

**STAKEHOLDERS INVOLVEMENT AND GIRL-CHILD RETENTION IN  
GOVERNMENT AIDED SECONDARY SCHOOLS  
IN TEREKO DISTRICT, UGANDA**

**BY**

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## DECLARATION

I **Adrole Macarious** hereby declare that this study was my own work entitled “*Stakeholders Involvement and Girl-Child Retention in Government Aided Secondary Schools in Terego District, Uganda*” and that it has never been presented before, wholly, or partially to any university or any other institutions of higher learning.

Signature..........

Date: 17<sup>th</sup> March, 2025

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## APPROVAL

We confirm that this dissertation entitled “*Stakeholders Involvement and Girl-Child Retention in Government Aided Secondary Schools in Terego District, Uganda*” was conducted by the candidate under our supervision.

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## **DEDICATION**

This dissertation is dedicated to my family members particularly spouse Mrs. Lucy Ereru and children.

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## ABSTRACT

The fact that stakeholders need to be involved in the girl child retention in secondary schools. Girl children themselves need to have self-motivation to remain and complete their secondary education. The study adopted the following objectives: to examine the stakeholder's involvement and girl child retention in government aided secondary schools in Terego District, informal by stakeholder's theory. Using Cross sectional design quantitative and qualitative methods, on sample of 145 respondents. The schools were clustered into government aided according to the similar characteristics, purposive members, and random sampling to select teachers, parents, and female students. Quantitative data analysis used descriptive statistics involving mean, frequencies, and percentages; inferential statistics involving Pearson correlation, while qualitative analysis involved grouping data into theme. The study findings showed that there is a position effect of stakeholders, involvement strategies on girl child retention in government aided secondary school. Stakeholders' involvement in decision making and girl child retention ( $r = .383, P = .000$ ) with a coefficient of determination  $r^2 = .1466$  indicates that a proximately 14.66% of the variance in girl child retention can be explained by decision making. Safe school learning environment and girl child retention ( $r = .453, P = .000$ ) with a coefficient of determination  $r^2 = .205$  indicates that approximately 20.5% of the variance in girl-child retention can be explained by the safety of the school learning environment. Family support and child retention ( $r = .370, P = .000$ ) with a coefficient of determinants  $r^2 = .1369$  indicates approximately 13.69% of the variance in girl child retention can be explained by family support. While decision making, safe learning environment and family support have positively influenced on girl child retention, significant parties of other retention are influenced by other factors. The study concludes that the implementation of strengthening stakeholders' involvement capacity in decision making and evaluate their outcomes to have gender responsive school leaning environment to enhance family support programs. Create a positive and supportive learning environment where students feel valued, and retention can be achieved.

## ABBREVIATIONS

CAO	Chief Administrative Officer
DEO	District Education Officer
DIS	District Inspector of Schools
EFA	Education for All
ESSP	Education Sector Strategic Plan
GOU	Government of Uganda
HOD	Head of Department
ICC	Inter Correction Co-efficient.
LG	Local Government
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NDP	National Development Plan
USE	Universal Secondary Education
PCR	Pupils Classroom Ration
PEAP	Poverty Eradication Action Plan
SDG	Sustainable Development Goals
SEO	Senior Education Officer

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This research established the relationship between stakeholders' involvement and girl child retention among government aided secondary schools. The study was streamlined under background of the study, study objectives, research questions and hypothesis, statement of the problem, purpose of the study, conceptional framework, scope and significance of the study including justification and operational terms.

### **1.2 Background to the study**

Educational decentralization is a complex process that involves transferring decision-making powers regarding policies, funding, teacher training, and curriculum development to lower levels of government. The objective of decentralization in education is to enhance learning achievement by engaging stakeholders' involvement in decision making, providing a safe learning environment and family support. Involving local stake holders such as teachers, parents and community leaders in making decisions on inclusive gender responsive education system helped improvement and informed decisions that empowered specific needs aspiration of the learners.

#### **1.2.1 Historical Background**

There has been concern in the low female student retention rate in the world over especially the US, England, South Africa, Kenya, and Nigeria inclusive. And Africa has recorded higher dropout rates and low enrolments for girls. The study further revealed that only 30 % of the girls enrolled completed secondary school which was a major issue in the non-completion of the girls of this level of education (Aslam & Kingdon, 2021). As for the World Bank (2022) only 54% of girls within the primary school age in Uganda completed their primary education by the year 2017. As in 2016, only 57% of females only completed primary school moved to

the secondary education. Moreover, only one quarter out of the females had completed their lower secondary in 2017. While much has been achieved to extend education to children at the primary level, the supply side has expanded, as the headcount enrollments have stagnated while attendance rates are low in the developing nations, particularly for girls (Muhangi, 2019). The average girl in the low income rural families of Sub-Saharan Africa has less than two years schooling and has no formal education and literacy or numeracy; while the boy completes his primary schooling (Aslam & Kingdon, 2021). In Uganda one of the most notable impacts of USE introduction in 2007 has been the raising of girls from economically poor families enrolment in secondary schools who previously dropped out due to gender bias and poverty. The principle of this policy is that education for girls is a basic human right and that all players (Syed, 2020) must protect it.

### **1.2.2 Theoretical perspective**

The theoretical framework for this study is Epstein's theory of involvement for enhancing children's outcomes identifies the family and schools as being equally important stakeholders. The notion being explained was relevant employing Epstein's theory on how the stakeholders can participate in achieving the education of their girl child. According to the theory, schools and stakeholders combined efforts to achieve educational objectives, and the degree varied by time, youth, and grade of the learners (Danilo Gomes de Arruda, 2021). But there is weak linkages between stakeholders and schools thus denying the girl child optimal education and social complete (Epstein, 2002).

According to the stakeholder theory, schools being organizations have the duty to balance the needs of all the stakeholders who have one or some interest in their activities (Dmytriyev et al., 2021). From the perspective of education and girl-child retention the stakeholders may be Board of Governors, Head teachers, teachers, parents, community leaders, students and others. Development of strategies and management of programs which are going to assist girls in

attaining their education involves cooperation with other stake holders and sharing of responsibilities as well with them. This involves policy formulation and implementation, resource determination, use of gender sensitive methods in teaching, parental and community education, and support from non-governmental organizations. Implementation of Ugandan USE policy that requires the parents to provide the scholastic materials for the student, uniform, food and accommodation facilities for the student. Therefore, the physical and sustainable approach that involve all stakeholders can be developed in order to retain girl-child in school. In this case, the use of these theoretical perspectives by stakeholders will help in understand the overall mechanism underlying the consideration of girl-child in education. Such knowledge can lead to the development of specific approaches and prevention where all the associated actors involved to promote equitable participation of girls in school and higher drop-out rates in girls (Langrafe et al., 2020). Stakeholder theory has highlighted various questions for the strategic management of organizations, such as how to identify and prioritize stakeholders, how to understand their interests and demands, how to balance the relationships among various stakeholders, and how to engage stakeholders in organizational acts (Education & Program, 2022).

### **1.2.3 Conceptual perspective**

Stakeholder involvement on girl-child retention refers to participation of various actors who have selfish interest in ensuring that girls remain in school to complete their education. They involve government and nongovernmental organizations, schools, teachers, parents, chiefs, other leaders, and especially, the girl learners (Ansong et al., 2018). Stakeholder participation in school, as parents, is important in school climate, program enhancement, attendance, behavior and girl child retention (Kabia & Pearce, 2022).



The concept puts a lot of focus on acknowledging the responsibilities of all the different stakeholders in creating an environment that has no constraints like financial or cultural and or discrimination. The study also calls for concerted action in policy enactment for and provision of essentials, adoption of anagogical practices, support of social and cultural environment that enable and embrace girls and their education. In general, the conceptual perspective captures the importance of stakeholder engagement as a major contributing factor toward the improvement of girl-child retention and progress towards equal education rights (Nanyanzi et al., 2020).

#### **1.2.4 Contextual perspective**

This paper analyses the performance of eight government aided secondary schools in Terego District, West Nile sub-region Uganda which were under the Universal Secondary Education (USE) programmer. National Development Plan (2010) noted that gains have been made on improvement of girl education in Uganda but certain issues have remained including low enrollment and completion of female students in secondary school.

Lack of proper sanitary facilities for girls, old dilapidated and unfurnished classrooms, parents' perceptions towards educating the girl child, the high school fees charged by schools, and support from implementing partners have led to poor girl child retention rates (UNICEF & ITU, 2020). Strategies which aim at increasing the enrollment of girls in secondary schools are important in eradications of gender discrimination, empowering women, economic and social transformation. Retention of girls in secondary schools is a significant indicator of success, and schools with high retention rates are seen as providing the necessary resources and support systems for girls to succeed. However, high retention rates are receiving increased scrutiny, as they impact the financial standing and reputation of educational institutions (Langrafe et al., 2020).

**Table 1: Enrolment of students from secondary schools in Terego District for last five years (2017-2022).**

YEAR	S1		S2		S3		S4		S5		S6		SUB-TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2022	304	243	312	214	295	186	387	221	21	11	21	16	1340	891
2020	418	295	381	254	385	260	388	243	40	22	38	15	1609	1089
2019	425	298	385	263	378	232	367	247	36	15	40	21	1631	1076
2018	361	227	359	232	308	201	418	276	28	22	31	17	1505	975
2017	383	262	340	249	386	249	433	260	16	6	22	2	1580	1028
<b>GRAND TOTAL</b>	<b>1891</b>	<b>1325</b>	<b>1777</b>	<b>1212</b>	<b>1752</b>	<b>1128</b>	<b>1993</b>	<b>1247</b>	<b>141</b>	<b>76</b>	<b>152</b>	<b>71</b>	<b>7665</b>	<b>5059</b>

Source; District Education Office database 2023.

The data provided above reflects the girl-child retention in Terego District's schools over a five-year period. In 2022, there were 891 female students in total across all grades, which decreased slightly compared to 2020 and 2019. The trend shows fluctuations in the number of female students from year to year, with some years experiencing higher retention rates than others. However, the overall figures indicate that efforts are needed to improve the retention of girl children in schools, as the number of girls enrolled is lower than the number of boys. Addressing challenges such as improving infrastructure, providing adequate facilities, issues of cultural barriers, and ensuring access to quality education can contribute to enhancing girl-child retention in Terego District's schools.

### 1.3 Statement of the Problem

This research also raises concerns of low retention rate of girls in secondary schools, this worries stakeholders, especially the government since it does not support achievement of sustainable development goal 4 and 5 which suggests quality and inclusive education for all especially for girls (UNICEF & ITU, 2020). The uptake of female students in the Government Aided secondary schools in Terego District is very low, an issue that has raised concern among the leaders in that region. This challenge is passed through the eight government aided

secondary schools in the district. The causes of the problem include funding, families, relevance of curriculum, differential opportunities and distributions, culture, and parents' permissive attitudes to girl children (Danilo Gomes de Arruda, 2021). However, no research study has focused on the fact that girls continue to drop out of government-aided secondary schools in the Terego district at a low rate.

They have signed and acted out intentions to implement USE in Uganda, yet the survival rate for girls remains low and Terego District is no exception to this, secondary, there has been a gradual decrease of girls enrolling in secondary schools . From total enrollment of 12,724, only 6,665 are male students being (60%) while only 5,059 are female students being (40%)(MoES Guidelines & Sector, 2022). Hence the study seeks to fill the above gap through the study about stakeholders engagement in education and the retention of girl-child in government aided secondary schools in Terego District.

#### **1.4 Purpose of the study**

The study established the relationship between stakeholders' involvement and Girl-child retention in Government aided secondary schools, in Terego District, West Nile region, Uganda.

#### **1.5 Objectives of the study**

1. To determine the influence of stakeholders' involvement in decision making and girl-child retention in government aided secondary schools in Terego District.
2. To analyze the relationship between gender responsive school learning environment and girl-child retention in government aided secondary school in Terego District.
3. To examine the relationship between Family support and girl-child retention in government aided secondary school in Terego District.

## **1.6 Research Questions**

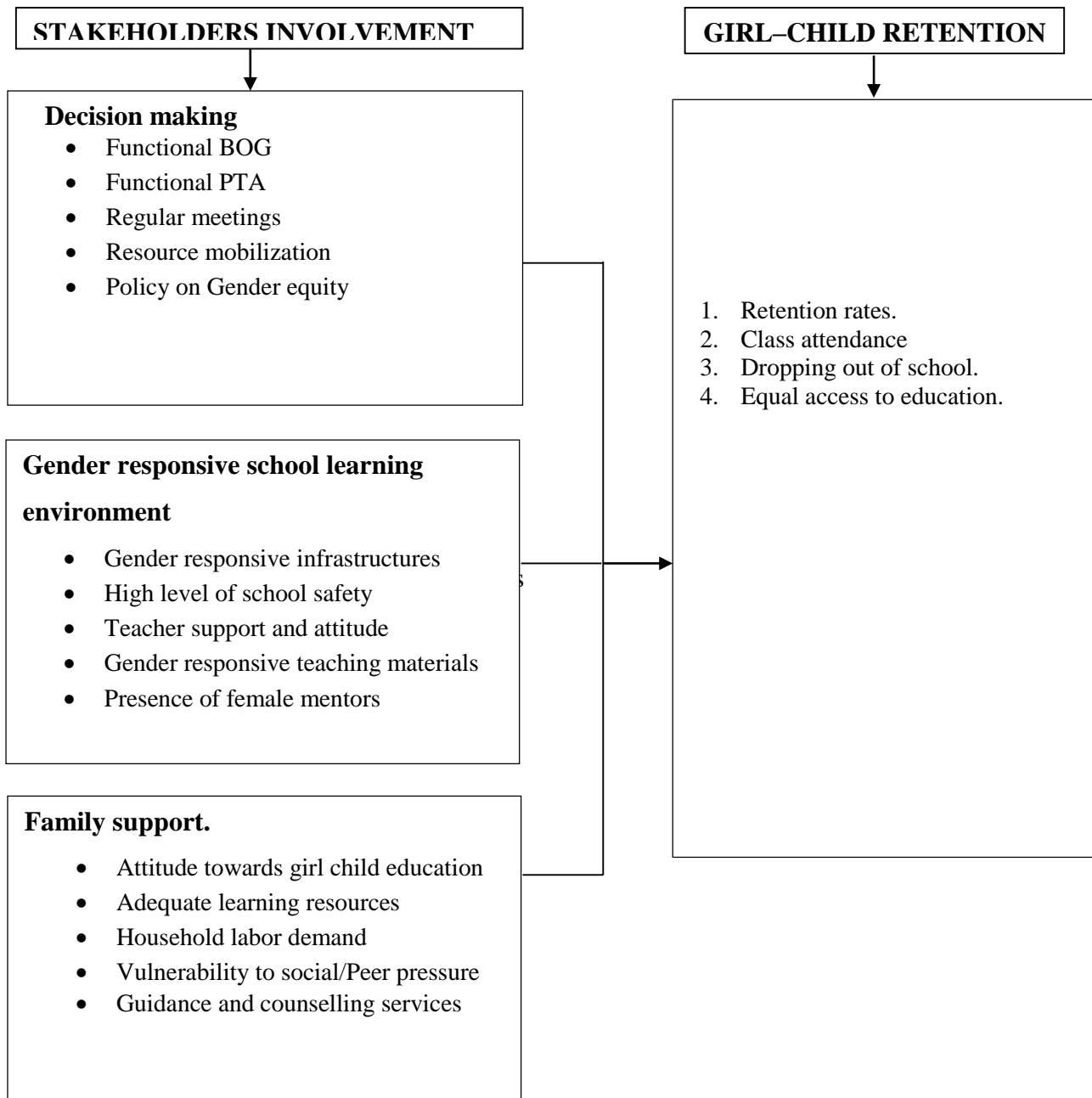
The study was guided by the following research questions.

1. To what extent does stakeholder involvement in decision making influence girl child retention in government aided secondary school in Terego District?
2. What is the relationship between gender responsive safe learning environment and girl-child retention in government aided secondary school in Terego District?
3. To what extent does the family support influence girl-child retention in government aided secondary school in Terego District?

## **1.7 Research Hypothesis**

1. There is a statistically significant relationship between stakeholder involvement in decision making and girl child retention in government aided secondary schools in Terego District.
2. There is a statistically significant relationship between gender responsive safe learning environment and girl child retention in government aided secondary school in Terego District.
3. There is a statistically significant relationship between family support and girl child retention in government aided secondary school in Terego District.

## 1.8 Conceptual framework



*Source: Adopted with modification from W.P. Obanda (2010)*

This model emphasizes the role of stakeholders in addressing retention of girl child in secondary schools. This paper analyses the impact of stakeholders' participation on girl child retention where the level of stakeholders' participation is the independent variable, and the level of girl child retention is the dependent variable. This paper looks at several factors including finance and administration of school activities, social cultural factors, school climate

and educational opportunity that may affect stakeholders' participation. To assess the extent of the retention of girl children, factors such as drop-out rate, attendance, completion rate, and peer pressure on the rights of all children for education were used. The government through policies like USE, provision of scholastic materials and human rights such as the right for girl child education the retention and concentration levels should improve.

It also deals with factors such as; negative attitude towards female education and free hand to social pressure. In light of this, through state participation and capacity, involvement of stakeholders in the decision making process, mobilization of communities, provision of safe learning environment, parental support and working collectively with the community in the delivery of government policies, there could be discovered increased levels of enrollment and retention. The applicable region categories for implements of keeping/reminding children in school to which funding amounts will be allocated consist of constructing schools within communities; latrine coverage; job/income; child-friendly school; school facilities and resources; additional girl training and role models..

### **1.9 Scope of the study**

The specific content scope of studying stakeholders' involvement and girl-child retention in secondary schools was chosen due to its critical importance in addressing the challenges faced by girls in accessing and staying in school. The management strategy of the girl-child retention is to make rise in student population, high completion rate and to have achievement of adequate yearly progress increment. These will contribute to reduced dropout rate and effective teaching and learning processes.

**Geographically**, the study focused on government aided secondary schools in Terego District, Northern Uganda. The specific geographical scope of Terego District in West Nile, Uganda,

was chosen for the study because it represents a unique context with its own set of challenges and characteristics regarding girl child retention in secondary schools.

**Time scope:** The study covered a period of five years (5) starting from 2017-2022. This was the period that had the lowest retention rate of girl child in government aided secondary school in Terego District. The international Organizations have devoted substantial effort towards improving the education of girls through such strategies as introduction of USE, affirmative action for girls' enrolment at secondary school level, child friendly schools and supplying instruction material (MOES 2012).

### **1.10 Significance of the study.**

The study improved activities of stakeholders in governing education affairs effectively. The action point indicated that the offices of the DEO, the Chief Administrative Officer (CAO) and Local Council five chairpersons (LCVs) who are in-charge of employment, financing and political arm in education policy implementation held responsible for the retention of girl child in secondary schools.

The study identified gaps in the stakeholder involvement and gave directions for the management of the government that aided secondary schools that enabled the leaders to provide necessary support in informing the structures and mobilization of the community leaders to benefit from the advice on how to reduce the dropout of the girls from the secondary schools in Terego district.

The study contributed to the scholarly award of Master of Education Planning and management. Secondly it built a reference for those intending to carry out research on the same topic. The study helped to identify weakness in the stakeholders' involvement in secondary schools which are hindering effective and efficient service delivery in Terego District, West Nile Sub region in Uganda. The strengths and weaknesses that have been identified during the

study will guide policy makers and implementers on how stakeholders should be handled to improve girl child retention. The study gives recommendation to address fore mentioned factors with a view of those concerned to effectively deal with the dropout problems. Therefore, the study comes up with the way forward to help schools to retain more girls to complete secondary cycle.

### **1.11 Justification of the study**

This study aimed at examining the influence of stakeholder involvement in retention of girl-child at secondary schools in Terego District. This is due to the low retention of girl students in Terego District secondary schools, which caused low self-esteem in girls, early pregnancies, peer pressure, and a high dropout rate. By identifying effective strategies stakeholders have created a more stimulating and supportive learning environment that enhanced girl child retention. However, no specific research has been done on the involvement of stakeholders in Terego District secondary schools to address the issue.

### **1.12 Operational definition of terms**

**Stakeholder involvement:** Stakeholder participation is the way through which the school engages people who can be affected by the decisions made or who have ability to influence the execution of the decisions made. Stakeholder participation in schools, therefore parents, is good for school climate, other programs, attendance, conduct and girl child retention (Kabia & Pearce, p 112, 2022). Stakeholder involvement on girl-child retention involves the participation of actors who have something to invest in the girl-child education and retain them in schools systems. Such stakeholders include government ministries, schools, teachers, parents, community members, NGOS and the female adolescent students, (Ansong et al., 2018).

**Girl Child retention:** Retention of Girls in School refers to putting in place adequate emergency management facilities that may help the girls to have fewer episodes of absenteeism



and consequent dropping out of school. It is the core belief that schools with high retention of girls in secondary schools form the success that is being measured, and that schools offer the necessary environment that will help girls to overcome all challenges, so that they can excel. Nonetheless, high retention rates are being increasingly questioned cause they affect the financial position and image of educational organizations (Langrafe et al., 2020). Several education policies of the Uganda government focus on development of human capital as investment.

**Stakeholders' theory:** This theory was derived from Epstein's theory of involvement and acknowledges that both families and schools have a part to play in optimizing children's results. The applicability of Epstein's theory was hinged on the elucidation of a scenario where by stakeholders can be involved in the education achievement and achievement of their girl child. On the above theory, the discharge of responsibilities towards educational goals was coordinated, with variation in the integration of stakeholders and schools over time, age, and grade level of learners (Danilo Gomes de Arruda, 2021). However, schools and stakeholders' relationships are not very well developed, thus the girl child educational outcomes and well-being are negatively affected (Epstein, 2002).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review in this chapter examined the significance of stakeholder involvement in enhancing girl child retention in secondary school by analyzing relevant evidence from various researchers. The review explored the conceptual and theoretical analyses of literature and presented a comprehensive understanding of the topic. It identified key studies and authors who have contributed to the understanding of stakeholder involvement and its impact on girl-child retention in secondary education.

#### **2.2 Theoretical Review**

The study is grounded on Epstein's theory of involvement; it admits that families and schools have the collective impact to enhance the child's performance. Despite this conceptual change, this evidence showed that such a deficit approach is still evident in some settings especially concerning minority stakeholders (Kouser, 2022; Sulthani & Thoifah, 2022). This marginally impacted the involvement of parents and excluded most stakeholders in stakeholder involvement from benefits including fundraising or by joining committees, this limited the benefits accruing from parents' involvement (Kabia & Pearce, 2022).

The relevance of Epstein's theory was anchored on the elaboration of how different stakeholders can participate in the education achievements and advancement of their girl child. According to the theory, there is involvement of the stakeholders and the schools in the provision of education and the overlap is not constant with the type of change, the time factor, age or level of learner as pointed out by Danilo Gomes de Arruda, (2021). However, links between stakeholders and schools are distorted thus denying the girl child social and academic success that she deserves (Epstein, 2002).

Applying Ugandan USE policy requiring the parents to provide scholastic materials, uniforms, foods and accommodation facilities for the student. Uganda has in the past had a historical predisposition towards male education, but the current government strategies have eliminated gender disparity in Secondary education through use of affirmative action, and enhanced stakeholder participation in key decision making contexts at every level of school administration (Expansion, 2020).

Schooling for every girl has been deemed to be a constitutional human right with many covenant and organizations such as the United Nations, United Nations Educational, Scientific and Cultural Organization, United Nations International Children Emergency Fund and World Bank providing a legal personality to this fact for overall girl's development and social transformation (UN, 2015b; UNESCO, 2017a; UNICEF, 2015a; World Bank, 2002). Female education is seen to be a development tool that provides girls with literacy and numerical ability as well as knowledge required for reproduction roles, productive roles, community, and political roles (Auld et al., 2019). Educated girls have higher rates of employment, increased wages, and improved economic opportunities, contributing to national economic growth (Donoghue et al., 2018; Hernan et al., 2020). Additionally, girls' education has health benefits for individuals, communities, and the nation (Novitz, 2020).

### **2.3 Conceptual Review**

Use of stakeholders' involvement as the independent variable in this study refers to the extent to which stakeholders engaged with some aspects of their children's education by attending school meetings, functions, volunteering, or being a member in a school committee. In their study, Hernan et al., (2020) opines that stakeholder engagement, given their mandate on child psychosocial as well as education, will have a positive correlation with girl child retention in school. Auld et al. (2019) described stakeholder involvement in regard to the attitude of

students towards learning, participation in activities related to children, and propagating of activities within a school setting.

Involvement is presented as the delivering of school needs, the paying of other fees, and attending school meetings or other organizational meetings with more frequency are all seen as basic responsibilities of stakeholders in the day to day practices of the school and at home. Parents because they are involved most closely with their children and school partners, clients consumers and even educational assistants in school management. It is admitted that their participation will help numerous girl children in the school (Ian & Tajudeen Sanni, 2018). However, using the current findings, the involvement of stakeholders has negative effects on the girl child retention, especially when the stakeholders are involved physically and cognitively in developing, executing and delivering education in schools (Donoghue et al., 2018). Stakeholders such as parents in schools are effective in influencing school climate, program enhancement, attendance, students' behavior and girl child retention according to Kabia & Pearce 2022.

Keeping a girl child in school entails her being in school continually, taking full courses at school and sitting for national exams at an appropriate time. Therefore, high retention rates are perceived as success of both the girl child and the school. The education, social, and economical privileged girls are less likely to drop out of school; conversely, disadvantaged girls are likely to drop out of school (Ansong et al., 2018). Retention of girls in secondary schools is a significant indicator of success, and schools with high retention rates are seen as providing the necessary resources and support systems for girls to succeed. However, high retention rates are receiving increased scrutiny, as they impact the financial standing and reputation of educational institutions (Langrafe et al., 2020). Uganda's education policies prioritize investment in human capital development and despite achievements in education reforms, challenges in achieving quality girl child retention persist (UNICEF & ITU, 2020; Jr et al., 2018).

## **2.4 Review of Literature**

### **2.4.1. Stakeholder involvement in decision making and girl child retention in government aided schools.**

The following are the objectives that support the Government of Uganda's policy frameworks and cooperation with donors and Non-governmental organizations with regard to women's education: They seek to prevent and correct status quo in the provision of education to Girls and enhancement of education for Girls as a Human Rights. Education of the female child is very crucial in any nation's development this has prompted the government to come up with gender sensitive programmers such as inadequate funding and or lack of supervision, policy enforcement mechanisms among others. They also seek to improve girl's self-efficacy and agency or liberal culture (Holliday et al., 2019).

In this paper, stakeholders' involvement, concession of resources, materials and manpower towards school activities has been found to fully support the implementation of the school curriculum and enhance performance. However, there is stakeholders' limited participation especially on providing school needs for girls as detailed in Monitor publication (Jr et al., 2018). It's worthy of note that, the Education Act of Uganda has decreed the role of parents to provide learning materials and structures which are handy for students to retain in school. Children who come to school with other essentials, as far as learning is concerned, supplied by their parents, are most often than not high performers. Another home environmental factor that affects the ability of children to comprehend reading, is the accessibility of reading materials in the home environment. Lack of inventory, for instance books and quality teachers can lead to a child dropping out or applying to be transferred to another school (Donoghue et al., 2018). Girls' performance in examinations has been influenced by the scholastic material supplied by parents as identified from the interview. The lack of scholastic materials results into non-attendance in exercises or in school (Adoyo & Onyango, 2012). This study has also found that

stewardship, that is, involvement of stakeholders, covering most basic needs of girls and boys in terms of functional fees and scholastic materials is vital for the retention of the girl child in the public secondary schools. The implication of the lack of morale and encouragement from parents as its stakeholders leads to very low rates of retention. Stakeholders participation in managing of discipline is also a significant factor that contribute to good behaviors and retention among girls.

Education management decisions, as education stakeholders, are central to the retention of girl children in schools being a major challenge in education. Funding, supervision, compliance, resource acquisition, motivation, and gender sensitivity attitudes are areas which influence girl-child education retention most. When these factors are given the required attention and judiciously rolled out they go toward providing the necessary academic friendly education atmosphere required for girls to continue with their education and excel (Nanyanzi et al., 2020).

In this discussion, there has been an attempt made towards understanding the importance of these management decisions as far as girl-child retention is concerned and the possibility it holds as far as formulating decisions that could chart a different way or course for educational fortunate of the girl child in school is concerned.

Stakeholders in the nation's education sector have great responsibility in developing responses on functional BOG, PTA, and resources mobilization. They can endeavor to have more funds since they fight for it by lobbying the authority and other policy makers in order to ensure that schools are funded. A study conducted by Ekanayake and Jayasinghe (2018) stress on management decisions in relation to resource and financial management mechanisms, for equal funding distribution, which could also impact quality education and students' continuation including girl students.

Supervision is a crucial element which should be implemented as a method of enhancing the education and eradicating all problem in relation to management of the schools. The education

stakeholders can be equally useful in exercising supervision to enhance monitoring and evaluation of schools. This include offering necessary training and practice to school administrators' and teachers. The world bank (2020) reveals that management decisions on supervision regarding learning lead to enhancement of learning outcomes and students retention.

The management of institutions and other stakeholders in the education sector have the responsibility of demand for policies that have effects of enforcing gender equity and the girl child education. These can readily engage in policy making and even in the policy enforcement and evaluation processes. If they intent to engage relevant organizations and agencies they can contribute towards developing a strong policy enforcement mechanism / compliance regime to ensure that all stakeholders in the provision of education for the C\E children are enforceable to their respective responsibilities. According to Ahmed et al., (2018), education managers play a crucial role in the implementation process of gender policies formulated for retaining girls in school.

Several of the dimensions studied and analyzed by the authors reveal how stakeholders' decisions create an enabling gender responsive leaner environment that boosts or decreases the motivation of students. The education stakeholders including school management can use the following strategies; congratulate, encourage students who excelled academically, offer other forms of activities, and make them feel like they belong. The study conducted by Nauta et al., (2020) on the factors influencing student motivation, retention, academic achievement and school completion, stresses on the role of school management in motivating students with the view toward, and ensuring high levels of student retention, enhanced performance and achievement co-requisite with the institution's or school's goals. These ways, including availing success related privileges, assisting and guiding the learners as well as embracing and

promoting the growth promotion attitude, they would foster students' confidence towards their successful academic endeavored beliefs.

Positive managerial attitudes toward gender equity in the School ensure all population groups in the School including the Girl Child are cherished and valued. Education stakeholders can contribute to this by coming up with policies that are gender sensitive, and eradicating practices that may discriminate the girl child on matters relating to education. According to UNESCO report on educating the future, (2019 ) education managers have a crucial role in combating gender stereotyping in schools, promoting gender sensitivity which in turn helps in increasing the enrolment and completion rates of girls as well as their performance.,

Although education stakeholders are involved in addressing a number of factors affecting girl child retention in secondary schools, the exact influence that an engagement of stakeholders has on Girl Child retention is an area that has attracted limited research. Prior research demonstrate the relevance of management decisions in aspects of funding, supervision enforcement of policies, motivation of students and their sentiments on gender equality but very little is done in regard to studies on the relevance of stakeholder engagement in enhancing the retention of the girl child in secondary school.

#### **2.4.2. Gender responsive safe learning environment and girl child retention-GASLS in government aided schools.**

This paper posits that setting up of safe learning environment is imperative to facilitating girl-child retention in school. These are; offering facilities to girls with needy cases, hiring professional teachers with ability to improve performance, cleanliness of facilities and better facilities in schools. Sexual exploitation and violence against women and girls should be prevented (UNICEF & ITU, 2020). Teacher gender remains the key determinant of enrollment for girls and overall performance. However, as the level of education increases, the number of



female teachers reduces; having male teachers affects things like sexual harassment and the early drop out of girls from school (Sulthani and Thoifah, 2022). Maintaining high levels of school safety for girls is necessary for the female students to remain in school and to challenge culture that restricts girl's education and activities in society (Datzberger, 2018).

No learning climate in school for meetings, no parental involvement; these discourage girl-child retention in school. This can be done through accompanying the child to school meetings or parent-teacher association meetings, checking and reviewing books, taking the girl child to hospital, etc, has been found to increase girl-child retention. This paper argues that family practices of involvement are key predictors of girls' performance and achievement at school (Education & Program, 2022). Nevertheless, there exists a possibility of school teachers and principals also having certain perceptions concerning parents' capacity to share the partnership responsibilities and principals themselves may lack confidence when including parents in the decision-making meetings for the bad repercussions that students are bound to ripe from the partnership with the parents.

This paper, therefore, concludes that the parental perception on school meetings and their participation in their children's learning influences girl-child retention. Though some parents may perceive meetings as time wastage, embracing the participation in assessments and PTAs conferences may influence the retention of girl-child (Education & Program, 2022). However, there may be issues in teachers' perceptions of parents' capacities and principals' readiness to engage parents in decision making that impacts on students education experiences; thus migrate or abandon school.

Through several aspects that make up the school climate which are physically, socially, emotionally and structurally supportive of girl children, the study will investigate the 'safe schools' concept as a key factor that can help in the retention of girl children in schools. Other positive, school climate factors that has the potential to influence the retention

of the girl-child include; better school infrastructures, high level of school safety, teacher support and attitude, quality teaching and learning materials and presence of female teachers. Based on these framework aspects that are given much importance, basic infrastructure is developed which helps girls to feel wanted, encouraged, and wanted to support their education. Therefore the girls do not drop out of school and their academic performance improves (Langrafe, et al. 2020). In this discussion, we shall analyse the role of positive school climate in the context of girl-child retention and the adjusted environment that has the ability to enhance girl's education.

A safe and conducive learning environment is crucial for students' well-being and academic success. Improved infrastructures, such as well-maintained buildings, classrooms, libraries, and playgrounds, contribute to a positive school climate. Research by Bradshaw, Sawyer, and O'Brennan (2009) found that physical improvements in school infrastructure were associated with reduced violence and improved student behavior, indicating the importance of infrastructure in creating a safe and supportive learning environment.

Ensuring a high level of school safety is essential for promoting a positive school climate. This includes measures such as implementing security protocols, fostering a culture of respect and inclusion, and addressing issues of bullying and harassment. A study by Wang, Berry, and Swearer (2013) highlighted the importance of comprehensive school safety programs in creating a positive school climate and reducing students' risk behaviors.

The support and attitude of teachers play a critical role in shaping the school climate. When teachers provide emotional support, positive reinforcement, and engage in respectful and caring interactions with students, it contributes to a nurturing and safe learning environment. A study by Roorda et al., (2011) emphasized the significant impact of teacher support on students' well-

being, motivation, and academic engagement, which are all crucial components of a positive school climate.

The availability of high-quality teaching materials is crucial for creating an effective learning environment. Well-designed textbooks, supplementary materials, and resources can enhance student engagement, comprehension, and achievement. A study by Slavin (2008) found that the use of research-based instructional materials significantly improved student learning outcomes. Additionally, the National Center for Education Statistics (NCES) emphasizes the importance of providing teachers with quality resources to support effective instruction and student success (NCES, 2021).

The presence of female teachers in schools can have a positive impact on various aspects of the learning environment. Research suggests that female teachers serve as role models, especially for female students, and contribute to increased academic aspirations and motivation (Halla et al., 2017). Female teachers can also help address gender stereotypes and promote gender equality attitudes in the classroom (Schwartz, 2016). Moreover, a study by Dee (2005) found that female teachers had a positive effect on student achievement, particularly for low-income and minority students.

The presence of female teachers can contribute to a more inclusive and supportive school climate and culture. Female teachers often bring diverse perspectives, empathy, and nurturing qualities to the classroom, which can foster positive relationships and create a sense of belonging for students. A study by Houtenville and Conway, (2008) highlighted that female teachers tend to exhibit more supportive behaviors, such as providing emotional support and creating a respectful learning environment. These factors contribute to a positive school climate that promotes student well-being and engagement.

The presence of better infrastructures, a high level of school safety, teacher support and attitude, quality teaching materials, and female teachers all contribute to creating a positive

school climate that enhances girl child retention in secondary schools. However, there is a research gap in understanding the specific impact of stakeholder engagement on girl child retention in secondary schools and the role of safe learning environment in this context. While research has explored the influence of a range of factors on girl child education, there is limited evidence on how stakeholders are involved.

### **2.4.3 Family support and retention of girl children in secondary schools.**

Gender plays a crucial role in decision-making regarding education, as highlighted by Hickman & Akdere, (2017). Socio-cultural and socio-economic constraints often disadvantage girls when it comes to continuing their education. One such constraint is female genital mutilation, which disrupts girls' studies and leads to declining performance, dropout, or expulsion (Guidelines & Sector, 2022). Female circumcision and similar practices are prevalent in many countries, affecting millions of girls each year and subjecting them to physical and emotional traumas (UNESCO, 2012). These harmful practices not only hinder girls' education but also symbolize violence against them, perpetuating gender inequalities (Carrell, Scott E., 2010). Initiation rites and early marriages are familiar challenges that impede girls' education in African societies. Initiation rituals, often occurring at puberty, isolate and demean girls, diverting their focus from education (World Bank, 2011). Early marriages, influenced by socio-cultural norms and bride wealth, prevent girls from re-entering education and subject them to roles as wives and sources of income (UNESCO – UNICEF, 2012; Onyango, 2013; Maritim, 2012). Girls become objects of exchange and are denied the opportunity for education, perpetuating the cycle of gender inequality (Mbilinyi and Mbughuri, 2014; Nash et al., 2019).

Early marriage poses a challenge to girls' education, positive attitudes towards female education have also been observed. Despite fears of missing marriage prospects, there is a growing recognition of the value of educated women (Abagi, 2011). High-level lobbying,

community mobilization, and awareness campaigns have encouraged commitment to interventions for girl-child retention, fostering a supportive family environment for girls' education. Efforts to change societal attitudes and involve decision-makers, traditional and religious leaders, contribute to the execution, ownership, and sustainability of initiatives aimed at promoting girl-child retention.

The family support, in collaboration with the community, plays a pivotal role in shaping the retention of girl children in schools. It is widely recognized that positive family dynamics and strong community engagement are key factors in fostering girls' educational journey. The attitudes towards girls' education within the family, the level of education among parents, the availability of adequate resources, the management of household labor demands, the ability to navigate social and peer pressure, and ensuring the proximity of schools are all critical elements that impact girls' retention in educational settings. By creating a supportive and empowering environment within the family and community, we can effectively promote girls' continued education and enhance their retention rates, (Ahonsi et al., 2019). In this discussion, we have explored the significance of family support and community collaboration in relation to girl-child retention, emphasizing the need for collective efforts to ensure girls' educational success. The attitude of families and communities towards girl child education plays a significant role in determining girls' access to and retention in schools. Positive attitudes towards girls' education can lead to increased support, encouragement, and investment in their schooling. Studies have shown that when families and communities value and prioritize education for girls, it positively influences their enrollment, attendance, and academic performance (Bashir et al., 2020). For example, research by Desai and Alva, (1998) found that parental attitudes towards education strongly influenced girls' enrollment and continuation in school in India.

The educational level of parents is often linked to their understanding of the value of education and their ability to provide educational support to their children. Parents with higher levels of

education tend to have higher aspirations for their children's education and are more likely to create a supportive learning environment at home. A study by Hoosen and Bhana, (2019) revealed that parents' educational level positively influenced their involvement in their children's education and contributed to better academic outcomes. Furthermore, a systematic review by Spera, (2005) found a positive relationship between parental education and children's educational attainment. The availability of adequate resources within the family and community is crucial for supporting girls' education. Resources such as financial means, educational materials, access to technology, and supportive learning environments contribute to girls' educational success. A study by Akaguri and Adu-Gyamfi, (2018) emphasized the importance of economic resources in supporting girls' education, including the provision of school fees, uniforms, and textbooks. Additionally, a review by Motala et al., (2018) highlighted the significance of community resources, such as libraries and community learning centers, in promoting access to quality education for girls.

The demand for household labor, especially in contexts where traditional gender roles prevail, can significantly impact girls' education. When girls are burdened with domestic chores and responsibilities, they may face challenges in finding time to attend school, complete assignments, and engage in extracurricular activities. Research has shown that a higher demand for household labor is associated with lower school enrollment and higher dropout rates among girls (Aikman & Unterhalter, 2005). For instance, a study by Kabeer and Subrahmanian, (1996) in Bangladesh revealed that girls' education was negatively affected by the extensive demands of household chores.

Girls may face social and peer pressure that influences their decisions regarding education. Negative social norms, cultural expectations, and peer influence can create barriers to girls' education and discourage their enrollment and retention in schools. Studies have documented the impact of social and peer pressure on girls' education. For example, research by Allais and

Lemmon (2014) highlighted how peer pressure and negative social norms can discourage girls from pursuing education in South Africa. Additionally, a study by Blewitt et al., (2019) identified peer pressure as one of the factors contributing to early school dropout among girls in rural Ethiopia.

The household structure, particularly the proximity of day schools to girls' homes, can influence their access to education. When schools are located far from girls' households, transportation challenges and safety concerns may arise, impacting their attendance and retention in school. A study by Maithya and Odundo, (2018) in Kenya found that distance to school was a significant barrier to girls' education. Girls who lived far from school faced challenges in terms of travel time and safety, which affected their regular school attendance. Similarly, research by O'Toole and Dasani, (2018) in India revealed that distance from home to school was a significant factor in girls' dropout rates.

The attitude towards girl child education, parents' level of education, adequate resources, household labor demand, vulnerability to social pressure/peer pressure, and the household structure of day schools all play crucial roles in determining girls' access to and retention in schools. However, there is a research gap in understanding the specific impact of stakeholder engagement on girl child retention in secondary schools. While research has explored the influence of a range of factors on girls' education, there is limited evidence on the effectiveness of engaging stakeholders, such as parents, community members, and educational institutions, in promoting and sustaining girl child education in secondary schools.

## **2.5 Summary**

In summary, the literature review has examined how stakeholders' involvement in decision making on Universal Secondary Education in addressing the problem of functional BOG and PTA resource mobilization, inadequate supervision of schools, and a lack of policy

enforcement have resulted in internal factors of motivation, and gender equality attitude in retention of girl child matter.

Gender responsive school learning environment is very vital in the retention of girls in government aided secondary schools through infrastructure, teacher attitudes, student safety and sanitary facilities for girls in the schools.

Along with the family support, other key factors that influence the retention of girls in various government-sponsored secondary schools in Terego district, West Nile sub region, Uganda include issues with creating a positive school climate through the provision of school fees, PTA meetings, scholastic materials and parental guidance and counseling.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discussed the research methodologies that were used in the study. Topics covered in this chapter included the study design, study population, sample size, and sampling techniques, data collection techniques, research tools, data quality control, validity, reliability, process, data analysis, measurement of variables, and ethical concerns. The researcher employed both quantitative and qualitative methods for collecting data/information.

#### **3.2 Study Design**

The study adopted a cross-sectional survey design which is cheaper and less time consuming than many other types of study, they allow you to easily collect data that can be used as a basis for further research (Omair, 2015). Analytical study designs quantify a relationship between different variables (Levin, 2006). The researcher used this design to analyse the study objectives 1, 2 and 3 of the study objectives. This design is appropriate because it involves analysis of respondents across a wide spectrum; a cross-sectional survey design acts as the best design to decipher the required study findings and use of qualitative methods helps one yield more information (Vessels & Huitt, 2005). The study used both quantitative and qualitative methods. This is so that the researcher obtained measurable information using the quantitative approach, whereas the qualitative approach enabled the researcher to obtain textual information. Combining numerical and textual data aided the researcher in providing a richer understanding of the study's findings.

### 3.3 Study Population

Based on data collected from four government-aided (public) secondary schools records in Terego District, the study included the parents, teachers, female students, BOG members and Head teachers who are custodian of school property including male students. The study population consisted of 145 individuals from Owaffa secondary school, Aripea Secondary school, Mt. Wati Secondary School, and Aria Secondary School.

### 3.4 Sample and Sampling Technique

A combination of sampling techniques was used, that is; purposive and random sampling of 145 people made up the sample size, 20 parents, 20 teachers, 126 female students, 04 head teachers and 04 BOG members were chosen.

The researcher adopted Krejcie & Morgan sample size table and the following sample size in table 2 that was used.

**Table 2: Sample size and techniques for collecting data.**

Category	Aripea SS	Aria SS	Owaffa SS	Mt. Wati SS	Target Population	Sample Size	Technique
Parents	5	5	5	5	20	19	Random sampling
H/tr or Dhtr	1	1	1	1	04	04	Purposive Sampling
Female students	30	35	35	30	130	97	Random Sampling
BOG Members	1	1	1	1	04	04	Purposive Sampling
Teachers	5	5	5	5	20	19	Random Sampling
<b>Total</b>	<b>45</b>	<b>58</b>	<b>67</b>	<b>58</b>	<b>228</b>	<b>143</b>	

*Source: Krejcie & Morgan (1970) and modified by the researcher.*

A target population of 228 was considered for the study, of which 145 were used for generalization. Study participants came from four various government aided secondary schools in Terego District. The choice for this approach, as mentioned by (Mugenda & Mugenda, 2003)

was because the individuals were considered to have reliable and vital information that contributed significantly to the study.

### **3.5 Methods of Data Collection**

For clarity of the research objectives, a mixed method was used, combination of questionnaires and interviews.

#### **3.5.1 Survey method**

The study used questionnaires to gather data from a chosen set of parents, female students' teachers, and Bog members of various public secondary schools (Roopa & Rani, 2012). Following Bosco, (2014), the researcher used this method because most respondents can read and write. These questionnaires were given to parents, teachers, and female students.

#### **3.5.2 Interview**

A small-scale preliminary study was conducted to evaluate the effectiveness of data collection guidelines for research pilots (Taherdoost, 2016). Because they are few and experienced with the secondary school and educational system, the study used the head teachers' and BOG members' interviews guides as few were conducted in the selected schools. This method took advantage of face-to-face interviews that were required to provide data and used to explore qualitatively on the topic.

### **3.6 Data collection instrument.**

Questionnaire was created as the primary data collection instrument because the study is descriptive in nature and the sample size is high. Some of the questions in the questionnaires were close- ended while others were open-ended. This combination of questions was recommended because it enabled the collection of both quantitative and qualitative data, providing a thorough approach to the study's methodology.

### **3.6.1 Questionnaire**

The questionnaires were distributed to parents, female students, and teachers in the public secondary schools. Self-administered questionnaires were used to collect quantitative data from stakeholders of public secondary schools for this category of respondents. The researcher chose this instrument based on its ability to maintain confidentiality, save time, and efficiently collect information from a large sample.

### **3.6.2 Interview guide**

Interview guides were used to collect qualitative data from the head teachers and BOG members who were in position to provide good and deep information through probing during the interview, the data obtained during the interviews was supplement those obtained through the questionnaire. This method was selected for its easy use in capturing characteristics that may be challenging to measure through scales (Anyango,2011).

## **3.7. Validity and Reliability of Instruments**

### **3.7.1. Validity**

To ensure the validity of instruments, discussions were held with fellow master's students, colleagues knowledgeable about research, and researcher's supervisors. These discussions helped to examine the instruments for corrections and adjustments to ensure that in-depth data was collected. A pilot study with a small sample of respondents was conducted to eliminate ambiguous questions.

To ensure construct, content, and face validity, the instruments were provided to two experts familiar with the subject field who remarked on the ambiguity and relevance of the questions. The Content Validity Index (CVI) was greater than the recommended .70 (Amin et al., 2010). Thus, the questionnaire is valid for data collection.

### **3.7. 2. Reliability**

To ensure the degree to which questionnaires produced results of consistent nature when used under the same conditions, they were piloted on similar respondents in Public Secondary schools since they are similar in nature, and the results were subjected to Cronbach alpha reliability. Pre-testing, also known as piloting, is a preliminary study conducted on a small scale for the purpose of establishing the effectiveness of data collection instrument (Ganesha & Aithal, 2022). The quantitative data collected was coded and analyzed using SPSS (Statistical Package for Social Science). Data analysis in this study involved both qualitative and quantitative analysis. Qualitative data was analyzed in narrative form, and this followed the major themes or objectives.

### **3.8. Procedure for Data Collection**

Authorization letters from Muni University and the other authorities at the public secondary schools to seek for permission to conduct the study. A covering letter accompanying the data collection instruments explaining the purpose of the study. As permission was given, the questionnaires were distributed directly to the respondents to be filled, and they were collected after completion. The cover letter was also used to provide access to the interview processes, which were done on appointment with the relevant respondents. The data collected using questionnaires and interview guides were analyzed.

### **3.9. Data Analysis**

#### **3.9.1 Quantitative data analysis**

Quantitative data analysis consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Spearman Rank Order Correlation and Regression). The frequencies and percentages were used to determine the respondents' views on stakeholders' involvement and girl child retention. Spearman correlation and regression were used to test the hypotheses. The correlation coefficient ( $r$ ) was used to determine the strength of the relationship between the

variables. The significance of the correlation coefficient ( $p$ ) helped to determine confidence in the findings.

### **3.9.2. Qualitative data analysis**

This involved content analysis, which was used to edit qualitative data and re-organize it into meaningful shorter sentences. This was done by going to schools with a documentary analysis list for the categories and patterns that are identified. The recurrent themes that emerged in relation to each guiding question from the interviews were presented in the results, with selected direct quotations from participants presented as illustrations.

### **3.10. Measurement of Variables**

The questionnaire was accompanied by an ordinal measurement, which categorized and ranked the variables. Thus, a Likert scale was used to collect opinion data on the study variables using the five scales: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree.

### **3.11. Ethical Consideration**

Before the administration of the questionnaires and interview guides, the consent of the school administrators was sought including the one of the participants that were involved in the activity of providing information. The purpose of carrying out the data collection was well presented to the participants, elaborating that it was typically for academic purposes and no material gain was attached to it. The Research Assistants promised confidentiality and anonymity for the data obtained from the participants.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS**

#### **4.1 Introduction**

The study examined the stakeholder's involvement and Girl-child retention in government aided secondary schools in Terego District. The study specifically looked at the effects of stakeholder's involvement in decision making, gender responsive school learning environment and family support on the girl child retention in government aid secondary schools in Terego District.

The study presents descriptive results from the questionnaires as a means to show the central tendency of responses in the Likert scale questions. Interview results were also obtained to explain qualitatively how stakeholders' involvement can influence Girl-child retention in narrative statements as per respondents' views about each objective of the study.

The study also presented inferential statistics in the form of correlation and regressions which illustrates the nature of the relationship between the variables and the magnitude of the effect the independent variables have on the dependent variables.

This chapter also presents the response rate which shows the actual number of respondents in the study and the background information of the respondents' characteristics.

#### **4.2: Response Rate**

The sub-section presents the summary of the statistics for the response rate. Details are presented in tables 3.

**Table 3: Response Rate**

<b>School</b>	<b>Frequency</b>	<b>Percent</b>
Owaffa secondary school	40	27.6
Aripea secondary school	34	23.4
Mt. Wati Secondary School	32	22.1
Aria secondary school	39	26.9
<b>Total</b>	<b>145</b>	<b>100.0</b>

**Source: Field Data, (2024)**

From the table, Owaffa Secondary School has a Frequency of 40 respondents, 27.6%. Aripea Secondary School has a frequency of 34 respondents, 23.4%. Mt Wati Secondary School has a Frequency of 32 respondents, 22.1%. Aria Secondary School has a frequency of 39 respondents, 26.9%. Owaffa Secondary School had the highest response rate (27.6%), while Mt Wati Secondary School had the least response rate (22.1%). All the four schools contributed to the study, with a total of 145 responses, ensuring that the data represented a variety of perspectives from different schools.

**Table 4: Response from the students, teachers, and parents accordingly**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Students S.1-S.6	108	74.5
Teachers	20	13.8
Parents	17	11.7
<b>Total</b>	<b>145</b>	<b>100.0</b>

**Source: Field data, (2024)**

Table 4 illustrates that the highest number of responses came from students from Senior One to Senior Six (74.5%), followed by teachers (13.8%) and parents (11.7%). This distribution shows that the survey included a diverse range of 145 respondents participating in the study.



**Table 5: Gender response rate**

Gender	Frequency	Percent
Male	38	25.5
Female	107	71.7
<b>Total</b>	<b>145</b>	<b>100.0</b>

**Source: Field data, (2024)**

The data shows that majority of the respondents were female, making up 71.7% of the total responses, while male respondents accounted for 25.5%. This indicates a higher level of participation from female students in the study, which could reflect a range of factors such as higher female enrollment in the schools surveyed, greater willingness to participate, or other demographic characteristics of the student population.

**Table 6: Descriptive Statistics Decision-making Bog and management**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
The Board of governors is involved in issues about child education	145	3.3379	1.29218
P T A members mobilize girls to school	145	3.5586	1.18366
Members of the old students' association decide on girls' retention	145	3.3862	1.19714
Parents attend meetings to discuss issues of girls' retention	145	3.8690	1.03585
Stakeholders make policy on early marriages	145	3.6138	1.24268
Stakeholders engage in resource mobilization to support girl child education	145	3.5448	1.23029
Stakeholders make policy on gender equity	145	3.4966	1.13727
There is regular supervision by stakeholders	145	3.4690	1.17293
Budget allocation is well-implemented	145	3.2276	1.22330
Valid N (listwise)	145		

**Source: Field data, (2024)**

The descriptive statistics provides summarized responses from a sample of 145 individuals regarding various aspects of stakeholder involvement in girl child education. Here is an explanation of the key elements:

The "Mean" represents the average response for each statement. It is a measure of central tendency, giving an idea of the overall tendency of the responses. A mean close to 4.0 indicates a general tendency towards agreement with the statement. A mean close to 3.0 indicates a

neutral position. A mean lower than 3.0 would indicate a tendency towards disagreement.

Standard Deviation (Std. Deviation): This measures the variability or spread of the responses.

A lower standard deviation shows that the responses were clustered close to the mean, suggesting that there was general agreement among the respondents. A higher standard deviation suggests more variability in responses: A high standard deviation means that the respondents had diverse opinions on that statement. A low standard deviation indicates that respondents agreed or disagreed with each other. The board of governors are involved in issues pertaining to girl child education: Mean = 3.3379: On average, respondents slightly agreed that the board of governors are involved in girl child education deviation = 1.29218: Responses vary moderately, indicating some differences in opinion. P T A members mobilize girls to school: Mean = 3.5586: Respondents agree that PTA members play a role in mobilizing girls to attend school. Std. Deviation = 1.18366: There's moderate variability in opinions. Members of old students' associations make decisions on girls' retention. Mean = 3.3862: On average, respondents slightly agree with the involvement of old students' association in making decisions on girls' retention. Std. Deviation = 1.19714: There's moderate variation in responses. Parents attend meetings to discuss issues of girls' retention. Mean = 3.8690: There is a strong agreement that parents attend meetings to discuss girl child retention. Std. Deviation = 1.03585: Responses are consistent with this view.

Stakeholders make policy on early marriages Mean = 3.6138: There's agreement that stakeholders are involved in making policies on early marriages. Std. Deviation = 1.24268: Opinions are varied. Stakeholders engage in resource mobilization to support girl child education. Mean = 3.5448: Respondents agree that stakeholders are engaged in resource mobilization. Std. Deviation = 1.23029: Responses show moderate variation. Stakeholders make policy on gender equity. Mean = 3.4966: There's agreement that stakeholders are involved in gender equity policymaking. Std. Deviation = 1.13727: Responses are moderately

consistent. There is regular supervision by stakeholders. Mean = 3.4690: Respondents agree that there is regular supervision by stakeholders. Std. Deviation = 1.17293: Responses show moderate variability. Budget allocation is well implemented. Mean = 3.2276: On average, respondents are slightly above neutral regarding the effective implementation of budget allocations. Std. Deviation = 1.22330: Opinions are varied. Therefore, the mean values suggest a general tendency towards agreement with the statements, implying that stakeholders, including the board of governors, PTA members, and other associations, are perceived to be involved in girl child education in various capacities. The standard deviations indicate that while there is some agreement, there are also varying opinions among the respondents, particularly in areas like policymaking and resource mobilization.

**Table 7: Correlation coefficient relationship between decision making and girl child retention**

	<b>Decision making</b>
Girl child retention	$r = .383$
	$r^2 = .1466$
	$p = .000$
	$n = 145$

**Source: Field data, (2024)**

This correlation coefficient  $r=0.383$  suggests a moderate positive relationship between decision-making and girl child retention. means that as decision-making improves, girl child retention tends to improve as well, though the relationship is not strong. The coefficient of determination  $r^2 =0.1466$  indicates that approximately 14.66% of the variance in girl child retention can be explained by decision-making. This shows that while decision-making has a positive influence on girl child retention, other factors also play significant roles in retention rates. The significance level  $p=0.000$  indicates that the correlation is statistically significant at the 0.005 level. This means that there is a very low probability (less than 0.5%) that the

observed correlation is due to chance, reinforcing the reliability of the relationship between decision-making and girl child retention. The correlation analysis reveals a statistically significant, moderate positive relationship between decision-making and girl child retention. This suggests that better decision-making processes within the family or community are likely to lead to higher retention rates for girls in school. While decision-making is a key factor, the low value indicates that other factors also contribute to girl child retention. The significant p-value underscores the importance of decision-making in improving retention rates.

### **Descriptive Statistics on safe learning environment for girl child**

Variables	N	Mean	Std. Deviation
Ensuring gender-responsive infrastructures	145	3.4966	1.09369
Ensuring a high level of school safety	145	3.6319	1.21613
Supporting disadvantaged girl children	145	3.3724	1.29070
Providing gender-responsive teaching materials	145	3.4138	1.19365
Ensuring a gender responsive classroom environment	145	3.5379	1.19618
Mentoring girl children	145	3.7172	1.08464
Valid N (listwise)	145		

The descriptive statistics provided offer an overview of how respondents perceive various aspects of gender-responsive initiatives in schools, particularly focusing on their involvement in supporting girl children. Ensuring gender-responsive infrastructures. Mean = 3.4966: On average, respondents slightly agree that gender-responsive infrastructures are being ensured. Std. Deviation = 1.09369: There is moderate variability in responses, indicating some differences in opinions but a slight agreement. Ensuring a high level of school safety Mean =

3.6319: Respondents agree that a high level of school safety is being ensured. Std. Deviation = 1.21613: Responses show moderate variability, suggesting a range of views on school safety. Supporting disadvantaged girl child Mean = 3.3724: Respondents slightly agree that support is provided to disadvantaged girl children. Std. Deviation = 1.29070: There's considerable variability in opinions, indicating diverse perceptions on the level of support provided. Providing gender-responsive teaching materials Mean = 3.4138: Respondents slightly agree that gender-responsive teaching materials are provided. Std. Deviation = 1.19365: There is moderate variability in responses, suggesting differing views among the respondents. Ensuring a gender-responsive classroom environment Mean = 3.5379: On average, respondents agree that a gender-responsive classroom environment is ensured. Std. Deviation = 1.19618: Responses show moderate variability, indicating some differences in opinions. Mentoring girl child Mean = 3.7172: Respondents agree that mentoring for girl children is provided. Std. Deviation = 1.08464: The responses are consistent, indicating general agreement among respondents.

Therefore, the mean values suggest a general agreement that gender-responsive initiatives, such as ensuring infrastructures, school safety, teaching materials, classroom environments, and mentoring, are being implemented to some extent. However, the variability in responses (as indicated by the standard deviations) shows that while many respondents agree with these statements, there is also a range of opinions, particularly in areas like supporting disadvantaged girl children and providing gender-responsive teaching materials. This could reflect differing experiences or perceptions among the respondents regarding the effectiveness of these initiatives.

**Table 9: Correlation coefficient on safe learning environment and girl child retention**

	<b>Safe Learning Environment</b>
Girl child retention	$r = .453$
	$r^2 = .205$
	$p = .000$
	$n = 145$
	Correlation is significant at 0.00 level

**Source: Field data, (2024)**

The correlation coefficient  $r=0.453$  suggests a moderate to strong positive relationship between a safe learning environment and girl child retention. This means that as the safety of the learning environment improves, girl child retention tends to increase as well. The strength of this relationship is more substantial compared to other factors. The coefficient of determination  $r^2 = 0.205$  indicates that approximately 20.5% of the variance in girl child retention can be explained by the safety of the learning environment. This shows that a safe learning environment is a significant factor in retaining girls in school, although other factors also play a role in influencing retention rates. The significance level  $p=0.000$  indicates that the correlation is statistically significant at the 0.00 level. This very low p-value means there is a negligible probability that the observed correlation occurred by chance, confirming the strong relationship between a safe learning environment and girl child retention. The correlation analysis reveals a statistically significant, moderate to strong positive relationship between a safe learning environment and girl child retention. The correlation coefficient  $r=0.453$  indicates that improving the safety of the learning environment is associated with higher retention rates for girls in school. The coefficient of determination  $r^2 = 0.205$  suggests that a safe learning environment accounts for about 20.5% of the variation in girl child retention, making it a key

factor, although other influences are also at play. The significant p-value underscores the critical role that a safe learning environment plays in ensuring that girls remain in school.

**Table 10: Descriptive Statistics on family support and girl-child retention**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Hold positive attitude towards girl child education	145	4.1103	1.02819
Provide adequate learning resources	145	4.0069	1.19313
Regular domestic chores for girls	145	3.9172	1.01039
Attends to social/peer pressure on girls	145	3.5931	1.10866
Provide guidance and counselling services to girls	145	4.0207	1.02381
<b>Valid N (listwise)</b>	<b>145</b>		

**Source: Field data, (2024)**

Hold Positive Attitude Towards Girl Child Education: Mean=4.1103 On average, respondents strongly agree that families hold a positive attitude towards girl child education. The standard deviation of 1.02819 indicates some variability in responses, but the overall trend leans toward agreement. Provide Adequate Learning Resources: The mean score suggests that respondents agree that families provide adequate learning resources. The higher standard deviation of 1.19313 indicates a wider spread of responses, showing varying levels of agreement. Regular Domestic Chores for Girls: Respondents moderately agree that girls regularly perform domestic chores. The standard deviation of 1.01039 suggests that while most agree, there is some variation in the responses. Attends to Social/Peer Pressure on Girls: The mean score of 3.5931 indicates a moderate agreement that families attend to social or peer pressure on girls. The standard deviation of 1.10866 suggests considerable variation in how strongly respondents feel about this aspect of family support.

Provide Guidance and Counselling Services to Girls; The mean score shows that respondents



agree that families provide guidance and counselling services to girls. The standard deviation of 1.02381 indicates some variability in responses but still suggests a general agreement. The mean values range from 3.5931 to 4.1103, indicating overall positive perceptions of family support in the aspects measured. The standard deviations, ranging from 1.01039 to 1.19313, show some variation in the responses, with the "Attends to social / peer pressure on girls" variable having the most variability. The data suggests that families are perceived to be supportive of girl child education, providing resources, guidance, and maintaining positive attitudes. However, there is some variability in how strongly respondents feel about these aspects, particularly regarding social/peer pressure on girls.

**Table 11: Correlation coefficient for family support and girl child retention**

	<b>Family support</b>
Girl child retention	$r = .370$
	$r^2 = .1369$
	$p = .000$
	$n = 145$
	Correlation is significant at 0.00 level

**Source: Field data, (2024)**

The correlation coefficient  $r=0.370$  suggests a moderate positive relationship between family support and girl child retention. This means that higher levels of family support are associated with higher rates of girl child retention, though the relationship is not particularly strong. The coefficient of determination  $r^2 = 0.1369$  indicates that approximately 13.69% of the variance in girl child retention can be explained by family support. While family support positively influences girl child retention, a significant portion of the retention rates is influenced by other factors. The significance level  $p=0.000$  indicates that the correlation is statistically significant at the 0.00 level.

This means that the likelihood of the observed correlation occurring by chance is extremely low, confirming the reliability of the relationship between family support and girl child retention. The correlation analysis indicates a statistically significant, moderate positive relationship between family support and girl child retention. This suggests that greater family support is associated with better retention rates for girls in school. However, the coefficient of determination ( $r^2 = 0.1369$ ) shows that while family support is an important factor, other factors also significantly contribute to girl child retention. The highly significant p-value reinforces the importance of family support in improving retention rates among girls in school.

#### **4.3.0: The influence of stakeholder involvement on retention of girls in secondary schools.**

The study adopted the relationship of stakeholder involvement on retention of girl child in secondary schools in Terego District. The study found out results on each of the variables differently with descriptive narratives, putting into consideration that the data used was an ordinal link between the stakeholder involvement and retention of girl child in secondary school were established. The study presents the interviews in inform of expressions and narrations that were realistic to the objective of the study in their respective themes.

#### **4.3.1 The interview results in the influence of decision making on retention of girls in secondary school.**

The key stakeholders involved in the decision making were the Head teachers, Board of Directors, Parents, Old boys, old girls, Administrators, Nurses, and Peer in the four government aided schools in Terego Districts.

The interview results indicated that girls who conceived and are willing to continue with studies should continue with the previous school fees paid, and all parents are made aware of such a decision, and this was possible during PTA meetings, Classroom meeting and school visits

together with parents, government officials.

The stakeholder also decided that all the girls that got pregnant during COVID 19 should be in schools and the idea was supported by the BOG and parents only for those girls who did not abort, the provision of sanitary facilities by administrators, career guidance and counseling of girls and educating girls on menstrual cycles and sexuality were all decisions that came up from the stakeholders.

Meetings were organized by all stakeholders, disciplinary committees for all stakeholders were instituted to hold meetings to resolve challenges affecting girl child education. The stakeholders created an option for girls to be in the boarding section even when the school is known to be day section.

#### **4.3.2 The interview results in the influence of gender responsive school learning environment on retention of girls in secondary school.**

It outlined the need to have scholastic materials, sanitary facilities, peace of mind by parents and staffs for the girls, Safe environment, good rapport for girls, friendly environment with security for the girls, conducive environment with variety of games to be instituted for the girls, including good relationship and rappings between the staff and students in the schools.

The schools should have senior women teachers, School nurse that educates girls on their health and how to conduct themselves, schools should be visited regularly by stakeholders, frequent guidance and counselling services, healthy teacher and student/parent relationships. A supportive school that provides a safe learning environment with adequate infrastructure, good sanitation and lighting systems, improved health, and sanitary facilities with sanitary pads.

### **4.3.3 The interview results in the influence of family support on retention of girls in the secondary school.**

There is need for the family to provide all the basic needs for the girls, emotional support, scholastic materials, paying school fees, spiritual and psychosocial support are the core mandate of the families. The family is responsible for showing love, concern for girl child, visiting the children, provision of counselling to the girls to avoid gender-based violence which tends to discourage the girls and ensure there is a healthy relationship between the students and teachers.

### **4.4.0 The benefits of stakeholder involvement in retention of girls in secondary schools.**

The attention of the vulnerable girl child is drawn, interest in education is picked and collective responsibilities over girls are taken. The community and schools always take responsibility to ensure safety for the girls which creates an effective learning environment, builds confidence, and removes anxiety; create sense of love for the girls hence high retention rates.

Stakeholder involvement resulted in ownership of policies to promote and absorb girls in schools leading to an increase in enrollment and retention rates, consequently number of educated girls shall rise leading to stable homes in future. Involvement of stakeholders has given freedom for girls to love and continue with education and actively participate in classrooms equally with boys due to favorable climate for education.

### **4.4.1 The challenges faced by stakeholders who got involved in retention of girls in secondary schools.**

Negative mindset of the parents allocating scarce resources to boys in favor of girls, mentality of seeing girls as source of wealth, poor attitudes towards girls' education, early pregnancy, drug abuse, bad peer groups and uncontrolled behavior of the children makes it difficult to get

stakeholders involved in retaining girls in schools.

Failure by parents to pay school fees in time, reduced funding to schools and inadequate support from local communities around the schools have negatively affected the involvement of stakeholders. Poor parenting attitudes of not providing necessary support, negative influence from the community like night discos without restrictions, local and traditional attitudes of handling defilement and rape cases outside court coupled to low levels of household income are very vital challenge in involvement of stakeholders in retention of girls in secondary schools.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Introduction**

The study examined the influence of stakeholders' involvement and girl-child retention in government aided secondary schools. The study specifically investigated the Relationship between stakeholder's involvement and girl-child retention in government aided secondary schools. This chapter presents the summary, discussion, conclusions, and recommendations of the study and these are presented according to the findings in chapter four.

#### **5.2 Summary of Findings**

The study examined the Relationship between stakeholder's involvement and girl-child retention in government aided secondary schools. The study adopted a cross-sectional survey designed to carry out research with both qualitative and quantitative approaches. The study looked at how the decision of BOG and Management, school environment and family support relate to Girl child retention in the four Government aided secondary schools in Terego district.

##### **5.2.1 The influence of stakeholder involvement in decision making and girl-child retention in government-aided secondary schools.**

In this objective one, the descriptive results provided show how BOG and the management decision relates to girl child retention. The respondents perceived and responded positively. The descriptive statistics provided summarize the responses from a sample of 145 individuals regarding various aspects of stakeholder involvement in girl child education. The "Mean" represents the average response for each statement. It is a measure of central tendency, giving an idea of the overall tendency of the responses. A mean close to 4.0 indicates a general tendency towards agreement with the statement. A mean close to 3.0 indicates a neutral position. A mean lower than 3.0 would indicate a tendency towards disagreement. Standard Deviation (Std. Deviation): It is measuring the variability or spread of the responses. Less

standard deviation means that the responses were clustered close to the mean, indicating that the answer was in agreement among respondents. A higher standard deviation suggested more variability in the responses: A high standard deviation means that the respondents had diverse opinions on that statement. A low standard deviation indicates that respondents agreed or disagreed with each other. The board of governors are involved in issues pertaining to girl child education: Mean = 3.3379: On average, respondents slightly agree that the board of governors is involved in girl child education deviation = 1.29218: Responses vary moderately, indicating some differences in opinion. P T A members mobilize girls to school: Mean = 3.5586: Respondents agree that PTA members play a role in mobilizing girls to attend school. Std. Deviation = 1.18366: There's moderate variability in opinions. Members of old students' associations make decisions on girls' retention. Mean = 3.3862: On average, respondents slightly agree with the involvement of old students' association in decisions on girls' retention. Std. Deviation = 1.19714: Responses are mostly moderate in variation. There are meetings convened for parents to talk about some issues concerning girls' retention. Mean = 3.8690: Parents, meetings on girl child retention have a very strong agreement that parents should attend the meeting. Std. Deviation = 1.03585: This view is supported by responses. Girls' education is monitored by stakeholders. Mean = 3.7931: Respondents found that stakeholders monitor girls' education. Std. Deviation = 1.07946: There is moderate variance in responses. Stakeholders make policy on early marriages Mean = 3.6138: Everyone agrees that stakeholders participate in terms of making policies on early marriages. Std. Deviation = 1.24268: Opinions are varied. Resource mobilization to support girl child education by stakeholders. Mean = 3.5448: However, respondents agree that stakeholders are mobilizing resources. Std. Deviation = 1.23029: Responses are moderately variable. Genders equity is made a policy by stakeholders. Mean = 3.4966: Agreement exists that gender equity policymakers involve stakeholders. Std. Deviation = 1.13727: Responses are moderately

consistent. Stakeholders provide regular supervision. Mean = 3.4690: Stakeholders are agreed to have regular supervision. Std. Deviation = 1.17293: The responses are moderately variable. Budget is very well allocated. Mean = 3.2276: Respondents are a bit above the neutral point with respect to the effective implementation of budget allocations on average. Std. Deviation = 1.22330: Opinions are varied. Thus, mean values of the survey results confirm a tendency for general agreement with the statements which may show that girl child education is taken care of by the board of governors, PTA members and other associations in different capacities respectively. Finally, the standard deviations suggested that, while there is consensus, respondents are of different opinions in such areas as in policymaking and resource mobilization.

A moderate positive relationship between the decision-making and girl child retention and the correlation coefficient  $r=0.383$  was suggested. That is, the relation (of girl child retention and improving decision making) is not strong, however, the higher girl child retention occurs with improving decision making. The coefficient of determination  $r^2 = 0.1466$  shows that only 14.66% of variation of girl child retention can be explained with regard to decision making. The result is that even though decision making helps in girls child retention, other factors equally have equally high or higher rates in retention. A level of significance  $p=0.000$  was attained which indicated that a correlation is statistically significant at the 0.005 level. In other words, the probability of observed correlation being due to chance is very low (less than 0.5%) implying the reliability of relation between decision making and girl child retention. The analysis of correlation shows that decision-making has a statistically significant, moderate positive relationship with retention of girl child. It was suggested that higher retention rates for girls in school would result from better decision making processes within the family or community. But the relatively low  $p$  value indicated that decision making is crucial for maintaining retention rates.



### **5.2.2 The relationship between the gender responsive school learning environment and girl-child retention**

In this objective two, the descriptive statistics showed that gender has to be considered in the infrastructures. Mean = 3.4966: Overall, respondents tend to agree fairly that gender responsive infrastructures are being met. Std. Deviation = 1.09369: Responses are somewhat variable, with a moderate degree of agreement and some differences of opinion. Making sure that the schools are very safe. Mean = 3.6319: It is agreed by respondents that school safety is being ensured at a high level. Std. Deviation = 1.21613: Moderate variability was shown in responses, indicating variation in views about school safety. Helping disadvantaged girl child. Mean = 3.3724: There are respondents who slightly agree in support provided to disadvantaged girl children. Std. Deviation = 1.29070: The opinions vary greatly indicating separate perceptions of how much they are been supported. Gender responsive teaching materials. Mean = 3.4138: Respondents slightly agree in gender responsive teaching materials. Std. Deviation = 1.19365: Responses are also moderately variable, indicating that the respondents have different views. A gender sensitive classroom environment. Mean = 3.5379: Respondents generally agree that a gender responsive classroom atmosphere is thrived in. Std. Deviation = 1.19618: The responses are somewhat variable, meaning some opinion differences are reasonable. Mentoring of girl child. Mean = 3.7172: There was also agreement that girl children are mentored. Std. Deviation = 1.08464: Overall, respondent responses are consistent and suggest a basic consensus amongst them. The mean values overall, therefore, indicate a general agreement that some gender responsive initiatives, such as infrastructures, school safety, teaching materials, classroom environments and mentoring, are being implemented to some extent. Still, the parallelism in the responses (demonstrated by the standard deviations) indicate that a great deal of respondents agree with these statements even though there is also some dissimilarity, especially with regard to supporting underprivileged girl children and supplying gender

responsive teaching materials. Such could be based on varying experiences or perceptions of the respondents as regards the effectiveness of these initiatives.

A moderate to strong positive relationship was recommended, as indicated by a correlation coefficient  $r=0.453$ , between the girl child retention and a safe learning environment. Such implies that retention of girl child increases with rising safety of the learning environment. This relationship is stronger than other factors. The value of the coefficient of determination  $r^2 = 0.205$  indicated that picture 20.5% of the variance in girl child retention will be explained by the safety of the learning environment. It was found that ensuring girls were in safe learning environments is a major determinant of whether or not girls stay in school, yet there are other factors which affect the retention rates. The value of  $p=0.000$  implies that the correlation is significant at the  $p=0.000$  level. A p value this very low means that the likelihood that this observed correlation would have happened by chance is negligible, i.e., a safe learning environment correlates significantly with girl child retention. Through correlation analysis it was found that between a safe learning environment and girl child retention there is a statistically significant, moderate to strong positive relationship. The value of  $r=0.453$  means that increasing the safety of the learning environment is connected with better retention for the girls with school completion. A safe learning environment accounts for around 20.5% of the variability in girl child retention, indicating it is an important factor, though other influences are also at work.

### **5.2.3 The relationship between family support and girl-child retention**

Finally, descriptive results on objective three showed that, on average, respondents agree strongly that families have had a positive attitude towards the girl child education. With an average of 1.02819 standard deviation, there is some variation in responses however there still seems to be a trend of agreement. Provide Adequate Learning Resources: Respondents agreed, on average, that families provide enough learning resources. A wider spread of responses, with

varying levels of agreement, was shown by the higher standard deviation of 1.19313. Regular Domestic Chores for Girls: Girls regularly perform domestic chores and respondents moderately agree to this. This shows that while most agree there is some variation in the responses given which gives a standard deviation of 1.01039. Attends to Social/Peer Pressure on Girls: The mean = 3.5931 is moderate agreement that families tend to tune into social or peer pressure of girls. The standard deviation of 1.10866 indicates lots of fluctuation around the mean in the intensity of responses to this aspect of family support.

Families Provide Guidance and Counseling Services to Girls; The reported mean score indicated that respondents agreed that families provide guidance and counseling services to girls. At 1.02381 there is some variability in response, but overall you've got close agreement. Overall positive perceptions of family support in the aspects measured were indicated as the mean value varied from 3.5931 to 4.1103. Some variation in the responses is exhibited through the standard deviations, which range from 1.01039 to 1.19313, and "Attends to social/peer pressure on girls" has the highest variability. Families, according to the data, seem to portray strong attitudes towards girl child education with resources, guidance and generally positive attitudes. But people's feelings about these things – the luck of both sexes, and social/peer pressure on girls – vary a bit.

Family support was positively correlated with girl child retention, the correlation coefficient  $r = 0.370$  was moderate positive. Thus, the results show that greater levels of family support go hand in hand with higher girl child retention rates, though the association is not very strong. The coefficient of determination  $r^2 = 0.1369$  represented approximately 13.69 % of the variance in family support by which family support explained approximately 13.69 % of the variance in girl child retention. However, family support helps retain girl children but there are other factors which affect retention rates significantly. With a significance level  $p=0.000$ , the correlation was significant at the 0.00 level. It can then be confirmed that family support and

girl child retention are reliable correlations because the observed correlation would be extremely unlikely to have resulted by chance. The statistical significant correlation function of family support and girl child retention found a moderate positive relationship. This suggests that those girls who are receiving greater family support also have better retention rates in school. However, the coefficient of determination ( $r^2 = 0.1369$ ) reveals that although family support plays a major role in girl child retention, there were other factors which equally had significant contribution in girl child retention. The highly significant p-value confirms the role of family support in contributing to enhance the retention rate of girls who attend school.

### **5.3.0 Discussion of findings**

The findings are discussed according to the objectives of the study and details are presented.

#### **5.3.1 The influence of stakeholder involvement in decision making and girl-child retention in government-aided secondary schools.**

The result showed a moderate positive relationship between decision making and girl child retention with correlation coefficient  $r = 0.383$ . In other words, while the relationship is not strong, it does increase girl's child retention through making the better decision. Decision-making explained approximately 14.66% of the variance in girl child retention, with  $r^2 = 0.1466$ . It revealed that while decision making has a positive impact on girl child retention, other aspects also impact the retention rate. A correlation was statistically significant at the 0.005 level,  $p=0.000$ . This equally provides for a strong support for the idea that decision-making and girl child retention are correlated with a very small likelihood (less than 0.5%) that the correlation is due to chance. Decision making was related statistically significantly, and moderately positively to girl child retention. It is argued that higher retention rates in the family or community are likely to be linked with better decision making processes. The low value equally reflects that other factors can also affect girl child retention though decision making seems to be the most important factor. With the high p-value, decision making is

crucial to improve the retention rates. A number of scholars whose ideas were incorporated in the study supported the findings. One to cite is Gikonyo, Chege and Mumo (2019) who studied the effect of stakeholder engagement in school management on female retention at school and indicated the effect was moderate and positive. The emphasis is on how community involvement and parents and local leaders can stimulate girls to stay in school. Influences of parental involvement on retention of girls in secondary schools in Kenya, Wamuyu & Mbugua, (2018) used a moderate positive sign between active stakeholder involvement (mainly by parents) and retention of girls in school. Ngaka, (2019) focused on the role of community-based interventions in improving girl-child retention in Ugandan secondary schools. The findings indicated that stakeholder engagement, including community and religious leaders, has a moderately positive impact on keeping girls in school. Mwangi, & Orodho, (2019) investigated the relationship between school management practices and girl-child retention in Kenya. They realized that the active participation of stakeholders, including school boards and local authorities, has a moderate positive significance on the retention of girls in secondary education. These studies provided insights into the recent trends and findings regarding the moderate positive significance of stakeholder involvement on girl-child retention in government-aided secondary schools which supports this study.

However, some scholars have contrary views and did not support the study and these included Mwangi, & Orodho, (2019) while this study found a positive relationship, it also identified significant challenges in stakeholder involvement, such as lack of resources, inadequate training, and socio-cultural barriers. These challenges could mitigate the effectiveness of stakeholder involvement, leading to less significant or even negative outcomes in some contexts. Kamau, (2018) discussed the limitations of parental involvement in certain regions due to economic hardships and cultural practices. It argued that in some cases, stakeholder involvement does not significantly improve girl-child retention due to these underlying issues,

which can overshadow the benefits of involvement. Ngaka, (2019) supportive of community-based interventions, the pointed-out instances where stakeholder involvement had minimal impact due to lack of sustained commitment and follow-through. It suggested that without consistent and effective engagement, the expected positive outcomes on girl-child retention may not materialize.

### **5.3.2 The relationship between the gender responsive school learning environment and girl-child retention**

It was shown through correlation coefficient  $r=0.453$  that there is moderately strong positive relationship between girl child retention and safe learning environment that is the more girl child retention the safer the learning environment. This relationship is stronger than any other factor.  $r^2$  coefficient of determination indicating an explained 20.5% of variance in girl child retention but this emphasizes that a safe learning environment significantly contributes to retention of girls in school albeit other factors exercise influence in determining retention rates. The correlation was statistically significant at the 0.00 level ( $p=0.000$ ). The very low p-value means that the chance correlation observed is so negligible that it confirms the strong relationship of a safe learning environment and girl child retention.

Girl child retention was found to be statistically and moderately to strongly correlated with a safe learning environment. It was found that the correlation coefficient  $r = 0.453$  indicates the higher retention rates for girls in school is related to improvement in the safety of the learning environment. The coefficient of determination  $r^2$  of 0.205 indicates that a safe learning environment (20.5% of variation) plays an important role in determining girl child retention, while other factors also play a role. Nevertheless, the results are confirmed by the following studies. Parkes et al., (2018) "Girls' Education and Violence: This study offers reflections on the 2018 Global Education Monitoring Report: 'Towards Gender Equality in Education,' and emphasizes the important role that school related gender based violence (SRGBV) plays in

denying girls an education. It said that improving girl child retention rates hinges on creating a safe learning environment. According to Chigwanda, (2019), *The Role of School Environment in Promoting Girl Child Education in Rural Zimbabwe*, there was a moderate to strong relationship between the school's environment and girls' retention in rural areas. Girls in safe school environments drop out at lower rates.

In his study titled 'The Impact of Safe Learning Spaces on Girls' Education in Malawi', according to Munthali (2020) this research highlighted that the provision of safe and inclusive learning spaces are important to keep girls in school especially in locations with high rates of school related gender based violence. In contrast, these studies did not corroborate with the study findings Alabi and Alab (2018) "Factors Influencing Girl Child School Attendance and Retention in Northern Nigeria" notwithstanding acknowledging the importance of safe learning environment, the study posited that socio-economic factors the likes of poverty and culture practices had a greater imitative on girl child retention than the school safety. Certainly, in safe school environments cultural practices and behavioral norms can cause low retention rates of girls—safety is important but not enough by itself, as emphasized in a study by Mwambene, (2020) titled “The Role of Cultural Practices in Influencing Girl Child Education in East Africa”. Khumalo, (2021) "Education Quality Versus School Safety: How much do we care for Girl Child Retention in Southern Africa? According to the study, girl child retention is largely determined by the level of education and quality of such education, especially teacher competence and curriculum relevance rather than the safety of such education. Retention on its own is not guaranteed in safe environments if educational quality is low.

### **5.3.3 The relationship between family support and girl-child retention**

Family support was moderately positively correlated with girl retention ( $r = 0.370$ ). So, higher levels of family support are positively linked with rates of girl child retention, although not in a strong way. As in other studies, the coefficient of determination  $r^2 = 0.1369$  indicates that

approximately 13.69% of the variance in girl child retention can be explained by family support. Family support was found to positively influence the girl child retention but there is a large extent that dissociates retention rates to family support. This could be stated with reference to scholars Nwosu, & Nwafor, (2018) on 'The Role of Family Support in Promoting Girl Child Education in Nigeria'. Family support was found to be strongly positively related to girl child retention in school, especially parental encouragement and involvement.

When families put education first and encourage their daughters with emotional and financial support, the authors said that it prevents girls from dropping out. In Mugo & Kaburu (2019) the research concluded that family support, in specific the support of parents and guardians, is necessary for girls to remain in school. It found out that reducing the dropout from school for girls was strongly linked to receiving financial support, with positive reinforcement along with it. Kigotho & Makori, (2020) "Family Engagement in Education: The study has established a moderate to strong positive relationship between the active involvement of a family in a child's education and the retention of girl child in school especially in rural areas where girl child education is discouraged by negative cultural practices. In 'Family and Community Support as Determinants of Girls' Educational Retention in Ethiopia" Teshome & Worku, (2021) Family support, both emotional and material, was found as an important determinant of girls' retention in school. The research showed that families that value education and support their daughters' education are much more likely to retain the girl child in school. UNICEF (2022) 'Strengthening Family Support Systems to Enhance Girls' Education', This report contains several case studies which demonstrated the importance of the family support in increasing girl child retention. In this, the focus was on the strong support from parents and guardians who provide moral and financial support to enable girls stay in school.

However, the following scholars have differing findings Musyoka, & Ngugi, (2019) "Beyond Family Support: While acknowledging that parental support is critical to girl child education



in Sub Saharan Africa, this study took the position that other factors include school quality, teacher attitudes and peer influences to the girl child retention. The authors claimed that simply having family support will not guarantee retention. To Adewale & Akinyele, (2020) on their research on "Economic Barriers to Girl Child Education in Nigeria: When they looked at the 'Limits of Family Support,' they found that family support has its uses, but economic constraints such as poverty or the necessity for girls to add to household income outweighs the benefits of family support and resulted in higher dropout rates. The study noted that simply the family support cannot guarantee retention unless these economic issues are addressed. Mbatha, & Naidoo, (2021) "Cultural and Societal Barriers to Girl Child Education: This study focused on the 'Role of Family Support' to the extent that deep rooted societal norms and practices guided that family support for education of girls is less than what is offered to boys. Even though families often support girls seeking advanced math courses, cultural barriers can result in lower retention rates, the research found.

#### **5.4.0 Conclusion of the study**

##### **5.4.1 The influence of Stakeholders' involvement in decision making and girl-child retention in government-aided secondary schools.**

The correlation coefficient  $r=0.383$  suggested a moderate positive relationship between decision-making and girl child retention. This means that as decision-making improves, girl child retention improved as well. This means that better decision-making processes within the stakeholders lead to higher retention rates for girls in school. While decision-making is a key factor, the low value indicates that there are other factors that contribute to girl child retention. It was logical to conclude that effective implementation of decisions made by the stakeholders have influenced Girl child retention in government Aided secondary schools in Terego District. Drawing on this research, lack of decision making by the stakeholders can lead to poor girl

child retention. It was logical to articulate that the good decisions taken by the stakeholders have major influence on girl child retention.

#### **5.4.2 The relationship between gender responsive school learning environment and girl-child retention**

The correlation coefficient  $r=0.453$  suggested a moderately strong positive relationship between a safe learning environment and girl child retention, meaning that the safety of the learning environment improves girl child retention. The strength of this relationship is more substantial compared to other factors. The coefficient of determination  $r^2 = 0.205$  indicated that approximately 20.5% of the variance in girl child retention can be explained by the safety of the learning environment showing that a safe learning environment is a significant factor in retaining girls in school, although other factors also play a role in influencing retention rates. The significance level  $p=0.000$  indicated that the correlation is statistically significant at the 0.00 level. Gender-responsive infrastructures are being ensured with a high level of school safety. Respondents slightly agree that support is provided to disadvantaged girl children. There's considerable variability in opinions, indicating diverse perceptions on the level of support provided. Ensuring a gender-responsive classroom environment on average, respondents agree that a gender-responsive classroom environment is ensured. Respondents agreed that mentoring for girl children is provided. Therefore, the mean values suggested a general agreement that gender-responsive initiatives, such as ensuring infrastructures, school safety, teaching materials, classroom environments, and mentoring, are being implemented to some extent. However, the variability in responses (as indicated by the standard deviations) showed that while many respondents agree with these statements, there is also a range of opinions, particularly in areas like supporting disadvantaged girl children and providing gender-responsive teaching materials. This could reflect differing experiences or perceptions among the respondents regarding the effectiveness of these initiatives.

### **5.4.3 The relationship between family support and girl-child retention**

The correlation coefficient  $r=0.370$  suggested a moderate positive relationship between family support and girl child retention meaning that higher levels of family support are associated with higher rates of girl child retention, though the relationship is not particularly strong. The coefficient of determination  $r^2 = 0.1369$  indicated that approximately 13.69% of the variance in girl child retention can be explained by family support. While family support positively influenced girl child retention, a significant portion of the retention rates is influenced by other factors:

### **5.5.0 Recommendations**

Based on the results of this research, here are some recommendations for improving girl-child retention through enhanced stakeholder involvement in decision-making.

#### **5.5.1 The influence of Stakeholders involvement in decision making and girl-child retention in government-aided secondary schools.**

Providing training and workshops for stakeholders on effective decision-making practices will strengthen their capacity. This could include topics like gender-sensitive policies, strategic planning, and the importance of inclusivity in decision-making. To Promote Stakeholder Engagement will also encourage collaboration between BOG members, teachers, parents, and community leaders to ensure that decisions reflect the needs and priorities of the entire school community, particularly regarding girl-child education. Establish clear and transparent communication channels between the BOG and school management to ensure that decisions are effectively communicated and implemented. Regular meetings and updates can help with monitoring progress.

Develop a system for tracking the impact of decisions made by the stakeholders on girl-child retention. This could involve regular assessments and feedback loops to identify what is working and what needs adjustment. Encourage the stakeholders to consider gender-specific

challenges that affect girl-child retention, such as early marriage, menstrual health, and gender-based violence. Tailoring decisions to address these challenges can significantly improve retention rates. Enhance Resource Allocation that will advocate for the stakeholder to prioritize resource allocation for girl-child education initiatives, such as providing scholarships, improving sanitation facilities, and supporting extracurricular activities that empower girls. The stakeholders should engage in community outreach to raise awareness about the importance of girl-child education and retention. This could involve campaigns, workshops, and partnerships with local organizations. The stakeholders should regularly review and adapt their strategies based on feedback and changing circumstances to ensure that their decisions remain relevant and effective in promoting girl-child retention. Implementing these recommendations can enhance the effectiveness of stakeholder's decision-making and contribute to higher girl-child retention rates in government-aided secondary schools.

### **5.5.2 The relationship between Gender responsive school learning environment and girl-child retention**

Based on the results regarding the relationship between the school learning environment and girl-child retention, here are some recommendations:

Schools should engage families more actively in their children's education through family support programs such as regular communication, workshops, and parent-teacher meetings focused on the importance of supporting girls' education. Parental Education through implementing programs that can educate parents on the value of keeping girls in school, addressing cultural or economic barriers that may hinder this. Continue to enhance gender-responsive infrastructures, such as separate and safe sanitation facilities for girl child, which can improve retention by making the school environment more accommodating. Regularly assess and improve school safety measures to ensure that all students, especially girls, feel secure at school.

Develop targeted support programs for disadvantaged girls, including scholarships, counselling, and mentorship programs, to address their specific needs. There should be Community Partnerships in collaboration with NGOs and community organizations to provide additional resources and support for these students. Promote a Gender-Responsive Classroom Environment for the girl child education. Provide ongoing training for teachers on gender-responsive teaching practices to ensure that classroom environments are supportive and inclusive for girls. Review and update teaching materials to ensure that they are gender-sensitive and promote positive role models for girls. Expand Mentoring Programs by involving both peers and adult mentors who can provide guidance, encouragement, and support to girls throughout their educational journey.

Regularly evaluate the effectiveness of mentoring programs to ensure they meet the needs of the girls and adjust, as necessary. Address perception variability of work towards more consistent implementation of gender-responsive initiatives across all schools to reduce variability in perceptions among students and staff. Establish feedback mechanisms where students and teachers can voice their concerns or suggestions regarding the support provided, leading to continuous improvement. Develop and implement comprehensive school climate improvement programs that address both the physical and emotional needs of all students, with a particular focus on girls. Provide training for staff and students on cultural sensitivity and gender equality to foster a more inclusive and supportive school environment. By addressing these areas, schools can create a more supportive and responsive environment that enhances girl-child retention and ensure that all students regardless of their background can succeed.

### **5.5.3 The relationship between family support and girl-child retention**

Based on the findings regarding the relationship between family support and girl-child retention, here are some recommendations: Schools should implement programs that encourage parents to be more involved in their daughters' education, such as regular parent-

teacher meetings, home visits, and educational workshops. Run community-based campaigns to raise awareness about the importance of supporting girls' education, addressing common barriers such as cultural practices, early marriage, and household chores that may limit girls' attendance and retention in school. Provide supportive resources for Families by offering scholarships, bursaries, or other financial support to families struggling to keep their daughters in school, reducing economic barriers to education. Provide counselling services for families to help them navigate challenges that might impact their ability to support their daughters' education, such as domestic violence, poverty, or health issues.

Schools should maintain regular communication with families to update them on their daughters' progress, attendance, and any concerns, reinforcing the importance of their role in the educational process. Establish channels for families to provide feedback to the school, allowing them to voice concerns and participate more actively in their children's education. Schools should identify girls who are at risk of dropping out due to lack of family support and provide targeted interventions, such as mentoring, tutoring, or after-school programs. Establish community support networks where families can share resources, advice, and encouragement, fostering a community culture that values and supports girls' education. Schools should partner with local NGOs and community organizations to provide additional support services to families, such as educational materials, health services, and vocational training for parents, empowering them to better support their daughters. Workshops on Gender Equality in Schools can be organized to educate families on gender equality and the long-term benefits of educating girls, helping to shift cultural attitudes and practices that may hinder girl-child retention. Offer skill-building programs for parents, particularly mothers, to enhance their ability to support their daughters academically and emotionally. Since family support accounts for only a portion of the variance in retention rates, schools should adopt an integrated approach that addresses other factors influencing retention, such as school climate, teacher-student relationships, and

access to resources. By implementing these recommendations, schools can enhance the role of family support in improving girl-child retention while also addressing the broader range of factors that influence retention rates.

### **5.6. Contribution of the Study**

The research contributed to the body of existing knowledge through the findings on the study variables, that is, the position stakeholders' involvement in decision making, gender responsive school learning environment and family support strategies affect girl child retention in government aided secondary schools in Terego District. Although the findings of this study are specific to the government aided secondary schools in Terego District, they can be extrapolated to secondary schools elsewhere, provided they are under similar conditions.

### **5.7 Limitations of the Study**

This study focused on stakeholder involvement in decision making, gender responsive school learning environment and family support. This makes it limited in content scope to the extent that it cannot be generalized to other public secondary schools apart from the Terego District. The geographical scope was based on government aided secondary schools which are few and other public secondary schools were left out of the study. Only two instruments were used for collecting data. Other methods could have yielded additional information that could have enriched the findings even more.

### **5.8 Areas for Further Study**

This study sought to assess how stakeholders' involvement in education and girl child retention in government aided secondary schools in Terego District. However, due to demographic and economic differences, the findings of this study cannot be generalized to others in Uganda. This study therefore recommends further studies on stakeholders' involvement in education and girl child retention in government aided secondary schools in Uganda.

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**APPENDIX 1: INTRODUCTION LETTERS**



**MUNI UNIVERSITY**

P.O. BOX 725

**FACULTY OF EDUCATION**

Date: 19/06/2024

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

RE: INTRODUCTION LETTER OF ADRORE MACARIUS

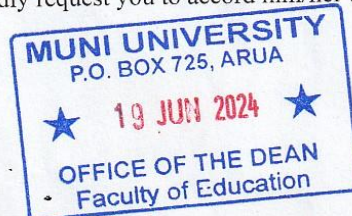
This is to introduce the above-named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is STAKEHOLDERS INVOLVEMENT IN EDUCATION AND GIRL CHILD RETENTION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN TERREO DISTRICT

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca (PhD)  
**Dean, Faculty of Education**





# MUNI UNIVERSITY

P.O. BOX 725

## FACULTY OF EDUCATION

Date: 19/06/2024



### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION LETTER OF ANDREW MACARIUS

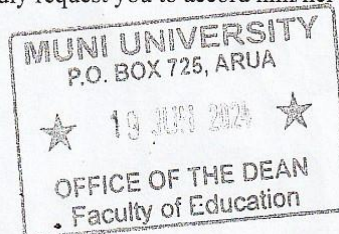
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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca (PhD)  
Dean, Faculty of Education





# MUNI UNIVERSITY

P.O. BOX 725

## FACULTY OF EDUCATION

Date: 19/06/2024

*Received & Ready to give the necessary assistance*

HEADTEACHER  
ARIAS SECONDARY SCHOOL  
P.O. BOX 882 A.RUA  
Date: 19/06/2024

### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION LETTER OF ANDREW MACARIUS

This is to introduce the above-named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

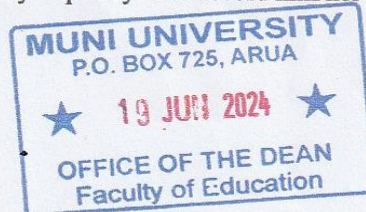
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The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

*pp Damp*

Joyce Bukirwa Rebecca (PhD)  
Dean, Faculty of Education



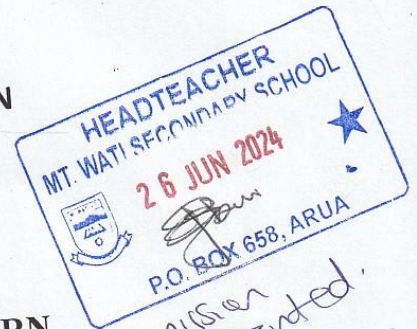


# MUNI UNIVERSITY

P.O. BOX 725

FACULTY OF EDUCATION

Date: 19/06/2024



TO WHOM IT MAY CONCERN

Permission granted

Dear Sir/Madam,

RE: INTRODUCTION LETTER OF ANDREW MACARIUS

This is to introduce the above-named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

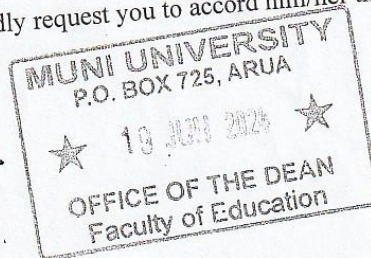
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AND GIRL CHILD RETENTION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN TERRELL DISTRICT

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca (PhD)  
Dean, Faculty of Education





# MUNI UNIVERSITY

P.O. BOX 725

## FACULTY OF EDUCATION

Date: 19/06/2024

DEPUTY HEAD TEACHER  
ARIPEA SECONDARY SCHOOL  
27 JUN 2024  
P.O. BOX 682, ARUA

### TO WHOM IT MAY CONCERN

Received on 27th June 2024  
Ajuma

Dear Sir/Madam,

RE: INTRODUCTION LETTER OF ..... ANDREW MACABIEUS .....

This is to introduce the above-named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is..... STAKE HOLDERS INVOLVEMENT IN EDUCATION AND GIRL CHILD RETENTION IN GOVERNMENT AIDED SECONDARY SCHOOLS IN TERREB DISTRICT .....

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

*Joyce Bukirwa*

Joyce Bukirwa Rebecca (PhD) •  
Dean, Faculty of Education

MUNI UNIVERSITY  
P.O. BOX 725, ARUA  
★ 19 JUN 2024 ★  
OFFICE OF THE DEAN  
Faculty of Education



**APPENDIX 2: QUESTIONNAIRE FOR THE TEACHERS/ PARENTS**

Dear respondent,

This questionnaire is intended to facilitate a study about stakeholders’ involvement in Education and girl-child Retention in public Secondary Schools in Terego District West Nile Sub region in Uganda. The study is for Academic purposes only and is carried out as partial requirement of a ward of master’s in educational planning and management of Muni University. Your honest responses will be highly appreciated and treated as Confidential.

Section A: - Background.

Instruction: Please tick the most applicable

(a) Name of School..... (b)Title.....

(c) Gender Male  Female

2. Highest level of education

Primary	Secondary	Certificate	Diploma	Degree	Masters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 How long have you worked with the Secondary School?

Less than 3 Years	4-6 Years	7-9 Years	More than 9 Years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Marital status (a) Single  (b) Married  (c) Divorce  (d) Separated

5 Age group.

20- 25 Years	30-35 Years	40-45 Years	50-55 years	60 yrs above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B.

Instructions: Please evaluate by ticking on the slide 1-5 indicating the extent to which you agree with the statement.

Please use the key below to answer the following questions by indicating.

If you strongly Disagree (SD); Disagree (D); Not Sure (NS); Agree (A); Strongly Agree (SA)

CODE	<b>INVOLVEMENT IN DECISION MAKING</b>	SD	D	NS	A	SA
	In my school;					
DM.1	The Board of Governors are involved in issues pertaining to Girl child retention					
DM.2	PTA members mobilize girls to school					
DM.3	Members of the Old Student Association make decisions on girls' retention					
DM.4	Parents attend meetings to discuss issues of girl's retention					
DM.5	Stakeholders monitor girls' education					
DM.6	Stakeholders make policy on early marriages					
DM.7	Stakeholders engage in Resource mobilization to support girls' education					
DM.8	Stakeholders make Policy on Gender equity					
	<b>SAFE SCHOOL LEARNING ENVIRONMENT</b>					
	In my school, stakeholders are involved in;					
LE.1	Ensuring Gender responsive infrastructures					
LE.2	Ensuring High level of school safety	SD	D	NS	A	SA
LE.3	Supporting disadvantaged girl children					
LE.4	Providing Gender responsive teaching materials					
LE.5	Ensuring Gender responsive classroom environment					
LE.6	Mentoring girl children					
	<b>FAMILY SUPPORT</b>					
	My parent;					
FS.1	Hold positive Attitude towards girl child education					
FS.2	Provide Adequate learning resources					
FS.3	Regulate domestic chores for girls					

FS.4	Attends to social/Peer pressure on girls					
FS.5	Provide Guidance and counselling services to girls					
	<b>GIRL CHILD RETENTION</b>					
GR.1	High Retention rates of girls.					
GR.2	Regular Class attendance by girls					
GR.3	Low Dropout rate by girls.					
GR.4	Equal access to education by girls					

Thank you for Cooperating.

### APPENDIX 3: QUESTIONNAIRE FOR FEMALE STUDENT

Dear respondent,

This questionnaire is intended to facilitate a study is about stakeholders’ involvement in Education and girl-child Retention in public Secondary Schools in Terego District West Nile Sub region in Uganda. The study is for Academic purposes only and is carried out as partial requirement of a ward of master’s in educational planning and management of Muni University. Your honest responses will be highly appreciated and treated as Confidential.

Section A: - Background.

Instruction: Please tick the most applicable

1.(a)Name of School.....

(b). Class.....

(c) Gender Male  Female

2. How long have you studied in the school

Less than 2 Years	3-4 Years	5-6 Years

3.Age group

11-13 Years	14-16 Years	17-19 Years	20 years above

4. What is your father’s level of education?

Primary	Secondary	Technical	Institution	University

5. What is mother’s level of education?

Primary	Secondary	Technical	Institution	University

**Section B.**

Instructions: Please evaluate by ticking on the slide 1-5 indicating the extent to which you agree with the statement.

Please use the key below to answer the following questions by indicating.

If you strongly Disagree (SD); Disagree (D); Not Sure (NS); Agree (A); Strongly Agree (SA)

S/N	<b>INVOLVEMENT IN DECISION MAKING</b>	SD	D	NS	A	SA
	In my school;					
DM.1	The Board of Governors are involved in issues pertaining to Girl child retention					
DM.2	PTA members mobilize girls to school					
DM.3	Members of the Old Student Association make decisions on girls' retention					
DM.4	Parents attend meetings to discuss issues of girl's retention					
DM.5	Stakeholders monitor girls' education					
DM.6	Stakeholders make policy on early marriages					
DM.7	Stakeholders engage in Resource mobilization to support girls' education					
DM.8	Stakeholders make Policy on Gender equity					
	<b>SAFE SCHOOL LEARNING ENVIRONMENT</b>					
	In my school, stakeholders are involved in;					
LE.1	Ensuring Gender responsive infrastructures					
LE.2	Ensuring High level of school safety	SD	D	NS	A	SA
LE.3	Supporting disadvantaged girl children					
LE.4	Providing Gender responsive teaching materials					

LE.5	Ensuring Gender responsive classroom environment					
LE.6	Mentoring girl children					
	<b>FAMILY SUPPORT</b> My parent;					
FS.1	Hold positive Attitude towards girl child education					
FS.2	Provide Adequate learning resources					
FS.3	Regulate domestic chores for girls					
FS.4	Attends to social/Peer pressure on girls					
FS.5	Provide Guidance and counselling services to girls					
	<b>GIRL CHILD RETENTION</b>					
GR.1	High Retention rates of girls.					
GR.2	Regular Class attendance by girls					
GR.3	Low Dropout rate by girls.					
GR.4	Equal access to education by girls					

4. What do you think should be done to retain girls in public secondary Schools for their education?

.....

Thank you for Cooperation.

**APPENDIX 4: INTERVIEW GUIDE FOR HEADTEACHERS/ BOG MEMBERS**

Dear respondent,

This questionnaire is intended to facilitate a study is about stakeholders’ involvement in Education and girl-child Retention in public Secondary Schools in Terego District West Nile Sub region in Uganda.

The study is for Academic purposes only and is carried out as partial requirement of a ward of master’s in educational planning and management of Muni University. Your honest responses will be highly appreciated and treated as Confidential.

Section A: - Background.

Introduction: Please give the most applicable answers to the interview guides.

(a) Name of School..... (b)Title.....

**SECTION: B**

Stakeholder’s involvement in education and Girl child retention in public Secondary Schools

1. From your experience in the school, can you comment on how the stakeholders are involved in decision making in the school for the retention of girls and who they are!

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2. What are the benefits and advantages of stakeholders’ involvement in decision making particularly for girl child retention in the schools?

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3. Describe the nature of school learning environment that positively motivates girls to remain and complete studies.

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4. What support do families render to the girl child that promotes their retention in school?

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5. What challenges do stakeholders have in retention of girl child in the public schools to complete the education cycle?

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6. What recommendations can you give for the support of stakeholders involved in girl child retention in secondary school ?

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Thank you for Cooperating.



## APPENDIX 5: SAMPLE SIZE TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970