

**MANAGEMENT OF CO-CURRICULAR ACTIVITIES AND STUDENTS' SOCIAL
SKILLS DEVELOPMENT IN THE GOVERNMENT-AIDED SECONDARY SCHOOL
SCHOOLS IN NGORA DISTRICT - UGANDA**

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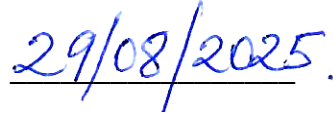
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DECLARATION

I declare that the information in this research report is original and, to the best of my knowledge, has never been published and submitted for any academic award to any Institution of learning.




OPOLOT DAVID MICHAEL



DATE

APPROVAL

This research report, entitled 'Management of co-curricular activities and social skills development in Government Secondary schools in Ngora County in Ngora District', has been supervised and is ready for submission so as to proceed to the next level.

Signed---------- Date 29/08/2025

Dr. Aaron Mulyanyuma

DEDICATION

This piece of work is dedicated to my beloved parents, the late Okui Samson Jackson and my mother, Aarakit Lucy Okui, whose love and support made me what I am today. To my wife, Akurut Naume, who has remained a source of my strength, my children, Hope, Brian, David, and Hannah, who have been a source of motivation.

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LIST OF ACRONYMS

USE: Universal Secondary School

UPPET: Universal Post Primary Education and Training

BTVET: Business, Technical, Vocational Education and Training

MOES: Ministry of Education and Sports

UBOS: Uganda Bureau of Statistics

UNESCO: United Nations Educational, Scientific, and Cultural Organization.

WHO: World Health Organization

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ABSTRACT

The co-curricular activities in schools are aimed at developing desired social skills among the students. However, government-aided secondary schools in Ngora District are below the desired standard, and there is insufficient data to explain how the management of co-curricular activities is utilized to promote the development of desired social skills among the students. This study, therefore, aimed at examining the influence of management of co-curricular activities on students' social skills in government-aided secondary schools in Ngora District. Specifically, the study aimed at examining the influence of management of games on students' social skills, assessing the influence of management of debates on students' social skills, and establishing the influence of management of athletics on students' social skills. The study adopted a descriptive research design involving both qualitative and quantitative methods. The population of the study included head teachers, deputy head teachers, teachers, and students. A sample of 349 respondents participated in the study, and data were collected using questionnaires, Focus Group Discussions, and interviews. The Statistical Package for Social Sciences (SPSS) Version 21 was used to analyze quantitative data, whereas content analysis was used to analyze qualitative data. Findings revealed that management of games significantly influences students' social skills in government-aided secondary schools in Ngora District, as reflected by the regression analysis with the R Square value of 0.242 (24.2%) and the ANOVA^a with a P value of 0.000; management of debate significantly influences students' social skills in government-aided secondary schools in Ngora District, as shown by the regression analysis with the R Square of value 0.310 (31.0%) and the ANOVA^a with a P value of 0.000; . It was also found out that management of athletics significantly influences students' social skills in government secondary schools in Ngora District, as portrayed by the regression analysis with the R Square value of 0.501 (50.1%) and the ANOVA^a with a P value of 0.000. The study concludes that management of games, debate, and athletics is critical in enhancing students' social skills in schools. It is recommended that the school administration devise strategies for expanding the resources to provide all the students with opportunities to engage in the co-curricular activities.

Key Words: *co-curricular activities, Students' social skills, Government-Aided Secondary Schools, Ngora District*

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, problem statement, and purpose of the study, objectives, research questions, justification, significance, scope, conceptual framework, definition of terms, and a summary of the chapter.

1.1 Background of the Study

Social skills comprise a set of learned behaviors that guide individuals in interacting effectively with others, fostering cooperation, empathy, communication, and conflict resolution, while preventing antisocial or maladaptive reactions (Santos et al., 2025; Efendy et al., 2023). The development of these skills enables students to participate meaningfully in classroom activities, engage collaboratively with peers, and navigate social situations constructively, thereby enhancing both their academic and socio-emotional outcomes (Bakadorova et al., 2020). Moreover, well-developed social skills strengthen teacher-student relationships by promoting mutual understanding, respect, and effective communication, which collectively contribute to a supportive and positive learning environment where students are more motivated, resilient, and capable of achieving their learning goals (Hagenauer et al., 2021; CASEL, 2025).

In recent decades, numerous programs focused on social skills have been developed worldwide to assist students in cultivating pro-social behaviours and interpersonal competencies. For instance, the Collaborative for Academic, Social, and Emotional Learning (CASEL) continues to support the integration of evidence-based social and emotional learning (SEL) programs in education from preschool through high school. Conversely, challenges related to students' social skills remain a significant issue in secondary schools globally, indicating the necessity for instruction in skills essential for academic success (OECD, 2025). Evidence from multiple studies indicates a consistent, reliable effect of SEL programs on students' social, emotional, behavioural, and academic outcomes at all grade levels and across various

demographic variables (OECD, 2025). Moreover, the OECD Survey on Social and Emotional Skills highlights critical patterns in students' social-emotional development, particularly during early adolescence, underscoring the vital role of SEL in fostering academic success and well-being (OECD, 2025).

In the United States, recent reports have highlighted significant concerns regarding students' preparedness in essential social skills necessary for success in the 21st-century workforce. According to America's Promise Alliance (2024), while 61% of students reported feeling connected to their teachers and peers, only 64% indicated that their high school experiences adequately prepared them for life after graduation. Furthermore, nearly half of the students surveyed expressed that they lacked sufficient opportunities to develop leadership, teamwork, and interpersonal skills, illustrating a persistent gap between the skills students need and those they acquire (America's Promise Alliance, 2024). Similarly, the Afterschool Alliance (2024) found that a substantial proportion of adolescents are not developing critical social competencies; approximately 45% of program providers reported that students miss opportunities to engage in meaningful social interactions with peers and supportive adults, which are essential for cultivating effective communication, collaboration, and problem-solving skills. These statistics collectively underscore the ongoing challenge in equipping young people with the social skills necessary for academic, social, and professional success in contemporary society (Afterschool Alliance, 2024).

In sub-Saharan regions, fostering critical thinking and social skills has become a key focus in education to support students (Ijaiya et al, 2020). In Nigeria, however, educational management practices prioritize memorization and rote learning, focusing on examination-oriented education (Allen et al., 2016; Mitana et al., 2018). For instance, Iyamu et al. (2019) point out that a significant barrier to effective teaching in Nigeria is the instructional behaviors of secondary school teachers, especially considering the crucial role of secondary education in national development. They argue that secondary school teachers struggle to communicate effectively, attributing this to deficiencies in the curriculum, which, according to

their analysis of the teacher training programs, emphasizes academic content over other important activities outside the classroom.

Given the outstanding benefits of social skills to students, it is disappointing how little or almost no attention is paid to weighing the credit social skill practice, exposure to job contexts, and the analysis of such skills through all careers by several stakeholders (Weidmann et al., 2021). When social skills are lacking, teachers are unable to fully involve students in a range of learning activities, particularly those that require collaboration.

However, the concept of management of co-curricular activities in schools, as advanced by Eccles et al. (2023) describes management of co-curricular activities in terms of pro-social activities like management of school games, team sports such as athletics, and academic clubs like debate. All such activities occur outside the classroom, and they play important roles in the intellectual, social, literary, and literary skills development of students, providing learning experiences. This is in line with Jumali et al. (2019) in that co-curricular activities comprise the self-driven activities of students to gain knowledge, talents, and soft skills in a learning environment that is more entertaining. In addition, co-curricular activities well managed can also develop generic skills that can influence the personal development of students, such as cooperation, respect, empathy, communication, and stress management, among others (Noraini et al., 2020).

Despite the advantages of well-managed co-curricular activities, Coakley (2024) highlights that teachers are often doubtful about participation, arguing that schools should concentrate solely on narrowly defined academic results, with minimal regard for the role of co-curricular activities in developing students' social skills today. Schlinger (2020) points out that a lack of focus on extracurricular activities results in students being inattentive and unprepared during class, exhibiting aggressive behavior towards peers and educators, struggling to participate in cooperative learning, and displaying disruptive behaviors, which ultimately hampers their academic abilities, including study skills, problem-solving skills, critical thinking and

decision-making skills, as well as mastery and performance skills, and task management skills.

The social skills highlighted in this study include cooperation, respect, empathy, communication, and stress management, as these are fundamental aspects that significantly affect students' lives overall. Cooperation stands out as a crucial skill since it enables students to collaborate with others toward shared objectives, fostering respect, resourcefulness, and problem-solving abilities. Respect equally helps students to develop quality and emotionally intelligent relationships, especially as it teaches students how to recognize what behaviour is respectful and what behaviour is disrespectful is important for educators to support them by modeling respect in front of and around students through role play. Stress management encompasses various techniques and therapeutic approaches designed to regulate an individual's stress levels, particularly chronic stress, to enhance daily functioning.

In Uganda, a report by RELI Social Skills Survey, October 2018, indicates that approximately 60 out of 100 of the population are below the age of 24 years and are of the school-going age. The report adds while the government has pledged to attain Universal Secondary Education (USE), there are distinct shortcomings in education and training for the time after school as it leaves the students without adequate qualification for the labour market; they have neither the technical skills required for employment, nor the necessary social skills to have the self-esteem to confront situations (RELI, 2018). The Strategic Report of the Ministry of Education and Sports (2015) in Uganda indicates that students are not receiving the necessary skills and knowledge essential for their future employability. Additionally, the UNESCO Global Monitoring Report on School Closures during the COVID-19 Pandemic (2021) reveals that children in Uganda lost a total of 149 school days due to the suspension of educational programs. This disruption has significantly impacted children's literacy and numeracy skills, leading to increased dropout rates and exposing them to various risks, including child labor, deteriorating mental health, and sexual exploitation. Notably, many teenage girls have experienced early pregnancies and have become victims of child marriages, largely attributed to inadequate cooperation, limited

stress management abilities, and poor communication skills (UNESCO, 2021).

Although the government of Uganda, through the Ministry of Education and Sports, instituted Physical Education a policy with the drive “A healthy mind in a healthy body” with all its benefits to the key players in the education system, such as the learners (Handbook on Teacher and Training Policies, September 2010). In Ngora district, such enormous benefits are still a nightmare, especially as students face challenges as a result of limited exposure to social skills (Ngora District Education Report, 2021)

It is against this context that the researcher investigated the management of co-curricular activities and the social skills of students in government-aided secondary schools located in the Ngora district.

1.2 Statement of the Problem

Students' Social skills development by providing a supportive environment that encourages positive interactions, values-based education, diverse experiences, and opportunities for personal growth in government secondary schools in Ngora district is still below the desired standard. According to Ngora District Education Department Annual Report (NDEDAR, 2022), government-aided schools ranked worst in as far as development of social skills among the students. The report indicates that students have poor communication and conflict resolution skills. In the period between 2018-2023, more than 80% of these schools reported increased involvement in frequent misunderstandings, bullying, and dependence on adults to make decisions and mediate conflicts (Association of Secondary School Headteachers in Ngora District Report, 2023). As a consequence, this has contributed to academic difficulties among students, strained peer relationships, students' involvement in bullying, decreased self-esteem among students, and other behavioral problems among students in schools (NDEDAR, 2022). Although previous studies as Shabib et al. (2021) found that co-curricular activities train learners to take responsibility, and leadership, and contribute to shaping the balanced and integrated personality of learners, there is insufficient data to explain how the management of co-curricular activities in

government secondary schools is utilized to promote social skills among the students in Ngora District. This study, therefore, examined how management of co-curricular activities in government-aided secondary schools in Ngora district influences students' social skills.

1.3 General objective

To examine the influence of management of co-curricular activities on students' social skills in government-aided secondary schools in Ngora District, Uganda.

1.4 Specific objectives of the Study

The specific objectives of the study were;

- i. To examine the influence of management of games on students' social skills in government-aided secondary schools in Ngora District.
- ii. To assess the influence of management of debates on students' social skills in government-aided secondary schools in Ngora District.
- iii. To establish the influence of management of athletics on students' social skills in government-aided secondary schools in Ngora District.

1.5 Research Questions

- i. How does the management of games influence student social skills in government-aided secondary schools in Ngora District?
- ii. How does the management of debates influence student social skills in government-aided secondary schools in Ngora District?
- iii. How does the management of athletics influence student social skills in government-aided secondary schools in Ngora District?

1.6 Scope of the Study

This section presents the geographical scope, content scope, and time scope of the study.

1.6.1 Geographical Scope

The study was conducted in Government-aided secondary schools located in Ngora District, Eastern Uganda. Ngora District is bordered by Soroti District to the north, Kumi District to the east, Pallisa District to the south, and Serere District to the west. The geographical coordinates of the Ngora District Headquarters are 01 30N, 33 48E (UBOS, 2014). The district has six government-aided secondary schools spread across the four counties of Kobwin, Kaping, Mukura, and Ngora. This district was chosen because students' social skills are typically limited (Ngora District Education Registry, 2021).

1.6.2 Content Scope

The content of the study was limited to government-aided secondary schools, and it focused on the influence of management of three constructs of the co-curricular activities on students' social skills in the secondary schools in Ngora District, which include games, debates, and athletics.

1.6.3 Time Scope

The period from 2022 was considered for this study. This is the period during which students returned to school after two years of lockdown as a result of the COVID-19 pandemic, which could have had a serious impact on students' social skills.

1.7 Justification of the study

The importance of students' social skills must not be overlooked. There is a need to address issues for proper resource allocation and usage, such as all school facilities, staff, and instructional materials. This study will also bring out issues around wastage in terms of students' failure to achieve their potential dreams as a result of a lack of students' social skills. This will give space for education practitioners in secondary schools to ably address Goal No. 04 "Quality education" of the Sustainable Development Goal.

1.8 Significance of the study

This study can benefit several stakeholders in secondary education in Uganda.

For school administrators in Ngora district, the findings can provide evidence-based guidance on how to design and manage co-curricular programs that are aligned with school objectives, utilize available resources effectively, and promote student participation. Additionally, the findings can help administrators make informed decisions on prioritization, scheduling, and monitoring of such programs.

For teachers in schools in Ngora district, the study can offer strategies for integrating co-curricular activities into everyday teaching practice, transforming them from occasional events into consistent platforms for experiential learning.

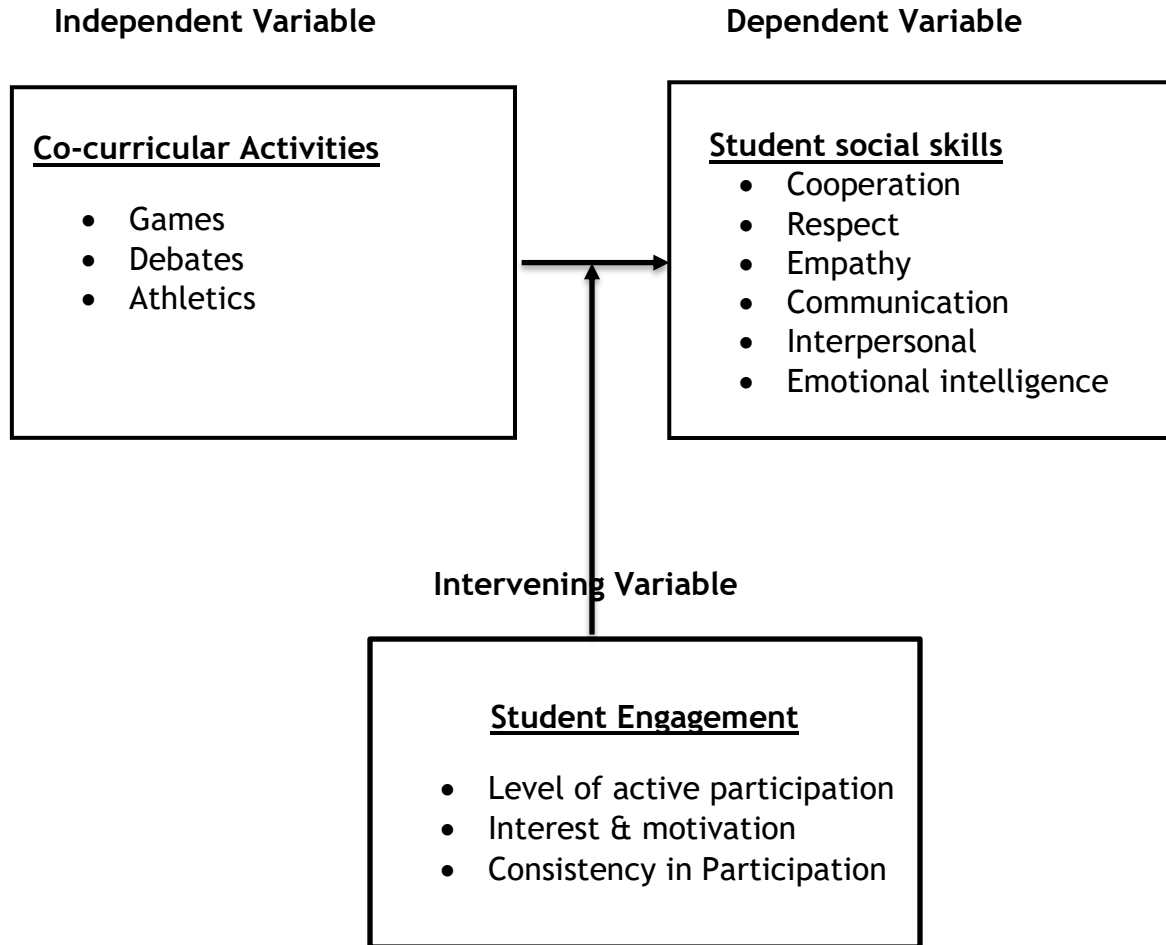
For students in Ngora district, the research emphasizes the tangible benefits of active engagement in co-curricular programs, showing how participation fosters interpersonal skills, self-confidence, and a sense of responsibility. This can be particularly significant for students, who are expected to play an active role in community leadership and problem-solving after school.

For education policymakers and local government authorities, the study provides empirical evidence that can inform resource allocation, policy formulation, and capacity-building initiatives aimed at strengthening co-curricular management in government-aided secondary schools. By aligning these activities with the national education policy's goal of producing well-rounded graduates, the study's recommendations can help bridge policy-practice gaps in the district.

1.9 Conceptual Framework

A conceptual framework constitutes a structured array of concepts that the researcher employs to accomplish defined objectives. This study centered on the administration of co-curricular activities and their impact on the social skills of students in government schools within Ngora District. The foundation of the study is illustrated in Figure 1 below:

CONCEPTUAL FRAMEWORK



Source: (Regoniel, 2015, Vygotsky, 1978; Bandura, 1986; Weiss & Wiese-Bjornstal, 2019; Storey, 2010; Bailey et al., 2018))

The conceptual framework, Fig. 1.1, for this study delineates the hypothesized relationships between the management of co-curricular activities, student engagement, and the development of students' social skills. The independent variable, management of co-curricular activities, encompasses organized school-based programs such as games, debates, and athletics. The dependent variable, students' social skills development, refers to cooperation, respect, empathy, communication, interpersonal, and emotional intelligence. Central to this framework is the intervening variable, student engagement, which captures the degree of active participation, motivation, and commitment exhibited by students during co-curricular

activities. The framework postulates that effective management of co-curricular activities enhances student engagement, which in turn mediates and facilitates the development of social skills among the students. This theoretical positioning aligns with Vygotsky's (1978) socio-cultural perspective, which emphasizes the role of interactive experiences in cognitive and social development, and is further supported by contemporary evidence linking structured physical and intellectual activities to positive youth development outcomes (Weiss & Wiese-Bjornstal, 2019).

1.10 Definition of Key Terms

The following are definitions of the key terms in the study:

Co-curricular activities refer to activities that take place outside traditional classroom settings and serve to aid in the development of students' problem-solving skills, reasoning abilities, critical thinking, creativity, communication, and collaboration.

Games refer to recreational activities that allow students to enhance their mental and physical abilities while having fun. Each type of game stimulates a child's mind, body, and emotions in unique ways to foster their confidence and promote joy in self-expression.

Debate refers to a systematic argument. Engaging students in this activity enhances their problem-solving skills and fosters innovative thinking, while also facilitating connections between vocabulary and concepts, thereby rendering these ideas more significant and comprehensible.

Athletics refers to a sporting activity of competing in track and field events, also including medium and long-distance running.

Students' social skills refer to the skills that help people comprehend both their own emotions and the feelings of others, which are essential. Key elements in developing these skills include listening, communicating, observing, and demonstrating empathy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the related literature on the management of co-curricular activities and students' social skills development as the area of study. The literature review included a theoretical framework, and the study objectives informed of sub-themes based on games and students' social skills in secondary schools, debates and students' social skills in secondary schools, athletics and students' social skills in secondary schools, and the gaps in the current literature.

2.1 Theoretical Review

Several theories have been postulated and reaffirmed regarding the fact that good cooperation and involvement of stakeholders would easily improve students' social skills. This research reviewed the framework proposed by Arthur Chickering, which outlines the stages of identity development that learners experience in educational settings (Chickering & Reisser, 1997, 1993). Chickering posits that emotional, interpersonal, and ethical growth is as critical as intellectual advancement (1997). This perspective suggests that various school experiences can foster student development, aiding individuals in their journey toward a deeper understanding of their own identities. Chickering's vectors encompass aspects such as cultivating competence, managing emotions, progressing from autonomy to interdependence, and developing mature interpersonal relationships.

The processes of forming relationships, establishing one's identity, developing a sense of purpose, and cultivating integrity may occur concurrently; however, identity development is often regarded as a continuous and evolving process. Previous research conducted by Schuh (1989) indicates that the development of vectors is not a linear process; rather, students often engage with multiple vectors concurrently. The fourth vector, which pertains to identity development, emerges as a synthesis of the preceding three. For example, students in leadership roles within school clubs and organizations may simultaneously navigate various vectors due to the experiences

afforded by their leadership positions. Their engagement on campus could span an entire academic year, ultimately enhancing their learning experiences and fostering a deeper understanding of their own identities. Additionally, other investigations into the impact of Chickering's vectors on first-year college students reveal that participation in a diverse array of extracurricular activities significantly influences various developmental domains for this demographic (Thieke, 1994).

The implementation of Chickering's vectors promotes a variety of experiences that can facilitate student learning. However, it is essential to recognize that college students develop and grow at different rates, leading to varying degrees of comprehension. Nevertheless, Chickering's theory posits that distinct learning environments can enhance personal growth across each of the seven vectors. These experiences contribute to the cultivation of life and soft skills within a supportive atmosphere, as noted by Kuh (2011), who emphasized the importance of creating conducive conditions for student success. Most research informed by this theory has concentrated on the learning experiences of students, often overlooking the impact of co-curricular activities on the development of social skills.

2.2 Management of Games and students' social skills

The management of co-curricular activities, particularly games, plays a pivotal role in fostering students' social skills development. Structured and well-organized sports programs provide students with opportunities to develop essential social competencies such as teamwork, communication, and conflict resolution. According to a study by Muchemi and Kanjogu (2022), schools that offer well-managed sports activities promote teamwork, leadership, discipline, and resilience, qualities that are highly valued in a comprehensive educational experience. These attributes not only contribute to personal development but also foster a sense of belonging and community among students.

In the Ugandan context, the integration of traditional games into the curriculum is beneficial in promoting social skills. Research by Hartanto et al. (2021) indicates that traditional games, when combined with physical education interventions, significantly

enhance students' social behaviours and skills. The study revealed that students who engaged in traditional games with social elements demonstrated better social skills compared to those who participated in games without such elements. This underscores the importance of incorporating culturally relevant activities in the management of games to effectively develop students' social competencies.

Furthermore, the implementation of life skills programs within school-based sports activities has shown positive outcomes in fostering social and emotional development among students. A study by McMullen and Eaton (2020) examined the impact of a life skills intervention in Ugandan secondary schools, highlighting improvements in students' social, emotional, and behavioural development. The program emphasized interactive teaching methods, including discussion and problem-solving, which were integrated into sports activities to enhance students' social skills. This approach demonstrates the potential of combining life skills education with sports to create a holistic development environment for students.

2.3 Management of debates and students' social skills

Debate is a collaborative and dialogical learning approach that encourages students to apply reasoning to evaluate multiple perspectives and arrive at informed conclusions, thereby fostering decision-making and persuasive communication skills (García-González et al., 2021; Romero et al., 2022). Available literature suggests that engagement in debate activities enhances critical thinking, interpersonal communication, teamwork, and self-confidence among students, promoting both cognitive and social-emotional development (Fernández-García & Llorca, 2020; Adeyemi et al., 2021). Unlike studies conducted in tertiary education settings, emerging research highlights that debate can significantly benefit secondary school learners by cultivating social competencies, encouraging exposure to diverse viewpoints, and strengthening problem-solving abilities (Osei-Tutu et al., 2023; Akinyemi & Ojo, 2022). Furthermore, structured debate experiences offer opportunities for students to develop research literacy, analytical reasoning, and effective information processing skills, which are critical for holistic development.

Building on this evidence, the present study investigates the management of co-curricular debate activities in government secondary schools in Ngora District and their influence on students' social skills, addressing a gap in local educational research.

Recent studies indicate that the alignment between students' learning preferences and instructional strategies significantly enhances learning outcomes in debate and discussion-based settings. Research by Li, Chen, and Zhang (2021) demonstrates that when instructors adapt their pedagogical approaches to match students' preferred modes of learning, visual, auditory, or kinesthetic, students exhibit higher engagement, improved critical thinking, and enhanced comprehension. Similarly, Nguyen and Pham (2022) emphasize that recognizing individual learning preferences facilitates more effective participation in collaborative and debate-oriented activities, thereby promoting both cognitive and social development. These findings align with the learning preferences framework, which posits that tailoring instructional strategies to learners' habitual modes of information processing strengthens academic performance and knowledge retention (Keller & Suzuki, 2020). While such research underscores the importance of instructional alignment in debate education, there remains limited exploration of how the management of extracurricular activities, such as debates, can systematically enhance students' social skills, including communication, collaboration, and leadership competencies.

2.4 Management of athletics and students' social skills

Participation in organized sports activities, particularly athletics, plays a crucial role in fostering both academic achievement and personal social development among students. Numerous studies highlight that structured extracurricular involvement enhances learners' sense of belonging, self-esteem, and leadership potential (Bailey et al., 2021; Eime et al., 2022). Athletics, in particular, serve as a platform for building teamwork, discipline, and sportsmanship, all of which contribute to developing students' interpersonal competence (Holt et al., 2020). Moreover, engagement in school sports facilitates identity formation and fosters resilience, both of which are essential components of holistic learner development (Rathore &

Tewari, 2023). However, the realization of these benefits is most pronounced when educational institutions align their missions and policies to consciously integrate co-curricular activities within broader educational frameworks (MacIntosh et al., 2021).

While much of the existing research has concentrated on higher education contexts, it is imperative to examine how the management of co-curricular activities influences students' social skills, particularly within secondary schools in Ngora District, Uganda. Contemporary research underscores the substantial contributions of structured sports and co-curricular engagement to adolescents' socio-emotional development and academic success. For example, Son, Ko, and Kim (2021) found that middle school students who participated in school sports clubs exhibited significantly enhanced self-esteem and social development compared to their non-participating peers. This finding underscores the notion that such activities are instrumental in fostering personal and interpersonal growth.

Further emphasizing this point, a systematic review by Zarazaga-Peláez et al. (2024) demonstrates that extracurricular physical activity significantly correlates with improved academic achievement, with these effects mediated by cognitive, psychological, and social factors such as attention, memory, self-esteem, and self-efficacy. Additionally, research conducted by Tabvuma et al. (2023) indicates that first-year students engaged in co-curricular programs tend to display higher academic performance and retention rates, reinforcing the argument that well-managed extracurricular experiences are pivotal in fostering educational engagement and success.

Moreover, the evidence suggests that engagement in sports and co-curricular activities provides developmentally beneficial experiences that extend beyond academic environments. Such activities promote social self-concept, resilience, and academic persistence, making a strong case for a focused study on the management of these programs. The strategic administration of co-curricular activities can maximize their potential in developing students' social skills, particularly within the under-researched context of secondary schools in Ngora District, Eastern Uganda.

Here, enhancing socio-emotional outcomes through co-curricular engagement remains critically important.

Recent investigations further illustrate the significant influence of structured co-curricular engagement on fostering emotional attachment to school. For instance, a comprehensive analysis in Singapore revealed that students' autonomous motivation in co-curricular programs significantly predicted various developmental outcomes, including school belonging, communication, confidence, and teamwork (Yeo & Liem, 2022). Similarly, research from Malaysia shows that participation in co-curricular activities enhances students' social competencies, such as communication and self-confidence, by providing vital environments for meaningful interpersonal interactions (Saba, 2023).

These findings suggest a dual role of co-curricular activities, whereby they not only support academic objectives but also contribute fundamentally to social and emotional development. By reinforcing students' sense of belonging and enhancing their interpersonal skills, co-curricular programs can foster a stronger identity within the school community. Thus, this study adopts a focused lens to explore how the management of these activities may influence students' social skills development, an area that warrants further exploration in the context of secondary schools in Ngora District, Eastern Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The objective of this study was to investigate the influence of management of co-curricular activities on the development of social skills among students in government-funded secondary schools within Ngora District, Uganda. The methodological framework of this research delineated the research design, targeted population, determination of sample size, sampling techniques utilized, methods for data collection, instruments for data collection, measures for quality assurance, procedures for data analysis, evaluation of variables, and ethical considerations.

3.1 Research Design

This research employed a descriptive research design to conduct an in-depth contextual analysis of the study variables and their relevance to similar situations in other organizations (Sekaran, 2003). Additionally, a mixed-methods approach was utilized, integrating both qualitative and quantitative data collection methods to triangulate the findings (Amin, 2005). The combination of these methods offered several advantages, as they complemented one another and provided insights at various analytical levels. The qualitative component was particularly instrumental in exploring the phenomena related to the management of co-curricular activities and their impact on the development of students' social skills in government-aided secondary schools in Ngora District (Sekaran, 2003). This approach was chosen to capture nuances that might not have been addressed by the quantitative method (Amin, 2005). Conversely, the quantitative approach facilitated the collection of numerical data, which was then subjected to statistical analysis to explain, predict, and control the phenomena of interest (Amin, 2005).

3.2 Area of Study

This study was carried out in Government-aided secondary schools in Ngora District, Eastern Uganda. The district has 6 government-aided secondary schools distributed in the four counties of Kobwin, Kapir, Mukura, and Ngora. The study took place in Ngora

High School, representing a boarding school setting, and Okapel High School, which is purely a day school setting and is day. The schools were selected because of their status as boarding and day schools for comparison purposes, since students' social skills development in a boarding and day school may differ.

3.3 Study Population

The study population encompasses key stakeholders within the educational framework, including head teachers and their deputies, as well as teachers and students from S.2 and S.3. This particular group was selected due to their status as active adolescent learners who have been enrolled in secondary education for a minimum of one year. The research focused on two government-aided schools in Ngora District, comprising one boarding school and one day school, to facilitate comparative analysis. The total sample includes 2 head teachers, 2 deputy head teachers, 80 teachers, and 265 students, summing up to a total of 349 participants (Ngora District Education Registry, 2022).

3.4 Determination of the Sample Size

This was determined by Krejcie & Morgan (1970) using information obtained from Ngora District Education Registry.

Table 3.1: Sample size of respondents and sampling techniques

Population Category	Population Size	Sample size	Sampling Technique
Head teachers	2	2	Purposive sampling
Deputy Head teachers	2	2	Purposive sampling
Teachers	102	80	Simple random sampling
Students	870	265	Simple random sampling
Total	974	349	

Source: Ngora District Education Registry (2022)

3.5 Sampling Techniques and Procedure

The research utilized both purposive and simple random sampling techniques to select participants. The purposive sampling method was implemented to gather expert insights from a targeted group, which encompassed head teachers, who oversee educational institutions, and deputy head teachers, who preside over school disciplinary committees. This approach is appropriate given that purposive sampling focuses on identifying and selecting individuals or groups with specific knowledge or experience related to the phenomenon under investigation (Krejcie & Morgan, 1970; Morra Imas, & Rist, 2009). To enhance the study's credibility, simple random sampling was employed to include a larger cohort consisting of teachers and students. In this method, every member of the statistical population has an equal chance of being included in the sample (Hayes, n.d.).

3.6 Data Collection Methods

In this study, data were collected using a questionnaire, interviews, and a Focus Group Discussion.

3.6.1 Questionnaire

The questionnaire is a systematic approach for collecting standardized information from respondents through written questions (Orodho, 2014). This was employed in this study to gather data from teachers regarding co-curricular activities and their influence on students' social skills development. It enabled teachers to provide independent responses, reducing the potential for interviewer bias and allowing for reflection on their experiences and perceptions. The method incorporated structured items, measured using a five-point Likert scale (ranging from 1 - Strongly Agree to 5 - Strongly Disagree). Through this method, the study systematically captured teachers' professional background, participation in and management of co-curricular activities, observed effects on students' social skills, thereby ensuring comprehensive coverage of the research objectives while maintaining reliability and validity of the data collected.

3.6.2 Interviews

Interviews are purposeful conversations aimed at obtaining detailed and context-rich information from participants (Kvale & Brinkmann, 2015). The interviews were conducted with head teachers and deputy head teachers to gather insights into the management of co-curricular activities and their perceived impact on students' social skills development. This method was selected for its strength in eliciting in-depth perspectives from school leaders, whose strategic and administrative roles provide a comprehensive understanding of policy implementation, resource allocation, and program coordination. The interview protocol was semi-structured, allowing for a balance between consistency in questioning and flexibility to probe emerging themes. Key areas of focus included the planning, supervision, and evaluation of co-curricular programs; the integration of activities such as games, debates, and athletics into the school timetable; strategies for enhancing student participation; and perceived challenges such as inadequate funding, limited facilities, or competing academic priorities. This approach ensured that the data collected reflected both operational realities and strategic perspectives, thereby enhancing the depth and validity of the study's findings.

3.6.3 Focus Group Discussion

The focus group discussion (FGD) method, defined by Krueger and Casey (2015) as a qualitative approach that involves guided group interaction to explore participants' perceptions, experiences, and attitudes, was employed in this study to gather data from students regarding co-curricular activities and their impact on their social skills development. This method was chosen because it facilitates dynamic interaction among participants, enabling the researcher to capture shared experiences, diverse perspectives, and collective insights that may not emerge through individual interviews or questionnaires. FGDs encouraged students to reflect on their participation in activities such as games, debates, and athletics, as well as to discuss how these experiences influenced their communication, teamwork, leadership, empathy, and conflict resolution skills. The discussions were guided by a semi-structured FGD guide, allowing flexibility to probe emerging themes while ensuring

that all relevant areas were systematically covered. This method also provided a supportive environment in which students could express their opinions freely, enhancing the depth, credibility, and contextual relevance of the qualitative data collected.

3.7 Data Collection Instruments

The study used Questionnaires and an Interview guide for data collection.

3.7.1 A Self-Administered Questionnaire

A self-administered questionnaire is a structured set of written questions completed by respondents without the direct involvement of the researcher (Brace, 2018). It was employed as the primary data collection instrument in this study, specifically targeting teachers as the main respondents. It facilitated independent, unbiased, and reflective responses while accommodating participants' schedules. The questionnaire consisted of closed-ended items designed to capture teachers' opinions and perceptions toward the study variables. A five-point Likert scale was adopted due to its established effectiveness in measuring attitudinal constructs (Joshi et al., 2015), with response categories ranging from 1 (Strongly Agree) to 5 (Strongly Disagree), and intermediate options of 2 (Agree), 3 (Undecided), and 4 (Disagree). The instrument was systematically organized into sections, beginning with demographic and background information about the respondents, followed by items assessing their perceptions of participation in co-curricular activities, such as music performances, debates, and sports, and their perceived influence on students' social skills development. This structured design ensured clarity, coherence, and the collection of data relevant to the research objectives.

3.7.2 Interview Guide

An interview guide, as defined by Kvale and Brinkmann (2015), is a systematically prepared list of topics or questions intended to ensure consistency and depth in qualitative data collection while allowing flexibility for probing emerging insights. For this study, the interview guide was developed as a structured qualitative instrument to elicit comprehensive insights from head teachers and deputy head teachers on the

study variables, comprising five sections aligned with the study's conceptual framework. The guide was designed to promote open-ended, reflective responses while ensuring systematic coverage of all relevant themes, thereby enhancing the validity and richness of the qualitative data collected (Creswell & Poth, 2018).

3.7.3 Focus Group Discussion Guide

A focus group discussion (FGD) guide is a structured framework of topics and questions intended to stimulate interactive dialogue and generate in-depth qualitative data (Krueger & Casey, 2015). A focus group guide was developed to capture secondary school students' collective experiences and perceptions regarding co-curricular activities and their influence on their social skills development. The guide was organized into thematic sections, beginning with rapport-building and background information, followed by questions exploring students' participation in games, debates, and athletics, the factors influencing their involvement, and the perceived personal and social benefits derived. Designed to encourage open-ended responses and active group interaction, the guide ensured systematic coverage of all relevant themes, thereby enhancing the richness, credibility, and contextual relevance of the data collected (Morgan, 2019).

3.8 Validity and Reliability of the Instruments

3.8.1 Validity

Validity is a critical criterion that assesses the extent to which an instrument accurately measures its intended target (Kothari, 2004). It is essential because valid data collection tools are necessary for drawing meaningful inferences; data derived from instruments that do not fulfill their designated purpose are of limited use (Aila & Ombok, 2015; Kothari, 2004; Saunders et al., 2009). This study primarily focused on content validity among the three types of validity (face, content, and construct), as content validity offers a comprehensive understanding of the subject matter by incorporating elements of both face and construct validity. While face validity is particularly relevant when knowledge about the variable is minimal, construct validity becomes significant when the researcher posits that the instrument

accurately reflects a specific construct along with associated meanings, a consideration that may not apply in this instance.

The Content Validity Index (CVI) was established based on the judgments of experts. Each item within the data collection instruments underwent evaluation by three specialists, and the CVI was computed using the formula outlined below.

$$\begin{aligned} \text{CVI} &= \frac{\text{Number of items declared valid}}{\text{Total number of items}} \\ &= \frac{23}{28} \\ &= 0.82 \end{aligned}$$

As noted by Amin (2005), an instrument is deemed valid when the Content Validity Index falls within the range of 0.7 to 1.0. Consequently, the instrument was determined to be valid and was utilized for the study.

Ensuring the validity of the interview and focus group discussion guides followed a rigorous, iterative process to ensure alignment with the research objectives. Initial drafts, developed from the research questions and literature, were reviewed by a panel of three educational and social science experts, who evaluated item clarity, relevance, and comprehensiveness. Based on their written feedback, the instruments were revised and resubmitted for final approval. This systematic approach enhanced content validity and ensured contextual appropriateness for the target participants.

3.8.2 Reliability

Reliability pertains to the capacity of an instrument to yield consistent measurements. It is inherently linked to the concept of validity; an instrument can only be deemed valid if it demonstrates reliability. In this context, the reliability of the instruments will be assessed using Cronbach's coefficient alpha (α), as the items will be evaluated through a five-point Likert scale. As noted by Amin (2005), Cronbach's coefficient alpha is applicable when items are scored on a non-dichotomous scale. A coefficient of 0.886 was attained through the application of this formula within IBM® SPSS® Statistics Version 23, following a pretest of the

instrument. Amin (2005) further asserts that a reliable instrument must have a Cronbach's coefficient alpha (α) value ranging from 0.7 to 1.0. Given that the instrument achieved a Cronbach's coefficient alpha (α) within this range, it was subsequently considered reliable and deemed suitable for the study.

For qualitative tools, the interview guide and focus group discussion guide, reliability was established through a pilot study involving a small group of participants with similar characteristics to the actual study population. The pilot sessions were audio-recorded, transcribed, and analysed to determine consistency in the interpretation of questions and the type of responses elicited. Any ambiguities, inconsistencies, or leading questions identified during the pilot were revised to enhance clarity and uniformity.

3.9 Procedure of Data Collection

Before data collection, the researcher submitted a study protocol to the Uganda Christian University Research Committee for ethical approval. Additionally, a clearance and recommendation letter were obtained from the Department of Education in the Mbale Branch. These approvals were subsequently provided to the relevant authorities at government secondary schools in Ngora District.

3.10 Data Analysis and Presentation

In this study, both qualitative and quantitative data analysis methods were employed.

3.10.1 Quantitative Data Analysis

The qualitative data collected were systematically organized and coded, utilizing the Statistical Package for the Social Sciences (SPSS) for analysis. Descriptive statistics, including frequencies, percentages, and means, were employed to effectively present the analyzed quantitative data.

3.10.2 Qualitative Data Analysis

Transcriptions of interviews and focus group discussions were conducted and subsequently edited for coherence. The collected data was then systematically coded to uncover recurring patterns. Following this process, key themes were identified.

Content analysis was employed to interpret the responses, allowing for conclusions to be drawn regarding the specific research questions.

3.11 Measurement of variables

Enda and Mugenda (2003) advocate for the implementation of nominal, ordinal, and Likert-type rating scales in the design of questionnaires and the measurement of variables, a methodology employed in this study. The nominal scale was utilized to assess variables such as gender and employment status, among others. The ordinal scale was applied to gauge variables including age, educational attainment, and years of professional experience. A four-point Likert scale, encompassing response categories from 1 to 5, was employed to evaluate both independent and dependent variables. The response options were structured to reflect the presence or absence of the characteristics under investigation. The categories of the Likert scale were defined as follows: 1. Strongly Disagree, 2. Disagree, 3. Undecided, 4. Agree, and 5. Strongly Agree.

3.12 Ethical considerations

In adherence to established ethical research standards, a letter of approval from Uganda Christian University was submitted to the management of the study area to facilitate an introduction and request permission to conduct research within that jurisdiction. Subsequently, the managers acquainted the researcher with the study participants, who then confirmed their consent to take part in the research. The researcher provided a detailed explanation of the study's objectives and significance to the respondents. Assurance was given regarding the confidentiality of the information shared, with measures taken to ensure the anonymity of participants throughout the research process. Additionally, a final report of the study was made available at the Ngora District offices to ensure accessibility for the respondents. By implementing these practices, the researcher was able to cultivate trust and confidence among the participants.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter outlines the analysis, presentation, and interpretation of the study's findings. It is divided into two primary sections: an analysis of demographic data and an examination of the data about the study's objectives.

4.1 Analysis of Demographics

The analyses of demographics of the respondents were done on age, marital status, and education level as presented on Table 4.1 below.

Table 4.1: Demographic Characteristics of Respondents

Characteristics	Category	Frequency (%)
Age Bracket	18-25 years	12(15.6)
	26-35 years	42(54.5)
	36-45 years	13(16.9)
	Above 45 years	10(13.0)
Marital Status	Single	21(27.3)
	Married	53(68.8)
	Divorced	2(2.6)
	Separated	1(1.3)
Education	Diploma	42(31.2)
	Degree	51(66.3)
	Others	2(2.6)

Source: Primary data 2022

As indicated in Table 4.1, the majority of respondents were in the 26-35 age range, comprising 54.5% of the sample. Approximately 16.9% fell within the 36-45 age bracket, while those aged 18-25 represented 15.6%. In contrast, only 13.0% of respondents were aged 45 and above. This distribution suggests that the participants

varied across different age groups, contributing diverse experiences relevant to the variables being examined. Additionally, the results in Table 4.1 reveal that a significant proportion of respondents (68.8%) were married, while 27.3% were single. The representation of divorced (2.6%) and separated (1.3%) respondents was notably low. The findings show that the majority of the married. As seen in Figure 4.1 above, the results show that there were more teachers with degrees (66.3%), followed by diplomas at 31.2%, degrees (7%), and only 2 % had other qualifications that were not specified in the tool. These findings reveal that the teaching profession in Ngora District is dominated by employees with minimum qualifications, and this has implications for the level of professional expertise and subsequently the quality of teaching service delivery.

4.2 Students' Skills in Government-Aided Secondary Schools in Uganda

The dependent variable of the study was students' social skills in government-aided secondary schools in Ngora district. This was measured in terms of cooperation, respect, empathy, communication, interpersonal relationships, and emotional intelligence. The data collected is presented below.

Table 4.2: Descriptive Statistics on Social Skills

Items	SD	D	UD	A	SA	Mean
My students willingly work with each other to complete group tasks.	-	4 (5.2%)	16 (20.8%)	39 (50.6%)	18 (23.4%)	3.92
My students treat each other and teachers with respect, regardless of differences.	1 (1.3%)	4 (5.2%)	7 (9.1%)	36 (46.8%)	29 (37.7%)	4.14
My students try to understand how others feel and offer help when they are upset.	7 (9.1%)	9 (11.7%)	11 (14.3%)	21 (27.3%)	29 (37.7%)	3.73
My students express their thoughts and feelings clearly in class discussions.	6 (7.8%)	7 (9.1%)	6 (7.8%)	32 (41.6%)	26 (33.8%)	3.84
My students can make and keep friends easily by interacting politely and positively.	1 (1.3%)	1 (1.3%)	7 (9.1%)	47 (61.0%)	21 (27.3%)	4.12
My students manage their emotions well, even when they are upset or frustrated.	3 (3.9%)	3 (3.9%)	9 (11.7%)	45 (58.4%)	17 (22.1%)	3.91
Total Average Mean						3.94

Source: Primary data 2022

The results in Table 4.2 indicate that a majority of the respondents, 57(74.0%), agreed that their students willingly work with one another to complete group tasks. Furthermore, a smaller portion, 16 teachers (20.8%), were undecided. Only 4 teachers (5.2%) disagreed. The mean of 3.92 suggests that collaborative learning is generally well-practiced and positively perceived in the classroom context. It also indicates that

students are being effectively socialized to work cooperatively in group settings, a skill that is crucial for social development, teamwork, and academic engagement.

To complement the quantitative findings presented above, qualitative data were gathered through in-depth interviews with four head teachers and focus group discussions (FGDs) with students. The analysis of these narratives revealed strong support for the view that collaborative learning is both encouraged and practiced among learners in the classroom. All four head teachers interviewed affirmed that students are generally willing and motivated to engage in group tasks. They attributed this to deliberate strategies employed by teachers to promote a cooperative learning environment. Head teacher A said:

"In our school, teachers assign group work regularly, and students enjoy it. They share ideas, help each other, and even the shy ones get a chance to contribute." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

Another head teacher, B, noted:

"Group tasks have improved the learning atmosphere. Students not only support each other academically but also build friendships and social confidence through these interactions." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

These statements align with the high percentage (74.0%) of teachers who agreed in the survey that students willingly work with one another. The head teachers emphasized that group learning contributes to a culture of collaboration and mutual respect among learners.

The FGDs with students further reinforced the theme of active and positive collaborative learning. Across most groups, learners expressed a preference for group

work and acknowledged its benefits in terms of sharing knowledge and building relationships. A student in Group 4 shared:

"When we do group work, we help each other understand what the teacher has taught. If someone doesn't know, we explain." (FGD with students, April 2024)

Similarly, a student from Group 9 explained,

"Group work makes learning fun. We get to talk, discuss, and learn from one another. Sometimes, we even teach each other using our own words." (FGD with students, April 2024)

The researcher observed that students consistently displayed enthusiasm when talking about group activities. Many appreciated the opportunity to collaborate with peers, which also contributed to improved self-esteem and confidence in contributing to classroom discussions. However, a few groups mentioned occasional challenges, such as unequal participation or conflicts within groups, though they were quick to point out that teachers usually intervened to ensure fairness. A participant from Group 13 said:

"Sometimes, one person wants to do all the work, but the teacher tells us everyone should participate." (FGD with students, April 2024)

These qualitative findings support the quantitative results by confirming that collaborative learning is not only implemented but is also positively received by both teachers and students. The testimonies from head teachers and learners highlight that group work enhances student interaction, fosters a sense of belonging, and develops critical social skills. The few challenges mentioned do not overshadow the overall positive perception and practice of group collaboration in learning environments.

Findings in Table 4.2 also show that a substantial proportion of the respondents, 65(84.5%), agreed that their students treat each other and teachers with respect, regardless of differences. Only 7(9.1%) were undecided, 5(6.5%) disagreed. The mean of 4.14 indicates a generally respectful and inclusive classroom environment where mutual respect is upheld among students and between students and teachers. This reflects the existence of positive behavioral norms that support emotional safety and social harmony in the school setting, which are essential for effective learning and inclusive education.

The qualitative data obtained through interviews with four head teachers and head deputy head teachers, and Focus Group Discussions (FGDs) with 15 student groups revealed strong alignment with the quantitative results presented above. These findings affirm the presence of respectful and inclusive classroom environments where mutual respect is a shared value among students and teachers alike.

All four interviewees consistently emphasized that respect among learners and between learners and teachers is a key feature of their school culture. They attributed this to deliberate school policies, teacher modelling of respectful behaviour, and continuous sensitization of learners on values such as tolerance, kindness, and inclusion. Head Teacher A shared:

"We instill respect from the first day of school. Students are taught to appreciate differences, whether in background, ability, or opinion. This has helped reduce conflicts." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

Deputy Head Teacher B echoed a similar sentiment:

"I always encourage my teachers to be role models. When teachers treat pupils with respect, the learners automatically mirror that behaviour. We rarely deal

with disrespect cases." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

The head teachers and deputy head teachers also noted that respectful behaviour fosters emotional safety, creating a conducive environment for learning. Their responses align closely with the 84.5% of teacher respondents who agreed that students treat one another and teachers with respect. The FGDs with students revealed that learners generally perceive their classrooms as respectful and inclusive spaces. Students expressed feeling safe, valued, and free to express their thoughts without fear of ridicule. A student from Group 3 said:

"In our class, we are told to respect everyone. Even if someone is different or makes a mistake, we don't laugh. We help them." (FGD with students, April 2024)

Another student from Group 11 noted:

"We respect our teachers because they respect us too. They listen to us, and that makes us also want to behave well." (FGD with students, April 2024)

Many students also reported being guided through class rules that emphasize respect, fairness, and acceptance of others. Peer support and friendliness were mentioned as common behaviours in their day-to-day interactions. A member of Group 7 said:

"Even when new students come, we welcome them. We don't chase anyone away. Our teacher tells us we are one family." (FGD with students, April 2024)

There were a few isolated mentions of occasional misunderstandings or teasing, especially in lower classes, but students acknowledged that such issues were quickly addressed by teachers.

The voices of both head teachers and students confirm the quantitative finding that schools cultivate a respectful and inclusive environment. The high mean score of 4.14 is mirrored in the lived experiences shared during interviews and discussions. Respect is shown not only in compliance with rules but also in the day-to-day social interactions that promote emotional security, acceptance, and a sense of belonging.

Regarding whether the students in government-aided secondary schools in Ngora, students try to understand how others feel and offer help when they are upset, 50(65.0%) agreed with the statement. However, a considerable number 16(20.8%) disagreed and 11(14.3%). The mean score of 3.73 points to variability in the development of students' empathy and emotional support behaviors. The implication is that while many students exhibit empathy, some may still be developing these social-emotional competencies, suggesting the need for intentional instruction in emotional intelligence and prosocial behavior.

To gain deeper insights into students' levels of empathy and emotional support behaviors, qualitative data were gathered from four interviewees (two head teachers and two head deputy head teachers) and fifteen student focus group discussions (FGDs) across government-aided secondary schools in Ngora District. The findings show general consistency with the quantitative data, revealing that while many students do show empathy and offer support to peers, the development of such competencies is uneven across the student population.

Three out of the interviewees observed that most students are generally caring and show concern for others, especially in cases of distress or difficulty. They described incidents where students helped peers who were upset, sick, or facing personal challenges. Deputy headteacher A said:

"We've had cases where students voluntarily comfort a fellow learner who has lost a parent or is going through a difficult time. They even contribute pocket

money to support them.” (Interview with Head Teachers and Deputy Head Teachers, April 2024).

However, they also noted that not all students exhibit such behaviour consistently. One head teacher expressed concern over a growing number of students who appear emotionally detached or less responsive to others' feelings. Head Teacher B noted:

“Some students still laugh when a peer makes a mistake or is emotional. It shows that we need to do more in guiding them on empathy and how to treat others kindly.” (Interview with Head Teachers and Deputy Head Teachers, April 2024).

The FGDs revealed mixed perceptions among students regarding empathy and emotional support. Many participants recognized the importance of helping others and shared personal experiences where they supported or were supported by classmates. A student from Group 5 mentioned:

“When someone is crying or sad, we go and sit with them. Sometimes we ask the teacher to help, too.” (FGD with students, April 2024)

Another student from Group 10 shared,

“Last term, my friend lost her aunt. We helped her with her classwork and reminded her of her homework. She said she felt loved.” (FGD with students, April 2024)

Despite these positive examples, some students admitted that not all classmates are empathetic. In a few groups, students cited teasing and a lack of understanding as challenges. A participant from Group 13 remarked:

"Sometimes, if someone is quiet or looks sad, some students tease instead of helping. That makes the person feel worse." (FGD with students, April 2024)

This variation aligns with the quantitative data showing that while 65.0% of respondents agreed that students try to understand and help others, a notable proportion (20.8% disagreed and 14.3% were undecided) indicated gaps in consistent empathetic behaviour.

As to whether students in government-aided secondary schools in Ngora express their thoughts and feelings clearly in class discussions, the data show that 58(75.4%) agreed that students express their thoughts and feelings clearly. Nevertheless, 13(16.9%) disagreed, and 6(7.8%) were undecided. The mean score of 3.84 suggests that some students may still struggle with verbal expression. Implying that while communication skills are fairly well-developed in many students, there remains a need for further emphasis on activities that build confidence and clarity in self-expression, such as group discussions, presentations, and language development programs.

The qualitative data gathered from interviews with four interviewees and focus group discussions (FGDs) with fifteen student groups in government-aided secondary schools in Ngora provide supportive evidence for the quantitative findings. While a majority of students can express themselves clearly in class discussions, there are still noticeable gaps that highlight the need for continuous development in communication and self-expression skills.

All four interviewees confirmed that many of their students are increasingly confident in expressing their ideas and emotions during classroom discussions, especially when provided with a supportive learning environment. They attributed this to teaching strategies such as group work, debates, and guided discussions that encourage active participation. Head Teacher B noted:

"Most of our students participate actively. They raise their hands, ask questions, and give opinions. We see

improvement every term." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

However, some interviewees acknowledged that not all students are confident communicators. Factors such as shyness, limited vocabulary, and fear of making mistakes in front of peers still hinder some learners from expressing themselves fully. Deputy head teacher A revealed:

"We have a few students who are very quiet in class. Even when they know the answer, they fear being laughed at. These are the ones we try to encourage more during group activities." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

This aligns with the 75.4% agreement in the quantitative data, while also explaining the 16.9% disagreement and 7.8% who were undecided.

The FGDs revealed that many students feel increasingly comfortable expressing their thoughts and feelings in class, particularly in subjects that use learner-centered methods. They reported feeling supported by teachers who create opportunities for everyone to speak. A student from Group 2 said:

"Our teacher gives each of us a chance to talk. We discuss topics in groups, then one person presents. This has helped me talk more in class." (FGD with students, April 2024).

Another student from Group 8 added:

"Sometimes I get nervous, but when I see others talking, I also try. I feel good when the teacher says 'Well done.'" (FGD with students, April 2024)

However, some students admitted struggling with self-expression. Reasons cited included fear of embarrassment, limited English proficiency, and lack of confidence in public speaking. A participant from Group 14 remarked:

"I have ideas, but I find it hard to say them in English. I fear I will make mistakes." (FGD with students, April 2024)

These responses reflect the variability in verbal expression indicated by the mean score of 3.84 in the survey results.

The qualitative narratives confirm the overall finding that students in Ngora's government-aided secondary schools are developing the ability to express themselves during classroom discussions. While the majority show good verbal communication, a significant minority still experience challenges, often linked to confidence, language limitations, or classroom dynamics.

On whether students in government-aided secondary schools in Ngora can make and keep friends easily by interacting politely and positively, an overwhelming majority of teachers agreed, with 68 (88.3%) agreeing. Very few teachers were undecided (7 or 9.1%), and only 1(1.3%) disagreed. The mean of 4.12 reflects a strong consensus that students demonstrate positive interpersonal skills in friendship formation and maintenance. This suggests that most students exhibit social competence, politeness, and respect, all of which are critical for fostering stable peer relationships and emotional well-being in school settings.

To triangulate the quantitative findings indicating that 88.3% of teachers agreed students can make and keep friends easily by interacting politely and positively, the researcher conducted interviews with four interviewees (two head teachers and two deputy headteachers) and facilitated focus group discussions (FGDs) with fifteen student groups in government-aided secondary schools in Ngora. The qualitative data strongly align with the quantitative results, affirming that students exhibit good social competence and build friendships through respectful and courteous behavior.

All four head teachers reported that students generally form and maintain friendships with ease, citing respectfulness, cooperation, and mutual support as key traits observed in their interactions. Head Teacher A commented:

"Our students are very social and cooperative. They mix freely, help each other, and show mutual respect. You rarely see students isolated or bullied." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

Deputy Head Teacher B elaborated that school-based activities such as group work, clubs, and sports have contributed to strengthening positive peer relationships.

"We use team activities in and outside class to help students bond. This makes them more open and respectful to one another, and they form lasting friendships." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

These comments validate the high level of teacher agreement in the quantitative data, along with the strong mean score of 4.12. In the FGDs, students overwhelmingly expressed that they found it easy to make friends and maintain those relationships through polite and positive behaviour. They emphasized values such as sharing, helping, greeting one another, and showing kindness. A student from Group 4 said:

"We greet each other every morning, even those who are not in our class. When someone is new or alone, we go and talk to them." (FGD with students, April 2024)

Another student from Group 11 remarked:

"We help each other in class and during break time. That's how we make friends and stay close." (FGD with students, April 2024)

Students also acknowledged the importance of being polite and avoiding negative behaviours like teasing or gossiping. A participant from Group 9 remarked:

"If you are rude, people will avoid you. But if you are kind and helpful, you will always have friends." (FGD with students, April 2024)

These insights reflect the same sentiments captured in the quantitative results and suggest that students have internalized socially acceptable norms for peer interaction.

The qualitative findings confirm and enrich the quantitative results, showing that students in government-aided secondary schools in Ngora possess strong interpersonal and social skills that enable them to form and sustain friendships. Head teachers noted that the school environment fosters a culture of mutual respect and teamwork, while students provided concrete examples of friendly behaviour and positive peer relations. The overwhelming agreement among teachers (88.3%) and the mean score of 4.12 are reflected in students' accounts of friendliness, kindness, and respect. The data collectively point to a school climate that promotes emotional well-being and healthy social development.

About whether students manage their emotions well, even when they are upset or frustrated, 62 teachers (80.1%) agreed with the statement, while 9 teachers (11.7%) were undecided, and a few (3 or 3.9%) disagreed. The mean score of 3.91 indicates a general agreement, suggesting that emotional regulation is fairly common among students. This has significant implications for classroom management and academic focus, as emotional control enables students to engage meaningfully in learning,

resolve conflicts amicably, and adapt to stressful academic situations. However, the presence of some uncertainty and disagreement indicates a need for continuous support in building emotional resilience through targeted social-emotional learning initiatives.

The qualitative data obtained from interviews with four head teachers and focus group discussions (FGDs) with fifteen student groups support the quantitative findings that suggest most students in government-aided secondary schools in Ngora manage their emotions well, even when they are upset or frustrated. The mean score of 3.91 and the 80.1% agreement from teachers reflect general emotional regulation, with minor gaps noted, also reflected in the qualitative accounts.

All four interviewed participants expressed satisfaction with the way most students manage their emotions. They noted that incidents of emotional outbursts or disciplinary challenges have decreased over time due to guidance and counselling interventions and the promotion of positive behaviour in schools. Head Teacher B said:

"Most of our students have learned how to control their anger. Even when there is conflict, they report to a teacher or walk away rather than fight."
(Interview with Head Teachers and Deputy Head Teachers, April 2024).

Deputy Head Teacher C emphasized that deliberate efforts such as peer counselling, mentorship programs, and regular life skills sessions have helped learners develop emotional resilience. He stated:

"We've trained peer educators, and we also have a counselling teacher. These programs are helping students think before reacting when upset."
(Interview with Head Teachers and Deputy Head Teachers, April 2024).

However, interviewees also acknowledged that a few students still struggle with emotional regulation, especially when faced with stress from home or academic pressure. Head teacher A noted:

"Some students bottle things up or occasionally break down, especially during exams or after punishments. It's something we continue to monitor." (Interview with Head Teachers and Deputy Head Teachers, April 2024).

During the FGDs, many students expressed that they are aware of how to manage their emotions and try to stay calm even when provoked or stressed. They shared that teachers often guide them to remain composed and find peaceful ways to solve problems. A student from Group 5 said:

"If I get annoyed, I try to keep quiet or tell the teacher. Fighting is not allowed, and we are told to be patient." (FGD with students, April 2024)

A student from Group 12 mentioned:

"Sometimes I get angry, especially when someone mocks me, but I talk to my friend or go outside to cool down." (FGD with students, April 2024)

Still, a few students admitted that managing emotions is not always easy, particularly when they feel misunderstood or pressured. A student in group 7 shared:

"When I fail a test, I feel like crying. I try to hide my feelings, but it's hard sometimes." (FGD with students, April 2024)

This variability in student experiences mirrors the small percentage of teacher respondents who were undecided (11.7%) or disagreed (3.9%) in the quantitative results.

The qualitative findings echo the positive trend seen in the quantitative data, affirming that emotional regulation is a common and growing strength among students in Ngora's government-aided secondary schools. Head teachers highlighted structured emotional support systems—like counselling and life skills sessions—while students confirmed their personal strategies for managing frustration, anger, and disappointment.

The total average mean of 3.94 reflects a generally positive perception among teachers regarding their students' social-emotional behaviours and interactions. Most responses cluster around the "Agree", suggesting that students in the surveyed schools demonstrate collaborative skills, respect, empathy, communication, friendship-building, and emotional regulation to a considerable degree. However, the variability in responses to certain items indicates areas where further development is needed, particularly in empathy and verbal expression. This highlights the importance of integrating social-emotional learning into the curriculum to holistically support students' social development and academic success.

4.3 Analysis of the Study Objectives

The study was guided by three specific objectives. This section presents the data, its interpretation, and regression results as per the specific objectives.

4.3.1 The influence of management of games and students' social skills in government-aided secondary schools in Ngora District

The first objective sought to examine the influence of management of games on students' social skills in government-aided secondary schools in Ngora District. The findings are in Table 4.3.

Table 4.3: Management of Games

Indicators	SD	D	UD	A	SA	Mean
In this school, students are motivated to engage in games.	5 (6.5%)	1 (1.3%)	4 (5.2%)	29 (37.7%)	38 (49.4%)	4.22
In, this school, house/class/interschool games competitions are organized.	2 (2.6%)	-	2 (2.6%)	34 (44.2%)	39 (50.6%)	4.40
In this school, games are well managed and included in the school timetable.	1 (1.3%)	4 (5.2%)	7 (9.1%)	36 (46.8%)	29 (37.7%)	4.14
In this school, students are encouraged to participate in games that bring them together,	-	5 (6.5%)	11 (14.3%)	36 (46.8%)	25 (32.5%)	4.05
This school has developed play ground that accommodates all forms of games for students.	3 (3.9%)	2 (2.6%)	6 (7.8%)	39 (50.6%)	27 (35.1%)	4.10
In this school, students are given opportunity to share experiences and interact with each other during games.	1 (1.3%)	1 (1.3%)	9 (11.7%)	30 (39.0%)	35 (45.5%)	4.28
Total Average Mean						4.20

Source: Primary data 2022

Results in Table 4.5 indicate that cumulatively, a majority of the teachers, 67(87.1%), who participated in the study agreed that motivating students in playing games was able to develop their social skills. Only 6(7.8%) of the teachers who participated in the study agreed, and 4(5.2%) were undecided. This finding revealed that motivating students to engage in several games while in school is necessary for the development of social skills among them. This implies that as students participate in these games,

they can interact with one another, and this interaction enhances their social skills. These statistics agreed with the qualitative data from the side of interviews data from the head teachers. Responses from all four interview respondents revealed that students are motivated by their teachers and fellow students to engage in different games, and this results in the development of certain social skills among the students. As a result, students can interact with each other with limited indiscipline cases being experienced.

It was further pointed out by the majority of the respondents (in 13 out of 15 FGDs) that the motivation of students to engage in playing games assisted them in developing their social skills. One student said;

“The interactive nature of these games, which often require players to collaborate and communicate with each other to achieve common goals, has helped us to develop desired social skills” (FGD with students, April 2024)

On whether the planned house/class/interschool games competitions helped students develop interests to stay in school with skills of cooperation and interpersonal relation skills, cumulatively, higher number of teachers 73(94.8%) agreed that planned house/class/interschool games competitions helped students develop interests to stay in school with skills of cooperation and interpersonal relation skills, 2(2.6%) disagreed while 2(2.6%) were undecided with the statement. These statistical results implied that there was agreement from the teachers that planned house/class/interschool games competitions helps students develop interests to stay in school with skills of cooperation and interpersonal relation skills. In consonance to this, the responses from the FGDs reveal that planned house/class/interschool games competitions enhanced students’ development of cooperation and interpersonal relation skills as supported by one of the comments from the respondents:

Games and competitions are a popular activity in our school, from classrooms to interschool events. These

activities provide us with opportunities to engage in collaborative experiences that go beyond the confines of their daily academic routines (FGD with students, April 2024)

The above finding indicates that planned school-based game competitions create opportunities for students to collaborate with one another, and this collaboration acts as a catalyst for the development of interpersonal skills.

As to whether when games are well managed and included in the school timetable it helps integrate social skills in the students, cumulatively, majority of teachers 65(84.5%) agreed that it helps integrate social skills in the students, cumulatively, majority of teachers, only 1(1.3%) disagreed while 4(5.2%) were undecided with the statement. This statistical finding reveals that participants agreed that managing and including the games school timetable is necessary for integrating social skills in the students with limited variations. In support of this, responses from the interview with the head teachers showed that when the games are well managed, teachers carefully consider the objectives of the game and how it aligns with the desired social skills development outcomes for the students. It was further noted that well-arranged games provide opportunities for unstructured play and interaction during free or lunchtime, necessary for necessary for integrating social skills in the students. One head teacher explained:

Games provide a platform for students to interact with each other, build relationships, and learn important social cues. By managing and including games in the school timetable, educators can create opportunities for students to engage in social activities beyond the traditional classroom setting (Interview with head teachers & deputy head teachers, April, 2024).

It was further revealed in majority of the FGs (in 11 out of 15 FGs) that without proper management of games, students engage in conflicts and bullying behaviors. One student said;

“Incorporating structured games into the timetable, helps the teachers in creating a safe and inclusive environment that encourages positive social interactions that have always assisted the students to integrate the desired social skills” (FGD with students, April, 2024).

This suggests that, as the students participate in timetabled and well managed games, they are able to integrate the social skills in themselves.

Regarding whether when games at school have a component of social skills, it encourages all student to participate in the activities because social skills are relevant to everyone, cumulatively, higher number of teachers who participated in study 61(79.3%) agreed that when games at school have a component of social skills, it encourages all student to participate in the activities because social skills are relevant to everyone, only 5(6.5%) whereas 11(14.3%) were undecided with the statement. This statistical finding indicates that the teachers agreed that games with social skills, promotes students’ participation in the activities of such games with limited variations. This therefore, suggests that the games provide a platform for students to practice and enhance their social skills in a safe and controlled environment. Also, the responses from the students during FGD were in concordance with this view of the teachers. In the majoring of focus groups, it was revealed that

“Games with social skills component dictated them to participate in group activities and this enabled them to engage with each other in a fun and interactive way. Also, such games often require us collaborate and teamwork, which has helped us the students learn

social skills necessary for living with one another”
(FGD with students, April, 2024).

As to whether, when schools plan to have enough play ground to accommodate all forms of games, majority of teachers who participated in study 61(79.3%) agreed that when schools plan to have enough play ground to accommodate all forms of games students’ social skills are easily achieved, 5(6.5%) disagreed whereas 6(7.8%) were undecided with the statement. The distribution of the statistics indicates that the teachers agreed that the schools have play grounds that accommodate all forms of with low variation. Suggesting that well planned playgrounds provide opportunities for students to engage in various activities, interact with their peers, and develop essential social skills such as communication, cooperation, empathy, and problem-solving. The responses from the FGD also aligned with the above statistical revelation. In the majority of focus groups ((in 9 out of 15 FGs) it was clearly explained that enough play ground that accommodates all forms of games facilitated the development of social skills. It was further noted that enough playground offered ample opportunities for various forms of games that provided students a good environment to develop their social skills. In focus group 7 student mentioned:

“In our school field, we are able to engage in different games. You find that are those who get involved in football, others volley ball and so on. These has assisted me interact with my peers, learn rules and follow instructions so that I don’t interfere with others involved in different games from mine this has helped me build relationships and develop other skills of interacting with my peers” (FGD with students, April, 2024).

However, in the limited focus groups, the responses were contrary to the above. The respondents in these groups explained that having them get involved in different games in the same playground creates conflicts. These conflicts, in most cases,

promote negative interactions among students and permeate no mutual respect and understanding. In FG 21, one of the students noted that:

“In one field, though big enough, students argue over rules, and become aggressive towards others when they lose. This creates a hostile environment that negatively impacts the enhancement of achievement of social skills by the students” (FGD with students, April 2024).

On whether students need to be given opportunity to share experiences and interact with each other because it helps them to learn from each other as peers, cumulatively, majority of teachers who participated in study 65(84.5%) agreed that students need to be given opportunity to share experiences and interact with each other because it helps them to learn from each other as peers, 1(1.3%) disagreed whereas 1(1.3%) were undecided with the statement. The distribution of the statistics indicates that the teachers agreed that opportunities for students to share experiences and interact with each other promote peer learning with low variation. This therefore suggests that as students engage in discussions, group projects, study groups, and other interactive activities, students benefit from diverse viewpoints, receive feedback from their peers, and develop social skills. The responses from the head teachers during interview also support the above quantitative finding. The head teachers unanimously acknowledged the importance of granting the students opportunities to share their experiences and interacting with each other. They revealed that student-to-student interaction is foundation of peer learning in their schools and this has also fostered positive social relationships among students, which has contributed to a more inclusive and supportive learning environment. One head teacher view was:

“As one of the school administrators, I have encouraged the teachers to provide the students opportunities to share experiences and interact with

each other even within their classrooms and interestingly, this has promoted peer learning. the students can now to connect with each other and learn from one another easily” (Interview with head teachers, April, 2024).

The similar views were also reflected in the majority of focus discussion groups. The students in these grounds expressed that the sharing of learning experiences helped them to learn from each other and eventually succeed in the class assignments. One student in focus group 3 reported:

“Our teachers have always given us opportunity to interact with each other whether in classroom or outside. This has helped to build collaborative learning among us and has created an environment where students feel supported by their peers and where they can develop positive relationships with each other” (FGD with students, April, 2024).

Overall, Table 4.3 shows that the average mean on management of games and students’ social skills is 4.20, implying that the influence of management of games on students’ social skills is high. In addition, the qualitative data from head teachers, deputy head teachers and students support this finding. The findings reveal that the management of games such as by motivating students, planning house/class/interschool games competitions, and timetabling games are enhancement the development of social skills among the students.

4.3.1.1 Correlation Analysis between Management of Games and Students’ Social Skills Development in Government-Aided Secondary Schools in Ngora District

To determine whether a relationship exists between the management of games and students’ social skills development in government-aided secondary schools in Ngora district, Pearson correlation analysis was carried out. The results are presented in the table below.

Table 4:4 Correlation Analysis for Management of Games and Students' Social Skills

		Games	Students' Social Skills Development
Games	Pearson Correlation	1	.491**
	Sig. (2-tailed)		.000
	N	77	77
Students' Social Skills Development	Pearson Correlation	.491**	1
	Sig. (2-tailed)	.000	
	N	77	77

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

The Pearson correlation analysis presented in the table examines the relationship between students' participation in games and their social skills development. The results indicate a moderate positive correlation ($r = 0.491$, $p < 0.05$), which is statistically significant at the 0.05 level. This suggests that higher levels of engagement in games are associated with greater development of students' social skills such as cooperation, respect, empathy, communication, interpersonal, and emotional intelligence. The students who actively participate in games tend to demonstrate enhanced cooperation, respect, empathy, communication, interpersonal, and emotional intelligence. The significance of this correlation underscores the potential of games as a co-curricular activity that contributes positively to the social skills development of secondary school students in Ngora district.

4.3.1.2 Regression Analysis on the Influence of Management of Games on Students' Social Skills Development in Government-Aided Secondary Schools in Ngora District

To determine the influence of management of games on students' social skills development in government-aided secondary schools in Ngora district, a linear regression analysis was carried out. The results are presented in the tables below.

Table 4:5 Regression Model Summary for Management of Games and Students' Social Skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.491 ^a	.242	.231	.41707

a. Predictors: (Constant), Management of Games

The results presented in Table 4.5 explained how well the regression model fit the dataset. The findings demonstrated the extent to which management of games influences students' social skills in government-aided secondary schools in Ngora district. With a coefficient of determination ($R^2 = .242$), it is evident that 24.2% of the variance in students' social skills in government-aided secondary schools in Ngora district can be attributed to management of games. This suggests that management of games accounts for only a relatively small portion of the variance in students' social skills in government-aided secondary schools in Ngora district, indicating that other factors may also significantly influence students' social skills in this area.

Table 4.6: ANOVA for Management of Games and Students' Social Skills

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	4.154	1	4.154	23.882	.000 ^b
1	Residual	13.046	75	.174		
	Total	17.201	76			

a. Dependent Variable: Management of Games

b. Predictors: (Constant), Students' Social Skills

Results in Table 4.6 explained the overall statistical significance of the regression model, ($F = 1, 75 = 23.882, p = 0.000 < 0.05$). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. It means that

management of games has a significant influence on students' social skills in government-aided secondary schools in Ngora district.

4.3.2 The influence of management of Debate on students' social skills in Government-aided secondary schools in Ngora District

The second objective sought to assess the influence of management of debates on students' social skills in government-aided secondary schools in Ngora District. The findings are in Table 4.7.

Table 4.7: Management of Debate

Items	SD	D	UD	A	SA	Mean
In this school, debate is included in the termly program	1 (1.3%)	2 (2.6%)	5 (6.5%)	42 (54.4%)	27 (35.1%)	4.19
In this school, students are encouraged to engage in internal and external debates.	1 (1.3%)	2 (2.6%)	10 (13.0%)	41 (53.2%)	23 (29.9%)	4.08
In this school, debating club leaders are encouraged to develop leadership skills.	-	1 (1.3%)	11 (14.3%)	39 (50.6%)	26 (33.8%)	4.17
In this school, students are exposed to interschool debates	1 (1.3%)	2 (2.6%)	10 (13.0%)	40 (51.9%)	24 (31.2%)	4.09
In this school, rewards are given to students as they participate in the debating activities	4 (5.2%)	8 (10.4%)	9 (11.7%)	43 (55.8%)	13 (16.9%)	3.69
In this school, debating programs are well facilitated	3 (3.9%)	3 (3.9%)	8 (10.4%)	39 (50.6%)	31 (31.2%)	4.01

Source: Primary data 2022

Findings on Table 4.7 show that the overwhelming majority of the teachers, 69(89.5%), who participated in the study agreed that including debates in school

programs allows students to express themselves precisely, only 3(3.9%) disagreed, and 5(6.5%) were undecided. The mean response of 4.19 indicates that the disparity in teachers' responses was minimal. These findings indicate that including debates in school programs allows students to express themselves precisely. This finding agreed with those from interviews, as all respondents commented that the inclusion of debates in school programs provides students with opportunities to express themselves precisely. The respondents further noted that debates offer students a platform to engage with their peers and teachers in a structured and respectful manner, allowing them to articulate their ideas clearly and persuasively. One deputy head teacher said;

“Engaging in debates within school programs offers numerous benefits for students. In this school we hold it very Friday and this has provided the students with an opportunity to hone their communication skills, express their thoughts precisely, develop critical thinking abilities, and build confidence” (Interview with head teachers & deputy head teachers, April, 2024).

Similar sentiments were expressed by the students in most of FGs (13 out of 15). The students commented that debating has provided them with the platform to always engage with their peers and teachers in a structured and respectful manner, and this has helped them to articulate their ideas clearly and persuasively. One student in focus group 15 said, “Debating has helped me develop public speaking skills and become comfortable in expressing myself before any audience.”

As to whether, when students are engaged in internal and external debates, they develop critical thinking and can ask vital questions to help gather more information on subject matter, overwhelming majority of the teachers, 64(83.1%) who participated in the study agreed that students' engagement in internal and external debates, assist them to develop critical thinking and ability to ask vital questions

necessary for gathering more information on subject matter, only 3(3.9%) disagreed and 10(13.0%) were undecided. The distribution of the statistics implies that teachers did not differ much in their responses. This finding implies that students' engagement in internal and external debates assists them in developing critical thinking and the ability to ask vital questions necessary for gathering more information on the subject matter. This is also confirmed by the mean response of 4.08. This finding agreed with interview respondents comprising head teachers and deputy head teachers. The majority, 3 out of 4, asserted that students' engagement in internal and external debates assists them in developing critical thinking and the ability to ask vital questions necessary for gathering more information on the subject matter.

However, the statistical data contradicted the qualitative data from the FGDs. Instead, in 11 out of 15 FGD, the majority of the students expressed dissatisfaction with internal and external debates, in assisting them to develop critical thinking and the ability to ask vital questions necessary for gathering more information on the subject matter. The reasons being given included internal and external debates topics mostly hinge around crosscutting issues that do not relate with the content covered in each subject. One of the respondents lamented:

“We have had number of debates both internal and external in this school, none of the topics in these debates directly relate to the subjects taught in class. Most often these topics are designed so as to raise students' awareness in issues such as corruption and homosexuality” (FGD with students, April, 2024).

On whether provision of students' leadership skills in the debating clubs helped them to develop reasoning and communication skills, greater number of teachers 65(84.4%) who participated in the study agreed that provision of students' leadership skills in the debating clubs helped them to develop reasoning and communication skills, only 1(1.3%) disagreed while 11(14.3%) were undecided. The mean response of 4.17 infers there was very low disparity in the teachers' responses. These findings reveal that

provision of students' leadership skills in the debating clubs helped them to develop reasoning and communication skills. This finding is supported by views from the with interview with head teachers and deputy head teachers. All the head teachers and deputy head teachers interviewed emphasized that leadership skills in the debating clubs are necessary in helping the students develop reasoning and communication skills. They explained that leadership roles within debating clubs permit students to develop strong communication skills that helps them improve their delivery, tone, and body language. Moreover, learning how to listen actively and respond thoughtfully to others' arguments helps students become more confident communicators. One head teacher said:

“Leadership skills in debating clubs play a crucial role in helping students develop reasoning and communication skills. Debating clubs provide an admirable platform for students to engage in intellectual discourse, learn how to articulate their thoughts effectively, and understand diverse perspectives” (Interview with head teachers & deputy head teachers, April, 2024).

As to whether, the exposure in participating in interschool debates develops a good level of open-mindedness in the students, greater number of teachers 64(83.1%) who participated in the study agreed that the exposure in participating in interschool debates develops a good level of open-mindedness in the students, only 3(3.9%) disagreed while 10(14.3%) were undecided. The mean response of 4.09 points indicates that there was low disparity in teachers' responses on this item. This finding implies that the exposure to participating in interschool debates develops a good level of open-mindedness in the students. This finding aligned with the qualitative data from the interviews and the FGD. The respondents explained that inter-school debates expose students to arguments and perspectives from individuals with different backgrounds, experiences, and beliefs. This forces them to consider viewpoints that might differ from their own. One head teacher said:

“Inter-school debates encourage students to be open to new information and to consider changing their minds when presented with compelling evidence. This fosters a willingness to learn and grow, which is essential for open-mindedness” (Interview with head teachers & deputy head teachers, April, 2024).

Similarly, student during the FGD in group mentioned:

To effectively respond to opposing arguments during these debates, I always actively listen and try to understand the perspectives of the opponents. This fosters empathy and helps me to develop the ability to see issues from multiple angles (FGD with students, April, 2024).

Regarding whether, the rewards given to students as they participate in the debating activities help them make informative decisions, higher number of teachers 56(72.7%) who participated in the study agreed that the rewards given to students as they participate in the debating activities help them make informative decisions, 12(15.6%) disagreed while 9(11.7%) were undecided. The mean response of 3.69 points that teachers did not vary so much. This means that rewards given to students as they participate in the debating activities help them make informative decisions. This concurs with the views of the majority (3) of interview respondents who agreed rewarding a student’s achievements in debating activities boosts their confidence and motivate them to continue improving their skills, leading to better decision-making abilities over time. For instance, it was mentioned that rewarding the inspire students to strive for improvement and honed decision-making abilities through rigorous practice and dedication. This implies that when students participate in debating activities, rewards significantly influence their decision-making process.

Pertaining whether, well facilitated debating programs helps students increase their critical thinking skills and understand all sides of the argument, higher number of

teachers 70(81.8%) who participated in the study agreed that well facilitated debating programs helps students increase their critical thinking skills and understand all sides of the argument, 6(7.8%) disagreed while 8(10.4%) were undecided. The mean response of 4.01 demonstrated low disparity of the teachers' responses. This finding further indicated that teachers agreed that the well facilitated debating programs helps students increase their critical thinking skills and understand all sides of the argument.

According to Table 4.7, the overall total mean of management of debate and students' social skills is 4.04, implying that the management of games in government secondary schools in Ngora district highly influences students' social skills. The findings reveal that government secondary schools in Ngora district effectively developed programmes for debates, engaged students in both internal and external debates, and rewarded students who excelled during debates and among other management techniques. However, the qualitative data from interviews shows gaps in internal and external debates in enhancing students' social skills.

4.3.2.1 Correlation Analysis between Management of Debate and Students' Social Skills

To determine whether there exists a relationship between the management of debate and students' social skills in government-aided secondary schools in Ngora district, Pearson correlation analysis was carried out. The results are presented in the table below.

Table 4:8 Correlation Analysis for Management of Debate and Students' Social Skills

		Debate	Students' Social Skills Development
Debate	Pearson Correlation	1	.557**
	Sig. (2-tailed)		.000
	N	77	77
Students' Social Skills Development	Pearson Correlation	.557**	1
	Sig. (2-tailed)	.000	
	N	77	77

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

Table 4.8 presents the Pearson correlation analysis assessing the relationship between students' participation in debates and their social skills development. The results indicate a moderate positive correlation ($r = 0.557$, $p < 0.05$), which is statistically significant. This finding suggests that greater involvement in debate activities is associated with higher levels of social skills among students. Specifically, participation in debates appears to enhance competencies such as cooperation, respect, empathy, communication, interpersonal, and emotional intelligence. The statistical significance of this correlation underscores the potential of debates as an effective co-curricular activity for fostering social skills development in government-aided secondary school students in Ngora district.

4.3.2.2 Regression Analysis on the Influence of Management of Debate on Students' Social Skills in Government-Aided Secondary Schools in Ngora District

To determine the influence of management of debate on students' social skills in government-aided secondary schools in Ngora district, a linear regression analysis was carried out. The results are presented in the tables below.

Table 4:9 Regression Model Summary for Management of Debate and Students' Social Skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.300	.39789

a. Predictors: (Constant), Management of Debate

Results presented in Table 4.9 explained how well the regression model fit the dataset. The findings demonstrated the extent to which management of debate influences students' social skills in government-aided secondary schools in Ngora district. With a coefficient of determination ($R^2 = .310$), it is evident that 31.0% of the variance in students' social skills in government-aided secondary schools in Ngora district can be attributed to management of debate. This suggests that management of debate accounts for only a relatively small portion of the variance in students' social skills in government-aided secondary schools in Ngora district, indicating that other factors may also significantly influence students' social skills in this area.

Table 4.10: ANOVA for Management of Debate and Students' Social Skills

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	5.327	1	5.327	33.648	.000 ^b
1	Residual	11.874	75	.158		
	Total	17.201	76			

a. Dependent Variable: Management of Debate

b. Predictors: (Constant), Students' Social Skills

Results in Table 4.10 explained the overall statistical significance of the regression model, ($F = 1, 75 = 33.648, p = 0.000 < 0.05$). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. It means that management of debate has a significant influence on students' social skills in government-aided secondary schools in Ngora district.

4.3.3 The influence of management of athletics on students' social skills in Government-aided secondary schools in Ngora District

The third objective sought to establish the influence of management of athletics on students' social skills in government-aided secondary schools in Ngora District. The findings are in Table 4.11.

Table 4.11: Management of Athletics

Items	SD	D	UD	A	SA	Mean
In this school, students are equipped with athletic uniforms/attire.	5 (6.5%)	1 (1.3%)	6 (7.8%)	43 (55.8%)	22 (28.6%)	3.99
In this school, the school administration appreciates school athletes' skills and accomplishments.	-	4 (5.2%)	16 (20.8%)	39 (50.6%)	18 (23.4%)	3.92
In this school, athletes are constantly guided.	-	4 (5.2%)	12 (15.6%)	44 (57.1%)	17 (22.1%)	3.96
In this school, athletes are encouraged to share their experiences.	1 (1.3%)	1 (1.3%)	7 (9.1%)	47 (61.0%)	21 (27.3%)	4.12
In this school, athletic competitions are well-organized and planned.	3 (3.9%)	3 (3.9%)	9 (11.7%)	45 (58.4%)	17 (22.1%)	3.91
Allowing students to participate in athletics helps them improve on their communication skills	1 (1.3%)	9 (11.7%)	16 (20.8%)	34 (44.2%)	17 (22.1%)	3.74
In this school, athletics exposes students to leadership roles.	2 (2.6%)	3 (3.9%)	12 (15.6%)	37 (48.1%)	23 (29.9%)	3.99
Total Average Mean						3.95

Source: Primary data 2022

Findings in Table 4.11 show that the overwhelming majority of the teachers, 65(84.4%), who participated in the study agreed that students equipped with athletic

uniform/attire are proud and feel confident and develop empathy towards the team, only 6(7.8%) disagreed, and 6(7.8%) were undecided. The mean response of 3.99 implies that teachers' responses had low variation. These results also imply that students equipped with athletic uniform/attire are proud and feel confident, and develop empathy towards the team. This agreed with the qualitative data from the interviews and FGDs. The majority of respondents, 3 in 4, agreed that uniform boosts the confidence of the athletes and team spirit. It was further expressed by the respondents that wearing a uniform helps athletes feel part of a cohesive group, minimizing distinctions between individuals and fostering a sense of equality. This unity translates to improved teamwork and mutual support. One deputy head teacher said:

Uniforms often carry the colors, logos, and symbols of the team, instilling pride and a strong sense of identity among the athletes. Representing their team visually can enhance their commitment and dedication” (Interview with head teachers & deputy head teachers, April 2024).

The finding on Table 4.11 on whether, athletes have an idea of teammates, classmates, fans, and others appreciating their skills and accomplishments, overwhelming majority of the teachers, 57(70.0%) who participated in the study agreed that, athletes had an idea of teammates, classmates, fans, and others appreciating their skills and accomplishments, only 4(5.2%) disagreed and 16(20.8%) were undecided. The mean response of 3.92 revealed that teachers' responses had limited disparity. These findings showed that teachers agreed that athletes had an idea of teammates, classmates, fans, and others appreciating their skills and accomplishments. These findings agree with the FGD with the students. In 10 of 15 FGs, the students agreed that the athletes knew their teammates, classmates, fans, and others appreciated their skills and accomplishments. They explained that the appreciation and recognition from teammates, classmates, fans, and others played a

crucial role in enhancing athletes' confidence and performance. One student in FG 7, who is an athlete, said:

“I know the support system that validates my effort, boosts motivation, and strengthens team cohesion. These supporters provide me with valuable feedback, all of which contributes to my overall success and well-being and that of the whole team” (FGD with students, April 2024).

The finding on Table 4.11 on as to whether, athletes can figure things out on their own with some guidance and acceptance provided by trained personnel, greater number of teachers 61(79.2%) who participated in the study agreed that, athletes could figure things out on their own with some guidance and acceptance provided by trained personnel, only 4(5.2%) disagreed and 12(15.6%) were undecided. The mean response of 3.96 implied that teachers' responses had limited variation. The statistical finding shows that teachers agreed that athletes could figure things out on their own with some guidance and acceptance provided by trained personnel. This implies that the guidance provided by the trained personnel is important in ensuring the success of the athletes in schools. The findings are also supported by the responses from the interviews and FGD. The majority of the respondents appreciated the role of the trained personnel in ensuring that students, as athletes, recognize their abilities. In 13 of 15 FGDs, it was revealed that coaches and trainers provided specialized knowledge and training programs tailored to the needs of each athlete in the schools. Their guidance helps athletes improve self-acceptance and work towards improvement on their own.

The finding on Table 4.11 on whether, provision of training to athletes can improve the ability to communicate with others so that work becomes easier with sharing experiences, greater number of teachers 68(88.3%) who participated in the study agreed that, provision of training to athletes could improve the ability to communicate with others so that work becomes easier with sharing experiences, only

2(2.6%) disagreed and 7(9.1%) were undecided. The mean response of 3.12 suggests there was no wide variation of teachers' responses on the item. This meant that provision of training to athletes improves the ability to communicate with others so that work becomes easier with sharing experiences. This finding is line with the qualitative data from the FGDs. In the majority of the FGs 12 of 15 the students appreciated the provision of training in improving the ability of team members in communicating with each other. It was further pointed out that there are exercises designed to build trust among team members enhance open communication and mutual understanding and these often makes it easier for athletes to share experiences and insights with each other. One student in FG 3 explained:

“Sometimes as we train, we have role-playing exercises, where we practice different communication situations that we may encounter, such as giving feedback, resolving conflicts, and collaborating with teammates. This has enhanced our ability to communicate with each other as a team” (FGD with students, April, 2024).

The finding on Table 4.11 on whether, organizing and planning for athletics make participants to be sure of themselves and learn that they have skills, indicates that high number of teachers 62(80.5%) who participated in the study agreed that, organizing and planning for athletics make participants to be sure of themselves and learn that they have skills, only 6(7.8%) disagreed and 9(11.7%) were undecided. The mean response of 3.91 implied low disparity in the teachers' responses. This statistical finding indicates that organizing and planning for athletics make participants to be sure of themselves and learn that they have skills. This suggests that effective organization and planning a supportive environment that collectively contribute to athletes' confidence and self-awareness. However, this statistical finding is contradicted by the qualitative responses of participants during interviews and FGDs. The participants explained that organizing and planning athletics does not guarantee athletes to be sure of themselves. The 3 of 4 interviewees noted that

athlete's self-assurance is entirely relies on his/herself and one identifies his/her skills before joining any planned athletics.

The finding on Table 4.11 on whether, allowing students to participate in athletics helps them improve on their communication skills, indicates that high number of teachers 51(66.3%) who participated in the study agreed that, allowing students to participate in athletics helped them improve on their communication skills, 10(13.0%) disagreed and 16(20.8%) were undecided. The mean response of 3.71 indicates that there was low disparity in the teachers' responses on the item. This statistical finding implied that it is important to allow students to participate in athletics, so that they improve on their communication skills. This was in agreement with the responses from the FGDs. In the majority of the FGs 11 of 15, students acknowledged the role played by athletics in improving their communication skills. They noted that athletics team requires students to communicate effectively with each other to coordinate strategies and this has helped them to know how to communicate clearly and precisely. One student said:

“For us athletes need to read and respond to non-verbal cues from teammates and opponents and this practice as for me has helped me enhancing my overall communication skills” (FGD with students, April 2024).

The finding on Table 4.11 on whether, athletics exposes participants to lead and like to be responsible for decisions of their role with the team, high number of teachers 60(78.0%) who participated in the study agreed that, athletics exposes participants to lead and like to be responsible for decisions of their role with the team, 5(6.5%) disagreed and 12(15.6%) were undecided. The mean response of 3.99 implied low disparity in the teachers' responses. This means that the exposure athletics provides to athletes builds leadership skills among them and responsibility for decisions. These statistical findings were supported by the qualitative responses from the interviews and FGD. During the interviews, all the respondents were of the view that athletics

has provided students participating in it with numerous opportunities to develop leadership skills and a sense of responsibility for their decisions. One head teacher said:

“When students participate in athletics, they take on roles such as team captain, which has helped them to learn to lead by example, motivate their teammates, and make strategic decisions during practices. Such students have ended up occupying the leadership positions in this school” (Interview with head teachers & deputy head teachers, April 2024).

The above findings were also backed by the students’ views from FGDs. In the majority of the FGs, 12 of 15, the students were of the view that athletics has helped them to enhance their leadership skills and decision-making abilities. It was also said that during athletics, they are required to make quick decisions under pressure, which has enhanced their ability to think critically and act decisively. It was further mentioned that during athletics, students learn to take responsibility for their actions, both successes and failures. This accountability fosters a sense of ownership and integrity among the students. One student in FG 15 said:

“Through athletics, I have been able to gain essential qualities that have made me an effective leader both on and off the field. Such qualities as time management and resilience” (FGD with students, April 2024).

According to Table 4.11, the overall total mean of management of athletics and students’ social skills is 3.95, implying that management of athletics in government secondary schools in Ngora district highly influences students’ social skills. The findings reveal that government schools in Ngora district provide the students involved in athletics with uniforms, organize and plan athletics, and allow students to

participate in athletics. However, the qualitative data from interviews shows gaps in the organization and planning of athletics.

4.3.3.1 Correlation Analysis between Management of Athletics and Students' Social Skills

To determine whether there exists a relationship between the management of athletics and students' social skills in government-aided secondary schools in Ngora district, Pearson correlation analysis was carried out. The results are presented in the table below.

Table 4:12 Correlation Analysis for Management of Athletics and Students' Social Skills

		Athletics	Students' Social Skills Development
Athletics	Pearson Correlation	1	.708**
	Sig. (2-tailed)		.000
	N	77	77
Students' Social Skills Development	Pearson Correlation	.708**	1
	Sig. (2-tailed)	.000	
	N	77	77

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

Table 4.12 presents the Pearson correlation analysis examining the relationship between students' participation in athletics and their social skills development. The results indicate a strong positive correlation ($r = 0.708$, $p < 0.05$), which is statistically significant at the 0.05 level. This suggests that higher levels of participation in athletic activities are strongly associated with enhanced social skills among students. Specifically, engagement in athletics appears to foster competencies such as cooperation, respect, empathy, communication, interpersonal, and emotional intelligence. The statistically significant and robust correlation highlights the critical role of athletics as a co-curricular activity in promoting socio-emotional growth and

interpersonal development in government-aided secondary school students in Ngora district.

4.3.3.2 Regression Analysis on the Influence of Management of Athletics on Students' Social Skills in Government-Aided Secondary Schools in Ngora District

To determine the influence of management of athletics on students' social skills development in government-aided secondary schools in Ngora district, a linear regression analysis was carried out. The results are presented in the tables below.

Table 4:13 Regression Model Summary for Management of Athletics and Students' Social Skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708 ^a	.501	.494	.33839

a. Predictors: (Constant), Management of Athletics

Results presented in Table 4.13 explained how well the regression model fit the dataset. The findings demonstrated the extent to which management of athletics influences students' social skills in government-aided secondary schools in Ngora district. With a coefficient of determination ($R^2 = .501$), it is evident that 50.1% of the variance in students' social skills in government-aided secondary schools in Ngora district can be attributed to management of athletics. This suggests that management of athletics accounts for an average portion of the variance in students' social skills in government-aided secondary schools in Ngora district, indicating that other factors may also significantly influence students' social skills in this area.

Table 4.14: ANOVA for Management of Athletics and Students' Social Skills

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	8.613	1	8.613	75.215	.000 ^b
1	Residual	8.588	75	.115		
	Total	17.201	76			

a. Dependent Variable: Management of Athletics

b. Predictors: (Constant), Students' Social Skills

Results in Table 4.14 explained the overall statistical significance of the regression model, ((F =1, 75) = 75.215, p = 0.000 < 0.05)). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. It means that management of athletics has a significant influence on students' social skills in government-aided secondary schools in Ngora district.

4.4 Multiple Regression on the influence of Management of Co-curricular activities on Students' Social Skills Development

Multiple regression analysis was conducted, and the findings are presented below.

Table 4.15: Multiple Regression Model for Management of Co-curricular Activities and Students' Social Skills Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.520	.500	.33631

a. Predictors: (Constant), Games, Debate, and Athletics

Findings in Table 4.15 indicate that all three predictor variables in this study ($R^2 = .520$) jointly account for 52.0% of the total variations in the students' social skills development in government-aided secondary schools in Ngora district. This indicates

that the predictors (Games, Debate, and Athletics) have a significant but not exhaustive explanatory power on the students' social skills development in government-aided secondary schools in Ngora district.

Table 4.16: ANOVA for Management of Co-curricular Activities and Students' Social Skills Development

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.994	3	2.981	26.359	.000
	Residual	8.257	73	.113		
	Total	17.207	76			

a. Dependent Variable: Students' Social Skills Development

b. Predictors: (Constant), Games, Debate, and Athletics

The results in Table 4.16 indicate a p -value of $0.000 < 0.05$. This indicates that the overall regression model is statistically significant. This means that the Games, Debate, and Athletics significantly explain the variance in the students' social skills development in government-aided secondary schools in Ngora district.

Table 4.17: Multiple Regression Coefficients for Management of Co-curricular Activities and Students' Social Skills Development

Model		Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	Students' Social Skills Development	1.486	.311		4.781	.000
	Games	.100	.081	.125	1.230	.223
	Debates	.074	.095	.091	0.777	.440
	Athletics	.441	.089	.577	4.966	.000

a. Dependent Variable: Students' Social Skills Development

Table 4.17 presents the results of a multiple regression analysis examining the influence of various co-curricular activities—namely games, debates, and athletics—on students’ social skills development. The model indicates that the overall regression is statistically significant, as reflected by the constant term for students’ social skills development ($B = 1.486$, $t = 4.781$, $p < .05$), suggesting that the model adequately predicts variations in the dependent variable. Among the independent variables, athletics exhibits a strong and statistically significant positive relationship with social skills development ($B = 0.441$, $Beta = 0.577$, $t = 4.966$, $p < .05$), indicating that participation in athletic activities substantially contributes to enhancing students’ social competencies. In contrast, games ($B = 0.100$, $Beta = 0.125$, $t = 1.230$, $p = .223$) and debates ($B = 0.074$, $Beta = 0.091$, $t = 0.777$, $p = .440$) do not demonstrate statistically significant effects, suggesting that, within this sample, engagement in these activities has a limited or non-significant direct impact on social skills development. This finding indicates athletics, particularly when integrated with other supportive co-curricular activities, is a key driver of social skill development among secondary school students, whereas games and debates may require additional facilitation or supportive strategies to effectively influence social outcomes. Thus, more effort should be given to athletics to enhance students’ social skill development. The findings further suggest that games, and debate are not effectively conducted in government-aided secondary schools in Ngora district.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of the findings on the study objectives.

5.1 The Influence of Management of games on students' social skills

The study findings revealed that 87.1% of the respondents agreed that motivating students to play games was able to develop their social skills, with a very high mean value of 4.22. This finding agreed with qualitative findings from interviews and FDGs, showing that motivating students to get involved in the games is necessary for their development of social skills. This finding is similar to the observation by Korbukova et al. (2016) that participation in games and sports is a vital component of a student's overall development. While the physical benefits are widely acknowledged, the role of athletics in fostering social skills is equally important. Likewise, Siedentop et al. (2019) outlined that encouraging students to engage in games can significantly enhance their ability to interact effectively with others, build meaningful relationships, and confidently navigate social situations. This implies that students' engagement in the games is necessary for social development.

The statistical data also reveals that the respondents (94.8%) agreed that they planned house/class/interschool games competitions helped students develop interests to stay in school, with skills of cooperation and interpersonal skills. It was mentioned that games and competitions are a popular activity in our school, from classrooms to interschool events. These activities provide students with opportunities to engage in collaborative experiences that go beyond the confines of their daily academic routines. It was further mentioned that planned school-based game competitions create opportunities for students to collaborate, and this collaboration acts as a catalyst for the development of interpersonal skills. These findings agree with Sathiyasenan et al. (2020), who maintained that competitions for interschool sports or games offer students a vibrant and captivating arena to demonstrate their

physical prowess as well as acquire a variety of vital skills that support their academic and personal development. In addition, the findings correlate with Marker and Staiano's (2015) acknowledgement that inter-school game competitions encourage students to stay in school by fostering interests that extend beyond the classroom and by promoting the development of cooperation and interpersonal skills.

The further findings reveal that when games are well managed and included in the school timetable, they help integrate social skills among the students and, cumulatively, the majority of teachers. These activities provide a platform for students to interact with one another, build relationships, and learn important social cues. It was also mentioned that by managing and including games in the school timetable, educators create opportunities for students to engage in social activities beyond the traditional classroom setting. This finding aligns with Sierra-Díaz et al. (2019) argument that incorporating athletics into the curriculum systematically ensures that pupils gain vital social skills in addition to physical benefits. Thus, it implies that integrating well-managed games into the school timetable is crucial for the holistic development of students. By prioritizing the inclusion of athletics in the school curriculum, educators can ensure that students receive a well-rounded education that fosters both their physical and social development.

It was discovered that when school games include a component of social skills, they encourage all students to participate in activities, as social skills are relevant to everyone. This is reflected by 79.3% of respondents agreeing that games with a social skills component encourage participation in these activities. Furthermore, games that incorporate social skills foster group participation, enabling students to engage with one another in a fun and interactive manner. These games often require collaboration, helping students learn the social skills necessary for coexisting with each other. This aligns with the findings of Kostelnik et al. (2016) that when social skills development is integrated into school activities, it creates an inclusive and supportive environment that motivates all children to participate in school activities. In addition to promoting physical fitness, this holistic approach to development enhances students' social, emotional, and cognitive abilities. Therefore, encouraging

all students to engage in well-structured games that incorporate social skills components ensures they acquire valuable life skills that will benefit them in all aspects of their lives.

Furthermore, findings agreed by 79.3% of respondents that schools that have enough playgrounds to accommodate all forms of games facilitate the achievement of students' social skills by students. Data from interviews revealed that the playground offered ample opportunities for various forms of games that provided students with a good environment to develop their social skills. These findings deviate from FGD findings that indicated enough play space that engages students in different games, conflicts in most cases promote negative interactions among students, and permeate no mutual respect and understanding. Nevertheless, overall, findings show that there is always a need for schools to have enough playgrounds that facilitate the involvement of students in all the games. This is in concordance with Czalczyńska-Podolska (2014), who asserted that the social skills of pupils are greatly enhanced at schools where there are lots of playgrounds. These areas foster social contact, teamwork, and personal development in addition to providing the physical infrastructure required for a variety of sports and games.

The statistical data also reveals that the respondents (84.5%) agreed that students need to be allowed to share experiences and interact with each other because it helps them to learn from each other as peers. There was agreement among the interview respondents that students need to be allowed to share experiences because it forms the foundation for peer learning. It was mentioned that positive interactions with peers boost students' self-esteem and confidence. Feeling accepted and valued by their peers encouraged students to participate more actively in social and academic activities. This finding is supported by Carter et al. (2015), who found that free sharing of their daily experiences influences students peer to peer learning. Thus, facilitating peer interactions through group activities and social events, schools create a supportive and enriching atmosphere that promotes peer learning and personal development.

The above findings therefore reflect that management of games significantly influences the students' social skills. The regression analysis showed R R-squared value of 0.242 (24.2%) and the ANOVA with a P value of 0.000. implying that there is a significant influence of management of games on students' social skills in government-aided secondary schools in Ngora district. A growing body of empirical research underscores the significant positive influence of well-structured game-based activities on the social skills of students. A systematic review and meta-analysis conducted by Alotaibi (2024) demonstrates that game-based learning yields a moderate effect size ($g = 0.38$) concerning children's social development. This research indicates enhancements in vital competencies such as cooperation, communication, and empathy, suggesting that systematically organized game activities can effectively nurture essential social abilities within educational settings. Similarly, Abidin (2023) points out that educational games play a crucial role in fostering positive social attitudes among students, which in turn facilitates improved social interactions and relationships with peers. Furthermore, Shem et al. (2023) have shown that participation in sports and games not only encourages cooperation among students but also strengthens relationships between students and teachers, thereby indirectly aiding the development of social skills.

Despite supporting findings, some studies present a contrasting perspective. For instance, research by Kazuzuru and Ibrahim (2019) revealed no statistically significant differences in academic performance between students heavily engaged in sports and games and their fewer active counterparts. While this investigation primarily focused on academic outcomes rather than social skills, it raises important questions about the consistency of benefits derived from participation in game activities across various developmental domains. Moreover, the effectiveness of game-based learning seems contingent upon several contextual factors, including the specific nature of the game, the prior knowledge and skills of the child, and the intended learning objectives. Alotaibi (2024) cautions that although game-based learning holds considerable potential, its success in fostering social development primarily depends on the thoughtful and strategic integration of such activities into educational

environments. Thus, while numerous studies support the positive influences of game participation on social skills, the complexity of these findings warrants further examination and consideration in educational practice.

5.2 The Influence of Management of Debate on Students' Social Skills

The results of this study demonstrate that 89.5% (high mean value of 4.19) of the respondents agreed that debates in school programs allow students to express themselves precisely. There was agreement among interview and FGD respondents that debates in schools provide students with the opportunity to express themselves precisely. It was mentioned that debates are used to hone students' communication skills and develop their critical thinking abilities, and build confidence. This is in line with Nurakhir et al. (2020), who stated that debates require students to articulate their thoughts, defend their viewpoints, and engage in reasoned discourse, which significantly enhances their ability to communicate effectively. This underscores the value of integrating debates into school programs to enhance students' ability to express themselves precisely and develop crucial communication skills. Schools to ensure students gain these valuable skills.

In addition, findings reveal that students' engagement in internal and external debates enhanced their critical thinking and ability to ask vital questions as supported by an overwhelming statistic of 83.1% agreed that when students are engaged in internal and external debates, they develop critical thinking and can ask vital questions to help gather more information on subject matter. The study findings also, revealed that provision of students' leadership skills in the debating clubs helps them to develop reasoning and communication skills. This is supported by 84.4% of the teachers that agreed that provision of students' leadership skills in the debating clubs helped them to develop reasoning and communication skills. It was also mentioned during the interview that leadership roles within debating clubs permit students to develop strong communication skills that helps them improve their delivery, tone, and body language. These findings are in concordance with Venkovits, B. (2018) revelation that student leaders in debating clubs are often responsible for organizing and structuring debates. This role requires them to think critically about the topics,

anticipate different viewpoints, and create a balanced framework for discussion. This planning process sharpens their analytical and reasoning skills.

Furthermore, it was found that debates provided students with exposure that influenced their perspectives on seeing and doing things. Debates exposed students to arguments and perspectives from individuals with different backgrounds, experiences, and beliefs. Similarly, Davis et al. (2016) noted that debates in schools provide students with invaluable exposure that significantly influences their perspectives and ways of seeing and doing things. This implies that debating is an educational activity that provides students with significant exposure to diverse viewpoints and ways of thinking. This exposure plays a crucial role in shaping their perspectives and influencing how they approach various situations in life.

Rewarding a student's achievements in debating activities was found to boost students' confidence and motivate them to continue improving their skills, leading to better decision-making abilities over time. This was supported by the 72.7% of teachers who agreed that rewards given to students as they participate in the debating activities help them make informed decisions. It was also mentioned during the interviews that rewarding students honed their decision-making abilities through rigorous practice and dedication.

It was also found that well-facilitated debating programs help students increase their critical thinking skills and understand all sides of the argument. This was revealed by 70(81.8%) of respondents who agreed that well-facilitated debating programs help students increase their critical thinking skills and understand all sides of the argument. This finding aligns with Zare and Othman (2015), who reasoned that participating in debates requires students to conduct thorough research on the topic at hand, gather relevant information, and analyze different sources of data. This process helps students develop their analytical skills as they sift through information to identify key points, assess the credibility of sources, and draw informed conclusions.

The above findings therefore portray that management of debate significantly influences the students' social skills. The regression analysis showed R R-squared value of 0.310 (31.0%) and the ANOVA with a P value of 0.000. implying that there is a significant influence of management of debate on students' social skills in government-aided secondary schools in Ngora district. The increasing corpus of academic work underscores the pivotal role of co-curricular initiatives, particularly structured debate programs, in cultivating students' interpersonal and communicative proficiencies. For instance, research conducted by Zhang and Lu (2021) found that high school students who participated in well-organized debate programs significantly enhanced their social competence. This improvement manifested in key areas such as active listening, respectful disagreement, and emotional regulation. The authors highlighted the intrinsic value of a conducive learning environment and effective teacher facilitation as critical components that amplify these beneficial outcomes. Similarly, Okello and Nsubuga (2022) found that schools employing systematic debate schedules, trained facilitators, and robust evaluation rubrics witnessed markedly greater gains in social engagement and teamwork among students. This empirical evidence advocates the notion that the effectiveness of co-curricular activities is contingent not merely on their existence but, crucially, on the robustness of their management strategies.

However, a contrary view emerges when considering the work of Mwangi and Otieno (2022), which presents a contrasting perspective. Their cross-sectional study in Kenya illustrated that poorly supervised or inconsistently implemented debate programs yielded only marginal improvements in students' social skills, with a regression analysis revealing a disconcertingly low R^2 value below 0.2. This suggests that the mere presence of debate clubs is insufficient; the quality and consistency of their management are paramount. Moreover, Chikomo and Mhlanga (2024) found that students lacking adequate guidance during debate preparation developed inadequate argumentation skills and exhibited diminished empathy and inclusivity, both crucial elements of genuine social competence. This dialogue highlights the critical

importance of effective management and moderation within debate programs to avert potential pitfalls and ensure the holistic development of students' social skills.

5.3 The Influence of Management of Athletics on Students' Social Skills

It was found that students equipped with athletic uniform/attire are proud and feel confident, and develop empathy towards the team. This was portrayed by 84.5% of the teachers who agreed. The attire worn by athletes not only serves a functional purpose but also has a profound impact on their emotions, confidence, and sense of belonging to a team. Thus, when students are equipped with athletic uniforms, they often experience feelings of pride, confidence, and empathy towards their team members. Similarly, Richmond (2023) acknowledged that there is a sense of pride, confidence, and empathy fostered by wearing these uniforms that contributes to positive team dynamics, individual performance enhancement, and overall well-being.

The study found that athletes have an idea of teammates, classmates, fans, and others appreciating their skills and accomplishments. This was revealed by 70% of respondents who agreed that athletes had an idea of teammates, classmates, fans, and others appreciating their skills and accomplishments. This is in line with Menke (2016) argument that athletes desire recognition from teammates, classmates, fans, and others because it validates their hard work and dedication to their sport, fulfills their intrinsic motivation for personal growth and achievement and acceptance within their athletic community, and enhances their overall experience through fan engagement.

In addition, it was found that students engaged in athletics figured things out on their own with some guidance and acceptance provided by trained personnel. This was revealed by 79.2% of respondents who agreed that athletes could figure things out on their own with some guidance and acceptance provided by trained personnel. This was also supported by the views of the head teachers and teachers during the interviews and those of students during focus group discussions. This finding is consistent with Siedentop et al. (2019), who stated that the collaboration between

students engaged in athletics and trained personnel is a dynamic partnership that fosters growth, development, and success. They further argued that students can figure things out independently, and the guidance and acceptance provided by coaches and trainers are instrumental in shaping their athletic experiences.

Furthermore, it was revealed that provision of training to student athletes improved their ability to communicate with others that facilitated the sharing of experiences. This was supported by 88.3% of the respondents who agreed that athletics improved students' ability to communicate with others. This finding is supported by Dinning (2017) who indicated that in the fast-paced environment of sports, concise communication becomes paramount. These skills learned by student-athletes extend beyond sports and are transferable to academic and professional settings.

It was also found that organizing and planning for athletics boosts students' self-assurance and self-confidence, and this was supported by the high number of teachers, 80.5%, who agreed that organizing and planning for athletics helped students be sure of themselves. This finding agrees with Holt et al. (2012) view that through proper organization and planning, students are equipped with the resilience and determination to face the challenges head-on. Overcoming obstacles in sports teaches valuable lessons about perseverance, resilience, and adaptability - qualities that are essential for building confidence in the face of adversity.

It was revealed that students' participation in athletics improved their communication skills, as portrayed by 66.3% of participants in the study agreed that allowing students to participate improves their communication skills. These results are supported by Khan et al. (2021), who noted that participating in sports activities, students learn how to communicate effectively with their peers, coaches, and other individuals involved in the athletic environment. This experience is translated into improved communication styles in various social situations. Lastly, it was found that athletics exposed students to leadership roles. This is consistent with Conner et al. (2023) findings that athletes demonstrate significantly greater leadership ability compared to nonathletes, as measured by mean scores on the leadership ability.

The above results, therefore, reveal that management of athletics significantly influences the students' social skills. The regression analysis showed R R-squared value of 0.501(50.1%) and the ANOVA with a P value of 0.000. implying that there is a significant influence of management of debate on students' social skills in government-aided secondary schools in Ngora district. This research corroborates existing literature that consistently emphasizes a positive relationship between athletic participation and the development of social skills in students. Weiss and Wiese-Bjornstal (2019) argue that well-structured sports programs are fundamental in fostering teamwork, communication, and cooperation among adolescents, particularly when these programs prioritize inclusion. Furthermore, Holt et al. (2017) highlight that the social dynamics inherent in sports, including mentorship and peer interaction, create an ideal environment for nurturing interpersonal skills. Together, these studies underscore the critical role of effective sports management in cultivating essential social competencies such as empathy, conflict resolution, and leadership.

However, it is crucial to recognize that not all research aligns perfectly with this optimistic perspective. Eime et al. (2016) present a more nuanced viewpoint, cautioning that the promotion of social skills through sports is not a universal truth. Their findings suggest that the benefits of athletic involvement can be contingent upon various factors, including the type of sport, the degree of competition, and the inclusivity of the program. They argue that poorly managed or excessively competitive sports settings can lead to negative outcomes, such as increased aggression, social anxiety, and exclusivity, counteracting the intended benefits of social development. Moreover, Coakley (2015) reinforces this argument by asserting that without deliberate integration of life skills training, involvement in athletics alone does not ensure the enhancement of social capabilities. Mismanagement of sports programs may even perpetuate undesirable behaviors. Similarly, Fraser-Thomas, Côté, and Deakin (2017) clarify that participation in sports does not innately guarantee social skill acquisition; rather, the influence of positive adult mentorship and structured opportunities for critical reflection is paramount in shaping such outcomes.

Thus, the evidence suggests that the mere existence of athletic programs is inadequate. The quality of management and the intentionality behind program design are critical determinants in the successful development of social skills. This perspective aligns precisely with the present study's focus on the significance of management quality in the context of athletic involvement.

CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH

6.0 Introduction

This chapter presents the conclusions, recommendations, and areas for further research.

6.1 Conclusions

This study makes three critical conclusions:

6.1.1 Management of games and students' social skills

Management of the games significantly influences students' social skills in government-aided secondary schools in Ngora district, as portrayed by regression analysis with the Square of 0.242 (24.2%) and p-value of 0.000. The schools have mechanisms that facilitate students' involvement in various games, such as motivating students, inclusion of games on the timetable, planning enough playgrounds, staff meetings, and providing opportunities for students to share their experiences. There was, however, a significant weakness in the lack of enough playgrounds in the schools that enabled all the students to get involved in the games they required.

6.1.2 Management of Debate and Students' Social Skills

Management of debate significantly influences students' social skills in government-aided secondary schools in Ngora district, as shown by regression analysis with the Square of 0.310 (31.0%) and p-value of 0.000. The inclusion of debating in school programs, engaging students in internal and external debates, providing leadership opportunities in debating clubs, providing rewards to students who participate in debates, and facilitating debating programs provides opportunities for the students to develop necessary social skills. In addition, the debates help students to improve their critical thinking skills and understand all sides of the argument.

6.1.3 Management of Athletics and Students' Social Skills

Management of athletics significantly influences students' social skills in government-aided secondary schools in Ngora district, as reflected by regression analysis with the Square of 0.501 (50.1%), and p-value of 0.000. Athletics is critical in developing empathy among the students towards each other. In addition, during athletics, students share experiences and interact with each and assist them to learn from each other as peers. Also, athletics improves the ability of the students to communicate with others. However, there was a significant weakness in the organization and planning of the athletics schools that affected students' self-assurance.

6.2 Recommendations

Based on the study's findings and conclusions derived from the findings, the following recommendations are made:

The findings of this study show that there was a lack of enough playgrounds in the schools to enable all the students to get involved in the games they required. The school administration should therefore devise strategies for expanding the playgrounds to provide all the students with the opportunities to engage in the games they are they require. This can be done through stakeholders' engagement meetings and lobbying for resources, among others.

The findings also revealed that there is dissatisfaction with internal and external debates in assisting students to develop critical thinking and the ability to ask vital questions necessary for gathering more information on the subject matter. The study therefore recommends that school administration and debating clubs' patrons should align topics for debates in the subject areas, as well as cross-cutting issues, to enable students to gain a deeper understanding of the subject content

Regarding weakness in the organization and planning of the athletics schools that affected students' self-assurance, the school administration and the teachers should adhere to the developed guidelines by the Ministry of Education and Sports. They should also involve the students' representatives in the organizing and planning of athletics activities to boost their self-esteem.

6.3 Limitations and Areas for Future Study

This research was carried out in only public secondary schools in Ngora district, valuable information related to the study from private schools was left out. It is thus proposed that future studies should consider a similar study in private schools or both private schools and public schools.

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APPENDICES

APPENDIX I: Participant Information Sheet and Consent Form

I am Opolot David Michael, a student at Uganda Christian University undertaking a study on the Management of co-curricular activities on students' social skills in government-aided secondary schools in Ngora District in eastern Uganda that will lead to the award of the Degree of Master's degree in Educational Planning and Administration of Uganda Christian University. You have been selected to participate in this study.

Your consent to participate will be through your participation in the completion of this questionnaire.

Any information provided will be confidential and will not be used for any other purpose except for academic purposes, and nobody will be penalized or denied any service for refusing to participate or for withdrawing from participation at any point. Your participation in the study is voluntary

APPENDIX II: Interview Guide for Head Teachers

Introduction to the Interview

My name is Opolot David Michael, a student of Uganda Christian University pursuing a degree of Masters in Educational Administration and Planning. I am carrying out Research on *the Management of co-curricular activities and students' social skills in government-aided secondary schools in Ngora district in eastern Uganda*. You have been selected as a respondent to provide information for academic purposes only. The responses that you provide will be handled with utmost confidentiality. I would like to request your permission and consent before I proceed with the interview.

Items

1. As a head teacher, what would you consider co-curricular activities?
2. How would you rate the performance of this school in Co-curricular activities and students' social skills development? High [] Moderate [] Low []
3. To what extent are you satisfied with the performance of this school in Co-curricular activities and the development of students' social skills? Dissatisfied [] Neutral [] Satisfied []
4. Which leadership style is applied in the management of your school?
Bureaucratic [] Autocratic [] Laissez faire [] Participative []
5. Talk to me about the types and organization of co-curricular activities existing in your school. Which one gets more attention? Why?
6. How would you describe the issue of student social skills in your school? What factors or programs are in place that contribute to students' social skills in your school?
7. Do you think the management of co-curricular activities mentioned in (5) above contributes to students' social skills in your school? If so, can you share how?
8. Games are physical or mental activities or contests that have rules and that people do for pleasure; they may include football, chess, role play, and Scrabble, among others. In your view, if well managed, how would these contribute to student social skills in your school?

9. Debate refers to the quality discussion or argument carried on between two teams or sides, which usually promotes problem solving and innovative thinking, and helps students to build links between words and ideas that make concepts more meaningful. From your experience as a head teacher, how do the debates contribute to students' social skills in your schools?
10. Athletics also called track and field sports or track and field are a variety of competitions in running, walking, jumping, and throwing events among others. In your view, how does planning and organization of these activities contribute to students' social skills in your school?
11. If you were to advise stakeholders, especially school managers, on issues relating to co-curricular activities concerning student social skills in secondary schools, what would you tell them?

Thank you for participating in this study.

APPENDIX III: Questionnaire for Teachers in the Secondary Schools

Instruction:

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

SECTION A. Demographic Data of Respondents

Please tick (*J*) the appropriate response.

1. Age Bracket of Respondent

1. 18 -25 years 2. 26-35 years 3. 36-45 years 4. Above 45 years

2. Marital Status:

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

3. Level of Education:

1. Diploma 3. Degree 4. Other (specify)....

SECTION B: DEPENDENT VARIABLE

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

1. Strongly Disagree 2. Disagree 3. Undecided 4 Agree 5. Strongly Agree

No	Management of Games	1	2	3	4	5
1	My students willingly work with each other to complete group tasks.					
2	My students treat each other and teachers with respect, regardless of differences.					
3	My students try to understand how others feel and offer help when they are upset.					
4	My students express their thoughts and feelings clearly in class discussions.					
5	My students can make and keep friends easily by interacting politely and positively.					
6	My students manage their emotions well, even when they are upset or frustrated.					

SECTION C: INDEPENDENT CONSTRUCTS

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

2. Strongly Disagree 2. Disagree 3. Undecided 4 Agree 5. Strongly Agree

No.	Management of Games	1	2	3	4	5
1	In this school, students are motivated to engage in games.					
2	In this school, house/class/interschool games competitions are organized.					
3	In this school, games are well managed and included in the school timetable.					
4	In this school, students are encouraged to participate in games that bring them together,					
5	This school has developed play playground that accommodates all forms of games for students.					
6	In this school, students are allowed to share experiences and interact with each other during games.					

No.	Management of Debate	1	2	3	4	5
1	In this school, debate is included in the school's termly program					
2	In this school, students are encouraged to engage in internal and external debates.					
3	In this school, debating club leaders are encouraged to develop leadership skills.					
4	In this school, students are exposed to interschool debates					
5	In this school, rewards are given to students as they participate in the debating activities					
6	In this school, debating programs are well facilitated					

No.	Management of Athletics	1	2	3	4	5
1	In this school, students are equipped with athletic uniforms/attire.					
2	In this school, the school administration appreciates school athletes' skills and accomplishments.					
3	In this school, athletes are constantly guided.					
4	In this school, athletes are encouraged to share their experiences.					
5	In this school, athletic competitions are well-organized and planned.					
6	Allowing students to participate in athletics helps them improve on their communication skills					
7	In this school, athletics exposes students to leadership roles.					

Thank you so much for participating in this study

APPENDIX IV: Focus Group Discussion Guide for Students

Introduction

My name is Opolot David Michael, a student of Uganda Christian University pursuing a degree of Masters in Educational Administration and Planning. I am carrying out Research on *the Management of co-curricular activities and students' social skills in government-aided secondary schools in Ngora district in eastern Uganda*. You have been selected as a respondent to provide information for academic purposes only. The responses that you provide will be handled with utmost confidentiality. Please respond with at most sincerity as necessary. This study is completely voluntary, and you can opt out if you wish. I would like to request your permission and consent before I proceed with the interview.

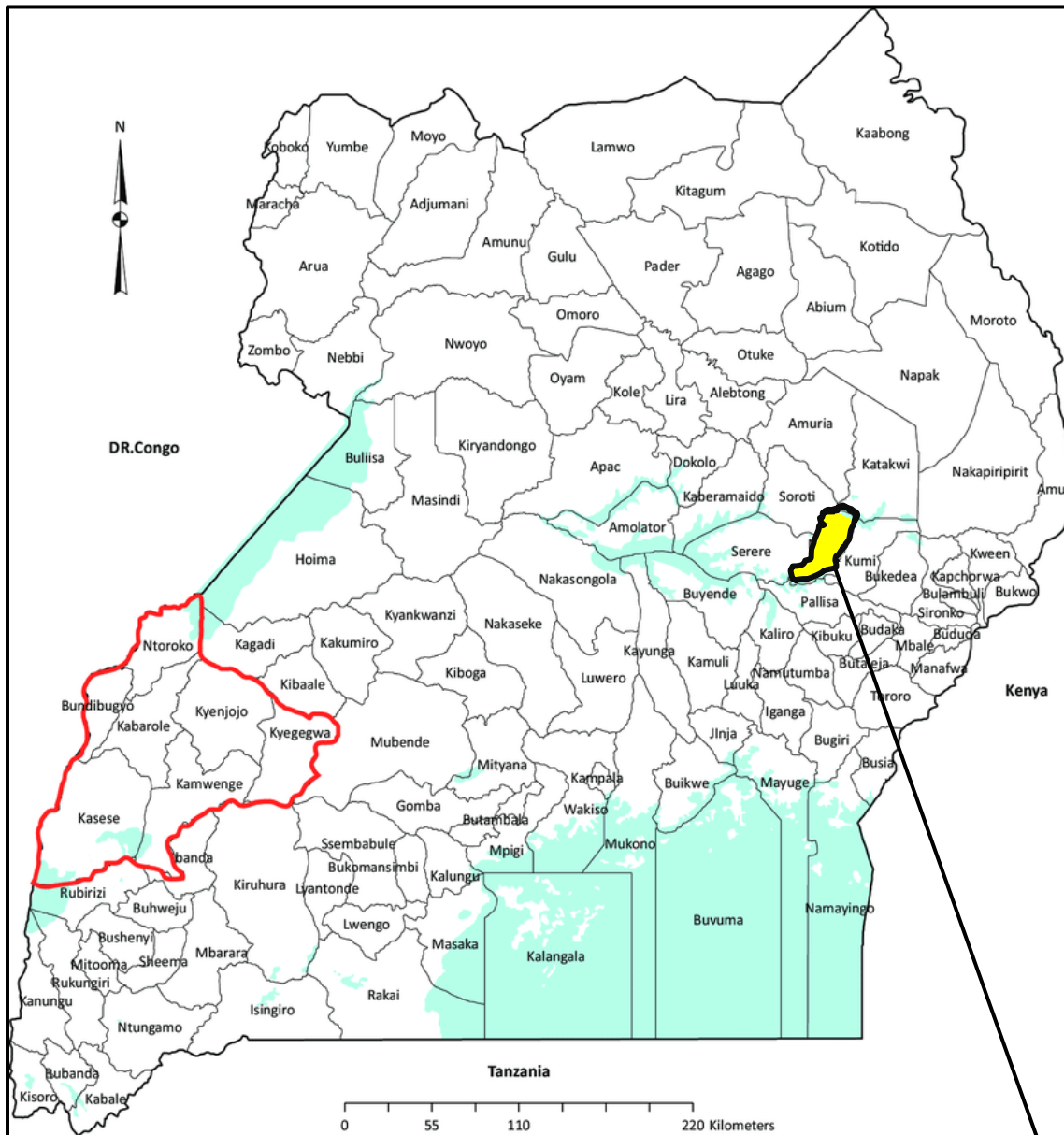
Items

1. There are so many activities that students do outside the classroom (co-curricular activities). Give examples of such activities in your school.
2. How would you rate the performance of this school in Co-curricular activities and students' social skills (skills that enable individuals to understand others and to be understood themselves) development? High [] Moderate [] Low []
3. Are you satisfied with the performance of this school in Co- co-curricular activities and the development of students' social skills? Dissatisfied [] Neutral [] Satisfied []
4. How are co-curricular activities organized of in your school? Does it help in students' social skills development? Why?
5. How would you describe the issue of student social skills in your school? In your opinion, can the management of co-curricular activities contribute to students' social skills in your school?
6. Games are physical or mental activities or contests that have rules and that people do for pleasure; they may include football, chess, role play, and Scrabble, among others. In your view, if well managed, how would these contribute to student social skills in your school?

7. Debate refers to the quality discussion or argument carried on between two teams or sides, which usually promotes problem solving and innovative thinking, and helps students to build links between words and ideas that make concepts more meaningful. From your experience as a student, how do the debates contribute to students' social skills in your schools?
8. Athletics, also called track and field sports or track and field, are a variety of competitions in running, walking, jumping, and throwing events, among others. In your view, how does the planning and organization of these activities contribute to students' social skills in your school?
9. If you were to advise school managers on issues of co-curricular activities and student social skills in secondary schools, what would you tell them?

Thank you for participating in this study.

APPENDIX V: Map of Uganda Showing the Location of Ngora District



NGORA DISTRICT

KEY



Location of Ngora District

APPENDIX VI: Data Collection Introduction Letter



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

Office of the Academic Registrar

To THE DISTRICT
EDUCATION OFFICER,
NGOKA.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

Permission granted on
20TH FEB, 2024

For: District Education Officer
NGORA DISTRICT
DATE: 20TH FEB. 2024

EKOTO
BERNA
INSPECTOR OF SCHOOLS
OPOLOT DAVID MICHAEL

We are honored to introduce to you Mr. Mrs./Miss. S19/MUC/MED/028 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree MASTERS DEGREE

He/ she is required to carry out an academic research on the topic
MANAGEMENT OF CO-CURRICULAR ACTIVITIES AND STUDENTS SOCIAL SKILLS DEVELOPMENT IN GOVT SECONDARY SCHOOLS IN NGORA DISTRICT - UGANDA.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,


Mr. Akampurira Timothy
Academic Registrar

11 FEB 2023