Available online at http://www.journalcra.com

International Journal of Current Research
Vol. 9, Issue, 08, pp.56035-56046, August, 2017

INTERNATIONAL JOURNAL OF CURRENT RESEARCH

ISSN: 0975-833X

RESEARCH ARTICLE

GOVERNMENT AND PARENTS' CONTRIBUTION TO CO-CURRICULAR RESOURCES IN ENHANCEMENT OF GIRLS' ACADEMIC PERFORMANCE IN KENYA: A CASE STUDY OF SIAYA COUNTY

***Enose M.W. Simatwa and Hellen Adhiambo Ahawo**

Department of Educational Management and Foundations, Maseno University, Kenya

ARTICLE INFO

Article History:
Received 20th May, 2017
Received in revised form
24th June, 2017
Accepted 07th July, 2017
Published online 31st August, 2017

Key words:
Government,
Parents,
Co-Curricular Resources,
Enhancement,
Girls' Academic Performance,
Siaya County.

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 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. Objective of the study was to determine the government's and parents' contribution to co-curricular resources in enhancement of girls' academic performance. The study established that the 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's contribution were moderate and the influence on girls' performance was high. The study recommended that the government's and parents' should improve on their contributions to enhance the girls' academic performance. The findings of this study are significant to government's and parents' in education by informing them in areas that require review of their efforts and strategies for enhancement of girls' academic performance.

Citation: Enose M.W. Simatwa and Hellen Adhiambo Ahawo 2017. "Government and parents' contribution to co-curricular resources in enhancement of girls' academic performance in Kenya: A case study of Siaya county", *International Journal of Current Research*, 9, (08), 56035-56046.

INTRODUCTION

The Ministry of Education (2005) states that the government is fully committed to an education system that guarantees the right of every learner to quality and relevant education. It is in this light that the ministry of education deemed it necessary to improve its inspection wing by restricting it and changing its name from the inspectorate to Directorate of Quality Assurance and Standards (Ministry of Education Science & Technology, 2004). According to the Basic Education Act of 2013 the government of Kenya ensures good academic performance by providing adequate teaching and non-teaching staff according to the prescribed staffing norms for example for every 30 students in the school, the government pays one-teaching staff to take care of their needs in school. The government is charged with the responsibility of providing infrastructure such as building classrooms, laboratories, learning and teaching equipment and appropriate financial resources. To ensure good discipline for good academic performance, chairman of Board of management comes from religious sponsor to spearhead the faith of their church hence good discipline in enhancement of academic performance (Republic of Kenya, 2013). According to Total Extracurricular Activity Participation is associated with high Grade Point Averages. It increases the attendance and reduces the absentees from the class (Bro, 2002). Researchers have found positive associations between participation in co-curricular activities and academic performance of the students (Guest and Schneider, 2003). Most of the co-curricular activities have been found to be good in constructing and enhancing academic performance of the students although they do not have direct relationships with their academic subjects (Marsh and Kleitman, 2002). The research explored this fact that students who participate in co-curricular activities also perform well in their academics as compared to those activities (Marsh and Kleitman, 2002). The researcher who have carried out study on the co-curricular activities divided them into formal and non formal activities. The formal activities includes the involvement of students in sports, dramas, or debates competition among others. On the

Corresponding author:* **Enose M.W. Simatwa,
Department of Educational Management and Foundations, Maseno University

other hand, the activities such as listening to music or watching television are classified as in informal activities. Study has suggested that both formal and non formal activities have different effects on academic performance (Guest & Schneider, 2003). One research observed that more you spend time in leisure activities the poorer academic performance and poorer working habits are developed while more time you spend in formal activities like sports, debate and dramatic activities, the more grades you get in studies (Marsh & Kleitman, 2002). A study by Omoke (2009) examined the role of co-curricular activities in social and academic development among students in Suneka Division of Kisii South District in Kenya. The study showed that co-curricular activities contributed towards students' social development in a number of ways instilling discipline, building tolerance, enhancing co-operation, creating a sense of responsibility improving in judgment, accepting defeat and improving moral values; Bakhda (2006) holds the same opinion by showing that games and sports activities keep the learner out of counterproductive leisure activities. Odhiambo (2015) in his study of stakeholder's perceptions on co-curricular activities, effectiveness and challenges in enhancing student discipline, found that co-curricular were perceived to be effective in enhancing students' discipline precursor of good academic performance. However, Odhiambo's (2015) study did not deal with contribution of government, religious sponsors and parents in enhancement of girls' academic performance. From the literature reviewed there is a link between the co-curricular resources contributed by government and parents' to facilitate co-curricular activities and academic performance. For instance, Broh (2002); Guest and Schneider (2003); March and Kleitman (2002), Omoke (2009) and Odhiambo (2015) established that co-curricular activities and by extension co-curricular resources normally contributed by the government. Girls' in Kenya Certificate of Secondary Education examinations in Siaya County had been of great concern. In Kenya Certificate of Secondary Education results of 2005, the first girls' school in Siaya County took position 133 nationally with no girl in top 100. In 2007, the same trend continued with the best girls' school in Siaya District ranked position 74 without any girl in the top 100 (Siaya Sub County Office, 2014). This was because there were 26 girls in top 100 nationally but none of them came from Siaya County. It had also been established that girls perform below par compared to boys in Siaya County Table 1.

Performance of Girls compared to Boys in Siaya County for the period 2011-2013

Category of schools	Number of Schools	2011	2012	2013	Overall mean score
Girls	20	6.21	6.90	6.05	6.39
Boys	16	7.73	7.73	7.56	7.67

Source: County Director of Education Office, Siaya (2014)

From Table 1, it can be observed that girls' performance was 6.21, 6.90 and 6.05, the overall mean being 6.39 for the years 2011, 2012 and 2013 compared to boys 7.73, 7.73 and 7.56, the overall mean being 7.67. This means that it is the girls' who needed much assistance than boys for enhancement of academic achievement. Furthermore, since quality inputs guarantee quality output, the contribution of government and parents' have an important role to play in the provision of girls' academic performance in secondary schools. Indeed, government, religious sponsors and parents contribute to provision of girl's academic performance Table 2.

Performance of Girls' in Public Secondary Schools in Kisumu and Siaya Counties for the period 2011- 2013

	Number of schools	2011	2012	2013	Overall mean
Girls schools in Siaya	21	6.21	6.90	6.05	6.39
Girls School in isumu	19	7.46	7.02	6.98	7.15

Source: County Director of Education Office, Siaya 2014 and Kisumu 2014

From Table 2, it can be observed that girls' performance in Siaya was 6.21, 6.90 and 6.05 compared to girls in Kisumu which was 7.46, 7.02, 6.68 and 6.98 for the years 2011, 2012, and 2013. This means that girls in Siaya County had relatively lower means than girls in Kisumu County. For example, the overall mean score of girls in Siaya was 6.39 and the overall mean score of girls in Kisumu county was 7.15 meaning that performance of girls in Siaya county lagged behind that of girls in Kisumu County.

Research Objective

Determine government and parents' contribution to co-curricular resources in enhancement of girls' academic performance.

Synthesis of literature on government's and parents' contribution to co-curricular resources in enhancement of girls' academic performance

The involvement of the parents and co-curricular activities are the factors which have an important influence on students and how well they perform in their academics. There are different ways which can be chosen by the students to spend their free time and this will affect their studies positively or negatively depending upon the activity they choose. A research conducted by the education department of the United States of America discovered that the students who have actively contributed in the co-curricular activities are more likely to have a Grade Point Average of 3.0 or more as compared to those who are not involved in co-curricular activities (Stephens and Schaben, 2002). This means that the contributions inform of co-curricular resources do enhance academic performance of students in educational institutions. The absence of these resources therefore reduces the academic performance of students. These findings are supported by Simol's (2001) study which revealed that regardless of the fact that students who belong to different areas, their achievements in past, the home participation, the involvement in positive activities, positively improve their Grade Point Average in the examination Stephen and Schaben (2002), further emphasizes that administrations of different schools are interested in finding out whether there is an association between student academic performance and involvement in the co-curricular activities which show to some extent that there exist relationship between student performance and their involvement in co-curricular activities. It is for this reason perhaps that most school administrators in Kenya encourage students' participation in co-curricular activities. This automatically demands for co-curricular resources which are in turn provided by the government and parents. Whether the relationship is the same as that established by Stephens and Schaben (2002) in Kenya, was the subject of this study and therefore the knowledge gap that the study attempted to fill using Siaya County as the site for the study.Total Extracurricular Activity Participation is associated with high Grade Point Averages. It increases the attendance and reduces the absentees from the class (Broh, 2002).

Researchers have found positive associations between participation in co-curricular activities and academic performance of the students (Guest & Schneider, 2003). Most of the co-curricular activities have been found to be good in constructing and enhancing academic performance of the students although they do not have direct relationships with their academic subjects (Marsh & Kleitman, 2002). The research explored this fact that students who participate in co-curricular activities also perform well in their academics as compared to those that do not participate in these activities (March and Kleitman, 2002). These findings are generally a reflection of the perceptions of curriculum developers and implementers in Kenya thus co-curricular activities are incorporated in the school curriculum and teaching timetables. Besides, they are also reflected in school fees structures indicating that both the government and parents have to contribute to them by availing the desired co-curricular resources namely, balls, short-puts, discus, javelin, nets and games kits. The studies reviewed did not indicate the contribution of the government, religious sponsors and parents to these co-curricular resources.

The researcher who carried out study on the co-curricular activities divided them into formal and non formal activities. The formal activities included; the involvement of students in sports, dramas, or debates competition among others. On the other hand, the activities such as listening to music or watching television were classified as formal activities. Study has suggested that both formal and non formal activities have different effects on academic performance (Guest & Schneider, 2003). One research observed that more you spend time in leisure activities the poorer academic performance and poorer working habits are developed while more time you spend in formal activities like sports, debate and dramatic activities, the more grades you get in studies (Marsh and Kleitman, 2002). Broh (2002) thinks that involvement in sports activities enhances students' development and social bond among them, their parents and schools and these are the factors which produce positive impact on their performance in their studies. These activities are also undertaken in girls' school in Siaya County. However, the relationship has not been established with special reference to selected government's and parents' contribution and academic performance of the girls. Stephens and Schaben (2002) observed that students who actively participated in one of the sports activities performed well as compared to those who did not participate in one or less. In this respect Stephen and Schaben (2002) add that, internationally, school administrators and teachers view the inclusion of co-curricular activities in learning programme as a way of ensuring that learners receive an education of genuine quality which leads to the development of the learners self-confidence and self-esteem. In America games and sports is considered to play a role of transmitting a general social value, knowledge and norms in creating social harmony which is vital in the achievement of academic performance (Chicott and Lodgers, 2009). This consideration is shared in Kenya and is evidenced in school policies whereby students in schools are required to participate in games and sports without exception. That is, even students who are challenged are required to participate in sports and games that soot their form of disability. This is a true reflection of what is being undertaken in girls' schools in Siaya County.

In India, students' participation in sports activities is regarded as highly beneficial and therefore emphasized as part of continuous and comprehensive evaluation in schools because the activities help in building students' behaviour for good academic achievement (Joshi, 2010). School administrators and teachers in preparatory school in Johannesburg in the Republic of South Africa view the inclusion of co-curricular activities in learning programme as a way of ensuring that learners receive an education of genuine quality which leads to the improvement of the learner's discipline for good academic performance. In higher co-curricular is a very important and essential part of an education system. It is the co-curricular aspect of the education that prepares and holds the student to be holistic. The task force report on student discipline and unrest in secondary schools (Republic of Kenya, 2001), gives the views though without data on how games and sports enhances student discipline which is the long run helps to promote good academic achievement. According to Otula (2007), activities like games, sports and clubs and societies form part of learning programmes. Such programmes aim at assisting school administrators and teachers in providing a holistic quality education and training that address emerging challenges in learning institutions as violence, in order to ensure safety and peace for children in schools (Republic of Kenya: Sessional Paper No. 1 of 2005). A study by Omoke (2009) examined the role of co-curricular activities in social and academic development among students in Suneka Division of Kisii South District in Kenya. The study showed that co-curricular activities contributed towards students' social development in a number of ways instilling discipline, building tolerance, enhancing co-operation, creating a sense of responsibility improving in judgment, accepting defeat and improving moral values; Bakhda (2006) holds the same opinion by showing that games and sports activities keep the learner out of counterproductive leisure activities. The reviewed literature according to Stephens and Schaben (2002), Broh (2002) March and Kleitman (2002), Guest and Schneider (2003), Otula (2007), Joshi (2010), Omoke (2009) all agree that co-curricular activities enhances good academic performance, however, none of the studies reviewed focused on the contribution of government and parents provision of co-curricular resources in enhancement of girls academic performance.

Conceptual framework

Conceptual framework (Figure 1) showing selected government's and parents'' contribution to educational resources in enhancement of girls' academic achievement. The government's and parents' contributions are limited to provision of co-curricular resources in enhancement of students performance. This means that government's and parents' contribution is an antecedent variable. An antecedent variable comes before the independent variable (Mugenda and Mugenda, 2003). Antecedent variable does not interfere with the established relationship between an independent and dependent variable. Rather, an antecedent variable clarifies the influence that proceeds such relationship, which must be related in some logical sequence, its relationship with the independent and dependent variables should not disappear, rather it should be enhanced, but when the independent variable is removed there is no relationship between the Antecedent variable and the dependent variable. The independent variable was co-curricular resources. Thus there is a link between these variable and students performance. Parents have a chance to contribute to students co-curricular resources through payment of activity fees, controlling reading habits.

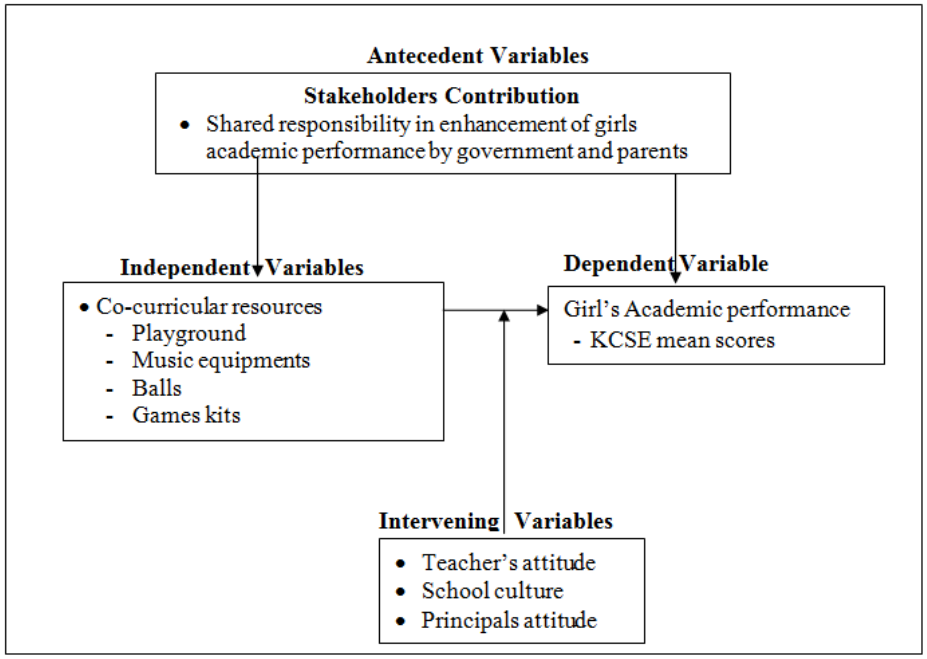

Figure 1. Conceptual framework showing Government's and Parents' contribution to Co-curricular resources in enhancement of Academic Performance of Girls in schools

The success of this contribution in enhancement of girls' academic performance is moderated by teachers' attitude and school culture. If the teachers have positive attitude and the schools enjoy high favourable culture, the contribution of government and parents is bound to have a higher effect than when the teacher's attitude is negative and the school culture is not good.

MATERIALS AND METHODS

Descriptive survey, *ex post facto* and correlational research designs were adopted. The study population was 155 consisting of 21 principals, 21 Deputy Principals, 21 Directors of Studies, 21 Board of Management chairpersons, 21 Parents Teachers Association chairpersons, 42 Form four class teachers, 6 Sub County Quality Assurance and Standards Officers and 2 Church Education Secretaries. Sample size was 133 consisting of 18 Principals, 21 Deputy Principals, 18 Directors of Studies, 36 form four class teachers, 18 Board of Management chairpersons, 18 Parents Teachers Association chairpersons, 5 Sub County Quality Assurance and Standards Officers and 2 Church Education Secretaries. 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.

RESULTS

Research Objective

The research question responded to was: What is the contribution of government's and parents' to co-curricular resources in enhancement of girls' academic performance? The responses were as shown in Tables 3, 8 and 9. From Table 3, it can be noted that principals indicated that the contribution of government to provision of playing ground was high and teachers also indicated high contribution by the government to the provision of playing ground as their means were 4.18 and 3.59 respectively. Principals and teachers indicated that the contribution of government to girls' co-curricular resources in music equipment was high as the means were 4.29 and 3.91 respectively. The contribution of government to co-curricular in enhancement of academic achievement through the provision of Drama equipment was low as their means were 2.00 and 2.32 respectively. The contribution of government to co-curricular in enhancement of academic achievement through provision or purchasing balls to schools was low. Their means were 1.69 and 2.12 respectively. Principals and teachers indicated that the contribution of government to the provision of nets in the schools was high as their means were 3.53 and 3.49 respectively. The contribution of the government to the provision of hockey sticks was moderate as their means were 2.50 and 2.80 respectively. The contribution of government to girls' co-curricular resources through sports equipment was moderate as the means were 2.69 and 2.77 respectively. This means both principals and teachers indicated that government contribute satisfactorily to the sports equipment like short put, discuss among others. Government contribution to funds for trips was low as their means were 1.81 and 2.24 respectively. Games kits was high and moderate as their means were 3.65 and 3.12 respectively. This means principals indicated high and teachers low contribution of the government on the provision of games skits in schools. (Table 4)

From Table 4 it can be observed that there was a positive and strong relationship between government contribution and girls students academic performance. The relationship was significant as signified by the calculated p-value of .000 which was less than the set p – value of 0.05. This means that an increase in government contribution would increase girl student's performance. To estimate the contribution of government contribution, coefficient of determination was computed. The results were as shown in Table 5.

Table 3. Contribution of Government to Girls' Co-Curricular Resources in enhancement of Girls Academic Performance

Aspect of contribution by Government	Res	Mean	Overall Mean	Contribution Indices	Decision
Playing ground	P	4.18	3.88	4	High
	T	3.59			
Music equipment	P	4.29	4.00	4	High
	T	3.71			
Drama equipments	P	2.00	2.16	2	Low
	T	2.32			
Balls	P	1.69	1.90	2	Low
	T	2.12			
Nets	P	3.53	3.51	4	High
	T	3.49			
Hockey sticks for	P	2.50	2.65	3	Moderate
	T	2.80			
Sports equipment	P	2.69	2.73	3	Moderate
	T	2.77			
Funds for trips	P	1.81	2.02	2	Low
	T	2.24			
Games skits	P	3.65	3.38	3	Moderate
	T	3.12			
Overall Mean	P	2.93			
	T	2.91	2.92	3	Moderate

KEY: RES – Respondents P- Principals, T-teachers n- Sample size
Interpretation of Mean Ratings
1.00-1.44 = Very Low 2.45 -3.44 = Moderate
1.45 -2.44 = Low 3.45 -4.44 = High 4.45 -5.0 = Very High
Interpretation of Contribution Indices
1=Very Low2 = Low3 =Moderate 4 =High5 = Very High

Table 4. Relationship between government contribution to co-curricular resources and girls academic performance

		Girls academic Performance
Government contribution	Pearson Correlation	.749
	Sig. (2-tailed)	.000
	N	18

From Table 5, it can be noted that government contribution accounted for 53.3% of variation in girl student academic performance as signified by the coefficient of .533. The other 46.7% was due to other factors such as parents and sponsors' contribution. To establish whether government contribution was a predictor of girl students' performance, ANOVA was computed and the results were as shown in Table 6.

Table 5. Regression analysis of Government contribution to co-curricular resources and girls' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749[a]	.560	.533	1.228287

a. Predictors: (Constant), Government contribution

Table 6. ANOVA of Government contribution to co-curricular resources and girls academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.767	1	30.767	20.393	.000[b]
	Residual	24.139	16	1.509		
	Total	54.906	17			

a. Dependent Variable: Girls academic Performance
b. Predictors: (Constant), Government contribution

From Table 6, ANOVA revealed that government contribution was a significant predictor of girl student academic performance ($F(1, 16) = 20.393$, $P<0.05$. To confirm the actual contribution, linear regression analysis was computed and the results were as shown in Table 7.

From Table 7, it can be revealed that for one unit increase in government contribution, the girls academic performance would improve by .005 units as signified by the coefficient of .005. The regression equation is Y =4.465 +.005X. Government contributed to girl students' performance by providing sports equipment, games skits, balls, nets, music equipment and hockey sticks co-curricular resources in enhancement of girl students' academic performance.

Table 7. Linear Regression Analysis of Government Contribution to Co-Curricular Resources and girls academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.465	.628		7.107	.000
	Government contribution	.005	.001	.749	4.516	.000

a. Dependent Variable: academic Performance. Regression Equation $Y = \beta_0 + \beta_1 X$

From Table 8, it can be noted that principals and teachers indicated that the contribution of parents to the provision of playing ground was moderate and high their means were 2.67 and 3.63 respectively. Overall principals and teachers indicated that the contribution of parents to drama was low (M =2.35). Drama equipment was moderate and low as their means were 2.57 and 2.14 respectively. This means the principals indicated moderate and teachers low contribution by parents on drama equipment. The contribution of parents on balls was low as their means were 2.12 and 1.12 respectively. The contribution of parents on nets was low and high as their means were 2.40 and 3.51 respectively. This means that principals indicated low contribution and teachers indicated high contribution by parents on the provision of nets. Hockey sticks was low and moderate as their means were 2.29 and 3.06 respectively. This means that principals indicated that parents contribute little and

teachers indicated they contribute moderately on the provision of hockey sticks. Sports equipment was moderate as their means were 3.43 and 2.46 respectively principals and teachers indicated that parents contribute satisfactorily in the provision of sports equipment such as discuss, short put, javelin among others. The implication is that parents are aware of the importance of such sports equipment and their relationship with academic achievement. The findings agree with Guest and Schneider (2003) who carried out the study on different social factors which has association with the student's academic performance. In their findings they suggested that co-curricular activities like sports, debate and dramatic activities improve the academic grades of the students who participate in them. The funds for trips was low and high for their means were 2.39 and 3.67 respectively. Games skits was moderate as their means were 2.79 and 3.66 respectively. This means the principals indicated high contribution by parent to provision of games skits to girls to use during games time. Document analysis indicated that parents purchase games skits from schools on the day of admission of their children. This help students to play with ease at games time. The purchase of games skits shows that the parents support games as part of school learning. Overall principals and teachers indicated that the contribution of parents to co-curricular resources was moderate as signified by overall mean of 2.77.

Table 8. Contribution of Parents to Co-curricular resources enhancement of Girls academic performance

Aspect of contribution by parents	Res	Mean	Overall Mean	Contribution Indices	Decisions
Playing ground	P	2.67	3.15	3	Moderate
	T	3.63			
Music equipment	P	2.80	2.94	3	Moderate
	T	3.08			
Drama equipments	P	2.57	2.35	2	Low
	T	2.14			
Balls	P	2.12	1.62	2	Moderate
	T	1.12			
Nets	P	2.40	2.95	3	Moderate
	T	3.51			
Hockey sticks for	P	2.29	2.67	3	Moderate
	T	3.06			
Sports equipment	P	3.43	2.94	3	Moderate
	T	2.46			
Funds for trips	P	2.39	3.03	3	Moderate
	T	3.67			
Games skits	P	2.79	3.22	3	Moderate
	T	3.66			
Overall Mean	P	2.61		3	Moderate
	T	2.93	2.77		

KEY: RES – Respondents
P- Principals, T-teachers
n- Sample size
Interpretation of Mean Ratings
1.00-1.44 = Very Low 2.45 -3.44 = Moderate
1.45 -2.44 = Low 3.45 -4.44 = High 4.45 -5.0 = Very High
Interpretation of Contribution Indices
1==Very Low2 = Low3 =Moderate 4 =High5 = Very High

Table 9. Relationship between parent's contribution to co-curricular resources and girls academic performance

		Girls Academic Performance
Parents contribution	Pearson Correlation	.893
	Sig. (2-tailed)	.000
	N	18

From Table 9, it can be observed that there was a positive and strong relationship between parents' contribution and girls students academic performance. The relationship was significant as signified by the calculated p-value of .000 which was less than the set p – value of 0.05. This means that an increase in parents contribution would increase girl student's academic performance. To estimate the contribution of parents, coefficient of determination was computed. The results were as shown in Table 10.

Table 10. Regression analysis of Parents contribution to co-curricular resources and girls academic performance

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.893[a]	.798	.786	.8322585

a. Predictors: (Constant), Parents contribution

From Table 10, it can be noted that parents contribution accounted for 78.6% of variation in girl student academic performance as signified by the coefficient of .786. The other 21.4% was due to other factors such as government and sponsors' contribution.

To establish whether parents contribution was a predictor of girl students' performance, ANOVA was computed and the results were as shown in Table 11.

Table 11. ANOVA of Parents contribution to co-curricular resources and girls academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.823	1	43.823	63.264	.000[b]
	Residual	11.083	16	.693		
	Total	54.906	17			

Dependent Variable: Girls academic Performance
Predictors: (Constant), Parents contribution

ANOVA revealed that parents contribution was a significant predictor of girl student academic performance ($F(1, 16) = 63.264$, $P < 0.05$). To confirm the actual contribution, linear regression analysis was computed and the results were as shown in Table 12.

Table 12. Linear regression analysis of parents contribution to co-curricular resources and girls academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.331	.499		6.672	.000
	Parents contribution	.119	.015	.893	7.954	.000

a) Dependent Variable: Girls academic Performance. Regression Equation $Y = \beta_0 + \beta_1 X$

From Table 12, it can be revealed that for one unit increase in parents contribution, the girls academic performance would improve by .119 units as signified by the coefficient of .119. The regression equation is Y=3.331+.119X. Parents contributed to girl students' performance by providing games kits, sports equipment, financing trips, and play grounds in enhancement of girl students' academic performance.

Table 13. Relationship between government and parents contribution to co-curricular resources and girls' academic performance

		Girls academic Performance
Parents	Pearson Correlation	.893
	Sig. (2-tailed)	.000
	N	18
Government	Pearson Correlation	.749
	Sig. (2-tailed)	.000
	N	18

From Table 13, when the two related government's and parents' contribution to co-curricular resources was correlated with girls academic performance it emerged that the government and parents contribution to girls academic performance was moderate. This means that an increase in the contribution of the three government's and parents' would increase the girls academic performance. To estimate the actual contribution of government and parents', coefficient of determination was computed the results were as shown in Table 14.

Table 14. Regression analysis of government and parents contributions to co-curricular resources and girls academic performance

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	931	.868	.850	.696119

a. Predictors: (Constant), Government, Parents

From Table 14, it can be noted that Government and Parents contributions together accounted for 85% of variation in girl student academic performance as signified by the coefficient of .850. The other 15% was due to other factors. To establish whether government and parents contributions were a predictor of girl students' performance, ANOVA was computed and the results were as shown in Table 15.

Table 15. ANOVA of Government and Parents contributions to co-curricular resources and girls academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.638	2	23.819	49.819	.001[b]
	Residual	7.269	15	.485		
	Total	54.906	17			

a. Dependent Variable: Girls academic Performance
b. Predictors: (Constant), Government, Parents

From Table 15, ANOVA revealed that Government and Parents contribution was a significant predictor of girl student academic performance ($F(2, 15) = 49.819$, $P < 0.05$). To confirm the actual contribution, multiple regression analysis was computed and the results were as shown in Table 16.

Table 16. Multiple regression analysis of Government and Parents contributions to co-curricular resources and girls academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.966	.437		6.782	.000
	Parents	.214	.036	1.614	5.900	.000
	Government	.-005	.002	-.768	-2.806	.013

a. Dependent Variable: Girls academic Performance. Regression Equation $Y = a + bX_1 + CX_2$

From Table 16, it can be revealed that for one unit increase in parents contribution, the girls academic performance would reduce by .-005 units as signified by the coefficient of .000. The governments contribution was not significant as the p-value calculated was .214 greater than the set p-value of .05. The regression equation is Y= 2.966+.214X -.005X. Government and parents' contribution to co-curricular resources reduced girl students' performance.

DISCUSSION

Principals and teachers indicated that the government made high contribution when it came to the provision of playing ground. For example the government brings money through remedial, maintenance and infrastructure to maintain play fields. The interview findings indicated that government only made a little contribution when it came to provision of playing ground. Another interpretation may be because the teachers over expected from the government so that whatever payment was seen as little. From document analysis, it was revealed that the government contributed to the development of play field through payment of Ksh. 600/= per student to secondary school yearly. The main aim of the government in this payment is to encourage learners' participation into co-curricular activities. This means that co-curricular is a very important and essential part of an education system. This study is in line with Rashid and Sasidha (2005), who revealed that co-curricular aspect of the education prepares and moulds the student to be holistic. Another study by Russel, Peter, Donald and Robert (2000) found that co-curricular involvements in high school produces honesty and fair play needed to prevent delinquency and crime and hence improving academic achievement. Principals and teachers indicated that the government made high contribution when it came to provision of music equipment. This high contribution means that the government values co-curriculum. The findings of this study concurs with Wambunya (2010) who indicated that co-curricular activities enhance talent and personality development of the learner hence enforcing the formal curriculum. He further observes that Malava Girls School was a dull school, but this has changed due to the girls' participation in games and sports. This has led to the school's population increasing tremendously and academic performance improving quite a lot. Principals and teachers indicated that the government has low contribution to the provision of drama equipment. The interview findings indicated that government does not finance or give drama equipment directly. Both principals and teachers indicated that the government has low contribution on the provision of balls in schools. Interview findings revealed that balls were either bought using activity, fee paid by parents or donated by the well wishers particularly when the school did very well in ball games. Principals and teachers indicated that the government made high contribution when it can to provision of nets in schools. Interview findings revealed that when nets are available in the compound, even students who are not in the school team find it easy to exercise /practice for exercise. The study is supported by the Bringing Up Girls in Science, which is for young girls and their parents at the university of North Texas: "the upbringing and the environment of the home are the most important factors which influence the academic achievements of the students. An association seems to exist between the activities chosen by students and their academic achievements. According to Stephens and Schaben (2002), co-curricular activities have influence on students' academic achievements. Total Extracurricular Activity Participation is

associated with high Grade Point Average. It increased the attendance and reduces the absentees from class (Broh, 2002). Researchers have found positive associations between participation in co-curricular activities and academic performance of the students (Guest & Schneider, 2003).

Principals and teachers indicated that the government made moderate contribution in the provision of hockey sticks. Interview findings revealed that the government contributes satisfactorily through the paying at least kshs. 600/- for student yearly. This has enabled school administrators to buy facilities like hockey sticks which enable students to practice and do well in games. The study is supported by Osodo (2008) who observed that the government had always strived to provide secondary through the provision of Free day secondary schools. These findings further concur with UNESCO initiatives (2005) which targeted that by 2015, all schools going children particularly girls would have completed free and compulsory education of good academic achievements. Different sports equipments enable most students to be active in games and sports. The study's findings are in line with Bakhda (2007) who observes that sports activities keep the learner out of counterproductive leisure activities. This implies proper use of leisure time when students are not left idle which may create counterproductive activities like drug abuse. Principals and teachers indicated that government contribution to funds for trips was low. Interview findings indicated that money paid by the government does not supplement what parents have paid through the use of local transport and traveling. The difference in the means of principal and teachers could be because of hidden expenditure that comes from the government the teachers may not be aware of. Overall contribution by government to co-curricular resources in enhancement of girls academic performance as indicated by principals and teachers was moderate (M=2.92). Principals and teachers indicated that religious sponsors contribute satisfactorily to the playing ground. The interview findings indicated that the religious sponsors gave out land to their sponsored schools. The records from document analysis indicated that religious sponsor got land from the communities where they settled among their started schools then. The availability of the playing ground enables students to do sports and games which enhance their academic performance. This happens due to the fact that games and sports provide forum for socialization and building team spirit among. The study agrees with Mbiti (2007) who shows that games and sports assist in lessening tension accumulated from intensive academic studies hence helps in establishing peaceful learning environment when students are kept occupied. Bakhda (2007) holds the same opinion by revealing that games and sports activities keep the students out of counterproductive or any other form of indiscipline. This implies that well coached games and sporting activities assist in the maintenance of discipline and order that is needed for good academic performance. Such strong team work created during games and sporting activities enables the students to be active in their classes during group discussion and it gives the subject teachers easy time in class since groups already exist.

Gate Encyclopedia of Education (2011) established that games and sports have positive value in building character, discipline and the ability to work in teams for good academic performance. Interview findings indicated that religious sponsor do not contribute any money for the purchase of music equipments. Document analysis did not give record of music equipment being given by the religious sponsors. Overall, principals and teachers indicated that the contribution of religious sponsors to provision of music equipment in enhancement of academic achievement was very low (M=1.50). The principals and teachers indicated that religious sponsors contribute very low to provision of drama equipment respectively. This means that both principals and teachers indicated very little contribution by religious sponsors on the provision of drama equipment in the enhancement of academic performance. Overall, principals and teachers indicated that the contribution of religious sponsors to provision of drama equipment in enhancement of academic performance was very low (M =1.16). Religious sponsors contribute very little to the provision of nets that help the students to participate in games for beneficial to their health and improved academic performance. Religious sponsors contribute very little to provision of hockey sticks for playing hockey in schools. Interview findings indicated that religious sponsors so not have a role in the provision of hockey sticks. Document analysis did show any contribution of the religious sponsor to provision of hockey sticks in schools. Overall, principals and teachers indicated that the contribution of Hockey sticks to help students play hockey was very low (M =1.12). Religious sponsor contribute little to provision of sports equipment such as discus, javelin, short put among others. Interview findings indicated that the religious sponsors did not contribute any sports equipment. The interview findings indicated that religious sponsors did not contribute any fund in order for the schools to purchase games skits. Overall contribution by religious sponsors to co-curricular resources as indicated by principals and teachers was low (M =1.48). Inferential statistics were not computed because the contribution of religious sponsors to co-curricular resources was too little to be correlated. The principals and teachers indicated little contribution to funds for trips by the religious sponsors. Interview findings indicated that religious sponsors did not fund any trips for games. Principals indicated that parents contribute moderately and teachers indicated they contribute highly. Overall, principals and teachers indicated that the contribution of parents to playing ground in enhancement of academic achievement for students satisfactory. The interview findings indicated that parents payment was not a hundred percent yet the teachers felt that all parents had made payment with the principal. The implication here is that some parents fail to remit money to school as required. Document analysis showed that only 75% of the activity funds was paid by parents to school. This may be seen as a weakness on the parents side since when there is no enough playfield, the students only watch as others play. This finding agrees with UNICEF (2005) who at the end of four country studies (China, India, Indonesia & Thailand) on parent-teacher cooperation reports that, parents participated extensively in co-curricular development thereby participating in joint problem solving of the school at all levels. Music equipment was moderate as the principals and teachers means. Principals and teachers indicated that parents contribute satisfactorily to the provision of music equipment. This they do to ensure that students get good training in social and moral skills to enable them to mature into responsible adults and improving their academic performance. This finding is in agreement with the opinion held by Nyongesa (2007) who observes that sports and games train students in social and moral skills that enable them to mature into responsible adults. The sub counties qualify the same view by explaining that games and sports are good in enhancing student discipline because they enable the student to develop desired social skills like team formation and hard

work. One deputy principal echoed a similar view by pointing out that games and sports are good in developing a sense of responsibility and acceptable moral qualities to the student.

A deputy principal noted: "A sense of responsibility, commitment and hard work is encouraged in the students through games because every game or sport has rules to be strictly observed by players. Undisciplined player has to be disciplined so that order is maintained during a game or sport. In football, a yellow or red card is issued out or penalty given on fault plays. In athletics, use of drugs is prohibited nationally or internationally and offenders are banned from participation." One Quality Assurance and Standards Officer further clarified; "Games or sports have rules to be strictly followed by players as they play, there is good time management during the match. This therefore checks the student's behaviour which may lead to character formation or responsible behaviour for good academic achievement. The study finding is in consistent with that of Mbiti (2007) who asserts that games and sports assists in reducing tension accumulated from intensive academic work, by helping in establishing a peaceful learning environment which is required for good academic achievement. Interview findings indicated that parents made low contribution to drama equipment. The implication is that the money paid by parents for activity may not be enough to purchase the drama equipment hence teachers indicated low contribution by parents. Overall principals and teachers indicated that the contribution of parents to drama was low. This implies that the money paid by parents does not meet all the requirements in co-curricular activities particularly provision of drama equipment. As much as the principals may want to encourage drama in their schools, they meet financial constraints. This finding concurs with RSA (2010) who argues that in an era of budgetary constraint for schools, the resources offered by government and parents', including parents and families is invaluable to, but frequently underutilized by schools. principals indicated low contribution while teachers indicated very low contribution. The implications here is that the money paid may not be enough for purchasing many balls for ball games which are quite a number like basket ball, football, volleyball, handball among others. In line with this study, Odhiambo (2015) observes that because co-curricular activities are seen as extra –curricular (outside the regular learning activities) these activities tend to make teachers, students and parents to lay relatively little emphasis on them such that many parents, teachers and students have regarded these activities as a waste of time and only aimed at keeping school children busy and out of mischief. This implies that co-curricular activities are hardly given priority by teachers and parents hence low payment is involved by parents. The differences in their means may imply that the yearly budget on co-curricular activities may lower than the requirement hence things that can take long are not budgeted for on yearly basis. The findings concur with Nyongesa (2007) who indicates that co-curricular activities tend to involve excessive cost to the schools. Kocher (2012), points out that unnecessary expenditure needs to be avoided on equipment in order to lesson constraints on these activities. The fact that parents buy hockey sticks directly when they are bringing their children for admission implies that they contribute satisfactorily. The fact that the principals indicated low contribution by parents implies that they over expect from parents and whatever the contribution parents make, they consider it as low. Principals indicated low and teachers indicated high contribution by parents in providing funds for trips. The overall (C =3.03) moderate. The variation in the means of principals and teachers on the parental contribution may be due to the fact that some parents may fail to remit the payment yet, the teachers calculate the contribution by the use of all students. The principal may be giving the exact figure since principals are the accounting officers of the funds paid to schools. The finding is supported by Goodall and Vorhaus (2011) who observe, with the partial exception of parental involvement or contribution to co-curricular activities which enhance the academic performance of their children. Games skits was moderate as their means were 2.79 and 3.66 respectively. This means the principals indicated high contribution by parent to provision of games skits to girls to use during games time.

Conclusion

The government's contribution to co-curricular activities was moderate and the influence on girls' academic performance was high. The parents' contribution to co-curricular activities was moderate and had very high influence on girls' academic performance.

Recommendations

The government should increase its contribution to co-curricular activities so as to significantly improve the girls' academic performance. Parents' contribution should be further enhanced to improve and maintain girls academic performance.

REFERENCES

Achola, P. J. 2012. Factors Influencing Provision of Vocational and Career Guidance Services into Secondary Schools in Siaya, Ugenya and Gem Districts. Master of Education Thesis. Maseno University Library.

Adams. N. 2003. *Secondary School Management Today*. London, Melbourne, Sydney, Aulkland Johannesburg, Hutchinson Ltd, Clandes place.

Adeyanju, L. 2003. Teachers' perception of the effects and use of learning aids in teaching: A study of Winneba Secondary Schools. Masters Thesis, Obasemi Awolowo University Nigeria Library.

Adeyemi, T. O. 2009. The Effective Management of Primary Schools in Ekiti State. Nigeria. An Analytical Assessment. *Education Research and Reviews*. 4 (2):048-056.

Adeyemo P A 1985. Principles and Practice of Education; University of Ile-lfe.

Adeyemo, J.O. & Lydiah, I.M. 2009. Management of Primary Schools in Ekiti State. Nigeria. An Analytical Assessment. *Education Research and Reviews* Vol. 4(2):048-056. Nairobi: *Academic Journals*, Kenya.

Ahawo, H. 2010. Factors Influencing Students' Academic Performance in Public Mixed Day Secondary Schools in Kisumu East District, Kenya. Master of Educational Administration Thesis, Maseno University Library.

Akala, W. J. 2007. The Challenge of curriculum in Kenya's Primary and Secondary Education: The Response of the Catholic Church. *International Handbooks of Religion*. 2(2.4): 619-635.

Akeyeampong, A. 2003. *Review of secondary Education in Ghana. Accra:* World Bank.

Ayeni, A. J. 2010. Teachers' Instructional Task Performance and Principals' of Quality Assurance in Secondary Schools in Ondo State. Doctoral Dissertation, Obafeni Awolowo University Library, Ile- ife Nigeria.

Bakhda, S. 2007. *Management of Schools*. Nairobi: Oxford University Press.

Balcolon, M. & Tobias, J. 2006. Schools, School quality and Academic Achievement: Evidence from the Philippines.

Beeri, T. 2005. Co-*curricular Activities*. Thrissur Publications: New Delhi.

Birgen, P. 2005. A Teacher can make a break. *A child Education Insight*. Nairobi: Insight Publishers.

Bregnman, J. & Stallmeister, S. 2001. Secondary Education for Africa. Concept paper.

Broh, B. A. 2002. Linking extracurricular programming to academic achievement: who benefits and why? *Sociology of Education*, *75*: 69-96.

Canter, L. 2000. Assertive discipline in C.H. Edwards, ed. classroom discipline and management, 3rd Ed. John Willey and sons, MA, USA.

Catholic Information Service for Africa, 2008. Kenya: Catholic head urges Review of Church Role in Schools from http://www.ismico.org. on 30th September, 2008 at 4.00pm.

Center on Education Policy. 2012. *What Roles do parents' Involvement, Family Background and Culture play in students motivation*. The George Washington University: Graduate School of Education and Human Development. Retrieved from www.cep-dc.org on 14/10/2015 at 10.00pm.

Centre for Prevention of School Violence 2003. *Facilities* (online) Accessed August, http:www.juvjus.state.nc.us/ cpsu/facility.htm.

Cohen, L. & Manion, L. 1998. Research Methods in Education, 4th Edition, London: Routledge Limited.

Cotton, A. 2000. Student discipline and motivation: Research synthesis – Portland, Northwest Regional educational Laboratory.

Creswell, J.W. 2009. *Research Design: Qualitative and Mixed Method Approaches*. Sage Publications, United Kingdom.

Dahar, M.A. & Faize, F.A. 2011. Effects of the availability and the use of instructional material on academic performance of students in Punjab (Pakistan). Middle Eastern Finance and ISSN 1450-2889.

Devcota, B. 2005. Is There a teacher motivation crisis in Nepal? Kath Mandu.

Docking, J. W. 2000. Control and Discipline in Schools. London, Harper and Row Publishers.

Education For All 2005. Education For All. *The Quality Imperative*. Paris: UNESCO. Retrieved from http://www. unesco.org on 5th August 2009 at 9.00am.

Ehiane, O. S. 2014. Discipline and Academic Performance: A Study of Selected Secondary Schools in Lagos, Nigeria. *Academic Research in Progressive education and Development* Vol. 3 (1):184-194.

Eilam, B. & Aharo, I. 2003. Students Planning in the process of self –regulated learning. *Contemporary Educational Psychology*. Vol. 28:30-34.

Elifson, K.W. Runyon, R.P. & Haber, A. 1990. *Fundamental of Social Statistics*. MCGraw Hill. New York.

Eshiwani, G.S. 1993. *Education since Independence*. Nairobi: East African Educational publishers.

Farombi, J.G. 1998. Resource Concentration, Utilization and Management as correlates of students' learning outcomes: A study in school quality in Oyo state. PhD Thesis, University of Ibadan Library.

FAWE 2002. Sending a Girl to School. Nairobi. FAWE.

FAWE. 2002. FAWE News: The teaching profession in Sub-Saharan Africa. Where are we? Where are we going? Nairobi, FAWE

Filardo, M. & Vincent, J. 2010. Research on Impact of school facilities on students and teachers: A summary of studies published since 2010 from http://www.etic edgovt/pdfs/ ed50951. Retrieved on March 16.2010.

Fisher, K. 2006. The Impact of School Infrastructure on Student Outcomes and Behaviour. Georgia: USA London, Rut ledge.

Fuller, B. 1986. Raising School Quality in Developing Countries: What Investment Boost Learning? Washington D.C. The World Bank.

Gall, M.D., Borg, W.R. & Gall, J.P. 1996. *Education Research: An Introduction*. New York: Longman.

Gay, L. 1996. *Educational Research: Competence for Analysis and Applications*. New Jersey: Maryland Imprint of Prentice Hall.

Goodall, J. & Vorhaus, J. 2011. Review of Best Practice in Parental engagement. Research Report OFF-RR 156. London: Department for Education.

Griffin, G. 1996. *School Mastery: A straight talk about boarding school Management*. 2nd edition. Nairobi: Lectern Publications Ltd.

Guest, A. & Schneider, B. 2003. Adolescents' extracurricular participation in context: The mediating effects of schools, communities, and identity. *Sociology of Education*, 76: 89-105.

Hernandez, T.J. & Seem, S.R. 2004. A Safe School Climate: A Systemic Approach and the School Counselor, ASCA, *Professional school Counseling*, Vol. 7 (4): 256-262.

Jagero, N.O. 1999. An Evaluation of the Factors Affecting the Quality of Education in Day Secondary Schools in Kenya. Masters in Education Thesis, Maseno University Library.

Jeffery, C. 2008. *Cleanliness and Learning in Higher Education*. Https://www.appa.org./book store/ index.af.M Retrieved on 13.11.2009.

Joshi, V. 2010. *Circular on Physical Education and Sports In Schools* Cir.No.71. Central Board of Secondary Education. New Delhi: Government of India.

Kabandize (2001). Discipline and Academic Performance.

Kasonde, N.S. 1999. *Gender and Primary Schooling in Zambia*: Retrieved on November. 10, 2012 at 10.10pm. http/www.ntd.co.uk/idsbookshop/details.asp.

Kathuri, N.J. & Pals, D.A. 1993. Introduction to Educational Research. *Education sector Development.* Vol. 14 (3). Nakuru. Education Media.

Kelly,W.E. 2004. As Achievement sails the River of Time: The Role of Time Use Efficiency in Grade-point-Average. *Educational Research Quarterly*, Vol. 27 No. 4, 3-8.

Kihara, J. 2003, Mar 6th. Date set to congratulate girls for success in education. Nairobi. *Daily Newspaper Limited*. P.11.

Kimotho, P. 2007, July 29th. Church Acts to force out Head teacher, *Daily Nation Newspaper*, Nation Team Correspondent.

Kindiki, N. 2000. Effectiveness of Communication on pupils discipline in secondary schools in Kenya. March, Moi University, Eldoret Kenya.

Koech, P.L. 2006. Influence of Gender Stereotype on Girls and performance in Mathematics in Secondary Schools in Butere- Mumias Districts. Thesis, Moi University Library. Eldoret, Kenya.

Kosgei, Z.K 2001. Determining optimal size and operational efficiency of Nandi secondary schools. Master of Philosophy Thesis, Moi University.

Kothari, C. 2004. *Research Methodology, Methods and Techniques* (2nd Ed). New Delhi, India: New Age International Ltd Publishers.

Leedy, P.D. & Ormrod, J.E. 2005. *Practical Research: Planning and design*. New Jersey: Pearson Merrill Prentice Hall.

Lydiah, L. M. & Nasongo, J.W. 2009. Role of the Head teacher in Academic Achievement in Secondary Schools in Vihiga District Kenya. *Journal of Social Sciences* 1 (3): 84-92.

Maeke, E. 2009. School Shake up: Case Study of Moi Girls Marsabit. www.change Makers. Com. Retrieved on 17.12 2009.

Maranga, J.M. 2001. The Supervision Roles of Secondary School Head Teacher on Curriculum implementation in Machakos District. Master of Philosophy Thesis. Moi University Library, Eldoret.

Maria, P. & Meil, L. 2002. Understanding the Failing School. The Role of Culture and Leadership. London: Routledge.

Masika, W.B. & Simatwa, E.M.W. 2010. Contribution of the Quaker Church to Management of Public Secondary Schools in Bungoma East District, Kenya: *An analytical assessment*. *Educ. Res*., 1(11) 624-636.

Matsoga, J.T. 2003. Crime and School Violence in Botswana Secondary Education. The case of modeling Senior Secondary School, PhD Dissertation Ohio University Library.

Mobegi, F. 2007. Quality Assurance Challenges and opportunities for public Secondary School Headteachers in Gucha District, Kenya. Master of Education Thesis: Maseno University Library.

MOEST. 2004. Report on the Task Force on Implementation of Free primary Education: Nairobi. Government of Kenya.

MOEST. 2005. Challenges of Implementing Free Primary Education in Kenya: Assessment Report.

Mucmahron, S. 2009. *Wild Pupils Trouble School,* Herald sun September.

Mugenda, O.M. & Mugenda, A.G. 2003. R*esearch Methods: Qualitative and Qualitative Approaches.* Nairobi, Kenya: Acts Press.

Munda, S.W., Tanui, E.K. & Kaberia, L. 2000. The Relationship between selected education facilities and students academic performance in secondary schools in Bungoma District Kenya. *Kenya Journal of Education Planning, Economics and Management,* Eldoview Graphics, Kakamega, Kenya.

Murillo, F. J., & Roman, M. 2011. School Infrastructure and Resources do mater: Analysis of the incidence of school resources on the performance of Latin American Students. *School effectiveness and school improvement,* 22 (1): 29-50.

Musungu, L. 2007. The Role of head teacher in academic achievement in secondary school in Vihiga District. Masters Thesis, Maseno University Library.

Mutai, B.K. 2006. *How to write Quality Research Proposal*: A complete and simplified recipe. New York: Talley publications.

Mutsotso, S.N. 2004. The contribution of Social Education and Ethics in the Management of student violence in secondary schools in Vihiga district. Doctor of Philosophy Thesis, Moi University Library.

Ng'otie, R.K. 2009. Roles of Parent - Teacher association in financing secondary school education in Baringo District Kenya. Master of Education Thesis, Maseno University Library, Kenya.

Nyaga, R.N. 2004. Challenges facing Head teachers in Enhancing pupil discipline in Primary schools in Kibera slums. Master of Education Thesis. University of Nairobi Library.

Nyambune, J. 2010. Teachers demand return of caning in schools: The link enhancing Governance for all. Burr Bridge. Illinois: Irwin.

Odhiambo, D. 2015. Government's and parents'' Perceptions on Co-curricular activities, Effectiveness and Challenges in Enhancing Students Discipline in Public Secondary schools in Awendo-Rongo-Uriri Sub-counties, Kenya. Masters Thesis. Maseno University Library.

Okoth, K. 2014. Influence of principals' leadership styles on teachers motivation in public secondary schools in Sabatia, Sub-county, Kenya. Masters Thesis. Maseno University Library.

Omoke, J.P. 2009. The Role of Co-curricular Activities in Social and Academic Development of Students in Suneka Division of Kisii South District. Research Project. The Catholic University of Eastern Africa Library.

Owoeye, J. 2010. The Effects of Interaction of location facilities and class size on academic achievement of secondary school students in Ekiti state, Nigeria. Doctoral Thesis: University of Ibadan Library, Ibadan.

Pogodzinski, J.M. 2000. The teacher shortage: *Causes and Recommendations for change.* Jose: San Jose State University.

Provincial Director of Education, 2009. Provincial Education Day. Nyanza Province. 29th July, Kisumu.

Republic of Kenya 1964. *Kenya Education Commission Report part* 1. Nairobi: Government printer.

Republic of Kenya 1964. *Report of the Education Commission* (Ominde Report), Nairobi: Government printer.

Republic of Kenya 1976. *Education objectives and Policies*. Nairobi: Government Printer.

Republic of Kenya 1976. *Report of the National Committee on Educational Objectives and Policies*. Nairobi. Government Printer.

Republic of Kenya 1981. Re*port of the Presidential Working party on the second university in Kenya.* Nairobi: Government printer.

Republic of Kenya 1988. *Report of the Presidential working paper on Education and training for the next Decade and Beyond*. Nairobi: Government Printer.

Republic of Kenya 1988a. *Master Plan on Education and Training 1997 – 2010* Nairobi: Jomo Kenyatta Foundation.

Republic of Kenya 1988b. *Report of the presidential working party on Education and man – power training for the next decade and beyond.* Nairobi Government printer.

Republic of Kenya 1988c. Sessional Paper No. 6 on Education and Training for the Next Decade and Beyond. Nairobi Government printer.

Republic of Kenya 1999a. *School Management Guide*. Nairobi Jomo Kenyatta Foundation.

Republic of Kenya 1999b. *Totally Integrated Quality Education and Training*. Report of the Education inquiry into the Education of Kenya. Nairobi. Government Printer.

Republic of Kenya 2001a. *The Children Act, 2001*. Nairobi: Government Printer.

Republic of Kenya 2001b. *Ministry of Education circular No/G9/01/169 of 10th April 2001*. Nairobi: Ministry of Education.

Republic of Kenya 2003. *United Nations Country Team MDGS: progress report for Kenya.* Nairobi: Government printer.

Republic of Kenya 2005a. *Kenya Education sector support program 2005-2011*: Delivering Quality Education and Training to all Kenyans. Nairobi: Government Printer.

Republic of Kenya 2005b. *Report of Provincial Education Board Taskforce on the Improvement of performance at National Examination by Nyanza schools*: Kisumu. Ministry of Education.

Republic of Kenya 2005c. *Sessional Paper No. 1 of 2005*. A policy Framework for Education, Training and Research. Nairobi. Government Printer.

Republic of Kenya 2007. *Report of the Task force on Affordable Secondary Education*. Nairobi: Ministry of Education.

Republic of Kenya 2008a. A *new Dawn Kenya Vision 2030 officially launched*. Nairobi: Government printer.

Republic of Kenya 2008b. *Interim Guidelines for the Implementation of FSE*. Nairobi: Ministry of Education.

Republic of Kenya 2009. *Siaya District Development Plan 2008 – 2012*. Nairobi. Government printer.

Republic of Kenya 2010. *The Constitution of Kenya 2010*. Nairobi. Government Printer.

Republic of Kenya 2012. Sessional paper No. 14 of 2012 A Policy Framework for Education Training. Nairobi: Government Printer.

Republic of Kenya 2013. *The Basic Education Act,* 2013: Nairobi. Government Printer.

Republic of Kenya 2015. *Economic Survey* 2015. Nairobi. Government Printer.

Republic of Kenya, 2002. *Report on student Discipline in Central province*. Ministry of Education. Nairobi; Government printer.

Republic of Kenya, 2004. *Guidance and Counseling Module for Primary School Teachers*. Nairobi, Kenya: Government printer.

Republic of Kenya. 2001c. *Report of the Task Force on Student discipline and unrest In Secondary Schools.* Nairobi: The Jomo Kenyatta Foundation.

Sichambo, N.M. 2011. Impact of Burnout on Secondary School teachers performance: A Case of Bungoma North District. Master of Education Thesis. Masinde Muliro University of Science and Technology Library.

Simatwa, E.M.W. 2007. Management of Discipline in Secondary schools in Bungoma District, Kenya. Doctor of Philosophy Thesis. Maseno University library.

Simon, B.S. 2001. Family involvement in high school: Predictors and effects. *NASSP Bulletin, 85*(627): 8-19.

Siringi, S. 2003. Grim Statistics on Girls Schooling experts seek innovative approaches to reduce widening gender disparities. Nairobi: *Daily Nation* July 5/2007.

Soneson, U. 2005. Ending corporal punishment in South Africa, Pretoria: Save the children Sweden, Regional office for South Africa.

Tome, F. 2010. Parents urged to help their daughters stay in school: the link enhancing governance for all. Burr Bridge. Illinois: Irwin.

UNESCO 2002. Education for All: Is the World on Track? Paris: UNESCO.

UNESCO 2005. *Challenges of Implementing Free Primary Education in Kenya: Experiences from the Districts.* Nairobi: UNESCO.

UNESCO 2008. Challenges of Implementing Free Day Secondary Education in Kenya. Experiences from District, Nairobi: UNESCO.

UNICEF 2004. Water*, Environment and Sanitation water, Sanitation, and Education*. (Retrieved March 6, 2015).

UNICEF. 2005. Levels, Trends and Determinants of Primary School Participation and Gender parity. UNICEF. New York.

World Bank 2002. *Integrating Gender into the World Banks Work: A Strategy for Action.* Washington D C*:* World Bank*.*

World Bank 2003. *Investment in School Infrastructure: Economic Review*. Vol.16. 297 – 319.Washington D C: World Bank.

World Bank 2005. *Educational Sector Strategy Update: Achieving Education For All Broadening our perspective, Maximizing our effectiveness*. Washington D.C: World Bank.

World Bank 2005. *Expanding opportunities and Building competencies for Young people*: A New Agenda for secondary Education. Washington DC: The International Bank for Reconstruction and Development.

World Bank 2007. *Secondary Education in Africa, Developing Science Mathematics and ITC Education in Sub-Sahara Africa*. Washington DC: World Bank.

World Bank 2008. *Textbooks and school library provision in Secondary Education in Sub Saharan Africa*. Washington DC: World Bank.

****