw that can consequently impact negatively on girls' participation in primary school education”

Therefore, this means that kind of communication done by peers, teachers, community members in the society as well as parents may influence education participation of girls especially use of a language that portrays certain task to be best suited for boys that may intimidate girls from taking part affecting their participation in school activities. In addition, in an interview another respondent observed that;

“In an environment where boys dominate in a discussion, girls are likely to feel undervalued that might make them withdraw from participation. Consequently, this is likely to negatively impact girls' education making them dislike school that at long run may cause reduced girls' enrollment in primary schools”

What this means is that it is always fair for primary school teachers to take charge as well as other educational stakeholders to always use a language that promotes equity among both genders while avoiding discussions or terminologies that may end up portraying girls as less capable or less fortunate compared to their counterparts of opposite gender.

4.5.1 Report on Instructional Materials Influence on Girls Participation in Public Primary Schools

Guidance and counselling teachers received questionnaire where responses on impact of instructional materials was examined on girls' participation as presented.

Table 13 Report on Guidance and Counselling Teachers Questionnaire on Instructional Materials and Girls Participation in Public Primary Schools

Key SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
In my school, teachers use of modeling instructional materials facilitates encouragement of girls to learn increasing enrollment.	F	28	17	3	3	5
	%	50.00	30.36	5.36	5.36	8.93
Headteacher in my school involves teachers by provision of adequate learning materials for girls consequently helping girls to complete school	F	16	24	4	6	6
	%	28.57	42.86	7.14	10.71	10.71
Provision of appropriate instructional materials to girls encourages them to remain in school hence increased retention.	F	30	19	2	3	2
	%	53.57	33.93	3.57	5.36	3.57
Use of gender balanced instructional materials encourages enrollment of girls in primary schools	F	16	14	6	12	8
	%	28.57	25.00	10.71	21.43	14.29
Use and choice of instructional resources in primary education institutions influences girls' participation in education	F	29	19	2	4	2
	%	51.79	33.93	3.57	7.14	3.57

Source; Researcher, 2025

Use of modelling as an instructional material facilitating learning encourages girls to like and attend school increasing rate of enrollment attracted 50.00% (28) of guidance and counselling teachers to strongly agree, 30.36% (17) agreed, 5.36% (3) were undecided, 5.36% (3) disagreed

while 8.93% (5) strongly disagreed. On another statement, same respondents' guidance and counselling teachers were asked on headteachers involvement on provision of adequate learning materials that consequently facilitate completion of girls whereby 28.57% (16) strongly agreed, 42.86% (24) agreed, 7.14% (4) were undecided, 10.71% (6) disagreed whereas 10.71% (6) strongly disagreed. In addition, provision of appropriate instructional materials encouraging girls to remain at school attracted slightly more than half of guidance and counselling teachers at 53.57% (30) to strongly agree, 33.93% (19) agreed, 3.57% (2) remained undecided, 5.36% (3) disagreed but those who strongly disagreed were 3.57% (2). Moreover, application of gender balanced instructional materials facilitates enrolment of girls in schools as many girls tend to be more comfortable at school 28.57% (16) strongly agreed, 25.00% (14) agreed, 10.71% (6) were undecided, 21.43% (12) disagreed while 14.29% (8) strongly disagreed. Consequently, on a question that use of instructional materials influence girls' participation in primary institutions, 51.79% (29) of guidance and counselling teachers strongly agreed, 33.93% (19) agreed, 3.57% (2) were undecided, 7.14% (4) disagreed while 3.57% (2) strongly disagreed. Additionally, class teachers also participated in answering questions on instructional materials and girls' participation where outcomes were presented as shown in table.

Table 14 Report on Class Teachers Questionnaire on Instructional Materials and Girls Participation in Public Primary Schools

Key SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
In my school, teachers use of modeling instructional materials facilitates encouragement of girls to learn increasing enrollment.	F	30	19	4	4	5
	%	48.39	30.65	6.45	6.45	8.06
Headteacher in my school involves teachers by provision of adequate learning materials for girls consequently helping girls to complete school	F	20	26	4	6	6
	%	32.26	41.94	6.45	9.68	9.68
Provision of appropriate instructional materials to girls encourages them to remain in school hence increased retention.	F	30	21	4	3	4
	%	48.39	33.87	6.45	4.84	6.45
Use of gender balanced instructional materials encourages enrollment of girls in primary schools	F	18	16	6	12	10
	%	29.03	25.81	9.68	19.35	16.12
Use and choice of instructional resources in primary education institutions influences girls' participation in education	F	30	22	2	6	2
	%	48.39	35.48	3.23	9.68	3.23

Source; Researcher, 2025

Class teachers were also examined on use of instructional materials whereby use of modelling materials how it may influence girl's enrollment 48.39% (30) of class teachers strongly agreed modelling has impact on girls' enrolment, 30.65% (19) agreed, 6.45% (4) were undecided, 6.45% (4) disagreed while those who strongly disagreed contributed for 8.06% (5). Secondly, class

teachers participated on the question headteachers involvement of teachers in selection as well as provision of instructional materials that help girls complete school, 32.26% (20) strongly agreed, 41.94% (26) agreed, 6.45% (4) were undecided, 9.68% (6) disagreed while 9.68% (6) strongly disagreed. Moreover, provision of appropriate instructional materials facilitating girls' retention in school made 48.39% (30) of class teachers to strongly agree, 33.87% (21) agreed, 6.45% (4) were undecided, 4.84% (3) disagreed whereas class teachers who strongly disagreed contributed for 6.45% (4). In addition, use of gender balanced instructional resources was examined on kind of influence it may have on enrollment of girls whereby 29.03% (18) strongly agreed, 25.81% (16) agreed, 9.68% (6) remained undecided, 19.35% (12) disagreed but number of class teachers who strongly disagreed contributed for 16.12% (10). Consequently, class teachers were examined on a general question on use of instructional materials how it influences on girls' participation in public primary institutions whereby 48.39% (30) strongly agreed, 35.48% (22) agreed, 3.23% (2) were undecided, 9.68% (6) disagreed while 3.23% (2) strongly disagreed. Therefore, from this observation both class teachers and guidance and counselling teachers to a great extent agrees that choice of instructional materials influences on girls in various ways that consequently affects girls' participation for instance modelling was identified to be attractive to girls hence motivate girls to be in school increasing enrollment.

4.5.2 Report on Inferential Findings on Instructional Materials Influence on Girls Participation in Public Primary Schools

Frequencies for class teachers together with guidance and counselling teachers were analyzed as presented in table 14 so as to permit Karl Pearson analysis to determine form of relationship that could exists on use of instructional materials and girls' participation in public primary institutions.

Table 15 Report on Analysis of guidance and counselling teachers and class teachers' frequencies on use of instructional resources and girls' participation in primary public institutions

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Guidance & counselling Teachers' (X)	29	19	2	4	2
Class teachers (Y)	30	22	2	6	2

Source; Researcher, 2025

Consequently, so that to determine association between instructional materials and girls' participation, value of r, when significance level of 0.05 was taken as a range of -1 to +1 whereby if value of r calculated is closer to 1 means a strong relationship but when fur from 1 meaning close to zero a weak association exist.

Table 16 Report on Karl Pearson Analysis of Use of Instructional Materials and Girls Participation in Primary School Education

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Guidance & counselling teachers (X)	56	1226	5	1320	0.99	High Positive Correlation
Class teachers (Y)	62	1428				

Source; Researcher, 2025

Consequently, value of r calculated was r=0.99 indicating a high positive relation between instructional materials and girls' participation in public primary schools.

4.5.3 Report on Thematic Analysis on Instructional Materials Influence on Girls Participation in Public Primary Schools

Headteachers helped in interviews whereas girls in grade 4 to 6 and parents helped in focus group discussions so as to generate qualitative information concerning instructional materials influence on girls' participation. During one of the interviews one participant made observations that;

“Instructional materials for use in classroom teaching has to be cognizant for female role models so that girls can be encouraged. In addition, accessibility of resource materials including text books, digital resources. This is because, where materials are not readily available for some reasons such as social economic barriers issues participation of school girls in primary education will decline.”

In keeping with words of author above it is important choice of materials being used for girls' education and more so be having female role models to encourage more girls to participate in primary education. In a focus group discussion, a similar situation was noted as one parent noted that;

“Materials that are used for instruction in classroom it is important that such materials be culturally sensitive as well as respect various cultures where learners come from. This is because when materials incorporate local cultures positively girls are more likely to be comfortable and willing to participate in education in primary school education.”

Consequently, it can be observed that materials being used for instruction by teachers are very critical when it comes to girls' participation in primary school education. Therefore, when choosing the material factors such as relevance of the materials, accessibility of materials as well as cultural sensitivity of materials are some of the factors to consider when determining choice of the materials.

4.6.1 Report on Classroom Management Influence on Girls Participation in Public Primary Schools

Guidance and counselling teachers participated in answering a questionnaire on classroom management and girls' participation whereby outcomes were recorded as shown in table presented below.

Table 17 Report on Questionnaire for Guidance and Counselling Teachers on Classroom Management Influence on Girls Participation in Public Primary Schools

Key SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Punishing those who bully girls encourages girls to remain in school most of the time encouraging their education participation.	F	27	18	3	4	4
	%	48.21	32.14	5.36	7.14	7.14
Drop out cases in my school reduction is as a result of punishing those who abuse or in other words bully girls in school.	F	20	22	4	4	6
	%	35.71	39.29	7.14	7.14	10.71
Headteachers strategies on enhancing girls' protection rules in classroom has led to increased completion of girls in school.	F	24	18	6	3	5
	%	42.86	32.14	10.71	5.36	8.93
Teachers who ensure good classroom management in their schools have their schools attract more girls participating than their counterparts causing increased enrollment.	F	30	18	2	2	4
	%	53.57	32.14	3.57	3.57	7.14
Teachers' classroom management influences girls' participation in primary education.	F	29	16	4	3	4
	%	51.79	28.57	7.14	5.36	7.14

Source; Researcher, 2025

Ensuring that girls are not bullied in school by punishing individuals who mishandle girls influences on girls' retention made 48.21% (27) of guidance and counselling teachers to strongly agree, 32.14% (18) agreed, 5.36% (3) were undecided, 7.14% (4) disagreed which was same number of respondents who strongly disagreed at 7.14% (4). In another statement, 35.71% (20) of guidance and counselling teachers strongly agreed that drop out cases decline when those individuals who bully girls are punished. However, 39.29% (22) agreed, 7.14% (4) were undecided, 7.14% (4) disagreed and 10.71% (6) strongly disagreed. Moreover, respondents were asked on whether headteachers strategies on ensuring girls protection in classroom facilitates completion of girls in primary education whereby, 42.86% (24) strongly agreed, 32.14% (18) agreed, 10.71% (6) were undecided, 5.36% (3) disagreed and 8.93% (5) strongly disagreed. In addition, on statement teachers who ensure good classroom management have their schools attract more girls for enrollment attracted slightly more than half of participants at 53.57% (30) to strongly agree, 32.14% (18) to agree, 3.57% (2) were undecided, 3.57% (2) disagreed while 7.14% (4) strongly disagreed. Consequently, on proper classroom management practices influencing girls' participation half of guidance and counselling teachers at 51.79% (29) strongly agreed, 28.57% (16) agreed, 7.14% (4) were undecided, 5.36% (3) disagreed while 7.14% (4) strongly disagreed. Another group of participants who participated in questionnaire were class teachers and responses gotten from class teachers on classroom management practices impact on girls' participation were presented below.

Table 18 Report on Class Teachers Questionnaire on Classroom Management and Girls Participation in Public Primary Schools

Key SA-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**-Strongly Disagree, **F**-Frequency, **%**- Percentage

Test Items		SA	A	U	D	SD
		5	4	3	2	1
Punishing those who bully girls encourages girls to remain in school most of the time encouraging their education participation.	F	34	21	2	2	3
	%	54.84	33.87	3.23	3.23	4.84
Drop out cases in my school reduction is as a result of punishing those who abuse or in other words bully girls in school.	F	18	24	6	7	7
	%	29.03	38.71	9.68	11.29	11.29
Headteachers strategies on enhancing girls' protection rules in classroom has led to increased completion of girls in school.	F	30	20	2	4	6
	%	48.39	32.26	3.23	6.45	9.68
Teachers who ensure good classroom management in their schools have their schools attract more girls participating than their counterparts causing increased enrollment.	F	36	16	3	4	3
	%	58.08	25.81	4.84	6.45	4.84
Teachers' classroom management influences girls' participation in primary education.	F	35	17	2	5	3
	%	56.45	27.42	3.23	8.06	4.84

Source; Researcher, 2025

Protecting girls against bullying by way of punishing individuals who bully girls helping girls to remain in school made half of class teachers at 54.84% (34) to strongly agree, 33.87% (21) agreed, 3.23% (2) were undecided, 3.23% (2) disagreed whereas 4.84% (3) strongly disagreed. In addition, on statement declining dropout rates being as a result of punishing persons who bully girls made

29.03% (18) of class teachers to strongly agree, 38.71% (24) agreed, 9.68% (6) were undecided, 11.29% (7) disagreed while 11.29% (7) also strongly disagreed. Moreover, headteachers strategies for ensuring girls protection consequently facilitating girls' completion for primary school education made 48.39% (30) of class teachers to strongly agree, 32.26% (20) agreed, 3.23% (2) were undecided, 6.45% (6) disagreed while those who strongly disagreed contributed for 9.68% (6). Furthermore, a higher number of class teachers at 58.08% (36) strongly agreed that teachers who ensure effective classroom management attract more girls being enrolled in schools, a quarter of class teachers at 25.81% (16) agreed, 4.84% (3) were undecided, 6.45% (4) disagreed while 4.845 (3) strongly disagreed. Finally, on the general statement that teacher's classroom management influences participation of girls in public primary schools attracted more than half of teachers to strongly agree at 56.45% (35), more than a quarter of class teachers at 27.42% (17) agreed, 3.23% (2) were undecided, 8.06% (5) disagreed while 4.84% (3) strongly agreed. Therefore, both respondents that is guidance and counselling teachers together with class teachers to a great extent felt that classroom management practices are an essential practice that can be employed to encourage girls' participation. This is because when classroom environment is conducive, more girls will be willing to participate in education and also conditions will be favorable facilitating learning.

4.6.2 Report on Inferential Findings on Classroom Management Influence on Girls Participation in Public Primary Schools

Class teachers along with guidance and counselling teachers' frequencies on classroom management were analyzed on how classroom management practices influence participation of primary school girl's tom education then presented in table below.

Table 19 Report on Analysis of Classroom Management practices influence on girls' participation in primary school education

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Guidance & counselling Teachers' (X)	29	16	4	3	4
Class teachers (Y)	35	17	2	5	3

Source; Researcher, 2025

These frequencies having been analyzed were further subjected to Karl Pearson Analysis to establish relationship of classroom management activities influence on girls' participation where range of value of r was taken at -1 to +1 at 0.05 level of significance. Therefore, if value of r arrived it comes close to 1 meant a strong association although when close to zero was an indication of a weak relationship.

Table 20 Report on Karl Pearson Analysis of Classroom Management Practices and Girls Participation

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Guidance & counselling teachers (X)	56	1136	5	1322	0.99	High Positive Correlation
Class teachers (Y)	62	1552				

Source; Researcher, 2025

These results indicted existence of a high positive relationship on class room management practices and girls' participation in public primary institutions

4.6.3 Report on Thematic Analysis on Classroom Management Influence on Girls Participation in Public Primary Schools

Girls among grade 4, 5 and 6 in primary schools participated in focus group along with parents while primary school headteachers took part in interviews so as to come up with qualitative data for research. During a focus discussion with primary school girls, it was observed that;

“Kind of relationship that exists between girls with teachers has a significant impact on girls’ education. This is because girls’ willingness to participate in primary education can adversely be affected by this kind of interaction whereby if girls feel more valued are likely to involve more on school activities consequently influencing girls’ participation in primary schools.”

However, during an interview with headteacher it was noted that;

“A class environment that is welcoming as well as inclusive promotes girls’ education. Hence factors such as seating arrangements in class where we have both girls and boys have to be considered, classroom décor as well as overall class atmosphere is likely to influence on comfort of girls in such a class hence impact on participation of girls in primary school education”

In keeping with above authors, it is important for a classroom to have a décor that appreciates on both genders, have classroom sitting positions that makes every child comfortable while at the same time teachers considering suitable relationships with girls to inculcate an environment that is favorable for classroom learning for girls in primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this section key highlights are summary on major findings on gender responsive pedagogy on girls' participation as per objectives of the study on learner centered pedagogy, language use, instructional materials choice and appropriateness as well as class management. In addition, conclusions drawn in each and every objective of research as well as major recommendations not only for practice but also for further interrogations.

5.1 Summary of Research Findings

Instruments used to gather information generated a response rate of 93.26% (332) which was adequate for the study. In addition, it was observed that there were more male headteachers at 57.14% (8) compared to female headteachers at 42.86% (6) who participated in research, male class teachers were also more at 54.84% (34) while females were 45.16% (28) but for guidance and counselling teachers' females were more at 53.57% (30) because males were 46.43% (26). Moreover, concerning level of education, there was a high number of participants across all genders who had a diploma as the highest level of education. However, concerning age of girls it was noted that there was a high number of girls who were above the average school going age of 9 years to 11 years according to national age limits for grade four to six learners because 62% (80) were of 11 years or above indicating that a high number of girls are getting into school at an age that is higher than their counterparts in other regions. However, the other sections were summarized as per objectives of research.

5.1.1 Learner Centered Pedagogy and Girls Participation in Primary Schools

Concerning first objective, findings revealed that class discussions and peer teaching are the most commonly learning pedagogies focusing on learners that are mostly applied in classroom. Also, both guidance and counselling teachers together with class teachers agreed at 50.00% (28) and 54.83% (34) consequently, that encouraging learners' efforts in schools contributes to girls' retention in primary schools. Also, peer teaching among girls in public primary schools was established as one of the pedagogies that helps learners to collaborate with each other whereby during this process a learner not only gain knowledge but also acquire social skills that are necessary for social growth and development. Moreover, outcomes revealed that engaging learners during teaching and learning helps girls to become more active participants during the lesson and not passive helping girls to build on confidence levels that helps them become more active participants in education process. Consequently, these helps learners become more active in school related activities improving on levels of participation in education for girls in primary schools. Furthermore, qualitative findings also revealed that when learner centered pedagogy is applied that engagement of girls among themselves together with their teachers helps in creation of an environment suitable for learning making girls feel more comfortable at school consequently improving on attendance as well as retention rate of girls in primary institutions. Moreover, inferential findings also proposed that there is existence of a high positive relationship of $r=0.99$ on learner centered pedagogy and girls' participation in public primary schools.

5.1.2 Language Use and Girls Participation in Primary Schools

Secondly, language use as second objective for investigation was examined on kind of influence it could have when it comes to participation of girls in primary education. However, it was found that use of career guidance, use of terms that are gender sensitive, use of culturally sensitive

language and avoiding a language that try to expose girls as being inferior are some of the practices being done in school to facilitate girls' participation in education. Moreover, guiding girls on available careers available for girls after school also acts as a drive towards girl's education encouraging girls to work towards achieving their dreams. Through this encouragement girls tend to become even more active in schools facilitating their learning. In addition, use of unbiased language helps girls to feel valued consequently liking school and learning helping to improve on attendance rate of girls in schools. However, it was demonstrated that girls in primary schools are tending to display discomfort when it comes to scientific terminologies. For example, girls may feel intimidated when scientific complex terms are used alienating some girls who are not competent in linguistics. Moreover, in some situations some girls come from an environment where cultural norms dictate that boys are better in science than girls. This form of negative perception was identified as a major hindrance to girls' participation in science related learning areas as it makes girls to suffer from inferiority complex leading to poor performance in science related courses. Therefore, the kind of language used even from societies where girls hail from is important to be considerate and avoid a language that may try to demine girls' abilities so that participation in primary schools for girls can be up to standard. These observations also agreed with inferential findings of existence of a high positive correlation of $r=0.89$ between language use and girls' participation in primary school education. Therefore, the kind of language used by teachers, peers in school as well as society in which girls come from is significant for growth and development of girls in education at early stages of primary school education hence a concerted effort has to be put into place to ensure that kind of language being used in school, at home and even in society at language promotes girls' participation in school but rather does not try to demine girls as lesser individuals with poor comparisons.

5.1.3 Instructional Materials and Girls Participation in Primary Schools

Thirdly, investigation looked at influence of instructional materials how impactful they are to girls' participation in primary school education. However, some of the instructional materials mainly found to be used in primary schools includes traditional resources such as text books, charts as well as reference books, graphic and interactive materials such as photographs, maps, physical objects together with multimedia resources. However, design of most instructional materials was seen to promote both genders that is boys and girls but application of materials were also identified to a great extent being applied in a manner that promote both girls as well as boys' gender. However, on application and use of materials there is a tendency of boys trying to dominate making participation of girls a bit limited in comparison with their counterparts. This hence calls for teachers to try and give each child an opportunity to make his or her contributions so that each gender becomes well represented even in classroom participation. In addition, when gender balanced instructional materials, it motivates parents to take learners to such schools making enrollment of girls to rise in a school. Although there existed little involvement of teachers by headteachers when selecting or providing instructional materials it was noted that such involvement helps to have right materials for the right job of instruction to facilitate learners' education at primary schools and more so girls who were subject for investigation. Furthermore, a high positive relationship of $r=0.99$ exists between choice and type of instructional materials application and girls' participation in primary school education. This is because access to instructional materials helps girls to participate fully in primary school education facilitating retention and completion rates of girls in primary school education.

5.1.4 Classroom Management and Girls Participation in Public Primary Schools

Forth objective looked at classroom management activities on kind of influence it may have on girls' participation in primary school education. Findings revealed that main classroom management activities done includes clear routines establishment, creation of a positive relationship, positive reinforcement of desirable behaviors such as praise and rewards, modelling desired behavior, communicating expected behaviors as well as development of a structured supportive learning environment. Findings revealed that in a classroom where behaviors of learners are well managed parents are encouraged with discipline of pupils leading them to take their children in such schools consequently affecting on rate of enrollment of girls in primary schools. In addition, managing of behaviors of other learners who may try to bully girls was another motivating factor for girls' attendance to schools as majority of this girl's experience security at school increasing girls' attendance in primary schools. However, this observation also agrees with inferential findings that a high positive association exists between classroom management and girls' participation in primary school education in public secondary schools of $r=0.99$. Also, kind of relationship between girls and teachers as well as peers in a classroom is important because it affects levels of girls' willingness to participate in class. Therefore, teachers helping learners in developing positive relationships is crucial for girls' participation in school. In addition, class management activities such as seating arrangements where we have both boys and girls in a class has to be made comfortable for girls in primary schools. moreover, classroom décor, charts, paintings as well as overall class atmosphere is a necessary activity that has to be observed so that environment provided can promote learning of girls hence level of participation in primary school education.

5.2 Conclusions

Below conclusions were made

1. That Learner centered pedagogy has a direct high positive relationship on girls' participation in public primary institutions. However, there are chances of boys trying to dominate during class learning practices such as discussion hence need for the teachers to facilitate in bridging this gap by encouraging more girls to participate in school activities such as classroom activities such as presentations. In addition, using learning practices that engage girls fully helps in making girls more active learners facilitating improved level of involvement promoting attendance, retention together with completion of girls in primary schools consequently enabling improved girls' participation in primary education.
2. Among some social settings there is poor language use where some cultures promote boys' performance over girls' performance for instance some cultures regarding boys to be better in science than girls which negatively impact girls' participation in science subjects. In some instances, girls were also feeling some degree of intimidation by scientific terms especially those girls that are not competent in linguistics.
3. There is an inadequacy of instructional materials among public primary schools that are crucial for girls' participation in public primary schools. Moreover, headteachers in primary schools rarely involve teachers in selection and choice of instructional materials that might compromise quality and relevance of materials being chosen.
4. Classroom management practices such as sitting positions, classroom decor management of learners' behaviors has an influence on girls' participation in primary education. For instance, classroom decor that fails to promote equity and equality demotivate girls where some girls feel inferior.

5.3 Recommendations

Investigation made recommendations for practice as well as for further research

5.3.1 Recommendations for Practice

1. Ministry of education may develop programs aiming at teachers' improvement on teaching methods to acquire more skills on teaching activities that engage learners positively so that girls in primary schools can become more participative in primary education.
2. Ministry of education in collaboration with school headteachers may develop programs to educate parents on importance of promoting both boys and girls on language use so that members of the society, school community and parents may avoid use of language that may try to favor a particular gender in expense of the other.
3. Headteachers in primary schools with assistance from government through funding and other resources mobilization strategies may equip primary schools with adequate instructional materials through involvement of key educational stakeholders such as teachers.
4. Classroom teachers especially class teachers should ensure sitting positions, classroom decor, development of classroom guiding rules for behavior management as well as management of learners' behaviors promote a learning environment suitable for girls' participation in primary school education.

5.3.2 Recommendations for Further Research

Research may be done on the following fields

1. Influence of social-cultural practices on girls' participation in public primary schools.
2. Influence of ethnic conflicts management practices on girls' participation in public primary schools.

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APPENDICES

Appendix I Letter of Introduction

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

Abdiah Dahir Ibrahim is a student researcher from university of Mount Kenya conducting research on *Influence of Gender Responsive Pedagogy on Girls' Participation in Public Primary Schools in Samburu Central Sub County, Samburu County, Kenya*. Am pleased to inform you that you are selected to assist me achieve this purpose by providing me with necessary information about the subject of research. Also note that this research is out of willingness and therefore researcher cannot benefit you for taking part in the investigation. However, your taking part is very important to allow me generate academic knowledge on this study area for the benefits of scholarly work.



Your acceptance for participation is highly welcomed

Yours faithfully,

Abdiah Dahir Ibrahim,

Appendix II Informed Consent form

Dear Respondent,

Research aims to investigate how gender responsive pedagogy on is likely to influence on girls' education participation in primary schools in Samburu central sub-County. It is with great honor therefore you have been selected as a participant for research. However, your participation is willingly but for whatever reason you may feel uncomfortable you are free to withdraw without explanations as to why the withdrawal. Any information that you give will be taken with a lot of privacy and confidentiality and no individual data will be needed. For any complains or compliments kindly contact;

The chair

ERC Committee

Mount Kenya university

P O BOX, 342

Thika

Respondent:

Label Sign Date

Investigator:

Name Sign Date

Appendix III Guidance and Counselling Teachers' Questionnaire

Dear teacher,

I am Abdiah Dahir Ibrahim pursuing a degree in Master of Education specializing Curriculum Studies in University of Mount Kenya investigating on *Influence of Gender Responsive Pedagogy on Girls' Participation in Public Primary Schools in Samburu Central Sub County, Samburu County, Kenya*. All data you are going to give will be private as well as confidential.

Section A: General Demographic Information

Please tick as appropriately

1. Gender

Male Female

2. Educational Achievement

Certificate Diploma Degree post-graduate

3. My school has a functioning guidance and counselling department.

Yes No

Section B: Learner Centered Pedagogy and Girls' Participation in Public Primary Schools

Read below statement and respond appropriately

Key: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**-Strongly Disagree.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Encouraging girls' efforts in my school helps to increase number of girls retained in school					

2	My school facilitates peer teaching consequently promoting number of girls completing their primary education					
3	Promotion of group discussions in class in my school has enabled girls to develop a positive attitude towards education facilitating their retention in school					
4	Appreciation of girls and acknowledgement facilitates increment of number of girls completing their primary education					
5	Learner centered pedagogy influences girls' participation in primary education in public schools					

Section C: Language Use on Girls' Participation in Public Primary Schools

Indicate extent to which you concur with below sentiments.

Key: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**-Strongly Disagree.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Career guidance to girls in my school facilitates increased number of girls in primary school education completion					
2	Use of unbiased gender language in my school helps to retain girls in school					
3	My school career guidance has facilitated retention of girls in primary school					

4	Use of encouraging language to girls in primary school has enabled increment of number of girls being enrolled in school.					
5	Language use in primary school education influences girls' participation					

Section D: Instructional Materials and Girls' Participation in Public Primary Schools

For each and every sentiment indicate extent to which you believe with observations below

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, teachers use of modeling instructional materials for girls facilitates encouragement of girls to learn causing increased enrollment.					
2	Headteacher in my school involves teachers by provision of adequate learning materials for girls consequently helping girls to complete school					
3	Provision of appropriate instructional materials to girls encourages them to remain in school hence increased retention.					
4	Use of gender balanced instructional materials encourages enrollment of girls in primary schools					
5	Use and choice of instructional resources in primary education institutions influences girls' participation in education					

Section E: Classroom Management and Girls' Participation in Primary Schools

Study statement provided below and against each statement indicate your level of agreement

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Girls are motivated to be in class if those who bully them are well punished					
2	Drop out cases in my school has dropped because bullying of girls has been reduced by punishing those who abuse girls.					
3	Headteachers strategies for enhancing girl's classroom protection increases girls' completion in primary education.					
4	Teachers who ensure good classroom management in their schools have their schools attract more girls participating than their counterparts causing increased enrollment.					
5	Teachers' classroom management influences girls' participation in primary education.					

Thank you,

Abdiah Dahir Ibrahim.

Appendix IV Questionnaire for Classroom Teachers

Dear teacher,

I am Abdiah Dahir Ibrahim pursuing a degree in Curriculum Studies in University of Mount Kenya investigating on Influence of Gender Responsive Pedagogy on Girls' Participation in Public Primary Schools in Samburu Central Sub County, Samburu County, Kenya. All data you are going to give will be private as well as confidential.

Section A: General participants Information

Please tick as appropriately.

1. Gender

Male

Female

2. Educational Achievement

Certificate Diploma Degree post-graduate

3. My school has a functioning guidance and counselling department.

Yes No

Section B: Learner Centered Pedagogy and Girls' Participation in Public Primary Schools

Read below statement and respond appropriately

Key: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**-Strongly Disagree.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Encouraging girls' efforts in my school helps to increase number of girls retained in school					

2	My school facilitates peer teaching consequently promoting number of girls completing their primary education					
3	Promotion of group discussions in class in my school has enabled girls to develop a positive attitude towards education facilitating their retention in school					
4	Appreciation of girls and acknowledgement facilitates increment of number of girls completing their primary education					
5	Learner centered pedagogy influences girls' participation in primary education in public schools					

Section C: Language Use on Girls' Participation in Public Primary Schools

Indicate level at which you concur with below sentiments.

Key: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**-Strongly Disagree.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Career guidance to girls in my school facilitates increased number of girls in primary school education completion					
2	Use of unbiased gender language in my school helps to retain girls in school					
3	My school career guidance has facilitated retention of girls in primary school					

4	Use of encouraging language to girls in primary school has enabled increment of number of girls joining primary school.					
5	Language use in primary school education influences girls' participation					

Section D: Instructional Materials and Girls' Participation in Public Primary Schools

For each and every observation below indicate level of agreement to which you concur

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, teachers use of modeling instructional materials for girls facilitates encouragement of girls to learn causing increased enrollment.					
2	Headteacher in my school involves teachers by provision of adequate learning materials for girls consequently helping girls to complete school					
3	Provision of appropriate instructional materials to girls encourages them to remain in school hence increased retention.					
4	Use of gender balanced instructional materials encourages enrollment of girls in primary schools					
5	Use and choice of instructional resources in primary schools influences girls' participation in education					

Section E: Classroom Management and Girls' Participation in Primary Schools

Study statement provided below and against each statement indicate your level of agreement

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Punishing those who bully girls encourages girls to remain in school most of the time encouraging their education participation.					
2	Drop out cases in my school reduction is as a result of punishing those who abuse or in other words bully girls in school.					
3	Headteachers strategies on enhancing girls' protection rules in classroom has led to increased completion of girls in school.					
4	Teachers who ensure good classroom management in their schools have their schools attract more girls participating than their counterparts causing increased enrollment.					
5	Teachers' classroom management influences girls' participation in primary education.					

Thank you,

Abdiah Dahir Ibrahim.

Appendix V Interview Guide for Headteachers

Dear Respondent,

Abdiah Dahir Ibrahim is a student specializing in Curriculum Studies at Mount Kenya University Master of Education degree investigating on Gender Responsive Pedagogy on Girls' Participation in Public Primary Schools in Samburu Central Sub County, Samburu County, Kenya. Whatever data is collected will privately be handled without access of any other individual. In addition, your participation is voluntary

Section A: Headteachers' general data

Gender

Male Female

Highest Level of Education Attainment

Diploma Degree Postgraduate Degree

Section B: Learner Centered Pedagogy and Girls' Participation in Public Primary Schools

1. How does encouragement of girls to study facilitate their retention in primary schools?
2. Does your school promote peer teaching among learners and what influence does it have on girls' retention in school?
3. Promotion of group discussion facilitates girls' retention in school. What are your views?
4. Do you agree that appreciation and acknowledgement of primary school girls promotes their enrollment in primary schools? How?
5. In your opinion how does learner centered pedagogy promote girls' participation in primary education?

Section C: Language Use and Girls' Participation in Public Primary Schools

1. How does career guidance to girls promote girls' completion of primary school education?
2. Does use of unbiased gender language facilitate girls' retention in primary school and how?
3. Has career guidance of girls in your school enables retention of girls in primary school?
4. How has use of motivating language to girls facilitated their enrollment in primary schools?
5. What are your views on use of language and girls' participation in primary education?

Section D: Instructional Materials and Girls' Participation in Public Primary Schools

1. How has use of modelling instructional materials influenced girl's enrollment in your school?
2. How has instructional materials improvisation influenced girls' completion in your school?
3. Does enforcement of laws protecting girls encourage their retention in primary schools? How?
4. What is your opinion on use of gender balanced instructional materials and girls' participation in primary education?
5. What are your views on the role of instructional materials and girls' participation in primary education in public schools?

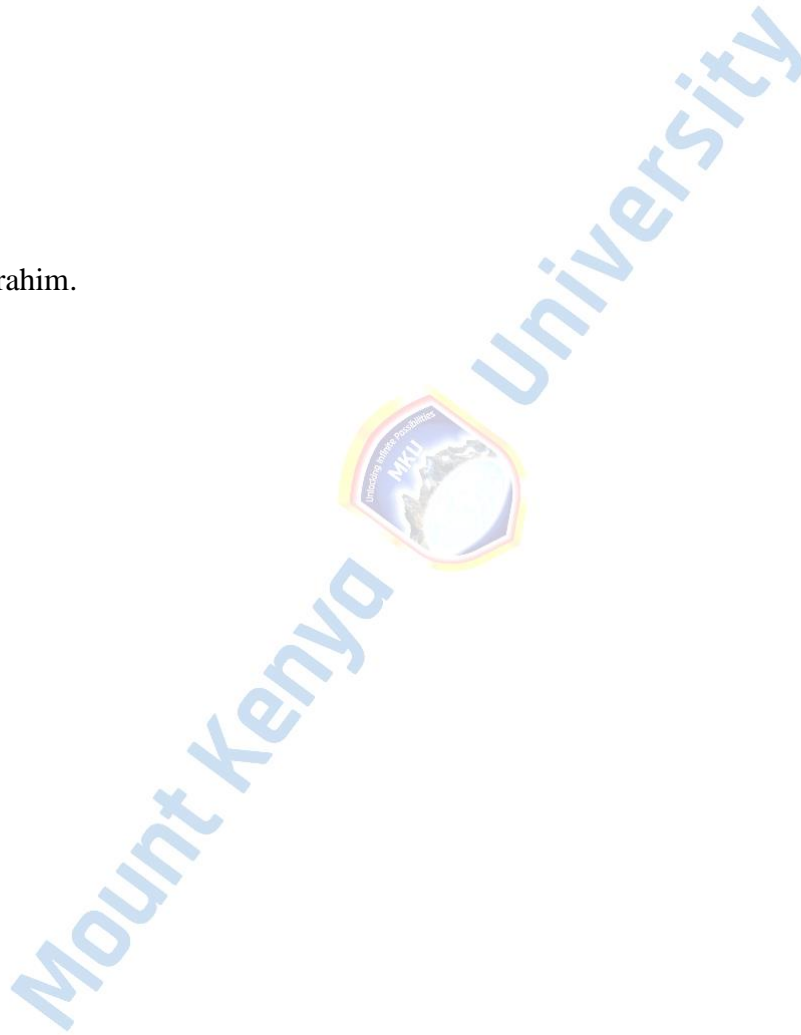
Section E: Classroom Management and Girls' Participation in Primary Schools

1. Does punishment for those who bully girls facilitate their retention in school?
2. What is your level of agreement with the assertions that punishing those who bully girls enables girls to remain in school dropping the cases of drop outs in schools?
3. Enforcement of laws protecting girls in classroom by teachers enables girls' completion in primary education. How?

4. Do teacher's classroom rules that protect welfare of girls in class attract more girls for enrollment into school? How?
5. In your own words how does classroom management influence participation of girls in primary school education?

Thank you

Abdiah Dahir Ibrahim.



Appendix VI Focus Group Discussion for Girls in Grades IV to VI and Parents

Dear Respondent,

Abdiah Dahir Ibrahim is a student specializing in Curriculum Studies at Mount Kenya University Investigating on Gender Responsive Pedagogy on Girls' Participation in Public Primary Schools in Samburu Central Sub County, Samburu County, Kenya. Whatever data is collected will privately be handled without access of any other individual. In addition, your participation is voluntary

Section A: Headteachers' general data

Gender of parents

Male Female

Highest Level of Education Attainment for parents

Diploma Degree Postgraduate Degree

Age of girls

Below 8 years 9-10 years 11years and above

Section B: Learner Centered Pedagogy and Girls' Participation in Public Primary Schools

1. How does encouragement of girls to study facilitate their retention in primary schools?
2. Does your school promote peer teaching among learners and what influence does it have on girls' retention in school?
3. Promotion of group discussion facilitates girls' retention in school. What are your views?
4. Do you agree that appreciation and acknowledgement of primary school girls promotes their enrollment in primary schools? How?
5. In your opinion how does learner centered pedagogy promote girls' participation in primary education?

Section C: Language Use and Girls' Participation in Public Primary Schools

1. How does career guidance to girls promote girls' completion of primary school education?
2. Does use of unbiased gender language facilitate girls' retention in primary school and how?
3. Has career guidance of girls in your school enables retention of girls in primary school?
4. How has use of motivating language to girls facilitated their enrollment in primary schools?
5. What are your views on use of language and girls' participation in primary school education?

Section D: Instructional Materials and Girls' Participation in Public Primary Schools

1. How has use of modelling instructional materials influenced girl's enrollment in your school?
2. How has instructional materials improvisation influenced girls' completion in your school?
3. Does enforcement of laws protecting girls encourage their retention in primary schools? How?
4. What is your opinion on use of gender balanced instructional materials and girls' participation in primary education?
5. What are your views on the role of instructional materials and girls' participation in primary education in public schools?

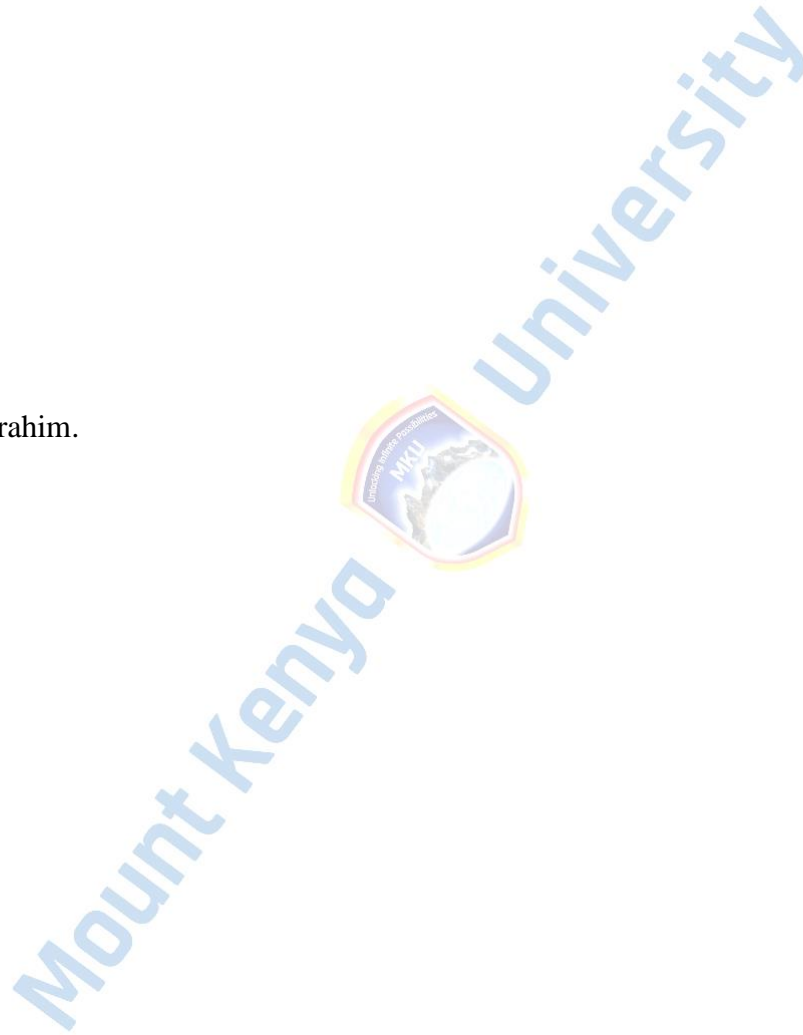
Section E: Classroom Management and Girls' Participation in Primary Schools

1. Does punishment for those who bully girls facilitate their retention in school?
2. What is your level of agreement with the assertions that punishing those who bully girls enables girls to remain in school dropping the cases of drop outs in schools?


3. Enforcement of laws protecting girls in classroom by teachers enables girls' completion in primary education. How?
4. Do teacher's classroom rules that protect welfare of girls in class attract more girls for enrollment into school? How?
5. In your own words how does classroom management influence participation of girls in primary school education?

Thank you

Abdiah Dahir Ibrahim.



Appendix VII Research License from NACOSTI

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 792904	Date of Issue: 20/January/2025
RESEARCH LICENSE	
	
<p>This is to Certify that Ms., Abdiah Dahir Ibrahim of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Samburu on the topic: INFLUENCE OF GENDER RESPONSIVE PEDAGOGY ON GIRLS' PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN SAMBURU CENTRAL SUB-COUNTY, SAMBURU COUNTY, KENYA for the period ending : 20/January/2026.</p>	
License No: NACOSTI/P/25/415264	
Applicant Identification Number 792904	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix VIII Introduction Letter to NACOSTI



DIRECTORATE OF GRADUATE STUDIES

MED/2019/59034

9th January, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: ABDIAH DAHIR IBRAHIM- REGISTRATION NO. MED/2019/59034

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Gender Responsive Pedagogy on Girls' Participation in Public Primary Schools in Samburu Central Sub County, Samburu County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **January, 2025 and March, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, PhD
Director, Graduate Studies
Enc.

Appendix IX Ethical Review Committee Certificate



REF: MKU/ISERC/4659
TO: ABDIAH DAHIR IBRAHIM

Date: 08 January 2025

REG: MED/2019/59034

Dear Sir/Madam,

RE: INFLUENCE OF GENDER RESPONSIVE PEDAGOGY ON GIRLS' PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN SAMBURU CENTRAL SUB COUNTY, SAMBURU COUNTY, KENYA

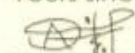
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3381**. The approval period is **08/01/2025 - 07/01/2026**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Appendix X Authorization Letter from Samburu County Director of Education



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Telegram: "EDUCATION", Samburu
Fax No: 06562413
E-mail: cdesamburu@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
SAMBURU COUNTY
PO BOX 327-20600
MARALAL

REF: CDE/SBUC/GEN.8 /VOL.1/111

24 JANUARY, 2025.

RE: RESEARCH AUTHORISATION-MS.ABDIAH DAHIR IBRAHIM

The bearer of this letter Ms.ABDIAH DAHIR IBRAHIM of Mount Kenya University has been granted authority to conduct research on the topic: INFLUENCE OF GENDER RESPONSIVE PEDAGOGY ON GIRLS' PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN SAMBURU CENTRAL SUB-COUNTY, SAMBURU COUNTY, KENYA for the period ending: 20/January/2026.

Kindly accord her the necessary assistance and hopefully she will share her findings with the County Education Office and Samburu County at large.



Fet COUNTY DIRECTOR OF
EDUCATION
SAMBURU COUNTY
P.O. BOX 327-20600 MARALAL

MOHAMED ALI

**COUNTY DIRECTOR OF EDUCATION
SAMBURU COUNTY.**

Appendix XI Authorization Letter from Samburu County Commissioner



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telegraphic Address

Telephone:(065)62002

FAX:(065)email:samburucountycommissioner@gmail.com

When replying please quote:

REF:OP/SBU/C/ED/12/16 VOL II/69

THE COUNTY COMMISSIONER

SAMBURU COUNTY

P.O.BOX2-20600

MARALAL

23rd January,202

Deputy County Commissioner

SAMBURU CENTRAL SUB COUNTY

RE:RESEARCH AUTHORIZATION FOR MS.ABDIAH DAHIR IBRAHIM.

The above subject matter refers,

Reference is made to NACOSTI research license No.NACOSTI P/25/415264 dated 20th

January 2025,authorizing research topic:**Influence of gender responsive Pedagogy on Girls'**

Participation in public Primary Schools in Samburu Central Sub

County,Samburu County,Kenya for the period ending:20th January 2026,in Samburu county.

This is therefore to inform you of the authority and ask you to give the team maximum support

during  research period.

COUNTY COMMISSIONER
SAMBURU COUNTY
P.O.BOX 2-20600
MARALAL

GEORGE MURAGE
FOR:COUNTY COMMISSIONER
SAMBURU COUNTY

Appendix X II Authorization Letter from Samburu County Government



COUNTY GOVERNMENT OF SAMBURU
OFFICE OF THE COUNTY SECRETARY & HEAD OF COUNTY PUBLIC SERVICE

County Government of Samburu

P.O.Box 3-20600, Maralal

Our Ref.CSG/CS/RESEARCHCLEARANCEVOL.I (26)

24th January,2025

TO WHOM IT MAY CONCERN

SUBJECT: CLEARANCE TO CONDUCT RESEARCH IN SAMBURU COUNTY

Reference is made to the above subject matter,

We have received a request from **Ms.Abdiah Dahir Ibrahim**, a Master in Education Management and Curriculum Studies student at Mount Kenya University.Her research topic is on "Influence of Gender Responsive Pedagogy on Girls Participation in Public Primary Schools in Samburu Central Sub-County:A case study of Samburu County,Kenya"for the period ending 20h January,2026.

We have duly inspected her documents and found that she has been cleared by NACOSTI to carry out the research in partial fulfillment of the requirements for the award of Masters in in Education Management and Curriculum Studies.She thus does not need any further clearance with another regulatory body in order to conduct research within the county of Samburu.

In view of the above,you are hereby kindly requested to accord her the necessary asistant during the research period.This note also accords her the duty to provide a feedback on her research findings to the county at the conclusion of her research.

Any assistance accorded to her will be highly appreciated.

Thanking you in advance.

Yours faithfully,

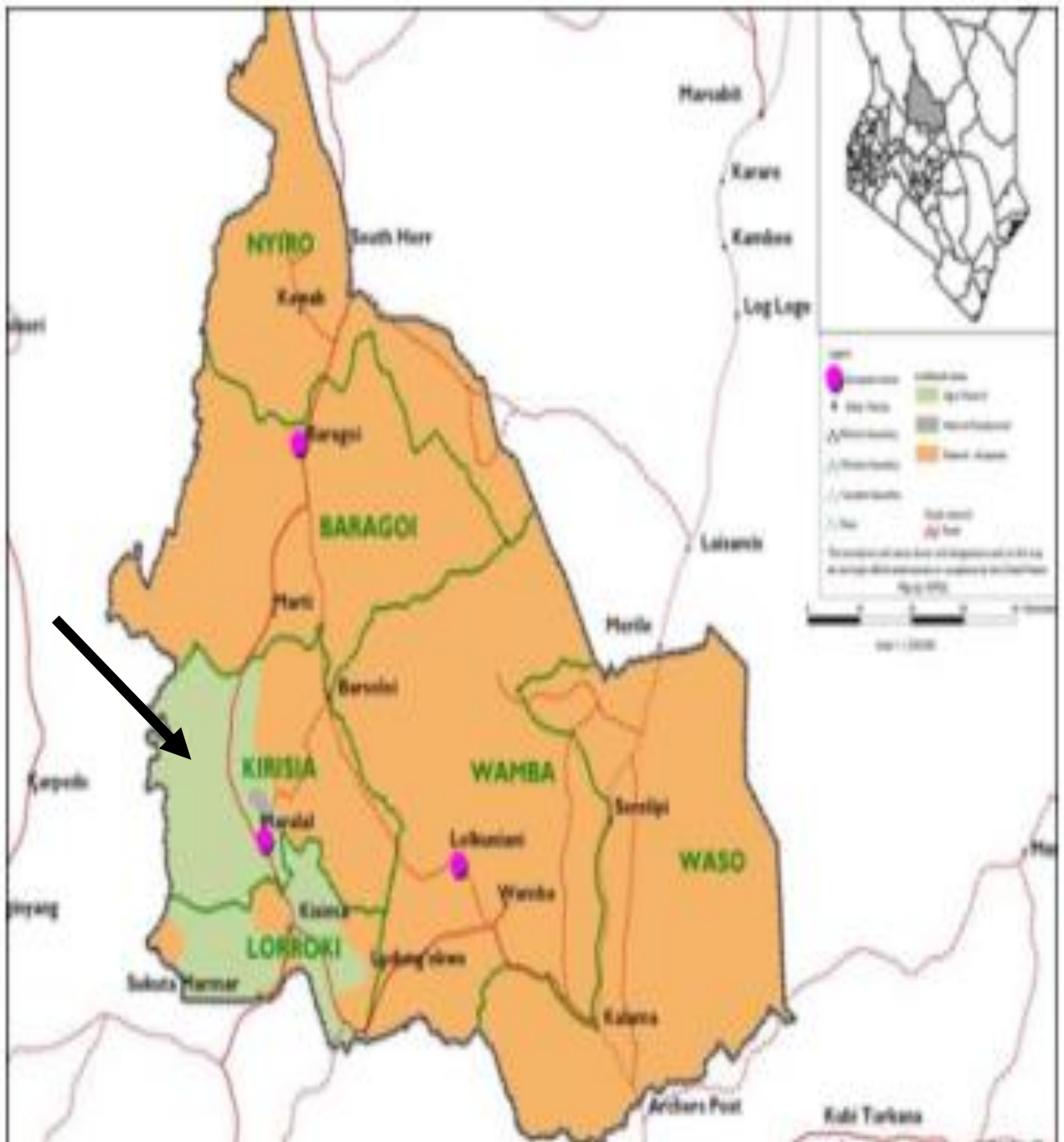

Wilson Odundo
County secretary a. Head of County Public Service



SAMBURU COUNTY GOVERNMENT

CGs-Office of the County Secretary & Head of County Public Service

Appendix XIII Map of Samburu County Showing Samburu Central Sub-County



Source: IEBC (2012)



MAP OF SAMBURU CENTRAL SUB- COUNTY

Appendix XIV Similarity Index Report

INFLUENCE OF GENDER RESPONSIVE PEDAGOGY ON GIRLS' PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN SAMBURU CENTRAL SUB COUNTY, SAMBURU COUNTY, KENYA

by Abdiah Dahir Ibrahim

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