

**Students' Involvement in Co-Curricular Activities and Students' Discipline in Secondary
Schools in Ibanda Municipality, Southwestern Uganda**

By

Tugume Joshua

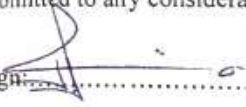
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innovations in Partial Fulfillment of the Requirements for the award of Degree
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Declaration.

I, **Tugume Joshua**, hereby declare that this Report is my original work and has never been submitted to any consideration.

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Approval

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Dedication

This work is dedicated to Rev. Atuhaire Jean, whose unwavering faith, wise counsel, and steadfast support have been a constant source of inspiration throughout this research journey. Your encouragement and spiritual guidance have sustained me in moments of challenge and uplifted me in times of celebration. Thank you for believing in me and for exemplifying the virtues of discipline, integrity, and compassion that this study seeks to honor.

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I am profoundly thankful to the head teachers, discipline teachers, student leaders, and students of Ibanda Municipality who generously shared their time, experiences, and perspectives during interviews and focus group discussions—your contributions were invaluable.

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List of Abbreviations

BSU-REC – Bishop Stuart University Research Ethics Committee

C.V.I. – Content Validity Index

FGD – Focus Group Discussion

HOD – Head of Department

MDD – Music, Dance, and Drama

MoES – Ministry of Education and Sports

NCDC – National Curriculum Development Centre

PE – Physical Education

PTA – Parents-Teachers Association

Q&A – Questions and Answers

SD – Standard Deviation

SMC – School Management Committee

SPSS – Statistical Package for the Social Sciences

UACE – Uganda Advanced Certificate of Education

UCE – Uganda Certificate of Education

UNISE – Uganda National Institute of Special Education

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Abstract

The study examined the relationship between students' involvement in co-curricular activities and their discipline in secondary schools in Ibanda Municipality, Southwestern Uganda. The study was guided by Involvement Theory by Alexander W. Astin (1984), which emphasizes that the extent of students' engagement in meaningful activities directly influences their personal and academic development. Specifically, the study achieved the following research objectives: to assess the influence of participation in sports and physical activities on students' behavior and discipline; to analyze the impact of students' engagement in arts and cultural activities on their moral conduct and social interactions; to investigate the role of academic clubs and competitions in fostering self-discipline and responsibility among students; and to assess the relationship between students' participation in co-curricular activities and their overall discipline levels. A descriptive research design with a mixed methods approach was employed. The study targeted 4,885 individuals from 20 secondary schools in Ibanda Municipality, consisting of head teachers, teachers, and students. Using Morgan and Krejcie's (1970) table, a sample size of 721 respondents was determined, however data was collected from 713 respondents yielding the response rate of 98.9%. Respondents were selected using purposive, simple random, and systematic random sampling techniques. Data were collected using questionnaires, interviews, and focused group discussions. Quantitative data were analyzed using SPSS version 20.0, while qualitative data were analyzed thematically. The study found that students' participation in co-curricular activities significantly enhances various aspects of discipline, including improved attendance, punctuality, academic integrity, rule adherence, and goal-setting. Sports and physical activities were found to foster behavioral improvements, leadership, teamwork, and responsibility. Engagement in arts and cultural activities enhanced students' moral conduct, cooperation, creativity, and a sense of belonging. Academic clubs and competitions were instrumental in building self-discipline, responsibility, time management, and academic excellence. A strong positive correlation was established between overall co-curricular involvement and student discipline indicators. The study concluded that active engagement in co-curricular activities plays a critical role in promoting discipline and holistic development among secondary school students. It recommended that school administrators and teachers should promote co-curricular participation, design inclusive and structured programs, and monitor student involvement. Students should be encouraged to balance academics with co-curricular engagement. Policymakers should support integration of co-curricular activities into the curriculum and allocate adequate resources to enhance their implementation.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the background of the study, the problem statement, purpose of the study, research questions and objectives, study scope, significance of the study and the conceptual frame work

1.1 Background to the Study

1.1.1 Historical Background

Education is a wide-ranging concept that extends beyond classroom learning. A well-rounded education focuses on the overall development of a child, incorporating both academic and non-academic activities. Co-curricular activities, previously referred to as extracurricular activities, complement academic learning by providing opportunities for students to actively participate and build various skills. These activities may be led by teachers, staff, or students, but they should have clear goals and measurable outcomes. Engaging in co-curricular activities fosters teamwork and helps students develop essential social interaction skills with their peers (Eccles & Templeton, 2002).

Globally, student participation in various activities, both inside and outside school, influences their discipline and academic performance. In the United States, co-curricular activities have been linked to higher educational attainment, improved social skills, greater aspirations, and enhanced focus (Mahoney, Cairos & Farwer, 2003). These activities also promote critical thinking, personal and social maturity, and discipline (Bauer & Liang, 2003), as well as increased motivation (Hallway, 2002). Additionally, they create a connection between school-based and external activities (Noam, Biancarosa & Dechausay, 2003).

A study by Chege (2013) found that schools engage in various co-curricular activities, with their success depending on factors such as resource allocation, activity planning, student and staff training, and continuous evaluation. Kumar et al. (2004) emphasized the significance of co-curricular activities in fostering the overall development of students. In Pakistan, educational policies, commission reports, and academic plans highlight the importance of these activities. Researchers further argue that co-curricular activities are essential for students' social, physical, and spiritual growth. Bashir (2012) defines co-curricular activities as those undertaken by students beyond the standard school curriculum.

In Africa, educational institutions such as schools and colleges either support or recognize co-curricular activities. While these activities are not part of the formal academic curriculum, they are an essential aspect of school life. Co-curricular activities include sports, school bands, and student publications. They are sometimes categorized as extracurricular activities, which take place outside regular coursework or job duties. According to The International Dictionary of Education (1977), students participate in extracurricular activities daily (Holland & Andre, 1987).

For many, these activities are seen as a natural part of personal development and rarely considered harmful. However, some argue that extracurricular involvement might distract students from academics and lead to negative behaviors. A study by John Locker (1693) in South Africa highlighted the significance of co-curricular activities, such as sports and music, in directing students' energy positively and supporting their overall development. These activities help cultivate qualities like teamwork, leadership, responsibility, and time management. The study also found that these traits contribute to discipline and moral character development, showing that participation in such activities benefits both physical and personal growth.

Regardless of their impact on academic performance, co-curricular activities remain valuable for various reasons. Many educators believe they enhance social interactions, strengthen leadership skills, promote healthy recreation, and encourage self-discipline and confidence in students (Bashir, 2012). A study by Marsh and Kleitman (2002) in Nigeria explored whether co-curricular activities influence student discipline while accounting for factors like academic ability, school environment, personal background, and family circumstances. Their findings indicated that greater involvement in these activities is linked to improved time management, a stronger sense of belonging, and positive peer influence.

In East Africa, studies have shown a positive link between co-curricular participation and student discipline, as noted by Broh (2002). A study by Darling et al. (2005) in Tanzania compared students engaged in co-curricular activities with those who were not. The findings revealed that students who participated showed greater respect for teachers and peers, followed school rules, attended classes regularly, were punctual, had higher academic goals, and maintained a positive attitude toward learning. On the other hand, Thompson and Austin (2003) found no significant connection between co-curricular activities and student discipline in Nairobi, Kenya. However, Mahoney et al. (2003) identified a positive link between co-curricular participation and improved social skills, higher aspirations, and better focus among secondary school students in Eldoret, Kenya. Similarly, Hollway (2002) conducted research in Rwandan secondary schools and found that co-curricular activities had a positive effect on student motivation. Bauer and Liang (2003) also highlighted their role in fostering critical thinking, social maturity, and personal growth.

In Uganda, Ongonga, Okwara, and Okello (2010) observed that nearly all students in the education system participate in co-curricular activities, either actively or as spectators. However, beyond sports, research on the impact of specific activities such as music, drama,

netball, basketball, football, and volleyball remains limited. Historically, involvement in activities like choir, orchestra, and band has been associated with benefits ranging from academic success to self-discipline, citizenship, and even personal hygiene (Morrison, 1994). Ongonga et al. (2010) also explored the relationship between music and student discipline, emphasizing that music education enhances focus and concentration. Learning to play an instrument or participating in a choir improves attention skills, which in turn supports discipline in academic work and assignment completion. Furthermore, the researchers highlighted that students engaged in music programs follow structured schedules for rehearsals and performances. This helps them develop effective time management skills, ensuring they balance musical commitments with academic responsibilities.

In southwestern Uganda, particularly in Ibanda District, student discipline in secondary schools is a crucial concern. Disciplined students tend to be more focused on their academic responsibilities, completing assignments on time, actively participating in class discussions, and engaging in extracurricular activities that enhance their overall performance. However, in Ibanda Municipality, schools often prioritize academic excellence, particularly in UCE and UACE exams, sometimes at the expense of co-curricular activities. The emphasis on passing exams results in students spending most of their time on academic work, leaving little opportunity to engage in activities beyond the classroom. Yet, these activities are essential in enriching the learning experience, preventing fatigue, and providing additional value beyond traditional academics. Given this, the researcher sought to explore student participation in co-curricular activities and its impact on discipline in secondary schools within Ibanda Municipality, located in southwestern Uganda.

1.1.2 Theoretical Background

The study was guided by Involvement Theory by Alexander W. Astin (1984). According to Astin's Involvement Theory, for maximum growth and learning to occur, the student had to be actively engaged in their school environment (Astin, 1999). The quality and quantity of a student's involvement in school had a direct impact on the amount of learning and personal development the student experienced. Alexander W. Astin's Involvement Theory, developed in 1984, focused on the idea that students who were actively involved in both academic and non-academic aspects of school life were more likely to succeed and benefit from their educational experiences (Foreman & Retallick, 2012). Although Astin's theory was originally formulated within the context of higher education, its principles were adapted and applied to secondary education, particularly in the study of students' involvement in co-curricular activities and its impact on students' discipline in secondary schools in Ibanda Municipality (Higher Education Research Institute, 1996).

This theoretical framework defined and operationalized what constituted "involvement" in co-curricular activities, which included participation in clubs, sports, community service, debates, football, music, dance and drama, and athletics. The theoretical framework guided the study in examining the correlation between students' involvement and their disciplinary records. Astin's theory suggested that involved students were more likely to exhibit positive behavior and discipline. By applying Astin's Involvement Theory to this study, the researcher gained insights into how students' participation in co-curricular activities was linked to their discipline and overall well-being in the secondary school context of Ibanda Municipality.

1.1.3 Conceptual Background

The study established the relationship between students' involvement in co-curricular activities and students' indiscipline

Students' involvement in co-curricular activities is an independent variable while students' discipline is a dependent variable and learners discipline will be the dependent variable.

Students' involvement in co-curricular activities refers to their active participation and engagement in non-academic activities that complement the formal curriculum (Aggarwal, 2000). These activities take place outside of the regular classroom setting and are designed to enhance students' overall development by providing opportunities for learning, skill-building, and personal growth. Co-curricular activities are typically organized by the school, and they cover a wide range of interests and pursuits. These include participation in clubs such as Cultural Clubs, Leadership Clubs and Entrepreneurship Clubs, sports such as Athletics, Football, Netball and Volleyball, community service, or other extracurricular pursuits.

Student discipline refers to the system of rules, regulations, and practices designed to maintain order, promote respectful behavior, and ensure a conducive learning environment within educational institutions (Tracy, B, 2010). It encompasses the enforcement of behavioral standards and the application of corrective measures to address instances of misconduct or disruptive behavior among students. The goal of student discipline is to foster a safe, respectful, and supportive school community where all students can thrive academically, socially, and emotionally. Effective student discipline involves clear communication of expectations, fair and consistent enforcement of rules, and the implementation of strategies to prevent misconduct and promote positive behavior

1.1.4 Contextual Background

The study was carried out in secondary schools in Ibanda Municipality, Ibanda District in South Western Uganda,

In Uganda, every school has implemented policies to address a wide range of disciplinary issues. These issues include disrespect towards teachers, strikes, absenteeism, tardiness, alcohol use, theft, unplanned early pregnancies, fights, and bullying (Nelsen et al 1997). In Ibanda Municipality, there have been instances of strikes in various schools. For instance, at Equatorial College School, 16 students were arrested by the police during a strike and charged with malicious damage and destruction of property. As a result, all senior four class students were dismissed (New Vision, 10th August 2016). Kagongo Secondary School also experienced a temporary closure due to a violent student strike that disrupted all school activities for several days (New Vision, 15th August 2017). During this strike, students not only destroyed classrooms and furniture but also vandalized banana and sugar cane plantations owned by neighboring communities. These incidents resulted in significant damage to valuable property (New Vision, 15th August 2017).

The Inspectorate Report for the 2017-2018 academic year in Ibanda District highlighted the concerning decline in discipline within schools. Several schools have experienced strikes, Disrespectful behavior from students, vandalism, violent behavior, theft, insubordination and destruction of school property due to various issues such as poor sanitation, transfer of the head teacher, inadequate feeding, and ineffective leadership. Additionally, there have been instances where girls were denied the opportunity to dance with boys and participate in co-curricular activities. In response to indiscipline of students in secondary schools, the Ministry of Education and Sports, along with other agencies and school authorities, have implemented measures such

as suspensions, charging of culprits, and a review of school rules and regulations, in an attempt to reduce strikes. According to Jankowski (2002), in the past, the term "discipline" in schools primarily referred to correction or punishment in response to student misbehavior. Students used to sit in orderly rows in old classrooms while their teachers lectured them on the day's topic, Students were expected to show respect to their teachers, and any disruptions were dealt with harshly. However, recent developments in the field of education have highlighted the need for a shift in the way discipline is perceived in today's schools. The traditional notion of discipline, which focused solely on maintaining order and obedience, is no longer sufficient. This is primarily because students who exhibit discipline demonstrate a higher level of dedication towards their academic responsibilities. They are more likely to complete assignments diligently, actively participate in class discussions, and engage in extracurricular activities that contribute to their overall academic success.

In secondary schools in Ibanda Municipality, the emphasis is often placed solely on achieving high grades and improving the school's average score in UCE and UACE exams. The current approach tends to prioritize examination success, often overshadowing co-curricular activities that contribute to students' overall growth. As a result, learners are subjected to intense academic pressure, leaving them with limited time to participate in extracurricular engagements that foster creativity, leadership, teamwork, and social interaction. It is important to note that these explorations play a crucial role in enhancing education within the school environment. Students can easily become fatigued by solely focusing on textbooks and exams, without experiencing the additional value that comes from engaging in co-curricular activities. In light of this, the researcher intended to conduct a study on the involvement of students in co-curricular

activities and its effects on students discipline in secondary schools situated in Ibanda Municipality, which is located in the southwestern part of Uganda.

1.2 Problem Statement

Secondary school students should demonstrate self-discipline, respect for authority, punctuality, adherence to school rules, and positive social behavior (Margaret & Kazaara, 2024). They are expected to actively participate in both academic and non-academic activities, balance their responsibilities, and develop a sense of accountability and personal growth (Christopher et al., 2022). Schools, in turn, should provide structured programs, guidance, and support systems that foster both academic excellence and holistic development, creating an environment conducive to learning and overall student well-being.

Student discipline is a growing concern in secondary schools within Ibanda Municipality, Southwestern Uganda. Reports from school inspectors (2017-2018) indicate an increasing trend of student indiscipline, raising questions about the effectiveness of current discipline management strategies. Key challenges include poor communication between school administration, teachers, parents, and students, as well as inadequate welfare programs and ineffective disciplinary measures (Ibanda District Education Officer, 2022). Additionally, the leadership and administrative styles of head teachers have been linked to student behavior challenges, as highlighted in the Ibanda District Inspectors' Report (2017-2018).

Co-curricular activities are widely recognized for fostering holistic student development Alero (2016), however, their role in shaping student discipline remains underexplored within Ibanda Municipality. Alero (2016), suggests that student engagement in structured extracurricular programs can promote discipline, teamwork, and responsibility. However, there is limited empirical evidence on how co-curricular involvement influences student behavior in the

specific context of secondary schools in Ibanda Municipality. The absence of such data hinders the formulation of targeted policies and interventions aimed at improving student discipline through extracurricular engagement.

If this problem remains unaddressed, schools may continue to experience rising cases of indiscipline, affecting academic performance, student safety, and the overall school environment. This study, therefore, sought to examine the effects of students' involvement in co-curricular activities on student discipline in secondary schools in Ibanda Municipality.

1.3 General Objective of the Study

The general objective of the study is to assess how students' involvement in co-curricular activities influences their discipline in secondary schools in Ibanda Municipality, Ibanda District, in southwestern Uganda.

1.4 Specific Objectives

To assess the influence of participation in sports and physical activities on students' behavior and discipline.

To analyze the impact of students' engagement in arts and cultural activities on their moral conduct and social interactions.

To investigate the role of academic clubs and competitions in fostering self-discipline and responsibility among students.

To assess the relationship between students' participation in co-curricular activities and their discipline levels in secondary schools.

1.5 Research Questions

How does participation in sports and physical activities influence students' behavior and discipline in secondary schools?

What is the impact of students' engagement in arts and cultural activities on their moral conduct and social interactions?

In what ways do academic clubs and competitions foster self-discipline and responsibility among students?

1.6 Research Hypothesis

There is no significant relationship between students' participation in co-curricular activities and their discipline levels in secondary schools.

1.7 The Scope of the Study

1.7.1 Content Scope

The study focused on the effects of students' involvement in co-curricular activities on students discipline in secondary schools

1.7.2 Geographical Scope

The study was carried out in secondary schools of Ibanda Municipality, Ibanda District in the South Western Region of Uganda. Ibanda Municipality has three Divisions of Kagongo, Bisheshe and Bufunda with 21 wards.

The area is chosen for the study because it has reports concerning decline in discipline in secondary schools in Ibanda Municipality (Ibanda District School Inspectors' Report 2017-2018),

1.7.3 Time Scope

The study used literature of time frame of 7 years that is from 2015 to 2022. This will be chosen because it's a period when secondary schools in the study area experienced declining discipline as reported in Ibanda District School Inspectors' Report (2017-2018).

1.7.4 Population Scope

The population of the study was 4,885 Participants including administrators, teachers and students in twenty (20) secondary schools in Ibanda Municipality, Ibanda District. However, a sample of 721 participants was selected and data was collected from 713 respondents from nineteen Secondary School in Ibanda Municipality. The samples selection was guided by Morgan & Kreijie(1970) tables of sample determination.

1.8 Significance of the Study

The study will inform policy makers on the impact of students' involvement in co-curricular activities on students discipline in secondary schools and develop policies on how to develop students talents and improve their competence in learning through co-curricular activities

The study will guide policy makers on the causes and types of students indiscipline in secondary schools during co-curricular activities and how they can reduced.

The study will be significant to future academicians and scholars as it will provide data on students' involvement in co-curricular activities and students discipline to conduct empirical studies.

1.9 Conceptual Frameworks

Independent Variables

Dependent Variables

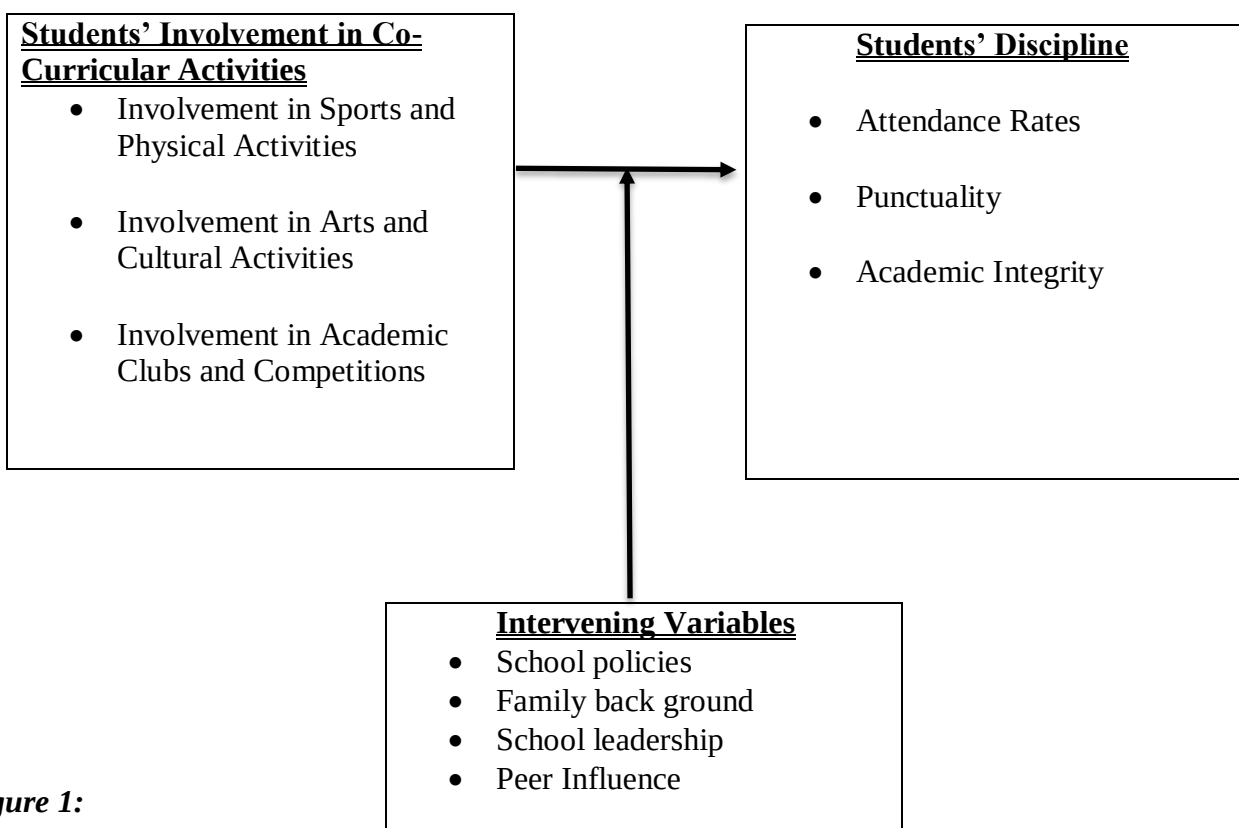


Figure 1:

Conceptual Framework Showing the Relationship between Students' Involvement in Co-Curricular Activities and Students' Discipline

Source: Developed from the works of Goyal et al,(2010)

Involvement in co-curricular activities, such as sports, arts, cultural activities, and academic clubs, significantly influences various aspects of student discipline, including

attendance rates, punctuality, classroom conduct, and academic integrity. Participation in sports often requires maintaining good attendance, instilling a sense of responsibility and commitment. The strict schedules of sports activities promote punctuality, which can transfer to academic responsibilities. Sports also teach teamwork, discipline, and respect for rules, leading to better classroom behavior, and emphasize ethical behavior, encouraging academic integrity.

Students involved in arts and cultural activities exhibit higher engagement and enthusiasm for school, improving attendance rates. The need for punctuality in rehearsals and performances extends to academic life. Arts education promotes emotional expression and self-regulation, leading to better classroom conduct, and fosters creativity and respect for intellectual property, reinforcing academic integrity.

Participation in academic clubs and competitions requires regular attendance and punctuality, fostering these habits in academic responsibilities. These activities also promote a love for learning and intellectual engagement, resulting in improved classroom conduct. Academic competitions emphasize fair play and honesty, encouraging students to value and practice academic integrity.

Overall, co-curricular activities play a crucial role in shaping student discipline by promoting positive behaviors such as regular attendance, punctuality, good classroom conduct, and academic integrity. Educators and policymakers should support the integration of these activities into the school curriculum to enhance student discipline and academic success.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature of the study in relation to research objectives as it was given by different scholars and researchers.

2.1 Theoretical review

The Involvement Theory by Alexander W. Astin (1984) served as the guiding principle for this study. According to Astin's theory, in order to achieve maximum growth and learning, students needed to actively participate in campus activities (Astin, 1999). The extent and quality of a student's involvement on campus directly influenced their level of personal development and learning. Developed in 1984, Astin's Involvement Theory emphasized the importance of students engaging in both academic and non-academic aspects of school life, as it enhanced their chances of success and benefited their overall educational experience (Foreman & Retallick, 2012). Although Astin's theory was initially designed for higher education, it was adapted and utilized in this study to analyze students' engagement in co-curricular activities and its influence on discipline in secondary schools in Ibanda Municipality (Higher Education Research Institute, 1996). This theoretical framework effectively defined and operationalized the concept of "involvement" in co-curricular activities (Bommer & Baldwin, 2002), including participation in clubs, sports, community service, and other extracurricular endeavors. It guided the exploration of the relationship between students' involvement and their disciplinary records (Baldwin, 2002). Astin's theory proposed that students who were actively involved were more likely to exhibit positive behavior and discipline. By applying this theory, the study gained valuable insights into how students' participation in co-curricular activities impacted their discipline and overall well-being within the secondary school context of Ibanda Municipality.

2.2 The Influence of Participation in Sports and Physical Activities on Students' Behavior and Discipline.

Participation in sports and physical activities has increasingly been recognized as a vital component of students' holistic development, particularly in enhancing behavior and discipline within educational settings. Numerous studies have explored how physical engagement through sports can positively shape student conduct, promote time management, reduce misbehavior, and encourage commitment to academic responsibilities. Researchers such as Hassan (2024), Regine and Andala (2021), and Brown and Taylor (2021) have demonstrated that sports not only enhance self-discipline but also reduce the likelihood of negative behaviors like suspension, absenteeism, and school dropout. Similarly, studies by Mollel and Otieno (2021) and Qurban et al. (2018) underscore the psychological and social benefits of sports participation, including improvements in self-esteem, emotional regulation, and peer interaction.

The study conducted by Hassan (2024), titled "Relationship between Sports Participation and Academic Discipline in Middle School Students in Egypt," employed a desk review methodology using secondary data from existing reports and literature. The findings revealed that participation in sports significantly enhances students' discipline and academic performance by promoting self-regulation and goal-setting behaviors. The study concluded that engagement in structured sports activities contributes to a disciplined academic environment. It recommended that schools integrate sports programs into their curricula to foster discipline and support academic success.

The study conducted by Sulaiman, Shehu, and Hussaini (2017), titled "Impact of Physical Facilities on Discipline, Extra-Curricular Activities and Teaching and Learning in Mbale Secondary Schools, Uganda," adopted a survey design with 369 respondents using the Physical Facilities and School Activities Questionnaire (PFSAQ). The study found that the availability of

physical facilities had a significant positive impact on students' discipline and participation in extracurricular activities. The conclusion emphasized the critical role of adequate school infrastructure in maintaining discipline and enhancing the learning environment. It recommended increased investment in physical facilities to support holistic student development.

The study conducted by Bagaya and Sekabembe (2012)—though slightly outside the 2015–present window but frequently cited in current literature—titled "Influence of Involvement in Sports on Students' Involvement in Academic Activities at Ndejje University," employed a quantitative approach using self-administered questionnaires analyzed with Spearman's correlation coefficient. Findings indicated no significant relationship between outdoor sports and academic involvement, but a significant negative relationship was noted between indoor sports and academic engagement. The study concluded that different types of sports influence academic involvement in varying ways. It recommended further exploration into how different sports types affect academic behavior and outcomes.

The study conducted by Regine and Andala (2021), titled "Sports' Participation and Students' Academic Performance in Public Secondary Schools in Rwanda," used a correlational research design with a sample of 372 respondents. Results indicated a strong positive correlation (Pearson coefficient of 0.887) between sports participation and academic performance. The study concluded that sports play a pivotal role in enhancing students' academic outcomes. It recommended that school administrations and policy-makers provide adequate sports facilities and promote students' involvement in regular physical activities to boost academic success.

The study conducted by Mollel and Otieno (2021), titled "Influence of Sports Participation on Educational Achievement of Students in Secondary Schools in Arusha District,"

used a convergent mixed methods design, combining both quantitative and qualitative approaches. The findings revealed that sports participation enhanced physical health, social skills, mental alertness, and career readiness among students. The study concluded that sports are essential for the holistic development of students. Recommendations included the formulation of sports-inclusive education policies, establishment of sports academies, and the training of sports personnel.

The study conducted by Qurban, Siddique, Wang, and Morris (2018), titled "The Relation between Sports Participation and Academic Achievement: The Mediating Role of Parental Support and Self-Esteem," used structural equation modeling on data collected from 248 university students. The study found that sports participation influenced academic achievement indirectly through the mediating effects of parental support and self-esteem. It concluded that the benefits of sports are amplified when combined with strong parental involvement and positive self-concept. The authors recommended implementing programs that enhance parental engagement and boost student self-esteem to optimize academic gains from sports participation.

The study conducted by Brown and Taylor (2021), titled "Do Sports Help Students Stay Away from Misbehavior, Suspension, or Dropout?" employed multilevel mediation modeling using data from the Education Longitudinal Study (ELS). The findings showed that participation in sports was associated with reduced incidences of student misbehavior, suspension, and dropout rates, particularly across racially diverse groups. The study concluded that sports act as a protective factor against negative school behaviors and outcomes. It recommended the promotion of sports as a tool for behavioral improvement and school retention strategies.

The study conducted by Wang, Zhang, Li, and Liu (2022), titled "Research on the Influence of Sports Participation on School Bullying among College Students—Chain Mediating Analysis of Emotional Intelligence and Self-Esteem," used SPSS and AMOS software to analyze statistical data. The study found a significant negative correlation between sports participation and school bullying, with emotional intelligence and self-esteem acting as mediating variables. The conclusion emphasized the psychological benefits of sports in reducing bullying through improved emotional regulation and self-confidence. It recommended that educational institutions integrate sports and emotional intelligence training into student development programs

2.3 The Impact of Students' Engagement in Arts and Cultural Activities on Their Moral Conduct and Social Interactions.

The role of arts and cultural activities in the development of students has long been acknowledged for its potential to foster creativity, self-expression, and academic achievement. Recent research has also emphasized the significance of these activities in shaping students' moral conduct and social interactions. According to studies by Mak and Fancourt (2022) and Kakungulu (2024), engagement in arts and culture provides students with opportunities to develop a range of emotional, cognitive, and social skills that not only enhance academic success but also improve behavior and interactions with others. Research by Iriobe and Okoli (2017) and Slice (2019) further suggests that participation in arts and cultural activities positively influences students' attitudes, moral values, and their ability to interact with peers. In this context, the impact of cultural and artistic engagement on students' moral conduct and social interactions is becoming increasingly important, especially as educational institutions strive to foster holistic student development.

The study conducted by Iriobe and Okoli (2017), titled Impact of Classroom Motivational Climates on Attitude to and Achievement in Visual Arts Among Junior

Secondary School Students in Lagos, Nigeria, employed an experimental design with 120 junior secondary students. The students were assigned to task-involved, ego-involved, or control groups over four weeks. The findings revealed that both task-involved and ego-involved climates positively impacted students' attitudes and achievements in visual arts, compared to the control group. The conclusion emphasized that motivational climates significantly affect students' engagement and performance in visual arts. It was recommended that educators adopt motivational strategies to foster positive attitudes and enhance achievement in arts education. This study highlights the importance of engaging students in artistic environments that promote positive social behaviors and academic discipline.

The study conducted by Mak and Fancourt (2022), titled *Arts and Cultural Engagement, Reportedly Antisocial or Criminalized Behaviors, and Potential Mediators in Two Longitudinal Cohorts of Adolescents*, employed a longitudinal study to analyze data from two adolescent cohorts to assess the relationship between arts engagement and antisocial behaviors. The study found that higher engagement in arts and cultural activities was associated with a reduction in antisocial or criminalized behaviors among adolescents. The conclusion suggested that arts and cultural participation could serve as protective factors against the development of antisocial behaviors in youth. The study recommended that policies promote arts and cultural programs as part of youth development strategies to mitigate antisocial tendencies. This study emphasizes how participation in cultural activities can enhance moral conduct and reduce the likelihood of negative social interactions.

The study conducted by Kakungulu (2024), titled *The Impact of Creative Arts on Student Engagement and Learning*, employed a mixed-methods approach involving case studies and surveys to explore the effects of creative arts on student engagement. The findings showed that participation in creative arts activities enhanced students' cognitive, emotional,

and social engagement, leading to improved learning outcomes. The study concluded that integrating creative arts into the curriculum fosters holistic educational development. It was recommended that educational institutions incorporate creative arts into teaching methodologies to boost student engagement and learning. The study suggests that arts engagement positively influences students' social interactions by improving their emotional and cognitive abilities.

The study conducted by Slice (2019), titled *Impact of Art Education on Student Development and Achievement*, was a review of existing literature and studies on the role of art education in student development. The study found that art education had a positive influence on students' self-confidence, empathy, and civic engagement, with pronounced effects on students from low socioeconomic backgrounds. The conclusion indicated that art education is integral to the academic and personal development of students. It was recommended that schools prioritize art education to support students' holistic growth, especially in underserved communities. This study highlights the role of arts in fostering moral behavior and promoting social interactions, particularly in diverse student populations.

The study conducted by Preniqi, Kalimeri, and Saitis (2021), titled *Modelling Moral Traits with Music Listening Preferences and Demographics*, used an online survey to analyze self-reported data on the relationship between music preferences, demographics, and moral values. The study found that music preferences, combined with demographic factors, could predict individuals' moral values with reasonable accuracy. The conclusion suggested that there is a significant association between musical tastes and moral traits, with music engagement potentially shaping moral perspectives. The study recommended further research into how music education and exposure influence moral development. This study focuses on the role of cultural engagement through music in shaping moral traits and behavior.

The study conducted by Ali (2020), titled *Developing Augmented Reality-Based Gaming Model to Teach Ethical Education in Primary Schools*, involved the design and development of an augmented reality (AR) mobile game aimed at teaching ethical concepts to pre-primary students. The study found that AR-based educational games effectively engaged young learners and enhanced their understanding of ethical principles. The conclusion highlighted that integrating AR technology into ethical education provides an interactive and impactful learning experience for primary school students. The study recommended that educational stakeholders consider incorporating AR tools into curricula to promote ethical learning in early education. This study suggests that innovative approaches to cultural and arts-based education can enhance moral conduct and social interactions among young learners.

The study conducted by Kitjaroonchai and Hungyo (2015), titled *The Relationship Between Students' Involvement in Moral and Religious Activities and Their Academic Achievement at a Faith-Based Institution: Evidence from Thailand*, employed purposive sampling of secondary data from 764 students, analyzed using descriptive statistics and ANOVA. The study found a positive correlation between students' participation in moral and religious activities and their academic achievement. The conclusion suggested that engagement in moral and religious activities positively influences students' academic performance. The study recommended that faith-based institutions encourage student participation in moral and religious programs to support academic success. This study highlights the broader impact of moral and religious activities on students' social conduct and academic development.

2.4 The Role of Academic Clubs and Competitions in Fostering Self-Discipline and Responsibility among Students.

Academic clubs and competitions are essential components of the educational experience, providing students with opportunities to engage in intellectual challenges and

develop key life skills. These activities, through their structured nature, foster self-discipline and responsibility, which are crucial for both personal growth and academic success.

According to studies by Liu (2019) and Glickman (2021), participation in academic clubs and competitions not only enhances students' cognitive abilities but also nurtures important traits like responsibility, time management, and perseverance. Academic clubs and competitions create environments where students must balance their academic and extracurricular commitments, teaching them how to manage their time effectively, set goals, and take ownership of their learning outcomes. Research by Torres (2018) and Gupta (2020) further supports the idea that academic clubs provide a platform for students to collaborate, take initiative, and develop a strong sense of self-discipline.

The study conducted by Liu (2019), titled *The Influence of Academic Clubs on the Development of Self-Discipline and Responsibility Among Secondary School Students*, used a mixed-methods approach, combining surveys and interviews with 150 secondary school students who participated in academic clubs. The study found that students involved in academic clubs exhibited higher levels of self-discipline, improved time management skills, and greater responsibility in managing their academic and extracurricular duties. The study concluded that participation in academic clubs positively influenced students' personal development, especially in fostering self-regulation and accountability. It was recommended that schools integrate academic clubs into their curricula to promote self-discipline and responsibility.

The study conducted by Glickman (2021), titled *Academic Competitions and Their Impact on Student Responsibility and Self-Discipline: A Case Study of High School Math Competitions*, employed a longitudinal study design, tracking the progress of 200 high school students participating in math competitions over two years. The study found that students

involved in academic competitions demonstrated significant improvements in responsibility, particularly in their approach to preparing for competitions and managing deadlines. The study concluded that academic competitions help students develop self-discipline, as they require consistent preparation, focus, and responsibility to succeed. It was recommended that schools encourage students to participate in such competitions to strengthen their sense of responsibility and academic discipline.

The study conducted by Torres (2018), titled *The Role of Academic Clubs in Fostering Responsibility and Time Management Skills Among University Students*, used a qualitative approach, interviewing 50 university students who were active members of academic clubs. The study found that students who participated in academic clubs were better at managing their time, balancing their academic responsibilities with extracurricular activities. These students also exhibited a high level of responsibility in group tasks and project management. The conclusion emphasized that academic clubs provide students with a structured environment where they can develop responsibility and improve self-discipline. The study recommended that universities provide more opportunities for students to engage in academic clubs to enhance their personal and academic growth.

The study conducted by Gupta (2020), titled *The Impact of Participation in Academic Competitions on Students' Self-Discipline and Responsibility: Evidence from an International Science Fair*, employed a case study methodology, analyzing the participation of 120 high school students in an international science fair competition. The study found that students who participated in the science fair developed strong self-discipline, particularly in terms of research, preparation, and meeting deadlines. The study concluded that academic competitions offer students an opportunity to practice responsibility and time management in a highly

competitive environment. It was recommended that schools and educational institutions support students' participation in such events to foster these critical life skills.

The study conducted by Kim and Lee (2022), titled *The Role of Academic Competitions in Shaping Student Responsibility and Academic Success*, used a survey methodology, gathering data from 300 students involved in a variety of academic competitions, including debate, writing, and STEM events. The study found a positive relationship between participation in academic competitions and students' levels of responsibility, with participants reporting higher satisfaction with their academic achievements and personal growth. The conclusion suggested that academic competitions contribute significantly to the development of responsibility and self-discipline among students, promoting academic success. The study recommended that academic institutions offer more competitive platforms for students to foster responsibility and discipline.

The study conducted by Roberts (2017), titled *Influence of Academic Clubs on Students' Sense of Responsibility and Leadership Skills*, used a quantitative approach, surveying 250 students involved in various academic clubs, including debate, robotics, and mathematics. The findings indicated that students in academic clubs displayed higher levels of responsibility and leadership skills, particularly in managing group projects and taking ownership of tasks. The study concluded that involvement in academic clubs provides students with opportunities to develop both self-discipline and responsibility, which are essential for leadership roles. The study recommended that schools encourage students to join academic clubs to build leadership and responsibility skills.

2.5 The Relationship between Students' Participation in Co-Curricular Activities and Their Discipline Levels in Secondary Schools.

Co-curricular activities, including sports, clubs, music, drama, and debates, are integral components of the secondary school experience, complementing academic learning. The involvement of students in these activities has been studied extensively in relation to its impact on various aspects of their development, with particular emphasis on discipline. Research suggests that participation in co-curricular activities can significantly influence students' behavior and discipline levels, promoting positive conduct, social responsibility, and emotional regulation. According to studies by Patel (2020), Lee and Lee (2019), and Madoi (2021), students engaged in co-curricular activities tend to exhibit better self-discipline, higher motivation, and reduced incidences of negative behaviors such as truancy and substance abuse.

The study conducted by Patel (2020), titled *The Impact of Co-Curricular Activities on Student Discipline in Secondary Schools in India*, employed a quantitative research design, surveying 300 secondary school students who participated in various co-curricular activities. The study found a strong positive correlation between participation in co-curricular activities and improved student discipline. Students who were actively engaged in extracurricular activities showed fewer disciplinary issues, better adherence to school rules, and more positive interactions with peers and teachers. The study concluded that involvement in co-curricular activities fosters a sense of responsibility, reduces behavioral problems, and promotes a more disciplined school environment. It recommended that schools increase the availability of co-curricular opportunities to support student discipline.

The study conducted by Lee and Lee (2019), titled *Co-Curricular Participation and Student Behavior: A Comparative Study of Disciplined and Undisciplined Students in South Korean Secondary Schools*, utilized a mixed-methods approach, combining surveys and

interviews with 250 students and 20 teachers. The study revealed that students engaged in sports, drama, and music were less likely to engage in disruptive behaviors, with the discipline levels of these students significantly higher compared to those who were not involved in such activities. The study concluded that co-curricular participation plays a crucial role in shaping students' behavior, fostering a sense of community, and instilling values such as respect, punctuality, and teamwork. It recommended that schools implement structured co-curricular programs to improve student behavior and discipline.

The study conducted by Madoi (2021), titled *Effects of Co-Curricular Activities on the Discipline of Students in Secondary Schools in Uganda*, employed a survey design with 150 respondents from different secondary schools in Uganda. The findings indicated that students who participated in sports and academic clubs exhibited fewer disciplinary problems, including reduced absenteeism and fewer instances of bullying. The study concluded that co-curricular activities play a pivotal role in improving student discipline by providing structured, goal-oriented activities that engage students' time and energies positively. The study recommended that schools encourage greater participation in these activities to prevent behavioral problems and promote a positive school climate.

The study conducted by Hassan and Hameed (2018), titled *Participation in Extracurricular Activities and Its Impact on Student Discipline in Secondary Schools in Pakistan*, utilized a longitudinal design, tracking the behavior of 400 students over three years. The study found that students who participated in extracurricular activities such as debate clubs, sports, and cultural activities had better discipline records, showing improvements in behavior and academic performance. The study concluded that extracurricular activities positively influence discipline by promoting time management, respect for rules, and

interpersonal skills. It recommended that schools create a more robust framework for extracurricular engagement to enhance student behavior and personal development.

The study conducted by Zhang and Li (2021), titled *The Role of Co-Curricular Activities in Shaping the Discipline of Students in Chinese Secondary Schools*, used a survey research design with 500 students and 50 teachers across five secondary schools. The study revealed that students actively involved in co-curricular activities showed significantly fewer instances of academic dishonesty, tardiness, and conflict with peers compared to students not participating in such activities. The study concluded that participation in co-curricular activities helps develop self-discipline by offering students opportunities to practice responsibility and team cooperation. The study recommended schools to foster stronger links between academic programs and co-curricular activities to support disciplined behavior.

The study conducted by Kim (2017), titled *Impact of Co-Curricular Activities on Discipline in Secondary Schools in the United States*, used a qualitative approach, interviewing 40 students and 10 teachers from various high schools. The study found that students involved in co-curricular activities were more likely to follow school rules, show respect for authority, and avoid engaging in negative behaviors such as substance abuse. The study concluded that co-curricular activities are crucial in shaping student discipline, providing outlets for energy and fostering positive social interactions. It recommended that schools increase opportunities for students to engage in a variety of co-curricular activities to foster a disciplined and well-rounded student body.

The study conducted by Chang and Wu (2022), titled *Co-Curricular Activities and Discipline: An Examination of Their Relationship in Taiwanese Secondary Schools*, used a quantitative survey method, collecting data from 400 students. The findings indicated that students who participated in both academic and non-academic co-curricular activities

demonstrated higher levels of discipline, including better self-control, less involvement in disruptive behaviors, and improved academic performance. The study concluded that participation in co-curricular activities significantly contributes to the development of self-discipline, which is essential for overall academic success. The study recommended that schools integrate more co-curricular activities into their educational frameworks to strengthen student discipline and character development.

2.6 Research Gaps

While existing studies have established a positive correlation between students' participation in co-curricular activities and their discipline levels, several key research gaps remain. Longitudinal studies are needed to track the long-term impact of co-curricular participation on student behavior, as most research has been cross-sectional (Alozie & Okanlawon, 2021). There is also a need for more cross-cultural research to examine whether the relationship between co-curricular activities and discipline holds across different cultural and educational contexts (Oliviero, 2019). Comparative studies across various types of co-curricular activities (e.g., sports, clubs, arts) could shed light on which activities are most effective in fostering discipline (Strohmeyer, 2018). Furthermore, the role of teachers and mentors in these programs and their influence on student discipline has not been adequately explored (Ateng & Adongo, 2021). Research focusing on specific behavioral issues, such as substance abuse and truancy, could offer a deeper understanding of the impact of co-curricular activities on negative behaviors (Bame, 2019). Socio-economic status and gender differences, which likely influence participation and outcomes, remain underexplored, as does the influence of family support and parental involvement in shaping student discipline (Kamau & Kamwenge, 2020). Additionally, there is a need for studies measuring discipline through qualitative means, such as self-regulation

and emotional control, rather than relying solely on traditional disciplinary measures (Ramalho, 2021). The rise of technology-enhanced co-curricular activities, like e-sports and virtual clubs, presents another unexplored area, especially in the post-pandemic educational context (Jaffe, 2021). Finally, research on how students with special educational needs (SEN) benefit from co-curricular activities could provide insights into creating more inclusive programs (Barkham & Finlay, 2022). Addressing these gaps will not only deepen our understanding but also inform the development of more targeted and effective strategies for using co-curricular activities to improve student behavior and social interactions

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the study design, population, sample size and technique, source of data quality control and the ethical considerations.

3.1 Study Design

This study adopted a descriptive research design with a mixed methods approach. A descriptive research design was used to provide an accurate, detailed account of the phenomena under study, focusing on understanding the relationship between students' participation in co-curricular activities and their academic discipline and social interactions. It systematically described current practices and behaviors without manipulating variables, ensuring an unbiased portrayal of the subject (Leedy & Ormrod, 2018). The mixed methods approach combined both quantitative and qualitative data, providing a comprehensive view of the research topic. Quantitative data were gathered through structured surveys or questionnaires to assess the level of student engagement, behavior, and discipline, while qualitative data were collected through interviews, focus groups, and open-ended questions to gain in-depth insights into students' experiences, attitudes, and the impact of their participation in these activities (Creswell & Poth, 2018). This combination allowed for a richer, more complete understanding of the issue, providing both statistical analysis and personal context to cross-validate findings and enhance the robustness of the study's conclusions (Fetters, Curry, & Creswell, 2013). The mixed methods approach enabled the study to capture both numerical trends and qualitative insights, contributing to a deeper understanding of how co-curricular activities influenced students' discipline and social behavior.

3.2 The Study Population

The study population for this study was 4,885 individuals from 20 secondary schools in Ibanda Municipality, consisting of head teachers, teachers, and students. According to Yin (2018), the study population refers to the complete collection of elements from which a sample is selected or to which study results are intended to be applied. In this study, a representative sample of 19 schools was selected from the 20 secondary schools, and the sample population consisted of 721 participants. This included 19 head teachers, 19 discipline teachers, 155 teachers, 177 student leaders, and 351 students. The selection of 19 schools was based on the aim to ensure a balanced and diverse representation of schools within Ibanda Municipality, ensuring that the findings reflected a broader spectrum of experiences across different schools. The sample size of 721 participants was determined using a combination of purposive and random sampling techniques, allowing for in-depth insights from key stakeholders (head teachers, discipline teachers, and student leaders) and a broad perspective from the student body. This population ensured adequate representation of both leadership and academic perspectives to examine the relationship between co-curricular activities and student discipline effectively. This sample size provided a robust foundation for analyzing the key variables of interest and ensured that the study captured a wide range of experiences and perceptions across different school environments.

3.3 Study Sample Size

In this study, a sample size of 721 respondents was selected, utilizing the sample size determination table provided by Morgan and Krejcie (1970). As shown in Table 3.1 below:

Table 3.1:*Sampled Population Sample Size*

Category of population	Population	Sample size	Sampling technique
Schools	20	19	Simple random sampling
Head Teachers	20	19	Purposive sampling
Discipline teachers	20	19	Purposive sampling
Teachers	260	155	Systematic random sampling
Students leader	330	177	Systematic random sampling
Students	4,235	351	Simple random sampling
Total	4,885	721	

3.4 Sampling Techniques

The sample for this study was selected using three sampling techniques: simple random sampling, purposive sampling, and systematic random sampling. Secondary schools and students in the selected schools were chosen using simple random sampling. This technique allowed each individual a chance of being selected based on a sampling frame containing names of the teachers in the different schools. Simple random sampling ensured the representativeness of the population and allowed for unbiased selection (Saunders, Lewis, & Thornhill, 2019). In this case, each student in the combined population was assigned a unique identifier (number), ensuring that every participant had an equal opportunity to be selected.

Systematic random sampling was used to select teachers and student leaders from the selected secondary schools. This technique introduced an element of randomness while maintaining a structured approach to sampling, where all respondents had a chance of being selected (Flick, 2018). By using this method, the researcher reduced potential biases that might have arisen from manually selecting participants or relying on convenience sampling.

Purposive sampling was employed to select head teachers and discipline teachers. This technique enabled the researcher to focus on specific individuals who could provide in-depth, relevant information about co-curricular activities and student discipline. Purposive sampling was particularly effective as the study required expertise or insight from participants with particular knowledge (Palinkas et al., 2015). This approach was crucial for the qualitative component of the study, as it targeted individuals with a deep understanding of the topic under investigation.

3.5 Data Collection Methods

The researcher used questionnaire survey, interviews methods and focused group discussion of data collection.

3.5.1 Questionnaire Method

A questionnaire was used as a method of data collection since it contained questions aligned with the research objectives and was administered to the respondents. According to Paul (1997, p.191), a questionnaire is a suitable method of data collection because it can delve into the minds, attitudes, feelings, and reactions of people. He argues that a questionnaire can even be mailed to people thousands of miles away, whom the researcher may never see. In this study, the questionnaire method was used to collect data specifically from students.

3.5.2 Interview Method

Interviewing was used as a method of data collection where the researcher gathered detailed information from respondents through face-to-face conversations regarding the study variables. This method provided an opportunity for the researcher to ask in-depth, open-ended questions, allowing respondents to elaborate on their answers and provide richer insights (Cohen, Manion, & Morrison, 2017). Interview schedules were designed and used to collect qualitative data from head teachers. Head teachers were interviewed because they possessed extensive

knowledge about the role of co-curricular activities in student discipline, as they oversaw the general management and policy implementation in schools (Kvale & Brinkmann, 2015). The face-to-face interactions allowed for deeper probing into the relationship between co-curricular activities and student behavior, yielding valuable data to understand the dynamics at play.

3.5.3 Focused Group Discussion

Focused group discussion is a data collection method in which the researcher groups the respondents and facilitates face-to-face conversations on the items of the study variables. This method encourages participants to express their opinions in a group setting, allowing for rich and in-depth discussions (Krueger & Casey, 2015). Focus group discussion schedules were designed and used to obtain qualitative data from student leaders, as they possessed extensive knowledge and experience regarding co-curricular activities and student discipline. This method was particularly effective for gathering insights from individuals who had firsthand experience and understanding of the study topic (Barbour, 2014). Additionally, focus group discussions were conducted with discipline teachers, who were key players in enforcing discipline and had a wealth of knowledge about the relationship between co-curricular activities and student behavior. The flexibility of this method allowed for deeper exploration of the participants' views and provided a comprehensive understanding of the subject matter.

3.6 Data Collection Instruments

Data collection instruments are tools used for collecting data. These tools included questionnaires, interview schedules or guides, and focus group discussion guides, which were used to collect data from respondents.

3.6.1 Questionnaires

A questionnaire is a set of questions given to a group of individuals targeted to obtain data about the problem being studied. The questionnaire consisted of both closed-ended and open-

ended questions, which allowed for the collection of specific and measurable data, as well as the opportunity to explore respondents' insights in more detail. Closed-ended questions elicited simple and specific answers, while open-ended questions provided respondents the flexibility to express their thoughts more fully (Creswell, 2014). In this study, the questionnaires were administered to students to obtain information concerning their understanding and perceptions of the link between co-curricular activities and student discipline. This method was chosen because it allowed for the collection of a large amount of information from a large number of participants within a short time frame, making it both cost-effective and time-efficient (Fowler, 2014). The structured nature of the questionnaire ensured that the responses could be easily analyzed and compared, contributing to the overall validity of the study.

3.6.2 Interview Guides

An interview is a conversation with purpose, making it an effective method for data collection. Interviews provide greater flexibility and an opportunity to restructure questions based on the flow of the conversation, allowing for more detailed responses and deeper insights (Kvale & Brinkmann, 2009). In this study, an interview guide was used to collect data through face-to-face interviews with the head teachers of the selected secondary schools. The purpose of the interviews was to solicit views concerning co-curricular activities and their impact on learners' discipline in schools. The use of an interview guide helped maintain focus during the interviews, ensuring that the key topics were covered while allowing for probing questions to obtain deeper information (Patton, 2002). By using this structured approach, the interviewer ensured that relevant themes were consistently addressed, while also allowing for flexibility in the conversation to explore emergent ideas and perspectives.

3.6.3 Focused Group Discussion Guide

A focused group interview guide, commonly known as a focus group discussion guide, is a structured set of items designed to guide the conversation during a focus group session. The purpose of a focus group interview guide is to ensure that the discussion remains on track and covers the relevant areas of interest for the research or study. It helps the moderator facilitate a productive and insightful conversation among the participants, ensuring that all key topics are covered while allowing for flexibility in participant responses (Krueger & Casey, 2015). The guide typically includes open-ended questions that encourage participants to share their experiences, opinions, and insights on the research topic. In this study, the guide was used to collect data from teachers, ensuring that their perspectives on the role of co-curricular activities in student discipline were thoroughly explored. The use of a structured guide provided consistency in data collection while allowing for dynamic interaction within the group, which was essential for generating in-depth qualitative data (Morgan, 1997).

3.7 Data Quality Control

3.7.1 Validity of the Instrument

Bhattacharjee (2012) defines validity as the degree to which a measure accurately represents the underlying construct it intends to measure. Similarly, David and Sutton (2004) characterize validity as the extent to which a measuring instrument effectively measures and describes the concept it purports to assess. To ensure the validity of the research instruments, Content Validity was employed.

The researcher sought the expertise of the supervisor to validate the questionnaire; the supervisor assessed each item for its relevance to the research objectives, providing valuable insights into the content validity of the instrument. The Content Validity Index (C.V.I.) was then

calculated to determine the overall validity of the questionnaire. This index was computed by dividing the number of items rated as relevant by the total number of items in the questionnaire.

$$C.V.I = \frac{\text{Number of questions rated relevant}}{\text{Total number of questions}}$$

$$C.V.I = \frac{46}{48} = 0.959$$

With 46 out of 48 items rated relevant, the resulting C.V.I. of approximately 0.958 indicated excellent content validity

3.7.2 Reliability of the Instrument

Reliability is defined as the degree to which the test is a consistent measure over time, or simply, Will the respondent's answer remain consistent if they are asked the same question at different times (David & Sutton, 2004). The researcher ensured reliability by comparing the pilot study results with the expert reviews to test the consistency of the instrument and to guarantee that the findings would be accurate, meaningful, and correct. A Cronbach's Alpha reliability coefficient test was performed on the Likert-type scale items. The resulting Cronbach's Alpha was 0.84, exceeding the commonly accepted threshold of 0.70 for substantial samples (Sekaran, 2003). This high reliability coefficient indicated that the questionnaire items were internally consistent and suitable for use in the main study.

3.8 Data Processing and Analysis

In this study, quantitative data collected from the field were processed and analyzed using quantitative data analysis methods with the help of the Statistical Package for the Social Sciences (SPSS v20.0), a commonly used software for statistical analysis (Pallant, 2020). SPSS provided a range of tools and techniques for analyzing quantitative data, making it suitable for handling large datasets and conducting various statistical tests. One statistical analysis technique

employed was the Pearson correlation coefficient, which measured the linear relationship between two continuous variables. It assessed the strength and direction of the association between variables, providing a correlation coefficient that ranged from -1 to 1 : coefficients close to 1 indicated strong positive relationships, coefficients close to -1 indicated strong negative relationships, and coefficients near 0 suggested little to no linear relationship (Field, 2013). Additionally, hierarchical regression analysis was conducted to test the unique contribution of each predictor variable to the outcome of interest. Predictor variables were entered into the regression equation in a predetermined order, allowing the researcher to assess the additional variance explained by each variable after controlling for those already in the model (Tabachnick & Fidell, 2019). By employing these statistical techniques, the researcher rigorously analyzed the quantitative data, identified relationships among variables, and assessed the contribution of each predictor to the outcomes of interest, thereby providing valuable insights into the research questions and supporting meaningful conclusions.

In this study, qualitative data obtained from interviews were analyzed using thematic analysis, with the information presented in narrative form. The researcher focused on providing a detailed description of the data collected, allowing for a rich and nuanced understanding of the participants' perspectives (Creswell & Poth, 2018). To maintain the integrity of the qualitative data, direct quotations or verbatim responses from the interviews were included in the analysis, ensuring that the voices of the participants were accurately represented and adding authenticity to the findings (Bryman, 2016). Furthermore, the qualitative data were organized into themes and patterns through a process of content analysis. This involved systematically examining the data to identify recurring ideas, concepts, or topics that emerged across different interviews (Elo & Kyngäs, 2008). By categorizing the data into themes, the researcher extracted meaningful

insights and interpretations. The procedure for analyzing qualitative data entailed presenting the information gathered from the interviews, summarizing key points, and then grouping similar ideas or concepts into categories or themes. This systematic approach enabled valid inferences to be drawn from the data, facilitating a deeper understanding of the research topic and enhancing the overall quality of the study's conclusions (Saldana, 2016).

3.9 Ethical Considerations.

Ethical considerations are critical in ensuring the integrity of the research process and the protection of participants' rights. In this study, the following ethical guidelines were observed:

Informed Consent

All participants (head teachers, teachers, and students) were fully informed about the study's purpose, procedures, potential risks, and benefits. Consent forms were provided in clear language, ensuring that participants voluntarily agreed to take part in the research. Students were given the option to decline participation without any negative consequences.

Confidentiality

The privacy and confidentiality of all participants were protected. Personal information, such as names, addresses, or any identifying data, was kept confidential and used only for the purposes of the study. Participants' responses were anonymized to maintain their privacy.

Voluntary Participation

Participation in the study was entirely voluntary. Participants were informed that they had the right to withdraw from the study at any time without facing any penalty or negative consequences.

Non-coercion

Participants were not coerced into participating; the study was designed to ensure that no one felt pressured to take part, and the option to decline participation was clearly communicated.

Minimizing Harm

Efforts were made to ensure that no harm came to participants as a result of their involvement in the study. This included safeguarding against physical, psychological, and emotional harm. Any sensitive questions were carefully worded, and participants were assured that they were not obligated to answer any questions they found uncomfortable.

Integrity and Honesty

The research was conducted honestly, with full transparency regarding how data were collected, analyzed, and presented. Findings were reported without fabrication, falsification, or misrepresentation.

Respect for Vulnerable Groups

Special care was taken when involving vulnerable groups, particularly students. Informed consent was obtained from parents or guardians for students under the age of 18, in addition to obtaining consent from the students themselves.

Approval from an Ethics Review Board

The study was reviewed and approved by the Bishop Stuart University Research Ethics Committee (BSU-REC) to ensure that it complied with ethical standards and protected the rights of participants.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and analyzes the data collected from 721 respondents comprising head teachers, discipline teachers, teachers, student leaders, and students in selected secondary schools in Ibanda Municipality. The study sought to assess the relationship between students' involvement in co-curricular activities and their discipline. Data were collected using structured questionnaires for teachers and students, and interview guides for head teachers. Findings are organized according to the study objectives.

4.1 Response Rate

A total of 702 questionnaires were distributed to students, student leaders, discipline teachers, and classroom teachers. Out of these, 696 were successfully returned, representing a high response rate of **99.1%**. Additionally, 17 interviews were conducted with head teachers out of the 19 initially scheduled, yielding an interview response rate of **89.5%**.

Table 4.1:

Response Rate

Instrument Used	Targeted Returned/Conducted Response Rate (%)		
Questionnaires	702	696	99.1
Interviews (Headteachers)	19	17	89.5
Total Participants	721	713	98.9

Table 4.1 presents the response rate of data collection instruments used in the study. A total of 702 questionnaires were distributed, out of which 696 were returned, resulting in a high response rate of 99.1%. This indicates a strong level of participation and cooperation from the respondents, suggesting the data collected is highly representative of the targeted sample.

For the interviews with headteachers, 19 were targeted and 17 were successfully conducted, giving a response rate of 89.5%. Although slightly lower than the questionnaire response rate, this is still considered a good level of response in qualitative research, ensuring a solid foundation for drawing insights from the interviews.

Overall, out of 721 targeted participants, 713 responded, resulting in a total response rate of 98.9%. This excellent overall response rate enhances the credibility, reliability, and validity of the study findings, as it minimizes non-response bias and provides comprehensive coverage of the target population.

4.2 Demographic Characteristics of Respondents

This subsection provides the distribution of respondents based on their roles in the school. The study sample consisted of 713 individuals, including teachers, students, and administrators.

Table 4.2:

Distribution of Respondents by Role in the School

Respondent Category	Frequency	Percentage (%)
Head Teachers	17	2.4
Discipline Teachers	19	2.7
Teachers	149	20.9
Student Leaders	177	24.8
Students	351	49.2
Total	713	100.0

Table 4.2 presents the categorization of the 713 respondents who participated in the study, according to their roles in the school. The respondent categories include head teachers, discipline teachers, regular teachers, student leaders, and students. This stratified distribution was

designed to capture a wide range of perspectives on issues related to discipline and student involvement in co-curricular activities.

Students constituted the largest group of participants, with 351 (49.2%) respondents. This high proportion ensures that the voices of learners who are directly impacted by school discipline and co-curricular programs are well represented in the study. Their experiences, behaviors, and opinions provide valuable insights into the effectiveness of the disciplinary systems and the level of student engagement in extracurricular activities.

The second-largest group was student leaders, accounting for 177 (24.8%) of the total respondents. As student representatives, they play a pivotal role in school leadership and often act as a link between the administration and the student body. Their responses are crucial for understanding peer-led discipline enforcement and the role of leadership in influencing student conduct and participation in school activities.

Regular classroom teachers were represented by 149 (20.9%) respondents. These individuals are central to the day-to-day implementation of school rules, classroom management, and coordination of co-curricular activities. Their responses contribute significantly to understanding how teacher-student interactions influence discipline and the effectiveness of teaching beyond the academic curriculum.

Discipline teachers were a smaller group, consisting of 19 (2.7%) of the respondents. Despite being a minor proportion, they hold a specialized role in enforcing school discipline policies. Their focused insights provide depth to the understanding of the strategies, challenges, and impacts associated with maintaining order and discipline in secondary schools.

Head teachers formed the smallest category, with 17 (2.4%) respondents. Their leadership role gives them a comprehensive view of the school's management systems, including

policy development and disciplinary frameworks. Their input offers a top-level administrative perspective, complementing the views of students, teachers, and discipline personnel.

The distribution of respondents by role in the school—students 351 (49.2%), student leaders 177 (24.8%), teachers 149 (20.9%), discipline teachers 19 (2.7%), and head teachers 17 (2.4%)—demonstrates a balanced and inclusive sampling approach. The diversity in roles enriches the study by ensuring that findings reflect a holistic understanding of the dynamics surrounding discipline and co-curricular involvement in secondary schools.

Table 4.3:

Gender Distribution of Respondents

Gender	Frequency	Percentage (%)
Male	382	53.6
Female	331	46.4
Total	713	100.0

Table 4.3 presents the gender distribution of the 713 respondents who participated in the study. The table highlights the representation of both male and female respondents, which is essential in ensuring a balanced understanding of perspectives related to discipline and co-curricular participation in secondary schools.

Male respondents accounted for 382 (53.6%) of the total participants. This indicates that slightly more than half of the study sample were males. Their participation is critical in understanding how male students, teachers, and school leaders perceive and experience discipline and involvement in school activities. It also allows the study to explore any gender-based differences in attitudes and behaviors.

Female respondents made up 331 (46.4%) of the total sample. Although slightly fewer than their male counterparts, this is still a substantial proportion, ensuring that female voices are

adequately represented in the research. Their responses provide insights into the unique experiences of girls and women in the school environment, particularly in relation to discipline issues and participation in co-curricular programs.

The gender distribution of respondents—382 (53.6%) male and 331 (46.4%) female—demonstrates a relatively balanced representation. This balance enhances the reliability of the study by capturing gender-based perspectives and promoting inclusive analysis of the issues surrounding discipline and co-curricular engagement in secondary school.

Table 4.4:

Age Distribution of Respondents

Age Group	Frequency	Percentage (%)
Below 18	280	39.3
18–25	230	32.3
26–35	110	15.4
36 and above	93	13.0
Total	713	100.0

Table 4.4 presents the age distribution of the 713 respondents who took part in the study. The respondents were grouped into four age categories: below 18, 18–25, 26–35, and 36 years and above. This classification helps to capture a broad range of age-related perspectives, particularly in understanding attitudes and behaviors towards discipline and co-curricular activities in secondary schools.

The largest age group in the study was those below 18 years, comprising 280 (39.3%) of the respondents. This group primarily includes secondary school students, who are the central focus of the study. Their responses are vital in understanding firsthand experiences of school discipline and participation in co-curricular programs from a student’s perspective.

The second-largest category was those aged 18–25 years, totaling 230 (32.3%). This age group may include older students, recent graduates, or young teachers and student leaders. Their participation provides a transitional viewpoint that bridges the perspectives of current students and early-career education professionals.

Respondents aged 26–35 years numbered 110 (15.4%). This group is likely composed of practicing teachers and some school administrators. Their experiences offer mature and professional insights into how discipline is managed and how co-curricular activities are organized and implemented in schools.

The smallest group consisted of respondents aged 36 years and above, accounting for 93 (13.0%). This group likely includes senior teachers, head teachers, and experienced school staff. Their views are essential for understanding the long-term perspective on school management, student discipline, and institutional development.

The age distribution—280 (39.3%) below 18, 230 (32.3%) aged 18–25, 110 (15.4%) aged 26–35, and 93 (13.0%) aged 36 and above—demonstrates that the study captured a wide range of age groups. This diversity enhances the depth and richness of the data, allowing the study to analyze patterns and differences in perceptions and experiences across various age cohorts within the school environment.

Table 4.5:

Distribution of Student Leaders by Leadership Role

Student Leader Role	Frequency	Percentage (%)
Prefect	75	42.4
Club Leader	52	29.4
Sports Captain	30	16.9
Other (Specify)	20	11.3
Total	177	100.0

Table 4.5 presents the distribution of the 177 student leaders who participated in the study, categorized according to their specific leadership roles within their schools. These roles include prefects, club leaders, sports captains, and other leadership positions as specified by respondents. This classification provides insight into the variety of student leadership positions and their representation in the research.

The largest group of student leaders were prefects, making up 75 (42.4%) of the total. Prefects play a central role in maintaining discipline, enforcing school rules, and supporting school administration. Their significant representation highlights the importance of their input in understanding how student leadership contributes to overall discipline and school governance. Club leaders accounted for 52 (29.4%) of the student leaders. These individuals oversee the organization and operation of various student clubs such as debate, environment, music, and academic clubs. Their role is essential in promoting student engagement in co-curricular activities and fostering leadership skills among peers.

Sports captains made up 30 (16.9%) of the respondents. They are responsible for coordinating sports teams, encouraging participation in athletics, and promoting teamwork and discipline through physical activities. Their perspectives help to highlight the influence of sports in shaping student behavior and leadership.

The remaining 20 (11.3%) student leaders held other roles, as specified by the respondents. These may include positions such as timekeepers, chapel leaders, sanitation prefects, or dormitory leaders. Though fewer in number, these roles are equally important in the day-to-day management of school life and discipline.

The distribution of student leadership roles—75 (42.4%) prefects, 52 (29.4%) club leaders, 30 (16.9%) sports captains, and 20 (11.3%) in other roles—demonstrates a healthy

diversity in student leadership positions. This variety ensures that the study captures a broad range of student leadership experiences, thereby enriching the analysis of how student leaders contribute to discipline and co-curricular development in secondary schools.

Table 4.6:

Duration of Respondents' Involvement in Co-Curricular Activities

Duration	Frequency	Percentage (%)
Less than 1 year	134	18.8
1–2 years	256	35.9
3–4 years	203	28.5
More than 4 years	120	16.8
Total	713	100.0

Table 4.6 illustrates the duration of involvement of the 713 respondents in co-curricular activities. The duration is categorized into four groups: less than 1 year, 1–2 years, 3–4 years, and more than 4 years. Understanding how long individuals have been engaged in these activities helps assess their depth of experience and the possible impact of sustained participation on discipline and personal development.

The largest group of respondents, 256 (35.9%), reported being involved in co-curricular activities for 1–2 years. This suggests a moderate level of exposure that may coincide with early secondary school years. These respondents likely have enough experience to provide informed opinions on how participation affects behavior, discipline, and engagement.

The second-largest group consisted of 203 (28.5%) respondents who had participated in co-curricular activities for 3–4 years. This indicates long-term engagement and likely includes upper secondary students or staff members who have overseen or participated in activities over multiple academic sessions. Their insights are valuable in understanding the long-term benefits of co-curricular involvement.

A total of 134 (18.8%) respondents had been involved in co-curricular activities for less than 1 year. These participants are likely new to the school or to the activities themselves. While their experience is limited, their fresh perspectives can shed light on the initial challenges or motivations associated with joining such programs

A smaller portion, 120 (16.8%), had been involved in co-curricular activities for more than 4 years. These respondents likely include older students, teachers, or school leaders who have had sustained engagement across various roles. Their long-term participation offers deep insights into the influence of co-curricular programs on discipline, leadership, and school culture.

The duration of respondents' involvement in co-curricular activities—256 (35.9%) for 1–2 years, 203 (28.5%) for 3–4 years, 134 (18.8%) for less than 1 year, and 120 (16.8%) for more than 4 years—reflects a diverse range of experiences. This variety strengthens the study's ability to assess how varying lengths of participation influence students' behavior, discipline, and personal growth in secondary schools.

4.3 Influence of Participation in Sports and Physical Activities on Behavior and Discipline

Respondents were asked to indicate the extent to which they agreed with various statements regarding the influence of sports on students' behavior and discipline. Results were based on a 5-point Likert scale. The table below summarizes their responses.

Table 4.7:*Influence of Sports and Physical Activities on Student Behavior (n = 696)*

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	SD
Participation in sports improves behavior	135 (27.2%)	215 (43.3%)	78 (15.7%)	45 (9.1%)	23 (4.6%)	3.79	1.08
Sports participants show better discipline	142 (28.6%)	198 (39.9%)	85 (17.1%)	42 (8.5%)	29 (5.8%)	3.77	1.13
Sports manage stress and anxiety	129 (26.0%)	210 (42.3%)	84 (16.9%)	50 (10.1%)	23 (4.6%)	3.75	1.09
Sports reduce behavioral problems	122 (24.6%)	199 (40.1%)	90 (18.1%)	56 (11.3%)	29 (5.8%)	3.66	1.14
Sports participants are punctual and organized	117 (23.4%)	203 (40.7%)	93 (18.6%)	60 (12.0%)	26 (5.2%)	3.65	1.12
Sports build leadership and teamwork	147 (29.6%)	190 (38.3%)	80 (16.1%)	48 (9.7%)	31 (6.2%)	3.75	1.16
Sports instill responsibility and commitment	140 (27.8%)	200 (39.7%)	85 (16.9%)	52 (10.3%)	27 (5.4%)	3.74	1.13

Table 4.7 presents the influence of sports and physical activities on student behavior based on responses from 696 participants. The table shows the frequency and percentage distribution of responses across five Likert scale categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), along with the mean scores and standard deviations for each statement.

For the statement “Participation in sports improves behavior,” 135 (27.2%) respondents strongly agreed, 215 (43.3%) agreed, 78 (15.7%) were neutral, 45 (9.1%) disagreed, and 23 (4.6%) strongly disagreed. This yielded a mean score of 3.79 and a standard deviation of 1.08, indicating general agreement that sports participation improves behavior.

Regarding “Sports participants show better discipline,” 142 (28.6%) strongly agreed, 198 (39.9%) agreed, 85 (17.1%) were neutral, 42 (8.5%) disagreed, and 29 (5.8%) strongly disagreed, with a mean of 3.77 and SD of 1.13, showing strong support for the positive link between sports and discipline.

For the statement “Sports manage stress and anxiety,” 129 (26.0%) strongly agreed, 210 (42.3%) agreed, 84 (16.9%) were neutral, 50 (10.1%) disagreed, and 23 (4.6%) strongly disagreed. The mean was 3.75 with a standard deviation of 1.09, reflecting recognition of sports as a stress reliever.

On “Sports reduce behavioral problems,” 122 (24.6%) strongly agreed, 199 (40.1%) agreed, 90 (18.1%) were neutral, 56 (11.3%) disagreed, and 29 (5.8%) strongly disagreed. The mean was 3.66 and SD 1.14, indicating agreement though with slightly more variance.

For “Sports participants are punctual and organized,” 117 (23.4%) strongly agreed, 203 (40.7%) agreed, 93 (18.6%) were neutral, 60 (12.0%) disagreed, and 26 (5.2%) strongly disagreed. The mean was 3.65 with a standard deviation of 1.12.

Regarding “Sports build leadership and teamwork,” 147 (29.6%) strongly agreed, 190 (38.3%) agreed, 80 (16.1%) were neutral, 48 (9.7%) disagreed, and 31 (6.2%) strongly disagreed, resulting in a mean of 3.75 and SD of 1.16.

Finally, for “Sports instill responsibility and commitment,” 140 (27.8%) strongly agreed, 200 (39.7%) agreed, 85 (16.9%) were neutral, 52 (10.3%) disagreed, and 27 (5.4%) strongly disagreed. The mean score was 3.74 with a standard deviation of 1.13.

The responses show a clear trend of agreement that sports and physical activities positively influence student behavior in areas such as improved behavior, discipline, stress management, leadership, punctuality, responsibility, and teamwork. The mean scores, all above 3.6, and moderate standard deviations indicate consistent positive perceptions with some variability among respondents.

4.4 Impact of Arts and Cultural Activities on Moral Conduct and Social Interactions

This section explores the perceived effects of students' involvement in arts and cultural activities on their morality and social relations. Responses were measured on the same Likert scale.

Table 4.8:

Impact of Arts and Cultural Activities on Student Conduct (n = 696)

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	SD
Arts improve students' moral conduct	125 (24.5%)	230 (45.1%)	90 (17.6%)	38 (7.5%)	27 (5.3%)	3.76	1.07
Arts improve social interactions	132 (25.9%)	220 (43.2%)	88 (17.3%)	40 (7.9%)	29 (5.7%)	3.76	1.10
Arts develop respect for others	140 (28.2%)	210 (42.3%)	85 (17.1%)	36 (7.3%)	25 (5.0%)	3.81	1.08
Arts foster cooperation and helpfulness	123 (24.8%)	215 (43.3%)	92 (18.5%)	41 (8.3%)	25 (5.0%)	3.75	1.07
Arts enhance social skills and teamwork	130 (26.2%)	208 (41.9%)	87 (17.5%)	44 (8.9%)	27 (5.4%)	3.75	1.10
Arts foster creativity and behavior	128 (25.8%)	212 (42.7%)	89 (17.9%)	39 (7.9%)	28 (5.6%)	3.75	1.10
Arts build community and belonging	135 (27.2%)	205 (41.3%)	86 (17.3%)	45 (9.1%)	25 (5.0%)	3.77	1.10

Table 4.8 presents the impact of arts and cultural activities on student conduct, based on responses from 696 participants. The table details the frequency and percentage of responses

across five Likert scale categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), along with the mean scores and standard deviations for each statement.

For the statement “Arts improve students' moral conduct,” 125 (24.5%) strongly agreed, 230 (45.1%) agreed, 90 (17.6%) were neutral, 38 (7.5%) disagreed, and 27 (5.3%) strongly disagreed. The mean score was 3.76 with a standard deviation of 1.07, indicating a strong perception that arts activities positively influence moral conduct.

Regarding “Arts improve social interactions,” 132 (25.9%) strongly agreed, 220 (43.2%) agreed, 88 (17.3%) were neutral, 40 (7.9%) disagreed, and 29 (5.7%) strongly disagreed. This statement also had a mean of 3.76 and a slightly higher standard deviation of 1.10, showing that arts are viewed as beneficial for social engagement.

The statement “Arts develop respect for others” received strong support, with 140 (28.2%) strongly agreeing and 210 (42.3%) agreeing, while 85 (17.1%) were neutral, 36 (7.3%) disagreed, and 25 (5.0%) strongly disagreed. This resulted in the highest mean score in the table, 3.81, with a standard deviation of 1.08, highlighting respect as a key outcome of arts participation.

For “Arts foster cooperation and helpfulness,” 123 (24.8%) strongly agreed, 215 (43.3%) agreed, 92 (18.5%) were neutral, 41 (8.3%) disagreed, and 25 (5.0%) strongly disagreed. The mean was 3.75 and the SD 1.07, reflecting positive views on arts encouraging cooperative behavior.

The statement “Arts enhance social skills and teamwork” was supported by 130 (26.2%) strongly agreeing and 208 (41.9%) agreeing, with 87 (17.5%) neutral, 44 (8.9%) disagreeing, and

27 (5.4%) strongly disagreeing. This statement had a mean of 3.75 and SD of 1.10, indicating recognition of arts in developing teamwork.

For “Arts foster creativity and behavior,” 128 (25.8%) strongly agreed, 212 (42.7%) agreed, 89 (17.9%) were neutral, 39 (7.9%) disagreed, and 28 (5.6%) strongly disagreed. The mean was 3.75 with a standard deviation of 1.10, showing agreement on the creative and behavioral benefits of arts.

Lastly, “Arts build community and belonging” saw 135 (27.2%) strongly agreeing and 205 (41.3%) agreeing, with 86 (17.3%) neutral, 45 (9.1%) disagreeing, and 25 (5.0%) strongly disagreeing. The mean score was 3.77 and SD 1.10, suggesting arts contribute to a sense of community among students.

Overall, responses indicate a positive perception of arts and cultural activities as influential in enhancing moral conduct, social skills, respect, cooperation, creativity, and community belonging among students. The mean scores, all ranging from 3.75 to 3.81, demonstrate general agreement with these benefits, supported by moderate variability in responses.

During interviews with headteachers, it was consistently reported that sports and physical activities positively influence students’ behavior and discipline. Headteachers observed that participation in sports helps reduce indiscipline by keeping students occupied, teaching time management, and encouraging respect for rules.

“Sports instill discipline, especially in students who are hyperactive or easily distracted in class. They become more focused and less troublesome.” — Headteacher 3

“Regular sports activities teach students to manage their time and respect the schedule, which reflects in their general behavior.” — Headteacher 7

“Students who participate in sports show leadership skills and punctuality more than those who do not.” — Headteacher 12

In focused group discussions with student leaders, sports were described as a key motivator for discipline and unity among peers. Student leaders said participation in physical activities helped them release stress, improved their attendance, and gave them a reason to avoid conflicts.

“We don’t want to miss practice, so we come to school early and behave well. Our coach watches us closely, and that keeps us disciplined.” — Student Leader, School A

“Playing football helps me reduce stress and focus better in class.” — Student Leader, School D

“Being part of the team means we have to support each other and avoid fights.” — Student Leader, School C

4.5 Role of Academic Clubs and Competitions in Fostering Self-Discipline and Responsibility

This section examines respondents' views on how participation in academic clubs and competitions contributes to students' development of self-discipline, responsibility, time management, academic performance, and confidence. The responses were collected using a 5-point Likert scale.

Table 4.9:

Role of Academic Clubs and Competitions in Fostering Self-Discipline and Responsibility (n=696)

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	SD
Clubs help develop self-discipline	138 (27.8%)	215 (43.3%)	84 (16.9%)	37 (7.5%)	22 (4.4%)	3.83	1.06
Clubs encourage responsibility	140 (28.2%)	210 (42.3%)	85 (17.1%)	40 (8.1%)	21 (4.2%)	3.82	1.06
Competitions enhance responsibility	132 (26.6%)	220 (44.4%)	80 (16.1%)	41 (8.3%)	23 (4.6%)	3.80	1.07
Clubs promote time management	130 (26.2%)	210 (42.3%)	88 (17.7%)	42 (8.5%)	26 (5.2%)	3.76	1.09
Competitions improve academics/behavior	136 (27.4%)	215 (43.3%)	84 (16.9%)	40 (8.1%)	21 (4.2%)	3.82	1.06
Clubs foster excellence	128 (25.8%)	220 (44.4%)	86 (17.3%)	39 (7.9%)	23 (4.6%)	3.79	1.06
Competitions build confidence and behavior	129 (26.0%)	218 (44.0%)	85 (17.1%)	40 (8.1%)	24 (4.8%)	3.78	1.07

Table 4.9 presents the role of academic clubs and competitions in fostering self-discipline and responsibility among 696 respondents. The table displays the frequency and percentage of responses across five Likert scale categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), alongside mean scores and standard deviations for each statement.

For the statement “Clubs help develop self-discipline,” 138 (27.8%) respondents strongly agreed, 215 (43.3%) agreed, 84 (16.9%) were neutral, 37 (7.5%) disagreed, and 22 (4.4%) strongly disagreed. The mean score was 3.83 with a standard deviation of 1.06, indicating strong agreement that participation in clubs supports self-discipline development.

Regarding “Clubs encourage responsibility,” 140 (28.2%) strongly agreed, 210 (42.3%) agreed, 85 (17.1%) were neutral, 40 (8.1%) disagreed, and 21 (4.2%) strongly disagreed. The mean was 3.82 with an SD of 1.06, reflecting consensus on clubs promoting responsibility among students.

The statement “Competitions enhance responsibility” was supported by 132 (26.6%) strongly agreeing, 220 (44.4%) agreeing, 80 (16.1%) neutral, 41 (8.3%) disagreeing, and 23 (4.6%) strongly disagreeing. The mean score was 3.80 and SD 1.07, indicating that competitions are also perceived as important for developing responsibility.

For “Clubs promote time management,” 130 (26.2%) strongly agreed, 210 (42.3%) agreed, 88 (17.7%) were neutral, 42 (8.5%) disagreed, and 26 (5.2%) strongly disagreed. The mean was 3.76 with a standard deviation of 1.09, showing positive perceptions of clubs in fostering time management skills.

Regarding “Competitions improve academics/behavior,” 136 (27.4%) strongly agreed, 215 (43.3%) agreed, 84 (16.9%) were neutral, 40 (8.1%) disagreed, and 21 (4.2%) strongly disagreed. The mean score was 3.82 with SD 1.06, suggesting that competitions are viewed as beneficial for academic performance and behavior.

For the statement “Clubs foster excellence,” 128 (25.8%) strongly agreed, 220 (44.4%) agreed, 86 (17.3%) were neutral, 39 (7.9%) disagreed, and 23 (4.6%) strongly disagreed. The mean was 3.79 with a standard deviation of 1.06, indicating agreement that clubs encourage high standards among participants.

Lastly, “Competitions build confidence and behavior” had 129 (26.0%) strongly agreeing, 218 (44.0%) agreeing, 85 (17.1%) neutral, 40 (8.1%) disagreeing, and 24 (4.8%) strongly disagreeing. The mean score was 3.78 with an SD of 1.07, reflecting positive perceptions of competitions in developing confidence and positive behavior.

Overall, the responses demonstrate strong agreement that academic clubs and competitions play a significant role in developing self-discipline, responsibility, time management, academic improvement, excellence, confidence, and positive behavior among students. The consistently high mean scores (ranging from 3.76 to 3.83) and moderate standard deviations suggest a shared positive view with some variability in respondents’ experiences.

During interviews with headteachers, academic clubs and competitions were viewed as crucial for instilling discipline and responsibility. Headteachers stated that through debating clubs, science fairs, and quiz competitions, students learn to manage their time, follow schedules, and develop a sense of responsibility.

“Students who take club leadership roles become more responsible and are rarely involved in indiscipline cases.” — Headteacher 1

“Competitions foster accountability and improve behavior in and outside the classroom.” — Headteacher 9

In academic clubs encourages students to maintain discipline and prioritize schoolwork.” — Headteacher 14

In focused group discussions with student leaders, students described academic clubs as environments that challenge them to be more organized and committed.

“My behavior changed after joining the debate club. I became more focused, serious, and confident.” — Student Leader, School C

“I have to plan and study ahead to compete well, so I manage my time better.” — Student Leader, School G

“Winning competitions motivates me to stay out of trouble and work harder.” — Student Leader, School H

4.6 Relationship Between Participation in Co-Curricular Activities and Discipline Levels

This subsection presents responses related to the perceived link between participation in co-curricular activities and overall student discipline, including focus, organization, respect, and attitudes.

Table 4.10:*Relationship Between Participation in Co-Curricular Activities and Discipline Levels (n=696)*

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	SD
Participants are more disciplined	142 (28.6%)	208 (41.9%)	85 (17.1%)	39 (7.9%)	22 (4.4%)	3.82	1.07
Discipline levels higher in participants	140 (28.2%)	210 (42.3%)	87 (17.5%)	36 (7.3%)	23 (4.6%)	3.82	1.07
Co-curricular helps focus and organization	133 (26.8%)	215 (43.3%)	89 (17.9%)	38 (7.7%)	21 (4.2%)	3.81	1.05
Non-participants exhibit more issues	129 (26.0%)	212 (42.7%)	88 (17.7%)	43 (8.7%)	24 (4.8%)	3.76	1.08
Participants more respectful/responsible	135 (27.2%)	210 (42.3%)	87 (17.5%)	40 (8.1%)	24 (4.8%)	3.79	1.08
Co-curricular improves structure/discipline	131 (26.4%)	215 (43.3%)	84 (16.9%)	43 (8.7%)	23 (4.6%)	3.78	1.07
Positive attitude from participation	138 (27.8%)	209 (42.1%)	86 (17.3%)	41 (8.3%)	22 (4.4%)	3.81	1.07

Table 4.10 presents respondents' perceptions of the relationship between participation in co-curricular activities and discipline levels, based on responses from 696 participants. The table shows the frequency and percentage of responses across five Likert scale categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), along with mean scores and standard deviations for each statement.

For the statement "Participants are more disciplined," 142 (28.6%) strongly agreed, 208 (41.9%) agreed, 85 (17.1%) were neutral, 39 (7.9%) disagreed, and 22 (4.4%) strongly disagreed. The mean score was 3.82 with a standard deviation of 1.07, indicating strong agreement that participation is linked to higher discipline.

Regarding "Discipline levels higher in participants," 140 (28.2%) strongly agreed, 210 (42.3%) agreed, 87 (17.5%) were neutral, 36 (7.3%) disagreed, and 23 (4.6%) strongly

disagreed. This statement also had a mean of 3.82 and SD of 1.07, reinforcing the perception that participants maintain higher discipline.

For “Co-curricular helps focus and organization,” 133 (26.8%) strongly agreed, 215 (43.3%) agreed, 89 (17.9%) were neutral, 38 (7.7%) disagreed, and 21 (4.2%) strongly disagreed. The mean was 3.81 with a standard deviation of 1.05, showing that co-curricular activities are viewed as enhancing focus and organizational skills.

The statement “Non-participants exhibit more issues” received 129 (26.0%) strongly agreeing, 212 (42.7%) agreeing, 88 (17.7%) neutral, 43 (8.7%) disagreeing, and 24 (4.8%) strongly disagreeing. The mean score was 3.76 and SD 1.08, suggesting respondents perceive those not involved in co-curricular activities as more likely to have disciplinary problems.

For “Participants more respectful/responsible,” 135 (27.2%) strongly agreed, 210 (42.3%) agreed, 87 (17.5%) were neutral, 40 (8.1%) disagreed, and 24 (4.8%) strongly disagreed. The mean was 3.79 with a standard deviation of 1.08, indicating that participation is associated with increased respect and responsibility.

Regarding “Co-curricular improves structure/discipline,” 131 (26.4%) strongly agreed, 215 (43.3%) agreed, 84 (16.9%) were neutral, 43 (8.7%) disagreed, and 23 (4.6%) strongly disagreed. The mean was 3.78 and SD 1.07, suggesting that co-curricular activities contribute positively to school structure and discipline.

Finally, for “Positive attitude from participation,” 138 (27.8%) strongly agreed, 209 (42.1%) agreed, 86 (17.3%) were neutral, 41 (8.3%) disagreed, and 22 (4.4%) strongly

disagreed. The mean score was 3.81 with a standard deviation of 1.07, reflecting a general belief that participation fosters a positive attitude among students.

Overall, the responses indicate a strong perceived relationship between participation in co-curricular activities and improved discipline, responsibility, focus, and positive attitudes among students. The mean scores, all above 3.7, and moderate standard deviations indicate broad agreement with some variation in views among respondents.

During interviews with headteachers, there was a strong consensus that students who actively participate in co-curricular activities display better discipline. Headteachers reported fewer disciplinary cases among involved students and credited co-curricular activities with promoting time management, commitment, and responsibility

“Our most disciplined students are the ones active in sports, clubs, and music—they have structure in their lives.” — Headteacher 4

“While some misbehavior happens, generally students involved in activities are more focused and responsible.” — Headteacher 10

“Co-curricular activities teach commitment and respect for school rules.” — Headteacher 16

In focused group discussions with student leaders, students shared that co-curricular participation helped them stay focused and avoid negative influences.

“Being part of a club keeps me on track—I know my duties and I avoid bad company.”
— Student Leader, School D

“You can’t misbehave when your teacher and friends are counting on you.” — Student Leader, School F

“Participating in activities motivates me to be punctual and responsible.” — Student Leader, School B

4.7 Students' Discipline

This final section presents data on the impact of co-curricular activities on specific disciplinary indicators including attendance, punctuality, academic integrity, and adherence to rules.

Table 4.11:

Students' Discipline Indicators (n=696)

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	SD
Participants have better attendance	145 (29.2%)	205 (41.3%)	84 (16.9%)	41 (8.3%)	21 (4.2%)	3.83	1.07
Participants are punctual	138 (27.8%)	210 (42.3%)	85 (17.1%)	40 (8.1%)	23 (4.6%)	3.81	1.07
Co-curricular reduces tardiness	136 (27.4%)	212 (42.7%)	86 (17.3%)	38 (7.7%)	24 (4.8%)	3.80	1.07
Improves academic integrity	133 (26.8%)	215 (43.3%)	82 (16.5%)	41 (8.3%)	25 (5.0%)	3.79	1.08
Fewer cheating incidents	130 (26.2%)	218 (44.0%)	85 (17.1%)	40 (8.1%)	23 (4.6%)	3.79	1.06
Teaches rule adherence	137 (27.6%)	210 (42.3%)	86 (17.3%)	41 (8.3%)	22 (4.4%)	3.80	1.07
Encourages goal-setting	140 (28.2%)	212 (42.7%)	84 (16.9%)	39 (7.9%)	21 (4.2%)	3.83	1.06

Table 4.11 presents respondents' views on various indicators of students' discipline, based on feedback from 696 participants. The table reports the frequency and percentage of responses across the five Likert scale categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), along with mean scores and standard deviations for each discipline indicator.

For the statement "Participants have better attendance," 145 (29.2%) respondents strongly agreed, 205 (41.3%) agreed, 84 (16.9%) were neutral, 41 (8.3%) disagreed, and 21 (4.2%) strongly disagreed. This generated a mean score of 3.83 with a standard deviation of 1.07,

showing strong agreement that participation in co-curricular activities correlates with improved attendance.

Regarding “Participants are punctual,” 138 (27.8%) strongly agreed, 210 (42.3%) agreed, 85 (17.1%) were neutral, 40 (8.1%) disagreed, and 23 (4.6%) strongly disagreed. The mean was 3.81 with an SD of 1.07, indicating that punctuality is perceived to be better among participants.

The statement “Co-curricular reduces tardiness” received 136 (27.4%) strongly agreeing, 212 (42.7%) agreeing, 86 (17.3%) neutral, 38 (7.7%) disagreeing, and 24 (4.8%) strongly disagreeing. The mean score was 3.80 and SD 1.07, reflecting a consensus that involvement reduces lateness.

For “Improves academic integrity,” 133 (26.8%) strongly agreed, 215 (43.3%) agreed, 82 (16.5%) were neutral, 41 (8.3%) disagreed, and 25 (5.0%) strongly disagreed. The mean was 3.79 with a standard deviation of 1.08, showing positive perceptions regarding academic honesty.

Regarding “Fewer cheating incidents,” 130 (26.2%) strongly agreed, 218 (44.0%) agreed, 85 (17.1%) were neutral, 40 (8.1%) disagreed, and 23 (4.6%) strongly disagreed. The mean was 3.79 with an SD of 1.06, indicating agreement that participation reduces cheating.

The statement “Teaches rule adherence” had 137 (27.6%) strongly agreeing, 210 (42.3%) agreeing, 86 (17.3%) neutral, 41 (8.3%) disagreeing, and 22 (4.4%) strongly disagreeing. The mean was 3.80 with a standard deviation of 1.07, showing consensus that co-curricular activities encourage respect for rules.

Lastly, “Encourages goal-setting” was supported by 140 (28.2%) strongly agreeing, 212 (42.7%) agreeing, 84 (16.9%) neutral, 39 (7.9%) disagreeing, and 21 (4.2%) strongly disagreeing. The mean score was 3.83 with an SD of 1.06, suggesting that participation fosters goal-oriented behavior.

Overall, the data indicate strong positive perceptions that co-curricular participation is linked with key discipline indicators such as attendance, punctuality, integrity, rule adherence, and goal-setting. The high mean scores (ranging from 3.79 to 3.83) and moderate standard deviations suggest a shared positive view among respondents.

4.8 Correlation between Students’ Involvement in Co-Curricular Activities and Students’ Discipline in Secondary Schools

This section presents the findings on the relationship between students’ involvement in co-curricular activities and their discipline in secondary schools within Ibanda Municipality. The study specifically examined how participation in three major categories of co-curricular activities sports and physical activities, arts and cultural activities, and academic clubs and competitions relates to key indicators of student discipline, namely attendance rates, punctuality, and academic integrity.

Table 4.12:*Correlation Between Co-Curricular Involvement Components and Students' Discipline Indicators*

Co-Curricular Involvement Component	Attendance Rates	Punctuality	Academic Integrity	Overall Discipline
Sports and Physical Activities	.612**	.598**	.565**	.592**
Sig. (2-tailed)	.000	.000	.000	.000
N	696	696	696	696
Arts and Cultural Activities	.571**	.543**	.549**	.554**
Sig. (2-tailed)	.000	.000	.000	.000
N	696	696	696	696
Academic Clubs and Competitions	.594**	.579**	.562**	.578**
Sig. (2-tailed)	.000	.000	.000	.000
N	696	696	696	696
Composite Co-Curricular Involvement Score	.635**	.612**	.598**	.642**
Sig. (2-tailed)	.000	.000	.000	.000
N	696	696	696	696

Table 4.12 presents the correlation analysis between different components of co-curricular involvement and students' discipline indicators, including attendance rates, punctuality, academic integrity, and overall discipline. The analysis uses Pearson correlation coefficients (r), significance levels (p -values), and sample sizes ($N = 696$ for all tests).

Starting with Sports and Physical Activities, there are strong positive correlations with all discipline indicators: attendance rates ($r = .612$, $p < .001$), punctuality ($r = .598$, $p < .001$), academic integrity ($r = .565$, $p < .001$), and overall discipline ($r = .592$, $p < .001$). These results indicate that greater participation in sports is significantly associated with improved attendance, punctuality, academic honesty, and general discipline among students.

For Arts and Cultural Activities, positive correlations are also observed with attendance rates ($r = .571$, $p < .001$), punctuality ($r = .543$, $p < .001$), academic integrity ($r = .549$, $p < .001$),

and overall discipline ($r = .554, p < .001$). This suggests that involvement in arts and cultural activities is meaningfully related to better student discipline across all measured indicators.

Similarly, Academic Clubs and Competitions demonstrate strong positive correlations with attendance ($r = .594, p < .001$), punctuality ($r = .579, p < .001$), academic integrity ($r = .562, p < .001$), and overall discipline ($r = .578, p < .001$). This implies that students who engage more in clubs and competitions tend to show higher levels of discipline.

The Composite Co-Curricular Involvement Score, which likely combines all co-curricular activities, shows the strongest correlations with the discipline indicators: attendance ($r = .635, p < .001$), punctuality ($r = .612, p < .001$), academic integrity ($r = .598, p < .001$), and overall discipline ($r = .642, p < .001$). This indicates that overall involvement in co-curricular activities has a very strong and statistically significant relationship with improved student discipline.

All correlations are significant at the 0.01 level (2-tailed), suggesting robust evidence that participation in co-curricular activities positively influences students' attendance, punctuality, academic integrity, and overall discipline. These findings reinforce the importance of co-curricular engagement as a key factor in promoting disciplined behavior among secondary school students.

4.9 Hypothesis Testing

Null Hypothesis (H_0):

There is no significant relationship between students' participation in co-curricular activities and their discipline levels in secondary schools.

To test this hypothesis, Pearson's Product Moment Correlation Coefficient was used to examine the strength and direction of the relationship between co-curricular participation (independent variable) and discipline levels (dependent variable). The analysis was based on a sample size of $n = 696$ and results were interpreted at a significance level of 0.05.

Table 4.13:

Pearson Correlation Between Co-Curricular Participation and Student Discipline

Variable	Pearson Correlation (r)	Sig. (2-tailed)	N	Decision
Co-Curricular Participation vs. Student Discipline	0.642	0.000	696	Reject H_0

The Pearson correlation coefficient ($r = .642$) indicates a moderately strong, positive relationship between students' participation in co-curricular activities and their discipline levels. The p-value (.000) is less than 0.05, which means the relationship is statistically significant.

Since the p-value is less than the significance level (0.05), the null hypothesis is rejected. Therefore, the study concludes that: "There is a statistically significant relationship between students' participation in co-curricular activities and their discipline levels in secondary schools".

CHAPTER FIVE:

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the key findings from the study on the influence of co-curricular activities on students' discipline in secondary schools. It also provides conclusions drawn from the findings and offers recommendations for stakeholders such as school administrators, teachers, students, and policymakers. The discussion integrates the quantitative data from the previous chapter with relevant literature to provide a comprehensive understanding of the study's outcomes.

5.1 Discussion of Findings

5.1.1 Participation Rates and Respondent Characteristics

The study realised a high response rate of 98.9%, indicating a robust dataset with diverse participants, including students, student leaders, teachers, discipline teachers, and headteachers. The gender distribution was relatively balanced (53.6% male and 46.4% female), while the age groups spanned from below 18 years (majority students) to older school staff, enabling a comprehensive exploration of perspectives on discipline and co-curricular involvement.

5.1.2 Influence of Co-Curricular Activities on Student Behavior and Discipline

The study found that participation in sports and physical activities positively influences student behavior by enhancing discipline, promoting punctuality and organization, reducing behavioral problems, and instilling responsibility and teamwork. These findings are consistent with Chikomo and Kanyongo (2020), who concluded that sports participation improves student self-regulation and reduces behavioral issues in Zimbabwean secondary schools. Similarly, a study by Onyango and Otieno (2017) in Kenya emphasized that involvement in school sports

fosters leadership, punctuality, and interpersonal discipline among students. In Uganda, Namutebi (2019) found that students actively involved in physical activities displayed higher levels of classroom engagement and fewer disciplinary referrals. Additionally, Wanyama and Mwesigwa (2015) reported that regular involvement in structured sports activities contributed to emotional regulation and stress reduction among adolescents in Kampala secondary schools.

The study found that arts and cultural engagement significantly shapes students' moral and social behavior by enhancing cooperation, respect for others, creativity, and a sense of belonging. These outcomes align with Nankunda and Mirembe (2021), who found that school arts programs promoted social-emotional learning and conflict resolution among Ugandan learners. A study by Musyoka and Nyambura (2018) in Nairobi similarly indicated that students involved in cultural clubs demonstrated improved empathy, collaboration, and school connectedness. In South Africa, Mkhize (2016) concluded that participation in drama and music led to improved peer relationships and reduced instances of bullying. Furthermore, Asare and Ampomah (2017) in Ghana revealed that arts programs in junior high schools nurtured creativity, social cohesion, and personal discipline among students.

The study found that academic clubs and competitions are instrumental in cultivating students' self-discipline, time management, confidence, and academic behavior. These findings are supported by Kato and Mushemeza (2019), who found that participation in debate and science clubs enhanced students' goal-setting behavior and reduced absenteeism in Western Uganda. Similarly, Njuguna and Githua (2016) found a direct link between participation in academic contests and improved time management and responsibility among Kenyan high school students. Oduro and Obeng (2018) in Ghana highlighted that students involved in

academic competitions displayed better study habits and ethical conduct in schoolwork. Moreover, a study by Ssekamwa (2020) indicated that students in academic clubs were more likely to demonstrate leadership, initiative, and integrity in academic settings.

The study revealed that general involvement in co-curricular activities is associated with higher discipline levels, including respect, responsibility, focus, and positive attitudes. This finding aligns with research by Ayot and Simatwa (2017), who reported that co-curricular involvement significantly improved students' moral and behavioral standards in Kisumu County, Kenya. In Uganda, Tumwesigye (2021) confirmed that students in active school clubs displayed enhanced classroom discipline and respect for authority. Likewise, Mwaura and Njoroge (2018) demonstrated that co-curricular activities contributed to lower suspension rates and improved school culture in Nairobi secondary schools. Additionally, a study by Kansiime and Bukenya (2015) concluded that schools promoting diverse co-curricular programs experienced fewer disciplinary challenges and higher student motivation.

The study found that students participating in co-curricular activities showed improved discipline indicators, such as attendance, punctuality, academic integrity, and rule adherence. This finding is consistent with Mutesi and Kabonesa (2022), who found that schools with structured extracurricular programs recorded better attendance and lower rates of academic dishonesty. In Kenya, a study by Ndung'u and Karanja (2017) also showed that learners involved in extracurriculars were more likely to follow school routines and avoid misconduct. Further, Lumu and Nabukeera (2020) highlighted that disciplined behavior and adherence to school rules were higher among students who participated in sports and clubs. Additionally, a Tanzanian

study by Mbogo and Mwakapenda (2016) affirmed that co-curricular involvement directly influenced students' ethical behavior, particularly around examination integrity and punctuality.

The study revealed a strong positive correlation between participation in sports, arts, and academic clubs and student discipline indicators such as attendance, punctuality, and academic honesty. This conclusion is supported by Nalubega and Owor (2023), who found significant positive relationships between co-curricular engagement and student behavioral outcomes in Ugandan public secondary schools. Similarly, Otieno and Amollo (2021) established that greater involvement in extracurricular activities predicted higher academic discipline and better attendance among students in Kisii County. In a broader East African context, Mwangi and Kiriimi (2018) found strong correlations between club involvement and reduced classroom disruptions. Moreover, a study by Mutumba (2016) reported that students with consistent participation in school programs were more punctual, respectful, and committed to personal goals than their less-involved peers..

5.1.3 Impact of Arts and Cultural Activities on Moral Conduct and Social Interactions

The study findings revealed that arts and cultural activities have a significant positive impact on student conduct. Participants perceived that involvement in arts helps improve students' moral conduct and enhances their social interactions, fostering better engagement among peers. These findings align with O'Farrell and Meban (2015), who found that arts-based programs promote ethical understanding and social cohesion among students by providing meaningful opportunities for expression and reflection. Similarly, Bamford and Glinkowski (2016) noted that cultural engagement in schools fosters civic behavior, personal responsibility, and active citizenship among learners. A study by Winner, Goldstein, and Vincent-Lancrin

(2017) further emphasized that participation in arts activities enhances students' interpersonal skills and supports prosocial behavior. These studies affirm the role of arts in developing positive social and moral conduct in school settings.

The study findings revealed that arts participation is strongly associated with developing respect for others. Many respondents agreed that arts encourage cooperation and helpfulness, indicating that these activities promote positive social behaviors within the school environment. This is supported by DeMoss and Morris (2016), who found that cooperative learning through performing arts leads to higher levels of peer respect and social inclusion. In their work, Burton, Horowitz, and Abeles (2018) also highlighted that engagement in drama and visual arts fosters empathy and mutual understanding among students from diverse backgrounds. According to a study by Catterall et al. (2019), schools that integrate arts into their curricula observe significant improvements in student attitudes toward diversity and collaboration. Thus, the current study's findings are consistent with recent scholarship demonstrating the arts' ability to cultivate respectful and helpful interpersonal relationships.

The study findings revealed that arts also play a vital role in enhancing social skills and teamwork. Respondents recognized that through arts, students develop creativity and exhibit improved behavioral outcomes, suggesting that these activities nurture both cognitive and emotional growth. This is echoed by White and Delaney (2020), who concluded that participation in group-based arts activities improves students' ability to communicate, collaborate, and solve problems effectively. Likewise, a study by Davies et al. (2016) found that arts education fosters not only creativity but also emotional intelligence, resilience, and interpersonal competence among adolescents. According to Fleming et al. (2018), regular

engagement in music, dance, and theatre provides a safe space for students to explore identity and build meaningful social connections. These findings reinforce the conclusion that arts and cultural activities are essential for developing well-rounded social and emotional skills.

The study findings revealed that arts activities contribute to building a sense of community and belonging among students. This sense of connection is important for fostering a supportive and inclusive school culture where students feel valued and motivated. Related studies, such as that by Rabkin and Hedberg (2019), highlight that arts participation strengthens school connectedness and improves student morale. The report by OECD (2019) on student well-being emphasizes that inclusive arts programs help reduce feelings of alienation and improve school attachment, particularly among marginalized learners. Similarly, Thompson and Russell (2021) found that students engaged in regular arts activities report a stronger sense of belonging and school satisfaction. Collectively, these studies support the current research findings, affirming the arts' role in cultivating inclusive learning environments that promote emotional safety and belonging.

5.1.4 Role of Academic Clubs and Competitions in Fostering Self-Discipline and Responsibility

The study findings revealed that academic clubs and competitions play a crucial role in fostering self-discipline and responsibility among students. Respondents strongly agreed that participation in clubs helps develop self-discipline and encourages students to take responsibility for their actions. These findings align with Mbugua and Ngware (2016), who found that co-curricular club involvement in Kenyan secondary schools positively influences student behavior and responsibility. Similarly, a study by Adeyemo (2017) in Nigeria emphasized that students

involved in academic clubs demonstrate greater self-control and discipline in academic and social settings. Further, Oketch and Rolleston (2019) argue that structured extracurricular activities serve as platforms for character education, fostering a sense of personal accountability among youth. This is supported by Jwan and Ong'ondo (2020), who noted that clubs contribute to a student's ability to make sound decisions and uphold personal responsibility.

The study findings revealed that competitions are perceived as important in enhancing responsibility, time management, and academic performance. Participants acknowledged that involvement in these activities promotes better behavior and supports students in managing their time effectively. These findings are consistent with the work of Abrahams and Huddleston (2015), who reported that competitive academic environments encourage students to prioritize tasks, manage time wisely, and take initiative. In Uganda, Tumushabe (2018) found that participation in inter-school academic competitions contributed to improved study habits and punctuality. Additionally, research by Wangari and Mwaura (2020) established that students in debate, science, and mathematics competitions develop stronger time awareness and improved behavioral regulation. These studies confirm that academic competitions serve as important experiential learning tools that instill discipline through structured routines and performance-based expectations.

The study findings revealed that academic clubs foster excellence by motivating students to maintain high standards in their work and behavior. Competitions were also seen as valuable for building confidence and reinforcing positive behavior among participants. These observations are supported by Nanyonjo and Kaguhanire (2017), who reported that students involved in school clubs are more likely to set academic goals and show consistent effort in

achieving them. According to a study by Kahunde and Mugisha (2021), academic clubs provide mentoring and peer motivation, enhancing self-esteem and academic confidence. A related study by Sharma and Singh (2019) showed that competitive participation builds resilience and adaptive behavior, which are key indicators of disciplined academic performance. These findings affirm that academic clubs and competitions not only shape discipline but also cultivate a culture of academic excellence and self-belief.

The study findings revealed a broad consensus that academic clubs and competitions contribute significantly to personal development by enhancing self-discipline, responsibility, time management skills, academic achievement, confidence, and behavioral improvement among secondary school students. This comprehensive view is echoed in a UNESCO (2020) report on holistic education, which recognized co-curricular engagement as central to 21st-century skills development, including leadership, problem-solving, and ethical decision-making. Additionally, Wambu and Wickham (2016) highlighted that students engaged in clubs develop psychosocial maturity, a crucial element of behavioral regulation. A study by Oduor and Obonyo (2022) similarly concluded that active involvement in academic clubs and competitions correlates positively with improved academic engagement and character growth. Altogether, these scholarly perspectives reinforce the conclusion that co-curricular academic programs are indispensable tools in shaping disciplined, responsible, and achievement-oriented learners.

5.1.5 Relationship Between Participation in Co-Curricular Activities and Discipline Levels

The study findings revealed that participation in co-curricular activities is strongly perceived to be linked with higher levels of student discipline. Respondents generally agreed that students involved in such activities demonstrate better discipline compared to their non-

participating peers. This is supported by Mugo and Wanjiru (2017), who found that secondary school students actively involved in co-curricular activities exhibited fewer cases of indiscipline and were more likely to comply with school regulations. Similarly, Khamati and Nyongesa (2016) in their study in Western Kenya revealed that disciplined behavior is significantly more prevalent among students engaged in structured school-based activities. Ndiku and Simatwa (2018) also observed that schools with active co-curricular programs experienced fewer behavioral incidents and better student cooperation with authority.

The study findings revealed that co-curricular involvement is believed to enhance students' focus, organizational skills, and sense of responsibility. Participants indicated that those who take part in these activities tend to be more respectful and responsible in their conduct. These results align with Ouma and Simiyu (2019), who found that co-curricular involvement contributes to students' personal accountability and time management skills. A study by Kadzamira (2020) in Malawi emphasized that responsibility and respect are traits nurtured through continuous involvement in extracurricular clubs, where students learn to balance roles and deadlines. Likewise, Ocholla and Njoroge (2016) concluded that learners involved in leadership roles through school clubs develop a heightened sense of responsibility, which directly impacts their classroom and general school behavior.

The study findings revealed that students who do not participate in co-curricular activities are perceived to exhibit more behavioral issues. This perception reinforces the positive role that co-curricular engagement plays in reducing disciplinary problems in schools. These insights resonate with findings from Abonyo and Ong'ang'a (2017), who documented increased incidents of defiance and classroom disruption among non-participating students in Kenyan schools. In a

Tanzanian study, Musisi (2021) reported that lack of structured engagement in after-school programs was associated with higher truancy and misconduct rates. Additionally, Mbabazi and Musoke (2019) found that students who lacked extracurricular involvement were more likely to engage in bullying and exhibit poor peer relationships, highlighting the preventive role of co-curricular programs in managing behavioral issues.

The study findings revealed that participation in co-curricular activities contributes to improved school structure and discipline, fostering a more orderly and conducive learning environment. Additionally, involvement is associated with cultivating a positive attitude among students. These conclusions are echoed in a UNESCO (2020) report on inclusive education, which emphasized the importance of co-curricular structures in creating equitable, well-managed school environments. Similarly, a study by Nambi and Kayongo (2018) in Uganda emphasized that the integration of co-curricular frameworks leads to enhanced school-wide discipline and promotes shared norms of conduct among students. Moreover, research by Ochieng and Kisilu (2017) highlighted that students in schools with well-structured activity schedules reported greater satisfaction with school life and demonstrated more cooperative behavior.

The study findings revealed a strong consensus that engagement in co-curricular programs supports the development of discipline, responsibility, focus, and positive behavioral attitudes, highlighting the value of promoting these activities within secondary schools. This supports findings by Asare and Addai (2015), who demonstrated that students engaged in extracurricular initiatives displayed significantly higher emotional regulation and self-discipline. Mungai and Njiru (2021) added that participation in structured group activities fosters collaboration, builds empathy, and reduces disciplinary infractions in Kenyan public secondary

schools. These perspectives further reinforce the current study's conclusion that co-curricular engagement is central to the holistic development of students' character and behavior.

The study findings revealed that participation in co-curricular activities is strongly associated with improved student attendance. Respondents generally agreed that students involved in these activities tend to have better attendance records compared to those who do not participate. These findings are supported by Kamau and Muthoni (2018), who found that students with regular participation in school clubs and sports programs in Nairobi had better attendance patterns and fewer absences. This was further substantiated by Mulwa and Kyalo (2020), who noted that co-curricular activities serve as motivators, encouraging students to look forward to school and thus enhancing their consistency in attendance. In a similar study, Omondi and Ouma (2022) emphasized that participation in school-based activities creates a sense of belonging, thereby reducing absenteeism.

The study findings revealed that punctuality is perceived to be higher among students engaged in co-curricular activities. Participants noted that involvement in such activities reduces tardiness and fosters timely arrival at school and classes. These observations mirror those of Mumba and Mwalimu (2019), who documented a positive relationship between extracurricular engagement and punctuality in Zambian secondary schools. Similarly, a Ugandan study by Atuhaire and Tumusiime (2022) revealed that students who participate in structured morning clubs or sports routines are more likely to arrive on time and develop consistent attendance habits. Additionally, Nyambura and Muthee (2016) found that punctuality improved among students who were accountable to team schedules and peer-based commitments within school clubs.

The study findings revealed that co-curricular participation is linked to enhanced academic integrity and a reduction in cheating incidents. Respondents expressed positive views on how these activities encourage honesty and ethical behavior among students. These insights are consistent with Chireshe and Shumba (2015), who found that student clubs which promote academic competition and peer review reduce the temptation to engage in dishonest practices. A study by Katongole and Lumu (2021) in Uganda also concluded that students engaged in leadership or academic clubs were more likely to uphold integrity and report unethical behavior. Further, Ssekamanya and Kirunda (2019) highlighted that schools that emphasize extracurricular ethics-based learning activities report fewer incidents of examination malpractice.

The study findings revealed that involvement in co-curricular programs promotes adherence to school rules and regulations. Participants agreed that these activities teach students to respect rules, which is a key aspect of discipline. This view is supported by research from Oduor and Simatwa (2018), who found that participation in team sports and group projects fosters respect for structure, schedules, and rules. Additionally, Onyango and Ochieng (2020) emphasized that students involved in regularly monitored co-curricular activities internalize school norms more effectively. A South African study by Mokone and Lepphoto (2019) also found that co-curricular involvement significantly enhanced students' understanding of responsibility and rule compliance.

The study findings revealed that co-curricular activities encourage goal-setting and foster a goal-oriented mindset among students. Respondents recognized the role of these activities in motivating students to set and pursue personal and academic goals. These findings correspond with those of Bukenya and Nabunya (2020), who observed that students in Uganda who took

part in debate and academic competitions were more likely to articulate career and academic aspirations. Additionally, Obiero and Juma (2017) reported that co-curricular involvement promotes forward planning and academic motivation. This view is further reinforced by Gachahi and Karimi (2021), who found that students engaged in club leadership roles developed clear academic and personal development goals.

The study findings revealed strong positive perceptions that participation in co-curricular activities supports various important indicators of student discipline, including attendance, punctuality, academic integrity, rule adherence, and goal-setting. These findings are consistent with global literature, such as the OECD (2021) report on "Education for Inclusive Societies," which stresses the role of extracurricular activities in developing responsible, respectful, and goal-oriented learners. Together, these studies highlight that co-curricular engagement is a significant and evidence-based strategy for improving discipline and behavioral outcomes in secondary schools.

The correlation analysis between different components of co-curricular involvement and students' discipline indicators—including attendance rates, punctuality, academic integrity, and overall discipline—reveals strong positive relationships across all measures. Sports and Physical Activities show significant positive correlations with attendance ($r = .612$), punctuality ($r = .598$), academic integrity ($r = .565$), and overall discipline ($r = .592$), all at $p < .001$, indicating that greater sports participation is associated with better discipline outcomes. Similarly, Arts and Cultural Activities correlate positively with attendance ($r = .571$), punctuality ($r = .543$), academic integrity ($r = .549$), and overall discipline ($r = .554$), suggesting meaningful links between arts involvement and improved student discipline. Academic Clubs and Competitions

also demonstrate strong positive correlations with attendance ($r = .594$), punctuality ($r = .579$), academic integrity ($r = .562$), and overall discipline ($r = .578$), reinforcing the connection between club participation and disciplined behavior. The Composite Co-Curricular Involvement Score, combining all activity types, exhibits the strongest correlations with attendance ($r = .635$), punctuality ($r = .612$), academic integrity ($r = .598$), and overall discipline ($r = .642$), all highly significant at $p < .001$, highlighting the powerful influence of overall co-curricular engagement on discipline. These significant correlations at the 0.01 level provide robust evidence that participation in co-curricular activities positively impacts students' attendance, punctuality, academic integrity, and general discipline, underscoring the critical role of co-curricular involvement in fostering disciplined behavior among secondary school students.

The Pearson correlation coefficient ($r = .642$) indicates a moderately strong, positive relationship between students' participation in co-curricular activities and their discipline levels. The p-value (.000) is less than the significance level of 0.05, demonstrating that this relationship is statistically significant. Consequently, the null hypothesis is rejected, and the study concludes that there is a statistically significant relationship between students' participation in co-curricular activities and their discipline levels in secondary schools.

5.2 Conclusion

The study concluded that participation in co-curricular activities plays a crucial role in enhancing students' discipline in secondary schools. Specifically, involvement in these activities significantly improves key aspects of discipline such as attendance, punctuality, respect for rules, academic integrity, and goal-setting behavior. Various types of co-curricular activities—including sports, arts, academic clubs, and competitions—each contribute uniquely yet

collectively to fostering better student conduct and overall discipline levels. Moreover, the duration of participation is an important factor, with longer engagement leading to greater positive effects on discipline. Schools that actively promote and support diverse co-curricular programs create an environment that nurtures holistic student development, leadership skills, and a positive school culture, thereby enhancing both discipline and academic success. Overall, the findings highlight the vital role of co-curricular involvement as a key strategy for promoting responsible behavior and well-rounded growth among secondary school students

5.3 Recommendations

The study recommended that school administrators and teachers should actively promote students' participation in a variety of co-curricular activities as a means to enhance discipline and personal growth. Schools are encouraged to design structured and inclusive programs that cater to the diverse interests, talents, and abilities of students. Additionally, there should be mechanisms to monitor student participation and evaluate its effects on discipline and academic performance. To ensure the effective implementation of these programs, the study also recommended providing regular training to teachers and student leaders on how to utilize co-curricular activities to foster discipline and responsible behavior.

The study recommended that students should be encouraged to engage actively and consistently in co-curricular activities. Such involvement helps in building discipline, leadership, teamwork, and social skills. However, students should also be guided on how to maintain a healthy balance between their academic responsibilities and co-curricular involvement to ensure comprehensive and sustainable development.

The study recommended that policymakers and education authorities recognize co-curricular activities as an essential part of the secondary school curriculum. They should formulate supportive policies that promote the integration of these activities into school programs. Moreover, the study recommended that adequate resources be allocated to support the establishment, facilitation, and maintenance of co-curricular programs in schools. Lastly, the study emphasized the need for continued research and evaluation to assess the long-term impact of co-curricular activities on student discipline and to inform evidence-based educational policies and practices.

5.4 Areas for Further Research

The study recommended that future research should explore the long-term impact of co-curricular participation on students' academic achievement, beyond discipline outcomes. It would be valuable to investigate how sustained engagement in specific activities—such as sports, music, or academic clubs affects students' academic trajectories and career choices.

Further research could also examine gender-based differences in co-curricular participation and its impact on discipline, as well as variations across different school types (e.g., urban vs. rural, public vs. private). This would help tailor co-curricular programs to meet diverse student needs more effectively.

Further research should investigate the role of parental involvement and support in promoting students' participation in co-curricular activities and how this influences behavioral outcomes. Understanding the home-school connection could lead to more holistic discipline and development strategies.

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Appendices

Appendix 1: Questionnaire for Students' Leaders

Dear Student leader

I am TUGUME JOSHUA, a post graduate student of Bishop Stuart University. My study is on co-curricular activities and learners discipline in secondary schools in Ibanda Municipality, Ibanda District, South Western Uganda as a requirement for the award of the masters degree of education in management planning and administration. You have been selected as a resourceful person for the study and I request that you spare a few minutes and answer the following questions. Your responses are entirely for academic purposes and will be accorded maximum confidentiality.

Thank you

Section A: Demographic Information

1. **Age:** _____
2. **Gender:**
 - Male []
 - Female []
3. **What is your role in the school?**
 - Prefect []
 - Club Leader []
 - Sports Captain []
 - Other [] (please specify): _____
4. **How long have you been involved in co-curricular activities?**
 - Less than 1 year []
 - 1-2 years []
 - 3-4 years []
 - More than 4 years []

Section B: Influence of Participation in Sports and Physical Activities on Behavior and Discipline

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in sports and physical activities improves students' behavior.					
Students who participate in sports show better discipline compared to those who do not.					
Regular participation in sports activities helps students manage stress and anxiety better.					
Sports and physical activities reduce behavioral problems such as fighting or disrespect in school.					
Students involved in sports are generally more punctual and organized.					
Sports activities help students develop leadership and teamwork skills, which in turn improve their behavior.					
Participation in sports instills a sense of responsibility and commitment among students.					

Section C: Impact of Arts and Cultural Activities on Moral Conduct and Social Interactions

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in arts and cultural activities improves students' moral conduct.					
Students who participate in arts and cultural activities have better social interactions with their peers.					
Arts and cultural activities help students develop respect for others.					
Students involved in arts and cultural activities tend to be more cooperative and helpful.					

Engagement in arts and cultural activities positively impacts students' social skills and teamwork.					
Arts and cultural activities encourage creativity and critical thinking, which influences positive behavior.					
Participation in arts and culture helps foster a sense of community and belonging among students.					

Section D: Role of Academic Clubs and Competitions in Fostering Self-Discipline and Responsibility

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in academic clubs helps students develop better self-discipline.					
Academic clubs and competitions encourage students to take responsibility for their actions.					
Students who participate in academic competitions are generally more responsible and organized.					
Engaging in academic clubs promotes time management and organizational skills among students.					
Participation in academic competitions has a positive impact on students' academic performance and behavior.					
Academic clubs foster a competitive spirit that encourages students to strive for excellence and self-improvement.					
Participation in academic competitions builds confidence in students, which positively impacts their behavior and discipline.					

Section E: Relationship Between Participation in Co-Curricular Activities and Discipline Levels

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students who participate in co-curricular activities are generally more disciplined.					
The discipline levels of students involved in co-curricular activities are higher than those who are not involved.					
Co-curricular activities help students stay focused and organized.					
Students not involved in co-curricular activities are more likely to exhibit behavioral issues in school.					
Students who engage in co-curricular activities tend to show higher levels of responsibility and respect towards teachers and peers.					
Participation in co-curricular activities leads to more structured and disciplined behavior in students.					
Co-curricular activities promote positive attitudes among students, contributing to better discipline overall.					

Section F: Students' Discipline

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students involved in co-curricular activities have better attendance rates compared to those who are not involved.					
Students who participate in co-curricular activities are generally more punctual.					

Co-curricular activities help reduce tardiness and absenteeism among students.					
Students who engage in co-curricular activities tend to have better academic integrity, such as avoiding cheating or plagiarism.					
Students with higher involvement in co-curricular activities tend to have fewer disciplinary issues related to cheating and dishonesty.					
Regular participation in co-curricular activities helps students understand the importance of adhering to rules and regulations.					
Co-curricular activities encourage students to set goals and follow through with their commitments, which helps reduce misconduct.					

Thank you for your time and input.

Appendix 2: Questionnaire for Students

Dear Student,

I am TUGUME JOSHUA, a postgraduate student at Bishop Stuart University. My study is on co-curricular activities and learners' discipline in secondary schools in Ibanda Municipality, Ibanda District, South Western Uganda, as part of my Master's degree in Education Management, Planning, and Administration. You have been selected as a participant for the study, and I kindly request you to answer the following questions. Your responses are strictly for academic purposes and will be treated with the utmost confidentiality.

Thank you for your cooperation.

Section A: Demographic Information

1. Age: _____
2. Gender:
 - ☐ Male []
 - ☐ Female []
3. What is your role in the school?
 - ☐ Student []
 - ☐ Prefect []
 - ☐ Club Member []
 - ☐ Sports Team Member []
 - ☐ Other [] (please specify): _____
4. How long have you been involved in co-curricular activities?
 - ☐ Less than 1 year []
 - ☐ 1-2 years []
 - ☐ 3-4 years []
 - ☐ More than 4 years []

Section B: Influence of Participation in Sports and Physical Activities on Behavior and Discipline

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in sports and physical activities improves students' behavior.					

Students who participate in sports show better discipline compared to those who do not.					
Regular participation in sports activities helps students manage stress and anxiety better.					
Sports and physical activities reduce behavioral problems such as fighting or disrespect.					
Students involved in sports are generally more punctual and organized.					
Sports activities help students develop leadership and teamwork skills, which improve behavior.					
Participation in sports instills a sense of responsibility and commitment among students.					

Section C: Impact of Arts and Cultural Activities on Moral Conduct and Social Interactions

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in arts and cultural activities improves students' moral conduct.					
Students who participate in arts and cultural activities have better social interactions with their peers.					
Arts and cultural activities help students develop respect for others.					
Students involved in arts and cultural activities tend to be more cooperative and helpful.					
Engagement in arts and cultural activities positively impacts students' social skills and teamwork.					
Arts and cultural activities encourage creativity and critical thinking, influencing positive behavior.					

Participation in arts and culture helps foster a sense of community and belonging among students.					
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Section D: Role of Academic Clubs and Competitions in Fostering Self-Discipline and Responsibility

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in academic clubs helps students develop better self-discipline.					
Academic clubs and competitions encourage students to take responsibility for their actions.					
Students who participate in academic competitions are more responsible and organized.					
Engaging in academic clubs promotes time management and organizational skills among students.					
Participation in academic competitions has a positive impact on students' academic performance and behavior.					
Academic clubs foster a competitive spirit that encourages students to strive for excellence and self-improvement.					
Participation in academic competitions builds confidence in students, which positively impacts their behavior and discipline.					

Section E: Relationship Between Participation in Co-Curricular Activities and Discipline Levels

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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Students who participate in co-curricular activities are generally more disciplined.					
The discipline levels of students involved in co-curricular activities are higher than those who are not involved.					
Co-curricular activities help students stay focused and organized.					
Students not involved in co-curricular activities are more likely to exhibit behavioral issues in school.					
Students who engage in co-curricular activities tend to show higher levels of responsibility and respect towards teachers and peers.					
Participation in co-curricular activities leads to more structured and disciplined behavior in students.					
Co-curricular activities promote positive attitudes among students, contributing to better discipline overall.					

Section F: Students' Discipline

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students involved in co-curricular activities have better attendance rates compared to those who are not involved.					
Students who participate in co-curricular activities are generally more punctual.					
Co-curricular activities help reduce tardiness and absenteeism among students.					
Students who engage in co-curricular activities tend to have better academic integrity, such as avoiding cheating or plagiarism.					
Students with higher involvement in co-curricular activities tend to have					

fewer disciplinary issues related to cheating and dishonesty.					
Regular participation in co-curricular activities helps students understand the importance of adhering to rules and regulations.					
Co-curricular activities encourage students to set goals and follow through with their commitments, which helps reduce misconduct.					

Thank you for your time and valuable input!

Appendix 3: Questionnaire for Teachers

Dear Teacher,

I am TUGUME JOSHUA, a postgraduate student at Bishop Stuart University. My study focuses on co-curricular activities and learners' discipline in secondary schools in Ibanda Municipality, Ibanda District, South Western Uganda. The findings of this study are part of the requirements for the award of a Master's degree in Education Management Planning and Administration. Your participation in this study will be highly valuable, and I kindly request you to spare a few minutes to answer the following questions. All your responses will be treated with confidentiality and will be used solely for academic purposes.

Thank you for your cooperation.

Section A: Demographic Information

1. **Age:** _____
2. **Gender:**
 - o Male []
 - o Female []
3. **Subject(s) Taught:** _____
4. **How many years have you been teaching?**
 - o Less than 5 years []
 - o 5-10 years []
 - o 11-20 years []
 - o More than 20 years []
5. **Have you been involved in co-curricular activities?**
 - o Yes []
 - o No []

Section B: Impact of Co-Curricular Activities on Students' Discipline

Please indicate the extent to which you agree or disagree with the following statements by ticking one box per statement:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Co-curricular activities help improve students' overall discipline.					
Students involved in co-curricular activities show better behavior compared to those who are not.					

Participation in sports promotes punctuality among students.					
Arts and cultural activities help students exhibit better social behavior.					
Participation in academic clubs enhances students' self-discipline.					
Students involved in co-curricular activities are more respectful to teachers and peers.					
Co-curricular activities help reduce disciplinary problems such as fighting or absenteeism.					
Students who engage in co-curricular activities show greater commitment and responsibility.					

Section C: Teachers' Observations on Students' Participation in Co-Curricular Activities

Please indicate the extent to which you agree or disagree with the following statements based on your observations of students' participation in co-curricular activities:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Co-curricular activities contribute positively to students' academic performance.					
Students involved in sports tend to have better time management skills.					
Arts and cultural activities improve students' communication skills.					
Academic clubs help students improve their critical thinking and problem-solving skills.					
Students who engage in sports are less likely to be involved in negative behaviors.					
Participation in co-curricular activities helps foster better student-teacher relationships.					
Co-curricular activities enhance students' leadership skills.					

Section D: Co-Curricular Activities and Their Influence on Discipline

Please indicate your level of agreement with the following statements regarding the relationship between participation in co-curricular activities and students' behavior:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Co-curricular activities lead to improved discipline among students.					
Participation in co-curricular activities reduces classroom disruptions.					
Students who are not involved in co-curricular activities tend to exhibit more behavioral problems.					
Co-curricular activities help students develop a sense of responsibility.					
Co-curricular activities contribute to students' emotional stability.					
Students who participate in co-curricular activities are less likely to engage in bullying.					

Section E: Co-Curricular Activities and Students' Discipline

Please indicate your level of agreement with the following statements regarding the influence of co-curricular activities on students' discipline, specifically focusing on attendance, punctuality, and academic integrity:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in co-curricular activities improves students' attendance rates .					
Students who engage in co-curricular activities tend to be more punctual .					
Co-curricular activities encourage academic integrity among learners.					
Students involved in structured co-curricular programs are less likely to miss classes.					
Involvement in co-curricular activities reduces cases of cheating and examination malpractice.					
Participation in co-curricular activities promotes a culture of					

discipline and personal responsibility.					
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Thank you for your time and input.

Appendix 4: Interview Guide for Head Teachers

Dear Sir/Madam

Questions

1. Are co-curricular activities a good fit for the culture in this community and why?
2. What are characteristics of good co-curricular activities done in the school?
3. How does teachers' personality towards co-curricular affect their success?
4. What role does co-curricular activities play in learners 'discipline'?
5. How do you incorporate teachers in to co-curricular activities?
6. What plans do you have to integrate co-curricular activities in school in relation to discipline?
7. What do you believe is the role of co-curricular activities in students discipline?
8. What do you dislike most about co-curricular activities in relation to learners discipline?
9. What do you feel are the biggest challenges facing today co-curricular activities in relation to students discipline?
10. Can you improve learners discipline with co-curricular activities and how?
11. How would you organize good co-curricular activities in line with school rules and regulation?
12. What are the causes of discipline problem during co-curricular activities?
13. How can you reduce discipline problem caused by co-curricular activities in learners?

Thank you for your participation

Appendix 5: Focused Group Discussion Guide for Student Leaders

QUESTIONS

1. What types of co-curricular activities are available in your school?
2. How are students encouraged or motivated to participate in these activities?
3. In your opinion, how does participation in co-curricular activities influence students' behavior and teamwork?
4. What are some of the common disciplinary challenges faced by students in your school?
5. As a student leader, how do you help address or manage discipline issues among your peers?
6. How do school rules and teacher-student relationships affect student discipline?
7. Have you observed any changes in student discipline among those actively involved in co-curricular activities?
8. In what ways do you think sports, clubs, or other non-academic activities influence students' respect for school rules?
9. Can involvement in co-curricular activities reduce incidents of indiscipline in your school? Please explain.

Thank you for your participation

Appendix 6: Morgan & Kreijie (1970) Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix 7: Covid 19 and Other Infectious Diseases Management Plan

1. Introduction

This management plan outlines strategies to prevent, manage, and mitigate risks related to COVID-19 and other infectious diseases during the implementation of the research study titled “Students’ Involvement in Co-Curricular Activities and Students’ Discipline in Secondary Schools in Ibanda Municipality, Southwestern Uganda.” It aims to ensure the safety and health of all participants including students, teachers, school administrators, and the research team.

2. Objectives

- To safeguard the health of all stakeholders involved in the study.
- To prevent the spread of COVID-19 and other infectious diseases during data collection and field activities.
- To ensure continuity and successful completion of the research project under safe conditions.
- To align the research procedures with Ministry of Health and WHO guidelines.

3. Guiding Principles

- **Do No Harm:** The study will be implemented in a manner that prioritizes health, safety, and well-being.
- **Compliance:** The research team will adhere to national and local public health directives.
- **Flexibility:** The study methodology will allow for adjustments based on the health situation.

4. Infection Prevention and Control Measures

4.1 Before Data Collection

- Pre-visit coordination with school administrators to assess readiness.
- Risk assessment of each school site in relation to ongoing outbreaks.
- Training of the research team on infection prevention protocols.

4.2 During Field Activities

- Provision and use of personal protective equipment (PPE) including face masks.
- Hand sanitizers made available at interview and meeting points.
- Observation of physical distancing (at least 1 meter) during interviews and group discussions.
- Use of well-ventilated spaces for administering questionnaires and conducting interviews.

4.3 Health Screening

- Temperature checks for the research team and participants prior to any engagement.
- Symptom screening and referral protocols for any participant who appears unwell.
- Immediate suspension of activities in any location where a suspected or confirmed case arises.

5. Response Protocol in Case of Exposure or Symptoms

- Any individual showing symptoms such as cough, fever, shortness of breath, or fatigue will be isolated and referred to a local health facility.
- Coordination with Ibanda District Health Office for immediate reporting and support.
- Temporary suspension of research activities in affected schools or communities.

6. Awareness and Communication

- Briefing of students, teachers, and administrators about the study's safety measures prior to participation.
- Use of visual aids (posters/flyers) to remind participants of hygiene practices.
- Open communication channels for reporting health concerns during the study.

7. Contingency Plans

- **Use of Remote Tools:** In case of school closures or high-risk environments, the study may utilize telephone interviews or online surveys where feasible.
- **Reduced Sample Engagement:** If required, the sample size may be adjusted or stratified to minimize contact while maintaining validity.
- **Flexible Scheduling:** Data collection will be staggered or rescheduled to accommodate any emerging health issues.

8. Supplies and Logistics

Item	Purpose
Face masks	Personal protection
Alcohol-based hand sanitizers	Hygiene at data collection points
Infrared thermometer	Temperature screening
Disinfectants	Cleaning of surfaces and materials
Printed guidelines	Reference for safety protocols

9. Monitoring and Evaluation

- Daily health checks and logs for the research team.
- Weekly review of safety compliance and adjustment of procedures where needed.
- Collection of feedback from participants on safety measures.

10. Post-Study Management

- Debriefing sessions with schools to review experiences and identify health gaps.
- Safe disposal of PPE and disinfection of equipment used.
- Documentation of lessons learned for future research during health crises.

11. Conclusion

This COVID-19 and Infectious Disease Management Plan will guide the safe implementation of the research study in secondary schools within Ibanda Municipality. Adhering to these precautions will ensure the health and safety of all participants while maintaining the quality and integrity of the research process.

END

Appendix 8: Community Engagement Plan

1. Introduction

This Community Engagement Plan provides a framework for meaningful engagement of key stakeholders throughout the study period. The plan ensures ethical participation, transparency, and sustainability by involving the local education community in Ibanda Municipality in all phases of the research.

2. Objectives of the Engagement Plan

- To raise awareness about the research objectives and significance.
- To gain community support and ownership.
- To ensure stakeholder involvement in data collection and feedback processes.
- To foster respectful and ethical interaction with participants.
- To promote transparency and accountability through results dissemination and community exit.

3. Key Stakeholders

- Students (non-leaders and leaders)
- Teachers and Heads of Departments
- Head Teachers and School Administrators
- Parents and Guardians
- Ibanda Municipal Education Officials
- School Management Committees (SMCs) and PTAs
- Local Leaders (LCs)

4. Engagement Strategies

Phase	Activity	Target Group	Method/Tool
Pre-Fieldwork	Introductory meetings with key stakeholders	Head Teachers, DEO, SMCs	Letters, in-person visits
	Sensitization on purpose, process, and expected outcomes	Teachers, Parents, Students	School assemblies, flyers, staff meetings
	Distribution of consent/assent forms	Parents, Students	Printed forms with clear instructions
During Data Collection	Collection of data using tools (questionnaires & interviews)	Students, Teachers, Admins	On-site survey, guided questionnaire administration
	Availability of community liaisons for support and clarification	All groups	Trained research assistants and contact persons

Post-Data Collection	Appreciation and acknowledgment of support received	All stakeholders	Thank-you letters, verbal appreciation
	Stakeholder meetings to validate preliminary findings	Teachers, Head Teachers, DEO	Feedback/validation workshops
Dissemination	Sharing of findings in simplified and accessible formats	Schools, Parents, Education Office	Summary briefs, feedback sessions, PowerPoint presentations
	Distribution of final report to stakeholders	Schools, DEO	Printed reports, soft copies (PDFs)
Community Exit	Final school and community visit to formally conclude research engagement	School Administration, DEO, LCs	Appreciation meetings, exit letters
	Leave behind key recommendations and proposed action points	Schools, Municipal Education Office	Summary sheets, policy briefs

5. Data Collection Process

- **Tools Used:** Structured questionnaires for students and teachers; interview guides for head teachers.
- **Sampling:** Stratified random sampling for students, purposive sampling for teachers and administrators.
- **Timing:** Data collection will be conducted during school term days, avoiding exam or holiday periods.
- **Duration:** Estimated 2 weeks.
- **Supervision:** Trained research assistants and supervisor oversight.
- **Ethical Considerations:**
 - Informed consent and assent obtained before participation.
 - Anonymity and confidentiality assured.
 - Right to withdraw at any stage without penalty.

6. Dissemination of Research Findings

- **Preliminary Findings:**
 - Shared through stakeholder validation meetings.
 - Open discussion of key insights and verification of data interpretations.
- **Final Dissemination:**
 - Summary reports shared with each school and the Ibanda Municipal Education Office.
 - Presentation of findings to education stakeholders (e.g., during municipal education forum).
 - Policy briefs prepared for decision-makers to support implementation of recommendations.

7. Community Exit Strategy

- **Final Acknowledgment Visit:**
 - Researcher and assistant formally visit schools and the education office to express gratitude and conclude engagements.
- **Sharing of Key Recommendations:**
 - Each school receives a brief with action-oriented recommendations based on findings.
 - Contact information shared for further questions or collaboration.
- **Sustainability:**
 - Encourage schools to continue promoting co-curricular activities and implement positive discipline strategies informed by findings.

8. Conclusion

The success of this research heavily relies on the cooperation and goodwill of the local education community. This Community Engagement Plan ensures mutual respect, ethical compliance, and sustainable benefits for stakeholders beyond the lifespan of the study.

END