

Education-Policies Used By Principals in Promotion of Girl - Child Education in Mixed Day Secondary Schools in Rongo and Ndhiwa Sub-Counties, Kenya Ndhiwa Sub-Counties, Kenya

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ABSTRACT

In Kenya, girls tend to lag behind boys when it comes to completing a secondary education. The purpose of this study was to establish the role of principals in the promotion of girl-child education. The objective of the study was to establish the use of education policies by principals in promoting girl-child education. The study employed descriptive survey design. The study population consisted of 38 Principals, 38 Director of Studies (DOS), 2 Sub-County Quality Assurance and Standard Officers (SQASO), 38 Board of Governors (BOG) chair persons and 2010 form four girls. Saturated sampling technique was used to select 35 principals, 35 DOS and 2 SQASO. Simple random sampling technique was used to sample 335 girls. Questionnaires and interview schedule were used to collect data. Validity of the instruments was determined by experts in the department. A pilot study was conducted in 3 schools to establish the reliability of the instruments. Quantitative data was analyzed by use of descriptive statistics, that is, ANOVA. Qualitative data was transcribed and analyzed in emergent themes and sub themes on an on-going process. However, ANOVA revealed that there was a significant difference in the mean responses in principals' use of Education-policies. The findings of this study will help educational administrators in developing better approaches in promoting girl-child education.

Key words: Principals, Education policies, Promotion, Education, Girl-child, Rongo and Ndhiwa.

INTRODUCTION

A factor leading to poor participation and drop out of girl-child from school is pregnancy. However, Siringi (2002) indicates that girls drop out at the ages of 13 to 17 due to pregnancy related cases. Wamahiu and Njau (1995) summarize the policies related to school girls' pregnancy in selected sub Saharan African countries. Out of 8 countries tabled; only Botswana and Ivory Coast have positive re-entry policies Nangurai (2005) found out that most schools in Uganda allowed girls who had conceived to go back to school so that they could be given a second chance in school. This trend therefore indicates that if most parents and girls were sensitized on re-entry policies then more girls who had conceived while in school would be re-admitted back to schools. In 1994

MOE allowed girls to continue with education after dropping out of school due to early pregnancy (Republic of Kenya, 1999), with their re-entry, participation rates were meant to increase. The head-teacher has a role of sensitizing the parents about this government policy of re-admitting girl-child mothers back in the school, re-admitting girl-child to school after giving birth and creating an enabling environment for active participation in education (Ngaruiya, 2008). The amount of money for a repeater adds an extra financial burden to the education system (Schreiber, 1967). Kasente (1998) observed in his study that one general scenario is that girls repeat classes and perform poorly than boys due to the fact that during class instructions, some male teachers practice

Table 1. Secondary GER by Gender in Nyanza Province and Nationally, 2002 to 2009.

Years	Province		National	
	Boys	Girls	Boys	Girls
2002	34.2	25.2	29.8	26.4
2003	32.4	28.6	29.7	27.4
2004	31.9	23.1	32.1	27.6
2005	35.8	26.3	31.3	27.2
2006	37.7	28.7	34.6	29.9
2007	44.4	30.6	40.4	33.3
2008	47.6	32.7	46.3	38.8
2009	50.9	34.8	49.5	41.3

Source: Statistics and EMIS Section, Ministry of Education (2009).

sexual harassment towards their female students, by victimization, provocative examples, intonation and body language. That this affects girls' participation in class and could make them perform poorly in exams or drop out of school. The government of Kenya requires that students get promoted to the next class in order to promote their education. Ouma (2002) noted from his study that while repetition is against the government policy, it is still actively encouraged in schools due to publication of league tables based on mean scores at KCSE. The study conducted by Eshiwani (1993) revealed that repetitions had several implications for educational systems and one of the implications is that a number of school places have to be provided for every successful school leaver. Repetition, therefore, imply wastage in the system. Making girls repeat the grades exacts a toll on the students involved and absorbs a large share of the limited resources available for education. The current study looked at how principals used repetition policy to promote girl-child education in public mixed day secondary schools in Rongo and Ndhiwa Sub-Countries. Gogo (2008) indicated in his studies that one of the most recent policies introduced by the government to promote secondary education was the creation of more mixed day secondary schools. The findings of the study indicated that more mixed day secondary schools impacted positively on the girl-child as more girls were seen going to school from its introduction. Osodo (2008), in his study established that access to secondary education was hampered by the number of factors like, long distance to school. The Basic Education Act 2013 (Republic, of Kenya, 2013) states that the duty of the principals at the secondary level of education is to impart knowledge, skills, attitudes and values to foster the spirit of togetherness and to provide appropriate human resource, funds, equipment, infrastructure and related resources that meet the needs of every child in basic education and to protect the right of every child to free and compulsory education and one of the ways of doing this is by use of Education-policies. A manual for heads of secondary schools in Kenya (Ministry of Education, 1987) has outlined the responsibilities and duties of the head-

teachers as the managers and organizers of the school curriculum by giving directions to the school to offer a suitable approved and diversified curriculum in accordance to circularized guidelines from the Ministry of Education (MOE), Table 1 shows how girls lag behind the boys in their gross enrolments rates in the province and nationally. Table 1 reveals that Gross Enrolment Rate (GER) increased in the province and in the nation except in the years 2002 and 2004 when the GER for girls dropped at the province.

The increase in enrolment may be attributed to the sustained reforms, Free Tuition Secondary Education (FTSE), bursary schemes, the expansion program being undertaken by the government and increased demand of secondary education. A comparison of the enrolment of the girls in the province and nationally shows that girls' enrolment was low nationally and higher at the provincial level. Over the period under review, boys recorded higher enrolment as compared to girls. This is indicated in Table 2. Table 2 indicates that over the six-year period boys' participation in education was more than the girls: in all the years from 2002 to 2011. Table 2 depicts the enrolment between boys and girls in the years shown. It shows that the girls' enrolment was low compared to the boys; for instance, the GER difference between boys and girls was 8.5% in 2002, and in 2005 the GER difference between boys and girls was 12.5%, while in 2008 the GER difference between boys and girls was 3.1%. This reveals that there are factors that hinder girl-child participation in education which this study sought to find out. Meanwhile in the 2002 KCSE results, 12.7% of boys qualified for University admission compared to only 5.2% of girls. In 2003 KCSE results, the percentage pass for girls was 3% while that of boys was 97% in Nyanza province (Aduda, 2004). The low percentage in the performance of the girls reveals that principals had to look for various ways of improving this. In Nyanza province 2011 KCSE result analysis, the total number of mean grade A scored were 767 boys who scored the mean grade of A were 92.4% while girls were 7.6%. At the same time 2010 KCSE result analysis for Rongo Sub-County (Rongo DEOs' Office, 2011) indicates that 27

Table 2. GER for boys and girls in Rongo, Ndhiwa and Homa-Bay Sub-Counties from 2002 to 2011.

Years	Rongo		Ndhiwa		Homa Bay	
	Boys	Girls	Boys	Girls	Boys	Girls
2002	25.5	21.3	31.1	22.6	57.3	42.7
2005	29.9	16.4	32.2	19.5	56.1	44.9
2008	40.1	31.1	40.3	37.2	62.08	37.9
2009	37.3	26.3	38.3	34.7	62.1	37.9
2010	35.3	24.4	37.4	32.8	57.5	42.5
2011	25.6	21.3	36.6	31.4	57.7	43.3

Source: Statistical return on student enrolment in Rongo, Ndhiwa and Homa-Bay Sub-Counties for 2011, (D.E.Os office, (2011).

boys got mean grade of A while no girl scored a mean grade of A. Ndhiwa Sub-County result analysis also indicate that no student managed to get a mean grade of A in Ndhiwa Sub-County (Ndhiwa DEOs' Office, 2011). Girls therefore need to be helped to better their performance in order to compete favorably with their male counterparts in the county.

PURPOSE OF THE PAPER

The purpose of this paper was to find out the role the principals played in the promotion of girl-child education in Rongo and Ndhiwa Sub-counties, Kenya. The objective of the study was to find out if the principals used education policies to promote girl-child education.

RESEARCH METHODS

The study adopted descriptive survey design. The study population consisted of 38 public mixed secondary school principals, 38 DOS, 38 BOG chairpersons, 2 SQASO and 2010 girls in Rongo and Ndhiwa Sub-Counties. Saturated sampling technique was used to select 35 public mixed secondary school principals, 35 DOS, 35 BOG chairpersons and 2 SQASO. Simple random sampling technique was used to sample 335 form four girls in Rongo and Ndhiwa Sub-Counties. Target population is the entire population in the Sub-County while accessible population is the population from which the sample size was drawn. The research instruments used in the study were questionnaires, and interview schedule. Fraenkel and Wallen (1993) observe that survey research has four basic way of collecting data namely; administering the instruments "Live" to a group; by mail; by telephone and by face to face interview. Face to face interview was used because it helps enlist cooperation of respondents and to establish rapport with them. Borg and Gall (1993) observe that questionnaires are often used to collect basic descriptive information from a large sample while interviews are used to follow up questionnaire responses. The researcher collected data using questionnaires and in depth interview schedules. Questionnaires contained

both open ended and closed ended items. Frankel and Wallen (1993) observe that closed ended questions are used in research because they are easy to use, score, and code for analysis while "open ended" questionnaires allowed for individualized response. The study used three types of questionnaires, namely principals Questionnaire (PQ), students' questionnaire (SQ) and DOS' questionnaire (DOSQ). In-depth interviews were also conducted with BOG chair-persons and DQASO. The instruments solicited information in the following manner:

Principals' Questionnaire (PQ)

This was used to collect data about the principals' attitudes towards the promotion of girl- child education. To collect data on the role of principals in using education policies, parents, teachers, and school facilities to promote girl-child education, to determine challenges principals face as they promote girl-child education and strategies principals used to cope with the challenges they faced as they promoted girl- child education.

Students' Questionnaire (SQ)

This was used to collect data from students about their perception on the role of principals in using education policies, parents, teachers, school facilities and CDF to promote girl-child education, to determine challenges principals face as they promote girl-child education and strategies principals used to cope with the challenges they faced as they promoted girl- child education

DOS's Questionnaire (TQ)

This instrument was administered to the teachers to collect data on their perception on the role of principals in using education policies, parents, teachers, school facilities and CDF to promote girl-child education, to determine challenges principals face as they promote girl-child education and strategies principals used to cope with the challenges they faced as they promoted girl-child education.

Table 3. Population frame.

Categories of respondents	Target population	Accessible population
Principals	38	35
BOG chair-persons	38	35
DOS	38	35
Form iv Girls	2010	1835
Sub-county SQASO	2	2

Table 4. Demographic characteristics of principals (n=35).

Gender	Number of principals	Percentage (%)
Male	22	63
Female	13	37.14
Highest qualification		
Diploma in education	5	14
Bachelor of education	20	57
Master of education	10	29
Headship in years		
0-3	8	22.86
4-6	8	22.86
7-10	9	26.71
11 and above	10	29.57

BOG's Interview Schedule

It was used to collect data from the BOG chairpersons on issues related to the opportunities used like principals' use of education policies, teachers, parents and school facilities and CDF in promoting girl-child education. It was used to get further clarification on the challenges principals face as they promote girl-child education and strategies they use to cope with challenges they face as they promote girl-child education.

District QUASO's Interview Schedule

It was used to get clarification on issues related to the opportunities used like principals' use of education policies, teachers, parents and school facilities and CDF in promoting girl-child education. It was used to get further clarification on the challenges principals face as they promote girl-child education and strategies they use to cope with challenges they face as they promote girl-child education. Face and content validity of the instruments was determined by experts in the department of Educational Management and Foundations at Maseno University and the instruments were improved based on their advice before using them for data collection. Descriptive statistics were used for analyzing the resulting data from closed ended items in the questionnaires. Descriptive survey design was selected for the study because it would establish opinions, attitudes and knowledge about the role of principals in promotion of girl-child education. Qualitative data

obtained from interview schedule were analyzed in an on-process.

RESULTS AND DISCUSSION

The research question responded to was: What education policies do principals use to promote girl-child education. To address this research question the survey asked principals to indicate the education policies they used in the promotion of girl-child education while DOS and girls were asked to indicate their views on principals' use of Education-policies in promotion of girl-child education.

Principals' Use of Education Policies to Promote Girl-Child Education

The population from which the results were drawn was 38 public mixed secondary school principals, 38 DOS, 38 BOG chairpersons, 2 SQASO and 2010 girls in Rongo and Ndiwa Sub-Counties. This has been captured further in the Table 3.

Demographic Characteristics of Principals

The demographic characteristics of principals were indicated as shown in Table 4. There was disparity in gender distribution whereby 22 (63%) were males and 13 (37%) were females. The highest qualifications of principals were as follows 5 (14%) had diploma in

Table 5. Use of education-policies by principals in promotion of girl-child education DOS (n = 2), G (n = 335).

Opportunities	Means rating		
	DOS	G	ANOVA
Education-policies			
Re-entry	4.34	4.34	
Repetition	1.43	2.44	(F2,1503=16.53, P= .000)
FTSE	4.03	4.34	

Key: DOS- Director of studies. CDF-Constituency development funds. P- Principals, G- Girls.

Table 6. Use of education policies in promotion of girl-child education as rated by principals (n=35), DOS (n=35) and girls (n=435).

Promotion of girl-child education	Mean rating		
	Principals	DOS	GIRLS
Education policies			
Re-admission	4.81	4.34	4.34
Repetition	4.66	1.43	2.53
FTSE	3.44	4.03	3.49

education, 20 (57%) had BED, 10 (29%) had MED. This meant that the principals were conversant with the theories and practices of secondary education and therefore were capable of responding to the questionnaire items appropriately. The headship experience of principals were as follows 8 (22.86%) had headship experience of 1 to 3 years, 8 (22.86%) had headship experience of 4 to 6 years, 9 (25.71%) had headship experience of 7 to 10 years while 10 (28.57%) had headship experience of 11 years and above. This meant that most principals had adequate experience to provide data on their roles in promoting girl-child education in mixed day secondary schools in Rongo and Ndiwa Districts.

Classification of Education-policies as Used by Principals in Promotion of Girl-Child Education

4.21-5.00 highly used, 2.61-3.40 less used, 1.00-1.80 not used, 3.41-4.20 Used, 1.81-2.60 Least used.

From Table 5 it is clear that principals used various Education-policies to promote girl-child education that is Re-entry policy, Repetition policy and FTSE.

Classification of Prospects

4.1- 5.0 highest prospects

3.1- 4.0 High prospects

3.0 Neutral

2.1- 2.9 Low prospects

1.0- 1.9 least prospects

Education-Policies

Re-Entry Policy

As is observed in Table 5, re-entry policy as an opportunity used by principals to promote girl-child education was rated 4.81 by principals. Re-entry policy was rated as a highly used opportunity for principals to promote girl-child education. Thus most principals allowed girls who had conceived to go back to school after delivery and resume their studies. DOS and girls also indicated their perception on principals' use of this opportunity; they rated this opportunity as highly used as it was rated 4.34 by DOS and girls, respectively (Table 6). In this respect the DOS and the girl students acknowledged that principals used re-entry policy to promote girl-child education. School principals are usually required to use re-entry policy with the intention of giving girls who had conceived a chance to go back to school and continue with their education. Interviews conducted with BOG chair-persons revealed that principals used re-entry policy as school girls who conceived and had delivered were re-admitted back to school. In fact one of the BOG chair-persons asserted: Girls who get pregnant while still in school are so young that if the government had not introduced re-entry policy, most of them would not have a chance to complete their secondary education. The policy has enabled girls a second chance to correct the wrong they had done and principals have allowed them to be back to school after delivery. Another BOG chair-person interviewed stated: The policy allows girls to stay in school up to the time they are about to deliver and resume their studies as soon as they are strong enough to do so. If a girl is denied this chance, then the parents or the girl can report to the nearest education office and have the school compelled to re-admit her based on the Children Act or Education Act. However, many head teachers allow girls to come back after delivery while other head teachers expel girls immediately their pregnancy is discovered.

Most girls lack support from parents, teachers or their classmates to challenge their expulsion. They may also feel they deserve to be punished or feel too shy to re-join their classmates.

In this case, principals promote girl-child education by allowing girls who dropped out of school due to pregnancy related cases to resume their studies after delivery. From interview conducted on SQASOs it was further confirmed that principals allowed girls who had delivered to go back to school and learn. In this regard one of the SQASO stated "Circulars have been distributed by the ministry to all primary and secondary schools allowing teen-mothers to resume their studies after delivery and most heads of schools have to adhere to this." From the findings of the study, it was realized that principals, DOS and girls agreed that principals used re-entry policy to promote girl-child education. This is because principals, DOS and girls indicated that once a girl conceived, then she was allowed to continue with her education after delivery. From the respondents, it was realized that girl-child resuming school after delivery is of benefit to the girl, to her family, the school, the community and the entire country as through gainful employment girls would gain new knowledge and skills that would be useful to them in future, such girls would act as role models and would encourage and inspire others to go to school, it would also develop good character and good citizenship among the girls. In 1994, the Ministry of Education allowed girls to proceed with education after dropping out of school due to early pregnancies (Republic of Kenya, 1999). With their re-entry, participation rates were meant to increase. These findings were consistent with the findings of Nangurai (2005) who found out that most schools in Uganda allow girls who had conceived to go back to school so that they could be given a second chance in school. This trend therefore indicates that if most parents and girls were sensitized on re-entry policies then more girls who had conceived while in school would be re-admitted back to schools. These findings further concur with UNESCO Initiatives (2005) which targeted that by 2015 all school going children particularly girls would have completed free and compulsory education of good quality more so with the intention of eliminating gender disparity in primary and secondary schools. Wamahiu and Njau (1995) agreed with the current study when they indicated that Botswana and Ivory Coast also have positive re-entry policies and that in these countries twenty percent and thirty percent, respectively of girls were re-admitted to education system after delivery. From the study it is observed that principals used this opportunity to promote girl-child education as the respondents indicated that the opportunity was highly used by the principals.

Repetition Policy

Use of repetition policy as an opportunity used to

promote girl-child education was considered by principals to be highly used as it was rated at 4.66. The DOS' response on the principals' use of this opportunity indicated that it was not used effectively as they rated it at 1.43 and according to girls' perception; the principals' use of this opportunity was least used, as they rated it at 2.53. In this respect DOS and girls showed that principals did not effectively use repetition policy to promote girl-child education. The principals considered this opportunity as highly used as they rated it at 4.66, DOS and girls indicated not used and least used on their perception on repetition. This meant that repetition policy as an opportunity used for promoting girl-child education was not fully used by the principals implying that some girls were made to repeat classes. From interviews conducted on BOG chairpersons, it was noted that there were girls who were promoted to the next class while others were made to repeat. One of the BOG chairperson asserted: "Girls who do not perform well have been made to repeat grade to give them an opportunity to better their grades, while those who are weak but feel like advancing to the next grade are allowed to do so." Another BOG chair-persons stated; "Most principals made some girls to repeat in case they were weak in class and this impacted on the girl-child negatively as some dropped out altogether" The principal has a role to ensure that there is an automatic promotion, which should be combined with other measures such as extra tuition to improve performance (Kasente, 1996). On the use of repetition policy by principals to promote girls education, it was observed that there were girls who were still made to repeat classes while others were promoted to the next grade in Rongo and Ndhiwa Sub-Counties as this was confirmed by the principals' DOS's and girls' mean rate of 4.66, 1.43 and 2.59, respectively. Making girls to repeat was an indication of the denial of a Childs' right to progress to the next class (Republic of Kenya, 2009).

An interview conducted with SQASO indicated that there were schools that allowed girls to move from one grade to the next. From the interview conducted with him he asserted: "Weaker girls who will not improve even if they are made to repeat are promoted to the next grade and we have intervened in case we are informed of any school that forces girls to repeat. We therefore know that girls are promoted to the next grade." It was observed by the SQASO that girls were promoted to the next grade hence this is promotion of their education because this reduces chances of girls giving up in education because they were made to repeat grade. The findings of the current study agree with the study conducted by Eshiwani (1993) which revealed that repetition had several implications for educational systems. The first implication is that a number of school places have to be provided for every successful school leaver. Repetitions, therefore, imply wastage in the system. Secondly, the amount of money for a repeater adds an extra financial burden to

the education system (Schreiber, 1967). Making of girls to repeat grades exacts a toll on the students involved and absorbs a large share of the limited resources available for education. From the findings of the study it was also realized from the BOG that they were not in favor of repetition as they indicated that repetition made some girls to drop out from school. This finding is in line with Kasente (1998) who also observed that one general scenario is that girls repeat classes and perform poorly than boys due to the fact that during class instructions, some male teachers practice sexual harassment against female students, victimization, provocative examples, intonation and body language. That this affects girls' participation in class and could make them perform poorly in exams or drop out of school. This finding is also in line with Ouma (2002) who noted that while repetition is against the government policy, it is still actively encouraged in schools due to publication of league tables based on mean scores at KCSE. From the findings of the study it was established that principals, DOS and girls gave mixed reactions in the use of this opportunity. The DOS indicated that the opportunity was least used meaning that principals did not use it effectively to promote girl-child education. Girls indicated that the opportunity was less used meaning that in their perception this opportunity was not well used by principals to promote girl-child education.

Use of Free Tuition Secondary Education (FTSE)

Use of FTSE policy as an opportunity used to promote girl-child education was considered by principals to be used as it was rated at 3.44. The DOS' perception of the use of this opportunity was rated as used as they rated it at 4.03 and girls' perception of the use of this opportunity was rated as highly used as they rated it at 4.49. From interviews conducted with BOG chair-persons, they indicated that FTSE increased girl-child participation in education. It was noted by one BOG chairperson: "From the time FTSE was introduced, many students even those who are very old have gone back to school. Many mixed day secondary schools have also been established in several places that give young girls and boys opportunities to realize their dreams." Another BOG chair-person had this to say: "It is quite pleasing to see needy students from various backgrounds get opportunities to go to school. Even those students whose homes were very far from school are now lucky as right now there are schools in most places where they can go and learn." Interview conducted with SQASO concerning contribution of FTSE towards the increase of girls in secondary education indicated that SQASO also acknowledged that FTSE has contributed to girl-child education.

One of the SQASO stated: Many girls have had the opportunity to go to school since the government has opened up so many public day secondary schools in the

entire nation; this has been of great advantage to girls from poor families as they pay less school levies as compared to their counterparts in boarding schools. With the introduction of FTSE policy, day scholars are only required to pay for their lunch, for instructional expansion and upgrading. The government is meeting the bulk of the cost, 10,265/= (Republic of Kenya, 2008). Respondents were asked if FTSE policy contributed to girl-child education. In response, the respondents said that FTSE policy promoted girl-child education. Interviews conducted with BOG chair-persons established that FTSE had given girls more opportunities to participate in secondary education. Interviews conducted with SQASO too gave more emphasis on the fact that establishment of more day secondary schools gave girls opportunities to learn. This finding is consistent with the findings of Gogo (2002) who indicated that one of the most recent policies introduced by the government to promote secondary education was FTSE.

The findings of the study indicated that FTSE impacted positively on the girl-child as many of them were seen going to school from the time it was introduced. Increase of girl-child participation in secondary education contributes to the achievement of Millennium Development Goal (MDG), which aims at achieving gender parity by 2015. Respondents indicated that the establishment of more mixed day secondary schools promoted girl-child education. This finding is consistent with the findings of Gogo (2002) who indicated that one of the most recent policies introduced by the government to promote secondary education was the creation of more mixed day secondary schools. The findings of the study indicated that more mixed day secondary schools impacted positively on the girl-child as girls were seen going to school from the time it was introduced. The findings of this study are in agreement with Osodo (2008) who established that access to secondary education was hampered by the number of secondary schools, long distance to school, facilities and staffing. In Osodos' study, KNBS (2007) indicated that 55% of the nations' population is five or more kilometers away from the nearest public secondary school. Olembo (1989) and Karani et al. (1985) postulated further that in order to promote secondary education, there was need for more quality day and less boarding schools in the country.

This view is shared by Mutumbuka (1982) who argued that rural day secondary schools had the following advantages: they are the surest way of showing government commitment to provision of education for all, they make secondary education more accessible to many more children, the cost of setting up five rural day secondary schools equals the cost of setting up one boarding school, even the poor can go to rural day secondary schools, students in rural day secondary schools do not lose parental influence and control especially in the teenage years and that concepts learnt at school can easily and instantly be applied by the

children in a natural home environment. This view is also shared by Gatawa (1998) who observed that the rural poor in Zimbabwe could not send their children to school, hence the government embarked on an ambitious program to set up rural schools where parents provide labor and building materials. Therefore according to Gatawa (1998) the 1980 to 1989 saw the construction of schools in rural areas where no secondary schools existed before due to the social demand. Zvogbu (1986) further underscores the thrust to develop day secondary schools when he observes that considerable resources were being made available to all interested authorities to enable them to provide facilities for secondary education in rural areas. ANOVA was done to establish mean differences in responses by principals, DOS and girls on Education-policies used by principals in promoting girl-child education. The results were as shown in Table 5. The probability of the F-ratio was .000 which was less than the 0.05 critical values and so is statistically significant. This indicates that there was a significant difference among the principals, DOS and girls in mean responses on the use of Education-policies by principals. This means that the respondents differed on the use of Education-policies in promotion of girl-child education. This may be attributed to differences in knowledge on use of Education-policies in enhancement of girl-child education.

CONCLUSION

This study made the following conclusions based on the findings of the study: Principals used various Education policies to promote girl-child education.

- i) For instance to ensure that girls who conceived while schooling continued with their education after delivery, they employed the policy of re-entry to allow such girls to go on with their education.
- ii) It emerged from the study that repetition policy was not effectively used in schools. This was realized by the low mean indicated by the girls and DOS. This implied that principals did not effectively use this policy to promote girl-child education in Rongo and Ndhiwa Sub-Counties.
- iii) It emerged that FTSE promoted girl-child education as was indicated by the mean rate of principals, DOS and girls. This meant that the respondents acknowledged that creation of FTSE made more girls to go to school and acquire secondary education hence promotion of their education.

RECOMMENDATIONS

With regard to use of education policies by principals in promotion of girl-child education, it was realized that education policies like re-admission, repetition and FTSE were implemented. Re-admission and repetition policies

were not properly implemented in some schools. This study therefore recommended that strict supervision should be done in schools to ensure that principals implemented such education policies.

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