

**SCHOOL AND COMMUNITY DRIVERS OF GIRL-CHILD RETENTION IN PUBLIC
SECONDARY SCHOOLS IN ARUA DISTRICT, UGANDA**

BY

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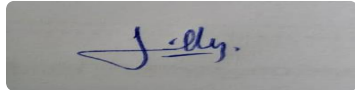
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**A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE
OF MASTER OF EDUCATION IN EDUCATIONAL PLANNING
AND MANAGEMENT OF MUNI UNIVERSITY**

NOVEMBER, 2024

DECLARATION

I **Lekuru Lillian** declare that, this dissertation is my original work and has not been presented for any award of a degree in any other University. All the works of other authors has been acknowledged and anti-plagiarism and AI is at acceptable percentage of less than 20%.

A rectangular box containing a handwritten signature in blue ink, which appears to be 'Lillian'.

Signature:

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APPROVAL

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DEDICATION

I would wish to dedicate this work to the Almighty God for his abundant grace and his loving mercy. To my lovely Dad and Mum (RIP). My siblings Driciru Molly and Nyakuni Geoffrey.

ACKNOWLEDGEMENT

The success of this study is attributed to the enormous contributions of personalities who assisted me in various ways and are worthy of acknowledgement. My profound and sincere gratitude goes to my supervisor, Dr. Paul Edabu, for his immeasurable, professional, inspirational, candid guidance, supervision, and words of encouragement that have led to the success of the dissertation.

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TABLE OF CONTENTS

DECLARATION.....	I
APPROVAL	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
LIST OF TABLES.....	IX
LIST OF ABBREVIATIONS.....	XI
ABSTRACT.....	XII
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the study	2
1.2.1 Historical perspective.....	2
1.2.2 Theoretical perspective	3
1.2.3 Conceptual perspective	4
1.2.4 Contextual Perspective.....	7
1.3 Statement of the Problem.....	8
1.4 Purpose of the Study	10
1.5 Objectives of the study.....	10
1.6 Research Questions	10
1.7 Research Hypotheses	11
1.8 Conceptual Framework.....	12
1.9 Scope of the study.....	13
1.9.1 Geographical scope	13
1.9.2 Content scope.....	14
1.9.3 Time scope	14
1.10 Significance of the study.....	15
1.11 Justification of the study	15
1.12 Operational Definition of Terms.....	16
CHAPTER TWO.....	17
LITERATURE REVIEW	17
2.1 Introduction.....	17

2.2 Theoretical review	17
2.3 Conceptual Review	19
2.3.1 Concept of school-community drivers.....	19
2.3.2 Concept of girl-child retention.....	21
2.4 Review of Related Literature	22
2.4.1 Socio-cultural drivers on girl-child retention.....	22
2.4.2 Socio-economic drivers on girl-child retentions.....	26
2.4.3 School drivers on girl-child retention	29
2.5 Summary of literature review	33
CHAPTER THREE	36
METHODOLOGY.....	36
3.1 Introduction.....	36
3.2 Study Design.....	36
3.3 Study Population.....	36
3.4 Sample and Sampling Technique.....	37
3.4.1 Sample Size and Selection.....	37
3.4.2 Sampling Technique	38
3.5 Methods of data collection.....	39
3.6 Research Instruments	39
3.6.2 Structured interview Guide	40
3.6.3 Piloting of research instruments.....	40
3.7 Data quality Control.....	40
3.7.1 Validity of Instruments	40
3.7.2 Reliability of the Instrument	42
3.8 Data Collection Procedure	43
3.9 Data Analysis	44
3.10 Measurement of Variables	45
3.11 Ethical Considerations	45
CHAPTER FOUR	46
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....	46
4.1 Introduction.....	46
4.2 Response Rate.....	46

4.3 Demographic characteristics of the respondents.....	46
4.4 Descriptive results on girl child retention.....	49
4.5 Relationship between socio-cultural drivers and girl-child retention in public secondary schools in Arua district, Uganda.....	54
4.4.1 Descriptive results on socio-cultural drivers on girl-child retention.....	54
4.4.2 Inferential statistical results on socio-cultural drivers and girl-child retention.....	59
4.5 Socio-economic drivers and girl-child retention.....	60
4.5.1 Descriptive results on socio-economic drivers.....	61
4.5.2 Inferential statistical results on socio-economic drivers and girl-child retention.....	64
4.6 School drivers and girl-child retention.....	65
4.6.1 Descriptive results on school drivers.....	65
4.6.2 Inferential statistical results on school drivers and girl-child retention.....	69
4.7 Regression analysis.....	70
CHAPTER FIVE.....	73
SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS	73
5.1 Introduction.....	73
5.2 Summary of the findings.....	73
5.2.1 Summary of the background information.....	73
5.2.2 Relationship between Socio-cultural drivers and Girl-child retention in public secondary schools in Arua District.....	74
5.2.3 Relationship between socio-economic drivers and girl-child retention in public secondary schools in Arua District, Uganda.....	75
5.2.4 Relationship between school drivers and girl-child retention in public secondary schools in Arua District.....	76
5.2.5 Influence of Socio-economic drivers on Girl-child retention in public secondary schools in Arua District, Uganda.....	77
5.2.6 Influence of school drivers on girl-child retention in public secondary schools in Arua District, Uganda.....	78
5.3 Discussion of the findings.....	79
5.3.1 Influence of Socio-cultural drivers on girl-child retention in public secondary schools in Arua District, Uganda.....	79
5.3.2 Influence of Socio-economic drivers on girl-child retention in public secondary schools in Arua District, Uganda.....	81

5.3.3 Influence of School drivers on girl-child retention in public secondary schools in Arua District, Uganda.	83
5.4 Conclusion	85
5.4.1 Socio-cultural drivers influence on girl-child retention in public secondary schools in Arua District, Uganda.	85
5.4.2 Socio-economic drivers influence on girl-child retention in public secondary schools in Arua District, Uganda.	85
5.4.3 School drivers influence on girl-child retention in public secondary schools in Arua District, Uganda.	86
5.5 Recommendations.....	87
5.6 Contribution of the Study.....	87
5.7 Limitations of the study	88
5.8 Areas for further research	88
REFERENCES.....	89
APPENDICES.....	I
APPENDIX I: INTRODUCTORY LETTER	I
APPENDIX :II INFORMED CONSENT.....	II
APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHER, DEPUTY HEAD TEACHER, DIRECTOR OF STUDIES & SENIOR WOMAN TEACHER.	III
APPENDIX IV: INTERVIEW GUIDE FOR PTA EXECUTIVE MEMBERS ON GIRL-CHILD RETENTION IN PUBLIC SECONDARY SCHOOLS IN ARUA DISTRICT.....	VII
APPENDIX V: SIMILARITY INDEX	VIII

LIST OF TABLES

Table 1: Enrollment and Students dropout in six public secondary schools in Arua district	8
Table 2: Sample size for qualitative data	38
Table 3: Sample Size for quantitative data	38
Table 4: Validity of Questionnaire	42
Table 5: Reliability of Questionnaire.....	43
Table 6: Gender of respondents	47
Table 7: Age bracket of respondents	47
Table 8: The highest level of education attained by the respondents	48
Table 9: How long one has served.....	48
Table 10: Occupation	49
Table 11: Descriptive Statistics results on girl child retention	50
Table 12: Thematic analysis of girl-child retention.....	52
Table 13: Socio-cultural drivers' descriptive statistics.....	55
Table 14: Thematic analysis of socio-cultural drivers on girl-child retention.....	58
Table 15: Spearman Correlation coefficient of determination on socio-cultural and girl-child retention	60
Table 16: Descriptive Statistics results on Socio-economic drivers.....	61
Table 17: Thematic analysis of socio-cultural drivers on girl-child retention.....	63
Table 18: Spearman Correlation and coefficient of determination on socio-economic drivers and girl-child retention	64
Table 19: Descriptive Statistics results on school drivers	66
Table 20: Thematic analysis of School drivers on girl-child retention.....	68

Table 21: Spearman Correlation and coefficient of determination on school drivers and girl-child retention	69
Table 22: Regression analysis results	71

LIST OF ABBREVIATIONS

ASSHU	Association of Secondary School Headteachers of Uganda
FAWE:	Forum for African Women Educationalists
GER:	Girl-child education rate
ICRW:	International Center for Research on Women
MHM:	Menstruation Hygiene and Management
SDG:	Sustainable Development Goals
SSA:	Sub-Sahara Africa
SRGBV:	School-related gender-based violence
UCE:	Uganda Certificate of Education
UDHR:	Universal Declaration of Human Rights
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund
UPE:	Universal Primary Education
US:	United States
USE:	Universal Secondary Education
WASH:	Water and Sanitation Health
WHO:	World Health Organization

ABSTRACT

The study aimed to assess the influence of school-community drivers on girl-child retention in public secondary schools in Arua District, Uganda. The objectives of the study were to assess the influence of socio-cultural and school drivers and examine the influence of socio-economic drivers on girl-child retention in public secondary schools in Arua, Uganda. A Concurrent or sequential mixed method design was used, and mixed method that employed both quantitative and qualitative approaches were adopted with a sample of 241 respondents. Simple random sampling technique was used to select students, while purposive sampling was used to select the school head teachers, deputy head teachers, director of studies, senior woman teachers and PTA executive members. Quantitative data analysis consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Spearman correlation coefficients) while qualitative analysis used thematic approach. Findings revealed a moderate significant correlation coefficient ($r = .381$) between socio-cultural drivers and girl child retention; a positive significant correlation coefficient ($r = .553$) between socio economic drivers and girl child retention; a moderate significant correlation coefficient ($r = .378$) between school drivers and girl child retention. Thus, according to the findings, it was concluded that effective implementation of socio-cultural drivers can enhance girl child retention: there is a positive significant influence of socio- economic drivers on girl child retention: there is a moderately significant influence of school drivers on girl-child retention. It is recommended that the stake holders and school management should sensitize and actively involve the community on the need to guide, support, encourage and identify strategies that can help girls continue to study until completion. BOG and PTA should ensure that school fees and school requirements are made affordable, and parents should give equal preference to the education of both genders and bursary opportunities be availed to the girl-child: School management should uphold the minimum basic requirements, as stipulated by Ministry of Education and Sports (MOES) and maintain adequate facilities like, good sanitation practices, good security, to enable girls stay in school.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Secondary education opportunities aim to promote equal access to education, (Vincent et al., 2022), promote social, economic, human development and progress: transform society and make women independent, and responsible (Afiik et al., 2023). Girl-child retention in secondary schools can only be equitably achieved if the various international human rights agreements, principles and policies that help fight all types of gender-based bias is observed (Nkosha et al., 2013). Despite the adoption of the above, the trend of dropout of girl-child the d in public secondary schools has persisted. The study, therefore, aimed to establish the relationship between school-community drivers and girl-child retention in public secondary schools in Arua district, Uganda. The independent variable was school-community measured by socio-cultural drivers (parental attitude towards girl-child education, home chores, early marriages, teenage pregnancy, and gender norms): socio-economic drivers, measured by (child labor, poverty, parent's occupation, parents' educational level, household responsibilities) and school drivers measured by cost of education, distance between home and school, gender-based violence, menstruation hygiene education and management, sanitation facilities, safety and security. The dependent variable, was Girl-child retention, that was assessed by; high dropout, more girls finishing senior four, more, more girls enrolling in senior five and increased number of girls remaining in school.

This chapter presented the following: background of the study, theoretical perspective, conceptual perspective, contextual perspective, conceptual framework, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, study scope, significance of the study and operational definition of terms.

1.2 Background to the study

The background comprised historical, theoretical, conceptual, and contextual perspectives of the study. The features of the research variables from a global perspective were explained by historical perspective. The relevant theory that informed the study was examined in the theoretical framework. The conceptual viewpoint provided insight into the ideas behind the study's independent and dependent variables, while the contextual perspective clarified how the issue showed itself in the study area.

1.2.1 Historical perspective

In the last ten years there is a global concern on progression, and retention of girl-child in secondary schools (Kabia & Pearce, 2022). Globally 44% of girls continued to have lower completion rates in secondary schools (Nzina et al., 2019). World Health Organization (WHO) (2021) report further confirmed that, 129 million girls failed to complete secondary education in conflict-affected countries. While, UNESCO, (2010) confirmed that only 31% secondary school girls completed "O" level (Mohamed et al., (2017). Many girls in countries without conflict as well dropped out due to gender-based violence, child marriage and poverty between nations and cultures (Mayoma, 2022).

In the United States (US), dropout among girls was as high as 33%. Several European countries reported 49.2% dropout, while, the Middle East, reported 43.4% and 68% dropout in several African countries. Low academic achievement, low academic performance, and peer pressure in Europe accounted for 72%, 83.6% and 67.2% respectively of school dropouts among girls, while parents with low socio-economic status were unable to support their daughters (Mbeya & Musa, 2022).

Africa's Sub-Saharan (SSA) region presented the lowest girl-child completion rate with more than 31 million girls out of secondary education (Mayoma, (2022)). There were only 83 girls for every 100 boys (Mohamed et al., 2017), Girls in Sub-Saharan Africa (SSA) encountered several obstacles, with less than 10 girls out of every 100 in several Sub-Saharan African nations able to complete lower secondary education. (Nkrumah & Sinha, 2020). In Uganda, two thousand, three hundred fifty-three (2,353) secondary school girls dropped out of school in 2016 due to pregnancy (Mayoma, 2022). 34% completed Senior 4, and 25.9% enrolled in Senior 5, with a performance index of 39.7% in Uganda Certificate of Education (UCE), (Dambo, 2019). In North West Uganda, girls encountered more severe obstacles in completing secondary education than in other regions (Mayoma, 2022).

In Arua District Secondary school gender discrepancies indicated that, more than 31% of girls between the ages of 10-19 years, were extremely vulnerable (Dambo, 2019), as girls' education frequently received less importance and value and many girls were discouraged by a number of factors ranging from, family, society, culture and economic situations (Stoebenau & Edmeades, 2016). No study investigated the relationship between school-community drivers and girl-child retention in public secondary schools in Arua District. The study therefore, sought to establish the relationship between socio- cultural, socio economic and school drivers on girl-child retention in public secondary in Arua District, Uganda.

1.2.2 Theoretical perspective

The theory that guided the study was socio-cultural theory, proposed in the 1930s by a Russian psychologist and philosopher Lev Vygotsky, with support from Kenneth, Gergen, and John Dewey, who emphasized on the influence of social and cultural context on learning (Yahaya et al., 2019). This theory adopted aspects of social constructivism, social learning, and cognitive learning

theories, positing that children learn the acquisition of gender-appropriate behaviors from childhood. Constructivism is a philosophy of learning that was based on the idea that people vividly understand the significance of cultural norms in society and acquire knowledge based on events in society shaped attitude of parents, community, and peers on education in a given cultural context (Daka, 2018), To him, acquisition of gender-appropriate behaviors should help shape their attitude, beliefs to make rightful decisions on the education of social aspects in life. Therefore, in order to promote girl-child retention in schools, society should promote and uphold positive, cultural norms that shape the attitude of parents, community, and peers to promote girl-child retention in secondary schools as proposed by Lev Vygotsky.

The idea behind social learning theory was that we could learn important lessons from our social interactions with other people. For, children embrace, emulate, and copy other people's behavior especially when it appears beneficial (Nabavi & Bijandi, 2012). It further, demonstrated how girls learned attitudes, actions, and decisions by observing and interacting with their social surroundings. It sheds more light on how girls' decisions to enroll and complete their education were influenced by their social interaction acquired through observational learning (Nabavi & Bijandi, 2012). As they interact, they make observations and imitate role model, that influence their attitude and decisions, implying that a positive behavior copied resulted to a positive decision. Therefore, school-community need to embrace positive cultural norms to uphold girl-child education and emulate positive role models to influence girl-child resilience in school as proposed by the theory of social constructivism and social learning theory.

1.2.3 Conceptual perspective

School Community drivers are indispensable elements of girl-child education. School-community drivers, is an independent connection established between educational institutions and various

individuals and systems within the community, with the goal of enriching students' social, emotional, and intellectual growth and development (Willems & Gonzalez-DeHass, 2012). The study confirmed that, much as school-community partnerships were not an agreed tool to address all challenges students face, they provided an avenue to social, cultural, economic and institutional issues encountered to retain girl-child until they successfully complete studies. While, according to, Nwankwo & Nnorom, (2020) School Community is an open system and a social organization that thrives on interrelationship, collaboration in education system in a learning environment with cooperative people and groups to achieve academic goal. In relation to the study, school-community drivers refer to the various factors in a school setting and the social setting, that positively or negatively influence enrollment, transition, and retention, of girl-child in public secondary schools and they are categorized into; socio-cultural drivers, socio-economic drivers and school drivers.

Socio-cultural drivers are broad and significant factors within cultures and communities based on customs of ethnic groups (Patrick, 2020). While, socio-cultural drivers according to several studies, are shared values within a society or culture that have significant impact on how people interacted with one another. These include moral, and social conventions, that collectively influenced the way a group thought and behaved within a setting. In this study, socio-cultural drivers were measured by: parents' attitude towards education, home chores, early marriage, teenage pregnancy and cultural norms on progress of girl-child education.

According to Student et al., (2021) socio-economic drivers are elements that affect a person's ability to access financial, social, cultural, and human capital resources like, education, health, house hold. According to Student et al, (2021), socio-economic drivers are social and economic realities and experiences that influence the way of life, attitudes, and decisions made by an

individual or a society. These elements are essential in understanding a range of social issues such as income, education, health, and general well-being, that collectively influence each other, resulting to a web of socio-economic circumstances that have an impact on both society and individual life, like, income, education attainment, employment, social class, and social support. In this study the researcher measured socio-economic drivers by, child labor, parents' educational level, parents' occupation and household responsibilities.

School drivers as components of the learning environment that affect academic achievement, social growth, and general school experience, divided into three categories: school climate, school infrastructure, and parental and community involvement (Rumberger & Palardy, 2005). According to Student et al., (2021) School drivers are aspects that enabled a conducive and convenient study environment and conditions within the individual education institutions. In the study school drivers were measured by: cost of education, distance between home and school, violence against girl-child, menstrual hygiene and education, sanitation, safety and security.

Girl-child retention refers to the efforts and strategies aimed at keeping female students in educational system until they complete studies (Nzina et al., 2019). This encompasses various initiatives to ensure girls not only enroll in school but also remain, and progress through the different educational levels without dropping out. Retention, in the study was the objective of achieving high levels of enrollment, successful transition in educational stages, sustained attendance, and ultimately, successful completion of studies: it was measured by increased number of girls in school, more girls in enrolling in senior five, and more girls staying in school, it stressed the girl child's uninterrupted academic path, which included regular attendance and successful exam participation across the allotted time period.

1.2.4 Contextual Perspective

Secondary education system in Uganda continued to make progress to promote gender equality in Education (Dambo, 2019), improve enrollment, transition, completion, and retention of girl-child in secondary schools (Nzina et al., 2019). Girls in public secondary schools in Arua District enrolled at 20% lower rate than boys, and the gap in secondary schools was consistently higher, implying that, girl-child enrolment and retention in secondary education was significantly lower than the national standard, in contrast to other regions. Discrepancies girls faced in terms of equal educational opportunities were worse in North Western Uganda, particularly Arua District (Stoebenau & Edmeades, 2016). Gender discrepancies in enrollment indicated that, more than 31% of girls aged 10-19 years, were extremely vulnerable (Dambo, 2019). As girls' education frequently received less importance and value, West Nile sub-region secondary schools enrolled as low as six female learners for each ten male learners, as opposed to the national average of eight out of ten respectively (Stoebenau & Edmeades, 2016). 44% of girls continued to register significantly lower completion rates in secondary education (Student et al., 2021). According to Mayoma & Nabukenya, (2022) much as the enrollment of girls and boys in rural Ugandan schools was almost the same, boys had higher chances of completing school than girls who dropped out earlier. In relation to the above, available data, statistics, and report, from Association of Secondary School Headteachers Union (ASSHU), on enrollment and dropout of students in public secondary schools in Arua District for the last five years was as displayed in table 1.

Table 1: Enrollment and Students dropout according to gender in the six public secondary schools in Arua district for the last five years from 2017-2022.

Year	Enrolment Numbers		Dropout (Numbers)		Dropout (Percentage)	
	Boys	Girls	Boys	Girls	Boys	Girls
2022	1268	1273	13	76	1.02	5.97
2020	1329	1370	13	82	0.97	5.98
2019	1250	1352	13	81	1.04	5.99
2018	1199	1267	12	76	1.00	5.99
2017	1134	1275	11	76	0.97	5.96
Total	6180	6537	62	391	1.00	5.98

Source: Arua Secondary School Head Teachers Union (ASSHU), May 2023

Table 1 displays rates of enrollment and dropout of males and females in six public secondary schools in Arua District over five-year period. While the number of boy-child and girl-child enrolled was almost equal, girl-child dropped out five times more often than boy-child portraying high dropout and low retention that affected progression to ‘A’ level and higher institutions of learning. With the above statistics, could the high dropout be attributed to influence of School-community drivers? Since no study has been carried out in Arua District, the focus of the study was to ascertain how socio-cultural drivers, socio-economic drivers and school drivers, influenced girl-child retention in public secondary schools in Arua District Uganda.

1.3 Statement of the Problem

Girl-child education is a vehicle to transform society and free women from a life of dependency and poverty in order to achieve fairness, equity and gender equality (Afiik et

al., 2023). In a bid to achieve girl-child retention in secondary school, the government of Uganda, through the Ministry of education and sports adopted and implemented the international policies such as the Sustainable Development Goals (SDGs) 4 and 5, that advocated for access to high-quality education for all, promote gender equality and female empowerment respectively. Humanitarian agreements and conventions like Convention on the Elimination of all Forms of Discrimination Against Women, Universal Primary Education (UPE), Universal Secondary Education (USE), The National Strategy for Girls' Education (NSGE), The Promotion of Girl-child Education (PGE) program,, the Equity in the Classroom (EIC) program, The Classroom Construction Grant (CCG) program, the Girls' Education Movement in Africa (GEM), the Child Friendly School initiative, the Gender Desk at the Ministry of Education and Sports headquarters, Focusing Resources for Effective School Health (FRESH) (Pérez, 2017) & (Nabugoomu, 2021b), lower requirement for admission to post-secondary education, Girl-child Affirmative Action (Amone, 2015), and stakeholder intervention to reduce dropout rates were some of the immediate, regional, national and domestic conventions and agreements signed and ratified to protect the right to education (Nabugoomu, 2019a), there were still challenges of retaining girls in secondary schools (Suleman et al., 2015). School dropout, among girls, continued to be a serious issue in Uganda's educational system, especially in rural areas, particularly in public secondary schools in Arua District than other regions in the country (Armah et al., 2022). There are still significant gender disparities at all levels in retention in secondary schools (Dambo, 2019). This finding is in line with data on enrollment and dropout in six public secondary schools from 2017 to 2022 from ASSHU Arua in 2023. Table 1 is a clear indication that, there are factors contributing to the alarming dropout and retention of girl-child particularly

in public secondary schools in Arua District. If the trends of dropout in table 1 continued unchecked more girls will dropout. Therefore, it was critical to establish factors responsible for the high dropout of girl-child in public secondary schools in Arua District. The situation could be attributed to, socio-cultural drivers, socio-economic drivers and school drivers. The study therefore, aimed to assess the extent to which social-cultural drivers, socio-economic drivers and school drivers influence girl-child retention in public secondary schools in Arua district, Uganda.

1.4 Purpose of the Study

The purpose of the study was to establish the relationship between school-community drivers and girl-child retention in public secondary schools in Arua District, Uganda.

1.5 Objectives of the study

The study objectives were:

1. To assess the influence of socio-cultural drivers on girl-child retention in public secondary school in Arua District, Uganda.
2. To examine the influence of socio-economic drivers on girl- child retention in public secondary schools in Arua District's public secondary schools. Uganda.
3. To assess the influence of school drivers on girl-child retention in public secondary schools in Arua District Uganda,

1.6 Research Questions

The study objectives answered the following questions:

1. What influence does socio-cultural drivers have on girl-child retention in public secondary schools in Arua district?

2. How do socio-economic drivers influence girl-child retention in public secondary schools in Arua district?
3. How do school drivers influence girl-child retention in public secondary schools in Arua district?

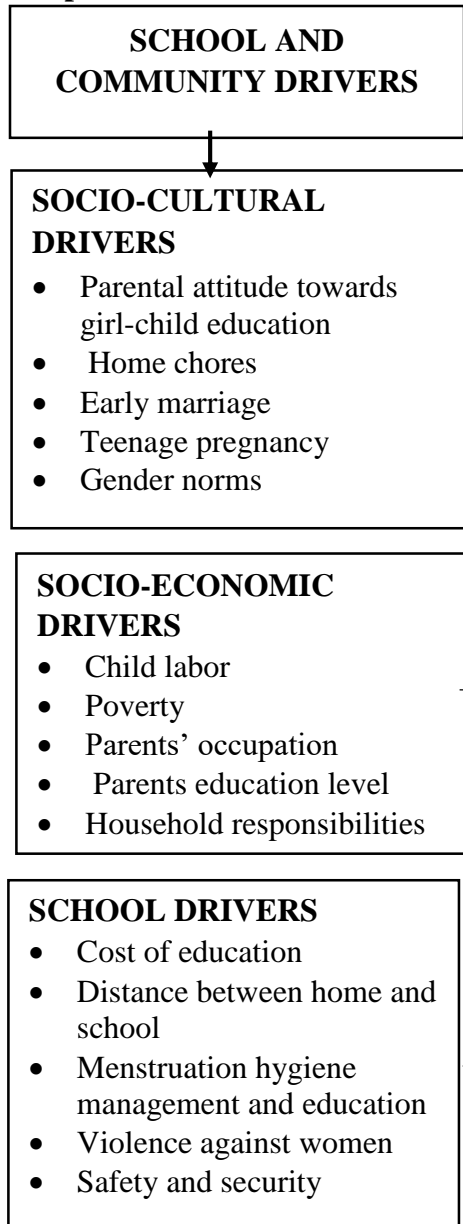
1.7 Research Hypotheses

The study tested the following hypotheses:

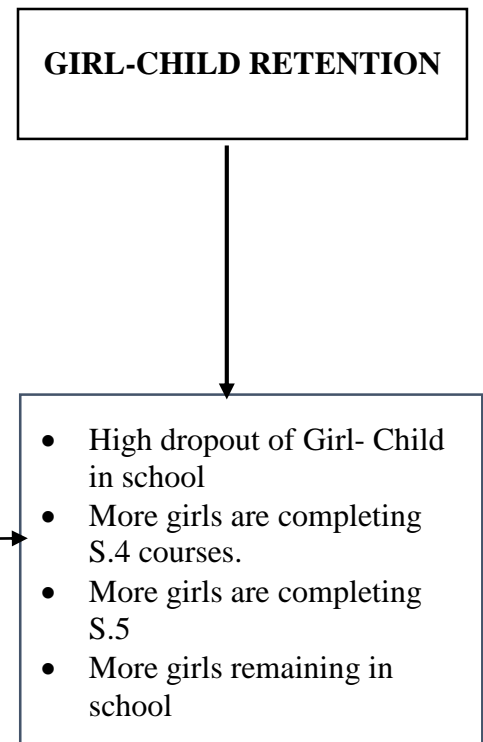
1. Socio-cultural drivers significantly influence girl-child retention in public secondary schools in Arua district.
2. Socio-economic drivers significantly influence girl-child retention in public secondary schools in Arua district.
3. School drivers significantly influence girl-child retention in public secondary schools in Arua district school.

1.8 Conceptual Framework

Independent variable



Dependent variable



Reproduced from (Funnel & Rogers, 2011: Weiss 1995).

Figure 1: Conceptual framework illustrating school-community drivers influencing retention of girl-child in public secondary schools in Arua, Uganda.

The framework shown in Figure 1 illustrated the relationships between various parameters of school and community drivers (considered as independent variables) and their influence on the

dependent variable, that was, girl-child retention. These independent variables were categorized into three main groups: socio-cultural, socio-economic and school drivers.

Girl-child retention as the dependent variable, was quantified in terms high dropout of girls in school, increased number of girls completing senior four, increased number of girls joining senior five, and increased number of girls staying in school. This model aimed to explore how these various drivers within the three categories independently and collectively influenced girl-child retention in public secondary schools in Arua district, Uganda. Figure 1 as well showed the link between the independent variables (socio-cultural drivers, socio-economic drivers, and school drivers) and the dependent variable. The underlying assumption was that these socio-cultural, socio-economic, and school-drivers influence could either be favorable or unfavorable on the retention of girl-child's educational journey within this specific context. This model aimed to analyze and understand how these factors interacted and influenced girl-child educational outcomes in public secondary schools in Arua District.

1.9 Scope of the study

1.9.1 Geographical scope

The research was carried out in public secondary schools in Arua district, concentrating on the following institutions: Vurra secondary, Anyavu secondary, Logiri Girls secondary; Bondo Army secondary school, Modern secondary Ocoko. These schools were selected based on their geographical location, aligning with the respective sub-counties within Arua district as, Ajia sub-county, Arivu sub-county, Logiri sub-county, Vurra sub-county. Additionally, these schools have been chosen because they receive government grant aid, and a significant proportion of their teaching staff is fully funded by the government. This selection ensured a representative sample for the study's objectives within the context of public secondary schools in Arua District. The

selected schools were noteworthy for their participation in the Universal Secondary Education (USE) program and their receipt of government support for capital development. Their accessibility and diverse operational models, which included both mixed and single-sex schools, as well as day and boarding schools, contributed to the study's comprehensive approach, that allowed for a broader and more varied range of information, offering insights into the dynamics of girl-child retention in public secondary schools in Arua district across different school categories and setups.

1.9.2 Content scope

The principal aim of the study was to determine the influence of school and community drivers, with particular emphasis on socio-cultural drivers, socio-economic drivers, and school drivers on girl-child retention in public secondary schools in Arua District. The objective was to understand how these various drivers influenced girl-child retention within public secondary schools in Arua District. By investigating these relationships, the study aimed to provide insight on the elements that either support or restrict girls' capacity to remain in school and finish their secondary studies in public secondary schools in Arua District.

1.9.3 Time scope

The research took into account a five-year timeframe, spanning from 2017 to 2022, to gather information. This duration aligned with the recommendation that research studies should ideally cover a minimum of five years to ensure authenticity, as advocated by Amin, (2005). By examining this period, the initial aim was to understand the dynamics surrounding girl-child retention in the environment being examined.

1.10 Significance of the study

The research concluded a number of significances to the immediate stakeholders within the schools, like, the Board of Governors (BOG) and Parent-Teachers Association (PTA), who would utilize the research findings to formulate strategies aimed at raising awareness within the community on how socio-cultural and socio-economic drivers influenced girl-child retention in public secondary schools in Arua District. These strategies could be through awareness campaigns, workshops, and community engagement initiatives. Additionally, the study would expand the body of the available knowledge on addressing how socio-cultural elements influenced the education of girls. By providing new insights and data, it could help researchers and policy makers understand the complexities surrounding gender disparities in education. The study's findings would serve as an essential instrument for educating teachers in basic and higher education institutions about the socio-economic barriers that prevented girls from pursuing education and incorporate a more inclusive and gender-sensitive teaching methods in their teaching.

1.11 Justification of the study

Owing to the persistent dropout of girl-child evidenced by data from ASSHU dropout of girl-child in public secondary schools in Arua District, from 2017 to 2022 resulting to low completion rate of girl-child secondary education, there was need to establish the likely influence of school and community drivers on girl-child retention in public secondary schools in Arua district, Uganda, since no study of a similar nature to justify the study has been carried out in Arua District, the findings might help address the problems identified in the study, to better the enrollment and retention of girl-child in public secondary schools in Arua District, Uganda

1.12 Operational Definition of Terms

Socio-cultural drivers were shared values within a society or culture that influenced the way a group of people thought and behaved, and interacted with one another. Socio-cultural drivers (beliefs): in the study included elements such as parents' attitudes towards education, household chores, early marriages, early pregnancies, and adherence to gender norms.

Socio-economic drivers' socio-economic are elements that affected a person's ability to access financial, social, cultural, and human capital resources to support girls stay in school.

School drivers encompassed aspects related to the school environment, such as the, distance from students' homes to school, gender-based violence, menstrual hygiene management, sanitation facility, safety and security.

Girl-child retention was defined as a girl's continued enrollment in school, full-time attendance at school, and regular participation in national exams throughout the course of a predetermined period of time.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter discussed literature review from theoretical, conceptual, and empirical literature offered in the context of the research objectives for socio-cultural, socio-economic and school-drivers, which dived into the complex interaction between school-community drivers and retention of girl-child. This strategy guaranteed a thorough investigation of the subject from both theoretical and empirical angles.

2.2 Theoretical review

The initial hypothesis that framed this investigation was socio-cultural theory, components of social constructivism, social learning, and cognitive learning theories were all incorporated into this theory. These ideas captured how children acquired gender-appropriate practices, social constructivism maintained that, gender was best understood from a cultural perspective; and emphasized the role social interactions and cultural environments played in human development. Vygotsky's socio-cultural theory, incorporates a number of ideas and emphasized the critical role social interaction plays in developing one's mental abilities and decision-making capacity according to expected cultural norms with respect to societal expectations. It further asserts that young girls learn cultural norms, attitudes, and problem-solving techniques through positive social encounters with more seasoned members in order to fit in the social setting.

Learning was the process of acquiring knowledge, perspectives, and techniques for addressing problems by interacting with people who had greater knowledge and experience (Daka, 2018). To social constructivism's, meaningful education cannot happen unless people are engaged in interactions with others, who are more informed of the cultural expectations and practices.

(Mohamed et al., 2017). The importance of mentors in people's life, in fostering their psychological development, and provided an explanation to how people acquired knowledge and applied it to create unique, personal perspectives through experience (Koll Mayer et al., 2018). Similarly, , mentors and society both affected an individual's capacity of learning, and provided evidence of how cultural values and attitudes influenced learning through interaction that helped girl-child learn gender roles such as domestic chores, and household responsibilities (Maseka, 2022).

The second theory reviewed how the social learning theory, was an important social context in determining retention. The attitudes and behaviors of others in the school and community, influenced behaviors and decisions in one's education journey (Nabavi & Bijandi, 2012). It explained how the attitude of parents on education of girls influenced her stay in school, thereby shading light on how socio-cultural, socio-economic, and school-related aspects passed on through observational learning affected an individual's decision about enrolling, and continuing with studies. According to the hypothesis, kids learnt through observation and are more prone to emulate people they find admirable (Nabavi & Bijandi, 2012). This theory placed a strong emphasis on the fact that the environment, and significant people in a society or community, such as parents or other role models, had an impact on what children learnt and their general attitude towards learning. Kids often paid great attention to role models in society, by observing and encoding their behaviour that influenced the child's educational choices and outcome as they gradually integrate into the child's own behavior and attitudes (Koutroubas & Galanakis, 2022). This theory offered a useful framework for examining how school-community drivers influenced the educational trajectory of girls. The application of this theory was significant because it enabled measurement of the degree to which children's social traits and backgrounds influenced their basic-level learning behavior. School girls were inclined to imitate what they see because female dropout

was a common occurrence (Student et al., 2021). Adolescents benefitted much from observational learning because gender is socially created through experiences.(Virginia Koutroubas & Michael Galanakis, 2022) This indicated that people adopted gender roles based on the knowledge they gained from observation and interaction. Indeed, Student et al., (2021) in conclusion confirmed, that as gender is viewed as a social construct, people adopted gender roles as a result of their interactions with other people.

The socialization theory was another hypothesis that underpinned this investigation. It explained how people learnt the language, customs, values, habits, norms, attitudes, social skills, and knowledge of the society. In other words, it described how a person's personality evolved within the confines of a certain social setting with a particular set of circumstances (Koutroubas & Michael, 2022). Socialization is the process by which people comply to rules, roles, and social norms that are imposed from without. Boys and girls are taught to adhere to the roles perceived as men and women through gendered socialization. Consequently, socialization had an impact on how both men and women behave in society. Both gender-specific education and gender-neutral education were based on socialization theory. Women left school to start their careers, which they were sufficiently knowledgeable about due to the indoctrination they received (Kissi & Issaka, 2023). It assumed that female responsibilities did not require much education. The study explored the above theories to explain the relationship between, school-community drivers and girl-child retention in public secondary schools in Arua District.

2.3 Conceptual Review

2.3.1 Concept of school-community drivers

This section discussed the idea that school-community drivers significantly influenced how long girls stayed in school and graduated. The phrase school-community drivers, described a range of

various indicators and behaviors that were expressed by socio-cultural, socio-economic and educational pressures that had an effect on how long girls stayed in school. More emphasis was placed on how a girl chose to stay in school as influenced by her school and neighborhood. Additionally, a person's family, neighborhood, and culture have an effect on their school, which in turn impacts on their future.

While Brookover et al., (2021) & Mulenga & Daka, (2022) confirmed that, family-school-community initiative was a cooperative partnership between school staff, school counselors, community members, families, and community-based organizations that offered helpful student solutions to transition and retention by creating support resources and programs that were the varying needs of girl-child to successfully attain equal educational opportunity.

Gross et al., (2015) similarly affirmed that, partnerships between school and community contributed a lot to successful schools that have a range of alliances and collaborations, but all these relationships were mutual since they were of advantage to both parties and frequently offered assistance and resources to satisfy needs of instructors, parents, and students in addition to those that were normally met by school as advocators of successful school-community contribution to successful education.

While, Chikwizo, (2020) attributed key determinants affecting girl-child enrollment and retention in school to socio-cultural and patriarchal forces. Mulenga & Daka, (2022) equally affirmed that, schools and communities were not encouraging retention due to cultural practices, threats, family relationships, and a lack of understanding of human rights attitudes and beliefs existing in families, community, and schools.

2.3.2 Concept of girl-child retention

Several scholars like Munene, 2013, Nkosha et al., 2013; & Mwalye, 2007) agreed that, it was critical to address the complex dynamics of girl-child retention in secondary school, and build supportive family and community environments, to provide access to education and have interventions to support girls who face difficulties in enrollment and other related challenges and dropout, in order to improve educational outcomes and ensure that students not only access education but also thrived within it. UNICEF & UNPFA, (2019), as well argued that, despite significant advancements in girl-child elementary education, there existed gender differences in secondary school and in order to achieve gender equality and ensure all girls realize their full educational potential, it was crucial to acknowledge and address these gaps. Rihani & Academy for Educational Development DC. (2006) recognized that, advantages extended beyond the individual girl-child significantly impacted on society as a whole and that, when girls failed to enroll or finish school, or missed opportunities, it kept poverty and inequality cycles alive. Therefore, supporting efforts to keep girls in secondary education is not only an issue of social fairness but support or efforts advanced to future prosperity and growth of society. There is therefore, need to review literature on school-community drivers in relation to girl-child retention, so as to expose gaps in the literature and other issues reviewed.

While, Robert et al., (2019) acknowledged that in addition to broad activities aimed at altering cultural norms and beliefs within gender and education, efforts to promote access to education must involve legislative measures to eliminate detrimental habits and practices. These initiatives contributed to the development of a setting where girl-child pursued education without obstacles of early marriage, household duties, or gender biasness.

2.4 Review of Related Literature

The section reviewed literature based on earlier empirical research that addressed the study's objectives.

2.4.1 Socio-cultural drivers on girl-child retention

According to Byaruhanga, (2019), an individual's views, thoughts, feelings, behavior, parenting, cultural identification, affiliation, ethnic values, and patriarchy were influenced by socio-cultural factors. Teenage pregnancy, early marriage, and low educational achievement among girls were all closely tied to child abuse, discrimination, and social norms that were detrimental to girl-child education. Early marriage and pregnancy, practices that were oppressive to social roles and occupations, directly focused on how many girls chose to enroll and attend school. Chikwizo, (2020) therefore, assumed that socio-cultural factors that were deeply ingrained in and to which students are accustomed impacted on them directly and indirectly.

Studies by Buzdar & Ali, (2011) affirmed a significant link between parental attitudes towards girl-child retention. Brigham et al, (2013) in his study didn't register any significant difference in parents' views depending on age, but identified a notable distinction in parents' perceptions of girl-child education based on educational attainment, indicating that parents had a favorable perception of girl-child education. While, Kapur, (2023), in a study in Buikwe District on determinants influencing girls' secondary school completion rates, confirmed that, large families, negative parental attitudes, and preference to educating boys were significant contributors to dropout. Similarly, Onoyase, (2018) confirmed that, parents in Sokoto State showed unfavorable attitude towards girl-child secondary education, contrary to the attitude of parents in urban areas. Reza et al., (2020) and Polytechnic & Yobe, (2023) further attributed low retention of girls in secondary schools to parental attitudes towards girl-child

education, lack of parental attention and negative attitudes of parents to girls' education, and affirmed that parent's attitude towards girl-child education influenced retention in schools.

According to World Bank report, (2017), teenage pregnancy, early marriage and low academic achievement among girls were all strongly related. This was confirmed by (Armah & Akuoko 2022; Tunga & Hassan 2022; Student et al., 2021; Chikwizo, 2020; Akpede et al., 2018; Mohamed et al., 2017; Sekine & Hodgkin, 2017; Offorma, 2015; Undiyaundeye, & Mandeum 2015). Whereas, Doi, n.d. & Kim et al., 2012) argued that, peer pressure, inadequate parenting, financial support, and lack of protection drove females to teenage pregnancy, which ultimately forced girls out of school, affecting retention. While, Student et al., 2021; Tunga et al., 2022; Armah et al., 2022; Gudiño León. et al., 2021); Akpede et al., 2022; Offorma, 2015) revealed a relationship between girl-child retention and socio-cultural factors. Jama et al., (2023) and Chikwizo, (2020) defined a link between domestic chores and girl-child retention. Jama et al., (2023) looked into the connection between females' retention in secondary schools and intra-domestic responsibilities in Qardho District, Karkaar Region, Somalia, and argued that females in secondary school were given excessive household duties in homes, affecting their continuance in high schools. Accordingly, the disparity in secondary school retention rates in Somalia's Qardho District were attributed to intra-domestic tasks which accounted to roughly 73.9%, as low levels of domestic tasks contributed to high percentage of girl-child retention in secondary in Qardho district, Karkaar in Somalia, suggesting that, females should perform minimal household chores as it determined retention of girls in Qardho District.

Studies by (Mohammed, 2022; Student et al., 2021; Veithzal, e tal., 2020; Reza et al., 202; Dunga & Mafini, 2019; Choundhary, 2019 & (Birchall, 2018) showed a significant correlation between early marriage, teenage pregnancy and girl-child retention. Kuyateh, (2023) in a study on social

context and quality of education in Nima, Ghana, the greater Accra region, established that, young Muslim school girls were either forced into marriages or forced to work in businesses at the expense of their education.

Similarly, Bior, (2019) in a descriptive study design and a multi-stage cluster proportionate and systematic sampling technique to determine the socio-cultural influences on girl-child education in South Sudan found out that, early marriage had a significant impact on dropout rates. However, majority concurred that, role models in one's life had an effect on how successfully one stayed in school.

Mohamed et al., (2017) accordingly confirmed that, girls were scheduled for early marriages; and other local communities disregarded the worth of girls as several parents utilized their daughters for bridal wealth and cared for young ones and did household chores and girl-child was not meant to compete with males, so girls felt culturally out of place, in mixed-gender schools. Student et al., (2021) equally alluded to the fact that, early marriages, domestic work or chores consistently affected the retention rates of female students in Somali. Ngoran & Ngalim, (2019) in a study in rural Moghamo communities on traditional social perceptions, and cultural practices, and belief systems, as well affirmed that, early marriage, unequal educational opportunities, and low literacy among young girls, were barriers to girl-child aspirations to higher education.

While, Undiyaundeye et al., (2015) confirmed that, teenage pregnancies, family dysfunction in Nigeria were due to, bad parenting, poverty, violence, and age gap in relationships. Student et al., (2021) recognized a number of socio-economic and cultural problems, like teenage pregnancy as causes of child marriage and traditional conventions that are attributed to socio-economic and

cultural factors such as low-income which forces parents to exchange girls for marriage, disregarding their education.

Girl-child right to education was restricted by gender stereotypes and societal ideas and practices. According to several studies, negative stereotypes frequently elicited negative attitude towards girl-child education, and low self-esteem that prevented girls from reaching their full potential. (Ninsiima et al., 2018) further confirmed that, gender norms were established early in life and had a significant bearing on lives of adolescents. According to Anyarayer et al., (2019) girl-child access to education was restricted in many poor nations, as societies forbade girls from making personal decisions and choices due to traditional values and religious beliefs; coupled to this was the fact that social standards on perceptions of gender limited educational opportunities for girls.

Ofoha, (2011) equally contended that, girls internalized the low value attached to girl-child by society as a result of gender stereotypes and socio-cultural attitudes impacted on girls' attitude towards studies. This finding was consistent with that of other researchers who discovered that gender-stereotyping behaviors and ideas originated from African traditional society and have continued to impact on girl-child opportunities to education and other inspirations in life. Kollmayer et al., (2018) as well, agreed that, men typically received priority in education due to the cultural perception of men's role as breadwinners and women's role as inferior, resulting to emotions of inferiority complex and low self-worth.

Arafat et al., (2021) in a project to examine the complex relationship between gender norms and the economic hardship experienced by rural Bangladeshi households, recognized discriminatory gender norms and behaviors, socio-economic hardship and poverty as hurdles that hindered girls' education by limiting their prospects and social mobility. Milligan, (2014) further argued that,

rural environment provided young girls with a highly complex environment, many of who run the risk of being disregarded due to assumptions that rural life does not value girl-child education, as a result girl-child is not motivated to stay in school.

In a similar study Arafat et al., (2021) affirmed that, gender norms, socio-economic realities, hardship, and poverty were highlighted as the main causes of female dropouts that impacted on girls' future schooling by limiting their prospects with the backing of gender-biased customs and conventions. Akanbang et al., (2023) further asserts that, gender-based perceptions continued to stifle girl child education, inspite of interventions of behavior change campaigns, that emphasized how parents should prioritize gender conventions over girls' education, and how they often married their daughters at an early age in an effort to ensure their future marriage life, rather than supporting the long-term education. In families who struggled financially, girl-child domestic responsibilities took precedence over their desire to pursue education as many parents were worried about their daughter's sexual safety and chastity, which also forced girls to leave high schools and marry off so as to fulfill the requirements of the cultural norms.

Despite the fact that the bulk of these researches were not specifically undertaken in West Nile, these studies' findings suggested a relationship between socio-cultural drivers and girl-child retention, and they contributed to our understanding by demonstrating that socio-cultural factors typically outlined the underlying presumptions on which retention of girls depended

2.4.2 Socio-economic drivers on girl-child retentions

Several authors, (Tibita Muhammed 2022; Student et al.,2021; Dunga & Mafini, 2019; Prakash et al., 2017; Los, n.d; & Orodho, 2014), assert a favorable relationship between girl's capacity to attend school and her financial situation. Their findings also link early marriage, teenage

pregnancies, parents' socio-economic status, educational attainment, occupation and household income to the social, cultural, and economic influences on girl retention.

According to Alabi & Alabi, (2014), girl-child education opportunities were hampered by Child labor, which was a huge issue around the world, especially in developing nations where majority of child laborers especially domestic workers were women. Child labor got worse recently because many adolescent girls lacked a stable upbringing, proper provision of education opportunity, and parental care that could not enable them pursue education but, provided cheap and free labor to make ends meet, due to poverty, illiteracy and limited financial resources, that prevented them from staying in school as a large percentage of female child laborers failed to stay in school but rather provide labor to meet their financial needs (Ramesh Rao et al., 2021). However, Turinawe, (2022) in her study in secondary schools in Ntungamu municipality on the causes of high child dropout argued that, family difficulties like poverty and religious convictions were the main causes of girl-child dropouts from primary schools but not the socio-economic level of the parents.

Accordingly, Nzina et al., (2019), in his study on the impact of socio-economic drivers on retention of girl-child, parental education level, family size, and parents' marital status substantially affected retention of females in secondary schools. Due to financial challenges and large families many girls dropped out of school, and only girls raised by both parents chanced to finish education. According to Prakash et al., (2017) whereas, economic variables including poverty and household responsibilities detrimentally impacted on retention, socio-cultural norms like child marriage and poor learning environment also impacted on how long girls stayed in school. This was additionally affirmed by, Turinawe, (2022) who argued that household poverty was the primary factor in female dropout, and parents' socio-economic status had no impact on retention of girls; but, school climate did affect academic performance and not dropout. While Choudhary, (2019) equally

confirmed that, socio-cultural factors, and parents' socio-economic status significantly impacted on maintaining girls in secondary schools in Nigeria's Kebbi Central Senatorial district. Even though most of these studies weren't carried out in West Nile in particular, they expanded to the body of knowledge by demonstrating how profoundly socio-economic issues affected girl's capacity to continue pursuing studies. Wanyonyi & Wanjala, (2018) in a study on socio-cultural influence on girl child transition, retention, and completion in secondary schools in Kwate County, Msambweni, Kenya, parental academic level influenced girl-child transition and retention because many illiterate parents had a negative attitude towards girl-child education, which was further confirmed by. Okafor, (2020) that, parents' educational status played crucial role, in determining how their children accessed formal education.

Kainuwa et al., (2014) discovered that, parents feeling about their children's education and how much support they provided significantly influenced girl-child education, employment, and financial status. According to data, parents who had relatively good socio-economic status and academic achievement typically facilitated their children's enrollment in school and encouraged them to complete studies.

According to, Ochieng, (2012) parental educational status affected access to education and parents with higher academic achievement were more likely than the non-educated parents to enable access to education for girl-children. Similarly, Reza et al., (2020) identified, socio-economic factors like parental income, parental occupation, and parents' level of education as influencers of girl-child retention. Nzina, (2017) & Aref, (2010), as well documented that retention rates for female students were significantly impacted by factors including family income and parental education.

According to Mikisa, (2019) girls' abode to cultural expectations to take up responsibilities to attend to the sick in hospitals and feed the family, as a result, they miss school and eventually dropout to continue with household responsibilities. Similarly, Offorma, (2015) emphasized that, social and cultural norms in rural areas, along with the generally poor quality of education, disadvantaged girls' educational advancement because girls shouldered majority of household responsibilities, which interfered with their focus and study time, thus, inhibiting retention.

2.4.3 School drivers on girl-child retention

Shahidul & Karim, (2015) established that, both direct and indirect school expenses are important for a child's education, and school costs especially, school fees have a big impact on early dropout from school. The expense of education was sometimes correlated with the children's gender, as parents were occasionally reluctant to cover the cost of education for their daughters. Ogbaji, Akanimoh, & Esse, (2021), argued that the cost of education, which includes tuition fees, textbook expenses, and costs of other learning facilities, was difficult to regulate even when government invested through grants by making education free so as to reduce costs. According to Evans, & Yuan (2023) eliminating school fees, providing school meals, improving teaching, and improving school accessibility were just a few of the initiatives alongside policies that significantly increased completion of education or learning throughout many nations. Munene, (2013) equally confirmed that, in Dadaab the cost of education was a significant factor why girls left school.

While, (Jacob,2022; Student et al., 2021; Reza et al., 2020; Banura, 2019) confirmed a significant relationship between retention of girls and the travel time between home and school, dropout in secondary school was due to long hours and distance of walking on foot to and from the school every day and inadequate sanitary facilities availed to girl child in schools' aided dropout as well.

While, Jacob, (2022) further asserted that, domestic work allocated to girls as well as inadequate school sanitation and risk while traveling to class had a big impact on retention. Pérez, (2017) further confirmed that elements influencing the rise in pregnancies among students in a small group of primary schools in Matid are factors like long distance to school, which greatly determined enrollment and retention in school, coupled with lack of scholastic materials, inadequate and improper water and sanitation facilities, lack of supervision and counseling, familial problems such as early and forced marriages and, lack of parents provision of breakfast poverty and parents negative attitudes about the education of girl-child, and inadequate measures due to weak legal laws and policies were among the elements that influenced girl-child dropout from school.

Akurugu, (2022) likewise, supported the notion that, long travel times to school, number of students in each class, poverty, parental neglect, peer pressure, sexual harassment, cultural and traditional values, and societal attitudes were the main reasons why girls dropped out of school, this was particularly true when students repeated classes without receiving proper encouragement or assistance

Meanwhile Sivakami et al.,(2019) confirmed that adolescents educational experiences and retention would be improved if menstrual hygiene information, readily adequate hygienic facilities and enough WASH facilities were provided at school. In a related study, Aluma & Ongom, 2021), alluded to fact the that the high number of girls who experienced difficulties managing period hygiene in school was as a result of the absence of menstrual hygiene equipment, inadequate education of menstrual health among girls and supply of required menstrual hygiene in order to keep girls in school.

Akanzum & Pienaah, (2023) argued that, consequences of having sufficient bathroom facilities for girls in school showed that, unhygienic facilities negatively impacted on the well-being and dignity of girls. and female students' participation in school activities were negatively impacted when they failed to practice healthy menstrual hygiene. Suman et al., (2013) believed that, teenage girls suffered when schools lacked proper sanitary facilities which affected their academic performance and attendance particularly in rural areas. Menstrual diseases, socio-economic level, sanitary pads used during menstruation, and abdominal pain during menstruation were all found to be strongly linked with school absenteeism and eventual dropout.

Several authors like (Nwimo, Elom et al., 2022; Bajracharya, & Baniya, 2022;Chinyama et al., 2019 & Suman et al., 2013) showed a link between menstrual hygiene management and girl-child retention in schools, as well as lack of facilities that were appropriate for females to manage their periods. While the surveys showed that girls and schools had a favorable understanding of menstruation and how to manage it, the schools lacked the necessary resources on ground. Emmanuel & Ae, (2019) further confirmed that, menstrual hygiene management (MHM) was reportedly encouraged at home and in school. The girls from the basic Schools used excellent disposable menstrual pads during their periods, and practiced proper sanitary health. Despite the lack of sanitary facilities as running water, hand washing soap, and sanitary supplies for emergencies, facilities found in place were operational.

Chinyama et al., (2019) in a similar study on managing menstruation hygiene in Zambia's rural schools, the Menstruation pads used were uncomfortable and non-absorbent, sanitary supplies like water and (WASH) facilities in schools and restrooms were unclean, lacking privacy doors or locks, an accompanied with unpleasant smell. While, Nwimo et al., (2022) admitted that adolescent girls in Nigeria, were in severe discomfort with poor management procedures for

menstrual hygiene due to parents' socio-economic status, and lack of basic facilities that led to variations in the management of menstrual hygiene among girls. The results revealed a substantial favorable correlation between menstrual hygiene management practices, period distress, and dropout. Accordingly Kayser et al., (2019); Medina Chávez, (2019) & Anyarayer et al., 2019), were in agreement that the high number of girls who experienced difficulties managing menstruation hygiene in secondary institutions was inadequate menstrual hygiene facilities like)water, improved sanitation facilities, a lack of continual menstrual health education among girls, and the supply of required menstrual hygiene in order to keep young girls in school. Many school-going age girls left school due to insufficient sanitary facilities, stigma from shame and embarrassment, and a school environment that does not give secure protection and seclusion during menstruation time.

One other school driver that influenced dropout was violence against women in Schools (also referred to as SRGBV). Chitsamatanga & Rembe, (2020) defined SRGBV as threats or acts of sexual, physical, or psychological abuse in or close to school that are driven by gender norms and stereotypes that were upheld by inequitable power structures. It involved both individual behavior and unfavorable social norms or gendered expectations that impair children's rights to an education. Galle et al., (2022), equally defined gender-based violence in secondary schools as elements like media and technology, the distance between schools, and absence of a girl-friendly learning environment with incidents of bullying, kidnapping, abduction, sexual abuse, and harassment, which contributed to dropout. Beyene et al., (2019) as well observed gender-based violence, not only in schools, but also in homes as a result of, substance misuse and marital status in Sub-Saharan institutions of learning.

Girl-child safety and security as well culminated to dropout. According to Student et al., (2021) secondary schools were identified as places where intolerance, prejudice, and violence abound and girls were disproportionately affected. In North Western Nigeria, issues associated with bodily harm, insults, sexual abuse and assault, coercion, bullying, trafficking and kidnapping: security. distance, inadequate facilities, lack of community participation contributed to insecurity leading to drop out from school. Paliani & Okemasisi, (2021) on the other hand established, lack of fences, security guards, gates, doors, and windows, and lack of security measures affected girls' enrollment at community day secondary schools in Malawi's, Mchinji District.

In a study conducted by Jacob, (2022), incidences of violence against females in schools by instructors, peers, and even on route to school, bullying, intimidation, sexual assault, harassment, abuses, threats, and a lack of community cooperation contributed to safety and of girl-child in school. While Prasad, (2012) on the other hand affirmed that, abuse of rights of girl-child were violated leading to sexual exploitation, early pregnancy, human trafficking, abuse and assault on the girl-child as security threat to girls in school. While, Castes, (2015) adds that, while soft elements like leadership development programs, training in life skills, and the formation of avenues and forums that allowed students to express their concerns were lacking in boarding schools, physical characteristics like, perimeter walls, bathroom facilities, and lighting fixtures essential for creating a physically secure and safe climate were also lacking in schools, and this culminated to girls leaving school for fear of threat and violence.

2.5 Summary of literature review

Results of several related literature show a link and relationship between school-community drivers and girl-child retention in educational institution. These studies were carried out by Onoyase, (2018) in Nigeria and Chikwizo (2020) in Zimbabwe, covering primary and urban

secondary schools, but not public secondary schools. The period of study ranged from mid-twenties up to recent and methodologies used varied as, most studies used face to face interviews, focus group discussions, case study designs, key informant interviews observation check lists and exposit facts research design respectively. While the current study employed concurrent mixed method research design. Literature review on relationship between socio-economic drivers and girl-child retention was done on the general economic situation related to school but not on personal, and parental socio-economic status (Tabita, 2022; Student et al., 2021; Dunga & Mafini, 2019; Prakash et al., 2017; Orodho, 2014) assert a favorable relationship between socio-economic drivers and girl-child retention in schools. Their findings were equally derived from different geographical location and settings, with studies carried in primary schools, and private secondary schools The year of investigation as above, the methodology used varied and included, multi case studies, focus group discussions, descriptive research method, but not Concurrent or Sequential mixed method design and mixed method, as used in public secondary schools in Arua District.

The review on the relationship between school drivers and girl-child retention was more on infrastructural, teaching and learning needs of the girl-child. The studies were carried in public primary schools, both public and private secondary schools outside Uganda secondary schools and the year of study varied, as by Shahidul & Karim, (2015) in Tanzania, Jacob (2022), Banura, (2021). Gaps existed in the geographical location, the period of study, the scope ranged from primary, urban secondary schools, mixed boarding schools and day schools. The methods and designs used equally varied.

In summary the literature reviewed the variables relating to girl-child retention in different institutions of learning, with most studies conducted, outside Uganda, West Nile and public

secondary schools in Arua in particular, therefore, making the findings less significant and not relevant to studies carried out on girl-child retention in public secondary schools in Arua District. It is therefore, important to conduct a study on the factors that influence girl-child retention as identified in the review. The studies reviewed helped inform the study and draw conclusions and relate the findings to the persistent dropout of girl-child in public secondary schools in Arua District.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The section described techniques applied. The population sample, size and selection, sampling methods, as well as data gathering strategies, tools, and procedures, instrument reliability and validity, data analysis, variable measurement, and moral issues were among the subjects it covered.

3.2 Study Design

The study made use of a Concurrent mixed method research design. According to (Bell et al., n.d.), the design enabled the use of two different sources of data, data was collected independently and at the same time, which helped triangulate findings. This was consistent with Dawadi et al., (2021) who confirmed that, mixed methodology was useful for researchers who sought to confirm the findings of other methodologies. The research design was suitable to investigate school-community practices that influenced girl-child retention. Three independent variables socio-cultural drivers, socio-economic drivers, and school drivers that influenced girl-child retention were examined in the study.

3.3 Study Population

The participants in the study were made up, 12- PTA executive members: 24- headteachers, deputy headteachers, directors of studies, senior women teachers: and 360 -students. The PTA Executive represented the parents who were the care providers to girl-child, two were identified from each school, One category of headteachers, deputy headteachers, director of studies and senior woman teachers, represented teachers and the top school management team who were considered because they are informed of the trend of girl-child retention and were responsible for the day to day management of the school, the school infrastructure and facilities, with one category identified

from each school and both male and female students from every class in all the six schools as the primary focus of the study, making a total population size of 380 and 241 chosen as the sample size. These respondents were taken into account by the study because they were crucial in giving pertinent information.

3.4 Sample and Sampling Technique

A sample is the numerical size of the subset of respondents, who were identified from the schools under study. The sample was from the population of students, PTA Executive members, head teacher, deputy head teacher, director of studies, senior woman teachers and students from six schools public schools.

3.4.1 Sample Size and Selection

According to Mbeya & Musa, (2022), a sample size is the amount of data collected from a population that is used to reach inferences about the population as a whole. Sample size is a subset of the target or accessible population that the researcher selected for the study, to represent other population members. For each category sample of both the qualitative and quantitative data ,241 out of 380 was obtained by using Krejcie and Morgan's, (1970) table guide as shown in table 2.

Table 2: Sample size for qualitative data

Category	A	B	C	D	E	F	Target Population	Sample Size	Sample Technique
PTA	2	2	2	2	2	2	12	12	Purposive

Table 3: Sample Size for quantitative data

Category	A	B	C	D	E	F	Target Population	Sample Size	Sample Technique
HTRs	1	1	1	1	1	1	6	6	Purposive
DHTRS	1	1	1	1	1	1	6	6	Purposive
DOS	1	1	1	1	1	1	6	6	Purposive
SWT	1	1	1	1	1	1	6	6	Purposive
STDs	60	60	60	60	60	60	360	186	Simple Random
Total	78	78	78	78	78	78	468	214	

Source: ASSHU

Key:

A: Vurra secondary B: Arivu secondary C: Bondo secondary D: Logiri girls secondary
 E: Anyavu secondary F: Modern secondary, Ocoko

3.4.2 Sampling Technique

Sampling with both probability and non-probability strategies were used. Simple random sampling, involved randomly choosing respondents from the student population. Purposive sampling, often known as non-probability sampling, involved choosing respondents with the understanding that they must participate. The selection of respondents such as, headteacher, deputy headteacher, director of studies, and senior women teachers were done through the use of a

purposeful sampling technique because it was anticipated that these individuals had a deeper understanding of the trend of girl-child retention in their particular schools (Müller-Kuhn et al., 2021)

3.5 Methods of data collection

The study adopted mixed research method, where data was collected using both quantitative (use of questionnaire) and qualitative methods (use of informative interview guide). The integration of these results provided a deeper understanding of research problem than either method. Utilizing a mixed technique approach aided in information triangulation. According to (Student et al., 2021), triangulation, is the utilization of multiple data sources or methods to address a research question to enhance validity and credibility of findings. It helped avoid bias and findings were generalized to draw conclusions. Therefore, using both qualitative and quantitative methodologies aided in addressing each method's shortcomings.

3.6 Research Instruments

Data on School and Community(IV) and Girl-child retention(DV) in quantitative research was collected using an independently self-administered questionnaire survey. According to Boru, (2018), self-reporting tool for collecting data on investigation's key factors presented uniform and consistent results, in order to get factual data, The questionnaire was formatted using a 5 Likert scales, where 1: represented strongly disagreed, 2: disagreed, 3: indicated uncertainties, 4: indicated agreement, 5: indicated highly agreed. To encourage speedy responses, the survey questions were closed-ended. This tool was utilized because it was economical in a survey of highly educated persons who expressed their personal thoughts in an understandable and direct way.

3.6.2 Structured interview Guide

In order to ensure reliability and validity in qualitative research, the researcher used multiple data source to cross-check information and confirm findings. The researcher also involved many participants in reviewing the accuracy of the findings or interpretations. The researcher used semi-structured interview guide that provided quick feedback on information needed to make decisions and get information. It was possible to collect data needed to accomplish certain study objectives with the help of an interview guide. Mugenda & Mugenda, (2003) argued that face-to-face interactions, such as interviews, enabled researchers to better understand their subjects and received accurate information. Since the aforementioned set of respondents had crucial knowledge but limited period to finish attempting the questionnaires, semi-structured style was regarded sufficient (Adeoye-Olatunde & Olenik, 2021). It was utilized to obtain qualitative, descriptive data and to perform triangulation (Timans et al., 2019). By gathering covert evidence, the meaning and reasoning of the informants saved time and money on transcription (Student et al., 2021). The senior individuals' answers were the primary emphasis of the interview guides.

3.6.3 Piloting of research instruments

There was a pilot check to look for any instrument issues. To conduct a pilot test, random population sampling was identified. Before usage, interview instrument, and questionnaires were corrected, depending on findings of pretest. The objective was to ascertain appropriateness and dependability of inquiries for the research.

3.7 Data quality Control

3.7.1 Validity of Instruments

This refers to the degree to which a method or tool utilized in the study was accurate, honest, worthwhile, and appropriate. By designing the list of questions in accordance with the study's

particular objectives, validity was secured. This made it easier to stay on course as well as get the best answers possible for every objective and research question. Validity of research instruments was checked using supervisors' proficient assessment. Two supervisors analyzed the information and determined the applicability of every instrument element to the objectives. Each item was rated to objectives of each instrument component valid or invalid. In the study, content and face validity was used. The ability to evaluate the topic matter and applicability of the instruments were aided by face validity. If there were other variables that affected the response, content validity was used to determine whether the questions accurately assessed the concept in the question or not. Validity was then assessed by using CVI (content validity index), as suggested by Student et al., (2021), for instruments to be considered legitimate, CV I, number of items in the questionnaire that were proved relevant by both judges must be at least 0.7.

C.V.I. was equal to number of legitimate items/total number of items. Findings of results of the CVI was as displayed as indicated table 4.

Table 4: Validity of Questionnaire for head teachers, deputy head teachers, director of studies, senior women teachers and students

Raters	Items rated relevant	Items rated not relevant	CVI	Total
Rater 1: Socio-cultural Drivers	18	2	0.900	20
Rater 2: Socio-economic Drivers	12	3	0.800	15
Rater 3: School Drivers	22	3	0.880	25
Rater 4: Girl-child Retention	8	3	0.727	11
Total	60	11		71

Source: Researcher's construct

3.7.2 Reliability of the Instrument

According to Taherdoost,(2018), reliability is defined as a measure of the degree of consistency, or the extent to which a test may get the same result repeatedly under the same circumstances, and all the research aims and questions were taken into consideration when formulating the questions. The study's instruments underwent pre-testing to ensure consistency, and uniformity in comprehension and understanding. Method of triangulation, a technique where a researcher uses multiple sources to come at a scientific and credible conclusion was used to assess instruments dependability (UN Aids, n.d.). To strengthen the study, credibility of data was analyzed using different sources. To guarantee the analysis was correct, data gathering tools, and interview procedures were used. The instruments underwent two pilot tests on the same subjects, separated by a four-week period, to determine their dependability. According to Yemisi, (2019) when a group of individuals were measured regularly in the same environment, test-retest reliability was

used to assess how the instrument gave uniform results. Items in the instrument depended on outcomes of preliminary test. Cronbach's alpha reliability co-efficient was used to assess the validity of quantitative data statistics, a reliability coefficient referred to as Cronbach's alpha was employed to determine the dependability or uniformity of a psychometric test for a subset of test-takers. According to Taherdoost, (2018) specialists in real sense won't use an instrument unless its reliability was 0.70 or above.). Findings of the results of the Cronbach's Alpha reliability are displayed on a table 5:

Table 5: Reliability of Questionnaire for head teachers, deputy head teachers, director of studies, senior women teachers and students

Variables	Cronbach's Alpha	No. of Items
Socio-cultural Drivers	0.780	18
Socio-economic Drivers	0.793	12
School Drivers	0.805	22
Girl-child Retention	0.835	8

Source: Field data, (2024)

3.8 Data Collection Procedure

After the proposal was approved by supervisors, the researcher received formal authorization from the Dean faculty of Education, Muni University. The introductory letter functioned as an official declaration assuring participants that the research was strictly academic and that no one would be harmed physically or psychologically. Research assistants were identified by the researcher to help in distributing the instruments for data collection. Headteachers, deputy headteachers, director of studies and senior woman teachers' teachers, and PTA executive members from the schools were

scheduled for appointments. This was done to ensure that data gathering didn't conflict with any of the respondents' programs. Data was gathered by using semi structured interview guides. To minimize bias, instructions were given to each respondent. To verify consistency, correctness, and completeness of the questionnaire, the researcher conducted a rigorous examination of the data collected. The data gathered was carefully examined for errors, coded, fed into a computer, and analyzed by the researcher in preparation for reporting. Subsequently, the audio recorded responses and the questionnaires were securely stored for further use. Using frequency tables, mean, and percentages, the data was edited, analyzed, and discussed. Summary and recommendations were made, and a final report was presented in writing.

3.9 Data Analysis

Procedure of structuring information so that readers may make sense of it is known as data analysis (Student et al., 2021). Depending on findings connected to the study topics, qualitative data was evaluated using both thematic and content analysis. In order to analyze data, consolidated information was condensed to a size that can be managed, a summary was developed, and statistical techniques were used. The pertinent material was separated into phrases, that each represent a distinct idea. Codes were assigned and labeled to the answers to the closed-ended questions. Participants' reaction frequencies were recorded. Qualitative data was edited and rearranged into concise, comprehensible sentences using content analysis. The content was analyzed and organized according to themes or narrative by using thematic analysis (Dawadi et al., 2021). In regard to research objectives, (thematic analysis), was developed. The researcher grouped the qualitative data to provide judgment and derive general deductions. This program was picked as a result of its dependability, friendliness, and excellent graphical representation. Manual transcription, encoding, and theme identification was used to examine qualitative data. The

Statistical Package for Social Scientists (SPSS) 24 examined the descriptive and inferential statistics from the quantitative data, and metrics such as standard deviation, frequency distributions, and percentages that quantify the mean, deviation and relationship between the research variables were determined using the Spearman Product Moment Correlation Analysis

3.10 Measurement of Variables

An ordinal measurement was included in the surveys to classify and rank the variables. A Likert scale was used to gather opinions on research variables to a range of 1 to 5, with 1: denoting strongly disagree, 2: disagree, 3; not sure, 4 agree, 5: strongly agree.

3.11 Ethical Considerations

This study considered morals that protected rights of the research participants. Therefore, this was accomplished by obtaining informed consent, maintaining the study's privacy, secrecy, and anonymity, respecting mien and decorum, and securely storing the study's data. Ethics are rules that defined what is and isn't appropriate behavior for a member of a group (Gallegos-Erazo et al., 2021). The researcher upheld ethical standards of behavior and followed all applicable laws. The researcher safeguarded and upheld the institution's welfare and confidentiality. Respondents were free to participate in the study or decline it whenever they choose, as indicated (Resnik, 2015). Their identities were not to appear on research instruments so as to reserve both concealment and privacy. The consent of respondents was sought before including them in the instruments. Muni University's Faculty of Education was consulted for approval and authorization prior to embarking on any research. The goal of the investigation was conveyed to respondents, and privacy was assured, to foster trust among them.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter covered the presentation, analysis and interpretation of the findings. Frequency distribution tables were used for presenting data on the demographic characteristics of the respondents. Spearman product-moment correlation and regression tables were used to present data on the relationships and predictive power of independent variables on the dependent variable.

4.2 Response Rate

Response rate (also known as completion rate or return rate) in survey research refers to the number of people who answered the survey divided by the number of people in the sample (Johnson & Owens, 2003). It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and/or outcome. In this study, the sample size was 241 respondents but the study managed to get 232 which was 96.3% respondents. Therefore, the results were considered representative of what would have been obtained from the target population (Mugenda & Mugenda, 2003).

4.3 Demographic characteristics of the respondents

This section presents information about the demographic characteristics of respondents of students and head teachers, deputy head teachers, director of studies, senior woman teachers and PTA executive members in public secondary schools in Arua district. The background characteristics of the respondents analyzed included; gender, age bracket, the highest level of education attained, the number of years one served and occupation of the respondents in the public secondary schools in Arua District.

Table 6: Gender of respondents

	Gender of respondents	Frequency	Percentage
Valid	Male	64	27.6
	Female	168	72.4
	Total	232	100.0

Source: Primary data (2024)

The percentage frequency distribution of the demographic characteristics of the respondents in this category in Table 6 reveals that majority of the respondents were female (72.4%). This implies that the study was gender sensitive.

Table 7: Age bracket of respondents

	Age bracket of respondents	Frequency	Percentage
Valid	25 - 35 years	8	3.4
	36 - 45 years	65	28.0
	46 - 55 years	80	34.5
	Above 55 years	79	34.1
	Total	232	100.0

Source: Primary data (2024)

The age bracket of the respondents was such that majority were aged between 46 – 55 years (34.5%) and least with 25 – 35 years was (3.4%). This implied that in terms of teaching they are experienced and mature.

Table 8: The highest level of education attained by the respondents

The highest level of education attained	Frequency	Percentage
UCE	50	21.6
Diploma	60	25.9
Degree	68	29.3
Master	30	12.9
PhD	24	10.3
Total	232	100.0

Source: Primary data (2024)

The highest education level of this category of respondents was such that; most of them (29.3%) had degree and few of them had PhD (10.3%) implying that they were literate which guarantees relevant responses by virtue of the fact that they can easily comprehend questions stated in the research instrument.

Table 9: How long one has served

How long have you served	Frequency	Percentage
Less than 1 year	84	36.2
1 - 4 years	87	37.5
5 -10 years	15	6.5
11 -14 years	26	11.2
15 - 20 years	20	8.6
Total	232	100.0

Source: Primary data (2024)

The results on Table 9 reveal that majority of the respondents have served less than 1 year (36.2%) and a few have served between 15 – 20 years (8.6%). These findings implied that most of the respondents had served for enough period that enabled them gain relevant information and experience to articulate issues under investigation.

Table 10: Occupation

	Category	Frequency	Percent
Valid	Peasant	64	27.6
	Teacher	42	18.1
	Civil servant	42	18.1
	Self employed	84	36.2
	Total	232	100.0

Source: Primary data (2024)

The results on Table 10 reveal that majority of the respondents are self-employed (36.2%) and a few are teachers and civil servants (18.1%). These findings imply that data was collected from the rightful people.

4.4 Descriptive results on girl child retention

Head teachers, deputy head teachers, director of studies, senior woman teachers and students were requested to respond to 8 items about girl-child retention by indicating their agreement using a five-point Likert scale as shown in Table 11. The analysis and interpretation of the findings follows the presentation of findings in Table 11.

Table 11: Descriptive Statistics results on girl child retention

S/N	Girl child retention	SD	D	NS	A	SD	Total
1.	In my school girl-child enrolment is high	26 (11.2%)	54 (23.3%)	37 (15.9%)	86 (37.1%)	29 (12.5%)	232 (100%)
2.	There is low dropout of girl-child in my school	21 (9.1%)	84 (36.2%)	44 (19.0%)	65 (28.0%)	18 (7.8%)	232 (100%)
3.	In my school all the girls enrolled complete senior four	21 (9.1%)	82 (35.3%)	51 (22.0%)	61 (26.3%)	17 (7.3%)	232 (100%)
4.	There is high completion rate of girl-child in my school	28 (12.1%)	94 (40.5%)	34 (14.7%)	59 (25.4%)	17 (7.3%)	232 (100%)
5.	In my school there is high enrollment of girl-child joining senior five	22 (9.5%)	97 (41.8%)	32 (13.8%)	62 (26.7%)	19 (8.2%)	232 (100%)
6.	There is low dropout of girl in senior five	25 (10.8%)	74 (31.9%)	48 (20.7%)	65 (28.0%)	20 (8.6%)	232 (100%)
7.	There is high completion of girl-child in senior five	21 (9.1%)	65 (28.0%)	49 (21.1%)	56 (24.1%)	41 (17.7%)	232 (100%)
8.	In my school, girls excel well hence good academic performance	34 (14.7%)	83 (35.8%)	33 (14.2%)	59 (25.4%)	23 (9.9%)	232 (100%)

Source: Primary data (2024)

Findings in Table 11 show that most head teachers, deputy head teachers, director of studies, senior woman teachers and students opposed six items on girl-child retention (that is items 2 to 5 and 8) compared to those who concurred and were not sure. A comparison on these items shows that those that opposed ranged from 34.5% to 52.6% while those that were not sure ranged from 13.8% to 22.0% and those that concurred were 41.8% and 49.6%. From these comparisons, it can be seen that the percentages of those that opposed with the items were higher compared to those who were

not sure and concurred. From this analysis, the following is the interpretation. Findings show that most head teachers, deputy head teachers, director of studies, senior woman teachers and students were of the view that there is high dropout of girl-child, not all girls who enrolled complete senior four, there is low dropout rate of girls in senior five, there is low completion rate of girl-child in senior five.

Table 12: Thematic analysis on girl-child retention

Objective	Categories	Theme
Girl-child retention	What is the enrollment status of girl-child in your school?	Tr1: 1/3 of the school population Tr2: 1/3 of the school population Tr3: ¾ of the students are boys Tr4: Enrollment is high in S.1 but as they advance, the numbers go down. Tr 5: 1/3 of the school population Tr 6: 1/3 of the boy's population Tr 7: 1/3 of the number of boys
	What is the completion rate of girl-child in your school?	Tr1: Few girls successfully proceed to S.5 Tr2: A good percentage dropout due to the above factors especially early marriage, teenage pregnancy. Tr3: Few girls successfully complete UCE Tr4: Few girls successfully complete UCE Tr 5: Few girls proceed to S.5 Tr 6: Few girls successfully complete UCE Tr 7: Few girls complete O'level and do not perform well.
	Why do girls fail to successfully complete secondary school?	Tr1: Lack of support from parents, peer influence, early pregnancy, child labor, teenage pregnancy, home chores, negative attitude of some parents. Tr2: Lack of school fees, family is supported by some girls, home chores, early marriage, girls are prepared for marriage, you cannot educate a girl for another clan. Tr3: illiteracy of some parents, early marriage, home chores, pregnancy, lack of school requirements, child labor, love to make money.

Cont. Table 12: Thematic analysis on girl-child retention

Tr4: Lack of school fees and other requirements, lack of role models, indiscipline, pregnancy early marriage, illiteracy of some parents, poverty.

Tr 5: Lack of fees, lack of essential items, pregnancy, indiscipline, marriage, lack of role models

Tr 6: Lack of employment to earn money, girls prefer to get quick money, home chores, failure to complete fees, lack of support from parents, forced marriage, peer influence and illiterate parents.

Tr 7: Early marriage, teenage pregnancy, lack of school fees, lack of support, peer influence, home chores and influence of culture.

Source: Primary data (2024)

According to the thematic analysis data, it was found that the enrolment of girls is 1/3 of the population of the school and enrollment is high in S.1 but as they advance, the numbers go down. Furthermore, there is low completion rate of girls in the school, few girls successfully proceed to S.5, a good percentage of girl's dropout due to early marriage and teenage pregnancy. The reasons as to why girls fail to complete secondary school was the lack of support from parents, peer influence, early pregnancy, child labor, teenage pregnancy, lack of school fees, home chores, negative attitude of some parents. While findings from the descriptive statistics shows that most head teachers, deputy headteacher , director of studies, senior women teachers and students were of the view that there was high dropout of girl-child, all girls who enrolled do not complete senior four, there is low rate of girl-child completion, low rate of enrollment of girl-child joining senior five, low dropout rate of girls in senior five, few girls complete s.4 and do not perform well.

4.5 Relationship between socio-cultural drivers and girl-child retention in public secondary schools in Arua district, Uganda.

Before establishing any link between socio-cultural drivers and girl-child retention, there was need to first find out results on each of the variables separately by using descriptive statistics, which in the study were frequencies and percentages, given that the type of data used was ordinal. Therefore, the following sub-section presents findings about socio-cultural drivers on girl-child retention.

4.4.1 Descriptive results on socio-cultural drivers on girl-child retention.

Head teachers, deputy head teachers, director of studies, senior women teachers and students were requested to respond to fourteen items about socio-cultural drivers by indicating their agreement using a five-point Likert scale as shown in Table 10. The items are presented in the second column and the proportion of school administrators and students to the responses on each of the items is presented in form of frequencies and percentages in columns 3 to 5. The last column presents the total number and percentage of teachers and students on each of the items. The key are: SD = Strongly disagree, D = Disagree, N = Not sure, A = Agree, SA = Strongly agree. The analysis and interpretation of the findings about socio-cultural drivers follows the presentation of findings in Table 13.

Table 13: Socio-cultural drivers' descriptive statistics

	Statements	SD	D	NS	A	SA	Total
1.	Parents attitude towards girl child education has led girls to stay in school	19 (8.2%)	66 (28.4%)	35 (15.1%)	76 (32.3%)	36 (15.5%)	232 (100%)
2.	Parents prefer to educate the boy than the girl-child	15 (6.5%)	42 (18.5%)	43 (18.5%)	100 (43.1%)	31 (13.4%)	232 (100%)
3.	Parents encourage girls to stay in school	16 (6.9%)	37 (15.9%)	40 (17.2%)	92 (39.7%)	47 (20.3%)	232 (100%)
4.	Parents engage the girl child in domestic chores	13 (5.6%)	40 (17.2%)	53 (22.8%)	99 (42.7%)	27 (11.6%)	232 (100%)
5.	Girls look after the young ones	19 (8.2%)	75 (32.3%)	35 (15.1%)	76 (32.8%)	27 (11.6%)	232 (100%)
6.	Girls prefer home chores to staying in school	23 (9.9%)	46 (19.8%)	56 (24.1%)	79 (34.1%)	28 (12.1%)	232 (100%)
7.	In my school girls get married while in school	20 (8.6%)	46 (19.8%)	60 (25.9%)	86 (37.1%)	20 (8.6%)	232 (100%)
8.	During holidays girls get married in my school	22 (9.5%)	52 (22.4%)	47 (20.3%)	92 (39.7%)	19 (8.2%)	232 (100%)
9.	Girls indulge in early unprotected sex while in school	19 (8.2%)	58 (25.0%)	41 (17.7%)	99 (42.7%)	15 (6.5%)	232 (100%)
10.	Girls get pregnant while in school	14 (6.0%)	50 (21.6%)	39 (16.8%)	107 (46.1%)	22 (9.5%)	232 (100%)
11.	Girls get pregnant during holidays	18 (7.8%)	63 (27.2%)	34 (14.7%)	94 (40.5%)	23 (9.9%)	232 (100%)
12.	Girls are forced to get married when they get pregnant	24 (10.3%)	63 (27.2%)	42 (18.1%)	73 (31.5%)	30 (12.9%)	232 (100%)

Cont. Table 13: Socio-cultural drivers' descriptive statistics

13.	Cultural beliefs allow girls to stay in school	29 (12.5%)	66 (28.4%)	42 (18.1%)	79 (34.1)	16 (6.9%)	232 (100%)
14.	Our cultural practices respect girl-child education	25 (10.8%)	68 (29.3%)	28 (12.1%)	96 (41.4%)	15 (6.5%)	232 (100%)
15.	Parents attitude towards girl child education has led to girls stay in school	22 (9.5%)	61 (26.3%)	46 (19.8%)	85 (36.6%)	18 (7.8%)	232 (100%)

Source: Primary data (2024)

To analyze the findings, headteachers, deputy headteachers, director of studies, senior women teachers and students who strongly disagreed and those who disagreed were combined into one category of those who “opposed” the items. In addition, school managers and students who strongly agreed and those who agreed were combined into another category of those who “concurred” with the items. After the computation, three categories of respondents were compared, which included “headteachers, deputy headteachers, director of studies, senior women teachers ” and students who opposed the items”, headteachers, deputy headteachers, director of studies, senior women teachers and students who were not sure on the items and students who concurred with the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

Findings in Table 13 show that more”, headteachers, deputy headteachers, director of studies, senior women teachers and students concurred to socio-cultural drivers (that is items 1 to 15) compared to those who concurred and were not sure. A comparison on these items shows that those that concurred ranged from 44.4% to 60.0%, while those that were not sure ranged from 12.1% to 25.9% and those that opposed ranged from 22.8% to 40.5%. From these comparisons, it

can be seen that the percentages that concurred with the items were higher compared to those who were not sure and those that were opposed to it. From this analysis, the following is the interpretation. Findings show that most headteachers, deputy headteachers, director of studies, senior women teachers and students were of the view that in public secondary schools in Arua district, Uganda, the level of socio-cultural drivers was high and those who were familiar with the socio-cultural drivers knew them so well that they were involved in cultural practices, beliefs, girls are forced to marry at earlier age, parents encourage girls to stay in school.

Table 14: Thematic analysis of socio-cultural drivers on girl-child retention

Objective	Categories	Theme
Socio-cultural drivers and girl-child retention	In your own opinion what are the socio-cultural drivers that do not enable girl-child remain in secondary school	<p>Tr1: Girls are seen as a source of wealth, negative parental attitude towards the education of the girl-child, cultural belief about the girl-child education, forced and early marriage, home chores</p> <p>Tr2: Girls being seen as source of wealth, parental guidance is lacking, negative parental attitude towards education of girls, lack of will to support a girl-child in school, cultural norms/beliefs about the girl-child, early/forced marriage, home chores, girl-child cannot be in leadership but marriage, girl-child should not go far with education like boys.</p> <p>Tr3: Girls are seen as source of wealth, home chores, girls are meant to marry, girls cannot compete with boys, early marriage</p> <p>Tr4: Girls should get married at an early age, home chores, girls being a source of money, girls are forced to marriage when they get pregnant.</p> <p>Tr 5: Early marriage, teenage pregnancy, home chores, girls being considered as source of wealth.</p> <p>Tr 6: Early marriage, girls are denied support to go to school, girls should not go to school, they are meant for marriage, forced marriage, home chores, girls should not become leaders, girls should not stay in school for long.</p> <p>Tr 7: Early marriage, cultural belief, home chores, forced marriage, girls are a source of wealth, parental attitude towards girls to stay in school.</p>

Source: Primary data (2024)

According to thematic findings, the socio-cultural drivers that do not enable girl-child remain in secondary school were that, girls are seen as a source of wealth, negative parental attitude towards the education of the girl-child, cultural belief about the girl-child education, forced and early marriage, early pregnancy, home chores. While descriptive statistics show that most headteachers, deputy headteachers, director of studies, senior women teachers and students were of the view that in the public secondary schools in Arua district, Uganda, the level of socio-cultural drivers was high; those who were familiar with the socio-cultural drivers knew them so well that they were involved in cultural practices and beliefs, girls are forced to marry at earlier age, parents encourage girls to stay in school.

4.4.2 Inferential statistical results on socio-cultural drivers and girl-child retention

The first hypothesis, ” *Socio-cultural drivers significantly influence girl-child retention in public secondary schools in Arua district, Uganda* ” was tested. Spearman rank order correlation coefficient (r) was used to determine the strength of the relationship between socio-cultural drivers and girl-child retention in public secondary schools in Arua district, Uganda. The coefficient of determination was used to determine the magnitude of variance in girl-child retention accounted for by socio-cultural drivers. The significance of the coefficient (r) was used to test the hypothesis by comparing r to the critical significance level at (.01). Table 12 presents the test results for the first hypothesis.

Table 15: Spearman Correlation coefficient of determination on socio-cultural and girl-child retention

			Socio-cultural drivers	Girl-child retention
	Socio-cultural drivers	Correlation Coefficient	1.000	
Spearman's rho	Girl-child retention	Correlation Coefficient	.381**	1.000
		Sig. (2-tailed)	.000	.000
		N	232	232

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data from the field (2024)

Findings in Table 15 show that there was a moderate positive correlation ($r = .381$) between socio-cultural drivers and girl-child retention in public secondary schools in Arua district, Uganda. Since the correlation does imply causal-effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient ($r^2 = .179$), was computed and retention expressed as a percentage to determine the variance in girl-child retention due to socio-cultural drivers. Findings show that socio-cultural drivers accounted for 17.9% variance in girl-child retention. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .01. Hence the hypothesis, “*Socio-cultural driver significantly influence girl-child retention in public secondary schools in Arua district of Uganda*” was accepted. Thus, it was concluded that the socio-cultural drivers significantly influenced girl-child retention in public secondary schools in Arua district, Uganda.

4.5 Socio-economic drivers and girl-child retention

Before determining the relationship between socio-economic drivers and girl-child retention, descriptive statistics for socio-economic drivers are presented to show the respondents’ views on

this variable. Fourteen dimensions were used to measure socio-economic drivers and these were as showed in table 15.

4.5.1 Descriptive results on socio-economic drivers

Headteachers, deputy headteachers, director of studies, senior women teachers and students were requested to respond to 14 items about socio-economic drivers by indicating their agreement using a five-point Likert scale as shown in Table 16. The key used were as for socio-economic drivers. The analysis and interpretation of the findings about socio-economic drivers follows the presentation of findings in Table 16.

Table 16: Descriptive Statistics results on Socio-economic drivers

S/N	Socio-economic drivers	SD	D	NS	A	SD	Total
1.	Parents respect cultural beliefs on girl-child education	29 (12.5%)	44 (19.0%)	40 (17.2%)	95 (40.9%)	24 (10.4%)	232 (100%)
2.	In my school poverty leads to child labor	14 (6.0%)	64 (27.6%)	53 (22.8%)	83 (35.5%)	18 (7.8%)	232 (100%)
3.	In my school child labor leads to dropout	27 (11.6%)	62 (26.7%)	52 (22.4%)	78 (33.6%)	13 (5.6%)	232 (100%)
4.	In my school girls prefer providing labor to staying in school	21 (9.1%)	92 (39.7%)	38 (16.4%)	65 (28.0%)	16 (6.9%)	232 (100%)
5.	Parents pay school fees timely	31 (13.4%)	70 (30.2%)	40 (17.2%)	75 (32.3%)	16 (6.9%)	232 (100%)
6.	Parents pay school fees in full	27 (11.6%)	62 (26.7%)	53 (22.8%)	69 (29.7%)	21 (9.1%)	232 (100%)
7.	Parents provide basic requirements timely	22 (9.5%)	54 (23.3%)	53 (22.8%)	81 (34.9%)	22 (9.5%)	232 (100%)
8.	Parents earn salary or wages on part-time job	20 (8.6%)	60 (25.9%)	47 (20.3%)	86 (37.1%)	19 (8.2%)	232 (100%)

Cont. Table 16: Descriptive Statistics results on Socio-economic drivers

9.	On regular basis parents earn salary or wages	21 (9.1%)	38 (16.4%)	61 (26.3%)	84 (36.2%)	28 (12.1%)	232 (100%)
10.	Parents are self employed	10 (4.3%)	63 (27.2%)	62 (26.7%)	84 (36.2%)	13 (5.6%)	232 (100%)
11.	Parents are qualified in various fields or professions	19 (8.2%)	57 (24.6%)	61 (26.3%)	81 (34.9%)	14 (6.0%)	232 (100%)
12.	In my school parents are educated or literate	18 (7.8%)	53 (22.8%)	54 (23.3%)	86 (37.1%)	21 (9.1%)	232 (100%)
13.	Parents are formally employed	24 (10.3%)	47 (20.3%)	41 (17.7%)	83 (35.8%)	37 (15.9%)	232 (100%)
14.	Girls perform household responsibilities while at school	19 (8.2%)	61 (26.3%)	45 (19.4%)	67 (28.9%)	40 (17.2%)	232 (100%)

Source: Primary Data (2024)

Findings in Table 16 show that most headteachers, deputy headteachers, director of studies, senior women teachers and students concurred to most items about socio-economic drivers (that is, items 1 to 3 and items 6 to 14) compared to those who opposed and were not sure. A comparison on these items shows that those that opposed were 43.6% and 48.8%, while those that were not sure ranged from 16.4% to 26.7% and those that concurred ranged from 38.9% to 51.7%. From these comparisons, it can be seen that the percentages of those that opposed the items and were not sure were lower compared to those who concurred. From this analysis, the following is the interpretation. Findings show that most headteachers, deputy headteachers, director of studies, senior women teachers and students were of the view that, in their school, parents respect cultural beliefs, poverty leads to child labour, child labour leads to dropout, parents do not pay school fees in full, parents do not pay school fees in time, parents do not provide basic requirements in time.

Table 17: Thematic analysis of socio-economic drivers on girl-child retention

Objective	Categories	Theme
Socio-economic drivers and girl-child retention	How does the economic situation of the family contribute to the retention of the girl-child in school?	<p>Tr1: Parents are poor, peasants who cannot pay fees, parents are illiterate, cost of education is high, and some girls have to provide for the family.</p> <p>Tr2: No money to pay school fees, parental attitude to sacrifice and pay fees, uneducated parents see no value of educating a girl-child, low education level of some parents makes them see no value of education of their girls, polygamy strains the parents due to a large number being in school, girl-child engage in supporting the family, child-labor to make money.</p> <p>Tr3: Parents are not employed, most parents are peasants, most parent are illiterate, poverty, girls look for money to buy basic requirements, high cost of education which makes it unaffordable.</p> <p>Tr4: Low family income, parents' occupation and parents' low level of education.</p> <p>Tr 5: No income, parents' occupation, no role models, low level of parent's education, parents may not afford to pay school fees.</p> <p>Tr 6: High cost of education has led to dropout, low income and high education cost leads to dropout, child-labor leads to dropout, low level of parent's education, some girls work to provide for the family.</p> <p>Tr 7: High cost of education affects continuity, low income, affects school fess payment, low level of parents' education, high school requirements.</p>

Source: Primary data 2024

According to the thematic analysis, socio-economic situation of the family contributes to the retention of the girl-child in public secondary school in Arua district, that parents are poor, some peasants cannot pay fees, parents are illiterate, cost of education is high, and some girls have to provide for the family. While findings from descriptive statistics show that most headteachers, deputy headteachers, director of studies, senior women teachers and students were of the view that in their school parents respect cultural beliefs, poverty leads to child labour, child labour leads to dropout, parents do not pay school fees in full, parents do not pay school fees in time, parents do not provide basic requirements in time.

4.5.2 Inferential statistical results on socio-economic drivers and girl-child retention

The second hypothesis, “*socio-economic drivers significantly influence girl-child retention in public secondary schools in Arua district, Uganda*” was tested. Using Spearman rank order correlation coefficient (r) and the coefficient of determination, Table 16 presents the test results.

Table 18: Spearman Correlation and coefficient of determination on socio-economic drivers and girl-child retention

			Socio-economic drivers	Girl child retention	
Spearman's rho	Socio-economic drivers	Correlation Coefficient	1.000		
	Girl child retention	Correlation Coefficient	.553**	1.000	
		Sig. (2-tailed)	.000	.	
		N	232	232	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data 2024

Findings in Table 18 shows that there was a positive correlation ($r = .553$) between socio-economic drivers and girl-child retention in public secondary schools in Arua district, Uganda. The coefficient of determination (adjusted $r^2 = .371$) shows that socio-economic drivers accounted for 37.1% variance in girl-child retention. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .01. Hence the hypothesis, “*socio-economic drivers significantly influence girl-child retention in public secondary schools in Arua district, Uganda*” was accepted.

The implication of the findings was linear in nature; that is, the positive effect implied that a change in socio-economic drivers contributed to a big change in girl-child retention in public schools in Arua district ,Uganda. The positive nature of the effect implied that the change in socio-economic drivers and girl-child retention in public secondary schools in Arua district, Uganda was in the same direction where better socio-economic drivers contributed to better girl-child retention in public secondary schools in Arua district, Uganda, and poor socio-economic drivers contributed to poor girl-child retention in public secondary schools in Arua district of Uganda.

4.6 School drivers and girl-child retention

Before determining the relationship between school drivers and girl-child retention, descriptive statistics for school drivers are presented to show the respondents views on this variable.

4.6.1 Descriptive results on school drivers

Headteachers, deputy head teachers, director of studies, senior women teachers and students were requested to respond to fourteen items about school drivers by indicating their agreement using a five-point Likert scale as shown in Table 19 below. The analysis and interpretation of the findings about school drivers follows the presentation of findings in Table 19.

Table 19: Descriptive Statistics results on school drivers

S/N	School Drivers	SD	D	NS	A	SD	Total
1.	In my school the cost of education is affordable	23 (9.9%)	75 (32.3%)	33 (14.2%)	70 (30.2%)	31 (13.4%)	232 (100%)
2.	The school requirements are affordable in a term	18 (7.8%)	61 (26.3%)	40 (17.2%)	85 (36.6%)	28 (12.1%)	162 (100%)
3.	In my school girls' study without completing school fees	33 (14.2%)	80 (34.5%)	36 (15.5%)	61 (26.3%)	22 (9.5%)	232 (100%)
4.	The school is a short distance from home	45 (19.4%)	80 (34.5%)	30 (12.9%)	55 (23.7%)	22 (9.5%)	232 (100%)
5.	The school is in a safe and friendly environment	27 (11.6%)	67 (28.9%)	40 (17.2%)	65 (28.0%)	33 (14.2%)	232 (100%)
6.	The road to school is safe and secure	34 (14.7%)	60 (25.9%)	50 (21.6%)	64 (27.6%)	24 (10.3%)	232 (100%)
7.	In my school there are adequate menstrual hygiene management and sanitation facilities	26 (11.2%)	90 (38.8%)	40 (17.2%)	59 (25.4%)	17 (7.3%)	232 (100%)
8.	The girls are provided with menstrual hygiene management tips	25 (10.8%)	59 (25.4%)	39 (16.8%)	80 (34.5%)	29 (12.5%)	232 (100%)
9.	In my school sanitary pads are provided to girls for emergency	41 (17.7%)	68 (29.3%)	39 (16.8%)	65 (28.0%)	19 (8.2%)	232 (100%)
10.	In my school acts of violence through bullying, teasing, insults, sexual and physical assault to girl-child is punishable	22 (9.5%)	66 (28.4%)	41 (17.7%)	67 (28.9%)	36 (15.5%)	232 (100%)
11.	The school rules are effectively used to curb cases of gender -based violence	26 (11.2%)	51 (22.0%)	46 (19.9%)	69 (29.7%)	40 (17.2%)	232 (100%)

Cont. Table 19: Descriptive Statistics results on school drivers

12.	The school provides gender violent free environment for girls	25 (10.8%)	70 (30.2%)	38 (16.4%)	70 (30.2%)	29 (12.5%)	232 (100%)
13.	My school has adequate number of security guards	26 (11.2%)	72 (31.0%)	32 (13.8%)	69 (29.7%)	33 (14.2%)	232 (100%)
14.	The school is adequately lit with security lights	21 (9.1%)	60 (25.9%)	42 (18.1%)	93 (31.5%)	36 (15.5%)	232 (100%)

Source: Primary data (2024)

Findings in Table 19 show that most of headteachers, deputy head teachers, director of studies, senior women teachers and students concurred with nine items about school drivers (that is items 1, 2,3,4 5,7,9,12,13 and 14) compared to those who opposed and were not sure. A comparison on these items shows that the percentages of those that concurred ranged from 42.6% to 48.7% while those that were not sure ranged from 12.9% to 18.1% and those that opposed ranged from 32.8% to 37.8%. From these comparisons, it can be seen that the percentages that concurred were higher compared to those who were not sure and opposed. From this analysis, the following is the interpretation. Findings show most school headteachers, deputy head teachers, director of studies, senior women teachers and students were of the view that cost of education is not affordable, girls do not study without completion of school fees, girls are not provided with menstrual hygiene management tips and facilities, the school is not in a safe and friendly environment, school is not a short distance from home, girls are not provided with sanitary pads, acts of violence through bullying, teasing, insults, sexual and physical assaults to girl-child is punishable, school rules are used effectively, the school provides gender violence free environment for girls, there is inadequate number of security guards and school is not adequately lit with security lights.

Table 20: Thematic analysis of School drivers on girl-child retention

Objective	Categories	Theme
School drivers and girl-child retention	In your own view what are the school factors that enable girl-child not to remain in school?	Tr1: Good sanitation, good security, provision of power, provision of sanitary pads, guidance by senior woman teachers, violence free environment. Tr2: School fees, career guidance, demanding nature of the curriculum, good sanitation, good security. Tr3: Good sanitation, good boarding facility, light, free sanitary pads and security. Tr4: Good infrastructure, good latrines and changing room for girls, provision of sanitary pads. Tr 5: Good pit latrines and changing rooms, good sanitation, and presence of good lighting, good security and violence free environment. Tr 6: Infrastructure, distance from school, good sanitation facilities, good security, good guidance by senior woman teachers, violence free environment, safe/secure environment, good boarding facility. Tr 7: Good sanitation and good boarding facility.

Source: Primary data 2024

According to the thematic analysis it was found out that school drivers that enable girls to remain in schools were good sanitation, good security, provision of power, provision of sanitary pads, guidance by senior woman teachers, and a violent free environment. While from descriptive statistics school factors that enable girl-child not to remain in school according to the view of most headteachers, deputy headteachers, director of studies and senior women teachers and students were the cost of education that is not affordable, girls cannot study without completing

school fees, the school is not in a safe and friendly environment, girls are not provided with menstrual hygiene management tips, acts of violence through bullying, teasing and insults, sexual and physical assaults to girl-child is punishable, school rules not being used effectively, schools do not provide gender violent free environment for girls, there is inadequate number of security guards and the school is inadequately lit with security lights.

4.6.2 Inferential statistical results on school drivers and girl-child retention

The third hypothesis, “*School drivers significantly influenced girl-child retention*” was tested.

Table 18 presents the test results.

Table 21: Spearman Correlation and coefficient of determination on school drivers and girl-child retention

			School Drivers	Girl child retention
Spearman's rho	School Drivers	Correlation Coefficient	1.000	
	Girl child retention	Correlation Coefficient	.416**	1.000
		Sig. (2-tailed)	.000	.000
		N	232	232

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2024)

Findings show that there was a moderate correlation ($r = .416$) between school drivers and girl-child retention in public secondary schools in Arua district, Uganda. The coefficient of determination (adjusted $r^2 = .197$) shows that school drivers accounted for 19.7% variance in girl-child retention. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .01. Hence the hypothesis, *School drivers significantly influence girl-child retention in public secondary schools in Arua district Uganda*” was accepted. The implication of the findings was

that the moderate significance implied that, a moderate change in school drivers contributed to a moderate change in girl-child retention in public secondary schools in Arua district of Uganda. The moderate positive nature of the effect implied that the moderate change in school drivers in public secondary schools in Uganda results to moderate girl-child retention where, fair school drivers contributed to a fair girl-child retention in public secondary schools in Arua district, Uganda and poor school drivers contributed to poor girl-child retention in public secondary schools in Arua district, Uganda.

4.7 Regression analysis

After determining how each of the independent variables affected the dependent variable, a regression analysis was conducted to establish which of the independent variables affected the dependent variable most. Findings are presented in Table 22.

Table 22: Regression analysis results

Model Summary	R	R Square	Adjusted R² Square	Std. Error of the Estimate			
	.622 ^a	.387	.379	.61041			
ANOVA							
Model	Sum of Squares	df	Mean Square	F	Sig.		
Regression	53.634	3	17.878	47.981	.000 ^b		
Residual	84.953	228	.373				
Total	138.587	231					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.247	.236		1.044	.298		
Socio-cultural drivers	.063	.081	.053	.781	.435	.585	1.710
Socio-economic drivers	.662	.094	.507	7.071	.000	.523	1.913
School Drivers	.142	.077	.122	1.838	.067	.614	1.628

Source: Primary Data (2024)

Findings in Table 22 show a moderate linear regression coefficient (Multiple R = .622) between dimensions of socio-cultural drivers, socio-economic drivers and school drivers on girl-child retention. The Adjusted R Square (0.379) shows that the dimensions of socio-cultural drivers, socio-economic drivers and school drivers accounted for 37.9% variance in girl-child retention.

These findings were subjected to Analysis of Variance (ANOVA) test in order to accept or reject them. The ANOVA test shows that at degree freedom 3 and 228 ($df = 4, 228$), the fisher's ratio ($F = 47.981$) had significant value of .000, which was less than the critical significance at .01. This indicated an acceptable error in the findings in the previous paragraph and hence confidence in the findings. It was concluded that the dimensions of socio-cultural drivers, socio-economic drivers and school drivers contributed to 37.9% variance in girl-child retention.

Since the 37.9% variance in girl-child-retention was a combined effect of the dimensions of socio-cultural drivers, socio-economic drivers, and school drivers on girl-child retention, there was need to determine which dimension affected girl-child retention most. From Table 22, it is shown that one dimension, that is, socio-economic drivers had a significant influence on girl-child retention in public secondary schools in Arua district, Uganda, because it had a p-value (.000), which was less than the critical significance at .01.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions, and recommendations arising from the study findings. The results of the empirical study were discussed according to reviewed literature from which conclusions and recommendations were drawn for policy, managerial and future research.

5.2 Summary of the findings.

The summary of the findings of the study are presented according to the set research objectives in relation to the literature reviewed and theories.

5.2.1 Summary of the background information

Findings in Table 4 show the percentage of participants by gender. The male and female participants in the study were 27,6% and 72.4% implying that the study was gender balanced. The percentage of participants by age bracket indicated that the respondents from 25-35 years, 36-45 years, 46-55 years and those above 55 years accounted for, 3.5%,28.0%, 34.5% and 34.1% respectively, meaning that in terms of teaching, they are experienced and mature. Meanwhile, percentages of participants by the education attainment level at UCE, Diploma, Degree, Masters and Ph.D. stands at 21.6%, 23.9%, 29.3%, 12.9% and 10.3\$ respectively. Implying that they were literate which guarantees relevant responses because they can easily comprehend questions as stated in the research tools. Less than one year, 1-4 years, 5-10 years. 11-14 years and 15-20 years shows the number of years respondents served in the school as PTA executive members, as headteacher, deputy headteacher, director of studies and as senior women teacher, with percentages of 36.2%, 37.5%, 6.5%, 11.2% and 8.6% respectively. Findings show that most of the

participants had served for a number of years that has enabled them get enough experience so as to articulate issues. In Table 10 the percentage of respondents according to occupation shows that, peasants, teachers, civil servants and the self-employed stand at, 27.6%, 18.1%, 18.1% and 30.2% respectively, implying that data was collected from the right persons.

5.2.2 Relationship between Socio-cultural drivers and Girl-child retention in public secondary schools in Arua District.

Descriptive statistics shows that most headteachers, deputy headteachers, director of studies, senior women teachers and students were of the view that in the public secondary schools in Arua district, Uganda, the level of socio-cultural drivers was high; those who were familiar with the socio-cultural drivers knew them so well that they were involved in cultural practices, beliefs, girls are forced to marry at earlier age, parents encourage girls to stay in school.

While the thematic analysis findings show that, headteachers, deputy headteachers, director of studies and senior woman teachers agreed that girls are seen as a source of wealth, there is negative parental attitude towards the education of the girl-child, girls are forced to early marriage, teenage pregnancy and home chores are still in existence and affect girl-child retention in public secondary schools in Arua district, and socio-cultural drivers that do not enable girl-child remain in secondary school were that girls are seen as a source of wealth, negative parental attitude towards the education of the girl-child, cultural belief about the girl-child education, forced and early marriage, in public secondary schools in the Arua District, Uganda.

A moderately positive significant correlation ($r=.381$) was established between socio-cultural drivers and girl-child retention in public secondary schools in Arua District. Socio cultural drivers accounted for 17.9% of the retention of girls in public secondary schools in the Arua District,

suggesting that a slight improvement in these factors contributed to a fair retention rate. Therefore, socio-cultural drivers, were responsible for 17.9% of girl child retention. in public secondary schools in Arua District. early pregnancy, home chores. The results of the ANOVA test to identify the factor that most affected girl-child retention showed that socio-cultural drivers had a sig. $p=.001$, which is less than the suggested critical significance level at 0.1. indicating that socio-cultural drivers had an impact on girl-child retention in public secondary schools in Arua District, Uganda. The study's findings indicated a moderately significant correlation between socio-cultural drivers and girl-child retention. The hypothesis that socio-cultural drivers have a significant influence on girl-child retention was accepted.

5.2.3 Relationship between socio-economic drivers and girl-child retention in public secondary schools in Arua District, Uganda.

Descriptive analysis findings show that most headteachers, deputy headteachers, director of studies, senior women teachers and students were of the view that, in their school, parents respect cultural beliefs, poverty leads to child labor, child labor leads to dropout, parents do not pay school fees in full, parents do not pay school fees in time, parents do not provide basic requirements in time. While findings of the thematic analysis, of socio-economic drivers on girl-child retention in public secondary schools in Arua District shows that, most parents are poor, some peasants cannot pay fees, parents are illiterate, cost of education is high, and some girls have to provide for the family.

A strong positive correlation of ($r=553$) was found between socio-economic drivers and girl-child retention in public secondary schools in Arua District, Uganda. Socio-economic drivers explain the girl-child retention by 37.1%. The analysis of variance (ANOVA) results to determine which variable influences girl-child retention most revealed that, the socio-economic drivers had a sig.

of ($p=.001$) less than the recommended significance at 0.1, implying a significant positive relationship between socio-economic drivers and girl-child retention in public secondary schools in Arua District. Meaning that, an improvement in socio-economic drivers contributed greatly to girl-child retention in public secondary schools in Arua District. In comparison to the other two variables, socio-cultural drivers and school drivers, an improvement in socio-economic drivers contributed greatly to girl-child retention in public secondary schools in Arua District. Uganda, and poor socio-economic drivers contributes to high dropout of girl-child in public secondary schools in Arua District. The findings of the comparison revealed that a greater percentage of, headteachers, deputy headteachers, director of studies, senior woman teachers and students agreed to the elements of socio-economic drivers availed by public secondary schools in Arua District, Uganda too girlchild retention. The implication of the finding was linear in nature, implying that, the change in socio-economic drivers was in the same direction with a change in girl-child retention: meaning, poor economic drivers contribute to poor girl-child retention in public secondary schools in Arua District, and the same is true with good economic drivers.

5.2.4 Relationship between school drivers and girl-child retention in public secondary schools in Arua District

Descriptive analysis findings show that most school headteachers, deputy head teachers, director of studies, senior women teachers and students were of the view that cost of education is not affordable, girls do not study without completion of school fees, girls are not provided with menstrual hygiene management tips and facilities, the school is not in a safe and friendly environment, school is not a short distance from home, girls are not provided with sanitary pads, acts of violence through bullying, teasing, insults, sexual and physical assaults to girl-child is punishable, school rules are used effectively, the school provides gender violence free environment

for girls, there is inadequate number of security guards and school is not adequately lit with security lights.

The thematic analysis findings found out that school drivers that enable girls to remain in schools were good sanitation, good security, provision of power, provision of sanitary pads, guidance by senior woman teachers, and a violent free environment.

The inferential statistic findings showed a moderate positive correlation ($r = .416$) between school drivers and girl-child retention in public secondary schools in Arua district, Uganda. The coefficient of determination (adjusted $r^2 = .197$) showing that school drivers accounted for 19.7% variance in girl-child retention in public secondary schools in Arua District, Uganda. A moderate significant change implied that, a moderate positive change in school drivers contributed to a moderate positive change in girl-child retention in public secondary schools in Arua district of Uganda.

5.2.5 Influence of Socio-economic drivers on Girl-child retention in public secondary schools in Arua District, Uganda

The study confirmed that there is a positive significant relationship between socioeconomic drivers and girl-child retention and in order to attain that, parents should avoid child labor, they should work harder to improve and reduce on poverty, parents should seek for employment opportunities, and avoid involving young girls in household responsibilities in order to improve on girl-child retention.

The study findings are greatly in agreement with findings of several studies including, (Turinawe, 2022; Journal, 2019; Nzina et al., 2019, Prakash et al., 2017; Alabi, 2014, ILO, 2006), that confirm that involving girl-child in child labor, low-income level of parents, unemployment of parents,

parents' low education level, and involving girls in household responsibilities were the causes of girl-child dropout in public secondary schools in Arua district.

The Qualitative analysis results show that headteachers, deputy headteachers, director of studies and senior woman teachers agreed that ,there is no money to pay school fees and parents have negative attitude to sacrifice and pay fees, uneducated parents see no value of educating a girl-child, low education level of some parents see no value in educating the girl-child, polygamy strains the parents due to a large number of children being in school, girl-child engage in supporting the family, and children are involved in child-labor to make money.

5.2.6 Influence of school drivers on girl-child retention in public secondary schools in Arua District, Uganda

The regression results showed that school drivers influence girl child retention to a great extent. This implies that having a low cost of education, short distance from home to school, providing menstruation hygiene management facilities, and sanitary pads and education, violence free against women and providing safety and security for girls can lead to increase in girl child retention in terms of increase in enrolment, finishing S.4, more girls enrolling in S.5, and more girls staying in school.

These findings concurred with that of (Evans, & Yuan, 2023; Jacob, 2022; Student et al., 2021; Akanimoh, & Esse, 2021; Reza et al., 2020; Banura, 2019; & Munene, 2013). According to this study, low cost of education, short distance from home to school, provision of menstruation hygiene management and education, violence free environment and provision of safety and security for girls can lead to increase in girl-child retention in public secondary schools in Arua district.

A thorough framework for comprehending the mechanisms by which school factors affect the retention and educational choices of girl-child students within the particular context of the study was by incorporating the social learning theory into the literature review.

The Qualitative analysis results revealed that enrollment of girl-child is high in S.1 but as they advance, the numbers go down. The number of girls is 1/3 of the boy's population in public secondary schools, a good percentage of girl's dropout due to early marriage and teenage pregnancy and few girls successfully proceed to S.5.

5.3 Discussion of the findings

The discussions are presented according to the objectives and the literature reviewed.

5.3.1 Influence of Socio-cultural drivers on girl-child retention in public secondary schools in Arua District, Uganda.

Objective one was to assess the influence of socio-cultural drivers on girl-child retention in public secondary schools in Arua District, Uganda. The study found that there was a positive significant relationship between socio-cultural drivers and girl-child retention. The study further revealed that socio-cultural drivers such as parental attitude, home chores, early marriage, and teenage pregnancy and gender norms were significant predictors of girl-child retention in public secondary schools in Arua district. This implies that socio-cultural drivers influence retention of girl-child in public secondary schools in Arua District.

This finding is in line with Studies by Buzdar & Ali, (2011) and the journal on perception of parents towards girl-child retention, which affirms a significant link between parental attitudes towards girl-child retention. Brigham et al., (2013), analysis of variance (ANOVA) using T-test was utilized to assess parents' thoughts about girl-child education in the Ilorin Metropolis, even though there isn't a significant difference in parents' views depending on age, there is a notable

distinction in parents' perceptions of girl-child education based on educational attainment, indicating that parents have a favorable perception of girl-child education and counselors should step up their advising and counseling efforts to better serve the needs of female students.

Review of literature indicates growing concern and emphasize on socio-cultural drivers of girl-child retention and its implication on retention of girls in school. The World Bank, (2017), report noted that, the problems of early motherhood, child marriage, and low academic achievement among girls are all strongly related and have an impact on one another.

According to the researcher, it was found that parent's attitude towards girl child education has led to girls stay in school, parents encourage girls to stay in school, and cultural beliefs allow girls to stay in school and our cultural practices respect girl-child education.

Social learning theories, supported the study by monitoring the attitudes and behaviors of girls in their school and community, the theory helped to determine how individual, cultural and community behaviors and decisions regarding the education of girls may be influenced. It can shed light on how socio-cultural aspects passed on through social interaction affect girls' decisions about enrolling, staying in school, and finishing their education (Nabavi & Bijandi, 2012).

Qualitative analysis results show that headteachers, deputy headteachers, director of studies and senior woman teachers agreed that girls are seen as a source of wealth, there is negative parental attitude towards the education of the girl-child, cultural belief about the girl-child education, girls are forced to early marriage, teenage pregnancy and home chores are still in existence and affect girl-child retention in public secondary schools in Arua district.

5.3.2 Influence of Socio-economic drivers on girl-child retention in public secondary schools in Arua District, Uganda.

Objective two was to examine the influence of socio-economic drivers on girl-child retention in public secondary schools in Arua district, Uganda. The study found that there is a positive significant relationship between socio-economic drivers and girl-child retention. To attain socio-economic drivers, parents should avoid child labor, work harder to improve and reduce on poverty, parents should look for employment, parents should avoid involving young girls in household responsibilities in order to improve on girl-child retention.

The findings of this study are greatly in agreement with the findings by Alab, (2014), which notes that, girl child's education opportunities are hampered by Child labor which is a huge issue around the world, especially in developing nations where the majority of child laborers, particularly domestic workers, are women. According to the International Labor Organization (ILO, 2006), child labor has gotten worse recently because some of these teens lack a stable upbringing, an education, and parental care.

According to Nzina et al., (2019), parental education level, family size, and parents' marital status had substantial effect on retention of girl-child. Due to financial challenges, most girls from large families leave school, and girls raised by both parents have a higher chance of completing studies. This is further alluded to by Prakash et al., (2017), where economic variables including poverty and household responsibilities had a detrimental impact on retention, sociocultural norms like child marriage and a poor learning environment also had an impact on how long girls stayed in school. This was additionally supported by, Turinawe,(2022) who affirmed that household poverty is the primary factor in female dropout rates, and parents' socio-economic status had no impact on retention of girls; however, school climate did affect academic performance but not

dropout. While Journal, (2019) affirmed that early marriage, gender preference, socio-cultural factors, and parental socio-economic status all significantly impacted on maintaining girls enrolled in secondary school in Nigeria's Kebbi Central Senatorial district.

However, Turinawe, (2022), in her research in secondary schools in Ntungamu municipality on the causes of high child dropout the family difficulties like poverty and religious convictions are the main causes of girl-child dropouts from primary schools. The socio-economic level of the parents was not found to be a factor.

According to the researcher, the study has confirmed that socio-economic drivers' influence girl-child retention in public secondary schools in Arua District-Uganda. Furthermore, the findings show that involving girl-child in child labor, low-income level of parents, unemployment of parents, parents' low education level, and involving girls in household responsibilities were the causes of girl-child dropout in public secondary schools in Arua district.

Qualitative analysis results show that headteachers, deputy headteachers, director of studies and senior woman teachers agreed that ,there is no money to pay school fees and parents have negative attitude to sacrifice and pay fees, uneducated parents see no value of educating a girl-child, low education level of some parents make them see no value in educating the girl-child, polygamy strains the parents due to a large number of children being in school, girl-child engage in supporting the family, and children are involved in child-labor to make money.

Social learning theories, support the study that offers a theoretical framework to comprehend how people, especially kids who are girls, learn behaviors, attitudes, and decision-making abilities through observation and interaction with their social environment. A thorough framework for comprehending the mechanisms by which socio-economic factors affect the retention and educational choices of girl-child students within the particular context of the study provided by

incorporating social learning theory into the literature review. It highlights how important economic context is in determining educational attainment, which is in line with the goals of the study. By monitoring the attitudes and behaviors of girls in their school and community, one can use this theory to determine how girls' behaviors and decisions regarding their education may be influenced. It can shed light on how socio-economic, and school-related aspects passed on through observational learning affect girls' decisions about enrolling, staying in school, and finishing their education(Nabavi & Bijandi, 2012).

5.3.3 Influence of School drivers on girl-child retention in public secondary schools in Arua District, Uganda.

Objective three was to assess the influence of school drivers on girl-child retention in public secondary schools in Arua District, Uganda. The regression results showed that school drivers can influence girl child retention to some extent. This implies that having a low cost of education, short distance from home to school, providing menstruation hygiene management facilities, and sanitary pads and education, violence free against women and providing safety and security for girls can lead to increase in girl child retention in terms of increase in enrolment, finishing S.4, more girls enrolling in S.5, and more girls staying in school.

This findings concurred with that of Ogbaji, Akanimoh & Esse, (2021), who claim that the cost of education, which includes tuition fees, text book expenses, and costs for other learning facilities, is difficult to regulate even when government invests in the industry by making education free as a strategy to reduce costs. Even though some parents afford to enroll their children in school, there is a possibility that they may be out of school if tuition is not paid. According to Evans & Yuan, (2023), eliminating school fees, providing school meals, improving teaching, and improving school accessibility are just a few of the initiatives alongside laws that

have significantly increased completion of education or learning throughout many nations. Munene,(2013) concurs with the findings that, in Dadaab the cost of education was a significant factor why girls left school, which decreased the percentage of girls who stayed in school.

While, (Jacob, 2022; Student et al., 2021; Reza et al., 2020; Banura, 2019) confirmed a significant relationship between retention of girls plus the travel time between home and school. Banura, (2019) adds that much as drop out in secondary school was due to long hours and distance of walking on foot, to and from the school every day, inadequate sanitary facilities availed to the girl-child in schools' aids dropout as well.

According to the researcher, the study revealed that low cost of education, short distance from home to school, providing menstruation hygiene management and education, violence free against women and providing safety and security for girls can lead to increase in girl-child retention in public secondary schools in Arua district. The causes of girl's failure to successfully complete secondary school were lack of support from parents, peer influence, early pregnancy, child labor, teenage pregnancy, home chores, and negative attitude of some parents and illiteracy of some parents.

Qualitative analysis results revealed that enrollment of girls is high in S.1 but as they advance the numbers go down, the number of girls is 1/3 of the boy's population in public secondary schools, a good percentage of girl's dropout due to early marriage and teenage pregnancy and few girls successfully proceed to S.5.

The Social learning theory, would support the study that offers a theoretical framework to comprehend how people, especially kids who are girls, learn behaviors, attitudes, and decision-making abilities through observation and interaction with their social environment. A thorough framework for comprehending the mechanisms by which school factors affect the retention and

educational choices of girl-child students within the particular context of the study by incorporating social learning theory into the literature review. It highlights how important school context is in determining educational attainment, which is in line with the goals of the study. By monitoring the attitudes and behaviors of girls in their school and community, one can use this theory to determine how girls' behaviors and decisions regarding their education may be influenced. It can shed light on how school drivers, and school-related aspects passed on through observational learning influence girls' decisions about enrolling, staying in school, and finishing their education.

5.4 Conclusion

5.4.1 Socio-cultural drivers influence on girl-child retention in public secondary schools in Arua District, Uganda.

The study focused on analyzing the effect of socio-cultural drivers on girl child retention. Based on the research findings, it is logical to conclude that, effective implementation of socio-cultural drivers in public secondary schools in Arua district can enhance girl-child retention. Drawing on this research, most head teachers, deputy headteachers, director of studies, senior women teachers and students were of the view that in public secondary schools in Arua district, Uganda, the level of socio-cultural drivers was still low, especially, parental attitude towards girl child education, home chores, early marriage and teenage pregnancy still exist in the community, and there is also the belief in some norms which are against girl-child education.

5.4.2 Socio-economic drivers influence on girl-child retention in public secondary schools in Arua District, Uganda.

The study concludes that, there is a positive significant influence of socio- economic drivers on girl child retention in public secondary schools in Arua district, Uganda. The study found out that

a unit increase in socio-economic drivers would affect girl-child retention to a much greater extent than socio cultural drivers and school drivers. The study established that there exists child labor in some homes, poverty is also a challenge in many homes which does not allow them to keep girls in schools, unemployment, low level of education of some parents and household responsibilities affect girl-child retention in secondary schools.

5.4.3 School drivers influence on girl-child retention in public secondary schools in Arua District, Uganda.

The study further concludes that, there is a moderately significant influence of school drivers on girl-child retention in public secondary schools in Arua district, Uganda. Improvement in facilities and services related to school drivers would influence girl-child retention to a greater extent in public secondary schools in Arua district, Uganda. The study also found out that cost of education is high for some parents, some homes are very far from schools, menstruation hygiene in some schools is poor, no violence free against women and limited safety and security in most schools.

5.5 Recommendations

The following recommendations have been drawn by the research based on the study findings: -

The stake holders and school management should identify strategies that can help girls fight socio-cultural barriers to girl-child education by making by-laws prescribed and implemented in all learning institutions and parents should ensure that cultural practices do not interfere with the education of girls and girls should be guided on challenges of growth and development to navigate through the education path.

BOG and PTA should ensure that school fees and school requirements are made affordable, as equal preference should be given to both genders and bursary opportunities should be availed to the girl-child, and parents should timely support girls by providing the basic school requirements, tuition fee and any other necessary support that helps girls remain in school.

The school management with the parents, should provide and uphold the minimum basic requirements, as stipulated by Ministry of Education and Sports (MOES) and maintain adequate facilities such as good sanitation practices, good security, to enable girls stay in school.

5.6 Contribution of the Study

This study has, in the first place, confirmed the social learning theory that the researcher used to underpin the study. Secondly, it has contributed to the body of existing knowledge through the findings on the study variables, that is, the position of how socio-cultural drivers, socio economic drivers and school drivers affect girl-child retention in public secondary schools in Arua district, Uganda. Although the findings of this study are specific to the secondary schools, they can be extrapolated to other institutions elsewhere, provided they are under similar conditions.

5.7 Limitations of the study

The study faced the following limitations: non-response of administrators and students who chose not to fill the questionnaire or not to complete it due to time constraint. This was mitigated by appointing a research assistant who distributed and collected the duly filled questionnaires after the agreed time and make follow up by phone calls. Some head teachers chose not to give some information considered sensitive and or not give the right information and this was minimized by assuring them that their names were not written against the answers provided. Some respondents especially the PTA Executive members were not easy to locate and reluctant be interviewed due to lack of time, individual work pressure and lack of basic knowledge of the school operations.

5.8 Areas for further research

Basing on the findings of the study, the researcher suggests the following areas for further research:

- The researcher suggests that future studies should consider covering public secondary schools from the entire West Nile region in Uganda.
- There is need to find out the other predictors of girl child retention since socio cultural drivers, socio economic drivers and school drivers predicted 37.9% of the variance in girl child retention in public secondary schools in Arua district.
- There is need to carry out a similar study on girl- child retention, but using the longitudinal research design.

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APPENDICES
Appendix I: Introductory Letter



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date: 6th 11-2023.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF LEKURU LILLIAN.....

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

SCHOOL-COMMUNITY DRIVERS ON GIRL-CHILD
RETENTION IN PUBLIC SECONDARY SCHOOLS IN
ARUA DISTRICT, UGANDA.....

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

Appendix :II Informed Consent

Appendix II: Informed Consent

Name of Researcher: Lillian Lekuru
Title of Study: <i>School- Community Drivers on Girl-Child Retention in Public Secondary Schools in Arua District, West Nile</i>

Please carefully read this form completely before completing it. Mark the proper responses if you are willing to engage in the study, and at the conclusion, sign and date the declaration.

Please ask for clarification if you have any questions or would like more information.

Kindly respond to this section by ticking in the box that corresponds to your response

	YES	NO
The researcher has verbally or in writing discussed the research to me		
The researcher has verbally or in writing discussed the research to me.	YES	NO
I understand that I may withdraw from this study at any time without having to give an explanation	YES	NO
I am aware that any information pertaining to me will be held in the strictest of confidence and that my name won't appear in any published materials resulting from this study	YES	NO
I am aware that any responses and confidential information I provide will only be used for research and will be deleted once your study is over	YES	NO

I voluntarily agree to take part in this research project, and I have been provided a copy of this permission form for my records.

Signature: 

Date: 06/03/2024

Lekuru Lillian

2022/U/MED/00177

Appendix III: Questionnaire for Head Teacher, Deputy Head Teacher, Director of Studies & Senior Woman Teacher.

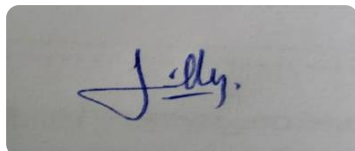
Dear Respondent,

As a student at Muni University, my research project is centered around the is “**School-Community Drivers on Girl-Child Retention in Public Secondary Schools in Arua District, Uganda**”. I cordially request you to please offer some moments to complete these questions. There are two sections to the questionnaire. Section I contains personal information; Section II, school-community drivers influencing girl-child retention. Please tick each question as you would like it to be answered.

This study is conducted at Muni University solely for academic purposes and as a partial completion of requirements needed for master's degree awarded in education planning and management. All given information will be held in the highest degree of confidentiality. I request that you take part by offering the required information as directed. Your openness will be valued greatly, and your responses will be kept secret.

Thank you for your cooperation.

Yours.

A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'Lillian' with a stylized flourish.

Lekuru Lillian

220/U/Med/00177

SECTION A. Demographic Information

Instruction: Respond to this section by ticking in the box that corresponds to your response.

1. Gender

Male Female

2. How old are you?

1. 21-30 years 2. 31-40 years 3. 41- 50 years 4. Above 51 years

3. What is your highest level of education?

1. Diploma level 2. Degree level 3. Master level 4. Master level

4. How long have you served in the school?

1. less than 5 years 2. 5-10 years 3. 11-15years 4. 15-20 years
5. Above 21 years

SECTION B

INSTRUCTIONS: Please rate the following on a scale of 1 to 5, with 1 denoting "Strongly Disagree," 2:"Disagree," 3:"Not Sure," 4: "Agree," 5: denoting "Strongly Agree." Please identify the extent to which the following school-community drivers affect girls' enrollment and retention in public secondary schools in the Arua District.

S/N	Socio-cultural Drivers					
		Statement				
		SD	D	NS	A	SA
		1	2	3	4	5
SC1	Parents attitude towards girl-child education has led to girls stay in school.	1	2	3	4	5
SC2	Parents in my school prefer educating the girl-child to the boy-child	1	2	3	4	5
SC3	In my school parents encourage girls to stay in school.	1	2	3	4	5
SC4	Parents engage the girl-child in domestic chores during school days	1	2	3	4	5
SC5	Girls look after the young ones on school days	1	2	3	4	5
SC6	Girls prefer home-chores to remaining in school	1	2	3	4	5
SC7	Girls in my school get married while in school	1	2	3	4	5
SC8	Girls in my school get married during holidays	1	2	3	4	5
SC9	Girls in my school get pregnant while at school.	1	2	3	4	5
SC10	In my school, girls indulge in early unprotected sex.	1	2	3	4	5

SC11	Girls in my school get pregnant during holidays	1	2	3	4	5
SC12	Cultural beliefs allow girls to stay in school	1	2	3	4	5
SC13	Our cultural beliefs allow girls to remain in school.	1	2	3	4	5
SC14	Cultural practices respect girl-child education	1	2	3	4	5
SC15	Parents in my school respect cultural beliefs on girl-child education	1	2	3	4	5

Socio-economic Divers

Kindly choose if you agree or disagree with the statements, on how school-related economic factors affect girls' school attendance from 1 to 5 on a scale. Agree: (A), Not Sure: (NS), Strongly Disagree: (SD), Disagree: (D), and Agree: (SA) are the possible responses.

Socio-economic Drivers

S/N	Statement	SD	D	NS	A	SA
		1	2	3	4	5
SE1	In my school, poverty leads to child labor	1	2	3	4	5
SE2	In my school child labor leads to drop-out.	1	2	3	4	5
SE3	In my school, girls prefer providing labor to being in school	1	2	3	4	5
SE4	Parents pay school fees timely.	1	2	3	4	5
SE5	Parents in my school provide school requirements timely	1	2	3	4	5
SE6	Parents provide basic requirements timely	1	2	3	4	5
SE7	Parents earn salary and wages on part- time job.	1	2	3	4	5
SE8	Parents in my school earn salary/wages on regular basis	1	2	3	4	5
SE9	Parents are self employed	1	2	3	4	5
SE10	Parents in my school are qualified in various fields/professions	1	2	3	4	5
SE11	Parents in my school are literate or educated	1	2	3	4	5
SE12	Parents in my school are formally employed	1	2	3	4	5
SE13	Girls in my school perform family responsibilities while in school	1	2	3	4	5
SE14	Girls in my school provide family needs while in school	1	2	3	4	5
SE15	Girls in my school look after the sick	1	2	3	4	5

School Drivers

Please rate your agreement or disagreement with the following claims, ranking them from 1 to 5. Agree (A), Not Sure (NS), Strongly Disagree (SD), Strongly Agree (SA), and Disagree (D) as the five possible responses.

S/N	School Drivers Statement	SD	D	NS	A	SA
		1	2	3	4	5

SD1	The cost of education in the school is affordable within a term	1	2	3	4	5
SD2	The school requirements are affordable in a term	1	2	3	4	5
SD3	In my school, girls study without completing school fees	1	2	3	4	5
SD4	The school is a short distance from home	1	2	3	4	5
SD5	The school is in a safe and friendly environment	1	2	3	4	5
SD6	The road to the school is safe and secure	1	2	3	4	5
SD7	In the school there is adequate menstrual hygiene management and sanitation facilities.	1	2	3	4	5
SD8	The girls are provided with menstrual hygiene management education tips.	1	2	3	4	5
SD9	The school provides sanitary pads to girls for emergency.	1	2	3	4	5
SD10	Acts of violence through bullying, teasing, insults, sexual and physical assault to girl-child is punishable	1	2	3	4	5
SD11	The school rules are effectively used to curb cases of violence against the girl-child	1	2	3	4	5
SD12	My school provides a gender violent free environment for girls	1	2	3	4	5
SD13	The school has adequate number of security guards	1	2	3	4	5
SD14	The school neighborhood is safe and secure	1	2	3	4	5
SD15	The school is adequately lit with security lights	1	2	3	4	5

Indicate your degree of acceptance or disagreement on the claims, ranking them from 1 to 5. Strongly Agree: (SA), Disagree: (D), Not Sure: (NS), Agree (A), and Strongly Disagree: (SD) are the five possible responses.

S/N	Girl-Child Retention					
	Statement	SD	D	NS	A	SA
		1	2	3	4	5
GCR1	Girl-child enrolment in the school is high	1	2	3	4	5
GCR2	There is low dropout of girl-child in the school	1	2	3	4	5
GCR3	All the girls enrolled in the school complete senior four	1	2	3	4	5
GCR4	There is high completion rate of girl-child in the school	1	2	3	4	5
GCR5	There is high enrolment of girl-child joining senior five the school	1	2	3	4	5
GCR6	There is low dropout of girl-child in senior five	1	2	3	4	5
GCR7	There is high completion of girl-child in senior five	1	2	3	4	5
GCR8	Girls excel well, hence good academic performance	1	2	3	4	5

I appreciate your active participation in the investigation.

Appendix IV: Interview Guide for PTA Executive members on Girl-Child Retention in public secondary schools in Arua District.

1. Socio- cultural drivers of girl-child retention.

Q1. In your own opinion what are the socio- cultural factors that enable girls stay at secondary school?

.....
.....
.....

(Probe whether the influence of parental attitude, home chores, early marriage, teenage pregnancy, and gender beliefs/norms influence girl-child stay in school)

2. Socio economic drivers of Girl-child retention.

Q2. How does the economic situation of the family contribute to the retention of the girl-child in school?

.....
.....
.....

(Probe influence of, child labor, poverty, parent’s occupation, parent’s education level and household responsibilities)

3. School drivers of Girl-child retention.

Q3. In your own view what are the school factors that enable girls stay in school?

.....
.....
.....

(Probe how cost of education, distance between home and school, menstrual hygiene education and management and sanitation facilities, violence against girl-child in school, and safety and security contribute to girls stay in school).


4. Girl- Child retention.

Q4 What is the enrollment status of girls in your school?

Q5 What is the completion rate of girls in your school?

Q6 In your own opinion what should be done to improve girl-child transition, retention, and completion in your school?

Appendix V: Similarity Index



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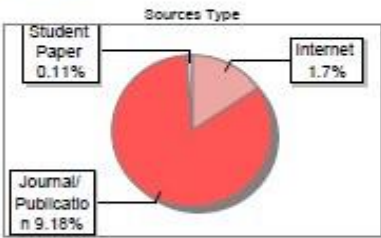
Submission Information

Author Name	LEKURU LILLIAN
Title	SCHOOL- COMMUNITY DRIVERS ON GIRL-CHILD RETENTION IN PUBLIC SECONDARY SCHOOLS IN ARUA DISTRICT, UGANDA
Paper/ Submission ID	2096314
Submitted by	p.odaba@mmmi.ac.ug
Submission Date	2024-07-09 22:53:22
Total Pages, Total Words	128, 26940
Document type	Dissertation

Result Information

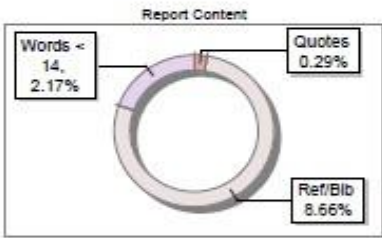
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Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

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