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**AN ASSESSMENT OF THE INFLUENCE OF CLASSROOM MATERIAL SUPPORT
ON GENDER EQUITY IN EDUCATION IN PRIMARY SCHOOLS IN ISINYA SUB-
COUNTY, KAJIADO COUNTY**

Kennedy Odhiambo Arogo, Dr. Ruth Thinguri and Dr. Mary Mugwe

AN ASSESSMENT OF THE INFLUENCE OF CLASSROOM MATERIAL SUPPORT ON GENDER EQUITY IN EDUCATION IN PRIMARY SCHOOLS IN ISINYA SUB-COUNTY, KAJIADO COUNTY

^{1*} Kennedy Odhiambo Arogo

MED Candidate: Mount Kenya University

*Corresponding authors email: argken225@gmail.com

^{2*} Dr. Ruth Thinguri

Lecturer: School of Education: Mount Kenya University

^{3*} Dr. Mary Mugwe

Lecturer: School of Education: Mount Kenya University

Abstract

Purpose: The purpose of this study was to assess the influence of classroom material support as an education production function on gender equity in education in Isinya Sub-County, Kajiado County-Kenya.

Methodology: The study employed production function and structural functionalism theories. It adopted pragmatic (mixed) approach methodology. Concurrent triangulation research design was used to conduct the study. The data analysis was carried out by comparing the data collected from both questionnaires and interview schedules. The triangulation research design helped to address issues that overlap from both quantitative and qualitative data. The target population of the study was 3258 which consisted of 1896 class seven pupils, 1236 teachers, 122 Headteachers, 3 Sub-County Quality Assurance and Standards Officers (SCQASOs) and 1 Sub-County Director of Education (SCDE). From the target population, the researcher used simple random sampling to select 60 pupils; proportionate sampling was used to select 124 teacher respondents. 12 Headteachers were selected using proportionate sampling procedure. 3 ZQASOs and 1 SCDE were purposely selected giving a total of 200 respondents. Questionnaires were used to collect data from the learners, teachers and headteachers while the interview was for the SCDE and ZQASOs.

Findings: Classroom material support is not to the mark. The state of the number of materials is not enough neither is the material provision done with gender equity in mind. Schools with adequate materials tend to thrive in gender equity in education while those that either have inadequate or ill gender sensitive materials are single gender dominated in many areas. Therefore, this affirms that classroom material support influences gender equity in education.

Unique Contribution to Theory, Policy and Practice: When doing procurements, the personnel, government and non governmental agencies concerned with matters education materials support should take into consideration materials that encourage learners of both genders. Boys and girls should be provided with the required materials so as to enhance gender equity in education.

Key Words: *Classroom Material Support, Primary Education, Gender Equity, Primary Schools*

1.0 BACKGROUND OF THE STUDY

Materials are very important in enhancing the productivity of a function. In a school set up, there are a number of materials ranging from those used in class to those used in the offices and outside. For an education system to serve its purpose, material provision is paramount. Lack of material provision significantly hinders learner achievement in general. This equally affects gender equity in education (Ajayi and Ayodele, 2001).

Education output may only be deemed a success if in the production process, both boys and girls a like benefit from the system. Gender equity is a just or unbiased treatment of both males and females alike. It can be realised when both males and females are provided with the necessities without discrimination (Wokocha, 2009). As indicated by Kibui, A. W., Athiemoolam, L., & Mwaniki, B. (2015) promotion of gender equity in education throughout the world is paramount in improving the overall growth of all states.

Most of the world initiatives are geared towards achieving gender equity. For instance, countries like Argentina have greatly achieved in regard to matters gender equity. Relevant laws that encourage female participation in governance resulted to an increase of 33.7 % in 2005 from 4.3% in 1983 in women participation in the Congress. The initiative has generally increased the literacy level of females by 3.1% in legislative posts. This shows a significant improvement in female participation in governance and legislation. Argentina is therefore ranked fifteenth in the world for promotion of female participation in national legislation (Foundation for Sustainable Development, 2011 as explained by Kibui et al, (2014)).

African nations are equally focused on realizing gender equity in education with a general aim of wholly getting better developments in the continent. South Africa set Women's Budget Initiative (WBI) in 1995 to address issues affecting women with a noble aim of attaining gender equity (Kibui et al, 2014). The process was aimed at equitable distribution of resources to both genders alike. Similarly, Rwanda is far much better compared to other African counties in handling issues of education. Rwanda's female Gross Enrolment Ratios (GER) is much better compared to other Sub-Saharan Africa countries. This is supported by the report of the Millennium Development Goals (MDGs) report of 2005. The report indicates that Rwanda's GER for primary schools was 102%. It was higher than the other East African countries which stood at an average of 86%. The achievement here is associated with the education policies on issues affecting both boys and girls education in the country (Ojiambo, 2009).

In Kenyan society, gender equity has been an issue since independence. In order to attain development goals, the county has put all effort to achieve gender equity in education as well as in all sectors as indicated in the Vision 2030. Article 27 of the Kenyan Constitution 2010 also captures and promotes matters gender equity. This has immensely led to gender gains in terms of material provision. In spite of the legal framework coupled with material provision on issues gender, gender equity still faces impeding factors like cultural and religious resistance, imbalanced representations in institutions and poverty. These have not made it possible to fully achieve gender equity (Kariuki, 2011).

Statement of the Problem

Many studies have shown that learning materials and active learning has greatly and positively impacted on the general learner success in schools. Appropriate learning materials and active learning stimulates and enhances memory retention of the most disadvantaged children. These, therefore, ensures that children have access to appropriate materials and provides them with opportunities to manipulate and work: materials are essential to the effectiveness of educational outcome (Republic of Kenya, 2006).

Gender equity issues are eminent in Kenyan society. In the year 2009 President Mwai Kibaki launched an economic long term policy, Vision 2030; the country's economic blue print. It was aimed at transforming the nation. The second pillar of the Vision 2030 aimed at enhancing gender equity in the county. In Kenyan society, however, gender equity has been met with myriad challenges since independence (Kibui, Athioolam and Mwaniki; 2014).

Despite intervention by the political elites and the Kenyan Judiciary, the passing of the Affirmative Action Bill by the Kenyan Legislature is so far a letdown. Both speakers of the two houses, Senate Speaker and the National Assembly Speaker, in the Kenyan twelfth Parliament on 19th of July, 2017 in their submission to the Court of Appeal of Kenya postulated that it is not practical to enact the laws of the two thirds gender rule in Kenya. They argued that the way forward is for men and women to battle it out on their own in the political arena (The Standard, July 20th, 2017 page 6). This is likely to affect the situation in the primary schools in Kenya in regard to gender equity in education.

A lot of investments are directed in the education department in Kajiado County. However, the situation on the ground seems different. In Kajiado County, being a predominantly Masaai region, girls of school going age are still seen out in homes performing domestic chores. In spite of resource empowerment especially on classroom materials provision by the governmental and non governmental agencies to enhance gender equity in education in Kajiado County and by extension Isinya Sub-County, the noble aspiration is yet to be fully achieved. If not timely addressed and the situation is left as it is now, possibility of a decline in gender equity in education in Isinya may rise further. Specifically, gender imbalance in the education sector is likely to result into adverse gender inequity in education in the area. This study was therefore carried out against this background with an aim of bridging captured knowledge gap in classroom material support by assessing the influence of classroom material support on gender equity in education in primary schools in Isinya Sub-County, Kajiado.

2.0 LITERATURE REVIEW

This study adopted Production Function and Structural Functionalism theories. This section highlights on the concept of the two theories.

Production Function Theory

This study was carried out as steered by Production Function Theory. Production function theory is an input-output relationship which indicates how the inputs (resources) are used to produce an outcome. Hanushek (2008) indicated that currently, resource provision to learning institutions is

inadequate. The school inputs do not match general education output as they are not appropriate. They so far cannot contribute to improvement of an education system.

According to Jagero (2013), in the general production of learned people, education makes use of limited resources which should be economically used. The input in this case is the class material support while the output is the gender equity achievement. This theory is useful for the study as it reinforces on how education production function like class material support affect gender equity in education.

Structural Functionalism Theory

The study was equally guided by the Structural Functionalism Theory. This theory was first developed by Émile Durkheim; a French sociologist born in 1858. His prime interest was on how to bond the society. He viewed the society to operate in smaller groups which should be glued to form a wider functional structural unit (Col, 2017, April 3). Structural Functionalism Theory was later improved by Herbert Spencer in the 19th Century. An American sociologist, Robert Merton (1910-2003) worked more to improve structural functionalism theory. It puts more emphases on the stability of the society. It indicates that a society operates on smaller fabric units like the organs of the body. These smaller units should be encouraged to work in harmony for the overall growth of the society.

Structural Functionalism Theory proposes that a society is made up of sub units that resemble the organs of a body. These sub units harmoniously work to make a whole system. In the same way, units in the society complement each other. They provide an explanation on how the society is organized and what each of the various social institutions does for the continuity of the society. Structural Functionalism Theory helped to underscore the fact that equity in education is prudent in primary schooling as both boys and girls make society.

Classroom Materials Support and Gender Equity in Education

Materials are very important in enhancing the productivity of a function. In a school set up, there are a number of materials ranging from those used in class to those used in the offices and outside. For an education system to serve its purpose, material provision is paramount. Lack of material provision significantly hinders learner achievement in general. This equally affects gender equity in education (Ajayi and Ayodele, 2001).

According to the study done by Garland, T., Burgess, P., Rauda, A., & Chudzik, S. (2007) children in less developed countries, were found to perform poorly in their educational institution due to poor programming of their learning environment which lacked learning and playmaterials (Moffit et al, 2006). On the other hand according to Ben-Sasson, A., Carter, A. S., & Briggs-Gowan, M. J. (2009) as cited by Wambui (2013), material provision should consider the number, gender, and age of the learners. With proper material provision, learner achievement is surely enhanced. This also encourages gender equity in education.

Internationally, studies have proved that a lot of financial resources are misappropriated. Schools are spendthrift on aspects that do not directly benefit learners. If not, the accountability of the expenditure is questionable. Such areas include spending on class materials and teacher trainings which have elements of fund misappropriations (Faubert, 2012). On the other hand Feshbach

(2006) indicates that a lot is spent in education in both Israel and England. The two national governments spend a lot to equip the classrooms with the required materials. Besides, they have equally allocated more funds to the class teachers to spend on purchase of more materials. However, the question remains whether the hefty spending is productive or not. As well, Netherlands equally spends a lot on purchase of computers for the schools. Importantly, the computers have made significant impact on the learner achievements. Class materials are important when rightfully used (Leuven, E., Lindahl, M., Oosterbeek, H., & Webbink, D. (2007).

A study done by Usuala (2006) on 'Education Technology in Africa' where the importance of the resources was examined proposed formation of resource centres. As a result, a number of education technology resource centres were formed in a number of countries across Africa. Countries like Kenya, Namibia and Malawi experienced massive learner enrolment between 2000 and 2007. However, available textbooks could not sustain increased learner enrolment in these countries. Typically, in Malawi alone, pupils' textbook sharing due to low number of available textbooks rose from 28% in the year 2000 to 63% by 2007. On the contrary, Swaziland experienced a raise of 74% to 99% for learners that individually read their own textbooks, with a GER increase by 20% from grade six Monitoring, G. E. (2018) Report (2016)).

According to Kibui, et al (2014), lack of equity in gender in Kenya is driven largely by lack of resources. This aspect is viewed to favour men on material provision. Material provision here is not gender sensitive. Women lack adequate representation in key government and other representative posts. As such, the female material provision advocacy is still not to the mark. This may be as a result of gender inequity due to wrong perception on women leadership by males compounded by traditions and cultures. Material provision to the primary schools should be gender considerate (MOEST, 2004).

Many studies have shown that learning materials and active learning has greatly and positively impacted on the general learner success in schools. Appropriate learning materials and active learning stimulates and enhances memory retention of the most disadvantaged children. These, therefore, ensures that children have access to appropriate materials and provides them with opportunities to manipulate and work: materials are essential to the effectiveness of educational outcome (Republic of Kenya, 2006).

According to MOEST (2004), learner school access, retention and gender equity in primary schools in Kenya is still a major issue in most primary schools. The issues are linked to overstretched classrooms and inadequate class material provision for the learners due to learner increase in most schools as a result of Free Primary Schools (FPE). For gender equity in schools to be realised, right policies should be in place. Other than the policies, the schools should be gender sensitive. Teachers should be trained to be considerate on issues affecting different genders. As well, equipment and facility provisions need to be gender friendly so as to ensure that both boys and girls alike enjoy learning. Basically, the curriculum is gender responsive and with right implementation, it is likely to improve the state of gender equity in education. Rights of children are enshrined in the Children Act 2001. The rights include right to education to all children irrespective of their gender. Both schools and homes should implement this in order to prop up gender equity in education (Chabari, 2010).

3.0 RESEARCH METHODOLOGY AND DESIGN

This study adopted pragmatic (mixed) approach methodology. Both quantitative and qualitative data were simultaneously collected. Concurrent triangulation research design was used to conduct the study. Here, questionnaires and interview schedules were concurrently administered to simultaneously yield quantitative and qualitative data. The data analysis was carried out by comparing the data collected from both questionnaires and interview schedules. The comparison helped to make the study findings rich and comprehensive. The triangulation research design helped to address issues that overlap from both quantitative and qualitative data as the two are used at the same time. The target population of the study was 3258 which consisted of 1896 class seven pupils, 1236 teachers, 122 Headteachers, 3 Sub-County Quality Assurance and Standards Officers (SCQASOs) and 1 Sub-County Director of Education (SCDE). From the target population, the researcher used simple random sampling to select 60 pupils; proportionate sampling was used to select 124 teacher respondents. 12 Headteachers were selected using proportionate sampling procedure. 3 ZQASOs and 1 SCDE were purposely selected giving a total of 200 respondents. Questionnaires were used to collect data from the learners, teachers and headteachers while the interview was for the SCDE and ZQASOs.

Table 1: Sample Matrix

| Description | Population | Sampling Technique | Percentage | Sample Size |
|--------------|-------------|--------------------|------------|-------------|
| Pupils | 1896 | Simple Random | - | 60 |
| Teachers | 1236 | Proportionate | 10 % | 124 |
| Headteachers | 122 | Proportionate | 10 % | 12 |
| ZQASO | 3 | Purposive | - | 3 |
| SCDE | 1 | Purposive | - | 1 |
| Total | 3258 | - | - | 200 |

Source: Researcher (2017)

4.0 RESEARCH FINDINGS AND DISCUSSIONS

This is presented in four sections namely; descriptive statistical analysis, inferential analysis, thematic analysis and mixing of the findings as well as interpretations as provided;

4.1 Descriptive Statistical Analysis

Data gathered from Headteachers, teachers and pupils was organized, analysed and summarized. A five point Linkert Scale was used to present the descriptive statistical analysis findings. The results are indicated in tables.

The data collected from the respondents based on the classroom material support and gender equity in education was analyzed and the findings are as presented on table 2;

Table 2: Descriptive Statistical Analysis

| No. | Test Items | SA | A | U | D | SD |
|-----|--|------|------|------|------|------|
| | | % | % | % | % | % |
| 1 | All learners in my school have access to resource materials. | 9.1 | 18.2 | 9.1 | 36.4 | 27.2 |
| 2 | My school has all basic classroom material requirements that influence learning achievement for both genders. | 9.1 | 9.1 | 0.0 | 54.5 | 27.3 |
| 3 | The quantity of classroom material resources in my school is adequate and encourages enrolment of both boys and girls in all learning areas. | 0.0 | 27.3 | 0.0 | 54.5 | 18.2 |
| 4 | The policy on provision of materials in my school in relation to gender is fully implemented. | 18.2 | 36.4 | 0 | 27.3 | 18.2 |
| 5 | Availability of classrooms materials in my school has influenced learner retention for both boys and girls alike. | 0.0 | 27.3 | 18.2 | 45.5 | 9.1 |

According to the analysis results of the data as presented on table 2, a total 27.2% and 36.4% of the respondents strongly disagreed and disagreed respectively to the fact that all learners in their schools have access to resource materials. On the other hand, 18.2% of the respondents agreed that learners have access to resource materials with 9.1% strongly agreeing. However, 9.1% of the respondents were undecided whether all learners have access to resource materials. On average, a total 63.6% of the respondents indicated (disagreed and strongly disagreed) that not all learners in their schools have access to the classroom resource materials. This shows that the situation of classroom resource material is not good enough and is likely to affect gender equity in education. These findings corroborate the assertions of Ajayi and Ayodele (2001) who indicated that classroom materials are of great importance as they promote overall learner achievements.

In regard to schools having all basic classroom material requirements that influence learning achievements for both genders, only 9.1% of the respondents strongly agreed with a similar margin (9.1%) agreeing. A majority 54.5% of the respondents disagreed while 27.3% strongly disagreed. In total, a sum of 81.8% of the respondents were in the contrary opinion that their schools have all basic materials that influence gender equity in education; the current classroom materials do not positively influence gender equity in education. The results are in line with the view of Stam et al (2007) who found that children in less developed countries were found to perform poorly in their educational institutions due to poor programming of their learning environment which lacked learning and play materials.

A total 54.5% and 18.2% of the sampled Headteachers disagreed and strongly disagreed respectively to the fact that the quantity of classroom material resource in their schools is adequate and encourage enrolment for both boys and girls in all learning areas. Conversely, 27.3% of the sampled Headteachers agreed that in their schools, the quantity of classroom material resource is adequate to encourage enrolment for both boys and girls. In total, a majority (72.7%) of the Headteacher respondents did not agree that the quantity of classroom material resources in their schools is adequate enough to encourage enrolment for both boys and girls in all learning areas. Related to the policy on provision of materials in schools in relation to

gender, 18.2% and 34.6% of the sampled Headteachers strongly agreed and agreed respectively that it is fully implemented. On the other hand, 23.7% disagreed with 18.2% strongly disagreeing that the policy is fully implemented. Generally, the findings proved that the implementation of the resource provision policy for both genders was on the right track as this was supported by 52.8% of the respondents. This influences gender equity in education. These findings corroborate the assertions of Kibui, et al (2014) that lack of equity in gender in Kenya is driven largely by lack of resources.

Out of the total Headteacher respondents, 45.5% indicated that classroom materials in their schools have influenced learner retention for both boys and girls alike. A mere 27.3% of the Headteachers agreed while 18.2% were undecided whether the classroom materials influence learner retention for both boys and girls. Basically, the findings proved that classroom material support has a positive influence on learner gender equity in education as a total 72.8% both jointly agreed and strongly agreed. The findings equally corroborate assertions by Kibui, et al (2014) that lack of equity in gender in Kenya is driven largely by lack of resources.

4.2 Analysis of Inferential Findings

To establish the possibility of correlation of school material support on gender equity in education, data was collected on the availability of materials and gender equity in education.

4.2.1 Correlations Analysis for Classroom Materials and Gender Equity in Education

The data on school material support and gender equity in education were subjected to Correlation Test Analysis. The results obtained are indicated on Table 3:

Table 3: Correlations Analysis

| Correlations Analysis for Classroom Material Support and Gender Equity in Education | | | | |
|---|----------------------------|-------------------------|------------------------|----------------------------|
| | | | Class Material Support | Gender Equity in Education |
| Spearman's rho | Class Material Support | Correlation Coefficient | 1.000 | .645** |
| | | Sig. (2-tailed) | . | .050 |
| | | N | 184 | 184 |
| | Gender Equity in Education | Correlation Coefficient | .645** | 1.000 |
| | | Sig. (2-tailed) | .050 | . |
| | | N | 184 | 184 |

** Correlation is significant at the 0.05 level (2-tailed)

As indicated in table 3, the data was computed using Correlation Test Analysis. Spearman's Correlation Coefficient achieved a positive correlation of $r = 0.645$ at a significant level (p) of 0.05 (2-tailed) with N value of 184 between class material support and gender equity in education. Spearman's Correlation Coefficient was adopted because the data was nonparametric. The findings indicated that the school material support as an input has a strong positive correlation with gender equity in education. It further explains that when materials are provided

to both genders equitably, the gender equity in education is positively influenced. As such, the inferential statistical analysis findings affirms that classroom material support positively influence gender equity in education. The findings conforms postulation by Republic of Kenya (2006) that that learning materials and active learning has significant impact on the overall education achievement of school age children. It additionally indicates that appropriate learning materials and active learning stimulates and enhances memory retention of the most disadvantaged children. These, therefore, ensures that children have access to appropriate cultural materials and provides them with opportunities to manipulate.

4.2.2 Thematic Analysis of the Qualitative Data

Thematic analysis focused on responses from the interview schedules. The Sub-County Director of Education (SCDE) and the Quality Assurance and Standard Officers (QASOs) were interviewed by the researcher. Just like in the quantitative analysis results, the interviewees equally opined that classroom material support influence gender equity in education in primary schools. The two clusters of interviewees postulated that; *“when there is equitable distribution of classroom materials to both boys and girls, the level of gender equity in education is raised. However, when resources are not equitably distributed to both boys and girls alike, gender equity in education is impeded”*. These views corroborate the assertions by Sasson (2009), as indicated by Wambui (2013), material provision should consider the number, gender, and age of the learners. With proper material provision, learner achievement is surely enhanced. This also encourages gender equity in education.

The findings further indicate that if material provision is gender considerate, gender equity is positively influenced. So far, the material provision is not to the mark and this negatively influences gender equity in education. However, when the situation improves, gender equity in education is also likely to improve. The views also lend credence to the assertion by Kibui, et al (2014) that lack of equity in gender in Kenya is driven largely by lack of resources. It is a clear indication, therefore, that when resources are not equitably distributed, gender equity in education is equally affected.

4.3 Triangulation and Interpretation of Mixed Research Findings

This section discusses research findings of the study objective one. The findings have been discussed mixing both quantitative and qualitative findings.

4.3.1 Mixed Research Findings on Classroom Material Support and Gender Equity in Education

In relation to the descriptive statistical analysis findings; it is clear that not all learners have access to material access and not all schools have all basic classroom material requirements that influence learning achievement for both genders. As well, the quantities of classroom material support in the schools were found not to be adequate to encourage learner enrolment for both boys and girls in all learning areas. It was also evident that the policy on provision of classroom materials in the schools in relation to gender is not fully implemented. The findings equally revealed that the state of the resource material provision is so far not very good and retention for both genders is negatively influenced. Nonetheless, findings established that in a normal condition, equitable classroom material support positively influences gender equity in education

as opined by 63.0% of the respondents that either agreed or strongly agreed that their classrooms have more learners of one gender because of material support. This implies that if the classroom material support is equitable, gender equity in education is realised.

The inferential analysis also indicated that classroom materials support as an education production function positively influences gender equity in education. This was supported by Correlation Test Analysis done using Spearman's Correlation Coefficient which achieved a strong positive correlation of $r = 0.645$ at a significant level (p) of 0.05 (2-tailed) with N value of 184 between school material support and gender equity in education. It is therefore confirmed that classroom material support positively influences gender equity in education in primary schools.

Further, the thematic analysis of qualitative data done from information obtained from the interviewees equally postulated that classroom material support influences gender equity in education in primary schools. The interviewees opined that whenever the schools have equitable distribution of classroom materials for both boys and girls, the level of gender equity in education is raised. However, when resources are not equitably distributed to both boys and girls alike, gender equity in education is impeded. Therefore, the qualitative data confirms that classroom material support influences gender equity in education in primary schools. The descriptive statistical analysis, inferential analysis and thematic analysis therefore all corroborate to the assertions of by Kibui, et al (2014) that lack of equity in gender in Kenya is driven largely by lack of resources.

4.4 Discussion of Research Findings

Detailed discussions of the research findings are captured in this section.

4.4.1 Classroom Material Support and Gender Equity in Education

In relation to classroom material support and gender equity in education, it was evident that classroom material support influences gender equity in education. Quantities of classroom material support in the schools are not adequate to encourage learner enrolment for both boys and girls in all learning areas. The policy on provision of classroom materials in the schools in relation to gender is not fully implemented in the schools. Equally, the state of resource material provision is so far not very good and retention for both boys and girls is negatively influenced. However, if in a normal condition, equitable classroom material support positively influences gender equity in education.

As per Production Functional Theory, classroom material support as an input influences learner gender equity in education. The study equally goes by the contention of the Structural Functionalism Theory that the different components of the society must be harmonised so as to wholly achieve the aspirations of the society. Where, both boys and girls alike need to be provided with right amount and type of classroom materials so as to function as a system, society.

The findings support a number of literature reviewed. For example, Kibui, et al (2014), indicated that resource inadequacy in schools has greatly led to gender inequity in education. More learners of one gender attend school due to material provisions. On the other hand, Dudek (2000)

asserted that adequate classrooms is a basic requirement to access education since most of the teaching and learning takes place in a classroom and unlike other facilities the classroom has no alternative. MOEST (2004), learner school access, retention and gender equity in primary schools in Kenya is still a major issue in most primary schools. The issues are linked to overstretched classrooms and inadequate class material provision for the learners due to learner increase in most schools as a result of Free Primary Schools (FPE).

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study established that learners require a number of classroom resource materials in school. It also came out clear that the resource materials are not enough for all learners. In spite of the effort put by the state agencies, Non-Governmental Organisations and the Board of Directors, still the materials are not adequate. As well, it was established that the distribution of resource materials is not gender considerate. Neither the boys nor the girls are provided with the required materials on equal measure. Girls tend not to get the classroom materials they need. Likewise, in certain instances, boys suffer the same. Generally, the study revealed that classroom material support is not effective enough to sustain both boys and girls. The same lead to inequity in gender in education. Therefore, the study affirms that classroom materials support influences gender equity in education.

Conclusions

Classroom support material is not to the mark. The state of the number of materials is not enough neither is the materials provided with considerations of each gender requirements. Schools with adequate materials tend to thrive in gender equity in education while those that either have inadequate or ill gender sensitive materials are single gender dominated in many areas. Therefore, this affirms that classroom material support influences gender equity in education.

Recommendations for Practice

In line with the findings, this study recommends that; When doing procurements, the personnel, government and non governmental agencies concerned with matters education materials support should take into consideration materials that encourage learners of both genders. Both boys and girls should be provided with the required materials so as to enhance gender equity in education and The study further recommends that all education stake holders must generally strive to input appropriately for purposes gender equity in education.

Recommendations for Further Research

The following areas are recommended for further research by this study;

A study should be conducted to establish the influence of classroom material support on gender equality in education. A study should be conducted to examine the influence of classroom material support on learner academic achievement. A study should be conducted to determine the influence of classroom material support on learner enrolment.

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