

Abstract

There has been a disappointing academic achievement in Science, Mathematics and Technology (SMT) subjects especially among girls in Kitui County over the years. The aim of this study was to investigate the contribution of instructional resources to girls' academic achievement in SMT subjects. Ex-post-facto survey research design was employed in the study. Six girls' secondary schools in Kitui County, Kenya were randomly selected. The study comprised six head teachers, 30 teachers of SMT subjects and 416 girls who sat for the Kenya Certificate of Secondary Education (KCSE) in the year 2009. Data was collected using semi-structured questionnaires, interview guides and document analysis sheets. Descriptive and inferential statistics were employed to analyse the data. The study found that girls' achievement in classes with adequate SMT instructional resources was better than those with few or none. The findings of the study indicated that majority of the SMT teachers who taught the girls at form four level were men. The study further revealed that teachers mainly relied on few text books which were provided by their schools for classroom instruction. Recommendation is made for increased instructional resources for better girls' academic achievement in SMT subjects.