

ABSTRACT

The government of Kenya in partnership with religious sponsors and parents provide financial, human and physical resources to enhance education of girls and boys in schools. However with all these measures in place, girls' performance in Kenya Certificate of Secondary Education examinations (KCSE) was just average and below that of boys in Siaya County for the years 2011 to 2013. The mean scores were 6.21, 6.90 and 6.05 compared to those of boys which were 7.73, 7.73 and 7.56. The girls' performance in Siaya County was also below that of neighbouring Kisumu County whose mean scores were 7.46, 7.02, and 6.98. The purpose of the study was therefore to establish contribution of selected stakeholders to educational resources and academic performance of girls in pure public girls' secondary schools in Siaya County. Objectives of the study were to; determine selected stakeholders' contribution to infrastructure development, establish selected stakeholders' contribution to provision of teaching /learning resources and determine selected stakeholders' contribution to co-curricular resources in enhancement of girls' academic performance. A conceptual framework showing the relationship between independent variables (contribution of selected stakeholders) and dependent variables (girls' academic performance) was used to guide the study. Descriptive survey, *ex post facto* and correlational research designs were adopted. The study population was 155 consisting of 21 principals, 21 Deputy Principals (DP), 21 Directors of Studies (DOs), 21 Board of Management (BOM) chairpersons, 21 Parents Teachers Association (PTA) chairpersons, 42 Form Iv class teachers, 6 Sub County Quality Assurance and Standards Officers (SCQASOs) and 2 Church Education Secretaries (CES). Sample size was 133 consisting of 18 principals, 18 DPs, 18 DOs, 36 form four class teachers, 18 BOM chairpersons, 18 PTA chairpersons, 5 SCQASOs and 2 CES. Data was collected using questionnaires and interview schedules. Validity of the instruments was determined by experts in Educational Administration. Reliability of the instruments was determined by test re-test method and Pearson's r coefficients were .78 and .81 for principals and form four class teachers at set p- value of .05. Quantitative data collected was analyzed using frequency counts, percentages, means and regression analysis. Qualitative data from interviews and open ended questions were transcribed, analyzed and reported in emergent themes and sub themes. The study established that government, religious sponsors and parents contributed 20.3%, 20.6% and 44.2% respectively of the variation in infrastructure development in enhancement of girls' academic performance as signified by coefficients .203, .206 and .442 respectively. Regression analysis revealed that contributions of government, religious sponsors and parents to infrastructure development were significant predictors of girls' academic performance. Government and parents contributed 42.8% and 74.5% respectively of the variation in teaching /learning resources in enhancement of girls' academic performance as signified by coefficients .428 and .745 respectively. Government and parents' contributions were significant predictors of girls' academic performance. Government and parents contributed 53.3% and 78.6% respectively of the variation in co-curricular resources in enhancement of girls' academic performance as signified by coefficient .533 and .786 respectively. Regression analysis revealed that government and parents contributions were significant predictors of girls' academic performance. The study concluded that parents' contribution was moderate and had the highest influence on girls' academic performance. The government and religious sponsors' contributions were moderate but the influence on girls performance was weak. The study recommended that the stakeholders should improve on their contributions to enhance the girls' academic performance. The findings of this study are significant to stakeholders in education by informing them in areas that require review of their efforts and strategies for enhancement of girls' academic performance.