

STAKEHOLDERS' MANAGEMENT AND PERFORMANCE OF REFUGEE BASED SECONDARY SCHOOLS IN YUMBE DISTRICT

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**UGANDA CHRISTIAN
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DECLARATION

This is to declare that the information therein on a research on “**The Stakeholders’ Management on performance of Refugee Based Secondary Schools in Yumbe District**” is my original work has not submitted by any other persons to any institution for any award.

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APPROVAL

This is to confirm that this dissertation has been fully researched and compiled under my close supervision and is now ready for submission to the faculty.

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Date: 26/9/2024

Signature:



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DEDICATION

I would like to dedicate this research to my parents and entire family members for their endless support and prayers in every walk of life and not forgetting my children for their endless prayers and love. I cannot proceed without special dedications to all my friends and well-wishers who were always there for me in times of need.

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LIST OF ABBREVIATIONS

BOG	Board of Governors
DV	Dependent Variable
EFA	Education for All
FCA	Finn Church Aid
GWP	Government White Paper
IV	Independent Variable
MoES	Ministry of Education and Sports
NGO	Non-Governmental Organization
PTA	Parents Teachers Association
UNHCR	United Nations High Commission for Refugees
SGBV	Sexual Gender Based Violence.

ABSTRACT

This study aimed at, 1) to find out the role of stakeholders in the management performance of refugee based secondary schools in Yumbe district. 2) To find out the mechanisms used by the stakeholders in the management performance of refugee based schools in Yumbe district. 3) To assess the influence of stakeholders in the management performance of refugee based secondary schools in Yumbe district. The samples of five Schools of 5 refugee secondary schools were selected. 108 participants were selected through stratified sampling method. The cross sectional survey was also used. Qualitative and quantitative analysis were also used to analyze data. The results of the study were; providing school fees, encouraging girl child education, construction of infrastructures, increasing funding among many others. However, almost all participants did not have a clear idea about the influence of stakeholders in the management performance of refugee based secondary schools in Yumbe district. The researcher recommends that the stakeholders should study the three major aspects in this research for better performance management in the refugee based secondary schools. The researcher also recommends that the responsible personnel should train the stakeholders on their various roles to give them more knowledge and the stakeholders should also apply the knowledge given for better results in the management performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, purpose of the study, significance of the study and conceptual framework.

1.1 Background to the Study

Stakeholders' management refers to the process by which an individual or organization involves people who may be affected by the decisions it makes or can influence the implementation of its decisions (Mendenhall, 2015). Stakeholder management is the process in which stakeholders influence development initiatives, decisions and resources that affect and participate in them. Similarly, Kabuzire (2021) defined stakeholders' management to imply working with people and using the resources as they are, planning together, and helping each other to realize agreed ends and goals. The dimensions of stakeholders' management included, recruit qualified teachers, enrollment of learners, and support systems to learners.

Performance on the other hand refers to the general performance outcome of the refugee based schools (Kolambe, 2016). These can clearly be indicated by: improvement in school enrolment, improvement in the infrastructure development, ability to employ qualified teachers, and ability to operating with adequate funds.

United Nations High Commission for Refugees defines refugees as “people who have fled war, violence and crossed an international boarder to find safety in another

country” (Refugee data finder: UNHCR, 2020). The 1951 refugee convention also defines refugees as people who are unable and unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of particular social group or a political opinion. Currently, various countries in the world host refugees for instance, USA hosted 29916 persons from DRC, Burma, and Ukraine in 2019, in 2020, and USA also hosted 18000 refugees. In 2018, Syria had the largest population refugees with 13 million people (Refugee data finder: UNHCR, 2020)

Refugee influx refers to a mass flow of people into a country, city, and place (States parities, reservations and declarations: September, 2019). Therefore, refugee influx is a mass flow of people in a country due to social, political and social problems. The vast influx of refugees is due to several factors in neighboring countries especially war and violence in South Sudan and DRC and associated economic crisis and political instabilities in the region (Comparative migration studies, 2019)

In Sub- Saharan Africa, Uganda is the largest refugee hosting country with over a million refugees with over 1400,000 refugees by February 2020 (Christian: 2021; Refugee hosting countries).

According to Mercycorps.org: (June, 24th 2019), Refugee influx in west Nile region- Uganda started way back in 1990s due to conflicts in the neighboring countries especially Democratic Republic of Congo and Sudan. In 2011, there were secession struggle between South Sudan and northern Sudan whereby South Sudan acquired its independence. However, due to power struggle in the ruling party in 2013 in the South Sudan government within the ruling party of Sudanese Peoples Liberation

Movement (SPLM), there were clashes in Juba the capital which spread to other parts of the country resulting into death and displacement of many forcing over 977746 people to flee into Uganda from 2013-2016, even later, more refugees continued to enter into Uganda enlarging the number of persons in refugee camps.

According to United Nations High Commission for Refugees (UNHCR, 2016) statistics, 86% were women and children making up to 60% of the refugees. The recipient districts in Uganda were those directly bordering south Sudan such as, Yumbe, Koboko, Arua, Moyo, and Adjumani. In August 2016, Yumbe was designated as a major resettlement district which led to the establishment of Bidibidi refugee settlement so as to host the increasing numbers of the refugees due to increased conflicts, scarcity of food and subsequent financial instability. Yumbe district hosted about 272206 from South Sudan by 2016 who were arriving primarily from Equatorial province. The settlement size increased rapidly making it the second largest refugee settlement in the world. The settlement is comprised of 5 zones with five sub counties that is, Romogi, Kululu, Kochi, Odravu and Ariwa (Welcome to Bidibidi refugee settlement: filed under; Uganda uncategorized), (Yumbe district. Draft Report as at 16th May, 2019). Education is a basic human right, enshrined in the 1989 convention on the rights of the child and 1951 Refugee convention (www.unhcr.org).

According to Uganda country Refugee response plan: 2019-2020, the escalating number of refugees out stretched the planned response levels in all sectors such as livelihood, health, agriculture as well as education. The refugee crisis was considered as children's crisis where 61% of the total refugee population was estimated to be children under 18 years. The children in the host communities were equally affected by the crisis since access to quality education was limited. This was due to the fact

that at the time of arrival of refugees, there were merely no secondary schools in the settlement which prompted international agencies such as United Nation Organization (UNO), United Nations High Commission for Refugees (UNHCR) in partnership with other non-governmental organizations to start seeking for funds so as to support secondary education since education is one of the protection tools for children in challenging situations, a tool to restore hope, bring sense of normalcy to children's lives, helps to cope with difficulties and acts as a foundation of building full potential of children in severe situations (Education Response plan for refugees and host communities: June, 2018).

As evidenced by the Uganda Demographic and health survey: 2016 and the Uganda National Household Study 2016/2017, successful completion of education is critical in improving women's life chances, increasing employment opportunities, preventing child marriage, reducing HIV infection, delaying early motherhood, preventing Sexual Gender Based Violence (SGBV) and in time having healthier children and families. The constitution of the republic of Uganda (1995) stated that, individuals, religious bodies and other non-governmental organizations shall be free to found and operate educational institutions if they comply with the general education policy of the country and maintain national standards. Mendenhall (2015) states that education is a priority for refugee families across the globe. It can restore sense of normalcy for children whose lives have been disrupted, impart critical life skills, and protect children from violence and exploitation.

According to the Ministry of Education and Sports (2018), the government has been serving as a model example in international community by granting refugees the right to education. This was committed through several policies and frameworks such as

the refugee Act (2006), Refugee regulations (2010), and comprehensive refugee response framework for Uganda and education sector strategic plan (2017-2020). This is supported by Education response plan for refugees and host communities in Uganda 2018. The plan was a product of concerted efforts of various stakeholders such as the ministry of education and sports, donors, civil society organizations, United Nations Organization through contribution of financial support, technical experience and practical input. The Government White Paper on Secondary Education (1992) also promotes equity in education. Historically, the issue of education has hinged on providing education to students with special needs, the girl child, orphans and targeting schools in needy and hard to reach areas.

According to 2019/2020 Uganda Budget of pro-poor, it analyzes the financial year focusing on allocations such as health, agriculture, social protection and education whereby refugee education was also catered for. Therefore, it is against this background that the researcher will conduct this study to establish the impact of refugees on stakeholders' management of selected secondary schools in Yumbe district.

1.2 Statement of the Problem

The need for education and management of refugee schools in Yumbe started in December 2016, when Bidibidi refugee settlement in Yumbe received about 272,206 refugees, mostly women, children and youth. This level of influx outstretched planned response levels in all sectors of Uganda's government (FCA: News blog, 2017). Education was one of the priority sectors to respond to the influx of refugees. "With no distinction, education was hope among refugee children..." (Education response

plan for refugees and host communities, 2019). Therefore, in response, various stakeholders such as Government, parents, UNHCR, WTU, FCA, among others came in to help refugees acquire education through various mechanisms such as putting up structures for class rooms, recruiting qualified teachers at all levels, provision of furniture, scholastic materials, building teachers' capacity among others. However, though many stakeholders have been involved in solving education management problems, there are still many management gaps uncovered such as lack of capacity to provide enough infrastructure, inadequate capacity to curb high rates of school dropout. "Inside the class room, over age children often face stigmatization which lead to drop out" (UNHCR Uganda monthly update. Protection- Education: September 2018, page 4), low teacher - student ratio, among others. The researcher therefore investigated the stakeholders' management on the performance of refugee based secondary schools in Yumbe district.

1.3. The purpose of the Study

The purpose of the study was to establish the stakeholders' management on performance of refugee based secondary schools in Yumbe district.

1.3.1. Objectives of the Study

The following were the objectives of the study;

1. To establish the role of stakeholders in management of secondary school refugee education in selected secondary schools in Yumbe district.
2. To assess the different management mechanisms used in the management of refugee secondary schools in Yumbe district.

3. To examine the influence of stakeholders in the management of selected secondary schools in Yumbe district.

1.4. Research Questions

The study was guided by the following research questions;

1. What is the role of stakeholders in managing refugee secondary school education in Yumbe district?
2. What are the different management mechanisms used in managing refugee secondary schools in Yumbe district?
3. What is the influence of the stakeholders in managing refugee secondary school education?

1.5. The Scope of the Study

The scope of the study was divided into: geographical, content and time scope as detailed hereunder.

1.5.1 Geographical Scope

The study was conducted in Yumbe district within the five sub counties of Romogi, Kululu, Kochi, Odravu and Ariwa sub-counties. The study involved five refugee secondary schools in yumbe district. This area of the study has been selected because of declining performance of refugee based secondary schools (Education response plan for refugees and host communities, 2019).

1.5.2 Content Scope

The study focused on issues of educational management of secondary schools. Specifically, refugee schools in terms of providing infrastructure, scholastic material,

catering for school staff, the general performance during the learning process and keeping the educational standard in form of adhering to professional ethics, time management, dress code and maintaining teacher quality in the selected schools.

1.5.3 Time Scope

The research covers an estimated period from January to august 2023. During this time, the researcher covered the submission of the topic, compiling the research proposal and the presentation of the research report.

1.6. Significance of the Study

If the study is effectively conducted, it is hoped that its findings would be useful in the following ways;

The findings of the study are expected to provide information about the stakeholders' performance in the management of refugee secondary education

The findings shall also provide a deep insight on the mechanisms used by the key stakeholders in managing refugee secondary education.

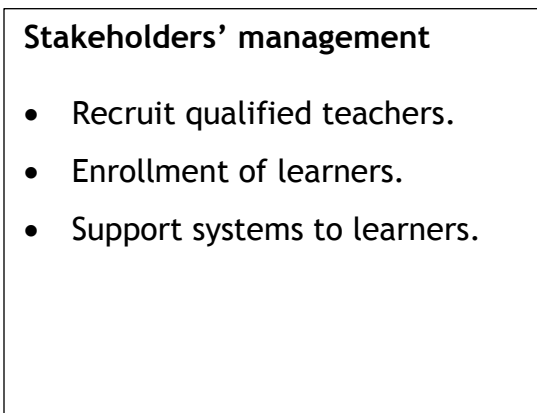
The study shall also provide a deep insight on the influence of stakeholders in managing refugee based secondary education.

It may benefit the future researchers who would wish to conduct similar studies through provision of a body of knowledge.

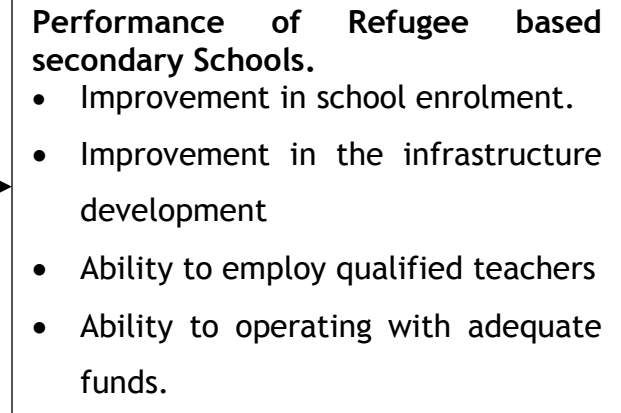
1.7. Conceptual Framework

Figure 1: relationship between stake holder roles and performance of refugee secondary schools.

Independent Variables



Dependent Variables



Source: Pooja Kolambe, (2016), <https://www.performyard.com>, (2023), adopted by researcher.

Though the stakeholders have tried to carry out administrative duties such as support recruitment of teachers, supervision of teachers and training of staff so as to improve on areas like improved performance, enrollment, and improved teacher turnover among others, there is still a difficulty in recruiting the high quality teachers with skills of handling refugee secondary students.

In addition, the stakeholders have also tried to lobby for funds so as to build infrastructure such as classrooms and teachers houses so as to improve on the infrastructure development and rehabilitation, reduce teacher turn over and school dropout and improve on the enrollment as well as students' performance of students at both ordinary level and higher levels, they are still facing difficulties in funding which creates resource gaps that makes the infrastructure inadequate.

The stakeholders have also tried to pay teachers' salaries and improve on their welfare such as giving them accommodation so as to reduce on the teacher turn over

and improve on the students' performance. However, there is also still a challenge of inadequate funds that makes teachers unsatisfied of the job they are doing. This may make many teachers to look for greener pastures such as government jobs that are highly paying. There is also difficulty of engaging the right stakeholders such as parents.

The stakeholders have also tried to avail funds to refugee schools especially the major funders like the UNHCR so as to ensure that they run with adequate funds. However, the funds are still inadequate which leaves most of the school activities not fully facilitated. Though the stakeholders have encouraged inclusive education so as to improve on enrollment, they have also trained teachers to improve on performance, there is still a gap, for instance, some learners are segregated which has made some categories of learners such as the lame, blind to drop out.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the presents the empirical review that were studied. There is a provision for a summary of the empirical literature review depicting the possible research gaps that was also identified during this research.

2.1 The role of stakeholders in managing refugee secondary school education

Secondary education is a priority for all children across the globe. However, this has not been achieved. In the united states, according to Baron (2017), she argues that the government should encourage and support districts in their work to improve learning for all students for example through providing compulsory funding to facilitate access to educational opportunity for high need students including both not limited to students living in poverty and students with disabilities, support education research and development and gathering dissemination of information about the scope and quality of nations education system, to inform policy and practice at the state and local levels, support the development and conditions to promote continuous improvement of state and local education systems. Also in Ghana, eliminating illiteracy and inequalities in access to education has been a key objective of Ghanaian education policy for the last 40 years and the difficulty providing equitable access to education is like also acknowledged by authorities. However, it should be noted that the right to education is a fundamental human right guaranteed by many international treaties (Lewis et al. 2016).

According to the Constitution of the Republic of Uganda (1995), it outlines some of the roles of the government as a stake holder in provision of education such as, to promote free and compulsory basic education, take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible. However, this has not been achieved since the country still has high illiteracy rates. This is justified by high levels of poverty indicated by poor standards of living.

On the other hand, Government White Paper on Education (1992) is a basis for official policy on the purpose and program of education. The paper aims at promoting citizenship, moral, ethical and spiritual values, promote scientific, technical and cultural knowledge, skills and attitudes, eradicate illiteracy and equip individuals with basic skills and knowledge, values and ability to contribute to the building of the integrated self-sustaining and independent national economy. On ground, the secondary school graduates have not achieved all this since most of the subjects are theoretical to the extent that many do not have any skill. This has led many to become house boys and house girls and others have become experts in committing crimes such as stealing and causing most of the political instabilities in the economy.

According to the Ministry of Education and Sports - department of secondary education, the main role of this department is to formulate, monitor and review national policies, laws and regulations, plans, programs, provide technical guidance and support for advancement of secondary education coordinate and oversee government owned and government aided secondary schools (including partnering schools) (MoES, 2021). It is also responsible for formulation, development and review of the overall national policy on secondary education. However, not all secondary

schools have been supported in the suggested manner. This is justified by the existing gaps in secondary education such as few science teachers, lack of enough infrastructures, delayed salaries among others. This therefore calls for other stake holders to get involved in management of secondary education as mandated by the Government White Paper (1992).

These may include, Board of Governors (BOG), Parents Teachers Association (PTA), foundation bodies and Non- Governmental Organizations. The BOG includes, members representing the owners of the school, parents and teachers who are elected by the parents and teachers associated with the school, members of the general public with an interest in education appointed by the department of education or the Education Authority (EA) in a region. According to Dunne et al. (2013), he stated that the role of the BOG includes, (a) governing the school, (b) administering the property of the school whether movable or immovable, (c) administering any funds or things of the school delivered by the way of fundraising or auction on behalf of the school, (d) providing for the welfare and discipline of students and staff, fixing fees and other charges with approval of the minister, and (e) performing such other functions as are prescribed by the Education Act (2008). However, because of corruption and embezzlement of funds, most of the above have not been achieved and this has made the education system not to achieve its major aims and objectives since the education system has been greatly affected. This is evidenced by theft in schools, indiscipline of learners, conflicts among teachers and learners in most schools in Yumbe district. The research will therefore investigate the role of stakeholders in management issues such as formulating rules and regulations, planning, giving technical advice and others.

On the other hand, PTA also plays a great role in management of secondary school education. PTA stands for Parents Teachers Association, a school based organization with a mission to make the school a better place for children to learn. Parents of learners work together to volunteer in classes, raise money for school supplies. According to Ekezie (1997), he suggested that the role of PTA includes, (a) regular attendance of meetings to discuss school problems, (b) assist the school administration in minimizing students indiscipline and unrest and (c) aiding the schools in fundraising activities and provision of facilities. Therefore, a researcher being a teacher in Yumbe district notes that the PTA is not performing its roles evidenced by poor response towards meetings, increased indiscipline cases, increased school drop outs and others. Therefore the study will relate the PTAs role to its effect so that the intended educational objectives are achieved. In order to boost students' well-being, according to Maurice (2020), PTA focuses a lot on nutrition, health, school safety and physical fitness. He said that involving parents in education affairs makes them appreciate the challenges facing the school and therefore become part of the solution. However, it has been noted that most of the learners in Yumbe district especially in refugee secondary schools are faced with challenges of welfare especially feeding. This is evidenced by almost all learners staying hungry the whole day which affects their learning process hence affecting their academic performance. The researcher therefore sought to relate PTA to this particular role.

According to Kolambe (2016), he emphasized that, parents are the child's first role model. Children behave, react and imitate same as their parents. Parents play an important role in encouraging and motivating their kids to learn. Good parental

support helps a child to be positive, healthy and good life long learner. Children acquire skills at a very early stage of their life if the parents are responsive and understanding. However, due to trauma, loss of hope, stress caused by the wars, most of the parents in Yumbe refugee secondary schools have neglected their children. This is evidenced by child headed homes, loss of interest in education, lack of necessities for learners especially scholastic materials, early marriages for both boys and girls among others. The researcher will therefore seek to establish the role of parents especially to their children so that they achieve their educational objectives.

According to Education Act (2008), the foundation bodies also play a great role in provision of secondary school education. These may include, community, religion based foundation among others. The Act states that, the responsibility of the foundation body shall in accordance with the state policy include, participating in ensuring proper management of schools of their foundation, ensuring the promotion of religious, cultural and moral values and attitudes in schools of their foundation, participating in policy formulation, participating in education advocacy, mobilization of resources for educational purposes among others. However, it has been noted that the foundation bodies in Yumbe district especially in refugee schools have not been fully involved to the extent that the community which is the foundation body does not know that it has a role to play in secondary schools hence leaving many gaps which has affected the education system. The researcher will therefore seek to establish the role of the foundation body in the selected secondary schools so as to improve on the management of secondary school education.

According to the constitution of the Republic of Uganda (1995), objective 111 states that, individuals, religious bodies and other Non - Governmental organizations shall be free to found and operate educational institutions. Globally, non-governmental organizations have played a great role in education provision such as in Kenya, USA, and Uganda. This is especially in poverty stricken regions, hard to reach areas and refugee settlements. Globally, NGOs play a great role in provision of education such as in India, NGOs working for education in India like Oxfam India, play an important role in supporting the most vulnerable children access their right to education through innovative ideas such as forming student groups and child tracking system, holding awareness workshops with parents to ensure that they send children to school (Oxfam India, 2018).

According to Brophy (2020), he pointed out that, many different Non-Governmental Organizations (NGOs) support education in Africa; some NGOs such as save the children and Oxfam are large multi nationals which cover the continent, employ hundreds of people and have annual budgets of tens of millions of British pound sterling. According to Uganda secondary education expansion resettlement (2020), it states that, the purpose of the resettlement policy framework financial support provided to such schools through the by Uganda based non- governmental Organizations (NGO). In Yumbe district, UNHCR maintains strategic partnerships with more than 900 partners including NGOs, governmental institutions and United Nations Agencies.

According to South Sudan regional refugee response plan: 2020, the role of Finn Church Aid (FCA) is to provide access to safe and inclusive secondary learning

environments, improve the quality of teaching and learning outcomes, strengthening the coping mechanisms and resilience of children affected with conflicts, advancing psychological well-being and peaceful interaction of primary and secondary school learners. However, not all have been achieved since most learners still have no access to quality education and others have drop out. The researcher will therefore seek to investigate the role of NGOs in management of refugee secondary education in Yumbe district.

2.2 Mechanisms used by the Key Stakeholders in managing Refugee Secondary Education

Professor Julia B Rauch defines mechanism as, “a selection of response to the situation and ability to identify the reasons for the response.” For effective management of refugee secondary schools, the key stakeholders should be employing specific mechanisms so as to achieve some goals and objectives (Global refugee forum Nov, 2019), emphasizes that, the key stakeholders should “ensure that regulatory mechanisms adequately support the implementation of ECDE policies and high quality services that include refugee and displaced children and ensure that the providers are certified”. Jalbout (2020) said that, “we invite the Greek government, UN agencies, EU and the broader international community to adopt our three point plan for action to respond to requests for immediate assistance with the response to Covid-19”. In the same manner in Uganda, the government may call upon different stakeholders to respond to education in crisis for the refugees by adopting some mechanisms. This is evidenced by many national and international agencies coming in to respond to some specific needs in the education system.

Shelley Deane (2016) states that, “of the 5.4 million children in need of education inside Syria, integration mechanisms are needed for Syrian children in Turkish schools. In Uganda, in the constitution of the republic of Uganda (1995; V), states that, “to provide for the mechanisms and establishment of organs responsible for the regulation.” However, due to lack of adequate and appropriate mechanisms to manage refugee education, there are still some gaps in secondary school refugee education that need to be covered for the education system to achieve its goals and objectives. Therefore the researcher would wish to find out different mechanisms used by the key stakeholders in managing secondary school refugee education. Among the mechanisms used could include;

Increase funding and national capacity. O’Domoghueetal (2021) states that, “nevertheless, Uganda still... forms with various contractual arrangements, funding mechanisms” however, in the secondary refugee education, it has been noticed that funding is inadequate which lags most of the school programs behind. James O’ Domoghueetal (2021), further stated that, “the stakeholders overwhelmingly acknowledge that the level of financing to PPP schools (47,000 per student per term) is inadequate”. In the refugee secondary schools in Yumbe, this is evidenced by few classroom blocks, lack of enough scholastic materials for the students, very few teachers and many others amidst large numbers of refugee students. Thus, collaboration with the civil society and promoting the development of digital competencies as well as the 21st century skills such as critical thinking, team work, creativity and media literacy.

According to UNHCR- Global framework for refugee education (Nov 2019), it suggests, “coexistence and civil society, policy and planning..., for every ten refugee boys in secondary school”. However, in this case, girls have been segregated which makes their enrollment in secondary school lower compared to boys and to some extent, coexistence has failed due to tribalism amongst the refugee students. This has made learning hard for most of the students because of no team work hence making it hard for the teachers to manage such students in the school.

Further, Lotman (2020), also suggested “practical and innovative digital competencies educational package developed in Ethiopia, applicable to enhance education and livelihoods opportunities for refugee and vulnerable host communities”. In Yumbe district, this is evidenced by supply of iPods for refugee learners to study during the Covid-19 period. However, the supply is still very low compared to the number of students. There are also network challenges as well as power shortage which make these digital appliances irrelevant to some extent. The researcher will therefore seek to investigate the level of coexistence and also find out the applicability of digital appliances to the key stakeholders management of secondary refugee schools.

Investing in school infrastructure and teacher training. Education for refugees (2016, page 4) states that, “Education is a basic human right...and during times of displacement, education plays an additional, crucial role in fostering social cohesion, addressing psychosocial needs, and providing safe and stable environment for those who need it most.” UNHCR-Global refugee forum (Nov 2019, pages, 22-25), points out that, “invest in school infrastructure and teacher training that enables the integration of technology into the classroom. This includes planning that anticipates equipping

schools with power connectivity... and building capacity of educators to confidently use that equipment to enhance teaching”. This has not been fully facilitated evidenced by very few infrastructures to accommodate large numbers of students; there are also few accommodation facilities for the staff which makes learning and teaching ineffective. In addition, most of the teachers are still backward in technology and therefore they still depend on traditional way of teaching. The study will therefore investigate the capacity of the key stakeholders in managing refugee secondary schools through the suggested mechanism.

Promoting measures to integrate girls and young women, either married or drop out of school like the married girls. Filippo Grandi (UNHCR, 2023) states that “without education, refugee women and girls are denied confidence to speak out to contribute to strengthening of respect of human rights and fundamental freedoms among around the world” there girls and women need to be encouraged to gain knowledge through education for their bright future. Unfortunately, education for refugee girls and women has remained an aspiration but not a priority. In Yumbe district, this is evidenced by low enrollment of girls in secondary schools and high rate of early pregnancy among the secondary school girls. The researcher would therefore like to investigate the capacity of the key stakeholders in promoting girl child education.

Strengthening psychosocial support for girls and boys. Global refugee forum (2019), the government should, “support psychosocial support for girls and boys, youth and women who have experienced sexual gender based violence to build their resilience and help them to remain in or enter education”. Durbeej (2021), states that, “Innervations have been developed to support mental health, recovery and resilience in refugee populations and schools have been identified...” This has not been fully

achieved evidenced by many cases of trauma, stress and cases of school drop outs due to mental problems. The study will therefore focus on investigating the capacity of key stakeholders in managing psychosocial problems in refugee secondary schools.

Promoting equal access and inclusion. According to Grandi (2018), a higher commissioner for refugees, he suggested a strategy for refugee inclusion 2030 which aims to “ensure that refugees are increasingly accounted for in education sector planning goals and action plans”. According to UNHCR (2022) in its article of, (ensuring access to education, page 8,) its major objective is; “to provide operational guidance for UNHCR country programs to advocate for and facilitate access to quality education services for refugees, equivalent to those available to the national population”. There might be no success for this currently evidenced by very few schools for refugees in Yumbe district, proved by very long distances travelled by learners as they go and come from school. The researcher will focus on investigating this matter.

Informal education mechanisms are also used. Shelley Deane (2016 page 4), states that, “informal education mechanisms including community based homework, support groups, operate in refugee camps, settlements and urban areas”. For instance, “18000 parents in Lebanon share their knowledge and assist vulnerable Syrian refugee children with their homework in their own homes...”. In Yumbe district, this is evidenced by community based learning supported by the teachers who go to the community to teach small groups of students especially during Covid period. However, this has not been fully achieved evidenced by absence of learners during targeted days in a targeted village. The researcher would like to investigate the management of the key stakeholders in supporting informal education.

Supporting and training teachers, according to Kabuzire (2021), she points out that, “FCA has trained over 120 teachers in mental health and psychosocial support and also participated in retooling of teachers and learning circle peer mentors reaching out to over 24 teachers.” Due to the character of students who are regarded as ‘sturbon’, most teachers might have kept the knowledge for themselves without applying it. The numbers of teachers trained are also still very few that might not be able to handle refugee children. This paper shall also focus on investigating the key stakeholders’ management in supporting and training teachers for the schools to achieve their goals and objectives.

Supporting safe and accessible travel to and from school. Global refugee forum, (2019, pages, 22-25), suggests that, “support local innovations that address safe, accessible travel to and from school for all children and youth including students with disabilities.” UNHCR report, (2016), “UNESCO research finds that low levels of access to education and high levels of inequality in education in turn heighten the risk of violence and conflict, creating vicious cycle of lost education opportunities, conflict and displacement” (UNHCR report, 2016). Therefore, to curb this, the stakeholders try to provide transport to children at a risk such as from long distances and to those with disabilities. In Yumbe district, this is evidenced by bicycles given to students so as to ease their access to schools. To dismay, these transport facilities are given to few learners which leaves many students continue suffering travelling for long distances, this has created school dropout. The researcher would therefore like to investigate the management of the key stakeholders in this matter as per secondary refugee education is concerned.

Promoting protection measures against SGBV (Sexual Gender Based Violence). UNHCR report (2016), states that, “schools should be a safe heaven. Schools also play an important role in identifying refugee children at a risk of abuse, sexual and gender based violence, and forced recruitment, and they can help connect appropriate services. Despite the measures put such as trainings in SGBV, involving other stakeholders such as police, parents, there are still cases of SGBV in refugee secondary schools such as insults, early pregnancies, and others that have affected learners especially girls. The study therefore focused on investigating on issues of management of SGBV in refugee secondary schools.

Improve data for better investment. GPE media coverage, (March 1st 2018), states that, “in South Sudan, a new data collection tool helps improve access to education for refugee children”. This is aimed at improving the gap in refugee education and also helps in improving inclusion of refugee children in the education system as well as benefiting from global partnership. According to world economic forum), Grandi (2019) states that, “making an investment-whether in shares, bonds, property, gold... is quick and easy”. Despite the investments, the enrollment of refugee secondary students in Uganda is still low. For instance refugees only account for 24% countrywide. And the outcome for investment is not immediately realized. In Yumbe district, this is evidenced by many students sitting senior four but very few proceed to advanced level and the trend continues even up to the higher levels of institution. Therefore, the researcher focused on investigating the management of key stakeholders’ management in this matter

2.3 The Influence of Stakeholders in the Management of Refugee Based Secondary Schools

Improving classroom practices. Classroom practices are related to the actions and strategies teachers and students deploy in classroom during the teaching and learning process ([...lbox.iiep.unesco.org](http://www.iiep.unesco.org)). “The teacher/class/context effect shows that the teacher plays a decisive role for quality education, but that the teacher - pupil performance relationship is complex (UNESCO, 2009). This is as a result of demanding factors which are consistent in context-related teacher management system.

Being the largest settlement in the world, Bidibidi receives a largest number of students who have experienced trauma associated with living in and fleeing from regions experiencing armed conflicts. Children from such background have experienced a lot of disruptions in their education system during the migration process. This affects most of the classroom practices in refugee secondary schools.

Traumatized learners lack concentration in class. Gregory et al. (2017) states that, “the effect of trauma on key areas of attachment, self-regulation and developmental competence are considered alongside illustrations of classroom intervention strategies”. However, due to trauma, most refugee students do not concentrate in class whereby many are always sleeping, absent minded, annoyed during the lesson periods. Refugee students also tend to struggle with social-emotional problems. Saklan (2017) states that, “they are silent in lessons and they do not establish eye contact with teachers. They usually have destructive feelings such as anger and frustration”. This affects the teaching and learning process. This paper will therefore

seek to investigate how stakeholders influence classroom practices in managing refugee based secondary schools in Yumbe district.

Language barrier. “Research indicates that immigrant and refugee children benefit from use of their native languages in education” (Martha Bigelow, Vanek et al., 2017). However, in Bidibidi refugee settlement, most teachers are Ugandans and therefore use English as language of instruction which some learners do not properly understand. In Syria, “refugee students struggle to make sense of lessons taught in English or French which are official languages of instruction in Lebanese schools” (UNESCO, 2016). The researcher therefore investigated how the stakeholders influence language barrier in refugee secondary school education.

The curriculum of the country of origin is the one that is most relevant to the recently displaced. Naidoo (2021) states that, “it is clear that schools cannot on their own deliver the forms of literacy and learning support that are needed by refugee students unless they gain additional assistance”. This is because refugee students come from different background and the modes of teaching in the settlement country become irrelevant. This is evidenced by many students specializing either in sciences or arts at senior three which is not the case in Uganda. This has made many to drop out, others go back to lower levels, even to primary so as to catch up with Uganda’s curriculum. This paper therefore investigated how the stakeholders influence curriculum in refugee secondary school education.

Inclusive education practices. Hansen (1982) states that, “in recent years, a new population of non-traditional students has emerged in American higher education. The population is made of foreign nationals, immigrants and other aliens”. In the same

sense, Yumbe refugee schools have a mixture of population including the refugees, host communities and others come from different districts in Uganda. To make it worse, there are different types of learners such as the lame, the blind, the deaf, the over aged and many others. This makes it hard for teachers to handle all these cases in a classroom that affects the teaching and learning process. This paper therefore investigated how stakeholders influence inclusive practices in refugee secondary education in Yumbe district.

Pedagogy and teacher competence. According to UNHCR (2021), research found out that there are a number of challenges concerning assessment for instance, failure to assess continually due to large numbers and heavy workload for teachers. This is evidenced in most of the subjects especially arts like history and Christian religious education where students only write notes sometimes not even explained by the teacher. This has led to poor performance even at the national level. This paper therefore investigated the role of stakeholders in pedagogy and teacher competence while managing refugee secondary school education.

More so, “teacher competence is understood as a multilayered concept comprising cognitive, skill based and effective components. Knowledge, skills, attitudes and ethics”, according to Nousiajannen, Kanga, & Rikada (2018). Therefore, the paper investigated the role of stakeholders in managing effective components especially teacher competencies. According to Taylor & Francis (2018), “for pre-service teacher competence in trauma- informed pedagogy, the findings of this informed pedagogy. These revisions can build upon the training that pre-service teachers that are... (2022

page 1-12). The paper therefore investigated the informed pedagogy especially in trauma/ psychosocial support while managing refugee based secondary schools.

Pc MunosCarril, Gonzalez (2013), states that, “there has been effort to identify competencies associated to every role, with an emphasis on those of the pedagogical scope, by means of a focus group”. This paper therefore investigated the role of stakeholders in pedagogical competencies especially for teachers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study design, area of study, information sources, population and sampling techniques, variables and indicators, measurement levels, procedure for data collection, data collection instruments, quality, error control and strategy for data processing, analysis and interpretation.

3.1 Study design

The researcher used a cross sectional research design for obtaining both qualitative and quantitative data. According to (Bryman, 2008), researchers use research design because it is highly representative of different levels of complexity and multi-level analysis and cuts across the various aspects related to management of organizations and examines relationships between variables under study. Qualitative and quantitative approaches are complementary and where appropriate they can be combined to maximize the strength and minimize the limitations of each other, (Kombo & Tromp, 2009). The qualitative method was appropriate because it was descriptive and enables the collection of verbal qualitative data in its natural setting. Quantitative method was used to analyze statistical data in form of frequency counts and percentages. The qualitative technique was used to analyze descriptive data in form of frequency counts and percentages (Leedy & Omrod, 2013).

3.2 Area of the Study

The selection of a research site was essential. It influences the usefulness of the information produced. The idea is to start with a larger population and through

progressive elimination, end up with the actual site where data is collected (Orodho and Kombo, 2002). The study was conducted in Yumbe district in the five sub counties that is, Kululu, Kochi, Odravu, Romogi and Kochi in Bidibidi refugee settlement. Yumbe district is one of the refugee hosting areas therefore, reviewed convenient to provide the researcher with the necessary data relating to the impact of stakeholders management on the performance of refugee based secondary schools in Yumbe district.

3.3 Information sources

During this study, the researcher used both primary and secondary sources. Primary sources consists of information gathered directly from Respondents (Rosto, 2001) Direct use of observation, questionnaires and interview guide as a tool for data collection were employed to record ideas, views, comments, reactions with the view of gathering enough evidence on the topic under investigation. The selected sources were employed because they are easily availed, can be used to gather enough data and less costly when used. They also give the researcher a chance to visit the area physically so that she gets to know the whole environment surrounding the schools and students study

The researcher also used secondary data sources. This involved the collection and analysis of published material and information from internal sources, secondary data collection was conducted by collecting information from a diverse source of documents with information about the management and performance of organizations or electronically stored information (Kombo and Tromp, 2006). The sources are selected because they are usually the ones where schools keep their information or

publish for other stakeholders to read. Therefore, they were readily available for the researcher to use.

3.4 Population and Sampling Techniques

3.4.1 Population

Kombo et al (2006), defines a population as a group of individuals, objects or items from which samples are taken for measurement (for example a population of students). Population refers to an entire group of persons or elements that have at least one thing in common. Therefore, the study for this research included 22 respondents who included head teachers, teachers, PTA representatives, district inspector of schools, UNHCR education focal person, and NGOs field officers. These were the key stakeholders in management of secondary education in the selected area of study (Kombo & Tromp, 2006). This selected population composition included all stakeholders directly or indirectly involved in the management of refugee secondary school education in Yumbe district. The researcher employed a pilot survey population sample to represent the other schools in the same area based on the selected secondary schools.

3.4.2 Sample Size Determination

The researcher selected a minimum of 108 respondents to participate in the study. This number depended on the total population of each stratum. For this reason, the sample size was to be determined by use of the formula given by Fisher (2021).

- Determine the population size
- Determine the confidence level
- Determine the standard deviation (0.5 is safe where the figure was unknown)

- Convert the confidence level into Z score.

For instance the table below shows confidence levels;

Confidence level	Z- score
80%	1.28
85%	1.44

Therefore, the sample size = $(z - score) \times 2 \times stdDev (1 - stDev)$

(Confidence interval) x 2.

The table 3.1 below represents the population for the study;

Category of respondents	Targeted number of respondents	Sampling Technique
Head teachers	05	Purposive sampling
BOG members	30	Purposive sampling
PTA representatives	70	Purposive sampling
NGOs field officers	01	Simple random sampling
UNHCR education focal person	01	Simple random sampling
District inspector of schools	01	Simple random sampling
Total	108	

3.4.3 Sampling Techniques

The researcher used stratified random sampling to ensure that certain sub groups in the population are represented in the sample in the population (Oso and One, 2009).

The population was stratified into the groups of the selected population. In this case, the researcher used simple random sampling. For example, different groups were

represented by different individuals. The researcher also used purposive sampling to select head teachers, BOG chairpersons, PTA representatives, since they are directly involved in the management of refugee based secondary schools. This approach was used because it guaranteed comprehensiveness and provides a less biased sampling (Kombo & Tromp, 2006).

3.5 Variables and Indicators

Leedy and Ormrod (2013), defines variables as any quality and characteristic in research that has two or more possible values. There are two types of variables that is, the independent variable and dependent variable. In this study, the independent variable is the impact of key stakeholders and dependent variable is the management of secondary education. The researcher manipulated the independent variable whose effect was established in the study. The dependent variable was of primary interest to the study that is; management of secondary education. An indicator is a specific, observable and measurable characteristic or change that shows the progress of the program making towards achieving a specific outcome. The indicators of management of secondary education included; Students' enrollment, records of academic progress, students' daily attendance, infrastructural development among others.

3.5 Measurement Levels

According to Mutabaazi (2008), there are four levels of measurement that is; nominal, ordinal, interval and ratio. The nominal level is the one where data or variables are merely named Therefore, the researcher will consider letters like; A, B, C. The ordinal level orders the sequence and is characterized by categories that are ranked in terms of values. The interval level assigns spaces of equal intervals to numbers.

Here, mathematical calculations are possible. The ratio level represents values measured in equal units from zero. Here, measuring units are constant. In this study, at least three levels of measurement was used that is; nominal, ordinal and interval levels. Under nominal scale, the researcher categorized the variables to indicate frequencies in each category. In ordinal scale, the researcher measured the responses on a Likert scale marked in an orderly form ranging from strongly agreed, agreed, undecided, disagreed and strongly disagreed. The interval scale also used to compute the mean and the standard deviations of the variables (Sekeran, 2003).

3.6 Procedure for Data Collection

In this study, the researcher constructed data collection instruments and discussed them with the supervisor, get an introductory letter from the Dean of School of Education of Uganda Christian University which introduced her to the relevant authorities to collect data. A pilot study was first carried out in one of the secondary schools that is outside the targeted schools to ensure validity and reliability of data collection instruments. She then sought permission from an NGO that is; Finn Church Aid in charge of secondary education, proceed to seek permission from the head teachers of the selected schools to collect data. Good rapport was established by informing the respondents the purpose of the study. Questionnaires were then distributed to the respondents and interviews conducted. Filled questionnaires were collected immediately. The researcher noted down main points while conducting the interviews.

3.7 Data Collection Process

I created a questionnaire using UCU research guidelines, generated questions from the literature review, record results and also generated initial data analysis to be used

later in the research process. I therefore got in touch with the head teachers of the 5 schools and requested them to mobilize for me the stakeholders, we set a date and I went on the set date to meet the stakeholders. Fortunately, I got most of the stakeholders that I needed.

I also realized that it was possible to collect data in one week. I called all the concerned stakeholders for a gathering, I then informed them the purpose of the research, assured them the confidentiality of the information they were to give me. I therefore distributed the questionnaires, I also explained the consent for them to them and they signed before they filled the questionnaire. The questionnaire was filled that very day within about 40 minutes. The questionnaire was in three sections, for instance, the first section had questions like; 1. What is the role of stakeholders in the management performance of refugee based secondary schools? 2. What are the mechanisms used in the management performance of refugee based secondary schools? 3. What is the influence of stakeholders in the management performance of refugee based secondary schools? The participants were to answer the questions by rating the value of each aspect as tabulated.

After feeling the questionnaires, the BOG members and the PTA members in one of the schools allowed to be interviewed. They as well signed the consent form before being interviewed. The questions in the interview guide were not so different from those asked in the questionnaire. Their responses were not so much different from each other. The participants also asked how they would benefit from the research since many researchers had come and did not bring back the feedback. I therefore assured them that I was in position to provide a copy of the proposal to the

organization so that the missing gaps are covered up as well as implementing what is stated in the proposal.

I also assured them after my graduation, I organized some training sessions for the stakeholders so that they know their roles so as to improve on the management performance of the refugee based schools in Yumbe district. After the interview session, the stakeholders appreciated the step taken to carry out such research and encouraged me to come back and bring a positive feedback.

3.8 Data Collection Instruments

In this study, two research instruments were used that is; questionnaires, and interviews, so as to suit the research questions and objectives.

3.8.1 Questionnaires

These were administered to the head-teachers, teachers, PTA representatives, district inspector of schools whereby, the researcher and research assistants distributed these questionnaires to the respondents filled in answers in written form and the researcher collected the forms with the completed information (Kombo & Tromp, 2006) Questionnaires were used because they ensure confidentiality of the responses and they are time saving. They also ensure collection of data over a large sample. Semi-structured questions were used. This was used because it was flexible, gives depth information through closed ended questions and allowed the researcher to get a complete and detailed understanding of the issues under investigation (Donald, et al. 2006).

3.8.2 Key informant interviews

These were qualitative in-depth interviews with people who know what is going on in the community (*UCLA center for health policy research*). This was used in collecting information from a wide range of people who have first-hand knowledge about the refugee based schools in Yumbe district. This was through face to face interviews with the selected respondents. Respondents were more comfortable with the researcher and it gave a researcher an intuitive understanding of what is happening in the area of study (Kombo & Tromp, 2006). The Head teachers, PTA chairpersons, BOG representatives were interviewed since they were directly involved in the management of refugee based secondary schools.

3.9 Quality/Error Control

The term control is used to refer to the restraint of experimental conditions (Kothari, 2013). The researcher avoided personal prejudices and bias by employing two techniques of data collection to ensure quality. The researcher also edited all the filled instruments and cross check the data thoroughly to remove all the inconsistencies. The questionnaire was also set in a simple form and drafted in clear language for easy interpretation (Mahanti, 2019).

3.9.1 Validity

Leedy and Ormrod (2013), states that the validity of a measurement is the extent to which the instrument measures what it was intended to measure. To ensure validity, data collection instruments were discussed with the supervisor and pre tested for accuracy before being used in the study. To achieve the content validity, the tools were subjected a thorough review by the investigator and experts (supervisor). This

form of validity was tested with the help of content validity index guided by the following formula:

$$\text{CVI} = \frac{\text{No. of statement rated relevant}}{\text{Total No. of statements}}$$

In this, five questionnaires were tested among two secondary schools in the same area but not those considered in the study. Each tool had 32 statements, hence:

Total statements=32x5=160. Invalid statements=25. Relevant statements=135.

CVI: 135/160=0.87.

This implies that the CVI was 0.84, which was above recommended 0.7.

Similar statements were conducted in the interviews. This helped in establishing the time took in conducting an interview, explaining the reason why each interview was given between 25-25minutes.

3.9.2 Reliability

Reliability refers to how consistent a research procedure or instrument is. It is a degree of consistency demonstrated in the study. Reliability is the consistency with which a measuring instrument yields consistent results when the entity being measured has not changed (Leedy and Ormrod, 2013). In order to ensure reliability of the study, the research instruments were pre-tested. The items were tested on consistency and steadfastness in their answers by various responses that were got from a pilot study. In the context of the foregoing opinion the reliability of the tool (comprising issues on stakeholders' management, plus issues of performance of refugee based secondary schools) were accordingly aligned.

Reliability of the instrument on the other hand was ensured through the use of Cronbach's Alpha co-efficient index generated by SPSS. After pilot testing the instrument, reliability of the instrument, on multi-item variables was tested using the Cronbach's Alpha Method to provide by Statistical Package for the Social Scientists, and this was conducted among 10 respondents.

Table 3.2: Reliability indices for the questionnaire

Variable	No. of items	Cronbach Alpha Coefficient
Role of stakeholders in management	09	0.78
Different management mechanisms	10	0.82
Influence of stakeholders in the management of secondary schools	08	0.89

The Cronbach's alpha coefficients as indicated in Table 3.2 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for data collection. On the other hand, the researcher ensured reliability of interview guide by ensuring consistent of selection method, that is, the five pilot study candidates were interviewed twice using the same questions to rate the candidate's similarity and get the reliable interview.

3.10 Strategy for Data Processing, Analysis and Interpretation

3.10.1 Quantitative data analysis

This involved entering data into data analysis software like statistical package for social scientists (SPSS) and then analyzed. Descriptive statistics were used by tabulating data as per the objective, analyzed and interpreted by using SPSS software (Mbabazi, 2007). The data was then presented using frequency tables, graphs and pie charts and presented inform of findings. Written explanation was used to analyze data

for easy interpretation by the readers (Strauss & Corbin, 2007). The data was processed by editing and coding for accuracy and calculated, analyzed and interpreted by relevant literature review.

3.10.2 Qualitative data analysis

This was done through combining all the data that is collected from separate interviews and connecting themes that unveiled answers to the research questions and outlining efforts needed to address management issues for better improvement (Ivan, 2021). In this analysis, the researcher used CAQDAS computer assisted research software. This helped in conducting research, gathering information and intergrading qualitative research (Immanuel, 2020)

3.10.3 Data Interpretation

This involved attaching meanings to the generated information as per tables developed during the stage of data analysis to arrive to the same validity results. Thorough examination of the questionnaires was done to ensure accuracy, consistence and competences of the response. The data was supported by literature relevant to the study (Heffner, & Christopher, 2014)

3.11 Ethical Considerations

3.11.1 Informed consent

The respondents in the research were fully informed about the research being conducted. Therefore, the researcher explained the purpose of the research, how the findings were used, who will access the findings. This helped the participants to make informed decisions as to whether they participated or not.

3.11.2 Confidentiality

To ensure confidentiality, the researcher ensured that any identifying information was not available to or accessed by anyone but the research supervisor. Therefore, the researcher kept the copies of research in a safe custody at home, and ensured that such identifying information was excluded from reports and published documents for a period of five years.

3.11.3 Literature review and citations

The researcher also used citations and literature review so as to avoid plagiarism.

Getting a letter from UCU and the leading NGO in education. The researcher also got a letter from the university and the leading NGO so as to be allowed to conduct research in the refugee based secondary schools. This helped to avoid criticisms from some stakeholders such as head teachers and parents.

Language used. The researcher also used formal language; English, an interpreter was also used. This allowed the respondents to understand clearly the questionnaire since most of the respondents might not be good at English only.

Publication of findings. The researcher kept the information in safe custody until the university approves the work to be published.

3.12 Study Limitations

Some respondents gave exaggerated information thinking that the researcher had been sent by higher authorities to investigate weaknesses of directly involved stakeholders. This was counteracted by giving them an introductory letter and telling

them the purpose of the study and how their information was handled with highest level of confidentiality.

Lack of enough time to carry out the research since the researcher was a full time teacher. The researcher applied for a study leave and also dedicated every free time to the study.

Some of the respondents did not fill in the questionnaires. This happened because some claim information might be missing in the files for instance the information about the trained teachers. This was solved by discarding off the unfilled questionnaires so that the researcher does not make wrong conclusions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter analyzed the summary and findings of the research study. This section provides data analysis for the questionnaire and interview data. This section provides two sub-sections that is; quantitative analysis conducted by descriptive analysis. The second sub-section provides qualitative analysis conducted by using the thematic analysis. Since there are many variables in the research questionnaire, provided, descriptive analysis was used to analyze the findings whereby tables were used to indicate the findings and there after they were analyzed.

After the analysis, there were discussion section that linked all the analyses and was in position to answer all the questions for all research questions.

4.1 Biographical data

Table 4.1: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	68	63. 0	63.0	63.0
	Female	40	37. 0	37.0	100.0
	Total	108	100 .0	100.0	

From the table above the study involved 68(63.0%) male respondents and 40(37.0%) female respondents. This means that the study took care of both gender, although the male respondents were more than their counter parts.

Table 4.2. Status of Respondent in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	44	40.7	40.7	40.7
	Member of BOG	40	37.0	37.0	77.8
	PTA member	28	22.2	22.2	100.0
	Total	108	100.0	100.0	

The study also sought to find out the statuses of the respondents in their schools and from the table above, 44(40.7%) were teachers, 40(37.0%) were members of board of governors and 28 were members of parents teachers' association (PTA). This means that the study captured all the intended respondents. Among teachers were head teachers and their deputies.

Table 4.3: Ages of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 – 23 years	16	14.8	14.8	14.8
	24 – 29 years	12	11.1	11.1	25.9
	30 – 35 years	44	40.7	40.7	66.7
	36 – 41 years	36	33.3	33.3	100.0
	Total	108	100.0	100.0	

This study also wanted to find out the ages of the respondents and from the table above, it was found out that 16(14.8%) of the respondents were aged between 18 and 23 years; 12(11.1%) were aged between 24 and 29 years; 44(40.7%) were aged between 30 and 35 years and 36 (33.3%) were aged between 36 and 41 years. This also means that the study involved respondents of different age groups.

Table 4.4: Education level of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	40	37.0	37.0	37.0
	Bachelor's degree	44	40.7	40.7	77.8
	Masters' degree	24	22.2	22.2	100.0
	Total	108	100.0	100.0	

This study also wanted to find out the education level of respondents and it was found out that 40(37.0%) of the respondents had obtained a diploma while 44(40.7%) had a Bachelor's degree and 24(22.3%) had Masters' degree. This shows that the study used respondents of different educational levels and therefore could give responses of different educational backgrounds.

Table 4.5: Working experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 3 years	12	11.1	11.1	11.1
	4 to 6 years	48	44.4	44.4	55.6
	7 to 9 years	40	37.0	37.0	92.6
	10 to 12 year	8	7.4	7.4	100.0
	Total	108	100.0	100.0	

Finally, on the biographical data, the study sought to find out the work experience of the respondents and from the table above, it was established that 12(11.1%) of the respondents had been working for one to three years and 48(44.4%) had worked for between 4 to 6 years while 40(37.0%) had worked for between 7 to 9 years and 8(7.4%) had worked for between 10 to 12 years. This means that the study involved respondents of vast experiences.

4.2 Stakeholders' management of refugee secondary schools in Yumbe district.

Table 4.6: Stakeholders' management of refugee secondary schools in Yumbe district

Items	SD	D	U	A	SA	M	SD
Government is actively involved in the management of refugee secondary schools in Yube district	0 (0.0%)	0 (0.0%)	12 (11.1%)	36 (33.3%)	60 (55.6%)	4.44	697
The BOG helps in the administration of the refugee secondary schools in Yumbe district	0 (0.0%)	12 (11.1%)	8 (7.4%)	60 (55.6%)	28 (25.9%)	3.96	.897
PTA is actively involved in the activities of the refugee secondary schools in Yumbe district	12 (11.1%)	16 (14.8%)	16 (14.8%)	44 (40.7%)	20 (18.5%)	3.37	1.334
Parents play a supportive role	8 (7.4%)	36 (33.3%)	4 (3.7%)	44 (40.7%)	16 (14.8%)	3.22	1.281
NGOs are involved in the management of the schools	0 (0.0%)	12 (11.1%)	16 (14.8%)	40 (37.0%)	40 (37.0%)	4.00	1.000
Individuals and religious bodies are free to come to refugee schools	0 (0.0%)	4 (3.7%)	16 (14.8%)	28 (25.9%)	60 (55.6%)	4.33	.877
OVERALL MEAN \bar{X}							3.8888

Source: Field data

Legend

Strongly Disagree	0-1.0 Very Low involvement
Disagree	1.1-2.0 Low involvement
Neutral	2.1-3.0 Moderate involvement
Agree	3.1-4.0 High involvement
Strongly Agree	4.1-5.0 Very High involvement

From the table above, respondents were given an item as to whether Government is actively involved in the management of refugee secondary schools in Yumbe district 0(0.0% Strongly disagreed, 0(0.0%), Disagreed, 12(11.1%) were not sure, 36(33.3%), Agreed, 60(55.6%), Strongly agreed with a mean of **4.44** and **SD of .6979**. This means that there was a very high involvement in the management of refugee secondary schools in Yumbe district by government.

Also from the table above respondents were required to respond to the item as to whether the BOG helps in the administration of the refugee secondary schools in Yumbe district, 0(0.0%), Strongly disagreed 12(11.1%) Disagreed 8(7.4%) Not sure 60(55.6%) Agreed 28(25.9%) Strongly agreed with a mean of **3.96** and **SD of .8979**. This shows that there was a high degree of involvement by the BOG in the administration of refugee secondary schools in Yumbe district.

On the other hand, respondents were also asked whether PTA is actively involved in the activities of the refugee secondary schools in Yumbe district 16(14.8%) strongly disagreed 12(11.1%) Disagreed 16(14.8%) Not sure 44(40.7%) Agreed 20(18.5%) strongly agreed; with a mean of **3.37** and an **SD 1.3344**. This also shows that there was a high degree of involvement by the PTAs in refugee secondary schools in Yumbe district.

Another item required respondents whether Parents play a supportive role 8(7.4%) Strongly disagreed, 36(33.3%) disagreed, 4(3.7%) Not sure, 44(40.7%) Agreed, and 16(14.8%) strongly agreed; with a mean of **3.22** and an **SD 1.2810**. This means that

there was a high degree of involvement by the parents and therefore it shows that parents highly supported the schools in Yumbe district.

Also there was an item as to whether NGOs are involved in the management of the schools 0(0.0% strongly disagreed, 12(11.1%) Disagreed, 16(14.8%) Not sure, 40(37.0%) Agreed, and 40(37.0%) strongly agreed; with a mean of **4.00** and an SD 1.000. This means that there was a very high degree of involvement by NGOs in the management of refugee secondary schools in Yumbe district.

Finally, respondents were asked whether Individuals and religious bodies are free to come to refugee schools, 0(0.0% strongly disagreed, 4(3.7%) Disagreed, 16(14.8%) Not sure, 28(25.9%) Agreed, and 60(55.6%) strongly agreed; with a mean of **4.33** and an SD.8770. This means that there was a very high level of individuals and religious bodies coming to refugee schools in Yumbe district. From the overall mean and from the legend it means that there was a high level of involvement.

Table 4.7: School Performance.

Items	SD	D	U	A	SA	M	SD
Stakeholders have increased funding to refugee schools	16 (14.8%)	20 (18.5%)	8 (7.4%)	24 (22.2%)	40 (37.0%)	3.48	1.528
Stakeholders have invested in school infrastructure	0 (0.0%)	28 (25.9%)	16 (14.8%)	16 (14.8%)	48 (44.4%)	3.77	1.281
Stakeholders have supported and trained teachers	0 (0.0%)	0 (0.0%)	16 (14.8%)	56 (51.9%)	36 (33.3%)	4.18	.681
Stakeholders have provided measures to integrate girls and young women in the school systems	0 (0.0%)	12 (11.1%)	16 (14.8%)	44 (40.7%)	36 (33.3%)	3.96	.979
Stakeholders have strengthened psycho-social support in refugee schools	0 (0.0%)	12 (11.1%)	20 (18.5%)	56 (51.9%)	20 (18.5%)	3.77	.891
Stakeholders have provided equal access to inclusive education	0 (0.0%)	24 (22.2%)	28 (25.9%)	32 (29.6%)	24 (22.2%)	3.51	1.087
Stakeholders have provided measures against sexual and gender based violence in the school	0 (0.0%)	4 (3.7%)	24 (22.2%)	48 (44.4%)	32 (29.6%)	4.00	.832
Stakeholders have provided safe and accessible travel to and from school	0 (0.0%)	12 (11.1%)	28 (25.9%)	60 (55.6%)	8 (7.4%)	3.59	.797
Stakeholders have updated data for better investment	4 (3.7%)	0 (0.0%)	36 (33.3%)	36 (33.3%)	32 (29.6%)	3.85	.988
OVERALL MEAN \bar{X}						3.7945	

Source: Field data

Legend

- Strongly Disagree 0-1.0 Very Low**
- Disagree 1.1-2.0 Low**
- Neutral 2.1-3.0 Moderate**
- Agree 3.1-4.0 High**
- Strongly Agree 4.1-5.0 Very High**

From table 4.7 above, respondents were asked whether Stakeholders have increased funding to refugee schools; where 16(14.8%) Strongly disagreed, 20(18.5%) Disagreed, 8(7.4%) Not sure, 24(22.2%) Agreed, and 40(37.0%) strongly agreed; with a mean of **3.48** and an SD 1.528. This shows that there was a high level of increment of funding by stakeholders.

Also from the table above, respondents were asked as to whether Stakeholders have invested in school infrastructure; 0(0.0% strongly disagreed, 28(25.9%) Disagreed, 16(14.8%) Not sure, 16(14.8%) Agreed, and 48(44.4%) strongly agreed; with a mean of **3.77** and an SD1.281. This means that stakeholders had highly invested in school infrastructure of refugee secondary schools in Yumbe district.

Again respondents were asked as to whether Stakeholders have supported and trained teachers; where 0(0.0% strongly disagreed, 0(0.0% Disagreed, 16(14.8%) Not sure, 56(51.9%) Agreed, and 36(33.3%) Strongly agreed; with a mean of **4.18** and an SD.681. This means that stakeholders had very highly supported and trained teachers in refugee secondary schools in Yumbe district.

Also respondents were asked whether stakeholders have provided measures to integrate girls and young women in the school systems, where 0(0.0% strongly disagreed, 12(11.1%) Disagreed, 16(14.8%) Not sure, 44(40.7%) Agreed, and 36(33.3%) strongly agreed; with a mean of **3.96** and an SD.979. This means that stakeholders had highly provided measures to integrate girls and young women in refugee secondary schools' system in Yumbe district.

Again, respondents were given an item on whether Stakeholders have strengthened psycho-social support in refugee schools; 0(0.0% strongly disagreed, 12(11.1%) Disagreed, 20(18.5%) Not sure, 56(51.9%) Agreed, and 20(18.5%) strongly agreed, with a mean of **3.77** and an SD.891. This shows that stakeholders had highly strengthened the psycho-social support in refugee secondary schools in Yumbe district.

On the other hand respondents were asked whether Stakeholders have provided equal access to inclusive education; 0(0.0% strongly disagreed, 24(22.2%) Disagreed, 28(25.9%) Not sure, 32(29.6%) Agreed, and 24(22.2%) strongly agreed; with a mean of **3.518** and an SD1.087. This means that stakeholders had highly provided equal access to inclusive education.

Also there was an item on to whether Stakeholders have provided measures against sexual and gender based violence in the school; 0(0.0% strongly disagreed, 4(3.7%) Disagreed, 24(22.2%) Not sure, 24(22.2%) Agreed, 48(44.4%) disagreed, and 32(29.6%) strongly agreed; with a mean of **4.00** and an SD.832. This means that stakeholders had very highly provided measures against sexual and gender based violence.

Again respondents were asked whether Stakeholders have provided safe and accessible travel to and from school; 0(0.0%) Strongly disagreed, 12(11.1%) Disagreed, 28(25.9%) Not sure, 60(55.6%) Agreed, and 8(7.4%) strongly agreed; with a mean of **3.592** and an SD.797. This means that stakeholders had highly provided safe and accessible travel to and from schools.

Finally, respondents were asked whether Stakeholders have updated data for better investment; where 4(3.7%) strongly disagreed, 0(0.0%) Disagreed, 36(33.3%) Not sure, 36(33.3%) Agreed, and 32(29.6%) strongly agreed; with a mean of **3.85** and an SD of .988. This means that stakeholders had highly updated data for better investment. From the overall mean and the translation from the legend it means that there was a high level of involvement by stakeholders.

Regression

Model Summary									
Model R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square Change	F Change	df1	df2	Sig. F Change	
1	.422 ^a	.178	4.59904	.178	5.419	1	2	5	.028

a. Predictors: (Constant), Management

From the above table, R. square is .178. This implies that .178 multiplied by 100 which is equal to 17.8%. This means that management contributes 17.8% to school performance and the rest is contributed by other factors.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	114.627	1	114.627	5.419	.028 ^b
	Residual	528.780	25	21.151		
	Total	643.407	26			

a. Dependent Variable: MECHANISMS

b. Predictors: (Constant), Management

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.479	5.938		3.449	.002
	Management	.586	.252	.42	2.328	.028

a. Dependent Variable: MECHANISMS

4.3 Qualitative Findings

Here, thematic approaches will be used to analyze the interview data. Caulfield J (2022); states that, “thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as an interview or transcripts.” This method is preferred because it is flexible.

4.3.1 The role of stakeholders in the management performance of refugee based secondary schools

This covers the PTA and BOG members’ views on the general roles of the stakeholders. In general, 6 out of 9 participants who were interviewed highly valued the role of stakeholders. However, the role of the stakeholders remains unclear to all the participants. According to participant S;

“I think the stakeholders are helping in sending children to school, the parents also support the learners the contribution such as food and also mobilize the parents to come for PTA general meetings”.

In contrast, participant L who was a BOG member also gave her views about the role of the stakeholders, she said,

“...the Stakeholders are important, for instance the BOG monitors the school, and some stakeholders also provide scholastic materials to the learners”.

Participant A also agreed with participant S that the stakeholders organize general meetings. In addition, he stated that,

“...the stakeholders are important because they “mobilize the students to school, they are also involved in the construction of the classrooms. They also bring dropouts back to school as well as girl mothers back to school.”

Participant R was in agreement with the views of other participants, however, he added that,

“I think the stakeholders are also responsible for the learning of the students, and also mobilize parents for community work so as to create a good relationship between the community and the school”

Participant N and E also agreed that the stakeholders are important, they argued that, To add on to that,

“...learners have been facing a challenge of feeding in the previous years, but now, the parents are contributing for feeding, they also buy uniform for their children. BOG these days is involved in recruiting the support staff such as watchmen and cooks.”

Participant T also agreed that the stakeholders have a role in the management performance of refugee based secondary schools in Yumbe district, he said,

“I have seen stakeholders conducting awareness to the community about anything going on whether bad or good”. He also added that, “the stakeholders also give advice to both the teachers and the learners.”

When asked about the mechanisms used, most of the participants were uncertain about this, some generally viewed it as parents' role. However, some participants raised some good views about this issue and others had no idea. This means that there

is some gap about the mechanisms used by other stakeholders other than parents.

Participant N answered,

“The stakeholders are using various mechanism “parents pay moderate PTA fees, they pay money for feeding their children and administer discipline to theirs children in these schools, “they provide transport means, they formulate rules and regulations and also approve them for use. They also provide scholastic materials, train teachers and increase funds to run the schools”

Participant R also said,

“to my knowledge, there are many mechanisms used, for example, counselling students, advising teachers, providing sanitary facilities to girls , and mobilize pregnant girls to come back to school through go back to school campaign using Village Health Teams and Education Focal Persons in the community”.

This implies that he viewed this aspect positively”. Participant A had similar ideas only that he emphasized that it was Finn Church Aid providing scholastic materials.

Participant T also agreed that some mechanisms are being used, she said,

“what about provision of food, for example parents contribute food in small amounts and pay small amounts of money. Provision of scholastic materials such as books, pens and others”

However, when asked about how the stakeholders influence the management of refugee secondary schools, most of the participants did not have an idea, their response was null, only a few responded. For instance, participant A answered,

“I think the stakeholders have a great influence in these schools, they are involved in the recruitment of teachers, they support girls in the schools such as giving them pads, they also encourage feeding programs, manage school fees collection and encourage drop outs to come back to school”.

Participant S said,

“The stakeholders encourage children to come to school and they also make supervision in the school. They also make awareness about early marriages.....”.

Participants R and N had closely related ideas to A and S, however, other participants had no idea about the influence of these stakeholders in the management of refugee based schools. This implies that there was still a big gap uncovered by the stakeholders or else, the participants might have viewed the influence in a different aspect.

CHAPTER FIVE

SUMMARY AND DISCUSSION OF FINDINGS

5.0 Introduction

This chapter will analyze the summary and discussion of findings.

5.1 Summary of Findings

The study analyzed the stakeholders' management on performance of refugee based secondary schools in yumbe district. The study therefore involved stakeholders participants in conducting the research study. The researcher developed 3 objectives to guide the study. The summary of the findings is therefore represented as bellow;

5.1.1 Objective one: To find out the role of stakeholders in the management of selected secondary schools in Yumbe district

The study revealed that there was a strong positive relationship between the roles of stakeholders on the management performance of refugee based schools. The results of the participants reevaluated that the stakeholders were crucial factors to improve on the performance of these schools. Taking decisions by the stakeholders in refugee based secondary schools is a major factor affecting management performance in these schools. This is a key point for immediate action.

5.1.2 Objective two: To find out the mechanisms used by the stakeholders in management performance of selected secondary schools in Yumbe district.

The study also revealed that there is a strong positive relationship between the mechanisms used by the stakeholders on management and performance of refugee

based secondary schools. The results further showed that the mechanisms used by the stakeholders are a key aspect since schools are having learners with different special needs which must be handled critically using specific mechanisms.

5.1.3 Objective three: To examine the influence of stakeholders in the management of selected secondary schools in Yumbe district.

The study also revealed that there is a significant positive relationship between the influence of stakeholders in the management of refugee based secondary schools. This means that non influence of stakeholders affects negatively in the management performance of these schools. The results showed that the influence of stakeholders is also a crucial aspect that might affect management in these schools.

5.2 Discussion of Findings

This section aims at addressing findings and also answers the research questions. It will also link the quantitative analysis and qualitative analysis and explore the implications of the two. It connects the existing literature and compares these findings with the studies that were done previously.

This section was divided into three subsections to explain the implications of this study. The first section discusses the role of stakeholders in the management performance of refugee based secondary schools. The second section explains the mechanisms used by the stakeholders and the third section discusses the influence of stakeholders in the management performance of refugee based secondary schools.

5.2.1 The role of stakeholders in the management performance of refugee bases schools

According to the analyses, stakeholders perform different roles in the management performance. “With respect to a school management effort, such as a wide reading model, internal stakeholders clearly have a greater capacity to produce positive change.” ([www2.ed.gov>support>sta](http://www2.ed.gov/support/sta)). The stakeholders who were interviewed agreed that they add a great value to the school though some were not aware that they were important since they are always indirectly involved. The 9 participants interviewed agreed that their role will provide a great change in the school management performance of the refugee based schools in Yumbe. Algonos (2020) states that, “...they are the policy implementers of the department of education; the teachers, their role is to be the facilitator of learning, for the parents, they are the supporters and providers of technical expertise...”

Though the role of the stakeholders is highly valued in the management performance, it should be noted that some of the stakeholders do not fully perform their role indicated by some of the participants disagreeing and some not sure at all. Brayden (1999) argued that; “stakeholder theory lacks specify and, thus, cannot be operationalized in the way that allows scientific inspection”. According to the analysis, financial stakeholders also have a negative effect, for instance, “Financial stakeholders, such as unions and material suppliers, can use their influence and production to demand greater financial benefit. Contractors can negatively affect the project through time and cost overruns.” ([smallbusiness.chron.com>can-stake...](http://smallbusiness.chron.com/can-stake...)). However, it should be noted that stakeholders are so supportive to the management performance in refugee based secondary schools since these schools are not different

from other schools and therefore should all team up for better performance management. However, one wonders whether the stakeholders really know their role, some of them think that their role is to attend meetings and get allowances, but do they implement what they have suggested?, who supervises their work?, may be they are not aware of all the processes in their activities.

5.2.2 The mechanisms used by stakeholders in the management performance of refugee based secondary schools in Yumbe district

The term mechanism is defined as the methods/tools used by any organization/institution to achieve certain goals and objectives. Pante (2019) states that, “To improve the economic status of teachers and their working conditions, the department of education, with technical assistance from UNICEF, conducted a policy review on the implementation of the special Hardship allowance provided by the national budget”. This implies that this was a mechanism employed for effective management. According to the findings, various mechanisms have been employed for proper management performance in refugee base secondary schools. For instance, out of 13 participants that filled the questionnaire, all the 9 participants agreed that the stakeholders provide equal access to education which indicates a positive response in the management performance in these schools. The mechanisms suggested should therefore be fully employed, diversified and monitored for better improvement in the management performance of refugee based secondary schools.

5.2.3 The influence of stakeholders on the management performance of refugee based secondary schools in Yumbe district

The term influence is defined as an impact on an organization as a result of various activities done within the institution. Haddad & Ashqar (2020) states that, “consequently, pressure is employed by parents in particular on the government and schools so as to do all in their capacity to improve the results and to raise Israel’s ranking on these internal tests”. According to the analysis, most of the participants viewed parents as most influential in the school management performance, for instance, all the 9 participants who were interviewed said that, “parents provide school small payments, come for meetings, discipline children”, among others. “After independence, most governments aimed a high rate of financing education. They put up school infrastructure, provided instructional materials, paid teachers and took care of operational cost” (Kiteme, 2013). According to the findings, it is realized that the stakeholders have great influence in the aspects as mentioned by Kiteme. For instance, all the participants that filled the questionnaire had a positive response about infrastructural development.

Also in the interview, the participants viewed infrastructural development positively implying that the stakeholders had done a great role in infrastructural development. However, though the influence of stakeholders is much valued, sometimes more pressure is realized while managing the activities of refugee schools; for instance, Education Response Plan for refugees; (2018: page 10) states that; “the increasing number of refugees have put pressure on ECD centers, primary and secondary schools many of which already faced challenges of poor infrastructure and insufficient teachers; for example in Yumbe district, the school aged population has more than

doubled since early 2016”. Therefore however much they try to increase enrollment, there is a lot of pressure exerted on most of the facilities. This therefore calls for more action to handle the rising problems effectively so as to improve the management performance of these schools.

This was a study in a refugee based secondary school in Yumbe district which aimed at answering the three basic research questions: what is the role of stakeholders in the management performance of refugee based secondary schools in Yumbe district?, What are the mechanisms used by the stakeholders in the management of refugee based schools in Yumbe district? And what is the influence of stakeholders on management performance of refugee based secondary schools in Yumbe district.

All the three questions are answered within the scope of this study. The answer for question 1 is that the stakeholders viewed their role differently; this could be due to lack of trainings. It could also be due to the fact that the major organization concerned; that is Finn Church Aid does not involve other stakeholders in most of the activities while managing the refugee based secondary schools. For instance, the PTA and the BOG when interviewed did not recognize much influence of the stakeholders in infrastructure construction, giving support systems to learners and in the recruitment of the staff.

The researcher recommends that the stakeholders should be trained on their various roles and also makes sure they put their role in application for better management. The higher authorities such as Ministry of Education and Sports should also come in to supervise the activities of the stakeholders. The Education Service Commission should also consider members of some stakeholders such as BOG and PTA on the pay role so

as to motivate them for better performance since some members think they are doing a voluntary work and therefore do not give it much time.

To find out the mechanisms used by the stakeholders in the management performance of refugee based secondary schools, this study looked at the questionnaire and interview responses with the stakeholders. These mechanisms are majorly based on the Ministry of Education and Sports, the general government as well as UNHCR policies and guidelines in handling refugee education.

The researcher therefore recommends that the various mechanisms should not only remain on paper but should be put in practice for better management performance in the refugee based secondary schools. There should also be diversity of the mechanisms used than relying on a few that might generally not improve the management performance in these schools. The stakeholders should also be trained on these mechanisms and how best they can apply them for better management performance.

To assess the influence of stakeholders in the performance management of refugee based secondary schools, the study focused on infrastructural development, recruitment of the staff, and providing support systems to learners. These were majorly based on the basics that the stakeholders should provide so as to provide accessible education to all categories of learners. Haddad & Ashqar (2020) “At times, well informed parents are likewise prone to follow up on their consequences and re-adjust their commitment to public school by picking up private ones”. Therefore the stakeholders should be given more knowledge about their roles. The stakeholders

should always be motivated so as to create more influence on the performance management of the refugee based secondary schools.

This study also endeavored to answer the research questions fully though there were limitations. These limitations were handled using the ethical guidelines and principles. This is a case study which represents all other refugee based secondary schools in Yumbe district. This is because all these schools are of the same setting which may fully cope with the school in the case study in terms of management performance of the refugee based secondary schools in Yumbe district.

The stakeholders in this school have attended various trainings. However, others expressed that they did not have opportunity to enable them know their role. The selected school is also one of the model schools in the settlement that endeavors to provide cheap and accessible education. The study also faced a limitation of the number of the participants, for instance, instead of 14 participants, only 13 participants participated. This implies that in the next study, there should be more mobilization of the participants to participate in the study. There was also a limitation of meeting the top most officials such as the government officials and the Finn Church Aid field officers as well as UNHCR officials; this could have been as a result of tight schedules that such officials have. However, in the various trainings, these people should always be advised to give some time for researchers such that they could be able to find out where they have gaps for better improvement.

It should also be noted that this study does not represent other secondary schools in Yumbe district; it only represents the refugee settlement schools that majorly handle refugee education. The participants also demonstrated a great role in the

management performance. However, the contextual framework has to be adjusted so as to fit the study since the study looked at only few aspects. Therefore many other studies are needed to explore more about the stakeholders management on performance of refugee based secondary schools in Yumbe district. Further studies should also be carried out in other schools outside the settlement where other refugees study as they are always neglected by the researchers.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions.

The following are the conclusions which were found from the study findings.

6.1.1. Objective One: To find out the role of stakeholders in the management of selected secondary schools in Yumbe district

On this objective, it can be concluded that stakeholder's role is very crucial. This therefore calls for effective planning so as to ensure that stakeholders play their role for effective management. The study established that the participants play their role in activities such as meetings, providing scholastic materials among others. This is indicated by high involvement of stakeholders in the schools' management. However, the study also revealed that not all stakeholders play their role effectively especially in technical activities.

6.1.2. Objective two: To find out the mechanisms used by stakeholders in management of selected schools in Yumbe district

This can be concluded that use of various mechanisms has a positive impact in management of the refugee based secondary schools. The study revealed that various mechanisms have been employed to manage these schools. However, some of the participants are not aware of the mechanisms used and some of these mechanisms only remain on paper and they are not fully employed.

6.1.3. Objective Three: To examine the influence of stakeholders in management of the selected secondary schools in Yumbe district

To conclude this, the study also revealed that the influence of stakeholders has a positive significance on the performance of refugee based secondary schools. The study revealed that continuous influence of stakeholders in management will improve effectiveness in these schools. However, it was also revealed that some participants of the activities they are to be involved in which calls for immediate action so as to ensure effective performance.

6.2. Recommendations

6.2.1 Objective one: To find out the role of stakeholders in the management of selected secondary schools in Yumbe district

There is need for the stakeholders to be trained in their various roles for efficient management of these refugee based secondary schools since most of the stakeholders are not aware of their roles. The district should also come in fully as well as the ministry of sports and education to support the refugee based secondary schools since most of the work is left in the hands of NGOs that might not have full capacity in managing these schools.

6.2.2. Objective two: To find out the mechanisms used by the stakeholders in management of selected secondary schools in Yumbe district

It is realized that there are various mechanisms to be used, however, in most cases, these mechanisms remain on paper and they are not employed. Therefore there is need to employ the various mechanisms in these schools so as to realize effective

performance in the management of these schools. The ministry of education and sports should also come up with guidelines about the mechanisms in these schools.

6.2.3. Objective three: To examine the influence of stakeholders in the management of selected secondary schools in Yumbe district.

There is need to strengthen the influence of stakeholders in these schools for instance building the capacity of stakeholders to be fully involved in the management of these schools.

6.3 Areas for Further Research

Further research should be conducted to establish how effective the stakeholder's management on performance of refugee based secondary schools is.

Research should also be done in other districts that host refugees and establish how effective the stakeholders in managing refugee secondary schools.

Research should also be done in other schools in Yumbe district that accommodate refugee learners because most researchers always neglect such areas.

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DATA COLLECTION TOOLS

Appendix I: Data collection instrument - The questionnaire form



MASTERS OF EDUCATION ADMINISTRATION AND PLANNING.

QUESTIONNAIRE

Dear respondent,

I welcome you to take part in this research survey. I am a student researcher from Uganda Christian University (UCU) pursuing Masters' Degree in Education Administration and Planning. This survey is prepared to collect information about the role of the stakeholders' management on the performance of refugee based secondary schools in Yumbe district. Specifically, for this research, refugee based secondary schools in Yumbe district is the point of focus being one of the refugee hosting districts in Uganda. This information is collected for academic purposes only. You have been approached to respond because you are considered to have useful information about the management of refugee based secondary schools in Yumbe district. All information that shall be collected through this survey tool shall be kept confidential and used only for this research.

SECTION A: Biography

In this section, tick that answer that best explains you as the respondent to this survey.

1. I am a

a) Male []

b) Female []

2. Am from secondary school.

3. I am

a) A Head teacher []

b) A member of Board of
Governors []

c) A teacher []

d) A PTA member []

e) A community
leader []

If any other title, state it here _____

4. I have been working as a construction project worker for (**Note: This question is only for construction workers**)

a) Less than 1 year []

b) 1 to 3 years []

c) 3 to 6 years []

d) 6 to 9 years []

e) 9 to 12 year []

f) More than 12 years []

5. My age range is

a) 18 - 23 years []

b) 24 - 29 years []

c) 30 - 35 years []

d) 36 - 41 years []

e) 42 - 47 years []

f) 48 - 53 years []

g) 54 - 59 years []

h) 60 years and above []

6. My highest education level is

- | | | | |
|----------------------|-----|--------------------|-----|
| a) Primary | [] | b) Secondary | [] |
| c) Certificate | [] | d) Diploma | [] |
| e) Bachelor's degree | [] | f) Masters' degree | [] |
| g) PhD degree | [] | | |

If any other highest education level, state it here

In the sections that follow, indicate your level of agreement to each of the statements presented. There are 5 levels of agreements namely;- Strongly Agree coded as SA and or 5, Agree coded as A and or 4, Not Sure coded as NS and or 3, Disagree coded as D and or 2 and Strongly Disagree coded as SD and or 1.

SECTION B: The role of the stakeholders in the management of refugee based secondary schools in Yumbe district.

Key stakeholders.	SD	D	NS	A	SA
1) The government is actively involved in the management of refugee based secondary schools in Yumbe district such as construction of infrastructure.	1	2	3	4	5
2) The BOG helps in the administration of refugee based secondary schools eg providing welfare and discipline, giving technical advice, administering the property of the school.	1	2	3	4	5

3) The PTA is highly involved in school activities of the refugee based secondary schools such as attending meetings and contributing to the school welfare.	1	2	3	4	5
4) The parents play a supportive role for the school children such as giving scholastic materials and overseeing the children's' health.	1	2	3	4	5
5) The non-governmental organizations are directly involved in the management of refugee based secondary schools	1	2	3	4	5
6) Individuals, religious bodies and Non-Governmental organizations are free to establish and operate refugee based schools.	1	2	3	4	5

Thank you so much for your response.

Appendix II: Data collection instrument - The interview guide



MASTERS OF EDUCATION ADMINISTRATION AND PLANNING.

Dear respondent,

I welcome you to take part in this research survey. I am a student researcher from Uganda Christian University (UCU) pursuing Masters' Degree in Education Administration and Planning. This survey is prepared to collect information about the role of the stakeholders' management on the performance of refugee based secondary schools in Yumbe district. Specifically, for this research, refugee based secondary schools in Yumbe district is the point of focus being one of the refugee hosting districts in Uganda. This information is collected for academic purposes only. You have been approached to respond because you are considered to have useful information about the management of refugee based secondary schools in Yumbe district. All information that shall be collected through this survey tool shall be kept confidential and used only for this research.

SECTION A: Biography

- 1) My age range is _____
- 2) My highest education level is _____
- 3) My gender is a _____

4) I have been in this village for the last _____

5) I am a resident of this village a) YES [] b) NO []

6) In this village, I work as _____

Thank you for your participation.

In the section that follow, indicate your level of agreement to each of the statements presented. There are 5 levels of agreements namely;- Strongly Agree coded as SA and or 5, Agree coded as A and or 4, Not Sure coded as NS and or 3, Disagree coded as D and or 2 and Strongly Disagree coded as SD and or 1.

SECTION B: The mechanisms used by the key stakeholders in the management of refugee based secondary schools in Yumbe district.

<i>The MECHANISMs used.</i>	SD	D	NS	A	SA
1.) The stakeholders are increasing funding so as to effectively manage the refugee based secondary schools in Yumbe.	1	2	3	4	5
2.) The stakeholders invested in school infrastructure.	1	2	3	4	5
3.) The stakeholders have supported and trained teachers to enable them integrate technology in the classroom.	1	2	3	4	5
4.) The stakeholders have provided measures to	1	2	3	4	5

integrate girls and young women in the school system.					
5.) The stakeholders have strengthened the psychosocial support.	1	2	3	4	5
6.) The stakeholders have provided equal access in inclusion in secondary education.	1	2	3	4	5
7.) The stakeholders have provided measures against sexual gender based violence.	1	2	3	4	5
8.) The stakeholders have provided safe and accessible travel to and from school.	1	2	3	4	5
9.) The stakeholders have updated data for better investment.	1	2	3	4	5

Thanks for your participation.

Appendix 111: Data collection instrument - The questionnaire.



**UGANDA CHRISTIAN
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MASTERS OF EDUCATION ADMINISTRATION AND PLANNING.

Dear respondent,

I welcome you to take part in this research survey. I am a student researcher from Uganda Christian University (UCU) pursuing Masters' Degree in Education Administration and Planning. This survey is prepared to collect information about the role of the stakeholders' management on the performance of refugee based secondary schools in Yumbe district. Specifically, for this research, refugee based secondary schools in Yumbe district is the point of focus being one of the refugee hosting districts in Uganda. This information is collected for academic purposes only. You have been approached to respond because you are considered to have useful information about the management of refugee based secondary schools in Yumbe district. All information that shall be collected through this survey tool shall be kept confidential and used only for this research.

SECTION A: Biography

- 1) My age range is _____
- 2) My highest education level is _____
- 3) My gender is a _____
- 4) I have been in this village for the last _____
- 5) I am a resident of this village a) YES [] b) NO []
- 6) In this village, I work as _____

SECTION B: The influence of the stakeholders in managing refugee based secondary schools in Yumbe district.

1) What is the influence of the key stakeholders in the management of refugee based secondary schools in Yumbe district?

<i>The influence of stakeholders.</i>	SD	D	NS	A	SA
1.All stakeholders are involved in the construction of infrastructure.	1	2	3	4	5
2.All stakeholders participate participate in the recruitment of teachers	1	2	3	4	5
3.The stakeholders provide support systems to learners.	1	2	3	4	5

Thanks for your participation.

Appendix 1V: Data collection instrument - The interview guide



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

MASTERS OF EDUCATION ADMINISTRATION AND PLANNING.

Dear respondent,

I welcome you to take part in this research survey. I am a student researcher from Uganda Christian University (UCU) pursuing Masters' Degree in Education Administration and Planning. This survey is prepared to collect information about the role of the stakeholders' management on the performance of refugee based secondary schools in Yumbe district. Specifically, for this research, refugee based secondary schools in Yumbe district is the point of focus being one of the refugee hosting districts in Uganda. This information is collected for academic purposes only. You have been approached to respond because you are considered to have useful information about the management of refugee based secondary schools in Yumbe district. All information that shall be collected through this survey tool shall be kept confidential and used only for this research.

SECTION A: Biography

- 7) My age range is _____
- 8) My highest education level is _____
- 9) My gender is a _____
- 10) I have been in this village for the last _____
- 11) I am a resident of this village a) YES [] b) NO []
- 12) In this village, I work as _____

SECTION B: interview schedule for BOG and PTA executives.

1) In which ways are the stakeholders involved in the management of refugee based schools in Yumbe district?

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

2) What are the mechanisms used by the key stakeholders in the management of refugee based secondary education in Yumbe district?

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

3. How do stakeholders influence the management of refugee based secondary schools in Yumbe district?

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

Thank you so much for taking part in this interview session!

Appendix V: Informed Consent



**UGANDA CHRISTIAN
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Investigator: Ainembabazi Caroline

Study Title: THE ROLE OF THE STAKEHOLDERS MANAGEMENT ON THE REFUGEE BASED SECONDARY SCHOOLS IN YUMBE DISTRICT.

I am a student at Uganda Christian University. This study is being conducted as a part of my dissertation requirement for the Masters of Education Administration and Planning program.

I am asking you to participate in a research study the role of stakeholders on the management of refugee based secondary schools I selected schools in Yumbe district. You will be asked to complete a demographic questionnaire and participate in an interview. The interview will take approximately between 60 - 100 minutes. This may cause you to feel frustrated or emotional. Also, in the interview process you confidentially may be at risk. Although you may not benefit, it will help to understand your experiences that can benefit other refugees like you and families with similar experiences. The information may be used by mental health professionals and policymakers make decisions on how to make appropriate interventions.

Please take your time to read the entire document and feel free to ask any questions before signing this document.

Purpose: The purpose of the study is to establish the role of the stakeholders in managing refugee secondary based schools in selected schools in Yumbe district. The aim is to capture your experiences by gathering data through an interview. You are of interest to this study because you are a stakeholder in managing these schools. The study will focus on refugee based secondary schools established since 2016. This study might give insights on the key stakeholders in managing refugee based secondary schools, mechanisms used, and challenges faced by the key stakeholders in managing these refugee based secondary schools.

Procedures: You will be required to complete the informed consent process with the

Researcher. You will be asked to answer semi-structured interview questions provided

by the researcher. The interview session will be audio recorded. For this basis, your name and identifying information will not be put on the label of the audio recording or the transcription of the interview. A code or number will be signed in order to identify your responses. During the interview sessions, you will be asked not to use real names which could be potentially identified whether referring to yourself other persons who are part of your lived experiences. The information acquired in this interview is confidential.

The questions will include your experiences as a stakeholder in refugee based secondary schools in Yumbe district. Other questions that will provide more information towards understanding of your personal experience and the implications of stakeholders on managing refugee based secondary schools through the interview.

Risks to Participation: It assumed that in studies like this there may be questions and responses that may be difficult for you to speak about, and or cause emotional discomfort. You are free to take a break or stop at any time. Should you experience any discomfort during the interview session that makes it necessary to stop the interview, the interview will be stopped.

Benefits to Participants: You will not directly benefit from this study. However, possible benefits for participating are that you will share your experiences that can benefit individuals like you and other stakeholders with similar experiences. We hope the information learned from this study may be used by stakeholders in making informed decisions.

Alternatives to Participation: Participation in this study is purely voluntary. You may decide to withdraw from study participation at any time without any penalty.

Confidentiality: During this study, information will be collected about you for purpose of this research. This includes your gender (sex), date of birth, contact, county of origin, education level. Responses to the demographic questionnaire and interview will be coded with numbers and kept confidential and all identifiable information, including this signed consent form will be kept separate from coded data.

Confidentiality of responses will be audio recorded and locked away in a safe file cabinet for storing at home. When transporting the information, it will not be left in the car nor will it leave the researcher's side during travel. It will be returned immediately to the locked cabinet at home before any other activities are resumed. In addition, research materials will be kept for a minimum of five years per APA

guidelines. It is possible that your data might be used for future research or distributed to another researcher without your consent. However, information that could identify you will be removed.

Your research records may be reviewed by federal agencies whose responsibility is to protect human subjects participating in research, including the Office of Human Research Protections (OHRP) and by representatives from The Uganda Christian University School of research which oversees research.

Questions/Concerns: If you have questions related to the procedures described in this document please contact me by email: or by phone: You can also contact dissertation supervisor, Solomon Mwije. Telephone: Email:

If you have questions concerning your rights in this research study you may contact the Research Ethics Committee (REC), which is concerned with the protection of subjects in research project. You may reach the REC office Monday-Friday by calling REC office at 0312 350 885 or Secretariat at 0775737627 or email rec@graduate.ucu.ac.ug or writing: Research Ethical Committee, Uganda Christian University, P.O Box 4, Mukono, Uganda.

Consent to Participate in Research

Subject: Participation in the research project.

The research project and the procedures involved have been explained to me. I have read the above information and my questions have been satisfactorily answered. I agree to participate in this study. My participation is voluntary, and I do not have to sign this form if I do not want to be part of this research project. I will receive a copy of this consent form for my records.

Name of Participant (print) _____

Signature of Participant _____

Date: _____

Name of the Person Obtaining Consent (print) _____

Signature of the Person Obtaining Consent _____

Date: _____

**Stakeholders' Management and Performance of Refugee Based Secondary Schools in
Yumbe District.**

By Ainembabazi Caroline

ORIGINALITY REPORT



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 12/03/2025

Name of Candidate: AINEMBABAZI Caroline Reg. No: RJ18M06/005

Title of Dissertation STAKEHOLDERS' MANAGEMENT AND PERFORMANCE OF REFUGEE BASED SECONDARY SCHOOLS IN YUMBE DISTRICT

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall Presentation		
1	There is need for the candidate to indicate the correct academic unit the dissertation is supposed to be submitted to for the award.	Corrected as required (submitted to School of Education)	Cover page
2	There is need edit your entire dissertation thoroughly.	Entire dissertation properly edited	Entire dissertation
3	There is need to follow the correct order of presenting the preliminary sections of the dissertation as stipulated out by the UCU Graduate Research Guidelines.	Presentation of preliminary sections of the dissertation followed as per UCU guide	Preliminary pages (i-xii)
4	Secondly, Dedication and Acknowledgement sections are missing in the dissertation. This anomaly need to be rectified.	Dedication and acknowledgement added	Dedication (Page iii) Acknowledgements (Pg

			ix)
5	There is need to ensure that your dissertation is presented within acceptable page margins.	Corrected as required	Table of contents (Page v) and entire work
	Chapter One: Introduction		
6	There is need for the candidate do proper in-text citation e.g. see pg. 4.	Corrected as required (where that "M" was removed)	Background (Page 5)
7	The study does not have an objective that delved the intervening variables, thus, the candidate should consider discarding them from the conceptual framework.	Intervening variables discarded	Conceptual framework (Page 9)
	Chapter Two: Literature Review		
8	There is need for the candidate to do proper in-text citation e.g. see pg. 17.	Corrected as required	Literature review (Pg 18)
	Chapter Three: Methodology		
9	There is need to make sure that all the Tables are presented within acceptable page margin e.g. see pg.29.	Corrected as suggested	Table 3.1 (Page 38)
10	There is need for the candidate to present the acceptable manner of establishing both validity of quantitative and qualitative data collection tools.	Both validity of quantitative and qualitative data collection tools established	Validity (Page 36)
11	There is also need for the candidate to show the validity results of both quantitative and qualitative data collection tools used in the study.	Reliability results of both quantitative and qualitative data collection tools indicated	Reliability (Page 37-38)

	Chapter Four: Findings		
13	There is need for the candidate to write chapter four heading correctly.	Corrected as required	Chapter Four (Page 42)
14	There is need for the candidate to ensure that all the Tables in your dissertation are presented within acceptable page margins e.g. see pg. 41.	Tables presented within acceptable margins	Table 4.6 (Page 45) and entire dissertation
15	There is need for the candidate to follow the APA 7th Edition Format of presenting study results e.g. use only two place values.	APA 7 th edition followed while presenting results	Table 4.6 (Page 45) and entire dissertation

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Need for the candidate to write chapter four heading correctly.	Corrected as required	Chapter Four (Page 42)
2	Need edit your entire dissertation thoroughly.	Entire dissertation properly edited	Entire dissertation

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	WHY do not you call them secondary schools for refugees instead of refuge based?	Corrected as required. Refugee based schools used	Title and entire dissertation
2	What do understand by stakeholders' management?	Clearly defined.	Background (Page 1)
3	What kind of management did you mean in your study? What constituted management.	Included as requires	Background (Page 1)

4	What did you mean by performance?	Clearly defined and indicators shown	Background (Page 1)
5	Why was it very important for you to study refuge schools? You needed to justify.	Clearly indicated as required	Geographical scope (Page 9)
6.	Regression: are sure you did the regression and which variables did you use. You needed to put the coefficient table. You need to remove the regression thing. Remove the conceptual frame work because it calls for regression which you never did.	Regression used	Chapter 4 (Page 51)


AINEMBABAZI Caroline

.....


Candidate's Name

Signature

DR. OKURUT DAVID

.....


Supervisor's Name

Signature