

School-Based Enforcement of Child Rights and Students' Retention in Government-Aided Secondary Schools in Kalungu District, Uganda

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ABSTRACT

The investigation inspected the influence of school-based enforcement of child rights on students' retention in government-aided secondary schools under Kalungu District, Uganda. Specific objectives included; i) To examine the influence of child protection policies on students' retention, ii) To examine the influence of safe school environment on students' retention, and iii) To examine the influence of child participation structures on students' retention in government-aided secondary schools in Kalungu District, Uganda. A research design for cross-section was adopted joined with a quantifiable methodology. This investigation looked at 45 respondents' sample which constituted of teachers, deans of studies, and head teachers from the 2 designated government run secondary educational institutions under Kalungu District. This study utilized regression analysis tactics for linear and descriptive when studying the data generated. The investigation revealed that child protection policies possessed an optimistic and substantial influence on students' retention in secondary school that receive government aid under Uganda's Kalungu District. The investigation also revealed that safe school environment has an optimistic and significant influence on students' retention in secondary schools receiving government aid under Uganda's Kalungu District. More so, this investigation revealed that child participation structures possess an optimistic and substantial influence on students' retention in secondary schools receiving government aid under Uganda's Kalungu District. The investigation concludes that school-based enforcement of child rights significantly influences students' retention in secondary schools receiving government aid under Uganda's Kalungu District, whereby effectiveness under child protection policies, safe school environment, and child participation structures resultantly leads to improved students' retention under government-aided secondary institutions under Uganda's Kalungu District. The investigation commends that schools ought to create a safe and protective school environment with established clear child protection policies as well as enforce zero tolerance for violence, bullying, and abuse, that would have a major impact on raising student retention in Ugandan government-run secondary education institutions in Kalungu District.

Keywords: School-Based Enforcement of Child Rights, Child Protection Policies, Safe School Environment, Child Participation Structures, and Students' Retention.

INTRODUCTION

Education is a fundamental human right and a key driver of individual and societal development, yet student retention remains a persistent challenge globally, particularly in secondary schools. Worldwide, UNESCO (2022) estimates that about 12% of children of secondary school age drop out before completing lower secondary

education, with higher dropout rates observed in low- and middle-income countries. In Africa, the retention challenge is even more pronounced, with the African Union (2021) reporting that only 62% of students who enroll in lower secondary school complete the cycle, largely due to financial barriers, unsafe school environments, and limited student participation in decision-making. In Uganda, government data indicate that although enrollment rates have increased, retention remains low, with only 56.4% of students completing secondary education and dropout rates rising from 24.3% in 2018 to 32.6% in 2021 (Kalungu District Local Government, 2022). Despite policies and guidelines on child rights and protection in schools, evidence on how school-based enforcement of these rights influences students' retention in government-aided secondary schools in Uganda is limited. This investigation therefore pursues to fill these research gaps through inspecting the roles of child protection policies, safe school environments, and child participation structures in promoting student retention in Kalungu District.

Historical Perspective

Internationally, recognition of education as a fundamental right began with Article 26 of the Universal Declaration of Human Rights (1948), framing education as a fundamental human right and that primary education should be free and compulsory, laying a legal foundation for later upholding the rights of children in schooling. Another major milestone was the Convention of the Rights of the Child (CRC), adopted in 1989, which obligates ratifying states to guarantee rights of children to education and should take action to lower dropout rates and promote attendance at school. CRC Article 28 puts focus on accessibility, compulsory education, as well as measures to reduce dropout (Verhellen & Waldron, 2019). Global trends in schooling since the late 20th century show dramatic increases in access and retention; about 88% of primary-age children now complete primary school globally, and many countries have expanded secondary completion as rights frameworks became embedded in education policy. Rights enforcement targets barriers such as school fees, discrimination, and exclusionary practices, which historically contribute to children dropping out or never enrolling. Human Rights Watch and UNESCO have documented that removing financial and discriminatory barriers leads to improved attendance and reduces dropout risks. Additionally, School environments that respect rights such as inclusive discipline practices, participation, and protection from violence correlate with improved engagement and student belonging, which is linked to higher retention (Hanna, 2025).

The examination was guided by Becker's 1964 Human Capital Theory. According to the hypothesis, individuals' knowledge, skills, and health constitute a form of capital that can generate economic and social returns over time. Education is a key mechanism for building human capital, as it develops skills, knowledge, and cognitive abilities that increase productivity, employability, and societal participation (Unterhalter & Becker, 2017). According to this theory, enforcing children's rights ensures access to education for all children, allowing them to acquire skills that increase future socio-economic returns. Schools that uphold rights may reduce dropout rates by making education perceived as valuable and attainable. Rights enforcement reduces barriers such as fees, discrimination, or unsafe conditions, ensuring more children remain in school long enough to gain substantial human capital, increasing retention (Nussbaum & Sen, 2021). This hypothesis was appropriate towards this investigation as it provides an affiliation amongst school-based enforcement of child rights and retention of students.

Contextual Perspective

This investigation was directed amongst government run secondary educational institutions under Uganda's Kalungu District inspecting the influence of school-based enforcement of child rights on students' retention. Kalungu District was put into consideration because retenting students within many secondary educational institutions remains a challenge faced with an upsurge in absence rates, higher rates of dropping out, and a delay in pupils' school achievement rates under different secondary schools inclusive of government-aided school in the region (Kalungu District Local Government, 2022).

Conceptual Perspective

Schools based enforcement of child rights denotes towards the implementation besides monitoring of children's legal, social, and educational rights within the school environment. It involves policies, programs, and practices

that ensure access to education, protection from harm, participation and voice, and quality learning environments (UNICEF, 2019). The capability of an institution of learning to maintain students' enrollment and engagement is referred to as student retention until they complete a given level of education. It encompasses both continuing attendance and progression through successive grades, ultimately aiming for completion of the educational program (Bean & Eaton, 2021). Regarding the investigation's case, school-based enforcement of child rights was thought of under the context of child protection policies, safe school environment, and child participation structures, whilst The concept of student retention was based on rates of enrollment, dropout rates, rates of completion of school, transition rate, as well as rate of absenteeism.

Statement of the Problem

Education is a fundamental human right recognized under the Constitution of Uganda (1995) and international frameworks such as the Convention on the Rights of the Child (CRC, 1989). The enforcement of these rights in schools including access to education, protection from abuse, non-discrimination, and participatory learning is critical for ensuring that children not only enroll but also remain engaged and complete their education. The Education and Sports Ministry has developed besides regularly updated child protection guidelines to guide schools in promoting students' well-being and continuity in learning (Ministry of Education and Sports, 2018). In contrast to those frameworks, retention under government-aided secondary educational institutions under Kalungu District remains a challenge, with dropout rates increasing from 24.3% in 2018 to 32.6% in 2021, and only 56.4% of enrolled students completing the full secondary education cycle (Kalungu District Local Government, 2022). This has resulted in restricted career opportunities, elevated exposure towards drug abuse, higher engagement in Acts of crime, and rising illiteracy rates. While existing studies have examined general factors influencing student retention in Uganda, there is limited empirical evidence establishing a direct link between school-based enforcement of child rights including child protection policies, safe school environments, and participation structures and students' retention in Kalungu District. Addressing this gap is essential to understand how rights enforcement within schools can contribute to improved educational continuity and outcomes in the district.

Objectives of the Study

General Objective

The general objective of the study is to examine the influence of school-based enforcement of child rights on students' retention in government-aided secondary schools in Kalungu District, Uganda.

Specific Objectives

- i. To examine the influence of child protection policies on students' retention in government-aided secondary schools in Kalungu District, Uganda.
- ii. To examine the influence of safe school environment on students' retention in government-aided secondary schools in Kalungu District, Uganda.
- iii. To examine the influence of child participation structures on students' retention in government-aided secondary schools in Kalungu District, Uganda.

Study Hypotheses

Ha1: Child protection policies have a significant influence on students' retention in government-aided secondary schools in Kalungu District, Uganda.

Ha2: Safe school environment has a significant influence on students' retention in government-aided secondary schools in Kalungu District, Uganda.

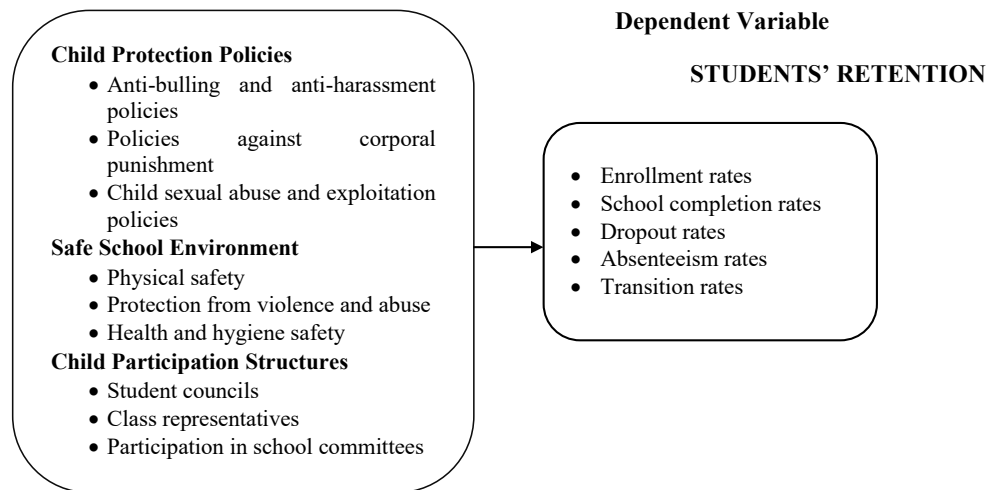
Ha3: Child participation structures have a significant on students' retention in government-aided secondary schools in Kalungu District, Uganda.

Conceptual Framework

The conceptual outline presents a representation of the relation amongst school-based enforcement of child rights and students' retention.

Independent Variable

SCHOOL-BASED ENFORCEMENT OF CHILD RIGHTS



Source: Adopted from Oginga and Ayienda (2023)

The conceptual framework highlights a connection between school-based enforcement of child rights and students' retention. School-based enforcement of child rights was conceptualized in terms of child protection policies, safe school environment, and child participation structures, whilst the concept of student retention was based on rates of enrollment, dropout rates, rates completion of school, transition rates, as well as rates of absences. Thus, the above conceptual outline was grounded on the presupposition that school-based enforcement of child rights influences an improvement in students' retention.

LITERATURE REVIEW

School-Based Enforcement of Child Rights and Students' Retention

School-based enforcement of child rights ensures that all children can enroll in school without discrimination or financial barriers. Policies and practices that uphold the right to education such as free tuition, provision of learning materials, and inclusive admission practices help reduce dropout rates, which is directly linked to improved students' retention (Hanna, 2025). Okello, Sichari, and Odera (2017) state, in schools implementing rights-based access policies, such as free education, enrollment increases dramatically, and students' retention improves, particularly for marginalized groups. Enforcing education as a legal right correlates with higher continuity in schooling because children are less likely to leave due to economic or discriminatory barrier, leading to an improvement in students' retention (Okello et al., 2017).

School-based enforcement of child rights includes the improvement of the school social environment in which the children engage that denotes towards the relations and interplays children exposure to instructors, coworker members, and classmates. Retention of students depends on a school social atmosphere that is encouraging, inclusive, and supportive. Students' enthusiasm, intellectual engagement, and dedication can all be increased when teachers and students have positive and encouraging connections. Learners are prone towards remaining involved whenever they perceive that teachers are concerned with their rights, achievement, and well-being in

educational institutions which increases students' retention (Qvortrup & Lykkegaard, 2022). Furthermore, the writers contend that cordial, supportive, as well as cooperative school social surrounding promotes integration into society, which contributes important roles under students' retention. However, actions like peer conflict, social isolation, and bullying can cause pupils to leave school, which affects students' involvement and a feeling of community directly demotivating students towards staying admitted, leading to increased dropout rates (Qvortrup & Lykkegaard, 2022).

According to Kyakimwa, Muhammad, Wanjala, Turyamureeba and Udoka (2024) school-based enforcement of child rights enhances students' retention by removing financial, social, and institutional barriers, creating safe and inclusive learning environments, promoting participation and equity, and supporting long-term skill development. Schools that embed rights-based approaches experience higher student engagement, reduced dropout rates, and improved educational outcomes. The authors also assert that rights enforcement includes child protection policies, such as anti-bullying measures, safe school facilities, and psychological support. A safe and supportive environment increases students' engagement and belonging, which are strong predictors of students' retention (Kyakimwa et al., 2024). In addition, Ferguson (2021) argued that child rights enforcement also promotes participation in school governance and learning processes, giving students a voice in decisions that affect their education. Participation enhances student motivation and attachment to school, reducing the likelihood of dropout resultantly improving students' retention.

An investigation by Mugume and Bulime (2024) realized that school based enforcement of child rights such as implementation of child protection policies possess an optimistic and substantial impact upon students' retention under public secondary educational institutions under Uganda. The investigation highlights that children in schools with strong protection policies report higher attendance and lower dropout, especially in contexts with high rates of violence or abuse. The authors asserted that child protection policies in schools such as anti-bullying rules, measures against corporal punishment, and mechanisms to prevent sexual or physical abuse, create safe learning environments. When children feel safe at school, they are more likely to attend regularly and remain enrolled, reducing dropout rates (Mugume & Bulime, 2024).

School-based enforcement of child rights creates a school setting that is both secure and orderly, which is crucial for increased students' retenting. When Whether as a result of emotional discomfort or physical threats, kids who feel unsafe are prone to drop out of school. Schools that protect children rights through maintaining efficient rules for discipline, preventing bullying, besides ensuring the security of children are prone to achieve improved students' retention (Oginga & Ayienda, 2023). Additionally, the authors contended that students are prone to continue their education and stay involved in their studies when they feel both emotionally and physically supported. On the other hand, discrimination, bullying, or high levels of violence can result in higher dropout rates (Oginga & Ayienda, 2023). Additionally, Okello et al. (2017) postulated that child protection policies contribute to positive school climate, which improves students' sense of belonging and engagement which are key determinants of students' retention. Schools that enforce rights consistently allow children to participate safely, fostering motivation to stay in school.

School-based enforcement of child rights involves maintain a safe school environment which has a significant influence on students' retention. A safe school environment includes protection form violence, harassment, bullying, and unsafe facilities. When children feel secure in their school setting, they are more likely to attend regularly and continue their education, reducing dropout rates. Schools with strong safety measures and protection policies see higher attendance and retention, particularly in regions where children are at risk of abuse or violence (Urinboyev, Wickenberg & Leo, 2024). The authors also assert that safe and supportive school environments contribute to positive student engagement. Children who feel safe are more willing to participate in class, interact with teeachers, and engage in school activities, all of which are linked to improved students' retention (Urinboyev et a., 2024).

School-based enforcement of child rights constitutes the involvement of children in participation structures under the school which structures possess profound impacts upon their increased retention in school. Child participation structures such as student councils, class representatives, suggestion forums, and participatory decision-making committees allow children to have a voice in school governance and daily activities. When

students feel that their opinions are heard and valued, they develop a sense of ownership and commitment to school, which positively impacts retention (Zak-Doron & Perry-Hazan, 2024). Additionally, the authors also argued that participatory structures contribute to a positive school climate by fostering communication, problem-solving, and conflict resolution skills. Children who can express concerns and participate in school decision-making feel respected and supported, which reduces absenteeism and increases the likelihood of completing their education (Zak-Doron & Perry-Hazan, 2024).

METHODOLOGY

Research Design

A quantitative approach was used when combined with a cross-sectional study methodology. According to Kassu (2019), this design focuses on assessing and assembling statistics on many research features at a certain moment timely via a sample comparable to the populace. The investigation approach was essential for looking into the way school-based enforcement of child rights impacts students' retention under government-run secondary educational institutions under Uganda's Kalungu District at a specific moment in time. In order to provide a methodical, objective, and statistical means of comprehending events based on numeric data and statistical evaluation, a quantitative approach was essential.

Target Population and Sample Size

An investigator pursued towards two government-funded secondary educational institutions because of time constraints in Kalungu District with a population of 51 people constituting of head teachers, deans of studies, and teachers where a model was selected to take part under this investigation (Kalungu District Local Government, 2022). The Sloven's formulation was utilized to determine the sample size as;

$$n = \frac{N}{1 + Ne^2}$$

Where, n = sample size, N = population size, and e = error term (0.05).

$$n = \frac{51}{1 + 51(0.05)^2}$$

$$n = 45 \text{ people}$$

This investigation looked at 45 sample of people (teachers, deans of studies, and head teachers) from the selected educational institutions to provide the quantitative data required for this investigation.

Sampling Procedure

Convenient sampling and simple random sample were both used by the investigator to choose study participants. The investigator employed convenient sampling to choose school deans of studies and head teachers conveniently accessible and available. A sample for Simple random was utilized towards selecting educators from different selected government run secondary educational institutions to participate under this investigation. This was based on the sampling frame or list that contained all the names of teachers in the respective schools that was obtained from the school administration. All members under investigation populace have an equivalent probability of being chosen for this study model using simple random sampling (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey approach denotes gathering data from respondents utilizing a set of inquiries and additional hints (Mathiyazhagan, 2018). Using simple, organized questions, the questionnaire survey approach

was essential for gathering consistent information that guaranteed data comparability. In order to obtain and gather quantitative information from those surveyed as quickly as possible, this method was employed.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire could be a technique for gathering statistics from respondents that requires respondents to choose from closed-ended solutions to queries (Acheung, 2019). The researcher used structured questionnaires with closed-ended questions and encoded answers to assemble quantitative statistics from each head teacher, deans of studies, as well as teacher under numerous government run secondary educational institutions under Kalungu District. Since it takes little time and gathers a lot of data, the organized survey was chosen.

Validity and Reliability

The validity of the research instruments was assessed using research professionals' expert judgment which was measured using a Content Validity Index (CVI) given as;

$$CVI = (\text{no of items declared valid}) / (\text{total no of items})$$

The Content Validity Index of 0.7 and above shows the contents included in the instrument are valid for data collection in the study (Amin, 2005).

$$CVI = 20/25$$

$$CVI = 0.8$$

The Content Validity Index value of 0.8 above 0.7 denotes that the research instruments were valid to be used for data collection as recommended by Amin (2005).

Additionally, a Cronbach Alpha coefficient test was employed to measure the reliability of research tools using data which was generated from a pilot study undertaken in one government-aided secondary schools in Kalungu District. According to Amin (2005) a Cronbach Alpha coefficient of 0.7 and above shows internal consistency and reliability of questions asked in the research tools.

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
.869	20

Source: Field Data (2026)

The Cronbach's Alpha coefficient value of 0.869 above 0.7 denotes that the research instruments were reliable to be used for data collection as recommended by Amin (2005).

Data Analysis

The organization, presentation, and interpretation of data that is numerical in order to identify trends, test theories, and aid in decision-making through statistical analysis is known as quantitative data analysis. Descriptive and linear regression analytic techniques were used in the study to inspect the produced statistics. Analysis for Descriptive was utilized in this study to obtain basic summaries of participant biodata that were displayed in a table format with percentages and frequencies. Analysis for Linear regression is used to obtain empirical data supporting theories at a particular significance level when examining an influence. In order to determine if and how much predictor factors affect the outcome variable, linear regression analysis is crucial in

research (Maulud & Abdulazeez, 2020). Simple linear regression models that included dependent and independent variables were utilized under analysis for linear regressions.

Ethical Consideration

Prior beginning this investigation, the investigator obtained an introduction letter from Islamic University in Uganda in order to get permission from the administration of the various schools to perform the study there. Before distributing questionnaires to respondents, the investigator as well had to seek for their approval to participate under the investigation.

Besides, the investigator ensured privacy of the participants and data supplied, since this was a basic ethical requirement in study.

STUDY FINDINGS

This subsection offers results related to the investigation goals.

Findings on the Demographic Characteristics of Participants

This investigation sought to estimate the demographics of students enrolled in government run secondary education institutions in Uganda's Kalungu District; Tableau 4.1 presents the findings;

Table 4.1: Demographic Characteristics of Participants

Category	Items	Frequency	Percentage
Gender	Male	26	57.8
	Female	19	42.2
	Total	45	100.0
Age Category	25-30 years	6	13.3
	31-35 years	7	15.6
	36-40 years	11	24.4
	Above 40 years	21	46.7
	Total	45	100.0
Education Level	Diploma	7	15.6
	Bachelors	33	73.3
	Masters	5	11.1
	Total	45	100.0
Marital Status	Married	32	71.1
	Single	13	28.9
	Total	45	100.0
Time Worked at the School	1-3 years	8	17.8
	4-5 years	9	20.0
	Above 5 years	28	62.2
	Total	45	100.0

Source: Field Data (2026)

The outcomes revealed that from 45 investigation responders, 26 (57.8%) were gents and 19 (42.2%) were ladies. The outcomes also disclosed that from 45 participants in the study, 6 (13.3%) were of age 25-30 years, 7 (15.6%) were of age 31-35 years, 11 (24.4%) were of age 36-40 years, and 21 (46.7%) were of age above 40 years.

The results also revealed that of the 45 participants in the study, 7 (15.6%) had obtained a diploma, 33 (73.3%) had obtained a bachelors, and 5 (11.1%) had obtained a masters.

On marital perspective, the results revealed that of the 45 participants in the study, 32 (71.1%) were in marriages and 13 (28.9%) weren't married. The results as well revealed that from 45 responders in the study, 8 (17.8%) had laboured for 1-3 ages, 9 (20.0%) had laboured for 4-5 ages, and 28 (62.2%) had laboured for above 5 ages.

Findings on Study Objectives

Influence of Child Protection Policies on Students' Retention in Government-Aided Secondary Schools in Kalungu District, Uganda

The investigation assessed the impact of child protection policies on students' retention in government-aided secondary educational institutions under Uganda's Kalungu District and Tableau 4.2 presents the findings.

Table 4.2: Regression Statistics on the Influence of Child Protection Policies on Students' Retention in Government-Aided Secondary Schools in Kalungu District, Uganda

Model Summary						
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate
1		.529 ^a	.280		.264	.40772
a. Predictors: (Constant), Child Protection Policies						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.522	.355		7.112	.000
	Child Protection Policies	.376	.092	.529	4.093	.000
a. Dependent Variable: Students' Retention						

Source: Field Data (2026)

Tableau 4.2 disclosed saying child protection policies possess an optimistic and substantial impact on students' retention under government run secondary educational institutions under Kalungu District, Uganda ($\beta=.529$, P-value=.000) at a .05 significance level. These results indicate that a slight upsurge in child protection policies leads towards enhancement in learners' retention under government run secondary institutions under Kalungu District, Uganda by 52.9%. These conclusions specify that effective child protection policies

consequently increase student retention in Uganda's Kalungu District's government run secondary educational institutions.

The model summary reveals a 0.264 coefficient determination, that specifies that child protection policies explain 26.4% of the overall modifications within students' retention and the reminder 73.6% whereby other factors account for some of the changes.. This specifies that child protection policies substantially impact students' retention under government run secondary educational under Kalungu District, Uganda. Hence, to increase learners' retention, there should be an advancement under child protection policies under government run secondary educational institutions under UgandaKalungu District.

Influence of Safe School Environment on Students' Retention in Government-Aided Secondary Schools in Kalungu District, Uganda

The investigation assessed the consequence of safe schools' environment on learners' retention under government-aided secondary educational institutions under Uganda's Kalungu District and Tableau 4.3 presents the findings.

Table 4.3: Regression Statistics on the Influence of Safe School Environment on Students' Retention in Government-Aided Secondary Schools in Kalungu District, Uganda

Model Summary						
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate
1		.639 ^a	.408		.394	.51904
a. Predictors: (Constant), Safe School Environment						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.437	.451		3.183	.003
	Safe School Environment	.636	.117	.639	5.444	.000
a. Dependent Variable: Students' Retention						

Source: Field Data (2026)

Tableau 4.3 displayed that safe school environment has an optimistic and substantial impact on students' retention under government run secondary educational institutions under Kalungu District, Uganda ($\beta=.639$, P-value=.000) at a .05 significance level. These results indicate that a slight upsurge in safe school environment leads towards an advancement in students' retention under government run secondary educational institutions under Kalungu District, Uganda by 63.9%. The conclusions specify that an effective safe school environment therefore improves student retention in Uganda's Kalungu District's government run secondary educational institutions.

The overview of the model reveals 0.394 determination coefficient, that indicates that safe school environment details 39.4% of the total alterations under students' retention besides the reminder 60.6% of the alterations are detailed through additional variables. It specifies that safe school environment substantially impacts students' retention under government run secondary educational institutions under Kalungu District, Uganda. Hence, to increase students' retention, there should be an enrichment under safe school environment under government aided secondary educational institutions under Uganda's Kalungu District.

Influence of Child Participation Structures on Students' Retention in Government-Aided Secondary Schools in Kalungu District, Uganda

The investigation assessed the impact of child participation structures on students' retention in government-aided secondary educational institution under Uganda's Kalungu District and Tableau 4.4 presents the findings. **Table 4.4: Regression Statistics on the Influence of Child Participation Structures on Students' Retention in Government-Aided Secondary Schools in Kalungu District, Uganda**

Model Summary						
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate
1		.526 ^a	.276		.259	.40889
a. Predictors: (Constant), Child Participation Structures						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.659	.569		2.915	.000
	Child Participation Structures	.542	.134	.526	4.051	.000
a. Dependent Variable: Students' Retention						

Source: Field Data (2026)

Tableau 4.4 disclosed that child participation structures possess an optimistic and substantial impact on students' retention under government run secondary educational institution under Kalungu District, Uganda ($\beta=.526$, P-value=.000) at a .05 significance level. These conclusions specify that a slight upsurge in child participation structures result towards an enhancement in learners' retention under government run secondary educational institutions under Uganda's Kalungu District by 52.6%. These conclusions specify that effective child participation structures ultimately result in a rise in student retention in Uganda's Kalungu District's government run secondary educational institutions.

The model summary reveals 0.259 determination coefficient, that specify that child participation structures explain 25.9% of total alterations in students' retention besides the reminder 74.1% of the alterations are detailed through additional variables. This specifies that child participation structures substantially impact students' retention under government run secondary educational institutions under Kalungu District, Uganda. Hence, to increase learners' retention, there should be an advancement in child protection policies under government run secondary educational institutions under Uganda's Kalungu District .

CONCLUSIONS

The investigation deduces that school-based enforcement of child rights significantly influences students' retention under government run secondary educational institutions under Uganda's Kalungu District whereby effectiveness in child protection policies, safe school environment, and child participation structures resultantly leads to an improved student retention under government run secondary educational institutions under Uganda's Kalungu District.

RECOMMENDATIONS

The examination compliments that schools are obligated to create a safe and protective school environment with established clear child protection policies as well as enforce zero tolerance for violence, bullying, and abuse, which would substantially impact an enrichment under students' retention under government run secondary educational institutions under Kalungu District, Uganda.

The examination besides compliments that educational institutions are obliged to improve teacher training on child rights as this foster and enhances better teacher-student relationships, which might have an influence in reducing disengagement and dropout among students under government run secondary educational institutions under Uganda's Kalungu District.

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