

**SCHOOL MANAGEMENT STRATEGIES AND GIRL CHILD EMPOWERMENT
IN SECONDARY SCHOOLS IN MANAFWA DISTRICT**

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DECLARATION

I Kimono Paul hereby declare to the best of my knowledge that this dissertation has been done by me and it has never been submitted to any institution of higher learning for the award of the same.


Signature:.....  Date:..... 

Kimono Paul

APPROVAL

I hereby approve that this dissertation has been done under my guidance and it is now ready for submission.

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DEDICATION

I dedicate this piece of work to the following: Sister Kakai Sarah, Mum, Mrs. Junic Masette, Wife Wafuoyo Jackline and Children who understood that I was studying and supported me to meet my tight schedule.

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ABBREVIATIONS

CAO	-	Chief Administrative Officer
CVI	-	Content Validity Index
COVID	-	Corona Virus Disease
DEO	-	District Education Officer
DFID	-	Department for International Development
NTP	-	National Teacher Policy
SPSS	-	Statistical Package for Social Scientists
UWEZO	-	Organization that seeks to build capability
WB	-	World Bank

ABSTRACT

The study investigated the effect of headteachers application of school management strategies on girl-child empowerment in secondary schools in Manafwa District. Specifically, the study sought to establish the effect of application of authoritative school management strategy on girl-child empowerment; the effect of authoritarian school management strategy on girl-child empowerment; and the effect of application of permissive school management strategy on girl-child empowerment in the secondary schools in Manafwa District. The study adopted a descriptive research design in which both qualitative and quantitative approaches were used to collect data from a total of 136 respondents. The respondents were selected using purposive and simple random sampling and data was gathered using a self-administered questionnaire and face-to-face interviews. Quantitative data collected was analyzed using descriptive and inferential statistics generated using the Statistical Package for Social Scientistis (SPSS - ver 20) while the qualitative data was analyzed using thematic and content analysis. The study found out that for use of authoritative school management strategy, at .229; $p=.000 < .05$; for authoritarian school management strategy, at .225; $p=.000 < .05$; and for permissive school management strategy, at .167; $p=.000 < .05$. the multiple regression revealed that headteachers application of the school management strategies accounted for 30.3% of the girl-child empowerment in the secondary schools in Manafwa District. The study concluded that headteachers application of authoritative school management strategy has a significant effect on girl-child empowerment in the secondary schools; headteachers use of authoritarian school management strategy has a significant effect on girl-child empowerment in the secondary schools; headteachers use of permissive school management strategy also had a significant effect on girl-child empowerment in the secondary schools in Manafwa District. On the whole, headteachers application of the three school management strategies has a significant effect on girl-child empowerment in the secondary schools in Manafwa District. The study recommended among other things that; headteachers should minimize the use of permissive school management strategy because it accounts for only a marginal proportion of girl-child empowerment in the secondary schools; and also, headteachers should engage in more than one school management strategy since a combination of more than one accounts for higher chances of empowering the girl-children in the secondary schools.

Key words: School management strategies; girl-child empowerment, *secondary schools, Manafwa district.*

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The study set out to examine the effect of headteachers use of school management strategies on girls education in Manafwa district. This chapter presents a brief background to the study, the statement of the problem, objectives of the study, research questions, significance, justification and scope of the study, and the conceptual framework.

1.1. Background to the Study

Girl-child empowerment goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education, acquiring the knowledge and skills to compete in the labor market; gain socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world (World Bank, 2020). When managing schools, headteachers are faced with many variations in school interactions to demand only one strategy all the time. Therefore, headteachers apply different school management strategies to ensure effective teaching and learning in the classrooms. Effective school management is necessary for all headteachers and school managers. School management involves all aspects of what is going on in the school while students are in school being taught. According to Ashley & Chilcoat (2014), school management includes elements of school discipline, but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and respectful for all the learners, that is boys and girls alike. Through effective school

management strategies, the headteachers provide the necessary discipline needed, they set the tone for positive interactions, cooperative learning, and provide a plan for ensuring that the school is run smoothly regardless of any disrupting behaviors by learners. The school management strategies that headteachers use may be authoritative, authoritarian or permissive in nature (Ashley et al., 2014).

The authoritative school management strategy optimizes control and learner involvement. Headteachers who adopt the authoritative school management strategy praise and motivate learners. They encourage respect and cooperative learning among learners. Best of all, their authority allows them to take learners along on the journey to teacher-pupil interactive discovery (Ashley et al., 2014). The authoritarian school management strategy on the other hand sets out insuperable barriers to learner-teacher involvement, which distances teachers from personal connection to pupils. The rules are copious and absolutely enforced.

In a school setting, the authoritarian is a dictator who frequently lectures, does not encourage interaction and establishes fervent competition among students. Inevitably, the authoritarians atmosphere is fearful and punitive, as this headteacher exercises rigorous control but shows little interest in involvement. The permissive school management strategy optimizes lax control and relaxed learner involvement (Ashley et al., 2014). Headteachers who adopt the permissive school management strategy are popular but generally have more discipline problems in the school. They make few demands on students and they usually show apathy toward student progress.

World over, girls education presents a serious challenge. According to DFID (2020), at the turn of the millennium, the international community promised that by 2005, there would be as many girls as boys in school. However, the promise is still far-

fetched. Despite much progress, a child without an education is still much more likely to be a girl than a boy. There are still 58 million girls worldwide who are not in school. The majority of these girls live in sub-Saharan Africa and South and West Asia. In most countries in sub-Saharan Africa, girls have less than a one-in-four chance of getting a secondary education (DFID, 2020).

Progress in ensuring effective girls education has been hampered by a number of factors such as a lack of international political leadership, a global funding gap for education, a lack of capacity within national education systems to improve the access to and quality of schooling for girls, and locally many poor families who simply cannot afford to send their children to school. However, advocates of girls education consider that school management strategies used by headteachers have a significant influence in ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education, acquire the knowledge and skills to compete in the labour market; gain socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world (World Bank, 2020).

1.2. Statement of the Problem

Girl child Empowerment helps to make communities and societies healthier, wealthier and safer, and can also help to reduce child deaths, improve maternal health and tackle the spread of HIV and AIDS (UNDP, 2021). Out of the many girls who join secondary education in developing countries like Uganda, only less than 40% progress to completion. In Manafwa district, only 29% of the girls who join secondary education have the opportunity to complete, acquire knowledge and skills to compete in the labour market, can make decisions about their own lives or effectively contribute to their communities (UWEZO, 2020). Studies on girls

education have focused on various factors affecting their education without considering the effect of school management strategies. Therefore, this study set out to examine the effect of headteachers application of school management strategies on girls education in secondary schools in Manafwa district.

1.3. Purpose of the Study

The purpose of the study was to examine the effect of headteachers application of school management strategies on girl child empowerment in secondary schools in Manafwa district in eastern Uganda.

1.4. Objectives of Study

- i. To assess the effect of headteachers application of the authoritative school management strategy on girl child empowerment in secondary schools in Manafwa.
- ii. To establish how headteachers application of the authoritarian school management strategy affects girl child empowerment in secondary schools in Manafwa.
- iii. To find out the effect of headteachers application of the permissive school management strategy on girl child empowerment in secondary schools in Manafwa.

1.5. Research Questions

- i. What is the effect of headteachers application of the authoritative school management strategy on girl child empowerment in secondary schools in Manafwa?

- ii. How does headteachers application of the authoritarian school management strategy affect girl child empowerment in secondary schools in Manafwa district?
- iii. What is the effect of headteachers application of the permissive school management strategy on girl child empowerment in secondary schools in Manafwa?

1.6. Significance of the Study

Successful completion of the study will be useful to various stakeholders in different ways. For instance;

- i. The findings of the study may provide a basis for policy makers to consider which school management strategy to recommend headteachers to use in order to promote girl child empowerment and inclusiveness in education.
- ii. The findings from this study may provide an insight among headteachers on the effect of adopting appropriate school management strategies that can ensure good inclusive management for learners in the secondary schools.
- iii. The findings may provide a basis for headteachers to identify the best school management strategy among the common strategies for improved school management of the secondary schools.
- iv. The findings may be used as a basis for further research by the academia on issues of school management.

1.7. Justification

Effective school management is vital for both the headteachers and the learners in the school. This is because effective school management brings out crucial insights

that permit decision-makers to adjust their goals and provide the necessary resources to give learners the best opportunities possible. The girl-child in secondary school is vulnerable and requires use of school management strategies that provide not only opportunity for her development but also direction. Some school management strategies provide opportunities for everybody to be included in the school programmes and activities, to everyone to participate in the shared vision and to bring out the best values in life. therefore, understanding the effect of the various school management strategies on girl-child empowerment can enable headteachers to provide school management that permits the girls in school to become assertive, feel safe in school, complete their school cycle and participate in school activities without any fear of intimidation.

1.8. Scope of the Study

1.8.1. Geographical Scope

The study was carried out in secondary schools in Manafwa district in eastern Uganda because girls education continued to pose a serious challenge.

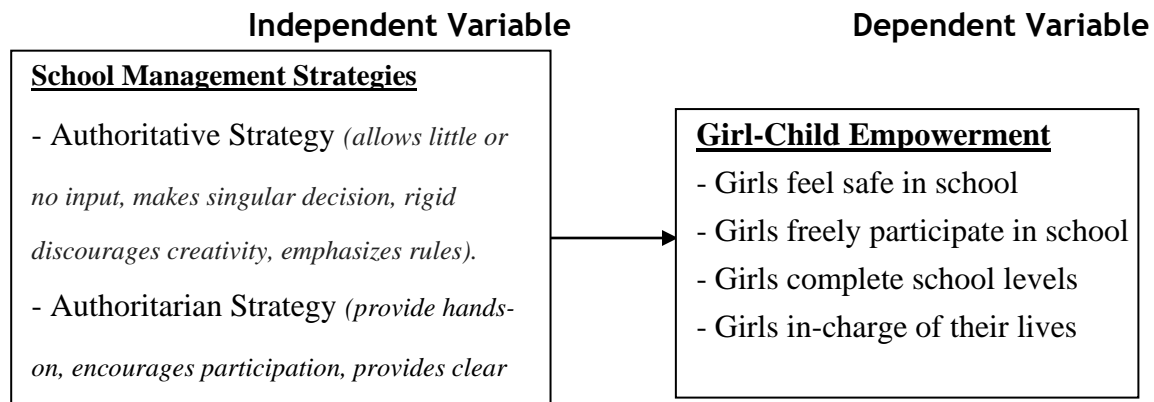
1.8.2. Content Scope

The study was restricted to the basic school management strategies - authoritative, authoritarian and permissive; and girls education in the secondary schools in Manafwa district.

1.8.3. Time Scope

The study was restricted to the period from 2018 to 2022, this being the period during which girls education was seriously poor in Manafwa district.

1.9. Conceptual Framework



Source: Adopted from Ashley et al., 2014) and DFID (2020) modified by Researcher (2022).

Fig. 1.1: Conceptual Framework

In this study, headteacher school management strategies were the independent variable and focus was on authoritative, authoritarian and permissive school management strategies. The dependent variable was girl-child empowerment as measured by extent of girls feeling safe at school, freely participating in school, completing all levels and being in-charge of their lives. These constructs were used in developing the data collection tools and in the findings of the study have been discussed basing on this conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction:

In this chapter, a variety of empirical literature on school management strategies and girl-child empowerment in schools has been explored to provide direction to this proposal. The review has been done in accordance with the objectives of the study. The first sub-section presents the underpinning theory to the study. In the presentation of the review, salient gaps in the various studies have been identified to justify the current study on girls education.

2.1. Theoretical Underpinning:

School management is an important part of achieving an effective learning environment in the school. Headteachers know that all students respond to school environment differently, and choosing the right management strategy can mitigate behavioral issues and make good teaching and learning possible. There are three key theorists who stand out when it comes to modern education and these are, B.F. Skinner; William Glasser and Alfie Kohn. Understanding their theories can help educators define their own school management strategies and make decisions about how to best approach interactions with students. Therefore, this study considered the theories by Skinner, Glasser and Kohn appropriate in understanding issues relating to school management strategies and girl-child empowerment in the secondary schools in Manafwa district.

2.1.1. The Operant Conditioning Theory

The Operant Conditioning Theory (OCT) by Skinner (1968) is based on the idea that learning is a function of change in overt behavior. According to Skinner, changes in behavior are a result of learners responses to the stimuli in their learning environment. When a stimulus-response (S-R) pattern is rewarded, the learner is conditioned to respond similarly in the future. The key to Skinners theory is reinforcement or anything that strengthens the desired response. This may include praise, good grades, a reward or even a feeling of accomplishment. The focus of Skinners work is that positively reinforced behavior will reoccur.

Skinner's theory has been integrated into school management and instruction development. When properly used in school management, the operant conditioning helps headteachers to ensure that practice should occur in a question-answer format that exposes students to information gradually through a series of steps; the learner should respond each time and receive immediate feedback; and good performance should be paired with secondary reinforcers like praise, prizes and good grades. Furthermore, headteachers should try to interactions so students response is always correct, creating positive enforcement. When this happens, it is possible that headteachers will choose appropriate school management strategies that will ultimately enhance girl-child empowerment in the schools.

2.1.2. The Choice Theory

Glasser's Choice Theory (1998) states that all we have to do is behave. Glasser suggests that almost all behavior is chosen, and we are driven by genetics to satisfy five basic needs: survival, love and belonging, power, freedom and fun. In choice

theory, the most important need is love and belonging because connectedness with others is required as a basis in satisfying all other needs. The school should therefore be a needs-satisfying place for students.

Glasser considers headteachers as managers who need to work effectively if they want to successfully make students remain in school and learn. The role of headteachers as managers requires them to guide students in understanding that working hard and being obedient is worth it and will have a positive influence on their lives. Headteachers can achieve this through developing positive relationships with students and creating active, relevant learning environment that enable students to demonstrate mastery and success. When it comes to developing rules and regulations in schools, headteachers who practice choice theory work to make sure that student school activities are designed to satisfy the students needs. This allows learning to increase while diminishing disruption. The students are able to connect, feel a sense of competence and power, have some freedom and enjoy themselves in a safe, secure learning environment. Therefore, ought to choose the right school management strategies that can enhance girls education. Poor choice of school management strategies may deter girl-child empowerment especially when the girls feel insecure and unsafe.

2.1.3. Student Directed Learning Theory

Kohn's Student Directed Learning Theory (2006) arose out of a critique of many aspects of traditional education; namely the use of competition and external factors as motivation. Kohn maintains that societies based on extrinsic motivation always become inefficient over time. He questions the hierarchical structures at school in mainstream education. Kohn argues that positive enforcement only encourages students to seek out more positive enforcement, rather than truly learn.

Kohn believes that the ideal school emphasizes curiosity and cooperation above all, and that the students curiosity should determine what is taught and how it is taught. Therefore, Kohn argues that standards should be kept very minimal and he is critical of standardized testing. Kohn also argues that a strict curriculum and homework are counterintuitive to student needs. When it comes to school management, Kohn believes that most headteachers rely too heavily on extrinsic motivation rather than more intrinsic factors. He suggests headteachers keep cooperation in mind because when curiosity is nurtured, rewards and punishments are not necessary. The student directed learning theory allows students to explore what interests them. Therefore, Kohn believes in school management strategies that place the student at the centre of the learning situation. Such strategies will enhance girl-child empowerment in the schools.

2.2. Authoritative School Management Strategy and Girl-Child Empowerment in Schools

The school is characterized by a network of interpersonal relationships directed at the attainment of educational goal. The authoritative management strategy is characterized by behavioural principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others not acceptable, and warm student-teacher relationships. Gebhart (2016) opines that the main goal of school management strategy is to maintain an environment in the school which supportive for interacting with students during the school activities. Gordon (2011) believes the headteacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing need. Students will be better able to reciprocate genuine loving, caring behaviors toward other people if the demonstration of affection is modeled for them in the school.

Kayikci (2019) opined that for effective school management, headteachers should always take into consideration feelings, interests, skills and differences of children. Poor school management has as a consequence unwanted behavior. An effective headteacher should apply some strategies for the prevention and confrontation of problems that may come up during the school year (Karantzis, 2011). Furthermore, headteachers should maximize the active school time by holding childrens attention throughout the learning process (Kyriacou 2019). This can be accomplished since headteachers are well organized, use effectively their school time, involve students in the learning process and give them effective feedback (Jacobsen et al., 2012). Authoritative school management strategy is one common strategy headteachers tend to utilize during the teaching-learning processes in schools.

Authoritative school management strategy draws on the Baumrinds (1971) parenting styles, including both control and nurturance. Headteachers with authoritarian approach creates a school in which students can regulate their own behavior by explaining the rationale for school rules and adjusting these as students make progress toward governing themselves appropriately (Smowman & Biehler, 2003). Authoritative headteachers employ positive school practices within a highly controlling and nurturing context (Walker, 2019). Thus, in such environment, students have the opportunity to see and internalize the rationales underlying school regulations and comply with the rules on their own initiative (McCaslin & Good, 2020). Previous research has provided some evidences on the relationship between authoritative approach and positive academic and behavioral outcomes among elementary school students (Baker, Clark, Crowl & Carlson, 2019), and adolescents (Kuntsche, Gmel & Rehm, 2016). However, relatively few empirical studies exist on the relationships between authoritative approaches and student outcomes in secondary education.

Omenka and Otor (2015) revealed that praise and recognition of students behavior in the school enhance their stay in school and ultimately their academic achievement. Similarly, Hester et al. (2019) concluded that admiration and planned disregarding strategies have been amongst the most extensively investigated behavior support strategies and are usually encompassed within textbooks on school management (Darch & Kameenui, 2014; Oliver & Reschly, 2021). According to Pas, Cash, O'Brennan, Debnam, and Bradshaw (2015), headteachers are more knowledgeable about discipline strategies. They frequently use discipline strategies such as school rules, monitoring, routines, promoting good behavior, and preventing behavioral problems. Vijayan, Chakravarthi, and Philips (2016) discovered that encouraging and reinforce positive behavior found a useful strategy to motivate students to do the very best that they can do. This strategy seems to be used every day and in nearly every situation. Furthermore, planned ignorance is most often used with younger-aged children. The strategy “time out” is only used after all the other strategies have been tried and failed.

2.3. Authoritarian School Management Strategy and Girl-Child Empowerment in Schools

According to Oliver et al. (2021), school management is extremely important as it affects the quality of the educational process since it includes all actions of a headteacher performed in a school to manage students behaviors. Different school management strategies used by headteachers to handle students behaviors affect students education success as well as teaching quality (Yılmaz & Cavas, 2018). The real purpose of effective school is the teaching of pro-social behaviors, addressing different school issues arising in real school situations, and preventing disruptive and

troublesome behaviors of students. Whereas poor or ineffective school leads to disrupted students learning, confusion, and damaged headteacher morale (Marzano, Marzano & Pickering, 2013).

A study conducted by Awang, Ahmad, Wahab, and Mamat (2013) revealed that headteachers who praise students for their contributions frequently used the authoritarian school management strategy. Headteachers use of authoritarian management strategies confirms that they use empirically validated strategies to manage behavior and increase student engagement in the school (Nasey, 2012).

Ozben (2021) revealed that headteachers strategies during the students active time in school include using eye contact, cautioning, flouting, changing in behavior, modification in the lesson plans, asking and answering the questions, talking with learners, meeting with parents, collaboration with learners, and colleagues, and assigning tasks to learners. Rahimi and Karkami (2015) revealed that headteachers commonly use discipline strategies in the school to engage students in learning. Furthermore, researchers concluded that most headteachers use reward strategies to avoid punishment and aggression strategies because these strategies have significant negative direct effects on their effectiveness. While punishment strategies have a negative direct effect on students stay in school (especially girls) and their academic motivation.

Adeyemo (2012) and Erden (2018) believed that authoritarian school management has a direct effect on headteachers relationship with students learning activities in school. However, headteachers need good competence to manage students behaviors (Krause et al., 2013). While Evans et al. (2010) concluded a correlation between headteachers authoritarian school management strategy and students education. Moreover (Celik, 2016) revealed that headteachers competence in authoritarian school management is affected by their gender. In addition, Ahmed et al. (2018) explored gender differences among headteachers school management in Pakistan and

concluded that headteachers gender affects their school management. However, numerous investigators found no significant differences in male and female headteachers authoritarian school management (Sivri, 2012; İlhan, 2011; Ahmed et al. 2018). Ali (2020) believed that Pakistani headteachers faced a lot of difficulties to manage discipline in the school. Ahmed et al. (2018) illustrated that Pakistani teachers impart lessons by using easy language to clarify the concepts to their learners. Tahir and Amin (2018) found that inexperienced headteachers faced school discipline issues when teaching girls.

2.4. Permissive School Management Strategy and Girl-Child Empowerment in Schools

Whilst strong school organization and behaviour management skills are critical for education, using methods that produce and increase constructive interactions will result in more successful school environments for both boys and girls (Oliver & Reschly, 2010). Permissive school management strategy is designed to create positive learning environments by building in positive supports that prevent challenging school behaviour prior to the implementation of more reactive behavioural approaches. When headteachers create environments of care, they create settings where potential challenges are planned for, rules and consequences are established, positive behaviour is the focus for school supports, redirection rather than reprimand is the vehicle for behavioural change, and students are offered a variety of choices to reach an agreed upon instructional goal. Headteachers that create positive schools pay close attention to all of the environmental stimuli that are present in their educational setting (Banks, 2014).

Permissive school management integrates headteacher actions to create, implement, and maintain a positive learning environment (Weinstein, 2016). According to McDonald (2013), permissive school management strategy incorporates a number of

tasks; connecting and developing caring and supportive relationships with and among students with high and explicit expectations; organizing and implementing instruction that facilitates deep and meaningful learning and encourages student engagement; promoting the development of students social skills and self-regulation to assist students to clarify challenges and solve problems; and, the use of appropriate interventions to assist student with challenging behaviours (McDonald, 2013, Weinstein, 2016).

Permissive headteachers have a powerful impact on the school environment. While many factors impact student learning, the research pertaining to influences on student behaviour and learning repeatedly point to the effectiveness of headteachers as a key component. Hattie (2013) suggests that the answer to improving outcomes for all students lies in the person who gently closes the school gates and performs the school actives; the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling. Hattie (2013) was not the first to point to the powerful influence of the permissive headteacher.

Repeatedly, permissive headteachers are described as providing, in their own personal styles and ways, the three protective factors for students: caring relationships, high expectations and opportunities for participation and contribution (Hattie, 2013). The approaches, or strategies, used by headteachers can provide a set of best practices to guide our work in schools. However, as with all teaching practice, it is often ones beliefs, about young people, their needs, the behaviours they exhibit, and the influences on those behaviours, which drive our actions. In other words, the philosophy about the nature of teaching, learning and students determines the type of instruction and discipline that manifests in schools and classrooms (Freiberg, 2019).

According to Hattie (2013), permissive headteachers have high expectations for all students and help students stay in school and learn; they contribute to positive academic, attitudinal, and social outcomes for all students; they use resources to plan and structure engaging learning opportunities; they contribute to the development of nation and schools that value diversity and civic-mindedness; and, they collaborate with other teachers, administrators, parents, and education professionals to ensure student success (Freiberg, 2019).

CHAPTER THREE

METHODOLOGY

3.0. Introduction:

This chapter outlines the research design used in the study, the population and selection of the sample for the study. The instruments of data collection, the procedure and the analysis of data that were collected have also been outlined in this chapter.

3.1. Research Design:

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims in combining relevance to the research purpose with economy in procedure (Kothari, 2006). In this study, a mixed descriptive survey research design was adopted because it describes and provides contextual analysis of variables under study and on matters relating to similar situations in other organizations (Sekaran, 2003). The design also used both qualitative and quantitative approaches.

3.2. Study Population:

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari, 2006). The study used headteachers, deputies and teachers. The total target population of study was 210 comprising of categories including headteachers, deputy headteachers and subject teachers. Sample size was determined from population of study using Krejcie & Morgan (1970) sampling frame.

3.3. Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). Given that the population of study constitutes of 210 people, and using the Krejcie & Morgan (1970) sampling frame, the sample size of the study constituted of 136 respondents. The breakdown of the population and sample size is presented in Table 3.1.

Table 3.1: Population, Sample size and Sampling Techniques to be used

Population Category	Population Size	Sample Size	Sampling Technique
Headteachers	45	30	Purposive sampling
Deputy Headteachers	60	38	Purposive sampling
Subject Teachers	105	68	Cluster sampling
Totals	210	136	

Source: Manafwa District Local Government Education Office (2022).

3.4. Sampling Techniques and Procedure

According to Kothari (2006), sampling is a process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. According to Amin, (2005), these can be probabilistic (dependent on equal chance) or non-probabilistic (not dependent on equal chance). The study will employ probability and non-probability sampling techniques.

3.4.1. Probability sampling techniques

Of the probability sampling techniques, the study used cluster sampling technique to select the subject teachers in the secondary schools. Each secondary school was considered a cluster.

3.4.2. Non-probability sampling techniques

Among non-probability sampling techniques, purposive sampling was applied to select the headteachers and deputy headteachers.

3.5. Data Collection Methods and Instruments

3.5.1. Data Collection Methods

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Kothari, 2006). In order to collect qualitative and quantitative data, the following data collection methods were used: questionnaire and face-face interviews.

3.5.2. Data Collection Instruments

The data collection instruments included the self-administered questionnaire and the interview schedule as explained in the next sub-sections.

3.5.2.1. Questionnaire

A questionnaire is an instrument that is structured to collect quantitative data in a systematic fashion (Amin, 2005). In this study, close-ended structured self-administered questionnaires were used to collect data from the deputy headteachers and teachers. Self-administered questionnaires were used because apart from being easier to administer, they are also more reliable and easier to analyze (Amin, 2005).

3.5.2.2. Interview Guide:

Interviewing is a method of collecting qualitative data through question-and-answer approach with the interviewee (Kothari, 2006). An interview guide was used to conduct interview with the headteachers.

3.6. Quality Control

The instruments of data collection in this study were assessed for quality in terms of validity and reliability to ensure dependability of the results of the study.

3.6.1. Validity

Validity has to do with whether the instrument is measuring what it is intended to measure (Kothari, 2006). In this study, validity of the instrument was assessed through consultation and rating the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI will be computed from a formula;

$$CVI = \frac{VR + R}{K}$$

Where VR is for Very Relevant, R for Relevant and K is for total number of items in the instrument.

The results of the CVI were computed basing on the summation of the number of items rated as very relevant (VR) and those rated as relevant (R). Those rated as VR were 13 while those rated as R were 15; so, the summation was 28. The total number of items in the tool were 34. Therefore, by substitution in the CVI formula above;

$$CVI = \frac{VR + R}{K} = \frac{28}{34} = 0.82$$

K;

The result from the computation of CVI were interpreted according to George and Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 — 0.89 = Good; 0.70 — 0.79 = Acceptable; 0.60 — 0.69 = Questionable; 0.50 — 0.59 = Poor; and 0.0 — 0.5 = Unacceptable) to determine the validity of the instrument. Since the CVI was 0.82, it implied that the validity of the questionnaire was good.

3.6.2. Reliability

Reliability refers to the extent to which data collection techniques or analysis procedures yield consistent findings (Kothari, 2006). The reliability of the instrument was determined through piloting the questionnaire. The Statistical Package for Social Sciences (SPSS) was used to compute the correlation coefficient that indicates the degree of reliability.

Table 3.3: Reliability Coefficients (α) of the Instruments

Section of the Instrument	Chronbach Alpha
Authoritative School Management Strategy	0.834
Authoritarian School Management Strategy	0.814
Permissive School Management Strategy	0.796
Girl-Child Empowerment	0.823
Overall total	0.817

Source: Primary data (2023)

The result from the computation of reliability was interpreted according to George and Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 — 0.89 = Good; 0.70 — 0.79 = Acceptable; 0.60 — 0.69 = Questionable; 0.50 — 0.59 = Poor; and 0.0 — 0.5 = Unacceptable) to determine the reliability of the instrument. Since the overall alpha value was 0.817, the reliability of the questionnaire was considered good.

3.7. Data Analysis

Since the study is descriptive in nature, the researcher used descriptive and inferential statistics generated by the Statistical Package for Social Scientists (SPSS) to analyse quantitative data of the study. Descriptive statistics required

determination of frequencies, percentages, means and standard deviation. From the descriptive statistic (overall means), the inferential statistics that comprised of linear regressions for each objective were generated. Qualitative data that was collected through face-to-face interviews were analyzed using thematic analysis.

3.8. Ethical Considerations

In accordance with standard research ethical requirements, a letter of approval from Uganda Christian University was presented to the management in the area of study for self-introduction to seek for permission to conduct research in the area of jurisdiction. The nature and purpose of the study was explained to the respondents by the researcher. The researcher assured respondents that all information given would be kept confidential and anonymity would be observed. During the dissertation writing, the researcher ensured honesty in reporting the findings and proper citation of the literature was observed to avoid plagiarism.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter presents the analyses, interpretation of findings on the study on school management strategies and girl child empowerment in secondary schools in Manafwa District. The chapter presents findings on the respondents demographic characteristics and empirical findings on each objective of the study.

4.1. Demographic Data of Respondents

A lot of data relating to the demographic characteristics of the respondents was collected and analyzed. This is presented in the following sub-sections.

4.1.1. Distribution of Respondents by Gender

The deputy headteachers and the teachers who participated in the study were both male and female persons who were engaged in application of various school management strategies and girl-child empowerment in secondary schools under study. Table 4.1 presents the gender proportions of the deputy headteachers and teachers that participated in the study.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	41	38.7	38.7	38.7
Female	65	61.3	61.3	100.0
Total	106	100.0	100.0	

Source: Primary data (2023)

From Table 4.1, it was found out that 61.3% ($\frac{65}{106}$) of the respondent deputy headteachers and teachers were females while 38.7% ($\frac{41}{106}$) of them were males. This indicates that more females were employed in the secondary schools in Manafwa District unlike the case in primary schools where there are always more females than males. The distribution of deputy headteachers and teachers in the secondary schools in Manafwa represents a ratio of approximately 3:2 of female to male teachers in the secondary schools in Manafwa District. In other words, for every three female teachers, there are two male teachers in the secondary schools in Manafwa District. Compared with data from the District Education Office in Manafwa (2023), this ratio was a true reflection of the proportion of female to male teachers in the secondary schools under study. This implies that the sample of the study was representative of the teacher population in the secondary schools in Manafwa District and therefore, the findings can be generalized to the entire population of deputy headteachers and teachers in the district.

4.1.2. Distribution of Respondents by Age-Bracket

The respondent deputy headteachers and teachers in the study were of various age groups ranging from under 26 to 55 years and their distribution is presented in Table 4.2.

Table 4.2: Age Bracket of Respondent

Bracket	Frequency	Percent	Valid Percent	Cumulative Percent
5 years	20	18.9	18.9	18.9

5 years	85	80.2	80.2	99.1
5 years	1	.9	.9	100.0
ill	106	100.0	100.0	

Source: Primary data (2023)

From the results in Table 4.2, 80.2% ($85/106$) of the respondent deputy headteachers and teachers were in the age bracket of 36-45 years of age while 18.9% ($20/106$) of them were in the age bracket of 26-35 years of age. Only 0.9% ($1/106$) of them were in the age bracket 46-55 years of age. This implies that most of the deputy headteachers and teachers who participated in the study were mature teachers in their prime years of service. This means that the data they provided can be relied on with respect to application of various school management strategies and girl-child empowerment in secondary schools in Manafwa District.

4.1.3. Distribution of Respondents by Level of Education

The respondent deputy headteachers and teachers attained various levels of education as presented in Table 4.3.

Table 4.3: Distribution of Respondents by Level of Education

Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	22	20.7	20.7	20.7
Degree	39	36.8	36.8	57.5
Masters	45	42.5	42.5	100.0

Total	106	100.0	100.0
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Source: Primary data (2023)

The findings in Table 4.3, revealed that 20.7% ($22/106$) of the respondent deputy headteachers and teachers had diplomas in education while 36.8% ($39/106$) had degrees in education. More of the respondent deputy headteachers and teachers (42.5%) in the secondary schools in the district had masters degrees. This implied that most of the respondent deputy headteachers and teachers in the secondary schools in Manafwa District held the required qualification as stipulated by the MoES. Currently, many teachers across the country are engaged in furthering their educational qualifications as required by the National Teacher Policy (NTP, 2018). The distribution of the deputy headteachers and teachers by their education qualifications implied that all of them were qualified to teach in the secondary schools. Therefore, it is hoped that the data they provided on school management strategies and girl-child empowerment in secondary schools was reliable enough for the researcher to make conclusions about the study.

4.1.4. Distribution of Respondents by Marital Status

The respondent deputy headteachers and teachers were either married or single. Table 4.4 presents the distribution of the respondent deputy headteachers and teachers in the secondary schools under study by marital status.

Table 4.4: Distribution of Respondents by Marital Status

Marital Status	Frequency	Percent	Valid Percent	Cumulative Percent
Single	37	34.9	34.9	34.9
Married	69	65.1	65.1	100.0

Total	106	100.0	100.0
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Source: Primary data (2023)

The findings in Table 4.4 showed that majority (65.1% - $69/106$) of the respondent deputy headteachers and teachers in the secondary schools in Manafwa District were married. Only 34.9% ($37/106$) of them were single. Married people are often more responsible than the single. Therefore, it implies that most of the respondent deputy headteachers and teachers who participated in this study were responsible people and the data they provided can be relied on in making conclusions about the study. The next sub-sections now present the empirical findings for each objective of study.

4.2. Authoritative School Management Strategy and Girl Child Empowerment

Objective one of this study sought to establish the effect of headteachers application of the authoritative school management strategy on girl child empowerment in secondary schools in Manafwa District. For this objective, girl-child empowerment was the dependent construct while authoritative school management strategy was the independent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables.

4.2.1. Descriptive Statistics on Girl-Child Empowerment

The self-administered questionnaires for the respondent deputy headteachers and teachers had 12 items on girl-child empowerment. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of

percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.5.

Table 4.5: Descriptive Statistics on Girl-Child Empowerment in the Schools

Child Empowerment	(%)	(%)	(%)	(%)	Mean	Dev
The girl-child can now engage in active participation in the learning processes	57.5	4.7	21.7	16.0	3.77	.377
There is limited discrimination against the girl-child in the school	52.8	9.4	28.3	9.4	3.81	1.307
The girls now enjoy access to justice in school	41.5	13.2	24.5	20.8	3.49	1.162
The girls enjoy the opportunity of equity in school environment	38.7	6.6	36.8	17.9	3.69	1.483
The girls now engage in supportive school networks	62.3	3.8	17.0	17.0	3.45	1.414
The girls enjoy respect from peers especially the boys	71.7	5.7	16.0	6.6	3.87	1.593
The girls are now given respect by teachers	65.1	9.4	10.4	15.1	3.81	1.625
The girls have equal access to learning resources	51.9	0.0	17.9	30.2	3.71	1.718
The girl-child voice is now considered in all learning situations in school	51.9	0.0	31.1	17.0	3.92	1.450
The girls are now engaged in leadership in the school	42.5	2.8	50.0	4.7	3.71	1.802
The girls can now control learning resources	55.7	3.8	17.9	22.6	3.87	1.358

The girl-child is now assertive in what she does in school	60.4	10.4	16.0	13.2	3.86	.345
Overall Mean					3.7	

Source: Primary data (2023)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
4. Strongly Agree	3.01-4.0	High Girl-Child Empowerment
3. Agree	2.01-3.0	Moderate Girl-Child Empowerment
2. Disagree	1.01-2.0	Low Girl-Child Empowerment
1. Strongly Disagree	0.00-1.0	Very Low Girl-Child Empowerment

From the findings in Table 4.5, it was revealed that majority (57.5%) of the respondent deputy headteachers and teachers in the secondary schools under study indicated that they strongly disagreed that the girl-child could now engage in active participation in the learning processes. Another 4.7% of them disagreed in the same regard while 21.7% of them agreed and only 16.0% strongly agreed that the girl-child could now engage in active participation in the learning processes. This implies that most of the girls in the secondary schools had not really been empowered enough as to engage in active participation in the learning processes.

The findings further showed that majority (52.8% of the respondent deputy headteachers and teachers strongly disagreed as another 9.4% of them disagreed that there was limited discrimination against the girl-child in the school. On the other hand, 28.3% of the respondent deputy headteachers and teachers agreed while another 9.4% of them strongly agreed that there was limited discrimination against the girl-child in the school. This implies that while discrimination against girl-child in

the secondary schools in Manafwa District could have reduced, there was still some limited discrimination in some of the schools.

The findings also revealed that 41.5% of the respondents strongly disagreed while 13.2% of them disagreed that the girls now enjoyed access to justice in school. On the contrary, 24.5% of the respondent deputy headteachers and teachers agreed while 20.8% of them strongly agreed that the girls now enjoyed access to justice in school. This implies that in some schools, the girls now enjoy access to justice while in some other schools the girls still do not enjoy access to justice. Furthermore, the findings indicated that 38.7% of the respondents strongly disagreed while 6.6% of them disagreed that the girls enjoyed the opportunity of equity in school environment. However, 36.8% of the respondent deputy headteachers and teachers agreed while 17.9% of them strongly agreed that the girls enjoyed the opportunity of equity in school environment. This implies that in most secondary schools in Manafwa District the girls enjoy the opportunity of equity in school environment.

The findings in Table 4.5 further revealed that majority (62.3%) of the respondent deputy headteachers and teachers strongly disagreed as 3.8% of them disagreed that the girls now engaged in supportive school networks. However, 17.0% respectively strongly agreed and agreed that the girls now engaged in supportive school network. This implied that in most of the secondary schools in Manafwa District, the girls not really engaged in supportive school networks. Furthermore, the findings showed that majority (71.7%) of the respondents strongly disagreed while 5.7% of them disagreed that the girls enjoyed respect from peers especially the boys. On the contrary, 16.0% of the respondents agreed as only 6.6% of them strongly agreed that the girls enjoyed respect from peers especially the boys. This implied that in most of the secondary

schools in Manafwa District, the girls do not really enjoy respect from peers especially the boys.

The findings also indicated that 65.1% of the respondents strongly disagreed as another 9.4% of them disagreed that the girls in the secondary schools in Manafwa were now given respect by teachers. However, at least 10.4% of the respondents agreed as 15.1% of them strongly agreed that the girls were now given respect by teachers. This implies that in some of the secondary schools, the girls are now given respect by teachers. Similarly, the findings indicated that majority (51.9%) of the respondents strongly disagreed while 17.9% agreed and 30.2% of them strongly agreed that the girls had equal access to learning resources. This implies that in most schools the girls did not have equal access to the learning resources; save in a few cases. Similarly, 51.9% of the respondents strongly disagreed while 31.1% agreed and 17.0% of them strongly agreed that the girl-child voice was now considered in all learning situations in school

The findings also revealed that 42.5% of the respondents strongly disagreed as 2.8% of them disagreed and 50.0% of them agreed while 4.7% of them strongly agreed that the girls were now engaged in leadership in the school. This implied that in most cases, the girls were now engaged in leadership in the schools. However, the findings showed that 55.7% of the respondents indicated that the girls could now control learning resources and furthermore, 60.4% of them indicated that the girl-child was now assertive in what she does in school. This implies that in most schools, the girls did not control the learning resources nor were they assertive in what they did in the schools. The overall mean for all the items on girl-child empowerment was 3.75 and according to the legend, this implied that girl-child empowerment in the secondary schools in Manafwa District was high.

4.2.2. Descriptive Statistics on Authoritative School Management Strategy

The self-administered questionnaires for the respondent deputy headteachers and teachers had 10 items on application of the authoritative school management strategy. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.6.

Table 4.6: Descriptive Statistics on Authoritative School Management Strategy

Authoritative School Management Strategy	(%)	(%)	(%)	(%)	Mean	Dev
School insists on order in everything implemented	30.2	2.8	6.6	60.4	2.92	1.550
School is fond of speaking its mind about any issues	46.2	1.9	15.1	36.8	2.51	1.638
School is often persuasive in its approach to issues of management	50.9	1.9	15.1	32.1	2.58	1.782
School enjoys a strict hierarchy in all matters of management	59.1	0.9	8.5	31.1	2.91	1.889
School always gives orders to the students on what to do	59.4	0.9	6.6	33.0	2.88	1.785
School always relies on control of all issues of management nature	63.2	1.9	12.3	22.6	2.66	1.872

School fears participatory approach in management	63.2	0.0	18.9	17.9	2.87	1.872
School is often times very rigid on the management of issues	64.2	4.7	18.9	12.3	2.56	1.955
In most cases, everybody in the school depends on managements decisions	68.9	0.0	15.1	16.0	2.87	1.358
School does not trust other people in management of issues	44.3	3.8	8.5	43.4	3.94	.456
Overall Mean					2.87	

Source: Primary data (2023)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
4. <i>Strongly Agree</i>	3.01-4.0	<i>Strategy Frequently applied</i>
3. <i>Agree</i>	2.01-3.0	<i>Strategy Often applied</i>
2. <i>Disagree</i>	1.01-2.0	<i>Strategy Seldom applied</i>
1. <i>Strongly Disagree</i>	0.00-1.0	<i>Strategy Rarely applied</i>

From the findings in Table 4.6, it was revealed that majority (60.4%) of the respondent deputy headteachers and teachers in the secondary schools under study indicated that they strongly agreed while 6.8% of them agreed that the schools insisted on order in everything implemented. Another 30.2% of them strongly disagreed as 2.8% of them disagreed that the school insisted on order in everything implemented. This implies that most of the girls in the secondary schools the school administration always insisted on whatever decisions or policies or rules in order that everything implemented.

The findings further showed that 46.2% of the respondent deputy headteachers and teachers strongly disagreed as another 1.9% of them disagreed that the schools were fond of speaking their mind about any issues. On the other hand, 36.8% of the respondent deputy headteachers and teachers strongly agreed while another 15.1% of them strongly agreed that the school were fond of speaking their mind about any issues. This implies that in most cases, the school administration was straight forward in whatever they wanted to do in the schools in Manafwa District.

The findings also revealed that 50.9% of the respondents strongly disagreed while 1.9% of them disagreed that the school administration was often persuasive in their approach to issues of management. On the contrary, 32.1% of the respondent deputy headteachers and teachers strongly agreed while 15.1% of them agreed that the school administration were often persuasive in their approach to issues of management and administration. This implies that in some schools, the school administration was often persuasive in its approach to issues of management.

Furthermore, the findings indicated that 59.4% of the respondents strongly disagreed while 0.9% of them disagreed that the school administration enjoyed a strict hierarchy in all matters of management. However, 31.1% of the respondent deputy headteachers and teachers strongly agreed while 8.5% of them agreed that the school administration enjoyed a strict hierarchy in all matters of management. This implies that in most secondary schools in Manafwa District school enjoyed a strict hierarchy in all matters of management.

The findings in Table 4.6 further revealed that majority (59.4%) of the respondent deputy headteachers and teachers strongly disagreed as 0.9% of them disagreed that the school administration always gave orders to the students on what to do.

However, 33.0% strongly agreed and 6.6% of them agreed that the school administration always gave orders to the students on what to do. This implied that in most of the secondary schools in Manafwa District, the school administrations did not always give orders to the students on what to do.

Furthermore, the findings showed that majority (63.2%) of the respondents strongly disagreed while 1.9% of them disagreed that the school administration always relied on control of all issues of management nature. On the contrary, 12.3% of the respondents agreed as 22.6% of them strongly agreed that the school administration always relied on control of all issues of management nature. This implied that in most of the secondary schools in Manafwa District, the school administration did not always rely on control of all issues of management nature.

The findings also indicated that 63.2% of the respondents strongly disagreed that the school administration feared participatory approach in management. However, at least 18.9% of the respondents agreed as 17.9% of them strongly agreed that the school administration feared participatory approach in management. This implies that in most of the secondary schools, the school administration did not fear participatory approach in management. Similarly, the findings indicated that majority (64.2%) of the respondents strongly disagreed while 4.7% disagreed, 18.9% of them agreed as 12.3% of them strongly agreed that the school administration was often times very rigid on the management of issues. This implies that in most schools the school administration was not very rigid on the management of issues.

The findings also showed that 68.9% of the respondents strongly disagreed while 15.1% agreed and 16.0% of them strongly agreed that in most cases, everybody in the school depended on managements decisions. This implied that not everybody in the

school depended on managements decisions, sometimes they defied management decisions. Finally, the findings revealed that 44.3% of the respondents strongly disagreed as 3.8% of them disagreed and 8.5% of them agreed while 43.4% of them strongly agreed that schools did not trust other people in management of issues. This implied that in most cases, the school administrations trusted other people in management of issues. The overall mean for all the items on authoritative school management strategy was 2.87 and according to the legend, this implied that authoritative school management strategy in the secondary schools in Manafwa District was often applied by the headteachers.

Data collected through face-to-face interviews revealed information closely related to that from the completed questionnaires. For instance, in a face-to-face interview with respondent KI-01, he said:

“There are several school management strategies that headteachers choose from and these include authoritative, authoritarian, permissive, transformational and instructional. Personally, I prefer using a mix of authoritative and authoritatrian school management strategies.” (KI-01/9/2023)

In another face-to-face interview, another key respondent (KI-02) said:

“I prefer the authoritative school management strategy because, while each type of school management strategy has its advantages and disadvantages, the authritative school management strategy is better because it offers balance. It allows students both boys and girls to participate as individuals and leaves the headteacher in control of the situation.” (KI-02/9/2023)

Generally, apart from a few who prefer to mix authoritative and authoritarian strategies, it was found out that most of the headteachers in the secondary schools in Manafwa District prefer to use authoritative school management strategy.

4.2.3. Relatedness of Authoritative School Management Strategy and Girl-Child Empowerment in the schools

Since objective one of this study sought to establish the effect of authoritative school management strategy on girl-child empowerment in the secondary schools in Manafwa District, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 4.7 show the relatedness of the data from the authoritative school management strategy and girl-child empowerment in secondary schools in Manafwa District.

Table 4.7: Relatedness of Authoritative School Management Strategy and Girl-Child Empowerment in the Secondary Schools in Manafwa District (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.999	.104		28.792	.000
1 Authoritative School Management Strategy	.262	.033	.478	7.999	.000

a. Dependent Variable: Girl-Child Empowerment

The results in Table 4.7 indicated a significance value (Sig) of .000 implying that authoritative school management strategy and girl-child empowerment were significantly related to each other in the secondary schools in Manafwa District.

4.2.4. Regression Analysis

In order to determine the effect of headteachers application of authoritative school management strategy on girl-child empowerment in the secondary schools in Manafwa District, a linear regression was run using the transformed overall means in Table 4.5 (i.e., 3.75) for girl-child empowerment and that in Table 4.6 (i.e., 2.87) for the headteachers application of authoritative school management strategy in the secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis are presented in the following tables below.

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.229	.225	.656

a. Predictors: (Constant), Authoritative Management Strategy

In interpreting the results in Table 4.8, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results

in Table 4.8, the R square value was .229 which can be converted to percent (.229 x 100) giving 22.9%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of authoritative school management strategy accounts for 22.9% of the girl-child empowerment in the secondary schools in Manafwa District. This means that for every unit improvement in headteachers application of authoritative school management strategy, there was a 22.9% improvement in girl-child empowerment in the secondary schools in Manafwa District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.9 were considered.

Table 4.9: Effect of Authoritative School Management Strategy on Girl-Child Empowerment in the Secondary Schools in Manafwa (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	27.568	1	27.568	63.992	.000 ^b
Residual	93.055	216	.431		
Total	120.624	217			

a. Dependent Variable: Girl-Child Empowerment

b. Predictors: (Constant), Authoritative School Management Strategy

The data in Table 4.9 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .229; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of authoritative school management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District.

4.2.5. Qualitative Data from Interviews with Key Informants

The data collected through face-to-face interviews with the key informants, closely corroborated with the descriptive statistics. For instance, in a face-to-face interview with key informant KI-03, he said;

“The authoritative school management strategy produces who are competent, responsible and empowered. On the whole, authoritative school management strategy encourages development of positive behaviour and empowerment among the students.” KI-03 - 5/9/2023).

In another interview, another key informant said;

“I have found authoritative school management strategy effective in shaping the behaviour and empowerment of students in my school.” (KI-04 -5/9/2023).

Yet another key informant said;

“Application of authoritative school management strategy has a significant positive effect on learner behaviour and that is why I normally use in in school management.” (KI-05 -5/9/2023)

Generally, most of the key informants acknowledged that authoritative school management strategy was effective and had a significant positive effect on learner behaviour and empowerment.

4.2.6. Data from Document Analysis:

Some of the documents accessed in the secondary schools revealed that basing on the school rules, the headteachers were inclined to using authoritative school management strategy.

4.3. Authoritarian School Management Strategy and Girl Child Empowerment:

Objective two of the study sought to establish the effect of headteachers application of the authoritarian school management strategy on girl child empowerment in secondary schools in Manafwa. For this objective, authoritarian school management was the independent construct while girl-child empowerment was the dependent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables.

4.3.1. Authoritarian School Management Strategy:

The self-administered questionnaires for the respondent teachers had six items on authoritarian school management strategy. Each of the respondent deputy headteachers and teachers were required to indicate by ticking whether they strongly disagreed, disagreed, agreed or strongly agreed to each statement. Analysis of their responses as percentage, mean and standard deviation are presented in Table 4.10.

Table 4.10: Descriptive Statistics on Authoritarian School Management Strategy

Authoritarian School Management Strategy	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
The nature of school management is that it has high expectations from students	6.6	0.9	6.6	85.8	3.72	.790

School management believes in guide all students to meet their expectations	11.3	4.7	27.4	56.6	3.29	.995
School management respects students opinions of issues affecting them	5.7	1.9	12.3	80.2	3.67	.777
School management often explains the decisions made in light of the school circumstances	9.4	17.0	31.1	42.5	3.07	.988
The feedback methods used by school management are always supportive	28.3	13.2	15.1	43.4	2.74	1.282
School management is always inclined to approaches that seek to improve students welfare	29.2	13.2	19.8	37.7	2.66	1.257
Overall Mean					3.34	

Source: Primary data (2023)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
<i>4. Strongly Agree</i>	<i>3.01-4.0</i>	<i>Strategy Frequently applied</i>
<i>3. Agree</i>	<i>2.01-3.0</i>	<i>Strategy Often applied</i>
<i>2. Disagree</i>	<i>1.01-2.0</i>	<i>Strategy Seldom applied</i>
<i>1. Strongly Disagree</i>	<i>0.00-1.0</i>	<i>Strategy Rarely applied</i>

From the findings in Table 4.10, it was revealed that majority (85.8%) of the respondent deputy headteachers and teachers in the secondary schools under study strongly agreed while 6.6% of them agreed that the nature of school management was that they had high expectations from students. On the other hand, another 6.6% of them strongly disagreed as 0.9% of them disagreed that the nature of school management was that they had high expectations from students. This implies that most of the schools had high expectations for the students.

The findings further showed that majority (56.6% of the respondent deputy headteachers and teachers strongly agreed as another 27.4% of them agreed that school management believed in guiding all students to meet their expectations. On the other hand, 11.3% of the respondent deputy headteachers and teachers strongly disagreed while another 4.7% of them disagreed that school management believed in guiding all students to meet their expectations. This implies that in most of the schools, management believed in guiding all students to meet their expectations.

The findings also revealed that 80.2% of the respondents strongly agreed while 12.3% of them agreed that school management respected students opinions of issues affecting them. On the contrary, 5.7% of the respondent deputy headteachers and teachers strongly disagreed while 1.9% of them disagreed that school management respected students opinions of issues affecting them. This implies that in some schools, management did not respect students opinions of issues affecting them. Furthermore, the findings indicated that 42.5% of the respondents strongly agreed while 31.1% of them agreed that school management often explained the decisions made in light of the school circumstances. However, 17.4% of the respondent deputy headteachers and teachers disagreed while another 9.4% of them strongly disagreed that school management often explained the decisions made in light of the school circumstances. This implies that in most secondary schools in Manafwa District, school management often explained the decisions made in light of the school circumstances.

The findings in Table 4.10 further revealed that 43.4%) of the respondent deputy headteachers and teachers strongly agreed as 15.1% of them agreed that the feedback methods used by school management were always supportive. However, 28.3% of the respondents strongly disagreed and 13.2% of them disagreed that the

feedback methods used by school management were always supportive. This implied that in most of the secondary schools in Manafwa District, the feedback methods used by school management were always supportive. Furthermore, the findings showed that 37.7% of the respondents strongly agreed while 19.8% of them agreed school management was always inclined to approaches that sought to improve students welfare. On the contrary, 13.2% of the respondents disagreed as 29.2% of them strongly disagreed that school management was always inclined to approaches that sought to improve students welfare. This implied that in most of the secondary schools in Manafwa District, school management was always inclined to approaches that sought to improve students welfare. The overall mean for all the items on authoritarian school management was 3.34 and according to the legend, this implied that authoritarian school management strategy in the secondary schools in Manafwa District was frequently used by headteachers.

4.3.2. Relatedness of Authoritarian School Management Strategy and Girl-Child Empowerment in the schools

Since objective two of the study sought to establish the effect of authoritarian school management strategy on girl-child empowerment in the secondary schools in Manafwa District, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 4.11 show the relatedness of the data from the authoritarian school management strategy and girl-child empowerment in secondary schools in Manafwa District.

Table 4.11: Relatedness of Authoritarian School Management Strategy and Girl-Child Empowerment in Secondary Schools in Manafwa (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.666	.144		18.484	.000
Authoritarian School Management Strategy	.325	.041	.475	7.922	.000

a. Dependent Variable: Girl-Child Empowerment

The results in Table 4.11 indicated a significance value (Sig) of .000 implying that authoritarian school management strategy and girl-child empowerment were significantly related to each other in the secondary schools in Manafwa District.

4.3.3. Regression Analysis:

In order to determine the effect of headteachers application of authoritarian school management strategy on girl-child empowerment in the secondary schools in Manafwa District, a linear regression was run using the transformed overall means in Table 4.5 (i.e., 3.75) for girl-child empowerment and that in Table 4.10 (i.e., 3.34) for the headteachers application of authoritarian school management strategy in the secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis is presented in the following tables below.

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475 ^a	.225	.222	.658

redictors: (Constant), Authoritarian Management Strategy

In interpreting the results in Table 4.12, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 4.12, the R square value was .225 which can be converted to percent (.225 x 100) giving 22.5%. In other words, according to data from the respondent deputy headteachers and the teachers, headteachers application of authoritarian school management strategy accounts for 22.5% of the girl-child empowerment in the secondary schools in Manafwa District. This means that for every unit improvement in headteachers application of authoritarian school management strategy, there was a 22.5% improvement in girl-child empowerment in the secondary schools in Manafwa District. To determine whether or not such a change causes a significant effect, ANOVA results in Table 4.13 were considered.

Table 4.13: Effect of Authoritarian School Management Strategy on Girl-Child Empowerment in Secondary Schools in Manafwa District (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	27.159	1	27.159	62.766	.000 ^b
Residual	93.465	216	.433		

Total	120.624	217			
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a. Dependent Variable: Girl-Child Empowerment

b. Predictors: (Constant), Authoritarian School Management Strategy

The data in Table 4.13 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .225; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of authoritarian school management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District.

4.3.5. Qualitative Data from Interviews with Key Informants

Through the face-to-face interactions with key informants, one of them said;

“For me, I find the authoritarian school management strategy convenient for use in school management. This is because sometimes you have to be principled to manage the behaviour of some difficult students.” (KI-04 - 5/9/2023)

In another face-to-face interview, another key informant said;

“Many headteachers detest use of authoritarian school management strategy because they believe it is disadvantageous. However, for me, I find it useful especially in handling difficult students.” (KI-05 - 5/9/2023)

On the whole, it was found that a small proportion of the headteachers in the secondary schools in Manafwa District applied authoritarian school management strategy in their daily management.

4.4. Permissive School Management Strategy and Girl Child Empowerment

Objective three of the study sought to establish the effect of headteachers application of the permissive school management strategy on girl child empowerment in secondary schools in Manafwa. For this objective, management of permissive school management strategy was the independent construct while girl-child empowerment was the dependent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables.

4.4.1. Permissive School Management Strategy

The self-administered questionnaires for the respondent teachers had six items on permissive school management strategy. Each of the respondent deputy headteachers and teachers were required to indicate by ticking whether they strongly disagreed, disagreed, agreed or strongly agreed to each statement. Analysis of their responses as percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.14.

Table 4.14: Descriptive Statistics on Permissive School Management Strategy

Permissive Management Strategy	SD (%)	D (%)	A (%)	A (%)	Mean	Std. Dev

School management in this school always takes the rear position in the management processes	12.3	4.7	34.9	48.1	3.19	.996
School management allows students to resolve issues on their own	17.9	0.0	3.8	78.3	3.42	1.154
School management leaves students to decide on what is good for themselves	89.6	0.0	2.8	7.5	1.28	.848
School management plays more of observer role in school management	16.0	0.0	1.9	82.1	3.50	1.106
School management encourages considerable degree of autonomy in management	57.5	4.7	3.8	34.0	2.14	1.404
School management encourages creativity from students in the school	46.2	6.6	31.1	16.0	2.17	1.183
Overall Mean					2.07	

Source: Primary data (2023)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
<i>4. Strongly Agree</i>	<i>3.01-4.0</i>	<i>Strategy Frequently applied</i>
<i>3. Agree</i>	<i>2.01-3.0</i>	<i>Strategy Often applied</i>
<i>2. Disagree</i>	<i>1.01-2.0</i>	<i>Strategy Seldom applied</i>
<i>1. Strongly Disagree</i>	<i>0.00-1.0</i>	<i>Strategy Rarely applied</i>

From the findings in Table 4.14, it was revealed that 48.1% of the respondent deputy headteachers and teachers in the secondary schools under study strongly agreed while 34.9% of them agreed that management in their school always took the rear position in the management processes. However, 12.3% of the respondents strongly disagreed while 4.7% disagreed that management in their school always took the rear position in the management processes. This implies that management in most of the secondary schools management in the schools always took the rear position in the management processes.

The findings further showed that majority (78.3% of the respondent deputy headteachers and teachers strongly agreed as another 3.8% of them agreed that school management allowed students to resolve issues on their own. On the other hand, 17.9% of the respondent deputy headteachers and teachers strongly disagreed that school management allowed students to resolve issues on their own. This implies that in most of the secondary schools in Manafwa District, management allows students to resolve issues on their own.

The findings also revealed that 89.6% of the respondents strongly disagreed while 2.8% of them agreed and 7.5% strongly agreed that school management left students to decide on what was good for themselves. On the contrary, 82.1% of the respondent deputy headteachers and teachers strongly agreed while 1.9% of them agreed that school management played more of observer role in school management. Only 16.0% of them strongly disagreed in that regard. This implies that in majority of the schools under study, school management played more of observer role in school management.

Furthermore, the findings indicated that 57.57% of the respondents strongly disagreed while 4.7% of them disagreed that school management encouraged considerable degree of autonomy in management. However, 3.8% of the respondent deputy headteachers and teachers agreed while 34.0% of them strongly agreed that school management encouraged considerable degree of autonomy in management. This implies that in most secondary schools in Manafwa District, school management does not encourage considerable degree of autonomy in management.

The findings in Table 4.14 further revealed that 46.2% of the respondent deputy headteachers and teachers strongly disagreed as 6.6% of them disagreed that school

management encouraged creativity from students in the school. However, 31.1% of the respondents agreed while 16.0% of them strongly agreed that school management encouraged creativity from students in the school. This implied that in most of the secondary schools in Manafwa District, school management encourages creativity from students in the school. The overall mean for all the items on permissive school management strategy was 2.07 and according to the legend, this implied that permissive school management strategy in the secondary schools in Manafwa District was often applied by headteachers.

4.4.2. Relatedness of Permissive School Management Strategy and Girl-Child Empowerment in the schools

Since objective three of the study sought to establish the effect of permissive school management strategy on girl-child empowerment in the secondary schools in Manafwa District, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 4.15 show the relatedness of the data from the permissive school management strategy and girl-child empowerment in secondary schools in Manafwa District.

Table 4.15: Relatedness between Permissive School Management Strategy and Girl-Child Empowerment in Secondary Schools in Manafwa (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.384	.107		41.129	.000

Permissive School Management Strategy	-.305	.046	-.408	-6.574	.000
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ependent Variable: Girl-Child Empowerment

The results in Table 4.15 indicated a significance value (Sig) of .000 implying that permissive school management strategy and girl-child empowerment were significantly related to each other in the secondary schools in Manafwa District.

4.3.4. Regression Analysis

In order to determine the effect of headteachers application of permissive school management strategy on girl-child empowerment in the secondary schools in Manafwa District, a linear regression was run using the transformed overall means in Table 4.5 (i.e., 3.75) for girl-child empowerment and that in Table 4.14 (i.e., 2.07) for the headteachers application of permissive school management strategy in the secondary schools. Therefore, the magnitude of effect of one variable on another as measured by the results from the model summary is presented in the following tables.

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.408 ^a	.167	.682	

a. Predictors: (Constant), Permissive School Management Strategy

In interpreting the results in Table 4.16, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a

change in the independent variable affects the dependent variable. From the results in Table 4.16, the R square value was .167 which can be converted to percent (.167 x 100) giving 16.7%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of permissive school management strategy accounted for 16.7% of girl-child empowerment in secondary schools in Manafwa District. This means that for every unit application of permissive school management strategy, there would be increase of 16.7% in girl-child empowerment in the secondary schools in Manafwa District. To determine whether or not such a change causes a significant effect (hypothesis testing), ANOVA results in Table 4.17 were considered.

Table 4.17: Effect of Permissive School Management Strategy and Girl-Child Empowerment in Secondary Schools in Manafwa (ANOVA)

el	Sum of Squares	df	Mean Square	F	Sig.
ression	20.112	1	20.112	43.221	.000 ^b
dual	100.512	216	.465		
al	120.624	217			

a. Dependent Variable: Girl-Child Empowerment

b. Predictors: (Constant), Permissive School Management Strategy

The data in Table 4.17 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .167; $p=.000 < .05$ implying that according to respondents views, application of permissive school management strategy had a significant effect on girl-child empowerment in the secondary schools in Manafwa District.

4.3.5. Qualitative Data from Interviews with Key Informants

Data collected through face-to-face interviews revealed that some headteachers were comfortable using permissive school management strategy. One of the key informants said;

“I often use permissive school management strategy as it is more relaxed and can let you down on instilling good behaviour among the learners. To me, use of permissive school management strategy has a significant effect on empowerment of the learners.” (KI-01 - 5/9/2023)

4.3.6. Multiple Regression Analysis:

To ascertain the overall effect of headteachers application school management strategies on girl-child empowerment in the secondary schools in Manafwa District, it was necessary to run a multiple regression of the three school management constructs (Authoritative, Authoritarian and Permissive) with the data from girl-child empowerment. This was done using data from the respondent deputy headteachers and teachers. The results are presented in the following tables.

4.3.7. Relatedness of Variables:

The general objective of the study sought to establish the effect of headteachers school management strategies on girl-child empowerment in the secondary schools in Manafwa District. Therefore, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the general objective. However, before, considering the effect of any variable to another, it is always good to ascertain their relatedness. Therefore, the results in Table 4.18 show the relatedness of the data

from the three school management strategies used by the headteachers and girl-child empowerment in the secondary schools in Manafwa District.

Table 4.18: Relatedness of School Management Strategies and Girl-Child Empowerment in Secondary Schools in Manafwa District (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.288	.225		14.601	.000
Authoritative Management Strategy	.153	.046	.278	3.354	.001
Authoritarian Management Strategy	.210	.104	.306	2.010	.046
Permissive Management Strategy	-.149	.051	-.199	-2.938	.004

a. Dependent Variable: Girl-Child Empowerment

The results in Table 4.18 indicated significance values (Sig) for all the three school management strategies were less than .05 implying that application of the three school management strategies was all significantly related to girl-child empowerment in secondary schools in Manafwa District.

4.3.8. Multiple Regression Analysis:

To determine the overall effect of headteachers school management strategies on girl-child empowerment in the secondary schools in Manafwa District, a multiple regression was run using the transformed overall means in Table 4.6 (2.87 – for authoritative management strategy); Table 4.10 (3.34 – for authoritarian management strategy); Table 4.14 (2.07 – for permissive management strategy) and Table 4.5 (3.75) for girl-child empowerment in the secondary schools. Therefore, the extent or magnitude of effect of all these constructs on girl-child empowerment as measured by the results from the model summary from the regression analysis are presented in the following tables below.

Table 4.19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 ^a	.303	.290	.628

Predictors: (Constant), Authoritative Management Strategy; Authoritarian Management Strategy; Permissive Management Strategy

From the results in Table 4.19, the R square value was .303 which can be converted to percent ($.303 \times 100$) giving 30.3%. In other words, headteacher school management strategies accounts for 30.3% of the girl-child empowerment in the secondary schools. This means that for every unit improvement in the headteacher management strategy, there is a 30.3% improvement in girl-child empowerment in the secondary schools in Manafwa. To determine level of significance, the results in Table 4.20 were considered.

Table 4.20: Effect of School Management Strategies and Girl-Child Empowerment in Secondary Schools in Manafwa District (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	36.561	4	9.140	23.160	.000 ^b
Residual	84.063	213	.395		
Total	120.624	217			

a. Dependent Variable: Girl-Child Empowerment

b. Predictors: (Constant), Authoritative Management Strategy; Authoritarian Management Strategy; Permissive Management Strategy

The data in Table 4.20 revealed that the significance (Sig) value was found to be .000 which was less than 0.05 (the standard). Therefore, at .303; $p = .000 < .05$ implying that headteacher school management strategies have a significant effect on girl-child empowerment in the secondary schools. This implies that there is a positive significant effect of headteacher school management strategies on girl-child empowerment in the secondary schools in Manafwa District.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0. Introduction:

This chapter presents the discussion of findings of the study. The discussion has been presented in accordance with the study objectives.

5.1. Authoritative School Management Strategy and Girl-Child Empowerment:

Objective one of this study sought to establish the effect of headteachers application of the authoritative school management strategy on girl child empowerment in secondary schools in Manafwa District. The overall mean for all the items on girl-child empowerment was 3.75 and according to the legend, this implied that girl-child empowerment in the secondary schools in Manafwa District was high. The findings closely corroborated with Kwallah (2023) whose study in Kenya found out that the organizations management style played a critical role in the empowerment of those associated with them. The findings were also in agreement with UN Childrens Fund (2020) that stated that management styles help girls to capitalize on their education, express their opinions and ideas, to act on issues of personal importance, to make healthy decisions, and to work toward future dreams and goals. It is known that in an organization, the management is responsible for making decisions. Management can decide who to empower and who not to empower based on the styles adopted.

The authoritative management strategy is sometimes known as participative leadership or shared leadership. Therefore, in this type of management strategy, members participate more in decision-making. Authoritative managers are more likely to consider

the team as a whole and value each individuals skills (Foyle & Hostad, 2018). This type of management can apply to any organization, from private businesses to schools to government. In this case, it is used by headteachers in a school setting.

The findings further revealed that the overall mean for all the items on authoritative school management strategy was 2.87 and according to the legend, this implied that authoritative school management strategy in the secondary schools in Manafwa District was often applied by the headteachers. It should be noted that successful school management includes planning of classroom activities, establishing rules and developing ways to enforce the rules (Ahmed, Ambreen & Hussain, 2018; Kennedy, 2011). To make the rules effective, learners need to be treated with respect, which is also an essential part of school management. It is further felt that headteachers have to spend most of the class time in handling with disciplinary issues (Kennedy, 2011). As a result, they lack sufficient time for teaching. Since school management becomes an inevitable part of teaching; hence, the strategies employed by headteachers to manage schools needed to be studied (Ahmed et al 2018).

From the results in Table 4.8, the R square value was .229 which can be converted to percent ($.229 \times 100$) giving 22.9%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of authoritative school management strategy accounts for 22.9% of the girl-child empowerment in the secondary schools in Manafwa District. This means that for every unit improvement in headteachers application of authoritative school management strategy, there was a 22.9% improvement in girl-child empowerment in the secondary schools in Manafwa District.

The data in Table 4.9 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .229; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of authoritative school management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District. The findings were found to be closely in agreement with Smowman & Biehler (2023) who considered the authoritative approach to classroom management drawing on the Baumrinds (1971) parenting styles, including both control and nurturance. According to Smowman et al (2023), headteachers or teachers with authoritative management strategy create school environments in which learners can regulate their own behavior by explaining the rationale for school rules and adjusting these as learners (both girls and boys) make progress toward governing themselves appropriately (Smowman & Biehler, 2023). Authoritative teachers adopt positive instructional practices within a highly controlling and nurturing context (Walker, 2019). Thus, in such school climate, learners have the chance to see and internalize the rationales underlying school/classrooms and comply with the rules on their own initiative (McCaslin & Good, 2019).

Previous research has provided some evidences on the relationship between authoritative management strategy and positive academic and behavioral outcomes such as empowerment among school learners (Baker, Clark, Crowl & Carlson, 2019), and empowerment of girls (Kuntsche, Gmel & Rehm, 2016). However, relatively few empirical studies exist on the relationships between authoritative approaches and learner outcomes in secondary schools in rural environments. Therefore, the aim of this study was to examine the effect of headteachers use of the authoritative

management strategy on girl-child empowerment in secondary schools in Manafwa District.

Similarly, other previous findings showed that teachers use of power in the classroom (Schrodt et al., 2018), attendance policy and assessment choice (Brooks & Young, 2021), and teacher immediacy (Houser & Frymier, 2019) were among the instructor behaviors which were associated with learner empowerment. These findings suggest that teacher behaviors have influence on learner empowerment. In the present study, focus was on empowerment of the girl-child in the secondary schools in Manafwa District in eastern Uganda.

5.2. Authoritarian School Management Strategy and Girl-Child Empowerment:

Objective two of the study sought to establish the effect of headteachers application of the authoritarian school management strategy on girl child empowerment in secondary schools in Manafwa. For this objective, authoritarian school management was the independent construct while girl-child empowerment was the dependent construct. The overall mean for all the items on authoritarian school management was 3.34 and according to the legend, this implied that authoritarian school management strategy in the secondary schools in Manafwa District was frequently used by headteachers. According to Gebhart (2016) the main goal of school management strategies is to maintain an environment in the school setting which supportive for interacting in all stakeholders during the school activities. Given that all learners (boys/girls) are equal in learning abilities and other capabilities, the headteacher would still require to maintain discipline. There are issues such as learner absenteeism (Chaudhry, Abdullah, & Khatoon, 2017), lack of teacher training (Abdullah & Ikram, 2019), personal factors such as family problems, domestic reasons, feelings of inadequacy and financial factors (Matus, 2019) and other factors such as time

management, demographics of the students, lack of learner motivation and large school size create school management quite difficult (Sasidher, Vanaja & Parimalavenu, 2012). therefore, headteachers are urged to appropriately use school management strategies to bring all the different factors and characteristics of stakeholders under control.

From the results in Table 4.12, the R square value was .225 which can be converted to percent ($.225 \times 100$) giving 22.5%. In other words, according to data from the respondent deputy headteachers and the teachers, headteachers application of authoritarian school management strategy accounts for 22.5% of the girl-child empowerment in the secondary schools in Manafwa District. This means that for every unit improvement in headteachers application of authoritarian school management strategy, there was a 22.5% improvement in girl-child empowerment in the secondary schools in Manafwa District. This finding was closely in agreement with Gordon (2021) whose study revealed that headteachers had the opportunity to create a school environment that is kind and respectful in order to meet the nurturing need of all learners but more importantly, those of the girl-children. The girl-children would be able to reciprocate genuine loving, caring behaviors toward other people if the demonstration of affection is modeled for them in the school.

According to the findings, at $.225$; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of authoritarian school management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District. This indeed was in agreement with Hassim (2019) who noted that women/girls empowerment is the pivotal part in any society, state or country. According to Hassim (2019), it is a woman/girl who plays a dominant role in the basic life of a child. Women are an important section of our society. Headteachers school management strategies can be

a means of empowerment of girl-children in the school which ultimately can bring about a positive attitudinal change regarding the participation of women in politics. It is therefore, crucial for the socioeconomic and political progress of Uganda.

The literature exploring these developments has challenged conventional explanations of girl child empowerment and promotion of womens participation in politics. Until very recently, most explanations have been drawn on womens experiences in Europe, North America, Australia and New Zealand. The factors that traditionally have been used to explain rates of female legislative representation included the type of electoral system, with proportional representation being more favorable to women. Further, the explanations have also included party and district magnitude, levels of socioeconomic development, womens education and workforce participation, party ideology, religion and culture. These factors do not explain the main dynamics we are witnessing in Africa or much of the rest of the world today (Hassim, 2019).

5.3. Permissive School Management Strategy and Girl-Child Empowerment:

Objective three of the study sought to establish the effect of headteachers application of the permissive school management strategy on girl child empowerment in secondary schools in Manafwa. The findings of the study revealed that in most of the secondary schools in Manafwa District, school management encourages creativity from students in the school. The overall mean for all the items on permissive school management strategy was 2.07 and according to the legend, this implied that permissive school management strategy in the secondary schools in Manafwa District was often applied by headteachers. The findings were in agreement with Browne (2016) who noted that students enjoy being able to make decisions on their own and not being forced into something they may not like. The permissive school

management strategy allows students to think and make decisions on their own (Browne 2016). This can allow for students to tap into their creativity and to come up with new ideas or concepts that may have not of been thought of otherwise. The permissive school management strategy works best with students who enjoy each other and can succeed even without a leader to tell them their next step. In other words, the permissive management allows for empowerment to occur leading to emergence of leaders among students, with the girl-children inclusive without forcing them.

From the results in Table 4.16, the R square value was .167 which can be converted to percent ($.167 \times 100$) giving 16.7%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of permissive school management strategy accounted for 16.7% of girl-child empowerment in secondary schools in Manafwa District. This means that for every unit application of permissive school management strategy, there would be increase of 16.7% in girl-child empowerment in the secondary schools in Manafwa District. The findings corroborated well with Okehi (2014) who noted that every headteacher has an obligation to ensure that the school has to be monitored and the activities of the learners are regulated at all times. Okehi, (2014) further noted that learner behaviour should be maintained in order which is essential for teaching and learning processes.

According to Balawin (2020), contributing to effective school management by headteachers, there should be necessary equipments to help the teacher manage the class with ease. A good school management strategy makes good instruction possible, in addition, school management is a significant part of an effective teaching learning process (James and Chilva, 2008). Due to effective school management, students

flourish in a positive class climate and a compassionate environment (Balawin, 2020). From a students perspective, effective classroom management involves precautionary disciplining and fruitful teaching (James et al, 2008). Okehi, (2014) concluded that physical environment of the school and seating arrangement are interrelated and managed alongside.

From the findings of the study, at .167; $p=.000 < .05$ implying that according to respondents views, application of permissive school management strategy had a significant effect on girl-child empowerment in the secondary schools in Manafwa District. The findings are in agreement with Kayikci (2019) who found out that for effective school management, headteachers should always take into consideration feelings, interests, skills and differences of children. Poor school management has as a consequence unwanted behavior. An effective headteacher should apply some strategies for the prevention and confrontation of problems that may come up during the school year (Karantzis, 2011).

Furthermore, headteachers should maximize the active school time by holding childrens attention throughout the learning process (Kyriacou 2019). This can be accomplished since headteachers are well organized, use effectively their school time, involve students in the learning process and give them effective feedback (Jacobsen et al., 2012). Authoritative school management strategy is one common strategy headteachers tend to utilize during the teaching-learning processes in schools.

The findings of the multiple regression further showed that the headteacher school management strategies accounts for 30.3% of the girl-child empowerment in the secondary schools. This means that for every unit improvement in the headteacher management strategy, there is a 30.3% improvement in girl-child empowerment in

the secondary schools in Manafwa. Therefore, at $.303$; $p=.000 < .05$ implying that headteacher school management strategies have a significant effect on girl-child empowerment in the secondary schools. This implies that there is a positive significant effect of headteacher school management strategies on girl-child empowerment in the secondary schools in Manafwa District. The findings confirm that for Hester et al. (2019) who concluded that admiration and planned disregarding strategies have been amongst the most extensively investigated behavior support strategies and are usually encompassed within textbooks on school management (Darch & Kameenui, 2014; Oliver & Reschly, 2021).

According to Pas, Cash, O'Brennan, Debnam, and Bradshaw (2015), headteachers are more knowledgeable about discipline strategies. They frequently use discipline strategies such as school rules, monitoring, routines, promoting good behavior, and preventing behavioral problems. Vijayan, Chakravarthi, and Philips (2016) discovered that encouraging and reinforce positive behavior found a useful strategy to motivate students to do the very best that they can do. This strategy seems to be used every day and in nearly every situation. Furthermore, planned ignorance is most often used with younger-aged children. The strategy "time out" is only used after all the other strategies have been tried and failed. According to Oliver et al. (2021), school management is extremely important as it affects the quality of the educational process since it includes all actions of a headteacher performed in a school to manage students behaviors. Different school management strategies used by headteachers to handle students behaviors affect students education success as well as teaching quality (Yılmaz & Cavas, 2018). The real purpose of effective school is the teaching of pro-social behaviors, addressing different school issues arising in real school situations, and preventing not only disruptive and troublesome behaviors of

students; but also building capacity or empowering the students to be able to deal with contemporary issues in their life. It is this that helps the products of secondary schools to fit in the society/communities they find themselves. The girl-children need to be supported in all ways to be empowered to survive in the contemporary society in all ways.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.0. Introduction:

This chapter presents the summary of the major findings of the study, the conclusions and recommendations

6.1. Summary of Findings:

From the findings of the study varied from objective to objective. Therefore, the summary has been presented in accordance with each objective.

6.1.1. Authoritative School Management Strategy and Girl-Child

Empowerment:

Objective one of this study sought to establish the effect of headteachers application of the authoritative school management strategy on girl child empowerment in secondary schools in Manafwa District. The overall mean for all the items on girl-child empowerment was 3.75 and according to the legend, this implied that girl-child empowerment in the secondary schools in Manafwa District was high. The findings further revealed that the overall mean for all the items on authoritative school management strategy was 2.87 and the R square value was .229 which meant that according to data from the respondent deputy headteachers and teachers, headteachers application of authoritative school management strategy accounts for 22.9% of the girl-child empowerment in the secondary schools in Manafwa District. The findings finally revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .229; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of authoritative school

management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District.

6.1.2. Authoritarian School Management Strategy and Girl-Child

Empowerment:

Objective two of the study sought to establish the effect of headteachers application of the authoritarian school management strategy on girl child empowerment in secondary schools in Manafwa. The findings revealed that the overall mean for all the items on authoritarian school management was 3.34 and according to the legend, this implied that authoritarian school management strategy in the secondary schools in Manafwa District was frequently used by headteachers. Further, the results showed that the R square value was .225 which meant that according to data from the respondent deputy headteachers and the teachers, headteachers application of authoritarian school management strategy accounts for 22.5% of the girl-child empowerment in the secondary schools in Manafwa District. This means that for every unit improvement in headteachers application of authoritarian school management strategy, there was a 22.5% improvement in girl-child empowerment in the secondary schools in Manafwa District. Therefore, at $.225; p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of authoritarian school management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District.

6.1.3. Permissive School Management Strategy and Girl-Child Empowerment:

Objective three of the study sought to establish the effect of headteachers application of the permissive school management strategy on girl child empowerment in secondary schools in Manafwa. The findings revealed that 31.1% of the respondents agreed while 16.0% of them strongly agreed that school management encouraged

creativity from students in the school. This implied that in most of the secondary schools in Manafwa District, school management encourages creativity from students in the school. The overall mean for all the items on permissive school management strategy was 2.07 and according to the legend, this implied that permissive school management strategy in the secondary schools in Manafwa District was often applied by headteachers.

The findings further revealed that the R square value was .167 which can be converted to percent ($.167 \times 100$) giving 16.7%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of permissive school management strategy accounted for 16.7% of girl-child empowerment in secondary schools in Manafwa District. This means that for every unit application of permissive school management strategy, there would be increase of 16.7% in girl-child empowerment in the secondary schools in Manafwa District. Thus, at $.167$; $p=.000 < .05$ implying that according to respondents views, application of permissive school management strategy had a significant effect on girl-child empowerment in the secondary schools in Manafwa District.

The findings of the multiple regression showed that the R square value was .303 which can be converted to percent ($.303 \times 100$) giving 30.3%. In other words, headteacher school management strategies accounts for 30.3% of the girl-child empowerment in the secondary schools. This means that for every unit improvement in the headteacher management strategy, there is a 30.3% improvement in girl-child empowerment in the secondary schools in Manafwa. Therefore, at $.303$; $p=.000 < .05$ implying that headteacher school management strategies have a significant effect on girl-child empowerment in the secondary schools. This implies that there is a positive

significant effect of headteacher school management strategies on girl-child empowerment in the secondary schools in Manafwa District.

6.2. Conclusions:

From the findings of the study and the discussion of findings arising from the findings and literature, the study concluded as follows:

- i. Most headteachers in the secondary schools in Manafwa District apply authoritative school management strategy and this accounts for 22.9% of the girl-child empowerment. Therefore, headteachers application of authoritative school management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District.
- ii. A significant proportion of headteachers in the secondary schools in Manafwa District frequently apply authoritarian school management strategy and this accounts for 22.5% of the girl-child empowerment in the secondary schools in Manafwa District. Therefore, headteachers use of authoritarian school management strategy has a significant effect on girl-child empowerment in the secondary schools in Manafwa District.
- iii. Headteachers use of permissive school management strategy accounted for 16.7% of girl-child empowerment and this also had a significant effect on girl-child empowerment in the secondary schools in Manafwa District.
- iv. The overall effect of headteachers application of the three school management strategies accounts for 30.3% of the girl-child empowerment which means that on the whole, headteacher school management strategies have a significant effect on girl-child empowerment in the secondary schools in Manafwa District.

6.3. Recommendations:

From the study findings and the corresponding discussions, the study proposes the following recommendations:

- i. Headteachers in the secondary schools should be careful when choosing specific school management strategies as each strategy may have implications that affect learners in various ways. In this regard, choosing authoritative and authoritarian should be preferred to choosing permissive. This is because authoritative and authoritarian school management strategies have more chances of empowering the learners especially the girl-children in the schools.
- ii. Headteachers should minimize the use of permissive school management strategy because it accounts for only a marginal proportion of girl-child empowerment in the secondary schools.
- iii. Headteachers should engage in more than one school management strategy since a combination of more than one accounts for higher chances of empowering the girl-children in the secondary schools.

6.4. Recommendation for Further Research:

The study was only carried out in secondary schools in Manafwa District which is a relatively small area. It also focused on only secondary schools but the girls in primary schools also need empowerment as they grow. Further still, the study focused on only three school management strategies yet there are several school management strategies. Therefore, for further research, the researcher proposes that;

1. A similar study could be carried out in a larger area such as eastern region in order to generalize the findings.

2. Another study could be carried out in primary schools to find out if the findings have any correlation with the findings of this study.
3. Another study could be carried out using other school management strategies such as transformational management strategy, transactional management strategy or instructional management strategies.

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APPENDICES

APPENDIX I QUESTIONNAIRE

Appendix I: Participant Information sheet and Consent Form

I am Paul Kimono, a student at Uganda Christian University undertaking a study on the school management strategies and girl-child empowerment in secondary schools in Manafwa district in eastern Uganda that will lead to the award of the Degree of Masters of Administration and Planning of Uganda Christian University.

Your participation will be through the completion of this questionnaire.

Any information provided will be confidential and will not be used for any other purpose except for academic purposes and nobody will be penalized or denied any service for refusing to participate or withdrawing from participation at any point. You will only participate in the study following a voluntary consent by ticking in the boxes below.

Do you consent to participate?

YES

NO

Appendix II: Questionnaire for Deputy Headteachers and Teachers in Sec. Schools

Instruction:

You are kindly requested to complete the questionnaire as honestly as possible. Write in bold or tick where appropriate.

SECTION A. Demographic Data of Respondents

Please tick (√) the appropriate response.

1. Sex of Respondent 1. Male 2. Female

2. Age Bracket of Respondent

1. 25-35 years 2. 36-45 years 3. 46-55 years 4. Above 55 years

3. Marital Status:

1. Single 2. Married 3. Divorced 4. Separated

4. Level of Education:

1. Diploma 2. Degree 3. Masters

SECTION B: INDEPENDENT CONSTRUCTS

In the questions below, kindly read through and tick according to your perception as provided by the Likert rating scale rating below;

i. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

No.	Application of Authoritative School Management Strategy	1	2	3	4
1	School management insists on order in everything being implemented				
2	School management is fond of speaking its mind about any issues				
2	School management is often persuasive in its approach to issues of management				
4	School management enjoys a strict hierarchy in all matters of management				
5	School management always gives orders to the students on what to do				
6	School management always relies on control of all issues of management nature				
7	School management fears participatory approach in management				
8	School management is often times very rigid on the management of issues				
9	In most cases, everybody in the school depends on managements decisions				
10	School management does not trust other people in management of issues				

No.	Application of Authoritarian School Management Strategy	1	2	3	4
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1	The nature of school management is that it has high expectations from students				
2	School management believes in guiding all students to meet their expectations				
3	School management respects students opinions of issues affecting them				
4	School management often explains the decisions made in light of the school circumstances				
	The feedback methods used by school management are always supportive				
	School management is always inclined to approaches that seek to improve students welfare				

No.	Application of Permissive School Management Strategy	1	2	3	4
1	School management in this school always takes the rear position in the management processes				
2	School management allows students to resolve issues on their own				
3	School management leaves students to decide on what is good for themselves				
4	School management plays more of observer role in school management				
5	School management encourages considerable degree of autonomy in management				
6	School management encourages creativity from students in the school				

SECTION C: DEPENDENT CONSTRUCT

No.	Girl Child Empowerment	1	2	3	4
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1	The girl-child can now engage in active participation in the learning processes				
2	There is limited discrimination against the girl-child in the school				
3	The girls now enjoy access to justice in school				
4	The girls enjoy the opportunity of equity in school environment				
5	The girls now engage in supportive school networks				
6	The girls enjoy respect from peers especially the boys				
7	The girls are now given respect by teachers				
8	The girls have equal access to learning resources				
9	The girl-child voice is now considered in all learning situations in school				
10	The girls are now engaged in leadership in the school				
11	The girls can now control learning resources				
12	The girl-child is now assertive in what she does in school				

Thank you so much for participating in this study

END

Appendix III - Interview Guide for Headteachers

The researcher will use this interview guide to collect data during face-to-face interviews with the Key Informants.

Items

1. For how long have you been serving in this school?
2. As a headteacher in this school, mention some of the school management strategies employed in managing the teaching-learning processes in the school?
3. Could you kindly comment of the state of school management in this school? Please elaborate on your response.
4. In your view, what is the most appropriate school management strategy a headteacher would adopt in managing teaching-learning processes?
5. In your opinion, what is the effect of headteachers application of authoritative school management strategy on Girl Child Empowerment in secondary schools in Manafwa?
6. Can you explain your response in (5) above?
7. How does headteachers application of the authoritarian school management strategy affect Girl Child Empowerment in secondary schools in Manafwa district?
8. What is the effect of headteachers application of the permissive school management strategy on Girl Child Empowerment girls education in secondary schools in Manafwa?
9. If you were to advise a newly recruited headteacher on the kind of school management strategy to use, which one would you recommend?
10. Please explain your response in (9) above.

**We have come to the end of the interview.
Thank you so much for participating in this study.**

Appendix iv: introductory



**UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**
A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To.....

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