Statistical Analysis of the Effect of Educational Opportunities and Community Involvement on Adolescents and Sexual Reproductive Health Policy on Retention of Girl Child in Public Secondary Schools in Butula Sub-County, Kenya

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ABSTRACT

Girls' retention in schools has been found to be a major challenge. Failure to retain girls in secondary schools can be considered as a waste of potential human resources and money spend on them in primary education and time lost in sending them to school in the first place. These girls may become a breed of illiterate women who are less productive economically, socially and politically. Among the critical contemporary social issues affecting many countries is teenage pregnancies. This research, therefore, analyses the effect of educational opportunities and community involvement on girl child retention in public secondary schools in Butula sub-county, Kenya using statistical method. Specifically, the research seeks to establish statistically the impact of educational opportunities and community involvement on girl child retention in public secondary schools in Butula Sub-county, Busia County. The study targeted a sample size of 300 respondents which were selected using convenient and purposive sampling techniques based Mugenda and Mugenda (2004) formula. Also, the data from both primary and secondary sources was used in the study. The instruments for gathering the data comprised questionnaires, interviews, and records from the schools. A SPSS version 25 was used to establish any link between the Adolescent Sexual Reproductive Health Policy and girl child retention in public secondary schools Butula Sub-County, Busia County. This study will increase understanding of the effect of teenage pregnancy on class attendance in public secondary schools in Butula Sub-county. The findings of the study indicated that girls missed school during their menstruation because sanitary facilities were inadequate.

Keywords: Girl child retention in public secondary schools, community involvement, educational opportunities

1 Introduction

The world at large is trying to handle the matters of sexual health education for the AYAs, factoring in all the impacts they have on the nations. United States of America (USA) seems to have put in more efforts compared to other developed countries in the world towards the compartment of all the factors affecting the adolescents. But even with the massive efforts, there are more calls to enhance teenage sex health practices in the nation. That is basing on the prevailing truth that the nation is experiencing more than 50000 new HIV/AIDS infections and a total of 20 million STI infections (Satcher, Hook III, and Coleman, 2015). Still, from the same report, the USA has more than three million early pregnancies and more than a million rape cases, which are crucial factors affecting the AYAs in the United States. The implications of the current state of affairs regarding the AYAs' sex health status are massive economic expenditure to combat unhealthy practices. For instance, the nation spends more than 16 billion US dollars on the compartment of STI infections, including HIV/AIDS. Also, there is an annual expenditure of 11 billion on the AYAs girl childbearing process, while an annual spending of 12 billion is spent combating the sexual assaults in the country [2]. Therefore despite more significant milestones, there are underlying factors of concern that need the scholarly realm to intervene with compelling statistics and advocacies for improving the sex health practices among AYAs.

Kenya has made a series of advancements in protecting rights and helping the AYAs with making an informed decision on sex health practices through the National Adolescent Sexual Reproductive Health Policy (ASRH) in 2015 [1]. Through this policy, Kenya purports to enhance the realization of goals by the AYAs girl child through the provision of relevant legal frameworks that safeguard them and advance healthy sexual practices. But it is factual that by protecting and enhancing the attainment of personal goals by the AYAs girl child, Kenya archives the national goals of education that comprise education for all and gender balance. Specifically, this policy is inclined towards pregnancies of AYAs girl child, giving guidelines on the main legal actions for the reduction of their pregnancies, which currently stands at 18% in the country [19].

Additionally, ASRHP is a crucial tool for the Kenyan government to fully realize its vision of 2030 by fostering the vision's standard development goals across all demographics [18]. That is so because the policy is addressing the health matters of the AYAs while bridging the gap between genders. Hence it addresses all forms of inequalities from the grassroots. In a nutshell, Kenya's government is purporting to raise informed AYAs that have equal opportunities for self-development, which consequently results in national economic development through the advancement of ASRHP in the nation. Also, an educated society means improved production. By advocating for the advancement of the ASRHP knowledge among the AYAs, more chances of formal schooling are increased raising the education levels[6]. Since youths and adolescents comprise of the highest percentage in the society, it implies that the highest percentage of society gets educated and learned hence fostering economic development for self-sustenance as advocated for in the Kenyan vision 2030.

The policy advances the key aspects of the social environment of the AYAs and the legalities and rights within the context suitable for full access to necessary education about SRH. To ensure the

realization of the same, the policy pools the contributions of multi sectors, including community inclusion, to advance the education of the adolescent SRH. The policy's main milestones are in the improved data collection and analysis on sexuality matters about AYAs in age categories of 10-14 years, 15-19 years, and 20-24years, and right interpretation of information by various stakeholders in ASRH programs[10].

Although many empirical studies on ASRH have been conducted in Kenya by [4, 8, 16], it has been noted that there are contextual, methodology, and conceptual gaps since none of all prior studies conducted have addressed the effect of adolescents and sexual reproductive health policy on girl child retention in public secondary schools in Butula sub-county. This proposed research intends to fill these gaps by specifically investigating the effect of ASRH information, ASRH services, educational opportunity, and community involvement on girl child retention in public secondary schools in Butula sub-county, Kenya.

2 Literature

Taking neutral grounds, the provision of ASRH is essential in combating the factors affecting AYAs especially the girl child. Going by the statistics, the girl child faces early pregnancies and needs continuous testing and counseling for STIs especially HIV/AIDS. The access to ASRH will promote management and containment of STIs and will reduce complications resulting from their pregnancies so that they can continue pursuing their goals for education despite their actions. Therefore every policy aiming at improving the health of the girl child must address effective and efficient use of ASRH by adolescents.

2.1 Effect of Educational opportunities on girl child retention in public secondary school

Komora [11] conducted a study in Tana River County, Kenya, to investigate the girl child education challenges. A total of 15 girls from 15 schools we selected as sample space amounting to 225 girls in the entire county. Girls considered for the research were standard seven and eight pupils because of their ability to articulate issues well in addition to their experience with drop out of school and re-entry. Both stratified sampling and systematic sampling techniques were used. Data collection techniques utilized comprise of individual interviews, andquestionnaires. On the other hand, data was analyzed through the Statistical Package for Social Sciences (SPSS). This research indicates that girl child education is majorly affected by a few teachers, limited learning materials, early marriages, childhood pregnancies, child labor, and retrogressive cultural practices. Recommendations from the research were that there should be the Opportunities that enhance understanding of the value of education. Which creates the immediate need for massive awareness among the affected groups.

Mentorship demands wide varied of activities from various stakeholders and experts starting at the early stages of schooling. The improved awareness can be reached through sufficient mentorship to AYAs in the schools. Process of mentoring needs sufficient personal coaching starting at early stages of the children approaching adolescent in order to be effective[23].

Adolescents tends to be more active in sports, drama and other social activities. These can be harnessed to improve their awareness of the factors that affect AYA's. But these are not the only platforms for awareness. Also, improved awareness can be realized through the school practices such as improved facilities and learning materials as well as consistent feeding programs. All these school factors aim at increasing the retention of the girl child within the schools. Girl child retention in schools is the factor of huge concern because of its impact on enhancing good and healthy sex practices among the AYA's[2, 18]. Every effort to make girl child and all adolescents aware and informed of the factors that affect AYA's tents towards taming massive dropouts, and absenteeism from schools. The research's census view was that all practices encouraging early pregnancies should be outlawed while restoring the economic activities. Other measures include outlawing retrogressive cultural practices and the communal handling of all the issues fostering school dropout, early pregnancies, and poor school performance.

Additonally, Mwakio [16] studied all the factors that affect the girl child attendance of schools and their retention. The factors studies were both social economic where the mitigation measures about the same were discussed under each of the factors. The study utilized purposive sampling to get the sample space of 72 from teachers, principals, students, government officials, community leaders, and parents. Sampling was done through snowball and homogenous sampling methods from the various study locations. Also, a qualitative data collection approach was utilized during the gathering of vital data. To collect the data, one-on-one interviews and focus group interviews were conducted in addition to students filling questionnaires.

It was drawn to the conclusion from the research that there was a statistical significance between the factors affecting the various social, economic and cultural practices among the Masai and Samburu communities of TaitaTaveta, Kenya. The most common factors hindering the accessibility of education by girl child were extreme poverty, early marriages and female genital mutilations (FGM)[4]. Poverty was the most prevalent since it cause many of them to drop out of the schools in pursuit of the basic needs like food to sustain their families. It was draw to attention by the high number of respondents who were of the view that female education especially at early age was essential to improve their participation and retentions within the schools [5]. As much as poverty was factor, low education on matters ofASRH among the AYAs, especially the girl child was making the matters worse by increasing the number of youth that attain quality education to the required quantities.

Assuming neutral grounds, sex health practices are directly proportional to the girl child retention in schools. The more informed and restrictive the AYAs girl child is, the more likely they are to be in schools. Also, the results of the unhealthy sex practices like pregnancies, infections, traumatization, and self-guilt tentatively cause the AYAs girl child to shun away from schools hence lowering the school retention rates [7]. On the other hand, the government has made their policies and legal frameworks to try to help the retention rates in schools yet not very useful hence need for more research that can bring out modern and empirical evidence for integration in their schools.

2.2 Effect of Community Involvement on Girl Child Retention in Public Secondary School

Findings from a study Role played by communities in the management of schools in Moshi, a rural community in Tanzania, by [8],revealthatthere was a partial involvement of community leaders (43 percent) in all the managerial functions except school plan implementations. As such, the community involvement was significant at the initial stages of the planning process such as school seeding process to initiate key projects of the schools. The community either as mandatory or voluntarily take part in funding projects, allocation of construction sites labor force, materials, and donation. . The study was drawing to the attention that managing community schools were a joint function of various stakeholders, especially the school managers, local leaders in the community, and the community members. In this study, both qualitative and quantitative approaches were used. Method of collection of data comprised of a questionnaire, interviews, and documentary reviews. The sample space had various sub-groups consisting of Board of management Chairpersons, Division Officers, Heads of community secondary Schools, teachers, and community members, Ward Educational Officers, village Executive Officers, Ward Executive Officers, Councilors, District Educational Officer and Village chairpersons. The various groups' research involvement was to harness all resourceful information about community involvement in school management [9, 10, 12]. Community involvement is just but one sub-system in the education system. There is need to look at the entire school system and the involvement of various sub-systems in the education provisions.

A similar study was conducted by [12, 15] to establis the influence that community involvement in the public secondary school management in Machakos county, Kenya has on the AYAs education. The study's findings drew to conclusions that there was minimal attendance of the school meetings by the study's critical stakeholders. It was also discovered that there is little parental involvement in helping learners with their assignments and overall school work. The community involvement was on worse with a small percentage of the community members taking part in the student's affairs.

Despite the community and school having a consistent good relationship, only but a section of community showed a continuous contact and active participation, especially in the decision making processes [15, 19]. Accruing to that, only but a fraction of community are involved in the project initiation and management. Community involvement in education is crucial in installing the necessary measures to combat unhealthy sex practices among AYAs. The community offers necessary sensitization, resources, and even laws that are useful in handling harmful sex practices in the given localities[21]. Therefore, the level of community involvement and how best to involve the community in the schooling process and more specifically on matters of AYAs sex health practices should be areas of more focus.

3 Research Methodology

3.1 Research Design

Research adopted a descriptive survey design. The design employed ways of identifying methods in data collection. This approach was significant for both qualitative and quantitative data. The survey research enables the collection of detailed and factual information. It also describes existing phenomenon

and justifies current conditions and practices. The study was concerned with the effect of adolescents and sexual reproductive health policy on girl child retention in public secondary schools in Butula sub-county, Kenya. The design enabled an in depth study of the variables to gain more insight in the implementation of reproductive health education/ sexuality in secondary schools in Kenya.

3.2 Location of the study

The study was conducted in the Butula sub-county, Busia County, Kenya. This area is cosmopolitan and houses about 140,334(One hundred and forty million, three hundred and thirty-four) people according to the 2019 Population and Housing Census). It has a population density of about 568 persons per square kilometer. Majority of the people here are farmers, traders and livestock farmers. The main cash crop is sugarcane. The location is ideal because it gives the most appropriate settings to study the ASRH as impacting girls across multi-correctional cultures. It also has the required public school at all the categories hence most suitable for studying the perimeters in the study.

3.3 Target Population

Since the work was carried among 26 schools with girl students, the target population totalling to 1,355 individuals was distributed as follows: 1,224 girl students, One Education officer, 26 Principals, 26 Deputy Principals, 26 G/C teachers, 26 class teachers and 26 school nurses.

Position	Target Population
Girl Students	1224
Principals	26
Deputy principals	26
G&C teachers	26
Class teachers	26
School nurses	26
Education officer	1
Total	**1355**

Figure 1: Target population

3.4 Sample Size and Sampling Procedures

3.4.1 Sampling Procedures

The study used cluster sampling to cluster schools in Butula sub-county into different locations. Stratified sampling was used to identify sub-groups in the target population; the sub-groups were students, principals, deputy principals, $G\&C$ teachers, class teachers, school nurses and one Education officer. Purposive sampling is a method used to select the subjects who have the required information (Oso and Onen 2009). Therefore, purposive sampling was used for girl students. Simple random sampling was

used to select samples without bias from the accessible population; it was justified because it accorded each member of the population equal and independent chance of being selected.

3.4.2 Sample Size Determination

A sample is a smaller group obtained from the accessible population. This research drew a sample size using Yamane's formula [22].

$$n = \frac{N}{1 + N\,(e^2)}$$

$\mathrm{n} =$ the desired sample size $\mathrm{N} =$ the total population $\mathrm{e} =$ the level of statistical significance

Therefore, the sample size for girl students is

$$n = \frac{1224}{1 + 1224\,(0.05^2)} = 301.4 \approx 301$$

$$\text{Non-response } = \frac{5}{100} \times 1224 = 61.2 \approx 61$$

Total sample size $= 301 + 61 = 362$

Therefore, the sample size for principals, deputy principals, G&C teachers, nurses and class teachers is

$$n = \frac{26}{1 + 26\,(0.05^2)} = 24.4 \approx 24$$

$$\text{Non-response } = \frac{5}{100} \times 26 = 1$$

Total sample size $= 24 + 1 = 25$

Position	Sample size
Girl Students	362
Principals	25
Deputy principals	25
G&C teachers	25
Class teachers	25
School nurses	25
Education officer	1
Total	**488**

Figure 2: Sample size

According to Mugenda and Mugenda [15], for descriptive social science studies targeting a population of below 10,000, an aggregate sample of 30% is sufficient to give desired characteristics. Therefore, the sample of 488 participants from a population of 1355 obtained above is representative enough for this study.

4 Research instruments

The information was gathered using questionnaires together with interview guides to complement the questionnaires. The questionnaires given to the targeted girl students, deputy principals, class teachers and guidance and counseling teachers and the school nurses. The interview guides were meant for the education officer and principals so as to supplement data from the questionnaires.

4.1 Questionnaires for the Students, Deputy Principals, Guidance and Counselling Teachers, Class Teachers and the School Nurses

The primary data in this research was gathered using a semi-structured questionnaire. It is appropriate to gather information about phenomena from large sample spaces with many groups of people with varying characteristics [15]. The questionnaire used here contains questions framed about research parameters. It was organized so that the first schedule seeks information about personal data comprising age, gender, level of education, and designation. The other schedules have questions on the study variables as per the structure of the study. All these questionnaires were tested before actual use by drop and pick later send to the various schools (Kothari, 2004). Responses for this research were rated relying on a Likert scale that ranged from1 (no extent) to 5 (huge extent) or 1 (strongly disagree) to 5 (strongly agree). The questionnaire method is considered in this research because of its low cost, minimizes bias error, increases anonymity, and considers responses after sufficient consultations and data sourced from respondents over a wide geographical location. Additionally, the instrument has unstructured questions for personal opinions and extensive explanations and suggestions. Questionnaires served best for the research since it increased respondents' accessibility over a limited time. A process that enhanced the collection of individual ideas from the respondents due to the openness of some questions. The questionnaire was administered to the guiding and counselling teachers, class teachers, students, deputy principals, and the school nurses. The student questionnaire contained items and scales that looked into students' awareness, attitudes and views of the retention. The questionnaire also sought to know if they know anyone who has either dropped out due to pregnancy or anyone who has re-entered the education system after delivery.

4.2 Key Informant Interview Guides for the Sub County Education Officer and Principals

Interview guides were helpful during interviewing key respondents for example, the Sub-County Director of Education. The interview guide in this study was utilized when gathering information from iconic individuals in the sample population while verifying the reliability of the questionnaire's information. The interview was administered to Education Officers and principals. The interview is considered vital to the specific individuals in the sample space, as mentioned earlier, because it helped gain more in-depth information about study parameters, unlike the questionnaires. A set of questions to be interviewed were provided.

4.2.1 Records from the School

Secondary data was collected from the filed records in the schools and the sub-county offices. The records included data about students' admission in each school, which helped with verification of data collected by questionnaires and interviews. Most of the schools that provided data about drop-outs did provide other reasons that may have led to lack of retention aside pregnancy.

4.3 Administration of Data Collection Instruments

There was a clearance letter to conduct the research, which was obtained from Mount Kenya University before getting a permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The permit was used to secure permission from the secondary schools and offices of the County Director of Education and Sub County Director of Education to carry out the research in the study area. The researcher visited the schools and SCDE offices in Butula Sub County beforehand for familiarization and get acquainted with targeted respondents. During this visit, the researcher informed the respondents about the study's purpose and arranged for the data collection appointments. Data was collected from the respondents using the data collection instruments, as mentioned earlier.

4.4 Reliability and Validity

4.4.1 Validity of Instruments

Validity helps examine the level of accuracy in tools, measuring precisely what it is meant to measure. Contemporary views of validity seem to narrow down to measuring the scores and interpretation derived from the instruments. Thus validity depends on the extent to which meaningful and appropriate inferences or decisions are made based on scores derived from the instrument used in research. For the validity of the data obtained from various instruments, the contents of the instruments were validated by the research supervisors. The instruments' content coverage was designed based on the study parameters defined in the research. Additionally, my peers had a chance to peruse and comment on the content, a process which enhanced internal consistency.

4.4.2 Reliability of Instruments

Reliability is the determination of the extent by which the tool of measure used in the study results in the consistent outcomes after several trials of instruments on different areas [13]. The test-retest method was vital when measuring reliability in this research. The instrument used ten girls' secondary schools from Teso South Sub County, Busia County. The Pearson's Product Moment Correlation Coefficient formula is given as; a value of above 0.8 indicated reliable. The principals', teachers' and students' questionnaires yielded reliability values of 0.8936(0.9), 0.9137(0.9) and 0.8871(0.9) respectively. The reliability values obtained were significant hence, the instruments were considered reliable.

4.5 Piloting of Research Instruments

Pilot study assisted the researcher to determine the appropriate statistical methods for analyzing data. A pilot study was carried out in a neighboring sub county of Teso South. It shared population and cultural parameters and related results; therefore, the pilot's findings were based upon for perfection of the final study. All instruments of research were tested during the piloting of the study in Teso South Sub County. Nonetheless, this pilot was less costly because of proximity to the actual study area, making the research fall within the budget.

4.6 Data Collection Procedures

When the research proposal was ready and approved, the researcher obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). After that the researcher visited the CDE's office in Butula Sub County and was given a letter authorizing the research in the Sub County and also introducing the researcher to the various principals. The researcher then visited individual schools two weeks before the actual data collection. This was meant for familiarization purposes before the instruments are administered and is a time to book appointments with the relevant participants.

4.7 Data Analysis Procedure

The study generated both qualitative and quantitative data. Quantitative data was coded then captured in computer using SPSS. Tables, bar graphs and pie charts were used to present the data. Qualitative data was first coded entailing the identification of categories and themes and their refinement. Thus, themes drawn from the objectives of this study were categorized and explained to analyze the qualitative data gathered in each questionnaire. Data for this research was analysed using both descriptive statistics and inferential statistics.

4.8 Ethical Considerations

As argued by Mugenda and Mugenda (2004), the research sought to conceal the identity of respondents or it did not reveal personal information about respondents. Due to the sensitivity of the research, all information that was obtained was regarded as confidential as the participants and the schools were this research was done have been kept anonymous. Similarly, no one was coerced to become part of the sample space, but consent was the criteria upon selection of respondents in the study. For the students, the researcher used the class teachers to select them randomly. This gave the student confidence in filling the questionnaire. Nonetheless, the respondents had to consent about the use of their information for research advancements, and no legal implications can pursue their responses. Therefore, this study involved the highest level of confidentiality, acknowledgment and consent when dealing with respondents and sources of data.

5 Findings and Discussion

5.1 Reliability and Validity Tests

Reliability is the measure of the level to which a research instrument gives a consistent data upon repeated trials, all other things remaining constant. Researchers agree on four methods of testing the reliability of a questionnaire; test-retest, equivalent form, split half and Cronbach alpha coefficient of internal consistency [15]. The study adopted the Cronbach alpha coefficient of internal consistency because it's more practical, it uses all items in the research instrument and is more convenient as compared to other methods since it requires one test administration approach [17]. A pilot study was carried out in a neighboring sub county of Teso South. The four independent variables (ASRH information, ASRH services, educational opportunities and community involvement) and the dependent variable (Girl child retention) were subjected to reliability test. The alpha was computed using data obtained from the questionnaires pilot testing as

$$\alpha = \frac{\left[\frac{k}{k-1}\right]}{\left[1 - \left(\frac{1-\sum_{i=1}^{n} S_i^2}{S_x^2}\right]\right]}$$

where

$k =$ the mumber of items on thetest

$S_i^2 =$ the obtained var iance for item i

$S_x^2 =$ the var iance of the total test scores

Different researchers use different cut-off values for alpha which according to Tavakol and Dennick (2011) range from 0.7–0.95. George and Mallery (2003) made the following interpretation of the values of alpha coefficient as a rule of thumb i.e. > 0.9 – Excellent, > 0.8 – Good, > 0.7 – acceptable, > 0.6 – questionable, > 0.5 – poor and < 0.5 – Unacceptable. This interpretation was applied to this study. Using SPSS, the results for reliability are presented in Figure 3. From figure 3, the results show that

Variable	Cronbach alpha	Cronbach alpha
ASRH information	.796	
ASRH services	.778	0.773
Educational opportunities	.762	
Community involvement	.757	

Source: (Researcher's Pilot survey, 2022)

Figure 3: Reliability test for teachers and student's questionnaire

Cronbach's alpha is 0.773, which indicates that the reliability test for the questionnaire was acceptable

for our scale with this specific sample.
Data collected through interviews were compared with the data collected from questionnaires. These comparisons showed that the data was largely congruent except for minor exceptions. Since there were no significant departures noted in the data from questionnaires, the interview collected data was considered reliable.

5.2 Response Rate

A total of 488 questionnaires were issued to respondents. A total of 313 (86%) questionnaires were received back from students. A total of 20 (80%) questionnaires were received back from class teachers, deputy principals, nurses and G&C teachers.

Unit of observation	Data collection method	Target population	Sample size	Usable response	% effective response rate
Students	Questionnaires	1224	362	313	86
deputy principals, G&C teachers, school nurses and class teachers	Questionnaires	104	100	80	80

Source: *Field Data, 2022*

Figure 4: Response return rate

According to Kothari[13] over 60% return rate was acceptable return for survey study such as this one.

6 The Effect of Educational Opportunities on Girl Child Retention in Public Secondary Schools in Butula Sub-County, Kenya

6.1 Students Questionnaire

The researcher sought to find out from students whether they are aware of students who had dropped out of the school but were admitted back. The results are shown in Figure 5.

		Frequency	Percent
Valid	Yes	19	95
	No	1	5

Figure 5: Aware of students who had dropped out of the school

The researcher also sought to find out to what extent educational opportunities affect girl child retention at the school. The results are shown in Figure 6.

		Frequency	Percent
Valid	No extent	54	17.3
	Some extent	136	43.5
	moderate extent	38	12.1
	considerable extent	20	6.4
	great extent	65	20.8

Figure 6: Extent of effect of educational opportunities on girl retention

6.2 School Nurse Questionnaire

The researcher sought to find out the content of ASRH information disseminated to students.

		Frequency	Percent
Valid	YES	12	60.0
	NO	8	40.0

Figure 7: Content of ASRH

The researcher sought to find out the extent education opportunities affect girl child retention at the school.

		Frequency	Percent
Valid	Some extent	10	50.0
	Considerable extent	2	10.0
	Great extent	8	40.0

Figure 8: Education opportunity

		Frequency	Percent
Valid	YES	13	65.0
	NO	7	35.0

Figure 9: Involve members of the community

The researcher sought to find out the extent community involvement affect girl child retention at the school.

		Frequency	Percent
Parent/Guardian	Some extent	3	15.0
	moderate extent	6	30.0
	Considerable extent	3	15.0
	Great extent	8	40.0
Church	No extent	1	5.0
	Some extent	5	25.0
	moderate extent	6	30.0
	Considerable extent	4	20.0
	Great extent	4	20.0
PTA	No extent	7	35.0
	Some extent	7	35.0
	Great extent	6	30.0
BOM	No extent	16	80.0
	Some extent	4	20.0
NGO	No extent	15	75.0
	Some extent	1	5.0
	moderate extent	4	20.0
Youth group	No extent	4	20.0
	Some extent	3	15.0
	moderate extent	13	65.0
Local Health facilities	No extent	5	40.0
	some extent	2	10.0
	Moderate	10	50.0

Figure 10: Community involvement

6.3 Class Teachers Questionnaire

The researcher sought to find out whether the available education opportunity affect girl child retention in public secondary school. Extent educational opportunities affect girl child retention at the school.

		Frequency	Percent
Valid	NO	8	40.0
	YES	12	60.0
	Total	20	100.0

Figure 11: Does available education opportunities affect girl child retention

The researcher sought to find out the extent educational opportunities affect girl child retention at the school.

		Frequency	Percent
Valid	No extent	7	35.0
	Some extent	5	25.0
	Moedrate extent	3	15.0
	Considerable extent	2	10.0
	Great extent	3	15.0
	Total	20	100.0

Figure 12: To what extent that available education opportunities affect girl child retention

		Frequency	Percent
Parent/ guardian	to no extent	1	5.0
	to some extent	4	20.0
	to moderate extent	6	30.0
	to considerable extent	2	10.0
	to great extent	7	35.0
church	to some extent	6	30.0
	to moderate extent	4	20.0
	to considerable extent	6	30.0
	to great extent	4	20.0
PTA	to no extent	3	15.0
	to some extent	7	35.0
	to moderate extent	5	25.0
	to considerable extent	2	10.0
	to great extent	3	15.0
BOM	to no extent	2	10.0
	to some extent	6	30.0
	to moderate extent	3	15.0
	to considerable extent	5	25.0
	to great extent	4	20.0
NGO	to no extent	7	35.0
	to some extent	6	30.0
	to moderate extent	3	15.0
	to considerable extent	4	20.0
Youth group	to no extent	5	25.0
	to some extent	8	40.0
	to moderate extent t	2	10.0
	to considerable extent	2	10.0
	to great extent	3	15.0
Local health facilities	to no extent	2	10.0
	to some extent	6	30.0
	to moderate extent	6	30.0
	to considerable extent	2	10.0
	to great extent	4	20.0

Figure 13: Community Involvement

6.4 Guidance and Counselling Questionnaire

The researcher sought to find out how the available education opportunities affect girl child retention in public secondary schools in Butula sub-county.

		Frequency	Percent
Valid	YES	20	100.0

Figure 14: Does available education opportunities affect girl child retention

7 The Effect of Community Involvement on Girl Child Retention in Public Secondary Schools in Butula Sub-County, Kenya

7.1 Students Questionnaire

The researcher sought to find out from students whether the school involves members of the community or health officers in ASRH matters. The results are shown in the figure below

		Frequency	Percent
Valid	NO	67	21.4
	YES	246	78.6

Figure 15: Community involvement on ASRH

The researcher also sought to find out from the deputy principle to what extent the community members are involved in ASRH matters.

		Frequency	Percent
Parents/guardian	No extent	9	2.9
	Some extent	62	19.8
	moderate extent	24	7.7
	considerable extent	37	11.8
	great extent	181	57.8
Church	No extent	20	6.4
	Some extent	104	33.2
	moderate extent	56	17.9
	considerable extent	28	8.9
	great extent	105	33.5
PTA	no extent	60	19.2
	some extent	49	15.7
	moderate extent	58	18.5
	considerable extent	34	10.9
	great extent	112	35.8
BOM	no extent	223	71.2
	some extent	45	14.4
	moderate extent	19	6.1
	considerable extent	16	5.1
	great extent	10	3.2
NGO	no extent	214	68.4
	some extent	55	17.6
	moderate extent	33	10.5
	considerable extent	6	1.9
	great extent	5	1.6
Youth programs	no extent	119	38.0
	some extent	70	22.4
	moderate extent	71	22.7
	considerable extent	29	9.3
	great extent	24	7.7
Local health facilities	no extent	112	35.8
	some extent	76	24.3
	moderate extent	51	16.3
	considerable extent	33	10.5
	great extent	41	13.1

Figure 16: Effect of the extent of parents' involvement in girl child retention

8 Conclusion and Recommendation

8.1 Conclusion

In assessing the effect of educational opportunities on girl child retention in public secondary schools in Butula sub-county, Kenya it is evident from the figres that a relatively higher number of respondents indicated that available education opportunity affect girl child retention in public secondary schools in Butula Sub County. It was concluded that there is sensitization on education re-entry policy and social support system. The findings whereas majority of the respondents agreed that the school curriculum contributed to girl retention, and this was sufficient to explain high retention rate among female students in Butula sub County.

However, the respondents cited a few areas which gave them or would give them opportunities to be involved in school management. For instance, serving as a member of the school Board of Management (BOM). From the findings, in almost all schools, the supplier of various foodstuffs, stationeries, and other items were mainly from the community or a parent at the school. This is employed as a way of involving the community in the running of the school. It also helped to create and maintain cohesiveness between the school and the community. The researcher also found out there are various projects which have been undertaken by parents in the school for the last five years in their effort of being involved in the management of schools. As a result of increase in the numbers form one in take, as more students graduate from standard 8, there has been an increasing demand for form one places and subsequently demand for more dormitories and classrooms.

8.2 Recommendations

Comprehensive sexuality education for the female adolescent, where all topics are taught, should not be seen as out of the curriculum but rather should be provided within schools so as to prepare the female adolescent for future life especially in the context of the changing society. Parents, guardians and girls should be made aware of education re-entry opportunities.

Changing family structures have led to the breakdown of traditional approaches in many ways including provision of ASRH information. Parents and guardians should be encouraged to seek out and have correct ASRH knowledge which they can then pass on to the male adolescents.

This study recommends for the school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students.

9 Competing Interests

Authors have declared that no competing interests exist.

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