Examining the influence of gender-responsive pedagogies on students' academic performance in secondary schools in Tanzania: The case of Mafia, District

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Abstract

The relationship between gender-responsive pedagogy and student learning is seldom investigated. This study, therefore, examined the influence of gender-responsive pedagogies on students' academic performance in Tanzanian secondary schools. The study employed a mixed methods research approach to gain an in-depth understanding of the phenomena under investigation. A total of 249 participants engaged in surveys and interviews. The reliability of the instruments was assessed by using Cronbach's Alpha. Descriptive statistics and multiple linear regression models were used in analysing quantitative data. The findings revealed that most secondary school teachers possessed an understanding of gender-responsive pedagogies, particularly in adopting gender-sensitive language and considering the distinct needs of both male and female students in their teaching practices. Several practices significantly and positively influence students' academic performance. These include teaching reinforcement ($\beta=0.176$, $P=0.001$), giving sufficient time for shy students to answer questions ($\beta=0.163$, $P=0.001$), encouraging mixed-gender groups ($\beta=0.036$, $P=0.205$), and providing equal opportunities for students to be group leaders ($\beta=0.084$, $P=0.001$). The study recommends that awareness creation through pre-service and in-service teacher education would facilitate teachers to become more proficient in using gender-responsive pedagogies.

Keywords: Academic Performance; Teaching Methods; Gender; Gender-Responsive Teaching Methods

Introduction

One of the elements that determines a student's success or failure in any educational setting is their academic achievement (Narad & Abdullah, 2016). Studies show that daily study hours, the socio-economic situation of the family, parents' or guardians' education level, motivation, classroom environment, age of students, parental involvement in education, parents occupation, marital status, home environment, culture, and psychological well-being are the most leading factors for academic achievement

(Ali, Haider, Munir, Khan & Ahmed, 2013). However, researchers have paid little attention to the effect of gender-responsive pedagogies on students' academic achievements despite the abundance of factors impacting students' academic performance (Narad & Abdullah, 2016).

Gender-responsive pedagogies play a critical role in addressing the pervasive gender gap in education, particularly in Sub-Saharan Africa. These pedagogical strategies are intricately woven into various aspects of educational practice, including lesson planning, the preparation of teaching materials, classroom management, and lesson evaluation, as underscored by Mlama et al (2009) and UNESCO (2017). Despite the availability of numerous innovative teaching approaches such as role plays, group discussions, case studies, and problem-solving exercises, only a few inherently integrate gender-responsive elements. According to FAWE (2018) and UNESCO (2017), these approaches are pivotal in influencing the attendance and completion rates of male and female students alike. Moreover, they have a profound impact on learning ethics and overall academic performance. By acknowledging and addressing gender-specific needs and barriers within the educational context, gender-responsive pedagogies foster a more inclusive, equitable, and effective learning environment for all students. Teachers' awareness and utilisation of gender-responsive pedagogies are said to lead to varying outcomes in terms of student learning. It is, therefore, essential to comprehend and support the application of gender-responsive pedagogies when creating educational development policies and raising student learning outcomes (Carrell, Page & West 2010; UNESCO, 2017). Numerous studies have shown that female students' self-assessment in learning is improved when they are taught by a female teacher and vice versa.

On the other hand, the government of Tanzania has made efforts to improve the gender-responsive environment in education through the introduction of gender-responsive pedagogies in primary and secondary schools (Abrha, Mollaw; Kelkay, Asrat Dagnew; and Seifu, Amera 2023; UNESCO, 2017). These pedagogies enhance teachers' ability to design and implement strategies that promote retention, and participation in the classroom, and improve gender relations within schools. However, some educators are still heavily impacted by the values that are dominated by men in their communities (Carrell, Page & West 2010). Gender-sensitive curricula are still ambiguous and unreliable despite government efforts to advance gender equality in education (Mlama *et al.*, 2005, UNESCO, 2017).

However, scrutiny of the literature indicates that there is still a lack of commitment and awareness among teachers in relation to the preparation of gender-responsive lesson plans and instructional materials (FAWE, 2009). This situation undermines the government's initiatives to foster gender equality and equity in education (URT, 2018). Traditional teaching methods employed by secondary school teachers in Tanzania, predominantly lecturing, often fail to address the distinct educational needs and learning styles of both male and female students. This oversight contributes to widening the gender disparities in academic performance. Statistics, for example, show that female students accounted for 70% of those who scored Grade "F" and 22% of those who scored Grade "D," in chemistry, while males

accounted for 30% (NECTA, 2021). Given the limited research on the impact of gender-responsive pedagogies on students' academic performance, the implications for learners, educational institutions, and the broader national context cannot be overstated (Mhonyiwa, Panera, & Mrutu, 2011). This study therefore aims to bridge this critical gap.

Theoretical Framework
This study used two theories: sociocultural and liberal feminist theories. According to the liberal feminist theory, women should contribute just as much as men do on social and public issues (Hackett & Haslanger, 2006). This theory believes that the creation of public equal access and provision of opportunities for women can help to address gender discrimination. The theory, therefore, explains how students should be equally treated in classroom teaching and learning practices. It also raises female students' awareness to participate fully in their learning. Conversely, sociocultural theory encourages teachers to adopt inclusive pedagogies in lesson planning, language use, and the development of teaching and learning materials. These approaches significantly enhance student learning by ensuring that educational experiences are relevant, engaging, and accessible to all students, regardless of their backgrounds. Sociocultural theory's implications for education stress the need for collaborative learning experiences that are culturally relevant and situated within the learner's social context.

Methodology
Research approach and design
This study employed a mixed methods research approach, integrating both qualitative and quantitative methodologies. This approach entailed the collection of diverse data sets through various methods to enable a comprehensive analysis of the research subject from multiple perspectives (Creswell, 2014). This approach was chosen in this study because it allows for cross-checking the relevance of the data gathered. A total of 249 participants were involved in this study. This included 65 teachers and 184 secondary school students. There were also six (6) heads of schools, four (4) Ward Education Officers, and two district secondary school educational officers who served as key informants. The students were obtained by using Yamane's formula (1967). The formula was used to generate a sample from the population of 340 secondary school students selected randomly at a confidence level of 95% and level of precision of 5%.

Although Creswell (2013) argues that a minimum of 30 cases is essential for studies involving statistical data analysis, irrespective of the population size, the current study constituted 184 respondents, comprising both male and female students from six secondary schools that were randomly selected. Additionally, 65 male and female teachers were selected from these schools by using the published tables that assumed a population size of 175, a precision level of 10%, a confidence level of 95%, and a P-value of 0.5 (Glenn, 1992). Multistage sampling was used to obtain the participants in stratified random sampling was employed to select the 65 secondary school teachers. This helped to easily calculate the sample size. Similarly, purposive

sampling procedures were adopted in obtaining the key informants such as heads of schools, ward education officers, and district secondary school education officers.

Data collection

The data were gathered through surveys and interviews with teachers and students in Tanzanian secondary schools. The participants were required to indicate their responses by checking the questions that corresponded to the research objectives and research questions. The teacher and student questionnaires (using a Likert scale ranging from strongly disagree to agree) assessed the teachers' awareness and how gender-responsive teaching methods influenced students' academic performance. Moreover, an interview guide was employed to supplement data collected on teachers' awareness and influence of gender-responsive teaching methods on academic performance from the heads of schools, ward education officers, and district secondary school education officers.

To ensure the validity of the instruments, a pilot study was conducted in one secondary school in the Mafia District comprising heads of schools, four (4) secondary school teachers, and eight (8) secondary school students. Creswell and Creswell (2018) identified three forms of validity: content, concurrent, and construct validity. Content validity looks at the item measuring the content intended to be measured, concurrent validity focuses on the score predicting a criterion measured and the results correlate with the results. The last is construct validity, which focuses on items measuring hypothetical concepts. The selection was based on convenience sampling. The schools sampled for the pilot were not selected for the actual data collection. During the pilot study, the questionnaire and interview checklist were distributed to students and the selected heads of schools who carefully studied the instruments and informed how well the instruments were free of ambiguity. Therefore, the study used face validity and content validity to ensure the study measured what was intended to be measured, had clear sentences and avoided ambiguity in the instruments.

The questionnaires were tested through a pilot study before the actual fieldwork. Cronbach's alpha was used to determine the reliability coefficient (Gorforthe, 2015). The value of Cronbach's Alpha should generally be greater than or equal to 0.70. A low value of Cronbach's alpha indicates low reliability, which may also be interpreted as not measuring the same constructs (Wiley, 2020). The obtained Cronbach's alpha helped to produce the final questionnaire for the study. Therefore, Cronbach's Alpha ranged from 0.705 to 0.832 that was satisfactory for the study to be undertaken.

Data analysis

The raw quantitative data were coded, examined, and analysed with the aid of Statistical Package for Social Science (SPSS) version 20. Descriptive statistics which involved frequencies and percentages were utilised to assess teachers' awareness of gender-responsive pedagogies in secondary schools. The multiple linear regression model was used to assess the influence of gender-responsive pedagogies on students'

academic performance. Thematic analysis was used to analyse the qualitative data using the six steps that Braun and Clarke (2006) recommended. These include familiarisation of data, initial codes, searching for themes, reviewing themes, defining themes and writing up the article.

Results

This section presents the findings based on the objectives of the study. The findings of the study specifically on objective one revealed that some of the secondary school teachers had moderate awareness of gender-responsive pedagogy, while the second objective results revealed that, gender-responsive pedagogies influence students' academic performance in secondary schools.

Awareness of gender-responsive teaching

The first objective of the study assessed the influence of gender-responsive pedagogy on students' academic performance in Tanzanian secondary schools. The study collected data through questionnaires that were administered to secondary school teachers and students. On the other hand, the interviews were conducted to key informants such as heads of schools, ward education officers, and district secondary school education officers. The study found that most secondary school teachers had a moderate level of awareness of gender-responsive teaching methods as depicted in Table 1.

Table 1: Response of teachers' awareness of gender responsive teaching

Responses on teachers' perceptions	Responses (n=65)		
	SD	N	A
Consider differences among categories of students	17(26.1)	26 (40)	22 (33.9)
Considering the needs of female and male students	7 (10.8)	21 (32.3)	37 (56.9)
Give opportunities and preferences to women	17 (26.1)	22 (33.9)	26 (40)
What is taught and learned and how it takes place in the class in the context of female and male students	6 (9.2)	17 (26.2)	42 (64.6)
Incorporate culture and teaching and learning process	10 (15.4)	22 (33.8)	33 (50.8)
Both male and female teachers teach similar or different subjects	12 (18.5)	5 (7.7)	48 (73.8)
Lesson plans and learning materials are prepared considering there are male and female students	8 (12.3)	19 (29.2)	38 (58.4)
Teachers use gender-sensitive language	2 (3.1)	5 (7.7)	58 (89.2)

Source: Field Data (2023)

Teachers were asked to evaluate each statement according to how well it captured the phenomenon under study. According to the analysis, 26 (40%) of the teachers agreed with the statement that gender-responsive teaching methods take into account the differences among student groups. Meanwhile,22 (33.9%) teachers remained uncertain, and the remaining 17(26.1%) teachers expressed disagreement (see Table 1). This suggests that most secondary school teachers had an awareness of gender, particularly in recognizing and addressing the differences between male and female student groups. Such awareness is said to have a significant impact on students' academic performance in Tanzanian secondary schools.

Participants were also asked if gender-responsive pedagogies allowed teachers to prepare lesson plans and teaching and learning materials by considering the needs of both male and female students in a class. The findings revealed that 38 (58.4%) of the respondents agreed, while 19 (29.2%) were neutral and 8 (12.3%) strongly disagreed with the statement. This finding suggests that some secondary school teachers had awareness and implemented gender-responsive pedagogy in their daily teaching and learning in the classroom.

Moreover, 58 (89.2%) of the teachers agreed with the statement that teachers used gender-sensitive language in a classroom while 5 (7.7%) were neutral and 2 (3.1%) disagreed with the statement. This implies that some of the secondary school teachers had moderate awareness of the implementation of gender-responsive pedagogies in the classroom especially in using gender-responsive language and preparing teaching and learning materials.

The heads of school's ward education officers, and the district secondary education officers supported the idea that teachers had moderate awareness and employed gender- responsive pedagogies during classroom teaching. also agreed that responsive pedagogies helped to enhance the teaching and learning process and improved students' academic performance. This was also supported by key informant who reported that:

> All teachers have a moderate awareness of gender-responsive teaching methods. This is because some of the in-service teachers training are conducted within the ward and district on issues related to gender and teaching methods. These include how to provide reinforcement, leadership formulation, forming group discussions in the class as well as the use of gender-sensitive languages" (Head of school B on 8th December, 2022).

This suggests that teachers in secondary schools were somewhat aware of gender-responsive pedagogies and were incorporating them into their regular lessons. Therefore, there is a need to create in-service teachers training in order to increase awareness and use of gender-responsive pedagogies in Tanzanian secondary school education.

Gender-responsive pedagogy and student academic achievement

The second objective of the study assessed the influence of gender-responsive pedagogies on students' academic performance in Tanzanian secondary schools. Data were gathered through questionnaires distributed to teachers and students, while interviews were conducted with key informants, including heads of schools, ward education officers, and district secondary education officers. The analysis utilised a multiple linear regression model. The model summary presented in Table 2 indicates an R² value of 0.789, suggesting that 78.9% of the variance in students' academic performance can be explained by the independent variables included in the study. The range of the sum of squares was between 194.634 and 52.100, with degrees of freedom being 8 and 175, respectively. The mean square error was calculated at 24.329, with an

F-value of 81.72 and a P-value of ≤ 0.001. These results signify that gender pedagogy significantly influences the academic performance of students in Tanzanian secondary schools.

Table 2: Model summary

R	R^2	Adj.R^2	Std. Error
0.888	0.789	0.779	0.546

Source: Field Data (2023)

Further, Table 3 depicts ANOVA of gender-responsive pedagogy. The regression equation was statistically significant with an F-value of 81.72 and a P-value < 0.001, with a coefficient of determination (R^2) of 0.789, indicating that 78.9% of the variation in students' academic performance was explained by the selected independent variables. These variables included the chance of answering questions, teaching reinforcement, sufficient time for answering questions, exercises provided in class, mixed group discussions, group leadership, presentation in groups, and the use of gender-sensitive language in the classroom.

Table 3: ANOVA Table of gender-responsive pedagogy

Model	Sum of Square	df	Mean Square	F -Value	P- Value
Regression	194.634	8	24.329	81.72	0.001
Residual	52.100	175	0.296		
Total	246.734	183			

Source: Field Data 2023

The results revealed that gender-responsive pedagogies such as teachers giving equal chances to answer questions, teaching reinforcement, teachers providing sufficient time for students to answer questions (especially for those who feel shy), providing equal opportunities for students to be group leaders, and conducting mixed group discussions had a positive and significant influence on students' academic performance in Tanzanian secondary schools (Table 4).

Table 4: Multiple linear regression analysis

Gender-responsive pedagogy	B	SE	t- Value	P- Value
Equal chance of answering questions between male and female students	0.068	0.023	2.901**	0.004
Teaching reinforcement between male and female students in a class	0.176	0.031	5.718**	0.001
Sufficient time to answer questions given to male and female students	0.163	0.032	5.152**	0.001
Exercise that encourages both male and female students to speak out	0.028	0.028	1.002	0.318
Teachers encourage mixed groups of students	0.036	0.029	1.271	0.205
Equal chance for both male and female students to be a group leader	0.084	0.026	3.264***	0.001
Teachers encourage both male and female Students to present group work	0.065	0.026	2.478**	0.014
Teachers use harsh/abusive language in a class	-0.012	0.022	-0.547	0.585

Source: Field Data 2023

**$P \leq 0.01$, *** $P \leq 0.001$, $R^2 = 78.9\%$

Furthermore, the analysis showed that teachers providing equal opportunities for both male and female students to participate in classroom discussions ($\beta=0.068$, $P=0.001$) and actively reinforcing learning among both genders ($\beta=0.176$, $P=0.001$) positively and significantly impacted learning and academic performance. This suggests that learning and academic performance in the classroom are positively impacted when teachers give male and female students equal opportunities for reinforcement such as clapping hands, congratulations and other words that encourage the students to learn and vice-versa. Similarly, learning participation is notably enhanced, leading to improvements in students' academic performance in schools when teachers afford equal opportunities for both male and female students to assume leadership roles in groups ($\beta=0.084$, $P=0.001$) and promote presentations by students of any gender in group work ($\beta=0.065$, $P=0.014$), This implies that some of the secondary school teachers provide equal chances for both male and female students to be class leaders and they provide an equal chance to present group work in the classroom that encourages full participation in learning in the class, which in turn influences their academic performance.

Further investigation into the specific influence of each factor on students' academic performance revealed that teachers gave equal chances for both male and female students to be group leaders ($\beta=0.084$ and $P=0.001$). This means that the more teachers provide equal opportunities for male and female students to be group leaders, the greater the improvement in students' academic performance.

Further analysis revealed that teaching reinforcement significantly impacts learning in the classroom and academic performance among both male and female students ($\beta=0.176$, $P=0.001$). This means that once a teacher becomes aware of gender-responsive pedagogy and uses it their daily teaching activities can equally reinforce

both male and female students in the classroom –a situation that can influence their academic performance. On the other hand, when teachers provide sufficient time for male and female students to answer questions in the classroom ($\beta=0.028$, P=0.028), it encourages effective learning participation in the classroom and improves students' academic performance.

The study found that teachers encouraging both male and female students to engage in group work in the classroom ($\beta=0.065$, P=0.014) significantly influenced learning and academic performance. These findings suggest that promoting mixed-gender group discussions in the teaching and learning process fosters equal participation, which in turn enhances learning and academic performance in schools. However, although gender-sensitive language use by teachers improved the academic achievement of both male and female secondary school students, the difference was not statistically significant. ($\beta=-0.012$, P=0.585). This implies that gender-sensitive language used by teachers in the class was not statistically significant in influencing students in learning and their academic performance.

Discussion

According to the current study, a small percentage of secondary school teachers were somewhat aware of gender-responsive pedagogies, which have a big impact on students' academic performance and learning. Similar findings were found in a study by Kahamba *et al*. (2017) at Sokoine University of Agriculture (SUA), where academic staff members reported that despite receiving sensitization on the subject, they only knew a portion of gender-responsive pedagogies.

The finding above is in line with the results from a study that was conducted in Zimbabwe by Chikunda (2013) who found that teachers with limited knowledge of gender sensitivity failed to ensure equal participation of students in classroom activities which consequently influenced students' learning and academic performance. Furthermore, the findings align with Ananga's (2021) study in Ghana, which reported that only 3.6% of tutors employed gender-responsive pedagogy in their teaching activities.

Contrary to the findings above, Megalokonomous (2021) reported that the most effective teachers possess gender-neutral attitudes, which significantly impact their teaching performance, fostering an environment that does not discriminate against any gender. This highlights the need to bolster teachers' awareness of gender-responsive pedagogy in Tanzanian secondary schools to improve student learning and academic performance. The study concluded that most secondary school teachers in Mafia District Council had moderate awareness of gender-responsive teaching methods, which directly influenced the learning process in the classroom and students' academic performance in the researched schools. However, students were also influenced by their religious culture, which hindered learning interactions in the classroom. For example, in group discussions, male and female students were often seated separately and showed minimal interaction in the classroom.

Additionally, the findings, which focused on the assessment of teaching reinforcement among male and female students in the classroom, align with the suggestion by Henderlong and Lepper (2012). They suggested that components of teaching reinforcement, including gestures like teachers' handshakes and clapping, can enhance learning activities, student engagement, and academic outcomes in the classroom. Similarly, Onunkwo and Unachukwu (2003) emphasised that the application of teaching and learning reinforcement in the class, particularly verbal rewards and the presentation of gifts, increases students' commitment to completing daily class exercises, quizzes, and homework and enhances their cognitive achievement in biology. Furthermore, Bower and Casas (2016) argued that when teachers provide positive reinforcement in the classroom by fostering social interactions, it facilitates students' learning about behaviour and the dynamics of relationships among male and female students, teaching staff, and parents within schools. This approach significantly impacts learning and the academic performance of students. The findings on the influence of teachers giving sufficient time for both male and female students who feel shy in the classroom had an influence on learning participation in the classroom and students' academic performance. These results aligned with the study conducted by Kunal (2008) who noted that academically successful students dedicate more study time which leads to higher grades in school.

On the other hand, Nyborg, Mjelve, Edwards and Crozer (2020) suggested that teachers should employ different teaching strategies such as asking specific questions, breaking tasks that require oral performance, forming pairs in learning in a way that can reduce shyness to students learning so as to improve students' academic performance in schools. The findings regarding teachers providing equal opportunities for male and female students to assume leadership roles in groups were supported by Sakirudeen and Sanni (2017). These scholars posited that study habits, including note-taking, library usage, and allocating specific time for studying, significantly affect students' academic performance. They also highlighted the value of scheduled group guidance under special supervision in enhancing class participation and academic outcomes. These observations are further supported by Opateye (2020), who found that allowing students sufficient time to respond has a positive impact on learning and academic achievement.

Moreover, the findings based on the influence of teachers give equal chance for male and female students to present in a group were aligned with the findings by Kirschener, Paas, and Kirschner (2009). Their study suggested that guided group work in the classroom increases cognitive capacity, enabling male and female students to better understand complex tasks and improve learning in the classroom and students' academic performance. This finding emphasised the positive impact of mixed-gender working groups on learning participation and academic performance as supported by Gillies (2016). Furthermore, Dowson (2015) found that group work activities provide male and female students with the opportunities to use questioning skills and discuss and investigate the problem at hand. This implies that mixing both male and female students in groups has a significant influence on their academic performance. On the other hand, Le., Jansen., and Wubbels (2018) noted that students'

lack of collaborative skills seems to ignore the value of social interaction in favour of individual learning which significantly influences learning and their performance in group discussions.

Besides, when the study assessed the teachers' use of gender-sensitive language in the classroom, the results revealed that teachers' use of gender-sensitive language in the classroom had a positive influence on learning participation and students' academic performance, although it was not statistically significant. This finding aligns with the result by Abrha, et al. (2023) which emphasises the importance of gender-sensitive language as it shapes how male and female students are treated and represented in the teaching and learning process. Thus, it is crucial to avoid the use of exclusionary terms and stereotypes that perpetuate sexist thoughts and attitudes. It also suggests that teachers should provide equal opportunities for both male and female students to thrive by using fair gender language in the classroom.

Additionally, Gharbavi and Mousavi (2012) argued that when teachers fail to use gender-fair language in instruction, students may feel excluded and undervalued, leading to a decrease in self-empowerment. This lack of inclusive language negatively impacts the learning environment and student's academic performance in schools. Besides, Amini and Birjandi (2012) added that when students in the classroom, particularly female intudents, experience discrimination and devaluation through the language used in the classroom, it significantly shapes their social identity, language development and behaviour. This can have a profound influence on their learning and academic performance.

The study also collected information from key informants through interviews with heads of schools, ward education officers, and the district education officer. They all supported the idea that gender-responsive teaching methods influenced learning activities in the class and students' academic performance in secondary schools. The factors that were cited most to influence academic achievement among female and male students include teaching reinforcement, teachers giving equal chance to male and female students to be group leaders in the class, teachers giving sufficient time to shy male and female students to answer questions during learning in the classroom and teachers using gender-sensitive language during classroom teaching. This was also narrated by one of the heads of schools during the interview.

> *Both teachers and students can use gender-sensitive language in a class and avoid abusive or harsh language or words, which demoralise students in learning; words such as stupid, rubbish and the like can be avoided. There is an understanding and use of gender-responsive teaching methods.* (Head of school A on 1st December 2022)

In a study conducted by Chikunda (2013) and Dorji (2020), they both reported that teachers with limited knowledge of gender-responsive teaching methods influenced male and female participation in learning in the classroom which in turn influenced significantly their academic performance. On the contrary, the results found in a study by Seifu *et al.* (2019) suggested that teachers of science-related subjects

have the knowledge and they use gender-responsive teaching methods in schools which significantly influence the learning activities in the classroom and students' academic performance. In this regard, therefore, raising teachers' awareness and implementing effective gender-responsive pedagogy enhances the teaching and learning process in the classroom; hence ultimately improving students' academic performance.

Conclusion and recommendations

This study concludes that secondary school teachers in the Mafia District Council possess a moderate understanding of gender-responsive pedagogies, which significantly influence students' academic performance. Gender-responsive pedagogies such as teaching reinforcement, assigning tasks that encourage shy students to participate, facilitating mixed-gender group discussions, and employing gender-sensitive language in the classroom are crucial factors in influencing students' learning and academic achievements. The study recommends that the government, in collaboration with the Mafia District Council, parents, and other educational stakeholders (including CBOs and NGOs), should initiate in-service teacher training, forums, and debates on gender-responsive pedagogies in secondary schools so as to increase awareness and provide teachers with additional tools. Additionally, policymakers and curriculum developers should ensure that gender-responsive pedagogy is integrated into curricula at various levels to broaden awareness among all educational participants. The study also suggests further research to explore why the government has not yet fully promoted awareness and implementation of gender-responsive pedagogy in Tanzania's secondary schools.

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