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RESEARCH ARTICLE

STUDENTS' SAFE ROOM IMPLEMENTATION AND GIRLS' ATTENDANCE RATE IN DAY SECONDARY SCHOOLS IN RWANDA A CASE OF KIREHE DISTRICT

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Abstract

Background: The research assessed the influence of female students' safe room implementation and the retention rate of girls in secondary schools in Rwanda, in the Kirehe district. Specifically, the research identified factors that offer female students' safe room implementation in public secondary schools in Kirehe District, evaluated the level of retention rate of girls in secondary school that is due to female student safe room implementation in public secondary schools in Kirehe District, and determined the influence of female students' safe room implementation on the retention rate of girls in secondary schools in Rwanda in the Kirehe district. The sample size was 182, which included 89 pupils, 67 instructors, and three principals. To triangulate the data, primary sources were acquired utilizing questionnaires, interviews, and observation methods.

Materials and Methods: To generate a sample population from the respondents, this study employed purposive, stratified, and simple random sampling methods. In data gathering and analysis, the study used both quantitative and qualitative methodologies in tandem. Content analysis aided qualitative data analysis, while quantitative data was presented using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (correlational and regression analysis) in the statistical package for social sciences.

Results: For the first objective, results indicate that 89.9% strongly agreed that the availability of physical facilities, 96.6% strongly agreed that the presence of female counsellors and guidance, 93.3% strongly agreed that the availability of funding affects girls rent rates, 77.5% strongly agreed that the availability of cleaning supplies and restrooms, and 95.5% strongly agreed that the availability of girls at schools is a factor that ensures safe room implementation. For the second objective, 84.3% strongly agreed that the high girl's retention rate was 88.8%. Strongly agreed that the low girl's dropout was 67.4%. Strongly agreed that high level of exam performance and 83.7% Strongly agreed that a large number of female students attend the class. Results on the influence of female students' safe room implementation on the retention rate of girls in secondary schools in Rwanda, in the Kirehe district. The study found a strong positive relationship between the adequacy of physical facilities and high girl retention rates, with a high

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number of female students attending classes. The presence of female counsellors and guidance also positively impacted retention rates and completion rates. The availability of cleaning materials and restrooms also had a significant impact on retention rates and completion rates, with a high attractiveness rate.

Conclusion: These findings suggest that enhancing physical facilities can improve student outcomes and were positively and statistically correlated since most of their level of significance was more than 0.05 in association with girls' retention rates in public secondary schools in Kirehe District, Rwanda. Recommended that Reconsidering concluding remarks from the study findings and information, it was argued that the author attempted to make some recommendations for the study. The Rwandan government recommended providing enough resources and materials to support the implementation of girls' safe rooms in all schools and encouraging parents to be aware of their children by giving them hygiene materials. In order to stop the spread of sickness, the head teacher and staff teacher at the school must collaborate to ensure that the rooms are used efficiently and that the students are active in cleaning up the hygienic items once they have finished using them.

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Introduction:-

Menstrual hygiene is becoming recognized as a multi-sectoral issue requiring coordinated intervention, notably from the WASH sector. Many research investigations have demonstrated that a lack of MHM-friendly places of confinement, knowledge about MH products in order and social assistance for elementary school pupils and female instructors is a barrier preventing their full participation in school in addition to as a result, to an excellent educational experience. As the quantity of understanding on the importance of MH for girls grows, so does the interest in addressing it, especially by means of Wash in Schools (Wins) programmes.

World over, In Bangladesh, 41% of females after the menstrual cycle reported not attending school throughout menstruation (Alam, 2017). Given the accuracy of the number of days the study subject reported missing, we computed that they lost 16% of the academic year, a quantity of instructional labour that should have a substantial impact on academic performance. In our study, not being able to attend school during menstruation was independently linked to negative stereotypes and beliefs about periods. This included not having a gender-segregated lavatory in schools and being forbidden from engaging in certain activities while menstruating, all of which are similar to factors discovered in other studies. 7 9 10 21 24-27 Additional research investigations have reported significant challenges in quantifying enrollment in school.

Many households in Nepal place limitations on women and girls who are menstruating; these restrictions might differ depending on religion, social class, and degree of education (Pokhrel, 2021). The most stringent practice is "Chhaupadi," which consists of isolating periods of menstruation women in small mud-and-stone homes with no openings or windows. This technique is still widespread in Nepal's Far Western Developmental Region.

According to a UNICEF report, 18.4% of Nepal's schools weren't equipped with toilets in 2018. Other schools lacked sex-segregated facilities, adequate water supply, and disposal mechanisms that would have enabled women to maintain good menstrual hygiene. Girls are subsequently more prone to miss school, and in certain regions of Nepal, they are not allowed to attend classroom when on their period. Cups for menstruation are a complement to tampons and feminine products for menstrual hygiene management. When menstruation, a shaped like bells piece of high-grade pharmaceutical silicon called a cup used for menstruation is placed in the female reproductive system.

In East African regions, The fourth and final United Nations Sustainable Development Goal (SDG) calls for "inclusive and equitable education for all" (UN, 2015). If developing countries want to meet SDG objective 4, they must have access to girl-friendly bathroom facilities. Major Menstrual Hygiene Management (MHM) difficulties for girls in Sub-Saharan African countries include inadequate hygiene facilities, a lack of private, secure, and clean latrines for transforming sanitary materials, insufficient access to clean water within or near the latrine, and not

enough menstrual waste disposal infrastructure (Crofts and Fisher, 2012; Ndlovu and Bhala, 2016; Sommer et al., 2012).

Only 32% of girls in Kenyan schools reported having private rooms to change their pants or sanitary pads (Alexander et al., 2014). In Uganda, 43% of girls preferred changing their sanitary pads at home because they thought they didn't have enough privacy at school (Crofts and Fisher, 2012). In Ethiopia, all female students claimed that the current school latrines were unsuitable for MHM (Tsegay, 2014). In Malawi, it was also noted that there was a lack of incinerators or other disposal facilities, as well as a lack of teacher training on how to properly utilize them (Pillitteri, 2011). Evidence from other African nations suggests that an absence of privacy prevents females from changing their feminine hygiene products while taking classes (Lawan, 2010).

Sommer (2012) defines appropriate waste disposal facilities as 'those located within the latrine or toilet cubicle or block itself (such as a dustbin) and an arrangement for the safe, culturally appropriate and on the environment the right disposal of collected waste, such as a burning facility or a burying pit'. In many African countries, feminine hygiene products are disposed away in underground toilets (Gharoro 2013). The behaviour has a detrimental effect on pit latrine draining procedures since it clogs transporting equipment (Chipeta et al., 2017) and contributes to the high filling rate of latrines (Brouckaert et al., 2013). There are currently insufficient facilities to ensure that sanitary napkins are properly disposed of, away from underground toilets. To enhance MHM within educational institutions for girls as well as female teachers, it ought to be encouraged to identify.

In Rwanda, in 2012, The government implemented a system that required all schools, from primary to higher education, to have this facility. According to the 2021 ministerial decree, the room must be provided with feminine hygiene products, towels, medications for pain, a bed, water, and shampoo and conditioner, among other hygienic supplies.

The school must also assign a particular female member of staff called Shangazi," or Aunt, who is always available. Their role is to take care of the girls, speak to them about any concerns, and engage with the school in case the matter needs attention. To achieve this policy, schools found different ways of getting the room. Some built their own, others got funding from non-governmental organizations (NGOs) such as CARITAS, while other schools just set aside a room that was already being used for other activities.

According to data from the department of education, 2,046 primary educational institutions in Rwanda will have a safe space for girls by the end of 2021, accounting for 55.4% of all primary schools. In terms of secondary educational institutions, 1,505 possessed the capacity, accounting for 80.5% of the total number of secondary schools in the country. In terms of TVET, 262 (76.2%) of the 331 possible TVETs were already working on a girls' safe space.

The Chronicles team visited two primary schools and three secondary schools randomly selected from two districts, Rubavu and Rutsiro. At GS Busigari, the mixed school in Rubavu district, the administration was very enthusiastic to take us around to visit the room. They said the room is also used by the girls when they aren’t feeling well, even if they are not in the menstrual month. "Before this room was set up, absenteeism and dropouts among girls were such a big issue. And as teachers, we understood the situation but couldn’t do anything about it," said Jean Marie VianneyBizimungu, a senior teacher at the school.

He added, "As you have noted, this is not an urban area. So most of our students here come from poor families where it is very difficult to afford pads. Today, there is no excuse for a girl to miss school unless it has to do with other issues. At GS Shwemu I, also a mixed primary-secondary school located in Rugerero Sector of Rubavu district, we find Marie Chantal Gizayino, who is tasked with the ‘Shangazi’ role. She takes us around to the girl’s room. It has a double-sized bed, is neatly organized and decorated, and has some drawings hung on the wall as explanatory materials for girls who access the room. These reasons prompted this study to investigate the influence of female student’s safe room implementation and retention rates in secondary schools in Rwanda's Kirehe district.The Main objective of the study was to explore the impact of femalestudents' safe room installation on the retention rate of females in secondaryschools in Rwanda, in the Kirehe District. It was guided by the following specific objectives:

1. To identify factors that offering Female students’ safe room implementation, in public secondary schools in Kirehe District.

2. Toevaluate the level of Retention Rate of girls in secondary school that is due to female student safe room implementation in public secondary schools in KirehеDitrict.
3. To determine the influence of Female students' safe room implementation on Retention rate of girls in secondary schools in Rwanda, in the Kirehe district.

Theoretical Framework

The Classic Ecological Model of Child Development

This study used the well-known (Bronfenbrenner, 1979) ecological model of infant development. Microsystems, mesosystems, exosystems, and macrosystems are the four main developmental settings in the concept. The interactions between each child and their local environment make up the microsystem. The interplay of two or more relevant environments for a developing kid is what the mesosystem is concerned with. Both official and informal sociocultural institutions are part of the exosystem. The macrosystem includes the more extensive cultural environment, which includes values, traditions, and the political and historical facets of the social ecology. To ensure that females complete their education, children's growth and ecology (i.e., schools in the mesosystem) ought to appear inviting to female students. A school that provides high-quality sanitary facilities, financial assistance to poor girls, is located near service consumers (girls), and has a suitable number of female instructors on staff is likely to retain more girls, boosting their ability to study even in situations of emergency.

Tinto's Retention Theory

The Tinto model of student retention serves as the philosophical basis for this investigation. According to Tinto, there are three main explanations why students leave a school: difficulties in classes, the inability of the individual to accomplish his or her academic and career objectives, and the inability to successfully integrate themselves into the intellectual and social atmosphere of the institution. Furthermore, Tinto reveals that the bad appearing kids are failure, dropout, and attrition; the favourable looking individuals are engagement and perseverance (Draper, 2008).

He goes on to suggest that students' persistence or dropout is significantly predicted by their level of academic and social integration, which includes school achievement, enjoyment of the topics learned, and student-staff interaction. Tinto, on the other hand, identifies three principles of successful retention: institutional determination to students, whereby the programmes should be committed to the students they serve and put the health of students ahead of other institutional objectives, educational determination, whereby the programmes are first and foremost dedicated to the education of all, not just for some of the students they teach, and social and intellectual community, whereby retention programmes are committed.

Research Methodology:-

ResearchDesign

The broad plan, structure, or strategy that guides a study from its origin to the analysis of the data gathered is referred to as the "research design," according to Jacobsen (2019). Strong research designs provide you, the researcher, with the framework for collecting and evaluating data while maintaining consistency, dependability, and validity throughout your project. According to Holmes (2022), descriptive research methods are utilised when the researcher wants to explain particular behaviours that occur in the environment. There are various descriptive research approaches available, and the type of subject to be addressed decides which methodology is used. It does not explain how, when, or why the attributes emerged. This study used a descriptive survey research design that included quantitative and qualitative methods. On the one hand, a survey was utilised with the quantitative approach, in which questionnaires were delivered to instructors and randomly selected students during the period of the research.

Target Population

A research population, according to Rautenbach (2023), is a sizable collection of individuals or things that are the focus of a scientific study. The goal of research is to help the general population as a whole. However, because it would be extremely costly and time-consuming to investigate every member of the community, investigators are typically unable to do so owing to the large population. The total population of this study was equal to 302 respondents, composed of 30 head teachers with a sample size of 17 respondents, 155 students who were sampled as 89 respondents, and 117 parents who were sampled as 67 respondents. The total sample size was 182 participants from someday schools, which were found in three Kirehe district sectors such as Gahara, Gatore, and Mushikiri.

Conceptual Framework

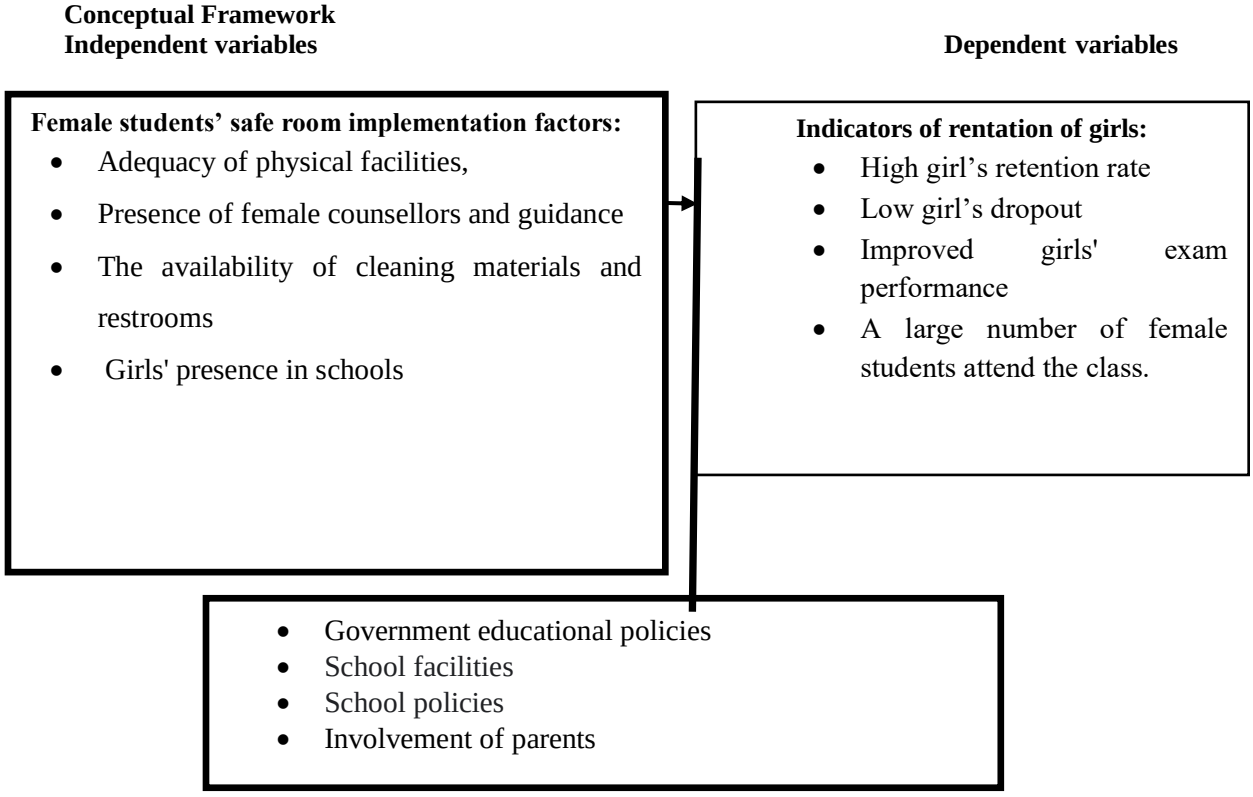

Figure 1:- Conceptual Framework.
Source: Researcher (2023)

The figure above shows independent factors such as the adequacy of physical facilities, the presence of female counselors and guidance, the availability of funding, the availability of cleaning supplies and restrooms, and the availability of girls at schools. The dependent variables are: High girl's retention rate, low girl's dropout, improved girls' exam performance, and a large number of female students attend the class.

Sample Design

The process of selecting the sample population iscalled as sampling design, and itallows the researcher to applywhattheydiscovered to the full group thatwas the subject of the study.

Sample Size Determination

The term "sample size" refers to the number of people recruited in a research study for representing a population. The word "sample size" refers to the total number of survey respondents, which is usually broken down by characteristics such as age, gender, and location in order to guarantee that the sample represents the whole population. Choosing an adequate sample size is a crucial part of the analysis of statistics Kibuacha (2021). The following formula was developed by Yamane (1976) to be used for finding the sample size of a population: A 95% confidence level and P = 0.05 are assumed for the formula, where n is the sample, N is the population size, and e is the level of precision or margin of error. When this formula is applied, we get:

formula: $\frac{\mathbf{N}}{\mathbf{1+N(e)^2}}$; and then the sample size is $n = \frac{302}{1+302\ (0.05)^2}$;

$n = \frac{303}{1.755}$= 182.07then the sample size is 182 respondents.

Sampling Technique

According to Robert (2019), purposeful sampling is a type of non-probability sampling process in which units are chosen depending on the characteristics that you desire in your sample. In other words, unit populations are picked "on purpose" in purposive sampling. A simple random sample is a subset of the general population drawn at random. This sampling method gives each member of the number of people a comparable opportunity of being picked (Thomson, 2020). Purposive sampling techniques were used to choose students, particularly females, and

parents from various secondary schools in the Kirehe District, as well as a simple random sample to select teachers as respondents. The researcher employed those techniques to give quality information based on the experience, characteristics, and knowledge of all respondents.

Data Collection Methods:-

Data collection refers to a systematicmethod of gatheringmeasurements or observations. Data gatheringenablesyou to getpersonal information and unique insights intoyourstudy challenge, whetheryou are conductingresearch for industry, government, or academia. This studyused data collection methodssuch as questionnaires and documentation. The processes for doingresearch and analyzing data are highlighted.

Data Collection Instruments

A questionnaire, according to Gabliel (2018), is a research instrument composed of a series of questions (items) meant to capture respondents' responses in a consistent manner. In this study, the questionnaire featured a series of open questions to assist the researcher in gathering the necessary information from the respondents, and the questionnaire was delivered to the respondents in order to collect qualitative data while keeping the study's aims in mind.

A system that explicitly recognizes the sources used for the study, in the words of Wallis (2012), is documentation. According to Robin (2014), one of the most significant advantages of document studies is the ability to go further into the sources to understand more about a specific issue. This is a detailed examination and study of the literature on the issue, including studies, periodicals, journals, and policy reports. In order to do research and gather secondary data, the researcher utilized this documentary approach. This is crucial since it surveys the literature and seeks worldwide viewpoints to provide a comparative framework for readers to analyze and evaluate.

Research Findings and Discussions:-

DemographicCharacteristics of Respondents

This research gathered data on gender profile, age group, education level, teaching experience in teaching secondary schools located in Kirehe District, Rwanda.

Gender of Respondents

Respondent’s gender profile was very important in investigating the influence of Female students’ safe room implementation and Retention rate of girls in secondary schools in Rwanda, in the Kirehe district.

Table 1:- Gender Profile of Respondents.

	Parents		**Students**		**Head Teachers**	
	N	**%**	**N**	**%**	**N**	**%**
Male	24	35.8%	35	39.3	10	58.8
Female	43	64.1	54	60.6	7	41.17
Total	**67**	**100.0**	**89**	**100.0**	**17**	**100.0**

Source: Primary Data (2023)

Information given in 4.1, 35.8% of parents who participated in this study are male while 64.1% are female.39.3% of students who participated in this study are male while 60.6 % are female. In this regard, 58.8% of head teachers are male while only 41.17% are female. There is a gender balance but also female emancipation in secondary schools, where more female students are now at secondary schools attending classes. The Bangladesh International Policy Research Institute conducted a study on Female students’ safe room implementation on Retention rate of girls in secondary schools. This has resulted indicate that they were the influence of safe room on girl’s education (Afridi, 2010).

Presentation of Findings

The data collected in line with the dependent variables and research objectives is analysed in this study. 182 respondents provided qualitative and quantitative data for the study, identify factors that offering Female students’ safe room implementation, in public secondary schools in Kirehe District , evaluate the level of Retention Rate of girls in secondary school that is due to female student safe room implementation in public

secondary schools in KireheDitrict and determine the influence of Female students' safe room implementation on Retention rate of girls in secondary schools in Rwanda, in the Kirehe district.

The factors that offering Femalestudents' safe room implementation, in public secondary schools in Kirehe District

The research identified the factors that offering Female students' safe room implementation, in public secondary schools in Kirehe District. The following tables show how the participants rsponses to the following statments.

Table 2:- Students perception on The factorsthatofferingFemalestudents' safe room implementation, in public secondaryschools in Kirehe District.

Statements	**StronglyDisagree**		**Disagree**		**Neutral**		**Agree**		**StronglyAgree**			**Mean**	**Std**
	N	%	N	%	N	%	N	%	N	%	N		
Availability of physicalfacilities, is factor thatensuresafe room implementation	1	1.1	0	0.0	0	0.0	8	9.0	80	89.9	89	1.484	1.223
Presence of femalecounsellors and guidance is factor thatensuresafe room implementation	1	1.1	1	1.1	0	0.0	1	1.1	86	96.6	89	1.71	1.100
The availability of fundingis factor thatensuresafe room implementation	1	1.1	1	1.1	1	1.1	3	3.4	83	93.3	89	1.46	.868
The availability of cleaning supplies and restroomsis factor thatensuresafe room implementation	0	0.0	2	2.2	4	4.5	14	15.7	69	77.5	89	1.46	.868
Availability of girls at schoolsis factor thatensuresafe room implementation	0	0.0	1	1.1	1	1.1	2	2.2	85	95.5	89	1.66	.977

Source: Primary Data (2023)

Results in Table 2 evidenced responses on student's perception on factors that offering Female students' safe room implementation, in public secondary schools in Kirehe District. Accordingly 80 (89.9 %) strongly agreed that Availability of physical facilities, is factor that ensure safe room implementation, 86 (96.6 %) strongly agreed that Presence of female counsellors and guidance is factor that ensure safe room implementation, 83(93.3 %) strongly agreed that The availability of funding is factor that ensure safe room implementation, 69(77.5 %) strongly agreed that The availability of cleaning supplies and restrooms is factor that ensure safe room implementation, 85(95.5%) strongly agreed that Availability of girls at schools is factor that ensure safe room implementation. The majority of

respondents (89.9%) believe that availability of physical facilities, presence of female counsellors and guidance, funding availability, availability of cleaning supplies and restrooms, and availability of girls in schools are crucial factors for safe room implementation(Lor, 2016) investigate the elevated incidences of educational dropout among adolescent girls in rural Cambodia as well as the successful outcomes of national and international programmes aimed at addressing this issue. The study focuses on the mindsets and behaviours of female students studying educational institutions in rural areas particularly the obstacles standing in their way of going to college. The 206 students in the survey discovered that although there are obstacles, students love education, but financial constraints prevent them from pursuing it. The results point to a structure that allows creating programs that increase capacity in order to facilitate change and meet community requirements as well as finances for girls' education.Girls who additionally drop out of school have an impact on both themselves and other women since it hinders the advancement of women's complete empowerment (full implementation of affirmative action) and the nation as a whole. Its psychological impacts are felt through the nation, and it has detrimental effects on individuals as well as society. Concern should be expressed over the high dropout rate and parents' lack of follow-up on their kids' education, particularly after the implementation of FPE (Uwezo Kenya report, 2011).

Table 3:- Parents 's Perception towards The factorsthatofferingFemalestudents' safe room implementation, in public secondaryschools in Kirehe District.

Statements	**Strongly Disagree**		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**			**Mean**	**Std**
	N	%	N	%	N	%	N	%	N	%	N		
Adequate of physical facilities, is factor that ensure safe room implementation	0	0.0	0	0.0	1	1.5	6	9.0	60	89.6	67	1.149	.557
Presence of female counsellors and guidance is factor that ensure safe room implementation	0	0.0	1	1.5	1	1.5	1	1.5	64	95.5	67	1.11	.816
The availability of funding is factor that ensure safe room implementation	0	0.0	2	3.0	4	6.0	10	14.9	51	76.1	67	1.17	.672
The availability of cleaning supplies and restrooms is factor that ensure safe room implementation	1	1.5	1	1.5	1	1.5	3	4.5	61	91.0	67	1.35	.732
Availability of girls at schools is factor that ensure safe room implementation	0	0.0	1	1.5	1	1.5	2	3.0	63	94.0	67	1.19	.802

Source: Primary Data (2023)

Data presented in Table 3, 60 (89.6 %) parents strongly agreed that Adequate of physical facilities, is factor that ensure safe room implementation, 64 (95.5%) parents strongly agreed that Presence of female counsellors and guidance is factor that ensure safe room implementation, 51(76.1 %) parents strongly agreed that The availability of funding is factor that ensure safe room implementation, 61(91.0 %) parents strongly agreed that The availability of cleaning supplies and restrooms is factor that ensure safe room implementation, 63(94.0%) parents strongly agreed that Availability of girls at schools is factor that ensure safe room implementation. Therefore, Parents strongly believe adequate physical facilities, presence of female counsellors and guidance, funding availability, availability of cleaning supplies and restrooms, and availability of girls at schools are key factors in ensuring safe room implementation. the research done by (Marisennayya, 2023) The influence of gender negotiation on transgender identity, restroom safety, and overall welfare among American high school students in the Midwest is examined in this paper. According to the report, a major factor in the pervasive disparities between transgender and cisgender

kids is their sense of safety when accessing school resources. According to the findings, in order to enhance student wellness, rules and procedures should guarantee that every student has the freedom to use restrooms and other school facilities in a safe manner.

TheLevel ofRetention Rate of Girls In Public Secondary Schools In KireheDitrict

This study evaluated the level of Girls retention rate in public primary schools of Kirehe District, Rwanda, as presented in the following tables.

Table 4:- Students perception on the level of Retention Rate of girls in secondaryschoolthatis due to femalestudentsafe room implementation in public secondaryschools in KireheDitrict.

Statements	**StronglyDisagree**		**Disagree**		**Neutral**		**Agree**		**StronglyAgree**			**Mean**	**Std**
	N	%	N	%	N	%	N	%	N	%	N		
High girl'sretention rate indicatemylevel of Retention Rate	1	1.1	2	2.2	2	2.2	9	10.1	75	84.3	89	1.269	.765
Lowgirl's dropout indicatemylevel of Retention Rate	2	2.2	2	2.2	2	2.2	4	4.5	79	88.8	89	1.24	.801
High level of exam performance indicatemylevel of Retention Rate	1	1.1	3	3.4	6	6.7	19	21.3	60	67.4	89	1.303	.831
A large number of femalestudents attend the class Indicateourlevel of Retention Rate	2	2.2	2	2.2	3	3.4	7	7.9	74	83.7	89	1.494	.854

Source: Primary Data (2023)

Information depicted in Table 4, 75 (84.3%) strongly agreed that High girl's retention rate indicate my level of Retention Rate, 79 (88.8%) Strongly agreed that Low girl's dropout indicate my level of Retention Rate. Additionally, 60(67.4%) Strongly agreed that High level of exam performance indicate my level of Retention Rate and 74(83.7%) Strongly agreed that A large number of female students attend the class Indicate our level of Retention Rate. (Malila, 2015) examines the factors influencing female dropout rates in Murang'a County's Kandara Sub-County's mixed public secondary schools. The research was able to gather data in spite of schedule and financial constraints because of the use of questionnaires and a descriptive survey approach. The findings showed a positive correlation between female dropout rates and social-cultural, personal, household, and school-based variables. The findings should help legislators and educators design initiatives that encourage females, which will benefit schools, parents, and guardians. The report advises that the county government recognize the social return on female education and mandate general parent meetings in order to address issues impacting girls' education and encourage them to pursue higher education. attendance in school and a decrease in student dropout rates

Table 5:- Parents perception on Students perception on the level of Retention Rate of girls in secondaryschool of Kirehe District.

Statements	**StronglyDisagree**	**Disagree**	**Neutral**	**Agree**			**Mean**	**Std**

									StronglyAgree				
	N	%	N	%	N	%	N	%	N	%	N		
Students' perception on the level of Retention Rate of girls in secondary school	1	1.5	1	1.5	2	3.0	10	14.9	53	79.1	67	1.328	.786
Presence of female counsellors and guidance is factor that ensure safe room implementation	1	1.5	1	1.5	2	3.0	3	3.0	61	91.0	67	1.194	.701
The availability of funding is factor that ensure safe room implementation	1	1.5	2	3.0	3	4.5	4	6.0	57	85.1	67	1.299	.816
The availability of cleaning supplies and restrooms is factor that ensure safe room implementation	0	0.0	3	4.5	5	7.5	12	17.9	47	70.1	67	1.194	.802

Source: Primary Data (2023)

Results presented in Table 5, 79.1% parents strongly agreed that Students perception on the level of Retention Rate of girls in secondary school, 91.0% strongly agreed that counsellors and guidance is factor that ensure safe room implementation Additionally, 85.1% strongly agreed that the availability of funding is factor that ensure safe room implementation. In the same vein, 70.1% strongly agreed that the availability of cleaning supplies and restrooms is factor that ensure safe room implementation. From the respondants as Parents strongly believe that students' perception of girls' retention rate in secondary school is crucial for safe room implementation. Counselors and guidance, funding availability, and availability of cleaning supplies and restrooms are also key factors in ensuring safe room implementation. (Maijo, 2022) determines the connection between Rwanda's Rusizi District's female student academic performance and female education regulations. The report made several recommendations to the government, including enhancing secondary school academic performance, curriculum pertinence, and quality, doing away with detrimental cultural practices, implementing gender-sensitive curricula, and providing sufficient teaching resources.

The influence of Female students' safe room implementation on Retention rate of girls in secondaryschools in Rwanda, in the Kirehe district

Table 6:- CorrelationbetweenFemalestudents' safe room implementation on Retention rate of girls in secondaryschools in Rwanda, in the Kirehe district.

	Adequacy of physical facilities	Presence of female counsellors and guidance	The availability of cleaning materials and	High girl's retention rate	Low girl's dropout	A large number of female students attend the

				restrooms			class
Adequacy of physical facilities	Pearson Correlation	1					
	Sig. (1-tailed)						
	N	373					
Presence of female counsellors and guidance	Pearson Correlation	.704**	1				
	Sig. (1-tailed)	.000					
	N	373	373				
The availability of cleaning materials and restrooms	Pearson Correlation	.488**	.693**	1			
	Sig. (1-tailed)	.000	.000				
	N	373	373	373			
High girl's retention rate	Pearson Correlation	.496**	.716**	.493**	1		
	Sig. (1-tailed)	.000	.000	.000			
	N	373	373	373	373		
Low girl's dropout	Pearson Correlation	.803**	.601**	.446**	.414**	1	

	Sig. (1-tailed)	.000	.000	.000	.000		
	N	373	373	373	373	373	
A large number of female students attend the class	Pearson Correlation	.261**	.433**	.612**	.245**	.373**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	373	373	373	373	373	373

**. Correlation is significant at 0.01 level (2-tailed).
*Correlation is significant at 0.05 level (2-tailed)

Source: Primary Data (2023)

Findings from Table 6 indicated A strong relationship was established between Adequacy of physical facilities and High girl's retention rate (r=.496**, p-value=0.000), High completion rate for both girls and boys (.601**, p-value=0.000), with A large number of female students attend the class (.433**, p-value =0.000). The connection is positively connected since the p-value was less than 0.05, explaining that adjustment Adequacy of physical facilities affect High girl's retention rate, High completion rate for both girls and boys and Adequacy of physical facilities and vice versa.

For Presence of female counsellors and guidance and High girl's retention rate (r=.716**, p-value=0.000), High completion rate for both girls and boys (.803**, p-value=0.000), with A large number of female students attend the class (.261**, p-value =0.000). The association is positively related because the p-value was less than 0.05, explaining that adjustment Presence of female counsellors and guidance affect High girl's retention rate, High completion rate for both girls and boys and Adequacy of physical facilities and vice versa.There is a significant correlation found between the availability of cleaning materials and restrooms and High girl's retention rate (r=.493**, p-value=0.000), High completion rate for both girls and boys (.612**, p-value=0.000), having a high attractiveness rate (.261**, p-value =0.000). Because the p-value was below 0.05, this means the connection is positive, demonstrating that modification The availability of cleaning materials and restrooms effect High girl's retention rate, High completion rate for both girls and boys and Adequacy of physical facilities and vice versa. Maijo (2022) determines the connection between Rwanda's Rusizi District's female student academic performance and female education regulations. The report made several recommendations to the government, including enhancing secondary school academic performance, curriculum pertinence, and quality, doing away with detrimental cultural practices, implementing gender-sensitive curricula, and providing sufficient teaching resources. Among the main conclusions were that girls' and women's menstruation behaviors had changed as a result of displacement, and that MHM had inadequate access to private, secure facilities. A limited understanding of what an improved MHM response would entail and an acknowledgement of the paucity of current MHM guidance across various sectors were among the staff's concerns. In addition, beneficiaries were not sufficiently consulted due to their discomfort when asked about their menstruation, and there was little coordination between sectors.

Table 7:- Regression Coefficients betweenindependent variable and High girl'sretention rate.

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B

		B	Std. Error	Beta			LowerBound	UpperBound
1	(Constant)	.827	.134		6.163	.000	.562	69.5
	Adequacy of physicalfacilities	.016	.050	.564	-.316	.006	-.114	.083
	Presence of femalecounsellors and guidance	.942	.080	.732	11.816	.000	.785	1.099
	The availability of cleaningmaterials and restrooms	-.007	.051	.457	-.131	.001	-.106	.093

a Dependent Variable : High girl'sretention rate

b Predictors: (Constant), The availability of cleaningmaterials and restrooms , Adequacy of physicalfacilities, Presence of femalecounsellors and guidance

Source: Primary data (2023)

Findings in Table 7 from respondents of this study presented that, the regression equation is ($y = ax + b + \varepsilon$) thus y: dependent variable as High girl's retention rate, x: independent variable as The availability of cleaning materials and restrooms, Adequacy of physical facilities, Presence of female counsellors and guidance) thus y = (Beta) x + .827+ ε. Despite, there is 95 % confidence that the implementation of school feeding program can influence on High girl's retention rate, somewhere between 59.2% and 69.5%. The above table 4.5 shows that Adequacy of physical facilities were statistically significant to High girl's retention rate (B=.564, p-value=.006), Presence of female counsellors and guidance were statistically significant High girl's retention rate (B=.732, p-value=.000) and the availability of cleaning materials and restrooms is significant affecting High girl's retention rate (B=.457, p-value=.001). The result of regression analysis indicated that there are significant between independent variables with High girl's retention rate.

Table 8:- Regression Coefficients betweenindependent variable and Low girls dropout.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			LowerBound	UpperBound
1	(Constant)	.791	.114		6.907	.000	.565	.887
	Adequacy of physicalfacilities	.791	.046	.752	17.302	.000	.701	.881
	Presence of femalecounsellors and guidance	.045	.073	.733	.623	.000	.698	.189
	The availability of cleaningmaterials and restrooms	.061	.046	.656	1.313	.000	.730	.152

a Dependent Variable : Lowgirl's dropout

b Predictors: (Constant), The availability of cleaningmaterials and restrooms ,Adequacy of physicalfacilities, Presence of femalecounsellors and guidance

Source: Primary data (2023)

From Table 8 respondents of this study presented that, the regression equation is ($y = ax + b + \varepsilon$) thus y: dependent variable as High completion rate for both girls and boys, x: independent variable as The availability of cleaning materials and restrooms, Adequacy of physical facilities, Presence of female counsellors and guidance) thus y = (Beta) x + .791+ ε. Despite, there is 95 % confidence that the implementing school feeding program can influence

on High completion rate for both girls and boys, somewhere between 56.5% and 88.7%. The above table shows that Adequacy of physical facilities were statistically significant to Low girl's dropout (B=.752, p-value=.000), Presence of female counsellors and guidance were statistically significant High completion rate for both girls and boys at (B=.733, p-value=.000) and the availability of cleaning materials and restrooms is significant affecting High completion rate for both girls and boys (B=.656, p-value=.000). The result of regression analysis indicated that there are significant between independent variables with Low girl's dropout Feeding for Education enhanced the program of bringing meals and snacks to school, until these nations became school feeding programs (SFP).

Table 9:- Regression Analyses BetweenIndependent Variable And A Large Number Of Female Students Attend The Class.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			LowerBound	UpperBound
1	(Constant)	.471	.097		4.859	.000	.554	.662
	Adequacy of physicalfacilities	-.116	.076	-.088	-1.531	.000	-.264	.033
	Presence of femalecounsellors and guidance	.138	.120	.080	1.149	.001	-.098	.375
	The availability of cleaningmaterials and restrooms	.805	.076	.599	10.530	.000	.654	.955

a. Dependent Variable : A large number of femalestudents attend the class

b. Predictors : (Constant), The availability of cleaningmaterials and restrooms, Adequacy of physicalfacilities, Presence of femalecounsellors and guidance

Source: Primary data (2023)

From Table 9 respondents of this study presented that, the regression equation is ($y = ax + b + \varepsilon$) thus y: dependent variable as A large number of female students attend the class, x: independent variable as the availability of cleaning materials and restrooms, Adequacy of physical facilities, Presence of female counsellors and guidance) thus y = (Beta) x + .471+ ε. Despite, there is 95 % confidence that the implementing school feeding program can influence on A large number of female students attend the class, somewhere between 55.4% and 66.2%. The above table shows that Adequacy of physical facilities were statistically significant to A large number of female students attend the class (B=-.088, p-value=.000), Presence of female counsellors and guidance were statistically significant A large number of female students attend the class at (B=-.080, p-value=.001) and The availability of cleaning materials and restrooms is significant affecting A large number of female students attend the class (B=.599, p-value=.000). The result of regression analysis indicated that there are significant between independent variables with A large number of female students attend the class.

Conclusion:-

Reconsidering findings from this present research, it concludes: According to the first research objectives, the study reveals that 89.9% of students and parents strongly agree that adequate physical facilities, the presence of female counselors and guidance, funding availability, cleaning supplies and restrooms, and the availability of girls at schools are crucial factors for safe room implementation. Parents also strongly agree, with a similar sentiment towards adequate facilities and guidance.

For the second objective, the researcher reveals that a high retention rate of girls in secondary school is a significant factor in ensuring safe room implementation. Students strongly agreed that high exam performance, low dropout rates, high exam performance, and a large number of female students attending the class contribute to this retention rate. Parents also strongly supported this perception. Factors such as counselors, funding, cleaning supplies, and restrooms also played a significant role in ensuring safe room implementation.

Results from objective three reveal that the correlation and regression results established the existence of a positive correlation among female students' safe room implementation on the retention rate of girls in secondary schools in Rwanda, in the Kirehe district, where the Pearson's p-value and significance were justified by p-values less than 0.05, and the research results evidenced a positive correlation between female students' safe room implementation and the retention rate of girls in secondary schools in Rwanda, in the Kirehe district.

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