

Abstract

Education is generally regarded as a key tool for development and an invaluable means of addressing structural inequality and disadvantage through provision of life skills that enable people to prosper later in life. The skills help them to maintain a healthy and productive existence, hence grow into resourceful and socially active adults who can make cultural and political contributions to their communities. The education of girls is paramount to the development of a nation since they are involved in all kinds of activities both at community and regional level. The learning environment in mixed day public secondary schools is usually hostile towards girls. They are sexually harassed, teased and ridiculed by boys and teachers, when one is too intelligent or not too intelligent. The purpose of this study was to establish the influence of resources for on girls' KCSE performance in mixed day secondary schools. The study was conducted using Ex post facto design. The target population comprised of 13 principals, 78 teachers and 250 form three girls. The sample was 13 principals, 78 teachers and 250 form three female students. This study used questionnaires, to collect data. Pearson's product-moment correlation was used to statistically establish the independent variable and dependent variable. Findings revealed that resources for girls influenced girls' KCSE performance. This was shown by the Pearson correlation coefficient on the resources for girls on girls' KCSE performance which indicated an, r , of 0.785, that was statistically significant ($p= 0.005$). Based on the findings, the study concluded that resources for girls influenced girls' KCSE performance. The study recommended that the school principals should avail resources both physical and materials so as to improve girls' KCSE performance.