

School Management Policies and Students' Retention in Private Secondary Schools, Masaka City, Uganda

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ABSTRACT

The examination inspected an affiliation amidst school management policies and students' retention under private secondary educational institutions under Uganda's Masaka City. This examination was managed by 3 goals specifically; i) To examine the relationship between resource mobilization and students' retention, ii) To investigate the relationship between stakeholder engagement and students' retention, and iii) To examine the relationship between school monitoring and students' retention in private secondary schools in Masaka City, Uganda. This examination adopted research designs for correlation coupled with quantifiable techniques. A 60 responders model size was used which included school heads principals, administrators, and DOS) and tutors. This examination engaged both analysis methodologies for descriptive and correlations in assessing the quantifiable primary facts that was assembled. The examination disclosed an existence significant and sturdy beneficial affiliation amidst resource mobilization and scholars' retention under private secondary educational institutions under Uganda's Masaka City. Also, this examination disclosed an existence of significant and sturdy beneficial affiliation amidst stakeholder engagement and scholars' retention under private secondary educational institutions under Uganda's Masaka City. More so, this examination disclosed an existence of significant and beneficial affiliation amidst school monitoring and scholars' retention under private secondary educational institutions under Uganda's Masaka City. The examination deduces that school management policies like resource mobilization, stakeholder engagement, and school monitoring are significantly associated with scholars' retention whereby an improvement within various dimensions of schools' management policies consequently leads to an increase in scholars' retention under private secondary educational institutions under Uganda's Masaka City. This examination proposes that schools must implement early warning systems to track absenteeism, follow up promptly with students who miss classes, and engage parents/guardians when attendance issues arise, as regular attendance is a key predictor of scholars' retention under private secondary educational institutions under Uganda's Masaka City.

Keywords: School Management Policies, Resource Mobilization, Stakeholder Engagement, School Monitoring, and Students' Retention.

INTRODUCTION

Student retention is an important issue in education systems worldwide because it influences academic

achievement, school completion rates, and the overall effectiveness of education systems (UNESCO, 2020). In Sub-Saharan Africa, student retention remains a challenge due to financial constraints, limited school resources,

and weak school management practices, which contribute to high dropout rates in secondary schools (World Bank, 2018). In Uganda, although government policies have been introduced to improve access and retention in secondary education, dropout rates remain high, particularly in private secondary schools where students face challenges related to school fees, limited learning resources, and school managing practices (Ministry of Education and Sports, 2018). While previous studies across Uganda have focused on student dropout and academic performance, limited research has examined how school management policies such as resource mobilization, stakeholder engagement, and school monitoring influence students' retention, particularly in private secondary educational institutions under Masaka City. Therefore, this examination pursued to explore the affiliation amongst school management policies besides students' retention under private secondary educational institutions under Masaka City, Uganda.

Historical Perspective

Globally, as countries expanded compulsory schooling in mid-20th century, educational administration increasingly prioritized standardized record-keeping, grading, and promotion policies. These were designed to manage rapidly growing systems. However, such top-down bureaucratic organization often failed to address diversity in student background, learning needs, or motivation, influencing retention differently across groups (Al-Hassani & Wilkins, 2022). In Uganda, trajectory in educational policy from Universal Primary Education (UPE) to Universal Secondary Education (USE) shows that access expansion policies alone are not sufficient for ensuring high retention rates. Instead, school management policies, including institutional quality assurance, student support services, parental engagement, and school environment improvements, are crucial determinants of students' retention, whether students progress and complete their education in schools (Mugume & Bulime, 2024).

Theoretical Perspective

The examination was managed through an Organizational philosophy formulated in 1977 by Meyer and Rowan. The philosophy postulates that establishments are structured frameworks whereby management guidelines and practices shape internal processes such as leadership, resource allocation, accountability, which in turn influence outcomes (Hoy & Miskel, 2018). The theory also focuses on how policies (school management policies) that define governance structure, authority, scheduling, or accountability influence individual morale and performance quality, factors linked to retention (Hoy & Miskel, 2018). According to Rumberger, Louis and Fullan (2021) the theory posits that management policies shape both the organizational climate and the opportunities for student success, thereby influencing students' retention. Clear and well-designed policies and structures facilitate efficient delivery of educational services, which enhances student engagement and reduces dropout rates. For instance, schools with effective student tracking systems and defined responsibilities for monitoring attendance tend to identify at-risk adolescents promptly, enabling interventions that improve retention (Rumberger et al., 2021). Hence, this philosophy was initiated and inaugurated towards this examination as this provides an affiliation amidst school managing procedures and students' retention.

Contextual Perspective

This examination was managed under private secondary educational institutions under Masaka City inspecting the affiliation amidst school management policies and students' retention. This examination scenario was deliberated due to confined studies which have been undertaken under those areas with respect to school management policies besides students' retention among private secondary schools. Additionally, Masaka City was considered as many students fail to complete their secondary schooling, signaling an underlying retention problem in different secondary schools in Masaka City including private schools characterized by low completion rates, high absenteeism rates, and high dropout ratios (Masaka District Local Government, 2022).

Conceptual Perspective

Schools' management procedures could be the official regulations, guidelines, and procedures initiated through school authorities or regulatory organizations to direct, manage, and coordinate the operation of a school. These policies guide decision-making in areas such as curriculum delivery, teacher recruitment and deployment,

student discipline, resource allocation, staff supervision, and student support services (Okaka & Kyomukama, 2022). The capacity of a school to maintain students' enrollment and involvement in learning until they complete a particular level of education or program of study (Al-Hassani & Wilkins, 2022). School procedures for management were formulated for this examination in the context of resource mobilization, stakeholder engagement, and school monitoring, whilst scholars' retention was formulated in context of registration rate, school accomplishment rate, attendance rate, repletion rate, and transition rate.

Statement of the problem

The Ugandan government, via the Ministry of Sports and Education, implemented numerous frameworks intended at improving education trait and enhancing scholars' enrollment, retention, and completion in educational institutions. For example, The Strategic Plan for the Education Sector was introduced to mentor the progress and management of edification sectors by promoting effective school management, improved resource allocation, and strengthened monitoring systems to reduce student dropout and improve completion rates in both primary and secondary education (Ministry of Education and Sports, 2021). These initiatives were intended to ensure that students not only enroll in school but also complete their secondary education.

Despite these policy frameworks, student retention remains a challenge in many secondary schools in Masaka City, including private secondary schools. Reports from Masaka District Local Government indicate that student dropout rates increased from 16.8% within 2019 towards 32.1% within 2021 under both state and private secondary educational under Masaka City. This increase has been attributed to factors such as financial constraints, inadequate school resources, weak school management practices, and limited stakeholder involvement, which have made it difficult for schools to retain students until completion (Masaka District Local Government, 2022). The continued increase in dropout rates has led to negative consequences such as increased illiteracy levels, early marriages and pregnancies, and child labour among school-age children in Masaka City.

Relatedly, several studies in Uganda have examined student dropout, academic performance, and access to education, but limited empirical research has examined how school management policies influence students' retention in private secondary schools. For example, Nakabugo et al. (2008) focused on academic performance, while Oketch and Rolleston (2007) examined access and dropout in Uganda. International studies by the World Bank (2018) and UNESCO (2020) also focused on general factors affecting retention and dropout. However, these studies mainly focused on government schools, leaving a gap regarding private secondary schools in Masaka City, which this study intends to address. Hence, it's on the evidence that this existing examination reviewed an affiliation amidst school management policies besides students' retention under private secondary educational institutions under Masaka City, Uganda.

Objectives of the Study

General Objective

The general objective of the study is to examine the relationship between school management policies and students' retention in private secondary schools in Masaka City, Uganda.

Specific Objectives

- i. To examine the relationship between resource mobilization and students' retention in private secondary schools in Masaka City, Uganda.
- ii. To investigate the relationship between stakeholder engagement and students' retention in private secondary schools in Masaka City, Uganda.
- iii. To examine the relationship between school monitoring and students' retention in private secondary schools in Masaka City, Uganda.

Study Hypotheses

Examination goals specifically were managed through those subsequent alternate theories;

Ha1: There is a statistically significant relationship between resource mobilization and students' retention in private secondary schools in Masaka City, Uganda.

Ha2: There is a statistically significant relationship between stakeholder engagement and students' retention in private secondary schools in Masaka City, Uganda.

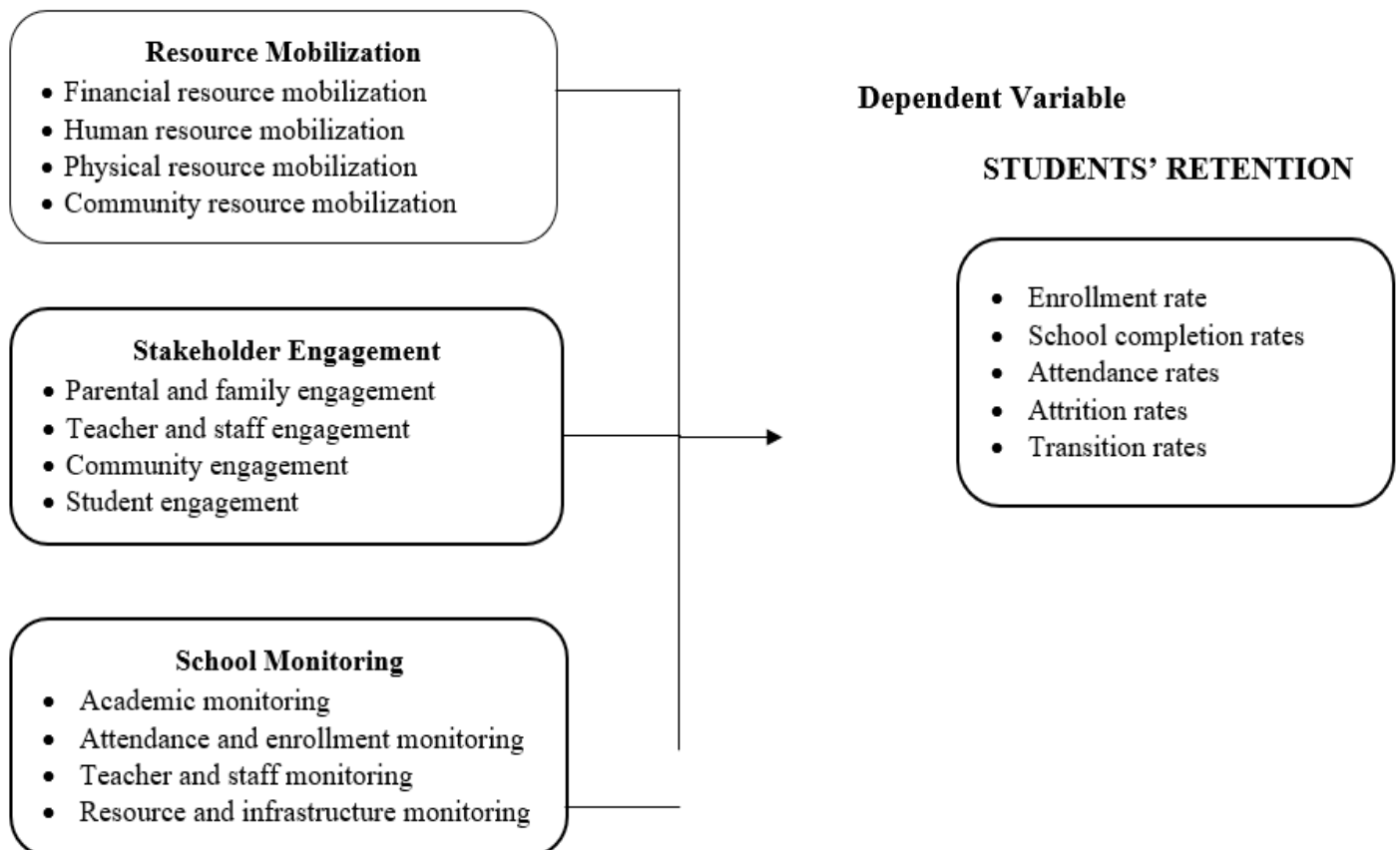
Ha3: There is a statistically significant relationship between school monitoring and students' retention in private secondary schools in Masaka City, Uganda.

Conceptual Framework

The conceptual structure presents a diagrammatic representation on an affiliation amidst School Management Policies besides Students' Retention.

Independent Variable

School Management Policies



Source: Adopted from Oginga and Ayienda (2023)

The conceptual framework illustrates the affiliation amidst school management policies and scholars' retention under privatized secondary educational institutions. School management policies are considered the independent variable and are measured in terms of resource mobilization, stakeholder engagement, and school monitoring. Effective resource mobilization enables schools to provide adequate learning materials, infrastructure, and financial support systems that encourage students to remain in school. Stakeholder engagement, including parents, school boards, and the community, helps to establish a welcoming classroom that encourages student retention. School monitoring ensures effective supervision of teaching and learning, student attendance, and academic progress, which helps to identify and address factors that may lead to student dropout. Therefore, effective school management policies are expected to improve students' retention in private secondary schools by establishing a supportive learning atmosphere for learners. to stay in school until completion.

LITERATURE REVIEW

School Management Policies and Students' Retention

Schools' management procedures play a critical duty under shaping the environment in which students learn. Policies related to academic management, attendance monitoring, discipline, resource allocation, stakeholder engagement, counseling, and teacher supervision directly influence students' experiences in school. When these policies are effectively implemented, they create supportive academic learning settings that are learning learning atmospheres that enhance performance, promote performance boost performance besides reduce dropout rates. Consequently, strong school management policies are essential for improving students' retention and ensuring successful completion of educational programs (Qvortrup & Lykkegaard, 2022). According to Kironde, Matovu, Ssali and Nabukeera (2025) school management policies regulate how attendance is recorded, monitored, and addressed. Regular monitoring of attendance helps identify students who are frequently absent as these are more prone to dropping out, but early monitoring and intervention can significantly improve retention.

School management policies determine how the curriculum is implemented, how students are assessed, and how academic progress is monitored. Clear promotion and assessment policies help students understand academic expectation, and regular assessment and feedback systems help identify learning difficulties early. When students receive adequate academic support, they are less likely to fail repeatedly or become discouraged and dropout, improving students' retention. (Mugume & Bulime, 2024). Furthermore, the writers maintain that students whom experience academic success and engagement are more likely to remain in school, while repeated academic failure increases the likelihood of dropout thus influencing students' retention (Mugume & Bulime, 2024).

According to Mugabo, Ssenkusu and Tamale (2023) school management policies like discipline and school climate policies influence the overall school climate and students' sense of belonging. Fair and supportive disciplinary policies create a safe and inclusive learning environment as well as positive behavior management encourages student participation and reduced conflict which influence students' retention. However, schools that rely on punitive approaches may unintentionally push students out of the system leading to increased rates of dropouts. Those authors posit that a constructive school atmosphere increases students' emotional attachment to school, improving persistence. On a contrary, negative school climates and harsh disciplinary practices are associated with increased dropout rates (Mugabo et al., 2023).

According to Shibani, Imran, Pattanaik and Begum (2025) school management policies guide how financial, material, and human resources are mobilized and utilized. Adequate learning materials like textbooks, laboratory equipment, teaching aids, enhance learning experience. Well-maintained infrastructure such as classrooms and sanitation facilities, improves the school environment, and availability of qualified teachers ensures effective instruction. When resources are insufficient, students may experience poor learning conditions that discourage continued schooling. The authors also assert that adequate educational resources and effective management contributes to better academic outcomes and improved students' retention (Shibani et al., 2025). More so, Oginga and Ayienda (2023) postulated that policies which encourage participation of parents, communities, and other stakeholders strengthens support systems for students. Parental involvement improves student motivation and attendance well as community participation provides additional resources and support services, factors that contribute to improving students' retention.

Student management policies influence students' retention by shaping the learning environment, regulating school operations, and ensuring that systems are in place to support students academically, socially, and emotionally. Effective policies guide how schools manage teaching, discipline, resources, monitoring, and stakeholder participation, all of which contribute to whether students remain in school until completion (Dallasheh, 2025). Additionally, Cooper and Frantz (2020) argued that school management policies often include provisions for student counseling and support services. Counseling helps students cope with academic stress, peer pressure, and personal challenges. Students who receive institutional support and feel socially integrated into the school community are more likely to persist and complete their education, improving students' retention in school.

According to Al-Hassani and Wilkins (2022) school management policies that prioritize resource mobilization ensure the availability of essential learning and edification materials like textbooks, laboratory apparatus, computers, as well as instructional aids. Adequate learning materials enhance the quality of instruction which enables students to understand lessons better and perform well academically, which academic success influences them to stay in school. On a contrary, the authors argue that a lack of instructional materials can make learning difficult and frustrating, which may lead to disengagement and eventual dropout of students from school (Al-Hassani & Wilkins, 2022).

Resource mobilization in school management policies plays a critical role in improving students' retention by ensuring that schools have the necessary financial, human, and material resources to support teaching and learning. Through the provision of adequate learning materials, improved infrastructure, qualified teachers, financial assistance for students, supportive welfare services, and community partnerships, resource mobilization creates a conducive educational environment. Such environments enhance student engagement, academic success, and motivation, ultimately reducing dropout rates and increasing retention (Mendoza-Lira & Ballesta-Acevedo, 2024). Similarly, providing flexible schedules, planning periods, and adequate leave policies allows teachers to balance professional responsibilities with personal life, increasing teacher retention (Mendoza-Lira & Ballesta-Acevedo, 2024).

METHODOLOGY

Research Design

This examination used a quantifiable technique in conjunction with a research design for correlation. A research strategy for correlation is driven by searching for a link amidst factors in the provided examination populace (Kassu, 2019). Consequently, the investigator was able to inspect the affiliation amidst school management policies and scholars' retention under privatized secondary educational institutions under Masaka City, Uganda. A quantitative technique allowed the investigator to collect the quantifiable facts needed to provide insight into the occurrence under examination.

Target Population and Sample Size

This examination deliberated a subject populace ranging towards 26 private secondary educational institutions under Masaka City (Masaka District Local Government, 2022). Nonetheless, there are two private secondary educational institutions the investigator emphasized as a result of time constraints with a population size of 71 individuals including school administrators and teachers from which a sample was selected. The Krejcie and Morgan formula will be applied towards determining the model size is given as;

$$n = \frac{X^2 N p (1-p)}{d^2 (N-1) + X^2 p (1-p)}$$

Where; n = sample size, X^2 = Chi-Square value at 95% confidence interval with 1 degree of freedom (3.841), N = population size (71), p = population proportion (assumed to be 0.50 so as to obtain a maximum sample size), and d = level of accuracy (0.05).

$$n = \frac{3.841 * 71 * 0.5 * 0.5}{(0.05^2 * 70) + (3.841 * 0.5 * 0.5)}$$

$$n = 60 \text{ respondents}$$

The examination emphasized 60 responders model size that included school administrators (principals, directors, and DOS) and educators towards providing facts which was utilized to provide feedback towards the examination goals.

Sampling Procedure

The investigator employed both simple random besides convenient samples to nominate responders whom participated under the examination. Convenient sample involves aresearcher selecting those who are to take part besides readily not

engaged and easily approachable and this had to utilized to select school administrators. Simple random samples were employed to select educators from different educational institutions and this was based on the sampling frame containing all the names of teachers which was obtained from the school administration in the different schools. Simple random sample gives equal probability towards selecting all individuals under the examination populace into the examination model (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

Questionnaire survey procedure denotes ways of gaining knowledge via means of a series of inquiries along with additional prompts with a goal of assembling facts from responders Utilizing simple, organized questions, the questionnaire survey format was essential for producing consistent data that guaranteed data comparability. Thus, this technique was employed as it allowed an investigator to obtain and assemble quantifiable facts from responders under the slightest time feasible.

Data Collection Instruments

Structured Questionnaire

A structured survey could be a technique for assembling facts from responders that encompass closed end feedback towards queries that responders must nominate from (Acheung, 2014). Structured questionnaires were employed in the examination to assemble quantifiable facts from the participants, that contained closed end questions and coded replies which were administered individually towards the respondents under the diverse selected educational institutions. The structured surveys had to be utilized as they necessitate little period besides assemble numerous facts on the occurrence being investigated.

Validity and Reliability

The validity of the examination tools was guaranteed via expert review through the help of examination professional. Validity of the instrument was measured using a Content Validity Index (CVI) given by;

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

A Content Validity Index of 0.7 and above indicates the contents of the instrument are valid and therefore instrument is valid to be used in the study (Amin, 2005).

$$CVI = \frac{20}{25}$$

$$CVI = 0.8$$

The study concludes that the questionnaires were valid for data collection since the CVI was above 0.7 as recommended.

Additionally, a coefficient pre-test for Cronbach Alpha's had to be utilized to examine the validity of the investigative mechanism given the evidence that was acquired from a pilot trial performed in one private secondary school in Masaka City. As stated by Amin (2005), a 0.7 coefficient value for Cronbach Alpha's and above implies reliability and greater internal uniformity of the questions answered in the survey.

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
.841	20

Source: Field data (2026)

This study concludes that the contents of the questionnaires was reliable for data collection since the Cronbach's Alpha coefficient was above 0.7 as recommended.

Data Analysis

Through statistical testing and descriptive analysis, quantifiable data analysis permits an investigator to evaluate, examine, and comprehend a occurrence. Both descriptive and correlation analytic techniques were used in the examination to examine the primary quantitative facts that were assembled. The demographics of responders, which were displayed as frequency and percentage, were examined using descriptive analysis. Correlation analysis for Spearman rank's was used to provide empirical support for the examination hypotheses by examining the connection between the independent factors and the dependent factor at a 0.05 levels of significance since the variables were ranked. A correlation for Spearman Rank's evaluates an affiliation amidst 2 ordinal or ranked factors (Jerrold, 2016).

Ethical Consideration

Previously under taking this examination, an investigator secured an introduction letter of Islamic University in Uganda to be a prerequisite towards gaining permission from officials under diverse educational institutions towards conducting an examination in the area. An examiner also initially asked for responder's approval to partake under this examination prior inquiries were availed towards them and the intention of this examination was detailed towards responders at the initial stage of the examination. More over, an investigator pledged secrecy of responders and facts which were rendered as it was a basic equitable requirement for examination.

Study Findings

Conclusions under this subsection embrace descriptive metrics onto the demography of people besides affiliation's statistics to render resolutions towards examination goals.

Findings on the Demographic Composition of Respondents

This examination reviewed the demography composition of responders from selected private secondary educational institutions under Masaka City, Uganda and the conclusions are presented under Tableau 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	34	56.7
	Female	26	43.3
	Total	60	100.0
Age	25-30 years	9	15.0
	31-35 years	10	16.7
	36-40 years	14	23.3
	Above 40 years	27	45.0
	Total	60	100.0
Education Level	Diploma	5	8.3
	Bachelors	48	80.0
	Masters	7	11.7
	Total	60	100.0
Marital Status	Married	44	73.3
	Single	16	26.7
	Total	60	100.0
Period of Work	1-3 years	8	13.3

	4-5 years	15	25.0
	Above 5 years	37	61.7
	Total	60	100.0

Source: Field data (2026)

Conclusions under Tableau 1 display that 34 (56.7%) individuals were men and 26 (43.3%) of individuals were women. Conclusions also show that 27 (45.0%) responders were 40 ages and beyond, 14 (23.3%) were aged 36-40 years, 10 (16.7%) were aged 31-35 years, and 9 (15.0%) were 25-30 ages.

More so, the conclusions show that 48 (80.0%) of individuals had bachelors, 7 (11.7%) possessed masters, besides 5 (8.3%) possessed diploma. These results further show that 44 (73.3%) of individuals were married and 16 (26.7%) weren't married.

In respect to span of labour, those results show that 37 (61.7%) of individuals had mentored or administered at the different schools for a time span of more than 5 ages, 15 (32.5%) had taught or administered at the different educational institutions for a time span ranging between 4-5 ages, and 8 (13.3%) had taught or administered at diverse schools for a time span ranging between one to three ages.

Findings on the Study Objectives

The subsection highlights conclusions as stated by specific goals of this examination.

Relationship between Resource Mobilization and Students' Retention in Private Secondary Schools in Masaka City, Uganda

The examination attempted to inspect an affiliation amidst resource mobilization and students' retention under private secondary educational institutions under Uganda's Masaka City. An affiliation was investigated utilizing correlation analysis for Spearman Rank's and results are shown under Tableau 2.

Table 2: Correlation Analysis between Resource Mobilization and Students' Retention in Private Secondary Schools in Masaka City, Uganda

			Resource Mobilization	Students' Retention
Resource Mobilization	Spearman's Correlation Coefficient		1.000	.509**
	Sig. (2-tailed)		.	.000
	N		60	60
Students' Retention	Spearman's Correlation Coefficient		.509**	1.000
	Sig. (2-tailed)		.000	.
	N		60	60

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

Source: Field data (2026)

Conclusions under Tableau 2 shows an existence of a significant and sturdy beneficial affiliation amidst resource mobilization and scholars' retention under private secondary educational institutions under Uganda's Masaka City, ($r = .509$, $P\text{-value} = .000$, $N=60$) at 0.01 significant levels . Those results suggest that an advancement under resource mobilization sturdily and considerably results towards an increase in scholars' retention under private secondary educational institutions under Uganda's Masaka Region.

Relationship between Stakeholder Engagement and Students' Retention in Private Secondary Schools in Masaka City, Uganda

The examination attempted to inspect an affiliation amidst stakeholder engagement and scholars' retention under private secondary educational institutions under

Uganda's Masaka City. An affiliation was evaluated utilizing correlation analysis for Spearman Rank's and the conclusions are shown under Tableau 3.

Table 3: Correlation Analysis between Stakeholder Engagement and Students' Retention in Private Secondary Schools in Masaka City, Uganda

		Stakeholder Engagement	Students' Retention
Stakeholder Engagement	Spearman's Correlation Coefficient	1.000	.609**
	Sig. (2-tailed)	.	.000
	N	60	60
Students' Retention	Spearman's Correlation Coefficient	.609**	1.000
	Sig. (2-tailed)	.000	.
	N	60	60

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

Source: Field data (2026)

Conclusions under Table 3 display an existence of a significant and sturdy beneficial affiliation amidst stakeholder engagement and scholars' retention under private secondary educational institutions under Uganda's Masaka City, ($r = .609$, $P\text{-value} = .000$, $N=60$) at 0.01 of significant levels. The results suggest that an advancement under stakeholder engagement noticeably and considerably results towards a boost under scholars' retention under private secondary educational institutions under Uganda's Masaka City.

Relationship between School Monitoring and Students' Retention in Private Secondary Schools in Masaka City, Uganda

This examination furthermore tried to inspect an affiliation amidst school monitoring besides scholars' retention under private secondary educational institutions under Uganda's Masaka City. An affiliation was scrutinized utilizing correlation analysis for Spearman Rank's and conclusions are presented under Tableau 4.

Table 4: Correlation Analysis between School Monitoring and Students' Retention in Private Secondary Schools in Masaka City, Uganda

		School Monitoring	Students' Retention
School Monitoring	Spearman's Correlation Coefficient	1.000	.598**
	Sig. (2-tailed)	.	.000
	N	60	60
Students' Retention	Spearman's Correlation Coefficient	.598**	1.000
	Sig. (2-tailed)	.000	.
	N	60	60

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

Source: Field data (2026)

Conclusions under Tableau 4 showan existence of significant and beneficial affiliation between school monitoring and scholars' retention under private secondary educational institution under Uganda's Masaka City, ($r = .598$, $P\text{-value} = .000$, $N=60$) at 0.01 significant level . The results suggest that an advancement under school monitoring substantially and meaningful results towards an increase under scholars' retention under private secondary educational institutionsu under Uganda's Masaka City, .

CONCLUSION

This examination proposes that school management policies like resource mobilization, stakeholder engagement, and school monitoring are significantly associated with scholars' retention whereby an improvement within

various dimensions of school management policies consequentially leads to an increase in scholars' retention under private secondary educational institutions under Uganda's Masaka City.

RECOMMENDATIONS

This examination commends that schools must implement early warning systems to track absenteeism, follow up promptly with students who miss classes, and engage parents/guardians when attendance issues arise, as regular attendance is a key predictor of scholars' retention under private secondary educational institutions under Uganda's Masaka City.

This examination also recommends that schools should promote a beneficial school climate besides discipline through implementing disciplinary policies that are fair, consistent, and supportive rather than punitive, as a positive environment fosters belonging and reduces dropout risks, which resultantly influences an advancement under scholars' retention under private secondary educational institutions under Uganda's Masaka City.

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