

Participation of Students in Games and Sports and Management of Indiscipline in Secondary
Schools in Kitgum Municipality

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Declaration

I, Oyet Nelson Mackenzie declare that this research report entitled, "Participation of Students in Games and Sports and Management of Indiscipline in Secondary Schools in Kitgum Municipality", is my original work. To the best of my knowledge, it has never been submitted for any award of degree or examination at any university.

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Signature

.....
8/10/2020

Date

Approval

This research report entitled; "Participation of Students in Games and Sports and Management of Indiscipline in Secondary Schools in Kitgum Municipality", produced under our guidance, has been duly reviewed and forwarded for consideration with our approval.

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Date.....8.10.2026

Dedication

I dedicate this research work to my beloved Mother Ida Oniang Okot, my late Father, Okot Edward Acuru I- Daa- Pi- Pany; my siblings Ayero Florence (RIP), Akun Alice (Rip) and Ochola Bosco for the foundation they laid for me in education achievements. I equally recognize the hearts and moral support rendered to me by my dear wives Anek Grace and Acan Beatrice; our children Obalim Ronald, Ketta Aaron Tabu, Rwotomio Rogers, Aber Juliet and Rwottek Raphael whose unwavering support and patience carried me through the long struggles.

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To all my course mates, they were so amazing and made my study environment conducive, more especially giving me the opportunity to coordinate all our study activities successfully. May God bless them all.

Table of Contents

Declaration.....	Error! Bookmark not defined.
Approval	Error! Bookmark not defined.
Dedication.....	iii
Acknowledgement	iv
Table of Contents.....	v
List of Abbreviations	viii
List of Tables	ix
List of Figures.....	ix
Abstract.....	ix
Chapter One	1
Introduction	1
1.0. Overview	1
1.1 Background of study.....	1
1.1.1 Historical Background	1
1.1.2. Theoretical Background.....	5
1.1.3 Conceptual Background.....	6
1.1.4 Contextual Background	7
1.2. Problem Statement.....	7
1.3. Purpose of the Study	9
1.4. Objectives of the Study.....	9
1.5. Research Questions.....	9
1.6. Scope of the study.....	9
1.6.1. Geographical scope.....	9
1.6.2. Content Scope.....	10
1.8. Conceptual Framework.....	11
Chapter Two	12
Literature Review	12
2.0. Introduction.....	12
2.1. Theoretical Review.....	12

2.2. Management of Indiscipline in Games and Sports in Secondary Schools	13
2.2. The level of Participation in Games and Sports in Secondary Schools.....	16
2.3. Relationship between Participation in Games and Sports and Indiscipline among Athletes in Secondary Schools.....	19
Chapter Three	22
Methodology.....	22
3.0. Introduction.....	22
3.1. Research Orientation	22
3.2. Research Design	22
3.3. Population size.....	23
3.4. Sample size	23
3.4. Sampling Method.....	24
3.5. Data Collection Technique	24
3.6. Data Collection Instrument.....	24
3.6.1. Questionnaire.....	24
3.6.2. Interview Guide	25
3.7. Administrative procedures.....	25
3.8. Data collection Procedures	25
3.9. Ethical Considerations	25
3.10. Quality Control	26
3.10.1. Validity	26
3.10.2 Reliability	27
3.10.3. Control of Extraneous Variables	27
3.11. Data Analysis.....	28
3.12. Limitations and Delimitations	28
3.13. Assumptions	28
Chapter Four.....	30
Presentation, Data Analysis and Interpretation of Results	30
4.0. Introduction.....	30
4.1.0. Demographic Characteristics of Respondents	31
4.1.1. Implications of the Demographic Characteristics of Respondents:.....	32

4.2. Research Question One.....	33
4.2.1. Interview Findings from Deputy Head Teachers and Chairperson KDSC.....	39
4.3. Research Question Two	41
4.3.1. Interview Findings from Deputy Head Teachers and Chairperson KDSC.....	47
4.4. Research Question Three	48
Chapter Five	51
Discussions, Conclusions and Recommendations	51
5.0. Introduction.....	51
5.1. Discussions	51
5.1.1. Level of Participation of Students in Games and Sports in Secondary Schools.....	51
5.1.2. Management of Indiscipline of Student Athletes in Secondary Schools.....	53
5.1.3. Relationship between Participation of Students in Games and Sports and Management of Indiscipline of Students in Games and Sports in Secondary Schools	56
5.2. Conclusions	58
5.3. Recommendations.....	59
5.4. Suggestions for Further Studies.....	59
References	60
Appendices	68
Appendix A: Introduction Letter	68
Appendix B: Questionnaire for Sports Teachers and Coaches.....	70
Appendix C: Questionnaire for Student Athletes in each of the ten secondary schools	i
Appendix D: Interview Guide for Chairperson Kitgum Secondary Schools Sports Association and Deputy headteachers	iv
Appendix E: A Sketch Map of Kitgum Municipality Showing the Study Area	vi
Appendix F: Krejcie & Morgan (1970), Table for Determining Sample Size	vii

List of Abbreviations

ANCOVA: Analysis of Covariance

ASSHU: Association of Headteachers of Uganda

BoG: Board of Governors

COPA Coca – Cola: Company of Play Activities Coca – Cola

KDLG: Kitgum District Local Government

KDSC: Kitgum District Sports Committee

MoES: Ministry of Education and Sports.

PTA: Parents Teachers Association

SPSS: Statistical Package for the Social Sciences.

USSSA: Uganda Secondary Schools Sports Association

List of Tables

Table 1: Sampling Theoretical Framework	23
Table 2: Validity of the tools	26
Table 3: Cronbach's alpha values for reliability	27
Table 4: Showing Demographic Characteristics of Respondents (N=248)	29
Table 5: Showing Level of Participation of Students in Games and Sports, N=217 (Students)	32
Table 6: Showing Level of Participation of Students in Games and Sports, N= 20 (Sport Teachers and Coaches).....	35
Table 7: Showing the strategies for management of indiscipline of student athletes in Secondary Schools in Kitgum Municipality, N= 217 (Students)	40
Table 8: Showing the strategies for management of indiscipline of student athletes in Secondary Schools in Kitgum Municipality, N= 20 (Sport Teachers and Coaches)	43
Table 9: Showing the Relationship between the Level of Participation of Students in Games and Sports and Management of Indiscipline of Students in Games and Sports	48

List of Figures

Figure 1: Conceptual framework: Adopted from Kolb's Experiential Learning Theory (David Kolb,1984).....	10
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Abstract

The study was conducted on participation of students in games and sports and management of indiscipline in secondary schools in Kitgum Municipality. Student athletes in Kitgum Municipality were generally seen as being indiscipline; normally normally stirring commotion during games days and even in schools, portraying numerous misconducts; the study aimed to examine how participation of students in games and sports influences management of indiscipline in secondary schools in Kitgum Municipality. The study was conducted using correlation design; data were collected using questionnaires and interviews from 248 participants. Questionnaire data were analysed using descriptive and inferential statistics to determine the level of students' participation in games and sports and strategies for management of indiscipline of students in games and sports. Objective three was analysed using Pearson correlation. Findings revealed that students generally reported high to very high levels of participation in games and sports activities (Means ranging from 4.25–4.62); football, athletics, field events and volleyball were the most popular and actively promoted sporting activities, while Scrabble received comparatively lower participation. The findings revealed a very high level of implementation of school discipline practices (Means = 4.66–4.77) across

the schools studied; The interview results supported the quantitative findings for objectives one and two as most deputies attested to high level of participation in games, and management of Indiscipline in their schools. The correlation analysis revealed that there is a moderate positive relationship between management of indiscipline and students' participation in games and sports ($r = 0.548$). The study concluded that there is a high level of students' participation in games and sports activities in the secondary schools studied, there is a very high level of school discipline practices in the secondary schools studied and that management of indiscipline has a significant positive relationship with students' participation in games and sports. The study recommended in objective one, that school administrators should sustain and strengthen participation in highly popular sports such as football, athletics, field events and volleyball while deliberately promoting less-participated activities such as scrabble through awareness campaigns, inter-school competitions, provision of equipment and specialised coaching. In objective two, that Secondary school administrators should sustain and strengthen positive discipline practices by ensuring that school rules remain clearly communicated, guidance and counselling services are adequately resourced, reward systems are consistently implemented.

Keywords: Participation in Games and Sports, Management of Indiscipline

Chapter One

Introduction

1.0. Overview

This chapter tackles the background of the study, problem statement, purpose, objectives, research questions, significance and conceptual framework of the study, Background Information

This section presents historical background, theoretical background, conceptual background and contextual background of the study respectively.

1.1 Background of study

1.1.1 Historical Background.

Management of student indiscipline has been a concern of educational institutions since the emergence of formal schooling systems (Gregory et al., 2016). In ancient civilizations such as Greece and Rome, discipline was maintained through strict rules, obedience to authority and corporal punishment (Gregory et al., 2016). Teachers and school authorities exercised extensive control over learners, and discipline was considered essential for academic success and moral development (Gregory et al., 2016).

According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2025), during the medieval period, educational institutions in Europe, particularly church-sponsored schools, emphasized obedience, conformity and religious morality. Corporal punishment was widely accepted as an effective means of correcting undesirable behaviour among learners (UNESCO, 2025). By the eighteenth and nineteenth centuries, industrialization and the expansion of formal education led to more structured school systems characterized by rigid disciplinary practices designed to produce disciplined and productive citizens (UNESCO, 2025).

The twentieth century witnessed significant changes in approaches to school discipline. Progressive education advocates such as John Dewey argued that discipline should be based on democratic participation, mutual respect and learner engagement rather than punishment (Deepti, 2016). Schools increasingly adopted guidance and counselling services, behaviour modification strategies, and positive reinforcement approaches to manage student behaviour (Deepti, 2016). Contemporary educational systems emphasize restorative practices, conflict resolution, and

positive behavioural interventions as effective strategies for promoting discipline and reducing misconduct (Gregory, Clawson, Davis, & Gerewitz, 2016).

In Sub-Saharan Africa, traditional societies maintained discipline through community-based mechanisms involving parents, elders, clan leaders and cultural institutions (Adeniyi and Adedotun, 2019). Children were socialized into acceptable behaviours through storytelling, mentorship, communal responsibilities, and sanctions for misconduct (Adeniyi and Adedotun, 2019). Discipline was viewed as a collective responsibility of society. The introduction of formal education during the colonial era brought Western disciplinary models characterized by strict regulations, corporal punishment, and authoritarian administration. Missionary and government schools emphasized obedience, punctuality, and respect for authority and conformity to institutional rules (Adeyemo, 2020). School administrators exercised extensive powers to punish students for misconduct.

Following independence, many African countries retained colonial disciplinary structures while gradually incorporating guidance and counselling programs (UNESCO, 2015). Educational reforms across the continent increasingly recognized the importance of learner rights, participatory school governance and non-violent disciplinary approaches (UNESCO, 2015). Nevertheless, challenges such as student unrest, violence, absenteeism, and drug abuse and examination malpractice have continued to affect schools in many African countries (UNESCO, 2015).

In East Africa, discipline management has evolved from traditional communal systems to formal institutional frameworks (Simba, Agak and Kabuka, 2016). During colonial administration, schools in Kenya, Tanzania and Uganda enforced strict discipline through corporal punishment and rigid administrative controls. Student behaviour was regulated through school rules, prefect systems and punitive measures (Simba, Agak and Kabuka, 2016).

Since the 1990s, educational reforms in East Africa have promoted child rights and positive discipline approaches (Mark, 2025). Governments have strengthened guidance and counselling departments, peer counselling initiatives and student leadership structures to enhance discipline management (Mark, 2025). Despite these reforms, indiscipline remains a major concern due to factors such as drug abuse, strikes, absenteeism, bullying, and technological influences (MoES, 2018).

In Uganda, traditional Acholi, Baganda, Banyankole, and other indigenous communities managed children's behaviour through family structures, clan elders, and cultural norms (Mark, 2025). Discipline was maintained through socialization, moral instruction and communal accountability (Mark, 2025).

Formal school discipline emerged during the colonial period when missionary schools and government institutions emphasized strict obedience and corporal punishment. School regulations focused on attendance, academic performance, dress code, and respect for authority (Arop et al., 2018). Following independence in 1962, Uganda continued to employ strict disciplinary measures in schools. However, educational reforms, particularly after the enactment of the Ministry of Education and Sports policies on child protection and the prohibition of corporal punishment, encouraged schools to adopt alternative disciplinary strategies such as counselling, guidance services, parental involvement, and student leadership systems (MoES, 2008).

Today, secondary schools in Uganda continue to experience disciplinary challenges including absenteeism, examination malpractice, bullying, drug abuse, violence, and disrespect for authority. Consequently, school administrators increasingly employ preventive and corrective measures such as counselling, student participation, peer mentoring, and co-curricular engagement to improve discipline and create conducive learning environments (MoES, 2020).

Participation in games and sports has been an integral component of education since ancient times. In ancient Greece, physical education formed a central part of the educational curriculum, aiming to develop physically fit, morally upright, and socially responsible citizens (Deepti, 2016). Sporting competitions such as the Olympic Games promoted discipline, teamwork and national identity (Deepti, 2016).

During the nineteenth century, British public schools institutionalized organized sports as part of character formation. Games such as football, cricket, rugby and athletics were introduced to cultivate leadership, teamwork, discipline, and resilience among students (King'oina Ngaruiya and Mobegi, 2017). This philosophy later spread throughout the British colonies. The twentieth century witnessed growing recognition of sports as an important educational tool. International organizations such as the United Nations Educational, Scientific and Cultural Organization promoted physical education and sports as essential for holistic development, health promotion, and social integration (UNESCO, 2015).

Traditional African societies actively involved young people in physical activities such as wrestling, running, hunting, spear throwing, dancing, and communal games. These activities served educational purposes by developing physical fitness, courage, teamwork and social values (Gyan et al., 2015).

During the colonial period, European sports were introduced into African schools. Football, netball, athletics, volleyball, and cricket became prominent co-curricular activities. Colonial administrators viewed sports as instruments for character development, discipline, and social control (Gyan et al., 2015). Following independence, African governments expanded sports programs in schools as part of national development agendas. Sports became important avenues for talent identification, youth development, social cohesion, and international representation (UNESCO, 2015).

In East Africa, games and sports gained prominence through missionary and colonial schools. Competitive sporting activities were integrated into school programs to promote discipline, teamwork, leadership, and physical fitness (Simba, Agak and Kabuka, 2016). Countries such as Kenya, Tanzania, and Uganda established national school sports associations to organize competitions at district, regional, and national levels. Participation in games and sports became recognized as an important component of holistic education and student development (Simba, Agak and Kabuka, 2016).

In Uganda, indigenous communities traditionally engaged young people in wrestling, running, hunting competitions, traditional dances, and other physical activities that promoted physical and social development (Mark, 2025). The formal introduction of games and sports occurred during the colonial era through missionary and government schools. Football, athletics, netball, volleyball, and cricket became key co-curricular activities. Schools organized inter-school competitions to promote discipline, teamwork, and school identity (Mark, 2025).

After independence, the Government of Uganda strengthened school sports through national education policies and the establishment of organizations such as the Uganda Secondary Schools Sports Association. These initiatives increased student participation in sports and facilitated talent development (MoE&S, 2018). Currently, participation in games and sports is regarded as an essential component of secondary education in Uganda. Research suggests that involvement in sports contributes to discipline, teamwork, leadership development, academic motivation, and

positive behaviour among students. Consequently, schools continue to invest in sporting facilities, competitions, and co-curricular programs to support holistic learner development (MoES, 2020).

1.1.2. Theoretical Background

This study is anchored on Lee Canter's theory of Assertive Discipline management. The theory involves establishing clear expectations and consequences for students' behaviour through a discipline plan. Developed in the US in the 1970s, the theory aimed to help teachers manage classrooms effectively by setting clear expectations and consequences, As, (2025).

Lee Canter's Assertive Discipline theory assumes that Teachers have the right to teach and students have the right to learn; that Teachers need to set clear expectations and rules; that Consistent consequences for misbehaviour are key; that Positive reinforcement for good behaviour works and should be encouraged by teachers, and lastly, that teachers should stay calm and assertive in the process of discipline management, As, (2025). In Canter's assertive discipline plan, positive and negative consequences, and expectations should be stated clearly. When issues arise, the teacher addresses them calmly and consistently while maintaining an assertive rather than passive or hostile approach, Letuma, (2024). This theory therefore enabled the Researcher to develop strategies to manage indiscipline in secondary schools in Kitgum Municipality. Useful though Canters theory is, however, it does not bring out the origin of indiscipline amongst athletes. This made the researcher to consult another theory, Bandura's that helped tackled the missing link.

Albert Bandura's Social learning theory states that people learn behaviours by observing and imitating others, Rumjaun &Narod, (2025). This social learning theory that Bandura developed in 1977 explains how people learn by observing and imitating others not just through direct reinforcement. The theory is based on four assumptions namely;

People learn through observation and imitation; One learns a new behaviour by watching a model; may be a person, character or even a video and then imitating them; belief in one's abilities also plays a big role in learning, (Rumjaun &Narod, 2025). If Students participating in games and sports show indiscipline then it might be the outcome of what they observe in the field and learn. For example, Bandura (1973) Social learning theory of aggression indicates that observing aggressive actions normalises this behaviour and increases its attractiveness as a viable option, Khadka –

Medha, (2024). Therefore, aggressive behaviour which is a necessity normalised during sports competition, may extend to actions off field in the form of indiscipline, (Rumjaun & Narod, 2025). This indiscipline should be managed for the child to grow up in a proper way.

1.1.3 Conceptual Background

In the contemporary educational environment, students' indiscipline is a great concern for educators, administrators, management and parents rendering its management inevitable. According to Pramono & Ardiansyah (2024), management of indiscipline is the process of creating and maintaining a positive and respectful environment where individuals can learn, grow, and thrive. This can be realised by ways of: setting clear and specific rules and expectations to help students understand what is expected of them, (Carney, 2023); giving consistent and fair consequences for misbehaviour, that will help students to understand the importance of following rules (Ford, 2024); recognizing and rewarding positive behaviour which encourages students to exhibit good behaviour; Role modelling by teachers and coaches, which according to Bandura's observational learning theory makes people learn behaviors by observing and imitating others; Counselling and guidance is equally essential as it addresses the root cause of the indiscipline.

On the other hand, Students' participation in games and sports means differently according to different authors: It is the art of engaging in physical activities or competitions either individually or in teams for enjoyment, fitness or development, Moradi, (2020). It can also mean the process of interacting with others through play, competition, or recreation, hence promoting teamwork, socialization, cooperation, and cultural integration. It may also be defined as the learner's engagement in physical education activities through playing, officiating, coaching, spectating, or organizing games and sports to achieve physical, cognitive, and affective learning outcomes.

Level of students' participation in games and sports can therefore be measured in terms of Frequency of engagement in the various games and sports, types games and sports embraced in a given institution, and depth or to what extend students are grounded in a given event.

These attributes will be analysed in the case of Kitgum Municipality to see their effects on management of Indiscipline.

1.1.4 Contextual Background

A report from the Association of Secondary School Headteachers of Uganda (ASSHU), Kitgum, dated 23rd March 2019, indicates that a nasty incident occurred in March 2019 during the Copa Coca-Cola Secondary Schools competition. Following a 1-0 loss to Vision College, students from Kitgum Comprehensive College engineered by the athletes themselves engaged in violent protests. Their actions included stealing from Acholi Pride Hotel, damaging windscreens of four parked vehicles, and looting shops in Kitgum Municipality; this indiscipline act was reprimanded by getting 13 students arrested on charges of malicious damage to property and robbery and the two schools were banned for two years.

In recent years, not a single District Secondary Schools Athletics competition has passed without commotion, arising in parts from ill trained Coaches who do not instil discipline and manners in the players. The consequence is that there has always been stampede in the play grounds every sports season; rioting by students arising from discontent with results, fighting, and the like, with authority showing no clear management strategies, (MUGARI, 2021). A letter by the Chairperson USSSA – AR to the Chairperson Kitgum dated 12 Dec 2023 directed, though, for lifting of a 3years ban levied on Kitgum Comprehensive College after the Headteacher honestly admitted all the allegations levied on them.

1.2. Problem Statement

Student indiscipline remains a persistent challenge in many secondary schools in Uganda despite the existence of school regulations, government policies and guidance programmes aimed at promoting positive behaviour (MoE&S, 2020). Indiscipline manifests itself in various forms, including bullying, physical assaults, absenteeism, lateness, disobedience to school rules, vandalism, poor classroom concentration, and other behaviours that disrupt teaching and learning (Kaweesi, Wamiti and Nabitula, 2024). Such behaviours negatively affect students' academic achievement, school safety, teacher effectiveness and the overall school climate. Although schools continue to implement disciplinary measures through school rules, guidance and counselling, parental involvement and the Boards of Governors, cases of indiscipline remain prevalent in many secondary schools (Kaweesi, Wamiti and Nabitula, 2024).

In Kitgum Municipality, reports indicate that student indiscipline is also evident among learners participating in games and sports. According to the Association of Secondary School Head Teachers of Uganda (ASSHU) Kitgum Branch Report (23 March 2019), some student athletes engage in behaviours such as jumping over school fences, bullying fellow students, assaulting peers, reporting late for lessons and demonstrating poor concentration during classroom instruction. These behaviours are partly associated with the challenges of balancing academic responsibilities with sporting commitments, as students often experience pressure from coaches, parents, peers and themselves to excel in competitions (ASSHU, 2019). In some instances, the manipulation and exploitation of student athletes during training and competitions, including irregular practices such as the forgery of academic documents to enable ineligible players to compete, further undermine discipline and compromise the integrity of school sports (ASSHU, 2019).

Recognising the importance of promoting discipline among learners, Ford (2024) recommends that sports teachers and coaches should consistently enforce clear school and sports regulations, provide regular guidance and counselling, and reward positive behaviour among student athletes. Similarly, the Uganda Education Act (2008), Section 5(2)(d) and (e), places responsibility on parents to promote the moral, spiritual, and cultural development of their children and to participate in maintaining discipline. Furthermore, Section 28(2) of the Act mandates Boards of Governors to establish committees responsible for students' discipline. Despite these policy provisions and institutional mechanisms, indiscipline among students involved in games and sports continues to be reported in secondary schools within Kitgum Municipality, suggesting that existing interventions may not be sufficiently effective or that the potential role of participation in games and sports in promoting discipline has not been adequately understood.

Although several studies have examined games and sports in relation to physical fitness, academic performance, leadership development, and social skills, limited empirical evidence exists on how participation in games and sports contributes to the management of student indiscipline in secondary schools, particularly in the context of Kitgum Municipality. This knowledge gap necessitated an investigation into the extent to which participation in games and sports contributes to the management of indiscipline among secondary school students. Therefore, this study sought

to examine the contributions of students' participation in games and sports to the management of indiscipline in secondary schools in Kitgum Municipality.

1.3. Purpose of the Study

The study aimed to examine how participation of students in games and sports influences management of indiscipline in secondary schools in Kitgum Municipality.

1.4. Objectives of the Study

The study:

- i. examined the level of participation of Students in games and sports in secondary schools in Kitgum Municipality.
- ii. sought to find out if secondary schools in Kitgum Municipality implement the strategies of management of indiscipline of student athletes.
- iii. established the relationship between participation of students in games and sports and management of indiscipline in secondary schools in Kitgum Municipality.

1.5. Research Questions

The research was guided by the following questions:

- i. What is the level of Participation of students in Games and Sports in secondary schools in Kitgum Municipality?
- ii. What are the strategies for management of indiscipline of student athletes in Secondary Schools in Kitgum Municipality?
- iii. What is the relationship between participation of students in games and sports and management of indiscipline in secondary schools in Kitgum municipality?

1.6. Scope of the study

The scope of this study will be viewed from the Geographical and Content contexts:

1.6.1. Geographical scope

The study will be conducted in Kitgum Municipality. Kitgum Municipality is surrounded by

Kitgum district. It comprises three divisions: Pager Division to the Northern part, Central Division occupies the central and Western part of the Municipality, and Pandwong Division to the South and South Eastern Part of the Municipality. The divisions were carved out of Kitgum Municipality.

1.6.2. Content Scope

The study seeks to examine the relationship between participation of athletes in games and sports and management of indiscipline

1.6.3. Time Scope

Years between 2017-2025 were considered for data collection. These were the years when Kitgum Municipality assumed its status and no study was conducted to that effect.

1.7. Significance of the Study

This study may be of benefits in many ways, including providing evidence to teachers and school Administration on the level of participation of students in games and sports and how such participation may make the students indiscipline, hence improve teachers' strategies of enforcing students' Discipline.

In addition to that, the Board BoGs and other management teams like PTA will also be informed so that they can carve out policies to handle indiscipline associated with participation of students in games and sports.

Likewise, the community will benefit from the study when the students are made discipline hence do not riot or strike, and they have respect for community property.

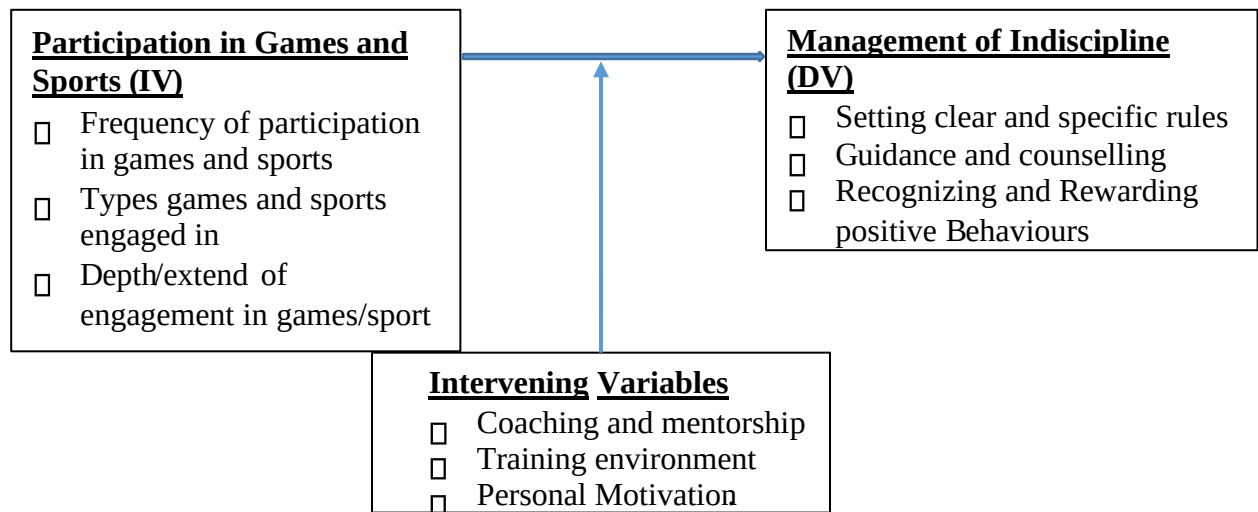
The National Curriculum Center as the body concerned with Curriculum development in the country can also be guided by the document on participation in games and sports and management of students' indiscipline.

The study may also provide avenue to other Scholars for further research.

Last but not least, the study may also provide avenue to other Scholars for further research let alone enriching the general academia and contributing to the existing body of knowledge.

1.8. Conceptual Framework

This research was conducted in the context of the following conceptual framework. The framework provides explanation schematically, the relationship between the two variables. These are independent variable which is Participation in games and sports, and the dependent variable which is Management of Indiscipline. The intervening variables are suggested to view the guidelines for



sports and sports programme.

Figure 1: Conceptual framework: Adopted from Kolb's Experiential Learning Theory (David Kolb, 1984)

Source: Adapted from Experiential Learning Theory (Kolb, 1984)

The figure 1. Shows the linkage between different parameters of Athletics Participation (cause) and those of Management of indiscipline (effect). It is found out that as the independent variable, participation of students in games and sports intensifies, management of indiscipline in secondary schools in Kitgum municipality moderately becomes easier, provided the intervening variables, Coaching and mentorship, Training environment and Personal Motivation are kept constant

Chapter Two

Literature Review

2.0. Introduction

In carrying out this study, different documents from various relevant authors, like dissertation, books, journals, websites and reports written by many on participation of athletes in sports and games and management of indiscipline of students have been acknowledged. The review is done in line with the objectives of the study which include: Examining the level of indiscipline, the causes of indiscipline, and the possible relationship between participation in games and sports and indiscipline among athletes in secondary schools in Kitgum municipality.

2.1. Theoretical Review

This study was based on Lee Canter's theory of Assertive Discipline management. The theory involves establishing clear expectations and consequences for students' behaviour through a discipline plan, (As, 2025). Developed in the US in the 1970s, the theory aimed to help teachers manage classrooms effectively by setting clear expectations and consequences, As, (2025).

Lee Canter's Assertive Discipline theory assumes that Teachers have the right to teach and students have the right to learn; that Teachers need to set clear expectations and rules; that Consistent consequences for misbehaviour are key; that Positive reinforcement for good behaviour works and should be encouraged by teachers, and lastly, that teachers should stay calm and assertive in the process of discipline management, (As, 2025). In Canters assertive discipline plan, positive and negative consequences, and expectations should be stated clearly. When issues arise, the teacher addresses them calmly and consistently while maintaining an assertive rather than passive or hostile approach, Letuma, (2024).

Albert Bandura's Social learning theory also has something relevant to the study. The theory states that people learn behaviours by observing and imitating others, Rumjaun & Narod, (2025). This social learning theory that Bandura developed in 1977 explains how people learn by observing and imitating others not just through direct reinforcement. The theory is based on four assumptions namely;

People learn through observation and imitation; One learns a new behaviour by watching a model – may be a person, character or even a video and then imitating them; learning is more than just behaviour change; it is also about cognitive processes. People are active participants in their learning; Reinforcement and punishment influence learning, but aren't the only factors. Belief in one's abilities also plays a big role in learning, (Rumjaun & Narod, 2025).

If Students participating in games and sports show indiscipline then it might be the outcome of what they observe in the field and learn. For example, Bandura (1973) Social learning theory of aggression indicates that observing aggressive actions normalises this behaviour and increases its attractiveness as a viable option, Khadka – Medha, (2024). Therefore, aggressive behaviour which is a necessity normalised during sports competition, may extend to actions off field in the form of indiscipline, (Rumjaun & Narod, 2025). This indiscipline should be managed for the child to grow up in a proper way.

2.2. Management of Indiscipline in Games and Sports in Secondary Schools

Globally, management of indiscipline in secondary schools has remained a major concern across education systems worldwide because discipline is fundamental to effective teaching, learning and school administration (Anderson, Ritter and Zamarro, 2019). Historically, schools relied on punitive measures such as corporal punishment, suspension and expulsion to maintain order. However, contemporary educational systems have shifted towards positive discipline approaches that emphasize guidance and counselling, restorative justice, student participation, behaviour modification and supportive school environments (Anderson, Ritter and Zamarro, 2019). Rusman (2017) reported that effective discipline management through clear rules promotes academic achievement, learner wellbeing and positive school climate. Schools that adopt clear disciplinary policies, effective communication and supportive teacher-student relationships experience fewer behavioural problems and improved educational outcomes. Most global studies focus on broad discipline management frameworks and positive behaviour interventions in developed educational systems. These findings may not adequately explain the realities of secondary schools in rural districts of developing countries such as Kitgum, where socio-economic, cultural and institutional factors differ considerably. Therefore, this study contextualised and established how indiscipline is managed and its effectiveness within Kitgum Municipality secondary schools.

The word discipline has a root meaning in the Latin word, *discipulus*, which means Pupil, (Norlin, 2020; Botha, 2021). It is also the origin of the word disciple as used in the bible to refer to “a follower of Jesus Christ in his lifetime”, (Davenport, 2024). Martens & Vealey (2024) looks at it as the practice of training oneself or others to follow rules, principles, or a code of behaviour to achieve a specific goal. In this sense therefore, discipline involves self-control, commitment, and consistency in actions and decisions; this a complete opposite and a sharp contrast with the word indiscipline, (Botha, 2021).

According to Cross, (2025), indiscipline is the act of promoting short-term temptations in favour of long-term benefits, such as prompting pleasures to spend money or delay studies for an examination. In this sense, it becomes a vital vice of the curriculum.

Pramono & Ardiansyah (2024) look at management of indiscipline as the process of creating and maintaining a positive and respectful environment where individuals can learn, grow, and thrive. This involves setting clear and specific rules, giving consistent and fair consequences for misbehaviour, recognizing and rewarding positive behaviour or setting a well-organized and structured classroom (Burden, 2025).

Indicators of indiscipline management are signs or metrics that show how well discipline is being implemented and maintained in a work place, school or personal life, (Zinsser & Silver, 2022). According to (Smelser, Laviana & Chang, 2022), when someone is practicing good time management, certain indicators become evident in their daily habits, for instance Prioritization of Tasks, Goal Setting, Deadline Adherence, minimizing Distractions, Delegation of Tasks, Punctuality, Balanced Work-Life Integration, Regular Review and Reflection, Task Completion Without Rush and Organization of Work Environment. Continuous learning is the process of constantly developing new skills, gaining knowledge, and improving abilities to adapt to changing environments, (Arora, 2023). Individuals engaged in continuous learning are proactive in their pursuit of personal and professional growth. Continuous learning manifest itself in: Curiosity and Inquisitiveness, Reading and Researching, adaptability to Change, Taking on New Challenges, engagement in Training and Education, reflecting on Learning experiences, seeking feedback, networking and collaboration, being proactive in Problem-Solving, persistence and Patience, Selfmotivation, engagement with new ideas, mentoring and teaching others, staying current in one’s field and resilience in learning new skills (Gous, 2022). Observance of rules and regulations,

on the hand is an important aspect of personal and professional conduct that reflects an individual's commitment to structure, discipline, and respect for the systems that govern behaviour (Kottawatta, 2025).

Traditionally, African societies maintained discipline through family structures, elders, cultural norms and communal responsibility (Opela, Bakashaba and Noel, 2023). Discipline was viewed as a collective obligation involving parents, clans and the wider community. With the introduction of formal education during the colonial era, African schools adopted Western disciplinary models characterized by strict regulations and authoritarian administration (Opela, Bakashaba and Noel, 2023). Enefu et al. (2019) asserted that following the independence, African countries increasingly embraced democratic educational principles and child-rights approaches. Consequently, discipline management evolved to include guidance and counselling, peer mentoring, student leadership structures, parental involvement and participatory decision-making (Enefu et al., 2019). Nevertheless, indiscipline remains prevalent in many African secondary schools, manifesting through strikes, drug abuse, violence, truancy, sexual misconduct and examination malpractice. Educational stakeholders continue to seek effective management approaches that balance discipline with learners' rights and wellbeing (Enefu et al., 2019). Findings above concentrated on urban schools, national policy reforms and broad disciplinary challenges. Limited attention has been paid to post-conflict regions and rural districts where social structures, community influences and school resources may uniquely affect student behaviour. Kitgum Municipality.

In the view of Kaweesi, Wamiti and Nabitula (2024), in East Africa, discipline management has undergone significant transformation following educational reforms and increasing recognition of children's rights. Schools in Kenya, Tanzania and Uganda have progressively replaced punitive disciplinary practices with guidance and counselling programs, student leadership systems, and restorative disciplinary measures (Kaweesi, Wamiti and Nabitula, 2024). King'oina Ngaruiya and Mobeg. (2017) reported that successful discipline management in East African schools depends on effective school leadership, parental involvement, counselling services, teacher professionalism and positive school climate. However, many schools continue to face challenges such as student unrest, drug abuse, bullying, absenteeism and declining respect for authority. These challenges are often linked to changing family structures, peer influence, technological advancement, and social

media exposure (King'oina Ngaruiya and Mobeg, 2017). Although East African studies have identified various discipline management strategies, findings are often generalized across regions.

There is inadequate empirical evidence regarding how these strategies function within specific districts such as Kitgum. Therefore, a localized study was necessary to determine whether the discipline management practices identified elsewhere are equally effective in Kitgum secondary schools.

In the view of Korugyendo, Kintu and Ahabwe (2022), discipline management in Uganda remains a critical component of school administration. The abolition of corporal punishment compelled schools to adopt alternative disciplinary approaches such as guidance and counseling, student participation, parental engagement, effective communication, discipline committees and supportive leadership practices. Nabimanya (2025) reported that effective discipline management is associated with strong school leadership, parental involvement, guidance and counseling services and positive teacher-student relationships. Ocii, Eduan and Eduan (2024) found that schools in Northern Uganda increasingly manage discipline through counseling, consultation, discipline codes, communication and creation of safe school environments. While numerous studies have examined discipline management in districts such as Wakiso, Mbarara, Mbale, Kapchorwa, Mitooma, Ankole and Gulu, there is limited empirical evidence concerning the management of indiscipline in secondary schools in Kitgum Municipality.

Furthermore, the unique educational environment of Kitgum Municipality, shaped by post-conflict recovery, socio-economic challenges, cultural dynamics and changing learner behaviour, has received limited scholarly attention. Consequently, it remains unclear whether discipline management strategies that have proven effective in other districts are equally applicable and effective in Kitgum secondary schools.

2.2. The level of Participation in Games and Sports in Secondary Schools

Globally, participation in games and sports among students is widely recognized as an essential component of holistic education because it contributes to physical health, psychological wellbeing, social interaction, leadership development, and academic success. According to the World Health Organization (2022), children and adolescents should engage in at least 60 minutes of moderate-to-vigorous physical activity daily. However, global evidence indicates that approximately 81% of

adolescents aged 11–17 years fail to meet these recommended physical activity levels, suggesting generally low participation in organized games and sports. Girls consistently participate less than boys due to cultural norms, safety concerns, and unequal opportunities (WHO, 2022). Their findings may not adequately reflect participation levels in resource-constrained secondary schools in developing countries such as Uganda, where contextual challenges differ substantially.

Games and sports play a vital role in societies, promoting unity, health and economic growth while providing opportunities for youth and women. Here are some indicators of the level of participation in games and sports globally: the participation rates in the youth Sports in the US, according to Koller, Yale & Human., (2024) stood at 51% of youth aged 6-17 in sports in 2020-21, with Massachusetts and Minnesota reaching the federal government's goal of 63% sports participation. The World Health Organization reports high levels of insufficient activity among adolescents, partly due to inaction during leisure time and sedentary behaviour like watching TV, using digital devices or sitting at a desk, (Chaput, 2020). Yet Globally, Adult Physical Activity stands at 36.2% of adults in North America and 35.5% in Arab states who are insufficiently active, (Kahan, 2023).; while Uganda, Mozambique, and Lesotho have the highest levels of sufficient activity, (Wachira, et al., 2022). Participation in some popular Sports and games are, nevertheless, overwhelming, for instance, Football (Soccer): 3.5 billion fans, 240 million registered players; Basketball: 2.2 billion fans, 450 million players; Volleyball: 900 million fans, 800 million players, Sealy, (2024).

Similarly, United Nations Educational, Scientific and Cultural Organization (2023) reports that schools offering structured sports programmes register improved student attendance, teamwork, discipline, and learner engagement. Despite these benefits, participation varies considerably across countries because of differences in school infrastructure, funding, teacher competence, and government support. Recent empirical studies further demonstrate high variability in participation. Eather et al. (2023) found that structured school-based sports programmes significantly increased students' participation and physical activity levels in Australian schools. Likewise, Kahan (2023) observed that participation is generally high where schools provide adequate facilities and supportive policies. Conversely, Chaput (2020) reported that sedentary lifestyles and increased screen time continue to reduce adolescents' participation in physical activities worldwide.

Although global studies have extensively examined the prevalence and benefits of participation in games and sports, they largely focus on developed countries with well-established sports

programmes. Their findings may not adequately reflect participation levels in resource-constrained secondary schools in developing countries such as Uganda, where contextual challenges differ substantially.

Across Africa, participation in school games and sports has improved due to increased recognition of sports as a tool for youth development. Nevertheless, participation remains inconsistent across countries because of inadequate facilities, limited funding, overcrowded curricula, and insufficient teacher preparation. Wachira et al. (2022) reported that Kenyan secondary schools generally recorded moderate participation in sports, particularly football and athletics, although female participation remained comparatively lower. Similarly, Sealy (2024) found that schools with active sports programmes experienced higher learner engagement and fewer disciplinary cases than schools with poorly organized co-curricular activities. In South Africa, Maebana and Molotja (2023) observed that learner participation increases significantly when school leadership actively supports sports programmes and provides adequate facilities. However, schools in disadvantaged communities continue to experience low participation because of financial and infrastructural constraints. African studies mainly examine determinants and outcomes of sports participation but pay limited attention to establishing actual participation levels alongside their relationship with student discipline, particularly within public secondary schools in Uganda.

In East Africa, governments increasingly recognize sports as an important component of competence-based education. However, participation levels remain uneven across schools because of disparities in facilities, teacher motivation, and parental support, (Wachira et al., 2022). Studies in Kenya indicate that football, volleyball, athletics, and netball attract the highest student participation, especially where schools have structured competitions (Wachira et al., 2022). In Tanzania, researchers have found that participation tends to decline among senior students because of increasing academic pressure and limited time allocated to co-curricular activities. Although East African countries have strengthened inter-school competitions, participation is still constrained by inadequate sports infrastructure, insufficient equipment and limited financial support, (Maebana and Molotja 2023). Existing East African studies primarily examine factors influencing participation or policy implementation but rarely quantify participation levels using standardized measures while simultaneously relating participation to management of indiscipline among secondary school students.

In Uganda, games and sports are recognized by the Ministry of Education and Sports (Uganda) as an integral component of the secondary school curriculum, (Yapsoyekwo, et al, 2024). The government encourages participation through annual inter-school competitions coordinated by the Uganda Secondary Schools Sports Association, (Yapsoyekwo, et al, 2024). Participation is expected to promote discipline, teamwork, leadership, and learner retention. Despite these policy initiatives, participation varies considerably across schools. Urban and well-funded schools generally report higher participation than rural schools because they possess better sports facilities, trained coaches, and financial resources. Rural schools often struggle with inadequate playgrounds, limited sports equipment, and competing academic priorities, (USSSA reports, 2023). Studies conducted in Uganda indicate that football, athletics, volleyball, and netball are the most commonly participated sports, although participation remains inconsistent depending on school management support and resource availability (Ministry of Education and Sports, 2020; USSSA reports, 2023). Existing Ugandan studies mainly focus on sports development, talent identification, and academic outcomes. Limited empirical evidence exists on the actual level of student participation in games and sports and its relationship with the management of indiscipline in secondary schools, particularly using quantitative approaches.

2.3. Relationship between Participation in Games and Sports and Indiscipline among Athletes in Secondary Schools

Despite all the odds, participation in sports has been credited as having a positive effect on kids' mental and emotional growth. The effect of athletics on maturation in a variety of personality traits has been the subject of several researches. The purpose of this paper is to provide a comprehensive overview and critical analysis of the available literature on the topic of how participation in sports influences students' indiscipline as individuals (Eather, et al, 2023). Participation in sports has been linked favourably to improvements in a wide range of personality qualities. For example, Johnson & Johnson (2018) discovered that high school students who participated in team sports tended to be more extroverted than those who did not. The authors suggested that interacting with others in a sports setting, which requires skills like communication and teamwork, helps foster extroverted personalities (Kozlowski & Ilgen, 2006).

Additionally, conscientiousness and athletic engagement were studied by Smith, et al. (2019) among university students. Students who participated in sports on a regular basis were shown to

be more conscientious than those who did not. The authors hypothesized that students who participate in sports may become more diligent in other aspects of their lives because of the discipline and time management abilities they learn (Nothnagle & Knoester, 2022).

Self-esteem is another facet of character development that may be impacted by participation in sports. Thompson & Davidson (2020) tracked the athletic engagement and sense of self-worth of a group of teenagers from middle school through high school in longitudinal research. The findings imply that students' sense of self-worth might be boosted by regular participation in athletics, since a positive association was found between the two (Ouyang, et al, 2020).

Building and maintaining healthy self-esteem is essential to flourishing as a person. Participation in sports may boost kids' confidence by giving them chances to shine individually and get noticed. Recognizing how participation in sports affects one's sense of self-worth may help educators design classrooms that are both encouraging and effective (YangJinHee. (2013). "Sports participation can contribute to the promotion of self-esteem, particularly among female students, who often face unique challenges" (p. 50), writes Robinson et al. Participating in athletics was associated with considerably better levels of self-esteem among female students, as shown by the researchers. The authors explained this conclusion by citing the liberating and boosting effects of sports participation.

Researchers can learn more about what contributes to kids' ideal development by studying the impact of sports on their personalities. Teachers, parents, and legislators may all get valuable insight on how to foster well-rounded growth by investigating the correlation between athletic participation and personality characteristics. "Studying the effects of sports on personality development provides valuable knowledge for enhancing educational practices" (p. 125), write Johnson & Johnson (2018).

Teamwork, open lines of communication, and mutual support are common requirements in many sports. Students may build social skills, learn to resolve problems with others, and have fun doing so by taking part in team sports. This study provides important insight into the unique social advantages of sports involvement, which can inform teachers' efforts to foster students' social competence. The authors Smith, et al. (2019) write, "Sports participation can serve as a platform for improving social skills and fostering positive relationships among students" (p. 92).

Education policy and curriculum development can benefit greatly from findings from studies examining the impact of sports participation on character formation. This study will help schools better prioritize physical education and sports programs, distribute funds, and expand participation options for kids. Education that takes into account the whole child might benefit from this approach. As Thompson and Davidson (2020) point out, "understanding the positive effects of sports activity on personality development can inform educational policies to promote the integration of sports in schools" (p. 210). Holistic Development Changes in one's social, emotional, and intellectual lives are all components of their overall personality development. If you want to help your pupils grow in all areas, you should pay attention to how they develop their personalities via sports. In addition to academics, it emphasizes the significance of physical activities in developing a well-rounded person (Joseph, 2015). Nevertheless, the study will seek to know why these findings are not prominent amongst athletes in secondary Schools in Kitgum Municipality.

In summary, the unique educational environment of Kitgum Municipality, shaped by post-conflict recovery, socio-economic challenges, cultural dynamics and changing learner behaviour, has received limited scholarly attention. Consequently, it remains unclear whether discipline management strategies that have proven effective in other districts are equally applicable and effective in Kitgum secondary schools. Furthermore, Limited empirical evidence exists on the actual level of student participation in games and sports and its relationship with the management of indiscipline in secondary schools, particularly using quantitative approaches. These were the main gaps in the study.

Chapter Three

Methodology

3.0. Introduction

This chapter presents the research methodology which includes the research design, population, and population sampling techniques, data collection techniques, instruments, quality control, administrative procedures, ethical considerations, data analysis, limitations and delimitations.

3.1. Research Orientation

This research was carried out using the mixed method design which combines both qualitative and quantitative methods, for a more complete understanding of the research problem, (Nagpal, et al., 2021). A mixed methods research approach was appropriate for a study on participation of students in games and sports and the management of indiscipline in secondary schools because it integrates the strengths of both quantitative and qualitative research to provide a more comprehensive understanding of the phenomenon than either approach alone (John W. Creswell & Vicki L. Plano Clark, 2018). the integration of quantitative and qualitative data facilitated triangulation, whereby findings from one method were used to validate and explain findings from the other. For example, while quantitative data could reveal that higher participation in games and sports is associated with improved management of indiscipline, qualitative data could explain why this relationship exists by describing how sports promote teamwork, self-control, respect for rules, leadership, and positive peer interactions. Triangulation, therefore, enhanced the credibility, validity, and trustworthiness of the study.

3.2. Research Design

This study used convergent research design. This design was appropriate for the study on participation of students in games and sports and the management of indiscipline in secondary schools because it enabled the researcher to collect data from respondents at once, both qualitative and quantitative but analyse them differently. Since the study sought to determine the current level

of students' participation in games and sports, assess the status of the management of indiscipline, and examine the relationship between these variables, a convergent design was suitable because it provided a snapshot of existing conditions without requiring repeated observations over time (John W. Creswell & J. David Creswell, 2018).

The design was also appropriate because the study involved respondents from several secondary schools, including students, teachers, and school administrators. Collecting information simultaneously from these different categories of respondents enabled the researcher to compare perceptions and obtain a comprehensive understanding of the study variables while minimizing the time and financial resources required. As noted by Louis Cohen, Lawrence Manion, and Keith Morrison (2018), cross-sectional studies are economical and efficient for describing characteristics of a population and examining relationships among variables.

3.3. Population size

The study targeted a population of 531 Participants drawn from Kitgum Municipality. This included 10 Deputy headteachers, 10 Sports teachers, 10 Coaches, 500 athletes, in all the 10 secondary schools in Kitgum Municipality, both Government aided and Private. The Researcher also talked to the Chairperson Kitgum Secondary Schools Sports Committee. This Population was targeted because they are the major stake holders in the management and conducts of sports in the Municipality.

3.4. Sample size

According to Krejcie and Morgan (1970), sample size to be withdrawn from a target population of 531 requires a sample size of 248, taken in the order of, 1 Chairperson Secondary Schools Sports Committee, 10 Deputy Headteachers, 10 Sports teachers, 10 Coaches and 217 Athletes. The sampling frame is shown in table 1 below:

Table 1: Sampling Theoretical Framework

Category of Respondence.	Target	Sample	Sampling Technique
Chairperson Secondary Schools Sports Committee	1	1	Purposive sampling
Deputy HTs in charge of Discipline.	10	10	Purposive sampling

Sports Teachers	10	10	Purposive sampling
Coaches	10	10	Purposive sampling
Athletes	500	217	Random sampling
Total	531	248	

3.4. Sampling Method

Simple random sampling was used to draw samples for athletes because the number was large and every member had to be given a chance to be selected, (Casteel & Bridier, 2021). Deputy Head teachers, sports teachers and coaches were chosen using purposive (judgmental) sampling technique since the Researcher believed that they have the key information for the study (Nyimbili & Nyimbili, 2024).

3.5. Data Collection Technique

To collect the data, the Researcher used questionnaire survey and interview guide to save the limited time since the population was fairly big, yet literate, thus their responses could be described in writing, Gaur, et al., (2020). Interviews was employed to gather first-hand information from the respondents, (Abhulimhen-Iyoha, 2020).

3.6. Data Collection Instrument

In this study the Researcher used Non standardised questionnaires and interview guides; questionnaires rapidly gathered large amounts of data from participants at a cost-effective rate, in a structured way, (Whitehead & Whitehead, 2020). Interview guide was preferred because it Provides rich, detailed data and allowed for clarification and follow-up questions and for exploring personal experiences or expert opinions, (Roberts, 2020).

3.6.1. Questionnaire

The questionnaire with closed ended and structured questions, intended to collect quantitative data from Sports Teachers, Coaches and Athletes on their views about participation of students in games and sports and management of indiscipline in secondary schools in Kitgum municipality. This was because the population is literate, large and time was limited and the information needed could easily be described in writing, (Oso & Onen, 2009). The 5point Likert scale was partly used for scoring because it takes less time to construct and it is easily usable, (Kothari, et al., 2009).

3.6.2. Interview Guide

The Interview guide consisted of structured items geared towards obtaining qualitative data from the Chairperson Kitgum Secondary Schools Sports Committee and Deputy HTs in charge of Discipline and Administration. It helped to collect historical information, gained control over the line of questioning and justified experience and findings on the ground in the course of implementing modalities for disciplining the athletes, (Konoval, Denison & Mills, 2021) . For triangulation purposes, the study compared interview guide responses and questionnaire data (Natow, 2020). Majority of the Deputy Headteachers used the methods suggested for managing indiscipline, notably, setting clear and specific rules, Guidance and counselling and Recognizing and Rewarding positive Behaviours. Also, most of the games and sports, safe for Scrabble were active in the schools.

3.7. Administrative procedures

The Researcher obtained introductory letter from the Dean Faculty of Education and Humanity and proceeded to seek permission from Headteachers to carry out the study in their localities.

3.8. Data collection Procedures

School pre visits were carried out to request for cooperation and fix appointments, then the Researcher distributed the data collection instruments, and he went on to conduct the interviews with the Chairperson Kitgum Secondary Schools Sports Committee and Deputy Headteachers in charge of Discipline and Administration, and administered, questionnaires to Sports Teachers, Coaches and Athletes, during working hours, in their places of work/ study. The questionnaires were received 2days from the day they were distributed.

3.9. Ethical Considerations

The main ethical issues in this study were informed consent, privacy and confidentiality, anonymity, and voluntary participation. To ensure these, the researcher briefed the participants on the true purpose of the study, involved only those willing to participate, sought permission to make recordings, held all information gathered in strict confidence and disguised the identity of participants in all records and the final report.

3.10. Quality Control

This included validity, reliability and control of extraneous variables.

3.10.1. Validity.

To ensure validity, the instruments were sent to two senior lecturers who are well conversant with research to validate as research experts in Kyambogo University in the Department of Education, Planning and Management for professional guidance, assessments, or judgments regarding the items' relevance and clarity of the questions for the intended purpose. When the Content Validity Index (CIV) was computed using the specified formula. After this step, validity was verified;

$$\text{CIV} = \frac{\text{Relevant Items}}{\text{Total}} \times 100$$
$$= \frac{27}{32} = 0.84375$$

Since the CVI approach is the most appropriate validity measure for instrument, it was used. The findings from the senior lecturers' validation were used to establish CVI and the result was 0.7 and accepted. In general, a CVI of 0.7 or higher was considered an acceptable level of content validity.

Table 3. 1: Validity of the tools

Category	No of Items	Approved items	CVI Values
Participation of Students in Games and Sports	8	7	0.875
Management of Indiscipline of Students in Athletics	8	7	0.875
Average CVI			0.875

Source: Primary data (2026)

Results in Table 3.3 above show that CVI of 0.875 was obtained for all the questionnaire constructs. This score indicates a strong level of agreement among experts that the instrument effectively captures the intended domains. More so, based on the fact that CVI of 0.7 or higher is considered to be an acceptable level of content validity, then this level of content validity provides

significant confidence in the ability of the questionnaire to accurately measure the targeted constructs within this study.

3.10.2 Reliability.

Using SPSS, internal consistency dependability was determined using Cronbach's alpha, a coefficient with a range of 0 to 1. Stronger reliability was indicated by higher values. Generally, a Cronbach's alpha of 0.7 or higher was considered sufficient. This method was then strongly agreed independently after coding and analysing the same interview data.

Table 3. 2: Cronbach's alpha values for reliability

Constructs	Cronbach's Alpha
Participation of Students in Games and Sports	0.891
Management of Indiscipline of Students of Athletics	0.925
Average Cronbach Alpha Values	0.908

Source: Primary data

Results in Table 3.4 shows that all the Cronbach values were reliable while the average alpha value was 0.908 which was above 0.7 as recommended in the earlier study of Amin (2005).

3.10.3. Control of Extraneous Variables

According to Busenbark, etal, (2022), extraneous variables are factors expected to be encountered during a research, that are not the primary focus but that can still influence the research findings. In this research work, such variables are: Coaching and mentorship, training environment and personal Motivation.

The researcher used randomisation of samples which were similar in all the relevant variables to control the extraneous variables.

3.11. Data Analysis

The data were collected, sorted, coded and analysed using the SPSS version 26. Objectives 1 & 2 were analysed using descriptive statistics; the level of participation of students in games and sports and management of indiscipline in games and sports were determined descriptively. The data were presented in forms of descriptive statistics like frequencies percentages, means, mode or median to summarise variables. Pearson's product moment correlation coefficient was used to test for the association between the independent variables (the level of participation of students in games and sports) and dependent variables (management of indiscipline in games and sports). Thematic analysis was used to analyse qualitative data. Emerging themes were identified and then compared with quantitative findings to provide a comprehensive understanding of participation of students in games and sports and management of indiscipline.

3.12. Limitations and Delimitations

The intention of the study was to involve as many stake holders as possible to ensure validity and generalizability of the research findings. However, the researcher forecast constraints that might limit reaching out to all the prospected respondents - Chairperson Kitgum Secondary Schools Sports Committee, Deputy Headteachers in charge of Discipline and Administration, Sports Teachers, Coaches and Athletes. since some of the Coaches and even athletes were available only during the seasons for games and sports. The Researcher made it through by engaging better placed respondents who provided the necessary information that minimised the anticipated limitations to its lowest level.

Further, administrative delay with approval of the Project proposal was feared to limit time for data collection and analysis. Furthermore, there was a projected limitation in entirely employing Quantitative Research method as in some instances the respondents may have to be interviewed for in depth analysis. This was fixed by employing the mixed method.

3.13. Assumptions

The study was aware of the existence of a number of socio- economic, political and other factors that could compete with the independent variable in modelling the dependent variable; for instance, family background, peer influence, nature of the school whose effects may be difficult to control,

may affect the study. However, the effect of the extraneous variables were checked through randomization ANCOVA as suggested by Mardia, et al., (2024)) Statistical techniques, the effects of such variables, if at all, were minimum.

Chapter Four

Presentation, Data Analysis and Interpretation of Results.

4.0. Introduction

This chapter presents data analysis, interpretations of results and summary of findings based on the study objectives formulated in chapter one above. Descriptive statistics was used to analyse background information of the respondents, objectives one and two. Pearson correlation was used to analyse the relationship between students' participation in games and sports and management of indiscipline of students in games and sports. Interview data were analysed thematically using content analysis according to each theme.

4.1.0. Demographic Characteristics of Respondents

The data in *Table 4.1* were analysed using descriptive statistics, specifically frequencies and percentages. This method was appropriate because the variables under investigation (gender, class, marital status, and age bracket) are categorical demographic variables. Frequencies show the actual number of respondents in each category, while percentages indicate the proportion of respondents represented by each category, making it easier to understand the composition of the sample.

Table 4.1: Showing Demographic Characteristics of Respondents (N=248)

What is your gender?			
	Frequency	Percentage	Cumulative Percentage
Male	120	48.4	48.4
Female	128	51.6	100.0
Which class are you in?			
S1	93	37.5	37.5
S2	74	29.8	67.3
S3	39	15.7	83.1
S4	23	9.3	92.3
S5	1	.4	92.7
S6	18	7.3	100.0
Are You married or not?			
Married	26	83.9	83.9
Single	5	16.1	100.0
What is your age bracket?			
14-16 Years	127	51.2	51.2
17-18 Years	70	28.2	79.4
19-23 years	46	18.5	98.0
24 and Above	5	2.0	100.0

The findings indicate that out of 248 respondents, 128 (51.6%) were female while 120 (48.4%) were male. This shows a relatively balanced gender distribution, although females were slightly more represented than males. The near-equal representation of both genders implies that the study captured views from both male and female respondents, thereby minimizing gender bias and enhancing the representativeness of the findings.

Regarding class distribution, the majority of respondents were in Senior One (93; 37.5%), followed by Senior Two (74; 29.8%). Respondents in Senior Three constituted 39 (15.7%), while Senior

Four accounted for 23 (9.3%). Only 1 respondent (0.4%) was from Senior Five, and 18 respondents (7.3%) were from Senior Six. These findings suggest that lower secondary students (S1 and S2) formed the largest proportion of the study sample. This may be attributed to their larger enrolment numbers in schools compared to upper secondary classes. The low representation of Senior Five and Senior Six students indicates that findings may largely reflect the experiences and perceptions of lower secondary learners.

The results show that 26 respondents (83.9%) were married, while 5 respondents (16.1%) were single. However, these frequencies sum to only 31 respondents, suggesting that this variable may have been collected from a specific subgroup of respondents rather than the entire sample of 248 participants. The findings indicate that the majority of respondents within this category were married. If these respondents were teachers, parents, or school administrators, their marital status may influence their perspectives regarding educational issues and student welfare.

The findings revealed that 127 respondents (51.2%) were aged 14–16 years, making them the largest age group. This was followed by 70 respondents (28.2%) aged 17–18 years, while 46 respondents (18.5%) were aged 19–23 years. Only 5 respondents (2.0%) were aged 24 years and above. The results indicate that most respondents were adolescents within the typical secondary school age range. This suggests that the study primarily captured the views and experiences of learners who are actively enrolled in secondary education.

The demographic analysis revealed that females (51.6%) slightly outnumbered males (48.4%). Most respondents were from lower secondary classes, particularly Senior One (37.5%) and Senior Two (29.8%). The majority of respondents in the marital-status category were married (83.9%), although this variable appears to have been measured on a smaller subgroup. Most respondents were aged between 14 and 16 years (51.2%), followed by those aged 17–18 years (28.2%).

4.1.1. Implications of the Demographic Characteristics of Respondents:

Gender Balance Enhances Validity. The nearly equal representation of male and female respondents increases the credibility of the findings because perspectives from both genders were adequately captured.

Predominance of Lower Secondary Students. Since most respondents were in Senior One and Senior Two, the study findings are more reflective of the experiences of lower secondary learners.

Researchers should therefore exercise caution when generalizing findings to upper secondary students.

Age Appropriateness of Respondents. The majority of respondents were within the normal secondary-school age bracket (14–18 years), suggesting that the data were obtained from participants who directly experience the educational conditions being investigated.

Representativeness of the Study Population. The demographic characteristics indicate that respondents possessed relevant characteristics for providing information about school-related issues, thereby enhancing the reliability and applicability of the study findings.

The demographic characteristics of respondents were analyzed using descriptive statistics comprising frequencies and percentages. The findings revealed a relatively balanced gender distribution, with females (51.6%) slightly outnumbering males (48.4%). Most respondents were in Senior One and Senior Two, while the majority were aged between 14 and 16 years. These characteristics suggest that the study largely captured the perspectives of adolescent learners in lower secondary school, thereby providing relevant information for investigating the study variables.

4.2. Research Question One

What is the level of Participation of students in Games and Sports in secondary schools in Kitgum Municipality?

The data in *Table 4.2* were analysed using descriptive statistics, specifically means and standard deviations. This method was appropriate because the items were measured on a five-point Likert scale, and the researcher sought to determine the level of students' participation in games and sports activities. The mean scores indicate the extent to which respondents agreed with each statement, while the standard deviations show the degree of variation in respondents' opinions.

Table 4.2: Showing Level of Participation of Students in Games and Sports, N=217 (Students)

	Descriptive Statistics			
	Minimum	Maximum	Mean	Std. Deviation
Students regularly participate in football activities.	1.00	5.00	4.2500	1.34751

Football competitions attract many students.	<i>1.00</i>	<i>5.00</i>	<i>4.6175</i>	<i>.74303</i>
The school supports students' participation in football.	<i>1.00</i>	<i>5.00</i>	<i>4.6129</i>	<i>.80359</i>
Students participate actively in track events.	<i>1.00</i>	<i>5.00</i>	<i>4.2581</i>	<i>.91173</i>
The school promotes participation in athletics races.	<i>2.00</i>	<i>5.00</i>	<i>4.2765</i>	<i>.86445</i>
Students are motivated to engage in track competitions.	<i>2.00</i>	<i>5.00</i>	<i>4.4839</i>	<i>.78231</i>
Students participate in field events such as jumping and throwing.	<i>1.00</i>	<i>5.00</i>	<i>4.3502</i>	<i>.87502</i>
The school provides opportunities for field event participation.	<i>3.00</i>	<i>5.00</i>	<i>4.5484</i>	<i>.63735</i>
Field events are popular among students.	<i>2.00</i>	<i>5.00</i>	<i>4.5530</i>	<i>.72534</i>
Students actively participate in Scrabble competitions.	<i>1.00</i>	<i>5.00</i>	<i>3.1889</i>	<i>1.06557</i>
The school promotes Scrabble participation.	<i>1.00</i>	<i>5.00</i>	<i>3.1659</i>	<i>1.09296</i>
Learners show interest in Scrabble activities.	<i>1.00</i>	<i>5.00</i>	<i>3.1244</i>	<i>.99452</i>
Students regularly participate in volleyball activities.	<i>1.00</i>	<i>5.00</i>	<i>4.4240</i>	<i>.85796</i>
The school organizes volleyball competitions.	<i>1.00</i>	<i>5.00</i>	<i>4.2581</i>	<i>.97551</i>
Volleyball attracts active student involvement.	<i>1.00</i>	<i>5.00</i>	<i>4.3088</i>	<i>.92374</i>

The findings show that students regularly participated in football activities ($M = 4.25$, $SD = 1.35$), football competitions attracted many students ($M = 4.62$, $SD = 0.74$), and schools supported students' participation in football ($M = 4.61$, $SD = 0.80$). These high mean scores indicate a very high level of participation and support for football activities. The relatively low standard deviations for the latter two statements suggest a strong consensus among respondents. This implies that football is one of the most popular and well-supported sporting activities in the schools studied.

Students actively participated in track events ($M = 4.26$, $SD = 0.91$), schools promoted participation in athletics races ($M = 4.28$, $SD = 0.86$), and students were motivated to engage in track competitions ($M = 4.48$, $SD = 0.78$). These results indicate a very high level of participation

in athletics activities. The findings suggest that schools provide an enabling environment that encourages students to participate in athletics competitions and track events.

Students reported active participation in field events such as jumping and throwing ($M = 4.35$, $SD = 0.88$). They further agreed that schools provided opportunities for participation in field events ($M = 4.55$, $SD = 0.64$) and that field events were popular among students ($M = 4.55$, $SD = 0.73$). The high mean scores indicate that field events are widely embraced by learners and are adequately supported by schools. The low standard deviations demonstrate consistency in respondents' perceptions.

The results reveal comparatively lower mean scores for Scrabble activities. Students' active participation in Scrabble competitions recorded a mean of 3.19 ($SD = 1.07$), schools' promotion of Scrabble participation had a mean of 3.17 ($SD = 1.09$), while learners' interest in Scrabble activities registered a mean of 3.12 ($SD = 0.99$). These findings indicate a moderate level of participation in Scrabble activities. The relatively higher standard deviations suggest greater variation in respondents' views regarding Scrabble participation compared to other sporting activities. This may imply that Scrabble receives less emphasis, attracts fewer participants, or is less popular than physical sports such as football, athletics, and volleyball.

Students regularly participated in volleyball activities ($M = 4.42$, $SD = 0.86$), schools organized volleyball competitions ($M = 4.26$, $SD = 0.98$) and volleyball attracted active student involvement ($M = 4.31$, $SD = 0.92$). These findings indicate a very high level of participation in volleyball activities. The results suggest that volleyball is among the major sports promoted within schools and enjoys substantial student engagement.

The study findings reveal that students generally reported high to very high levels of participation in games and sports activities. Specifically, football participation was very high (Means ranging from 4.25–4.62). Athletics and track events recorded very high participation levels (Means ranging from 4.26–4.48). Field events were highly popular and strongly supported by schools (Means ranging from 4.35–4.55). Volleyball activities attracted high student involvement and school support (Means ranging from 4.26–4.42). Scrabble recorded only moderate participation and interest (Means ranging from 3.12–3.19).

Overall, football, athletics, field events, and volleyball were the most popular and actively promoted sporting activities, while Scrabble received comparatively lower participation.

Based on the descriptive statistics, the study concludes that there is a high level of students' participation in games and sports activities in the secondary schools studied. Schools appear to provide substantial support and opportunities for participation in football, athletics, field events, and volleyball, resulting in strong student engagement. However, participation in Scrabble activities remains moderate, suggesting a need for schools to strengthen the promotion of intellectual and indoor games alongside physical sports. Therefore, games and sports programmes are well established within the schools and have the potential to contribute positively to students' holistic development, including physical fitness, teamwork, discipline and academic success.

Table 4.3: Showing Level of Participation of Students in Games and Sports, N= 20 (Sport Teachers and Coaches)

	Descriptive Statistics			
	Minimum	Maximum	Mean	Std. Deviation
Students regularly participate in football activities.	5.00	5.00	5.0000	.00000
Football competitions attract many students.	4.00	5.00	4.9000	.30779
The school supports students' participation in football.	4.00	5.00	4.8500	.36635
Students participate actively in track events.	4.00	5.00	4.8000	.41039
The school promotes participation in athletics races.	4.00	5.00	4.7500	.44426
Students are motivated to engage in track competitions.	3.00	5.00	4.7000	.57124
Students participate in field events such as jumping and throwing.	4.00	5.00	4.8500	.36635
The school provides opportunities for field event participation.	4.00	5.00	4.9000	.30779
Field events are popular among students.	4.00	5.00	4.7500	.44426
Students actively participate in Scrabble competitions.	1.00	5.00	4.3500	1.18210
The school promotes Scrabble participation.	1.00	5.00	4.2000	1.39925
Learners show interest in Scrabble activities.	1.00	5.00	4.2000	1.39925
Students regularly participate in volleyball activities.	2.00	5.00	4.3500	1.13671
The school organizes volleyball competitions.	2.00	5.00	4.4000	1.04630
Volleyball attracts active student involvement.	2.00	5.00	4.5000	1.00000

The data presented in *Table 4.3* were analysed using descriptive statistics, specifically means and standard deviations. This method was appropriate because the responses from sport teachers and

coaches were collected using a Likert-scale questionnaire, which measures the extent of agreement with statements regarding students' participation in games and sports. The mean was used to determine the average level of agreement, while the standard deviation was used to assess the degree of variation or consistency in respondents' views.

The findings indicate that sport teachers and coaches strongly agreed that students regularly participate in football activities ($M = 5.00$, $SD = 0.00$), football competitions attract many students ($M = 4.90$, $SD = 0.31$), and schools support students' participation in football ($M = 4.85$, $SD = 0.37$). The mean score of 5.00 and a standard deviation of 0.00 show complete agreement among all respondents that students actively participate in football. The very high mean scores and low standard deviations suggest a strong consensus that football is highly popular and receives substantial institutional support.

The results reveal that students actively participate in track events ($M = 4.80$, $SD = 0.41$), schools promote participation in athletics races ($M = 4.75$, $SD = 0.44$), and students are motivated to engage in track competitions ($M = 4.70$, $SD = 0.57$). These findings indicate a very high level of participation in athletics and track events. The relatively low standard deviations show that sport teachers and coaches shared similar views regarding students' enthusiasm and involvement in athletics activities.

Teachers and coaches agreed that students participate in field events such as jumping and throwing ($M = 4.85$, $SD = 0.37$), schools provide opportunities for field-event participation ($M = 4.90$, $SD = 0.31$), and field events are popular among students ($M = 4.75$, $SD = 0.44$). The very high mean scores demonstrate that field events are widely promoted and attract considerable student participation. The low standard deviations indicate a high degree of agreement among respondents.

The findings show that students actively participate in Scrabble competitions ($M = 4.35$, $SD = 1.18$), schools promote Scrabble participation ($M = 4.20$, $SD = 1.40$), and learners show interest in Scrabble activities ($M = 4.20$, $SD = 1.40$). Although the mean scores suggest a high to very high level of participation, the relatively large standard deviations indicate considerable differences in respondents' opinions. This suggests that while some schools strongly support Scrabble activities, others may provide limited opportunities, resulting in varying levels of participation and interest among students.

The results indicate that students regularly participate in volleyball activities ($M = 4.35$, $SD = 1.14$), schools organize volleyball competitions ($M = 4.40$, $SD = 1.05$), and volleyball attracts active student involvement ($M = 4.50$, $SD = 1.00$). These mean scores show a very high level of participation in volleyball activities. However, the comparatively larger standard deviations suggest that participation levels may vary across schools, although overall perceptions remain positive.

The findings from sport teachers and coaches reveal a very high level of students' participation in games and sports activities across the schools studied. Specifically, football recorded the highest participation and support levels (Means = 4.85–5.00), with near-unanimous agreement among respondents. Athletics and track events showed very high participation and motivation among students (Means = 4.70–4.80). Field events such as jumping and throwing were highly popular and strongly supported by schools (Means = 4.75–4.90). Volleyball activities attracted substantial student involvement and institutional support (Means = 4.35–4.50). Scrabble activities also recorded positive participation levels (Means = 4.20–4.35), though respondents exhibited greater variation in their views, suggesting differences in implementation across schools.

Overall, sport teachers and coaches perceived that students actively participate in a wide range of games and sports activities, with football, athletics, field events, and volleyball receiving the strongest support and participation. The findings suggest that schools have created favourable environments that encourage student engagement in co-curricular sporting activities.

4.2.1. Interview Findings from Deputy Head Teachers and Chairperson KDSC

To substantiate the quantitative findings from sport teachers and coaches, the qualitative data obtained from deputy head teachers echoed similar views, confirming that students' participation in games and sports was generally very high across the sampled secondary schools. During the interviews, deputy head teachers consistently reported that schools had deliberately invested in promoting sports participation by allocating time on the school timetable, facilitating inter-house and inter-school competitions, motivating students to join different sporting disciplines, and supporting teachers responsible for sports. They emphasized that football remained the most popular sport because of students' interest, community support, and the availability of playing fields. One deputy head teacher explained:

"Football attracts almost every student in our school. Whenever training or competitions are announced, many learners voluntarily register to participate. It has become part of our school culture." (Deputy Head Teacher 3)

Regarding athletics and track events, deputy head teachers observed that participation had increased due to regular preparation for district and regional competitions. They noted that athletics provided opportunities for both boys and girls to showcase their talents, particularly those who might not participate in team sports. As one participant remarked:

"We encourage athletics because every learner has an opportunity to participate according to his or her ability. During athletics season, participation is always very high." (Deputy Head Teacher 6)

The deputy head teachers further confirmed that field events, including long jump, high jump, shot put, discus, and javelin, had received increasing attention from schools. According to the respondents, schools had acquired basic equipment and trained games teachers to support students interested in these events. One deputy head teacher stated:

"Although football is the most popular, we also encourage field events because they help identify students with different talents. Many students are now interested in jumping and throwing activities." (Deputy Head Teacher 2)

Similarly, deputy head teachers acknowledged that volleyball enjoyed considerable participation, especially among female students, because it required relatively fewer facilities and could be organized within the school compound. They indicated that regular practice sessions and interclass competitions had contributed to sustaining students' interest. One respondent observed:

"Volleyball has become one of the most active games in our school. Both boys and girls participate, although girls tend to show greater interest." (Deputy Head Teacher 5)

Concerning scrabble, deputy head teachers agreed that participation was positive but comparatively lower than physical sporting activities. They attributed this variation to differences in the availability of trained patrons, learning materials and schools' emphasis on mind games. As one deputy head teacher explained:

"Scrabble is available in our school, but participation depends on whether there is a committed teacher to organize it. Some schools prioritize it more than others." (Deputy Head Teacher 1)

Generally, the views of deputy head teachers reinforced the quantitative findings from sport teachers and coaches by demonstrating that students actively participate in a broad range of games and sports activities. The interview evidence suggests that strong administrative support, provision of sporting opportunities, structured school programs, and positive student attitudes have collectively created conducive environments for high participation in football, athletics, field events, volleyball, and, to a lesser extent, scrabble. These qualitative findings therefore strengthen the conclusion that participation in games and sports is well established across the sampled secondary schools.

4.3. Research Question Two

What are the strategies for management of indiscipline of student athletes in Secondary Schools in Kitgum Municipality?

The data presented in *Table 4.4* were analysed using descriptive statistics, specifically means and standard deviations. This method was appropriate because the study sought to establish the level of school discipline practices as perceived by students using Likert-scale items. The mean score was used to determine the average level of agreement with each statement, while the standard deviation measured the extent of variation in respondents' opinions.

Table 4.4: Showing the strategies for management of indiscipline of student athletes in Secondary Schools in Kitgum Municipality, N= 217 (Students)

	Descriptive Statistics			
	Minimum	Maximum	Mean	Std. Deviation
The school has clearly defined rules and regulations.	3.00	5.00	4.7742	.44062
Students are adequately informed about school rules.	3.00	5.00	4.6912	.55408
School rules guide students' behaviour effectively.	3.00	5.00	4.6636	.58706
Guidance and counselling services are accessible to students.	1.00	5.00	4.6083	.68619

Counselling programmes help students address behavioural problems.	2.00	5.00	4.6498	.53308
Guidance and counselling contribute to improved student discipline.	3.00	5.00	4.5853	.56385
Teachers acknowledge students who demonstrate good behaviour.	3.00	5.00	4.4332	.74312
Positive behaviour is appreciated by school management.	2.00	5.00	4.4562	.67985
Recognition motivates students to behave responsibly.	1.00	5.00	4.4608	.69361
Disciplined students are rewarded by the school.	2.00	5.00	4.5115	.73981
Rewards encourage students to comply with school rules.	3.00	5.00	4.3917	.70614
Reward systems contribute to reducing indiscipline.	1.00	5.00	4.3272	.87074
Behavioural expectations are clearly communicated to students.	3.00	5.00	4.3687	.66842
School rules are enforced consistently.	1.00	5.00	4.3917	.91718
Fair enforcement of rules promotes student discipline	1.00	5.00	4.3917	.94699

School Rules and Regulations. The findings indicate that students strongly agreed that the school has clearly defined rules and regulations ($M = 4.77$, $SD = 0.44$), students are adequately informed about school rules ($M = 4.69$, $SD = 0.55$), and school rules effectively guide students' behaviour ($M = 4.66$, $SD = 0.59$). These very high mean scores suggest that schools have established clear disciplinary frameworks and ensure that students understand the expected standards of conduct.

The low standard deviations indicate a high level of agreement among respondents.

Guidance and Counselling Services. Students agreed that guidance and counselling services are accessible ($M = 4.61$, $SD = 0.69$), counselling programmes help students address behavioural problems ($M = 4.65$, $SD = 0.53$), and guidance and counselling contribute to improved student discipline ($M = 4.59$, $SD = 0.56$). The findings demonstrate a very high level of effectiveness and accessibility of guidance and counselling services. This implies that schools use counselling as an

important strategy for addressing behavioural challenges and promoting positive conduct among learners.

Recognition of Positive Behaviour. The results show that teachers acknowledge students who demonstrate good behaviour ($M = 4.43$, $SD = 0.74$), positive behaviour is appreciated by school management ($M = 4.46$, $SD = 0.68$), and recognition motivates students to behave responsibly ($M = 4.46$, $SD = 0.69$). These findings indicate that schools actively recognize and appreciate positive behaviour among students. Such recognition appears to serve as a motivational tool that encourages responsible conduct and adherence to school expectations.

Reward Systems. Students reported that disciplined students are rewarded by the school ($M = 4.51$, $SD = 0.74$), rewards encourage compliance with school rules ($M = 4.39$, $SD = 0.71$), and reward systems contribute to reducing indiscipline ($M = 4.33$, $SD = 0.87$). The very high mean scores suggest that reward systems are widely used and are perceived as effective in reinforcing desirable behaviour and reducing cases of indiscipline. Although the standard deviation for the contribution of rewards to reducing indiscipline is slightly higher, the overall responses remain strongly positive.

Communication and Enforcement of Behavioural Expectations. The findings further indicate that behavioural expectations are clearly communicated to students ($M = 4.37$, $SD = 0.67$), school rules are enforced consistently ($M = 4.39$, $SD = 0.92$), and fair enforcement of rules promotes student discipline ($M = 4.39$, $SD = 0.95$). These results suggest that schools make deliberate efforts to communicate expected behaviour and apply disciplinary measures consistently and fairly. While there was slightly greater variation in responses regarding consistency and fairness of enforcement, students generally agreed that these practices contribute positively to discipline.

The findings reveal a very high level of implementation of school discipline practices across the schools studied. Specifically, secondary schools have clearly defined and well-communicated rules and regulations (Means = 4.66–4.77). Guidance and counselling services are accessible and contribute significantly to student discipline (Means = 4.59–4.65). Positive behaviour is recognized and appreciated by both teachers and school management (Means = 4.43–4.46). Reward systems are used to reinforce discipline and encourage compliance with school rules (Means = 4.33–4.51). Behavioural expectations are clearly communicated and school rules are generally enforced consistently and fairly (Means = 4.37–4.39). Overall, all indicators recorded

mean scores above 4.30, reflecting students' strong agreement that effective discipline practices are implemented within their schools.

Based on the findings, the study concludes that there is a very high level of school discipline practices in the schools studied. Students perceive that schools have clear rules and regulations, effective guidance and counselling programmes, recognition and reward systems, and fair mechanisms for communicating and enforcing behavioural expectations. These disciplinary measures appear to create an environment that promotes responsible behaviour and minimizes indiscipline among students. Consequently, the strong presence of these discipline practices is likely to contribute positively to students' participation in school activities and overall educational outcomes.

Table 4.5: Showing the strategies for management of indiscipline of student athletes in Secondary Schools in Kitgum Municipality, N= 20 (Sport Teachers and Coaches)
Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
The school has clearly defined rules and regulations.	4.00	5.00	4.4000	.50262
Students are adequately informed about school rules.	4.00	5.00	4.4000	.50262
School rules guide students' behaviour effectively.	4.00	5.00	4.3000	.47016
Guidance and counselling services are accessible to students.	3.00	5.00	4.1500	.48936
Counselling programmes help students address behavioural problems.	3.00	5.00	4.1500	.48936
Guidance and counselling contribute to improved student discipline.	4.00	5.00	4.3000	.47016
Teachers acknowledge students who demonstrate good behaviour.	4.00	5.00	4.0500	.22361
Positive behaviour is appreciated by school management.	3.00	5.00	4.0000	.32444
Recognition motivates students to behave responsibly.	4.00	5.00	4.1000	.30779
Disciplined students are rewarded by the school.	2.00	5.00	3.9500	.88704

Rewards encourage students to comply with school rules.	2.00	5.00	4.0500	.82558
Reward systems contribute to reducing indiscipline.	2.00	5.00	4.1500	.74516
Behavioural expectations are clearly communicated to students.	1.00	5.00	3.9500	.75915
School rules are enforced consistently.	2.00	5.00	4.1500	.67082
Fair enforcement of rules promotes student discipline	2.00	5.00	4.0500	.60481

Table 4.5 above presents the perceptions of sport teachers and coaches regarding the level of school discipline practices that support students' participation in games and sports. The analysis was conducted using descriptive statistics (means and standard deviations), where the mean scores indicate the level of agreement with each statement and the standard deviations show the degree of consistency among respondents.

School Rules and Regulations. The findings show that sport teachers and coaches agreed that schools have clearly defined rules and regulations ($M = 4.40$, $SD = 0.50$), students are adequately informed about school rules ($M = 4.40$, $SD = 0.50$), and school rules effectively guide students' behaviour ($M = 4.30$, $SD = 0.47$). These high mean scores indicate that schools have established disciplinary frameworks that are well communicated to students. The relatively low standard deviations suggest strong agreement among respondents regarding the effectiveness of school rules in guiding student behaviour.

Guidance and Counselling Services. The respondents agreed that guidance and counselling services are accessible to students ($M = 4.15$, $SD = 0.49$), counselling programmes help students address behavioural problems ($M = 4.15$, $SD = 0.49$), and guidance and counselling contribute to improved student discipline ($M = 4.30$, $SD = 0.47$). These findings suggest that guidance and counselling play an important role in maintaining discipline and addressing behavioural challenges among students. The low standard deviations indicate consistency in respondents' views.

Recognition of Positive Behaviour. Teachers and coaches agreed that teachers acknowledge students who demonstrate good behaviour ($M = 4.05$, $SD = 0.22$), positive behaviour is appreciated by school management ($M = 4.00$, $SD = 0.32$), and recognition motivates students to behave

responsibly ($M = 4.10$, $SD = 0.31$). The findings imply that schools value positive behaviour and use recognition as a strategy for encouraging responsible conduct among students. The very low standard deviations show a strong consensus among respondents.

Reward Systems. The results indicate that disciplined students are rewarded by the school ($M = 3.95$, $SD = 0.89$), rewards encourage students to comply with school rules ($M = 4.05$, $SD = 0.83$), and reward systems contribute to reducing indiscipline ($M = 4.15$, $SD = 0.75$). These findings suggest that reward systems are generally implemented in schools and are perceived to have a positive influence on students' behaviour. However, the relatively higher standard deviations indicate some variation in how reward systems are applied across schools.

Communication and Enforcement of Behavioural Expectations. The respondents agreed that behavioural expectations are clearly communicated to students ($M = 3.95$, $SD = 0.76$), school rules are enforced consistently ($M = 4.15$, $SD = 0.67$), and fair enforcement of rules promotes student discipline ($M = 4.05$, $SD = 0.60$). These findings demonstrate that schools strive to communicate expected standards of behaviour and enforce rules fairly. The moderate variation in responses suggests that while these practices are generally present, their implementation may differ slightly from one school to another.

The findings from sport teachers and coaches indicate a high level of implementation of school discipline practices that support students' participation in games and sports. Importantly, schools have clearly defined and well-communicated rules and regulations (Means = 4.30–4.40). Guidance and counselling services are accessible and contribute to improved student discipline (Means = 4.15–4.30). Positive behaviour is recognized and appreciated by teachers and school management (Means = 4.00–4.10). Reward systems are used to encourage compliance with school rules and reduce indiscipline (Means = 3.95–4.15). Behavioural expectations are communicated, and school rules are generally enforced consistently and fairly (Means = 3.95–4.15).

Generally, the mean scores ranging from 3.95 to 4.40 indicate that sport teachers and coaches perceive discipline management practices in their schools to be effective. The findings suggest that clear rules, guidance and counselling, recognition, rewards, and fair enforcement mechanisms collectively contribute to maintaining student discipline and creating a conducive environment for participation in games and sports.

4.3.1. Interview Findings from Deputy Head Teachers and Chairperson KDSC

The qualitative findings from deputy head teachers corroborated the views expressed by sport teachers and coaches, confirming that schools had established effective discipline management practices that promote students' participation in games and sports. During the interviews, deputy head teachers emphasized that maintaining discipline was a shared responsibility involving the school administration, teachers, games and sports departments, guidance and counselling units, and student leaders. They explained that clear behavioural expectations enabled students to participate in sports within an orderly and supportive environment.

Regarding school rules and regulations, deputy head teachers unanimously reported that every school had documented rules that were communicated to students during orientation, assemblies, classroom meetings, and sports briefings. They noted that students were expected to uphold discipline both during normal school activities and while participating in games and sports. One deputy head teacher remarked:

"Every learner is made aware of the school rules from the first day. Before any sports activity or competition, students are reminded about discipline, respect for officials, teamwork, and proper conduct. This has greatly reduced cases of misconduct during sports." (Deputy Head Teacher 2)

The deputy head teachers further confirmed that guidance and counselling services played a significant role in promoting discipline among student athletes. Rather than relying solely on punishment, schools increasingly adopted counselling and mentorship approaches to help learners address behavioural challenges and remain actively engaged in sports. One participant explained:

"When students misbehave, we first engage them through counselling instead of immediately applying harsh punishment. Many learners change their behaviour after guidance, and they continue participating positively in games and sports." (Deputy Head Teacher 5)

Interviewees also emphasized that recognizing and appreciating positive behaviour motivated students to maintain discipline. They explained that disciplined students and successful sports participants were acknowledged during assemblies, prize-giving ceremonies, and sports days, which encouraged others to emulate them. As one deputy head teacher observed:

"Students who demonstrate discipline, commitment, and good sportsmanship are publicly recognized. Such appreciation motivates others to behave well because they also want to be acknowledged." (Deputy Head Teacher 1)

Similarly, deputy head teachers reported that reward systems had become an important strategy for reinforcing positive behaviour and encouraging active participation in games and sports. Rewards included certificates, trophies, medals, sports uniforms, leadership opportunities, and public recognition. According to one respondent:

"We reward students who perform well and maintain discipline through certificates, medals, and recognition during assembly. This encourages both good behaviour and continued participation in sports." (Deputy Head Teacher 4)

Concerning the enforcement of school rules, deputy head teachers stressed that discipline measures were applied consistently and fairly to all students regardless of their sporting abilities. They argued that equal treatment enhanced students' confidence in the school disciplinary system and minimized perceptions of favouritism. One deputy head teacher stated:

"Whether a student is our best footballer or an ordinary learner, the school rules apply equally. Consistency in enforcing discipline helps students understand that talent does not exempt anyone from responsibility." (Deputy Head Teacher 6)

Generally, the voices of deputy head teachers reinforce the quantitative findings from sport teachers and coaches by demonstrating that effective discipline management is built on clearly communicated rules, accessible guidance and counselling services, recognition of positive behaviour, reward systems, and fair and consistent enforcement of school regulations. The qualitative evidence suggests that these complementary practices create an orderly, supportive, and motivating school environment that encourages students to participate responsibly in games and sports while minimizing indiscipline.

4.4. Research Question Three

What is the relationship between participation of students in games and sports and management of indiscipline of students of games and sports in secondary schools in Kitgum municipality?

The data in *Table 4.6* below were analysed using the Pearson Product-Moment Correlation Coefficient (Pearson Correlation). This statistical technique was appropriate because the study sought to determine the relationship between management of indiscipline and students' participation in games and sports. Pearson correlation is suitable for examining the strength and direction of association between two continuous variables measured on interval or composite Likert-scale scores.

Table 4.6: Showing the Relationship between the Level of Participation of Students in Games and Sports and Management of Indiscipline of Students in Games and Sports

		Correlations	
		Level of Participation of Students in Games and Sports	Management of Indiscipline of Students in Games and Sports
Level of Participation of Students in Games and Sports	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
Management of Indiscipline of Students in Games and Sports	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	

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

NB: The correlation coefficient (r) ranges from -1 to +1:
 r = 0 indicates no relationship. r = +1 indicates a perfect positive relationship. r = -1 indicates a perfect negative relationship.

Values between 0.40 and 0.59 indicate a moderate positive relationship. The p-value (Sig.) determines whether the relationship is statistically significant.

The results show a Pearson correlation coefficient of $r = 0.548$ between management of indiscipline of students in games and sports and the level of participation of students in games and sports. This indicates a moderate positive relationship between the two variables.

The positive coefficient implies that as the effectiveness of managing student indiscipline increases, the level of students' participation in games and sports also tends to increase. Conversely, poor management of indiscipline is likely to be associated with lower levels of participation in games and sports activities.

The significance value is $p = 0.000$, which is less than the conventional significance level of 0.01 ($p < 0.01$). This means that the observed relationship is statistically significant and is unlikely to have occurred by chance. The double asterisks (*) further confirm that the relationship is significant at the 1% level of significance (2-tailed).

The correlation analysis revealed that there is a moderate positive relationship between management of indiscipline and students' participation in games and sports ($r = 0.548$). The relationship is statistically significant ($p = 0.000 < 0.01$). Improved management of indiscipline is associated with increased student participation in games and sports activities. Effective disciplinary practices appear to create a conducive environment that encourages students to engage actively in sports and co-curricular activities.

The study concludes that management of indiscipline has a significant positive relationship with students' participation in games and sports. Schools that effectively manage student behaviour through clear rules, guidance and counselling, recognition of positive behaviour, reward systems, and fair enforcement of regulations are more likely to experience higher levels of student participation in games and sports activities.

Therefore, the null hypothesis stating that there is no significant relationship between management of indiscipline and students' participation in games and sports is rejected. The alternative hypothesis is accepted, indicating that effective management of indiscipline plays an important role in promoting active student involvement in games and sports. The findings suggest that strengthening disciplinary management systems can enhance participation in co-curricular activities and contribute to students' holistic development.

Chapter Five

Discussions, Conclusions and Recommendations

5.0. Introduction

This chapter presents discussions of the findings in chapter four above based on the research questions formulated under chapter one above. Conclusions were drawn from the findings and several recommendations were made to the different stakeholders.

5.1. Discussions

This section discusses the findings of the study as it begins with reports on the level of participation of students in games and sports in secondary schools in Kitgum Municipality as presented below.

5.1.1. Level of Participation of Students in Games and Sports in Secondary Schools

The findings of this study indicate that students' participation in games and sports activities was generally high to very high, with football, athletics, field events, and volleyball attracting the greatest participation, while scrabble recorded comparatively lower participation among students, although teachers and coaches still rated it positively. These findings are consistent with several empirical studies.

The findings resonate with Koller, Yale and Human (2024), who reported that schools providing diverse sporting opportunities and supportive physical education programs recorded higher learner participation rates. Their study established that team sports such as football and volleyball remain the most preferred activities because they encourage peer interaction, teamwork, competition, and enjoyment. Similarly, the present study found football to have the highest participation levels among both students and sport teachers, suggesting that the popularity of team sports enhances learners' willingness to engage in school sports programs.

The study is also in agreement with Chaput (2020), who observed that regular participation in physical activity among school-going adolescents is strongly influenced by the availability of structured sports programs and supportive school environments. Chaput argued that schools offering organised athletics and recreational activities significantly increase students' participation and physical fitness. This corresponds with the present findings where athletics, track events, and field events attracted very high participation, indicating that schools have successfully created opportunities that encourage learners to participate actively in sports.

Similarly, the findings support Kahan (2023), who found that student participation in school sports is highest in activities requiring minimal specialised equipment and those embedded within school traditions, particularly football, athletics, and volleyball. Kahan further noted that institutional support, qualified coaches, and regular competitions significantly motivate students to participate consistently. The high ratings by both students and sports teachers in the current study suggest that these enabling factors may equally exist in the sampled schools.

The findings further agree with Wachira et al. (2022), whose study in African secondary schools revealed that participation in games and sports improves where schools prioritise sports through adequate supervision, regular inter-school competitions, and administrative support. They found football and athletics to dominate participation because they are culturally popular, relatively affordable, and widely promoted within school systems. This closely mirrors the present findings where football and athletics consistently received the highest participation ratings from both categories of respondents.

Likewise, the findings are consistent with Sealy (2024), who reported that students are more likely to participate actively in sports when schools provide inclusive sporting environments, accessible facilities, and encouragement from teachers and coaches. Sealy observed that while physical sports generally attract high participation, mind sports such as chess and scrabble often receive less attention due to limited promotion and fewer competitive opportunities. This observation aligns with the current study where scrabble registered only moderate participation among students despite teachers perceiving relatively higher levels of engagement.

However, the findings differ from studies that report declining participation in school sports due to increasing academic demands, limited facilities, inadequate funding, and growing student engagement in digital entertainment. While some scholars argue that learners increasingly

withdraw from extracurricular sports because of examination pressure and excessive screen time, the present study found consistently high participation levels in most sporting activities. This discrepancy may be explained by contextual differences, as the sampled schools may have stronger sports programs, better administrative support, more active sports teachers and coaches, or a school culture that values co-curricular participation more than the settings examined in the contrasting studies. Additionally, the higher ratings reported by teachers compared to students, particularly for scrabble, suggest possible differences in perception regarding the actual level of student engagement across different sporting disciplines.

5.1.2. Management of Indiscipline of Student Athletes in Secondary Schools

The findings demonstrate that the sampled secondary schools exhibit a high to very high level of implementation of school discipline practices, characterized by clearly communicated rules and regulations, accessible guidance and counselling services, recognition of positive behaviour, use of reward systems, and consistent enforcement of school rules. These findings were consistently reported by both students and sport teachers/coaches, suggesting that schools have established structured disciplinary systems that support students' participation in games and sports.

The findings are consistent with Norlin (2020), who found that schools with clearly defined and consistently communicated rules create orderly learning environments that promote responsible student behaviour and active participation in both academic and co-curricular activities. Norlin argued that when students understand behavioural expectations, they are more likely to comply with school regulations and participate confidently in school programmes. This supports the present findings where clearly communicated rules recorded the highest mean scores among both students and sport teachers.

Similarly, the findings agree with Botha (2021), who established that effective school discipline depends on preventive rather than punitive approaches. Botha emphasized that schools implementing structured disciplinary policies, learner support systems, and positive behavioural interventions experience fewer disciplinary cases and greater student engagement. The high ratings for guidance and counselling, positive behaviour recognition, and fair rule enforcement in the present study reflect this preventive approach to discipline.

The study further supports Davenport (2024), who reported that positive school climates are strengthened when behavioural expectations are clearly communicated and disciplinary

procedures are applied consistently across all students. Davenport concluded that fairness and consistency in discipline enhance students' trust in school administration and increase their willingness to participate in school activities, including sports. This closely aligns with the present findings where respondents highly rated fairness and consistency in enforcing school rules.

The findings also resonate with Martens and Vealey (2024), who argued that discipline within school sports is best achieved through supportive coaching practices, clear expectations, and positive reinforcement rather than punishment. They observed that athletes perform better and demonstrate higher commitment when coaches consistently reinforce appropriate behaviour and maintain structured team standards. The current findings, particularly those reported by sport teachers and coaches regarding recognition of positive behaviour and reward systems, support this perspective.

Likewise, the findings are consistent with Cross (2025), who found that schools emphasizing positive behavioural support systems experience improved student discipline, reduced misconduct, and greater participation in extracurricular activities. Cross noted that recognizing desirable behaviour encourages students to internalize school values instead of merely complying with rules out of fear of punishment. This corresponds with the present findings where positive behaviour was highly appreciated by teachers and school management.

The findings further agree with Pramono and Ardiansyah (2024), whose study demonstrated that accessible guidance and counselling services significantly improve students' behavioural adjustment, emotional regulation, and adherence to school rules. They concluded that counselling interventions are particularly effective when integrated into the overall school discipline framework. Similarly, respondents in the present study rated guidance and counselling services very highly, indicating their important role in maintaining discipline.

The study also supports Burden (2025), who emphasized that positive reinforcement through reward systems is an effective strategy for promoting desirable student behaviour. Burden argued that recognizing discipline and achievement motivates students to maintain acceptable conduct while enhancing participation in both classroom and sporting activities. The present findings similarly indicate that reward systems are widely used to reinforce discipline and encourage compliance with school regulations.

The findings resonate with Zinsser and Silver (2022), who highlighted the importance of socialemotional learning and supportive relationships in promoting student self-discipline. Their study found that schools investing in counselling, emotional support, and positive teacher-student interactions experience fewer behavioural challenges. The high ratings for counselling services and recognition of positive behaviour in the present study reinforce this conclusion.

Similarly, the findings are in agreement with Adeyemo (2020), who found that comprehensive discipline frameworks combining clear rules, supportive interventions, and consistent monitoring contribute significantly to positive school climates and improved student behaviour. Their findings support the current results showing that multiple complementary discipline practices operate simultaneously to promote orderly school environments.

The findings further align with Arora (2023), who observed that schools implementing transparent behavioural expectations and equitable disciplinary procedures record higher levels of student cooperation and participation in school programmes. Arora concluded that students are more willing to engage in school activities when disciplinary systems are perceived as fair and predictable. This is reflected in the present study where fairness and consistency in rule enforcement received high ratings.

The results also agree with Gous (2022), who established that school leadership plays a central role in sustaining discipline through effective communication, teacher collaboration, and recognition of positive behaviour. Gous emphasized that discipline is strengthened when school administrators actively support teachers and maintain consistent standards across all school activities, including sports. The high ratings from both students and sport teachers suggest that such leadership practices are present within the sampled schools.

Finally, the findings are consistent with Kottawatta (2025), who found that schools promoting restorative discipline practices, counselling services, and student participation in decision-making achieve higher levels of behavioural compliance and student wellbeing. Kottawatta argued that discipline should focus on personal growth rather than punishment alone, a perspective reflected in the present findings where counselling and positive reinforcement were highly valued alongside clear school regulations.

Despite the strong agreement with the above studies, the findings contrast with research suggesting that many secondary schools continue to struggle with ineffective discipline due to inconsistent rule enforcement, inadequate counselling services, overcrowded classrooms, teacher shortages, and reliance on punitive disciplinary measures. Such studies argue that weak institutional capacity often undermines discipline and reduces students' participation in school activities, including sports. In contrast, the present study found uniformly high ratings across almost all discipline indicators from both students and sport teachers. These differences may be attributed to contextual variations among schools, differences in leadership quality, resource availability, implementation of positive discipline policies, or the specific characteristics of the sampled schools, which may have invested more heavily in structured discipline systems than schools examined in contrasting studies.

5.1.3. Relationship between Participation of Students in Games and Sports and Management of Indiscipline of Students in Games and Sports in Secondary Schools

The correlation analysis revealed a moderate positive and statistically significant relationship between students' participation in games and sports and management of indiscipline ($r = 0.548$, $p < 0.01$). This implies that increased participation of students in games and sports makes it easier for authorities to effectively manage indiscipline. The findings suggest that schools that successfully promote students' participation in games and sports through provision of multiple games and sporting activities, ensuring frequent participation and in-depth engagement of students in the sporting and games activities find it easy to control the indiscipline of students.

The findings are consistent with Eather et al. (2023), who found that students' participation in physical activity and organized sports led to significant improvement of behavioural management. Their study demonstrated that schools with supportive participation in games and sports experience higher levels of student engagement hence learners feel safe, respected, and motivated to behave well. This supports the present finding that increased participation in games and sports makes it easier for students' indiscipline to be managed.

Similarly, the findings agree with Smith et al. (2019), who established that students' commitment to school activities improves behaviour management by fostering orderly learning environments and reducing behavioural disruptions. Smith and his team concluded that when students participate

in participate in extracurricular activities, including sports, discipline is managed fairly and consistently. The significant positive relationship found in the current study reinforces this conclusion.

The study also resonates with Nothnagle and Knoester (2022), who reported that effective school discipline enhances students' sense of belonging and school connectedness, which in turn increases participation in athletics and other co-curricular programmes. They argued that disciplined school climates encourage cooperation, teamwork, and mutual respect, creating favourable conditions for sports participation. This aligns with the present findings showing that better management of indiscipline is associated with higher student involvement in games and sports.

Likewise, the findings support Thompson and Davidson (2020), who observed that schools implementing greater engagement in physical education and school sports experiences effective management of indiscipline. They emphasized that supportive skill development and active participation minimizes classroom and playground conflicts. The moderate positive relationship identified in this study confirms the importance of effective sports participation as a promoter of indiscipline management.

The findings further agree with Ouyang et al. (2020), whose research demonstrated that student participation in extracurricular activities are significant predictors of school climate and behavioural management. They found that schools that engage in collaborative activities such as sports flourish in effective disciplinary systems that provide psychologically safe environments where students are more confident. The current findings similarly indicate that improved participation in games and sports contributes positively to indiscipline management.

The results are also consistent with Johnson and Johnson (2018), whose Social Interdependence Theory emphasizes that active participation in group activities leads to cooperative learning environments characterized by mutual respect, shared responsibility, and positive interpersonal relationships. They argued that, conversely, disciplined environments foster trust and cooperation, which are essential for successful participation in team sports. The present findings support this theoretical perspective by demonstrating that greater involvement in games and sports contributes to effective management of indiscipline.

Furthermore, the findings resonate with Joseph (2015), who found that effective students' motivation to participate in school programmes improves indiscipline management by creating structured and supportive learning environments. Joseph concluded that schools promoting participation in co-curricular activities experience positive discipline, fairness, as students develop confidence, responsibility, and commitment to school life. This is reflected in the current findings where improved participation in games and sports leads to significant enhancement of management of indiscipline.

Although the present findings demonstrate a significant positive relationship between students' participation in games and sports and management of indiscipline, some studies have reported contrasting results. These studies argue that Management of indiscipline is influenced more strongly by factors such as the availability of sports facilities, qualified coaches, funding, parental support, peer influence, individual motivation, and students' interests than by participation in games and sports alone. According to this perspective, even schools with high will of participation in games and sports may experience difficulty in management of indiscipline if they lack adequate infrastructure, equipment, or opportunities for competition. Conversely, some schools with sports participation challenges may still record ease of management of indiscipline because of record culture of discipline in such schools. These differences suggest that while participation in games and sports is an important determinant of management of indiscipline, it interacts with other institutional, social, and personal factors in influencing it.

5.2. Conclusions

Schools appear to provide substantial support and opportunities for participation in football, athletics, field events, and volleyball, resulting in strong student engagement. However, participation in Scrabble activities remains moderate, suggesting a need for schools to strengthen the promotion of intellectual and indoor games alongside physical sports.

The study concludes that there is a very high level of school indiscipline management practices in the schools studied. Students perceive that schools have clear rules and regulations, effective guidance and counselling programmes, recognition and reward systems, and fair mechanisms for communicating and enforcing behavioural expectations.

The study therefore, concludes that students' participation in games and sports has a significant positive relationship with management of indiscipline. Schools that higher levels of student participation in games and sports activities, effectively manage students' behaviour through clear rules, guidance and counselling, recognition of positive behaviour, reward systems, and fair enforcement of regulations.

5.3. Recommendations

School administrators should sustain and strengthen participation in highly popular sports such as football, athletics, field events, and volleyball while deliberately promoting less-participated activities such as scrabble through awareness campaigns, inter-school competitions, provision of equipment and specialised coaching. Broadening participation across both physical and mind sports will enable students with diverse talents and interests to benefit from comprehensive cocurricular development while enhancing inclusive participation in school sports programmes.

Secondary school administrators should sustain and strengthen positive discipline practices by ensuring that school rules remain clearly communicated, guidance and counselling services are adequately resourced, reward systems are consistently implemented, and disciplinary procedures are applied fairly across all students. Continuous training for teachers, sport coaches, and school leaders in positive behaviour management and restorative discipline approaches will further enhance student discipline and promote sustained participation in games and sports.

School administrators should strengthen positive discipline management by consistently implementing clear school rules, expanding guidance and counselling services, recognizing positive behaviour, and applying disciplinary measures fairly while integrating these practices with well-resourced sports programmes. Such an approach will create a supportive school climate that encourages greater student participation in games and sports while promoting holistic learner development.

5.4. Suggestions for Further Studies

- 1) Influence of School Discipline Practices on Students' Participation in Co-curricular Activities in Secondary Schools.
- 2) School Climate, Student Discipline, and Participation in Games and Sports in Secondary Schools.

- 3) Effect of Positive Behaviour Management Strategies on Students' Participation in Games and Sports in Secondary Schools.

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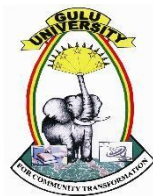
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Appendices

Appendix A: Introduction Letter

GULU UNIVERSITY

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OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

20th May 2026

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Oyet Nelson Mackenzie (Reg No. 23/U/0677/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University. He is undertaking research on the Topic:

PARTICIPATION OF STUDENTS IN GAMES AND SPORTS AND MANAGEMENT OF INDISCIPLINE IN TEN SECONDARY SCHOOLS IN KITGUM MUNICIPALITY

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,

Assoc. Prof. Denis Thaddeus Ofoyuru
Dean, Faculty of Education and Humanities

GULU
P.O. BOX 166 GULU



UNIVERSITY
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Dean, Faculty of Education and Humanities

Appendix B: Questionnaire for Sports Teachers and Coaches.

This questionnaire is designed to collect information from, Sports Teachers and Coaches from each of the 10 secondary schools in Kitgum municipality (From Krejcie table) and it is geared towards investigating the Influence of Participation of students in Games and Sports and Management of Indiscipline of Students in Secondary Schools in Kitgum Municipality.

Part A: Demographic Information

i). Title of Respondent (Tick Appropriately)

ii). Sex: Male ☐ Female ☐ iii).

Experience (Tick in the appropriate boxes)

	1Year	2 Years	3Years	4 Years	5 and above Years
Experience:					

iv). Age: v).

Marital Status (Tick as appropriate): Married ☐ Single ☐

Part B: Participation of Students in Games and Sports in Secondary Schools in Kitgum Municipality

In this section, rate your level of agreement using Likert scale: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Not Sure (NS); 4 = Agree (A); 5 = Strongly Agree (SA)

S/N	Statements on the Level of Participation of students in Games and Sports	SA	A	NS	D	SD
1	Football					
a.	Students regularly participate in football activities.					
b.	Football competitions attract many students.					
c.	The school supports students' participation in football.					
2	Track Events					
a.	Students participate actively in track events.					
b.	The school promotes participation in athletics races.					
c.	Students are motivated to engage in track competitions.					
3	Field Events					
a.	Students participate in field events such as jumping and throwing.					

b.	The school provides opportunities for field-event participation.					
c.	Field events are popular among students.					
4	Scrabble					
a.	Students actively participate in Scrabble competitions.					
b.	The school promotes Scrabble participation.					
c.	Learners show interest in Scrabble activities.					
5	Volleyball					
a.	Students regularly participate in volleyball activities.					
b.	The school organizes volleyball competitions.					
c.	Volleyball attracts active student involvement.					

Part C: Manage the Indiscipline of Student Athletes in Secondary Schools in Kitgum Municipality

In this section, rate your level agreement using Likert scale: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Not Sure (NS); 4 = Agree (A); 5 = Strongly Agree (SA)

S/N	Statement on Manage the Indiscipline of Student Athletes in Secondary Schools	SA	A	NS	D	SD
1	Setting Clear and Specific Rules					
a.	The school has clearly defined rules and regulations.					
b.	Students are adequately informed about school rules.					
c.	School rules guide students' behaviour effectively.					
2	Guidance and Counselling					
a.	Guidance and counselling services are accessible to students.					
b.	Counselling programmes help students address behavioural problems.					
c.	Guidance and counselling contribute to improved student discipline.					
3	Recognizing Positive Behaviours					
a.	Teachers acknowledge students who demonstrate good behaviour.					

b.	Positive behaviour is appreciated by school management.					
c.	Recognition motivates students to behave responsibly.					
4	Rewarding Positive Behaviours					
a.	Disciplined students are rewarded by the school.					
b.	Rewards encourage students to comply with school rules.					
c.	Reward systems contribute to reducing indiscipline.					
5	Clear Behavioural Expectations and Consistent Enforcement					
a.	Behavioural expectations are clearly communicated to students.					
b.	School rules are enforced consistently.					
c.	Fair enforcement of rules promotes student discipline					

Appendix C: Questionnaire for Student Athletes in each of the ten secondary schools This questionnaire is designed to collect information from Student Athletes in each of the 10 secondary schools in Kitgum municipality (From Krejcie table), and it is geared towards investigating the influence of Participation of athletes in games and sports and management of discipline of students in secondary schools in Kitgum Municipality.

Part A: Demographic Information

i). Title of Respondent (Tick Appropriately)

ii). Sex: Male ☐ Female ☐ iii).

Class (Tick in the appropriate boxes)

	S1	S2	S3	S4	S5 & 6
Class:					

iv). Age:

v). Name of School: vii).

Name of Division:

Part B: Participation of Students in Games and Sports in Secondary Schools in Kitgum Municipality

In this section, rate your level of agreement using Likert scale: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Not Sure (NS); 4 = Agree (A); 5 = Strongly Agree (SA)

S/N	Statements on the Level of Participation of students in Games and Sports	SA	A	NS	D	SD
1	Football					
a.	Students regularly participate in football activities.					
b.	Football competitions attract many students.					
c.	The school supports students' participation in football.					
2	Track Events					

a.	Students participate actively in track events.					
b.	The school promotes participation in athletics races.					
c.	Students are motivated to engage in track competitions.					
3	Field Events					
a.	Students participate in field events such as jumping and throwing.					
b.	The school provides opportunities for field-event participation.					
c.	Field events are popular among students.					
4	Scrabble					
a.	Students actively participate in Scrabble competitions.					
b.	The school promotes Scrabble participation.					
c.	Learners show interest in Scrabble activities.					
5	Volleyball					
a.	Students regularly participate in volleyball activities.					
b.	The school organizes volleyball competitions.					
c.	Volleyball attracts active student involvement.					

Part C: Manage the Indiscipline of Student Athletes in Secondary Schools in Kitgum Municipality

In this section, rate your level agreement using Likert scale: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Not Sure (NS); 4 = Agree (A); 5 = Strongly Agree (SA)

S/N	Statement on Manage the Indiscipline of Student Athletes in Secondary Schools	SA	A	NS	D	SD
1	Setting Clear and Specific Rules					
a.	The school has clearly defined rules and regulations.					
b.	Students are adequately informed about school rules.					
c.	School rules guide students' behaviour effectively.					
2	Guidance and Counselling					

a.	Guidance and counselling services are accessible to students.					
b.	Counselling programmes help students address behavioural problems.					
c.	Guidance and counselling contribute to improved student discipline.					
3	Recognizing Positive Behaviours					
a.	Teachers acknowledge students who demonstrate good behaviour.					
b.	Positive behaviour is appreciated by school management.					
c.	Recognition motivates students to behave responsibly.					
4	Rewarding Positive Behaviours					
a.	Disciplined students are rewarded by the school.					
b.	Rewards encourage students to comply with school rules.					
c.	Reward systems contribute to reducing indiscipline.					
5	Clear Behavioural Expectations and Consistent Enforcement					
a.	Behavioural expectations are clearly communicated to students.					
b.	School rules are enforced consistently.					
c.	Fair enforcement of rules promotes student discipline					

Appendix D: Interview Guide for Chairperson Kitgum Secondary Schools Sports Association and Deputy headteachers

This interview guide is designed to collect information geared towards investigating the influence of Participation of athletes in games and sports and management of discipline of students in secondary schools in Kitgum Municipality.

Part A: Demographic Information

i). Title of Respondent (Tick Appropriately)

ii). Sex: Male ☐ Female ☐ iii). Class/
Experience (Tick in the appropriate boxes)

Experience:	1Year	2 Years	3Years	4 Years	5 and above Years

iv). Age: v).

Marital Status (Tick as appropriate): Married ☐ Single ☐

Part B: Participation of Students in Games and Sports in Secondary Schools in Kitgum Municipality

1. Do your learners participate in the following games and sports?

Football Yes or No

Track Events Yes or No

Field Events Yes or No

Scrabble Yes or No

Volleyball Yes or No

Part C: Manage the Indiscipline of Student Athletes in Secondary Schools in Kitgum Municipality.

1. Do you use the following strategies when managing indiscipline in schools?

Setting Clear and Specific Rules Yes or No

Guidance and Counselling Yes or No

Recognizing Positive Behaviours Yes or No

Rewarding Positive Behaviours Yes or No

Clear Behavioural Expectations and Consistent Enforcement Yes or No

Appendix E: A Sketch Map of Kitgum Municipality Showing the Study Area



Appendix F: Krejcie & Morgan (1970), Table for Determining Sample Size

<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