

School Environment and Participation of Pupils in Co-Curricular Activities in Private Primary Schools in Fort Portal City, Kabarole District, Uganda

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Abstract - The study examined the relationship between the school environment and pupils' participation in co-curricular activities in private schools in Fort Portal City. It was guided by three specific objectives including: (1) establishing the relationship between the school cultural environment and pupils' participation in co-curricular activities in private schools in Fort Portal City; (2) assessing the relationship between the school physical environment and pupils' participation in co-curricular activities in private schools in Fort Portal City; and (3) examining the relationship between the school social environment and pupils' participation in co-curricular activities in private schools in Fort Portal City. This study used a c with a study population of 400 individuals and a sample comprised of 196 respondents. Data were collected using self-administered questionnaires and interview guides. Data were analyzed using descriptive and inferential statistics. The correlation findings revealed that the school cultural environment was strongly and positively related to co-curricular activities in private primary schools ($r = 0.756$). The school physical environment exhibited a strong and positive relationship with co-curricular activities in private primary schools ($r = 0.822$), whereas the school social environment exhibited a strong and positive relationship with co-curricular activities in private primary schools ($r = 0.736$). Regression analysis results also revealed that the school environment (school cultural environment, school physical environment, and school social environment) has a significant and positive effect on pupils' participation in co-curricular activities in private primary schools, with net relationships ($\beta = 0.43$, $\beta = 0.31$, and $\beta = 0.39$, respectively). It is recommended that private schools should strive to create a cultural environment that promotes inclusivity and diversity. This can be achieved by encouraging students from various backgrounds to participate in co-curricular activities, regardless of their academic performance or social status. Schools can organize events that celebrate different cultures, traditions, and talents to foster a sense

of belonging among all students. Private schools should prioritize creating inviting and well-equipped spaces for co-curricular activities. This can include dedicated areas for sports, arts, music, drama, and other extracurricular activities. By providing attractive facilities, students are more likely to engage in these activities. Private schools should ensure that they offer a wide range of co-curricular activities that cater to the diverse interests and talents of their students. By providing options such as sports, arts, music, drama, debate clubs, community service projects, and more, schools can engage a larger number of pupils who may have varying preferences.

Keywords: School environment, participation, co-curricular, activities.

I. INTRODUCTION

Co-curricular activities have been part of the educational system in Africa since pre-colonial times, when children participated in informal activities that reflected their cultural experiences (Marsh & Kleitman, 2002). Co-curricular activities were seen as a way of enhancing students' academic, social, and personal development, as well as preparing them for future careers (Junco, 2012). However, the implementation of co-curricular activities in private primary schools in Africa faces various challenges, such as lack of resources, time, and support from stakeholders (Mahoney, Cairns, & Farmer, 2003). During the colonial period and the early years of independence, education in Uganda was largely modeled after the British system, which included aspects like sports, clubs, and societies as key components of a holistic educational approach. Co-curricular activities were often seen as a way to build character, leadership, and teamwork among students (Mahuro & Hungu, 2016).

Following independence in 1962, while the Ugandan education system underwent significant changes to make it more relevant to the country's needs, co-curricular activities remained an integral part of primary education (Suzuki, 2002).

The emphasis was not only on academic performance but also on developing well-rounded individuals who could contribute to society. Through the turbulent times of the 1970s and 1980s, characterized by political instability and economic difficulties under regimes like Idi Amin's, the education sector faced numerous challenges. Despite this, some level of co-curricular activities continued in schools, though with possible interruptions and inconsistencies (Charles & Khan, 2022).

In Uganda, co-curricular activities in primary schools have a rich historical background that dates back to the pre-colonial era. Traditional Ugandan societies valued education as a holistic process that encompassed not only academic learning but also practical skills, social values, and physical development. These values were embedded in the indigenous education systems where children were taught various skills through activities such as storytelling, traditional dances, music, and games. The emphasis on a well-rounded education that included co-curricular activities was a fundamental aspect of the educational philosophy in traditional Ugandan communities (Kasozi, 2018).

During the colonial period, the British introduced a formal education system in Uganda which focused primarily on academic subjects. However, even within this system, there was recognition of the importance of co-curricular activities in promoting holistic development among students. The colonial authorities encouraged the teaching of sports, music, drama, and other extracurricular activities alongside academic subjects. This approach aimed to prepare students not only for academic success but also for active participation in society and the workforce (Mugimu-Atukunda & Okotoni, 2019).

After gaining independence in 1962, Uganda continued to prioritize co-curricular activities in its education system. The government recognized the role of these activities in nurturing talents, promoting social cohesion, and instilling discipline among students. Primary schools across the country began to offer a wide range of co-curricular programs including sports competitions, cultural events, debates, and environmental conservation initiatives. These activities were seen as essential components of a child's overall development and were integrated into the national curriculum (Ministry of Education and Sports Uganda, 2018).

In recent years, there has been a renewed emphasis on co-curricular activities in primary schools in Uganda. Research studies have highlighted the positive impact of these activities on students' academic performance, social skills, and emotional well-being. Educators and policymakers recognize that co-curricular programs play a crucial role in enhancing student engagement, motivation, and creativity. As a result, there have been efforts to expand and diversify the range of

co-curricular opportunities available to primary school students across the country (Nabwire & Mwiria, 2020).

The study was guided by Ecological Systems Theory which was developed by Urie Bronfenbrenner in the 1970s. This theory provides a comprehensive framework for understanding the various environmental factors that influence an individual's development (Evans, 2020). In the context of this study, the Ecological Systems Theory can be applied to examine how different levels of the environment, or systems, impact pupils' participation in co-curricular activities.

The Microsystem (Individual Level) investigates how individual characteristics, such as personal interests, skills, and motivation, interact with the immediate school environment. Explore how teachers, peers, and school staff influence a pupil's decision to participate in co-curricular activities (Yawson, 2021). The Mesosystem (Relationships between Microsystems) explore the interactions between different elements within the school environment, such as teacher-student relationships, peer influence, and parental involvement (Elliott & Davis, 2020).

The exosystem (External Environment) consider external factors that indirectly impact pupils, such as community attitudes toward co-curricular activities, socio-economic conditions, and cultural expectations (Uralovich, Toshmamatovich, & Kubayevich, 2023). The macrosystem (Cultural Context) analyze the broader cultural and societal norms in Uganda that may shape attitudes towards education and co-curricular activities (Walsh, Böhme, & Wamsler, 2021). The chrono system (Time Dimension) examines changes over time in the school environment and the co-curricular landscape. Consider how changes in policies, leadership, or societal attitudes towards education influence pupils' participation in co-curricular activities (Arifin & Teh, 2020).

Ecological Systems Theory provides holistic understanding of the interplay between individual characteristics, interpersonal relationships, external factors, cultural context, and temporal dynamics in shaping pupils' engagement in co-curricular activities in private primary schools in Uganda. School environment refers to the diverse physical, social, emotional, and educational factors that influence a student's welfare and learning outcomes within a school (Korir & Kipkemboi, 2014). It encompasses various aspects including: Cultural environment, physical environment and Social environment.

Cultural environment includes the values, traditions, and norms that the school upholds and promotes. It shapes the identity of the school and can influence students' understanding and appreciation of diverse cultural

backgrounds (Karemera, Reuben, & Sillah, 2003). According to Gietz (2014) physical environment includes the school buildings, classrooms, playgrounds, libraries, laboratories, and other facilities. It also covers provisions like proper lighting, ventilation, sanitation, safety measures, and the availability of adequate resources and materials for learning and extracurricular activities.

Social environment explains the relationships among and between students, teachers, and administrative staff fall under this category. It relates to the social dynamics within the school, including peer interactions, teacher-student relationships, and how inclusive, respectful, and nurturing the overall community is (Mahoney et al., 2021). The school environment plays a crucial role in shaping the experiences and outcomes of students' educational journeys. It is instrumental in not only imparting academic knowledge but also in developing their social skills, work ethic, personal values, and overall character. A positive and enriching school environment is associated with better educational attainment, improved student behavior, and increased engagement in learning (Han, Kiatkawsin, Kim, & Hong, 2018).

Co-curricular activities are structured programs that are connected to classroom instruction but take place outside the main curriculum of formal education (Suzuki, 2002). These activities are typically designed to complement the academic curriculum and develop the student's social, intellectual, emotional, cultural, or physical abilities. They are an essential part of the educational process and often contribute substantially to the overall development of the student (Singh, 2021).

Unlike extracurricular activities, which operate on a more casual or optional basis and aren't always linked to the academic curriculum, co-curricular activities are often integrated directly with the educational experience, often having a direct correlation with what is being taught in school (Jackson & Bridgstock, 2021). Examples of co-curricular activities can include; sports teams and physical education classes, musical and theatrical productions, choir, and band, art, drama, and music classes, debate and speech clubs, science fairs and math clubs, school newspapers and yearbook committees, language clubs, student government, leadership program and educational field trips and school clubs focused on subjects like history or geography (King, McQuarrie, & Brigham, 2021).

These activities are usually supervised by educators and are structured to provide students with opportunities to work in teams, develop leadership skills, and enhance their educational experience beyond the traditional academic setting. Co-curricular activities play a crucial role in the

overall development of pupils in primary schools. These activities complement the academic curriculum and provide students with opportunities to learn and grow in various aspects (Jackson & Bridgstock, 2021). They contribute to the holistic development of pupils by nurturing their physical, intellectual, emotional, social, and creative aspects. Engaging in activities beyond the classroom helps children discover and develop their talents, skills, and interests (Buckley & Lee, 2021).

Co-curricular activities are an integral part of primary education, offering pupils opportunities for personal growth, skill development, and a well-rounded education that goes beyond the confines of the classroom (Bekomson, Amalu, Mgbani, & Kinsley, 2020). Smith et al. (2019) highlights that a positive school environment characterized by supportive teachers, well-equipped facilities, and a vibrant campus culture can significantly influence students' engagement in co-curricular activities. Students are more likely to participate in extracurricular when they feel a sense of belonging and connection to their school community. Additionally, a safe and inclusive environment fosters student motivation and enthusiasm towards participating in various activities outside the classroom (Smith et al., 2019).

Co-curricular activities in Uganda typically include sports, music, dance, drama, debating clubs, and various societies centered on subjects such as science, languages, or the environment. These activities are recognized for their role in developing key skills such as communication, collaboration, and critical thinking (Asiimwe, Babalola, & Atuhaire, 2021). They also serve to nurture talents and can be a forum for discussing issues that are relevant to the students' lives and communities, such as health education and civic responsibility.

The participation of pupils in co-curricular activities in private schools in Fort Portal City, Kabarole District, Uganda, is a critical aspect of their holistic development. However, there are challenges that hinder optimal engagement in these activities. According to a study conducted by the Ministry of Education and Sports in Uganda in 2019, it was found that only 40% of pupils in private schools actively participate in co-curricular activities (Ministry of Education and Sports 2019). This indicates a significant gap in involvement compared to the desired level.

According to a report by the Ministry of Education and Sports in Uganda, it was found that only 30% of pupils in private schools in Fort Portal City actively participate in co-curricular activities. This statistic indicates a significant portion of students who are not engaging or benefiting from these extracurricular opportunities. Furthermore, a study

conducted by the Kabarole District Education Department revealed that out of 500 pupils surveyed across various private schools in Fort Portal City, 70% showed minimal or no interest in participating in co-curricular activities. This data highlights a prevalent issue of disengagement among students when it comes to extracurricular involvement.

Despite the importance of co-curricular activities in promoting the holistic development and well-being of pupils in primary schools, there is limited understanding of how the school environment in Fort Portal City influences pupils' participation in such activities, especially in private primary schools (Fort Portal City Education Department, 2021). The number of pupils and schools participating in co-curricular activities has been low, particularly in private schools (Fort Portal City Inspector of Schools, 2023). This has been evidenced by the low numbers of pupils engaging in school athletics and football, with less than 24% of pupils in upper primary not participating at all (Fort Portal City Education Department report on pupils' participation in co-curricular activities, 2022). Based on a study conducted by the Ministry of Education and Sports in Uganda, it was revealed that just 30% of students attending private schools in Fort Portal City are actively involved in co-curricular activities. This data highlights a considerable number of pupils who are missing out on the advantages of participating in extracurricular programs (Ministry of Education and Sports 2022). By not participating in these activities, students may miss out on

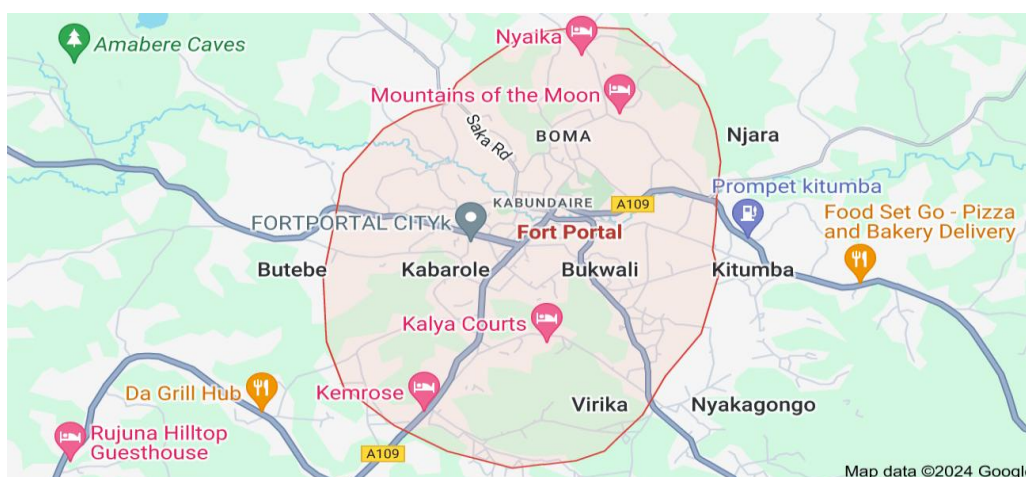
acquiring valuable skills, which could hinder their personal and professional development in the future (Kigenyi, Kakuru, & Ziwa, 2017). This, therefore, prompted the researcher to examine the relationship between the school environment and pupils' participation in co-curricular activities in Fort Portal City.

II. MATERIALS AND METHODS

Location of the Study area

The study was carried out in selected private primary schools in Fort Portal City. Fort Portal City is located in western Uganda, in the Kabarole District. It is situated near the border with the Democratic Republic of the Congo, and it's known for its beautiful landscape, including the nearby Rwenzori Mountains and Kibale National Park. Fort Portal in Kabarole District is located approximately 296 kilometres (184 mi) by road, west of Kampala, Uganda's capital and largest city, on an all-tarmac two-lane highway. The geographical coordinates of Fort Portal City are 0°39'16.0"N, 30°16'28.0"E (Latitude: 0.654444; Longitude: 30.274444). Fort Portal is situated at an average elevation of 1,523 metres (4,997 ft) above sea level. The study will use Greenhill Academy - Fort Portal Campus, St. Mary's Primary School, Kabarole Parents' Primary School, St. Anthony Primary School and Fort Portal Primary School as selected private primary schools where the study took place.

Sketch Map of Showing the Location of fort portal city (Study Area)



Research design

The study adopted a descriptive cross-sectional survey design. A descriptive cross-sectional survey is concerned with describing the characteristics of an event, providing data about the population or item being studied by describing the who, what, how, when, and where of a situation at a given time and providing a systematic description that is as factual and accurate as possible (Amin, 2005). The rationale for using this

design was because it allowed an in-depth study of the subject. It was also suitable to describe attitudes, opinions and behavior patterns of people and allowed the researcher to generalize the data collected to the entire population under study. The study employed both qualitative and quantitative methods. A quantitative approach was adopted to allow the researcher to gather precise and quantifiable information on the school environment and pupils' participation in co-

curricular activities in private primary schools in Fort Portal City. The qualitative approach was also appropriate for this study because it allowed the researchers to obtain data directly from the subjects by sitting with the respondents and hearing their views, voices, perceptions, and expectations in detail. Thus, the researcher recognized several nuances of attitude and behavior that could escape researchers using other methods (Creswell, 2006).

Sampling

The study used Simple random sampling to select teachers and pupils that participated in the study. The simple random sampling techniques helped the researcher in ensuring

that all respondent had equal chances of being selected for the study. Purposive sampling was used to select key respondents of the study that included head teachers, directors, sports teachers, sports prefects and district education officials. The method was used to select respondents with more knowledge about the participation of pupils in co-curricular activities and the schools' environment.

Sample Size

The study adopted 196 respondents this was guided by Kreijcie & Morgan (1970) in determining the sample size of the study.

Respondents	Population size	Sample size	Sampling technique
Head teacher	05	05	Purposive sampling
Directors	05	05	Purposive sampling
Sports teachers	10	10	Purposive sampling
Sports prefects	10	10	Purposive sampling
DIS	01	01	Purposive sampling
CEO	01	01	Purposive sampling
Teachers	80	36	Simple random sampling
Pupils	288	128	Simple random sampling
Total	400	196	

Source: Primary Data, (2024)

Study Population

According to Amin (2005), a study population is a complete collection of all the elements that are of interest in a particular study. The study was carried out from 5 private primary schools out of 17 private primary schools with in Fort Portal City. The study used Greenhill Academy - Fort Portal Campus, St. Mary's Primary School, Kabarole Parents' Primary School, St. Anthony Primary School and Fort Portal Primary School. The study selected only five private primary schools in Fort Portal City due to limited resources, which

allowed for a more focused and detailed examination of the relationship between school environment and pupil's participation in co-curricular activities within those specific schools.

The study used head teachers, sports teachers, District Inspector of schools, District Educational officer, sports prefects, sports teachers and primary six pupils (usually actively engaged in co-curricular activities) from each of the selected private primary schools as respondents of the study.

Table 3.1: Population of the study

Category	Greenhill Academy - Fort Portal Campus	St. Mary's Primary School,	St. Anthony Primary School	Fort Portal Primary School	Kabarole Parents' Primary School	Total
Head teachers	01	01	01	01	01	05
Directors	01	01	01	01	01	05
Sports teachers	02	02	02	02	02	10
Sports prefects	02	02	02	02	02	10
Teachers	17	19	18	14	12	80
P.6 Pupils	56	67	65	50	50	288
Total	79	92	89	68	56	398

Source: Fort Portal City Department of Education Report (2021/22)

The study used 398 participants as the study population. These included 5 head teachers, 10 sports teachers, 10 sports prefects, 80 teachers and 288 primary six pupils. Primary six pupils were selected as respondents of the study because it was the most active class in co-curricular activities since P.7 is usually denied participation.

The population for each category in each school varied based on the sampling technique employed, whether purposive sampling or simple random sampling. These techniques helped in selecting representative samples from the total population for further analysis and study. For example, head teachers, directors, sports teachers, and sports prefects were selected using the purposive sampling technique, while teachers and pupils were selected using the simple random sampling technique.

Source of Data

For this study, primary data was obtained by use of questionnaires and interview guides to look for information about the study directly from the field by the researcher. Secondary data was gotten from reports, journal articles, internet research, newspapers and written literature by earlier scholars on School environment and participation of pupils in co-curricular activities.

Instrument

The researcher ensured both qualitative and quantitative data was collected using questionnaires, interviews and document review method as explained below. Questionnaire Survey Method; Amin (2005) noted that the survey method is used to obtain information from a large group of people in a given study. A questionnaire survey consisting of 37 items was used to solicit information from 36 teachers and 128 pupils to save time and cut costs, as recommended by Chaleunvong (2009), who stated that the questionnaire survey method was cost-effective and time-saving. This approach aimed to capture the independent views of teachers and student leaders while reducing study costs and ensuring freedom of response without fear (Chaleunvong, 2009).

A self-administered questionnaire was used to collect numerical data from data from teachers and pupils to answer the research questions. The questionnaire serves to collect a lot of information within a short period of time, and the data collected is deemed credible because, unlike interviews where the respondents are quoted, questionnaires were filled anonymously. A closed-ended questionnaire on a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, 1 = strongly disagree) was constructed by the

researcher and used to collect data from 36 teachers and 128 pupils. The questionnaire was divided into four sections. Section A contained the demographic information of all the respondents. Section B focused on school cultural environment. Section C collected data on school psychological environment. Section D focused on school social environment. And section E contained question on pupils' participation in co-curricular activities.

Regarding interview Method; 32 interviews were used to solicit information from the ad teachers, directors, sports teachers, District Inspector of schools, District Educational officer and sports prefects, as argued by Creswell (2014), the method is an excellent way of assessing individual perceptions and definitions of the situation under study and obtaining first-hand information from knowledgeable informants, as advocated by Zohrabi (2013), to obtain more accurate information (Wyse, 2014). There were two sets of structured interview guides for the ad teachers, directors, sports teachers, District Inspector of schools, District Educational officer and sports prefects, respectively, to capture their unique responses. The guides helped maintain focus on the area of study and avoid diversions that could misinform the study findings (Wyse, 2014).

III. DATA ANALYSIS

The data was then coded by assigning numerical values to the items of the questionnaires to ensure that specific answers fall in a specific cell in a given category (Punch, 2014). Quantitative data was fed into the computer using the SPSS program (Version 23). Descriptive statistical analysis with frequencies and percentages were then used to analyze quantitative data. Pearson Product Moment Correlation Coefficient Analysis (r) was used to establish the direction and strength of the relationship between external supervision and school performance. The coefficient of determination (Adjusted R^2) was used to establish the variation in school performance explained by the variation in external supervision. Analysis of Variance (ANOVA) was used to test the hypotheses (Kothari and Garg, 2014) and assess the overall significance of the regression model for external supervision and school performance. Qualitative data from interviews and open questions in the questionnaires were arranged into themes according to the stated objectives, subjected to content analysis, and then presented in narrative form. Nieuwenhuis (2014) considers content analysis as the process of viewing data from different angles to identify key ideas that can be used to interpret the raw data. Raw data obtained from interviews was analyzed by first identifying key points and categorizing them into dominant themes, which was then interpreted.

IV. RESULTS

It specifically established the relationship between the school cultural environment and pupils' participation in co-curricular activities in private schools in Fort Portal City; assessed the relationship between the school physical environment and pupils' participation in co-curricular activities in private schools in Fort Portal City; and examined the relationship between the school social environment and pupils' participation in co-curricular activities in private schools in Fort Portal City. The chapter presents the findings through descriptive results obtained from the questionnaire, displaying the mean and standard deviation to demonstrate the central tendency of responses to the Likert scale questions.

4.1 Response rate for the study

Table 4.1: Response rate

Respondents	Questionnaires issued and interviews scheduled	Questionnaires returned and interviews conducted	Response rate (%)
Head teacher	05	04	80%
Directors	05	03	60%
Sports teachers	10	08	80%
Sports prefects	10	10	100%
DIS	01	01	100%
CEO	01	01	100%
Teachers	36	34	94.4%
P.6 Pupils	128	119	92.7%
Total	196	180	91.8%

Source: Primary Data, (2024).

Based on the findings in Table 4.1 above, the response rate for head teachers was 80%. This indicates a reasonably good response, although one head teacher did not participate. Directors showed a response rate of 60%, which is comparatively lower than other groups. This was because two directors were busy and not available for an interview or questionnaire. With an 80% response rate, sports teachers showed good participation, indicating their interest or involvement in co-curricular activities. These groups all had excellent response rates of 100%, indicating a high level of engagement and cooperation. Teachers demonstrated a response rate of 94.4%, which was quite high. This suggests a strong interest or sense of responsibility among teachers towards the study. Pupils in P.6 showed a response rate of 92.7%, which was also notably high, indicating good cooperation from this group, considering the challenges of engaging young students in such studies. The overall response rate for the study is 91.8%, which was relatively high and indicated a generally successful data collection process. However, response rates vary across different respondent groups. Therefore, it can be concluded that there was no bias in the data collected. According to Amin (2005), a response rate exceeding 70% is considered adequate for a study.

Demographic characteristics of the respondents

The researcher used gender, age, marital status and level of education as demographic characteristics of the respondents and the findings are as follows.

Table 4.2: Demographic characteristics of Head teachers, Directors, Sports teachers Sports prefects, DIS, CEO, Teachers

Item	Frequency	Percentage (%)
Gender Male	36	58.1%
Female	26	41.9%
Total	62	100%
Age (years)		
21 – 30 years	22	35.5%
31– 50 years	36	50.1%
51& Above years	4	6.4%
Total	62	100%

Marital status		
Single	24	38.7
Married	32	51.6%
Separated	4	6.5%
School social environment	2	3.2%
Total	62	100%
Level of education		
Certificate	5	8.6%
Diploma	36	58.1%
Bachelors	17	24.4%
Masters	4	6.5%
Total	62	100%
Years spent in this school		
0-5years	27	43.5%
6-10 years	31	50.0%
11+ years	4	6.5%
Total	62	100%

Source: Primary Data, (2024)

According to findings in table 4.2 above, the majority of the respondents were male, constituting 58.1% of the total sample, while females accounted for 41.8%. The fact that 58.1% of the respondents were male while only 41.8% were female indicates a slight gender imbalance in the sample. This finding may suggest underlying disparities in opportunities, roles, or perceptions between males and females within the school environment. Addressing this gender gap could be crucial for promoting inclusivity and ensuring equal participation and representation across all genders in co-curricular activities.

Findings indicated that the largest age group consisted of respondents between 31– 50 years, mainly pupils, representing 50.1% of the total sample. With the majority of respondents falling within the age group of 31-50 years, it implies that the study was dominated by on younger respondents, particularly teachers. Findings further showed that majority of respondents were married, accounted for 51.6% of the total, while school social environment respondents constituted 3.2%. The findings provides insights into the personal backgrounds of those involved in shaping the school environment. Understanding the marital status of key stakeholders such as head teachers, directors, sports teachers, sports prefects, district inspectors (DIS), district education officers (CEO), and teachers offer perspectives on how their family responsibilities or personal circumstances influence their involvement in promoting pupil participation in co-curricular activities.

Findings on the level of education showed that the highest proportion of respondents had diplomas constituting 58.1%. The results suggest that a significant number of individuals in leadership positions within private primary schools in Fort Portal City have attained a certain level of formal education. This implies that these individuals have undergone specific training or educational programs that equip them with the necessary knowledge and skills to effectively manage and lead educational institutions.

The distribution of years spent in a particular school environment reveals that a majority of respondents had spent 6-10 years in school, making up 49.4% of the total sample. This indicates that many of the individuals surveyed are likely to be experienced professionals who have been working within the education sector for a considerable period. Their prolonged exposure to the school environment suggests that they may have developed a deep understanding of the dynamics and challenges present in educational settings, which could potentially influence their decision-making processes and approaches to addressing issues related to co-curricular activities.

Table 4.3: Demographic characteristics of the pupils

Item	Frequency (f)	Percentage (%)
Gender		
Male	69	58.5%
Female	49	41.5%

Total	118	100%
Age (years)		
Below 8 years	26	22.0%
8 – 10 years	34	28.8%
10– 12 years	41	34.7%
Above 12 years	17	14.4%
Total	118	100%

Source: Primary Data, (2024)

According to the findings in Table 4.3, the majority of the respondents were male, constituting 58.5% of the total sample, while females accounted for 41.5%. The fact that 58.5% of the respondents were male, while only 41.5% were female, suggests a gender disparity in participation or representation in co-curricular activities. This finding may indicate underlying societal norms or biases that influence the level of engagement of male and female students in extracurricular pursuits.

Findings also indicated that the largest age group consisted of respondents between 10 and 12 years, representing 34.7% of the total sample. Additionally, 28.8% were between 8 and 10 years, 22% were below 8 years, while the smallest group of respondents was above 12 years of age. The largest age group being between 10 and 12 years indicates that students in this age range are more actively involved or accessible to such activities compared to younger or older peers. This insight can inform targeted strategies to enhance participation across all age groups.

Descriptive statistics were utilized to assess the research objectives that guided the study by analyzing feedback from various statements. The researcher organized the collected data in a systematic manner using a 5-point Likert rating scale on the questionnaires. The scale ranged from 1 (strongly disagree) to 5 (strongly agree), with additional categories for disagree, not sure, and agree. These data were then categorized based on their means and standard deviations. According to Jamieson (2004), scores ranging from 1 to 1.80 indicated strong disagreement, while scores from 1.81 to 2.60 represented a lack of agreement. Scores between 2.61 and 3.42 were considered true to some extent, while scores from 3.43 to 4.20 indicated agreement. Finally, scores from 4.21 to 5.00 represented strong agreement. The standard deviation of the data provided insights into the distribution of the responses. A low standard deviation suggested that the data points were closely clustered around the mean, while a high standard deviation indicated a greater spread of the data. A standard deviation close to zero indicated that the data points were close to the mean, while a high or low standard deviation indicated that the data points were respectively above or below the mean (Altman, 2005).

Several statements were posed to the respondents regarding the school cultural environment supporting co-curricular activities in private schools in Fort Portal City

Table 4.4: The school cultural environment supporting co-curricular activities in private schools in Fort Portal City

Statements	5%	4%	3%	2%	1%	Mean	Std. Dev.
There are dedicated facilities and resources for co-curricular activities within the school premises	2.7%	4.1%	4.1%	74.0%	15.1%	3.95	0.78
There a structured timetable that allocates time for co-curricular activities alongside academic classes	5.5%	4.1%	5.5%	63.0%	21.9%	3.92	0.97
There regular competitions and events organized to showcase the talents of students in various co-curricular areas	4.1%	13.7%	0.0%	64.4%	17.8%	3.78	1.03
Students are provided with opportunities to explore a wide range of co-curricular activities to cater to diverse interests	4.1%	8.2%	4.1%	61.6%	21.9%	3.89	0.98
The school administration actively support and promote the development of co-curricular programs within the school	4.1%	6.8%	5.5%	58.9%	24.7%	3.93	0.981
There a system in place to recognize and reward outstanding achievements in co-curricular activities among students	2.7%	1.4%	1.4%	74.0%	20.5%	4.08	0.72
The school provide training or workshops to enhance	4.1%	2.7%	2.7%	65.8%	24.7%	4.04	0.87

the skills of students participating in co-curricular activities							
There is collaboration with external organizations or experts to enrich the co-curricular programs offered by the school	2.7%	2.7%	4.1%	57.5%	32.9%	4.23	1.16
The school's cultural environment strongly supports and values co-curricular activities as part of holistic education	6.8%	6.8%	2.7%	63.0%	20.5%	3.84	1.05

Source: Primary Data, (2024).

The study findings show that 74.0% agree that there are dedicated facilities and resources for co-curricular activities which indicates a positive school cultural environment that supports extracurricular engagement among students. This suggests that these schools prioritize holistic development beyond academic excellence. With 15.1% of respondents strongly agreeing with the availability of dedicated facilities, it implies that students are actively engaged in co-curricular activities within the school premises. This level of agreement signifies that students are likely participating in a variety of extracurricular programs, which can contribute to their overall personal growth and skill development. While a majority agreed on the presence of facilities, the percentages of those who were not sure (4.1%), disagreed (4.1%), and strongly disagreed (2.7%) indicate that there is still room for improvement in ensuring that all students have access to and benefit from these resources. Schools may need to address concerns raised by these respondents to create a more inclusive environment for all pupils. The mean score of 3.95 further solidifies the notion that there are indeed dedicated facilities and resources for co-curricular activities within private primary schools in Fort Portal City.

The findings suggest that a significant majority of respondents in private primary schools in Fort Portal City perceive that there is a structured timetable that allocates time for co-curricular activities alongside academic classes. The high percentage of agreement and strong agreement (63.0% and 21.9% respectively) indicates a positive perception among the participants regarding the integration of co-curricular activities into the school schedule. The fact that only a small percentage of respondents disagreed (4.1%) or strongly disagreed (5.5%) with the existence of a structured timetable for co-curricular activities further reinforces the notion that such scheduling is indeed present in these schools. Additionally, the low percentage of unsure responses (5.5%) suggests that there is clarity among the students regarding the allocation of time for both academic and co-curricular pursuits. The mean score of 3.92, which is close to the maximum score of 5, provides quantitative support for the qualitative responses indicating the presence of a structured timetable accommodating co-curricular activities alongside academic classes.

It is evident that a significant majority of respondents, 64.4%, agreed that there are regular competitions and events organized to showcase the talents of pupils in various co-curricular areas in Fort Portal City. Additionally, 17.8% of the respondents strongly agreed with this statement. This indicates a high level of positive perception regarding the presence of such activities in the city. On the contrary, 13.7% of the respondents disagreed that there are regular competitions and events for showcasing talents, while only 4.1% strongly disagreed with this notion. These percentages represent a minority view compared to those who expressed agreement or strong agreement. The mean score of 3.78 further reinforces the idea that there are indeed regular competitions and events organized to highlight the talents of pupils in various co-curricular areas within private primary schools in Fort Portal City.

In the study conducted in private primary schools in Fort Portal City, it was found that a significant majority of respondents, totaling 83.5% (61.6% agreed and 21.9% strongly agreed), believed that pupils are provided with opportunities to explore a wide range of co-curricular activities to cater to diverse interests. This indicates a positive perception among the respondents regarding the availability of diverse co-curricular activities for students within these schools. The mean score obtained from the responses was calculated to be 3.89, further supporting the notion that the majority of respondents perceive private primary schools in Fort Portal City as providing ample opportunities for students to engage in various co-curricular activities tailored to their interests. This data suggests that there is a general consensus among the surveyed individuals that these schools prioritize offering a diverse array of co-curricular activities, which play a crucial role in enriching students' educational experiences and fostering holistic development.

The findings from the survey conducted in Fort Portal City indicate that a significant proportion of respondents perceive that school administration actively supports and promotes the development of co-curricular programs within private primary schools. 58.9% of respondents agreed that school administration actively supports and promotes the development of co-curricular programs, 24.7% of respondents strongly agreed with the statement, 5.5% of respondents were uncertain about whether school

administration supports co-curricular programs, 6.8% of respondents disagreed, and 4.1% of respondents strongly disagreed with the assertion. The mean score calculated from these responses was 3.93, indicating a general agreement among respondents that school administration plays an active role in supporting and promoting co-curricular activities within private primary schools in Fort Portal City.

The findings indicate that a significant majority of respondents, 74.0%, agreed and 20.5% strongly agreed that there are systems in place to recognize and reward outstanding achievements in co-curricular activities among pupils in private primary schools in Fort Portal City. Only a small percentage of respondents were unsure (1.4%), disagreed (1.4%), or strongly disagreed (2.7%) with this statement. The mean response of 4.08 suggests strong agreement among the participants regarding the existence of systems for recognizing and rewarding outstanding achievements in co-curricular activities. This high level of agreement among respondents highlights the perceived importance and effectiveness of the current systems in place within private primary schools in Fort Portal City for acknowledging and rewarding exceptional accomplishments in co-curricular activities among students.

The results indicate that a significant percentage of respondents, 65.8%, agreed that schools provide training or workshops to enhance the skills of pupils participating in co-curricular activities. Additionally, 24.7% strongly agreed with this statement. The mean value of 4.04 further supports this finding, suggesting a general consensus among respondents that private primary schools in Fort Portal City do indeed offer training or workshops to improve the skills of pupils engaged in co-curricular activities. This finding highlights the importance placed on enhancing the abilities and competencies of students beyond traditional academic subjects. Co-curricular activities play a vital role in holistic education by fostering skills such as teamwork, leadership, creativity, and time management.

The majority of respondents, with 57.5% agreeing and 32.9% strongly agreeing, believe that there is collaboration with external organizations or experts to enrich the co-curricular programs offered by private primary schools. This high percentage of agreement indicates a strong perception among the respondents regarding the involvement of external entities in enhancing the co-curricular activities within these educational institutions. The mean value of 4.23 further supports the notion that there is indeed substantial collaboration taking place between private primary schools in Fort Portal City and external organizations or experts. A mean value above 4 suggests that the majority of respondents perceive a high level of collaboration in this aspect, indicating a well-established practice of engaging with external partners to enhance the co-curricular offerings within these schools.

The survey results reveal that a significant majority of respondents, totaling 83.5% (63.0% strongly agreeing and 20.5% agreeing), believe that the cultural environment in private primary schools in Fort Portal City strongly supports and values co-curricular activities as an integral part of holistic education. This high level of agreement among the participants indicates a prevailing positive perception regarding the importance and support for co-curricular activities within the school setting.

The findings indicate that a majority of respondents, with 63.0% strongly agreeing and 20.5% agreeing, believe that the schools' cultural environment strongly supports and values co-curricular activities as part of holistic education. Moreover, only 6.8% disagreed, 6.8% strongly disagreed, and a low percentage of respondents expressed uncertainty (2.7%). The mean score of 3.84 provides evidence supporting the notion that the schools' cultural environment strongly supports and values co-curricular activities as part of holistic education within private primary schools in Fort Portal City. The mean score of 3.84 further bolsters the argument that private primary schools in Fort Portal City prioritize and value co-curricular activities as part of holistic education. This underscores the depth of support for co-curricular activities within these educational institutions. Based on the findings, it is evident that there is a prevailing belief among respondents that private primary schools in Fort Portal City have a cultural environment that strongly supports and values co-curricular activities as an essential component of holistic education.

Findings from qualitative data (interviews)

The views of key informants (head teachers, directors, sports teachers, sports prefects, DIS, and CEO) on the school cultural environment supporting co-curricular activities in private schools in Fort Portal City.

"I believe that the school's cultural environment plays a crucial role in supporting co-curricular activities in private schools in Fort Portal City. It sets the tone for students to actively participate in various extracurricular programs, fostering a well-rounded educational experience." (Head Teacher, April 2024)

“As directors of the school, we prioritize creating a vibrant cultural atmosphere that encourages students to engage in co-curricular activities. We allocate resources and provide necessary support to ensure these activities thrive.” (Director 1, April 2024)

“The cultural environment we cultivate within the school positively impacts how students perceive and engage with co-curricular activities. It enhances their overall learning experience and personal development.” (Director 2, April 2024)

“Being directly involved in organizing and coaching co-curricular sports activities, I can attest to the importance of a supportive cultural environment within the school. It motivates students to excel in sports and promotes teamwork and discipline.” (Sports Teacher 2, April 2024)

“The school’s cultural ethos significantly influences student participation and performance in sports. A nurturing environment fosters a sense of belonging and encourages students to explore their athletic potential.” (Sports Teacher 2, April 2024)

“As sports prefects, we witness firsthand how the school’s cultural environment impacts student involvement in sports activities. A positive culture promotes inclusivity and enthusiasm among peers, driving greater participation.” (Sports Prefect 1, April 2024)

“Our role is to promote a culture of sportsmanship and teamwork within the school community. The supportive cultural environment nurtures a passion for sports among students and fosters healthy competition.” (Sports Prefect 2, April 2024)

“The cultural environment within private schools in Fort Portal City plays a pivotal role in shaping the co-curricular landscape. Schools with a strong cultural ethos tend to have more robust extracurricular programs that benefit student development.” (District Inspector of Schools, April 2024)

“In my assessment, the cultural environment of private schools in Fort Portal City significantly influences the success of co-curricular activities. Schools that prioritize creating a positive culture tend to see higher levels of student engagement and achievement outside the classroom.” (District Education Officer, April 2024)

School physical environment supporting co-curricular activities in private primary schools in Fort Portal City

Several statements were posed to the respondents regarding the school physical environment supporting co-curricular activities in private primary schools in Fort Portal City, and these responses are presented in Table 4.5 below:

Table 4.5: School physical environment supporting co-curricular activities in private primary schools in Fort Portal City

Statements	SD	D	NS	A	SA	Mean	Std. Dev.
There is the availability of multipurpose halls for co-curricular activities in the school	9.6%	9.6%	6.8%	65.8%	8.2%	3.53	1.09
The school have adequate outdoor spaces for sports and recreational activities	5.5%	1.4%	2.7%	71.2%	19.2%	3.97	0.88
The school provide specialized facilities for various co-curricular activities like music rooms, art studios, or science labs	6.8%	12.3%	9.6%	63.0%	8.2%	3.53	1.04
The school is equipped with modern technology and equipment to support co-curricular activities effectively	2.7%	6.8%	2.7%	60.3%	27.4%	4.03	0.91
The school have a well-stocked library with resources that support co-curricular learning and research activities	5.5%	8.2%	5.5%	49.3%	31.5%	3.93	1.09
The school offer transportation services for pupils participating in off-campus co-curricular events	1.4%	2.7%	2.7%	76.7%	16.4%	4.04	0.65
There are designated areas within the school premises for clubs and societies to conduct their meetings and activities	6.8%	8.2%	5.5%	75.3%	4.1%	3.62	0.95
There are accessible school facilities outside regular hours to accommodate after-school co-curricular programs	9.6%	2.7%	6.8%	57.5%	23.3%	3.82	1.12
The school ground is well maintained to ensure safety during physical activities and events related to co-curricular engagements	13.7%	12.3%	8.2%	41.1%	24.7%	3.51	1.36

Source: Primary Data, (2024).

The findings suggest that a majority of respondents, totaling 74%, are in favor of the presence of multipurpose halls for co-curricular activities in private primary schools in Fort Portal City. The mean value provided, which is 3.53, further supports the

conclusion drawn from the survey results. This finding has implications for the quality and scope of extracurricular programs offered by private primary schools in Fort Portal City. Access to multipurpose halls can enhance students' participation in various co-curricular activities such as sports, cultural events, and academic competitions.

The findings from the survey indicate that a significant majority of the respondents, totaling 71.2%, agreed that schools in Fort Portal City have adequate outdoor spaces for sports and recreational activities. Furthermore, 19.2% of the respondents strongly agreed with this statement, showing a high level of confidence in the availability of outdoor spaces for such activities. A smaller percentage, 2.7%, expressed uncertainty regarding the adequacy of outdoor spaces for sports and recreational activities in schools. This suggests that there is a minority within the surveyed population that may not have a clear opinion on this matter. Additionally, only 1.4% of the respondents disagreed with the statement, indicating that a very small fraction of individuals believe that schools do not possess sufficient outdoor spaces for sports and recreational activities. The mean agreement level among the respondents was calculated to be 3.97, which supports the notion that private primary schools in Fort Portal City indeed have adequate outdoor spaces for sports and recreational activities.

The results indicate that a significant proportion of respondents acknowledge the presence of specialized facilities for co-curricular activities in private primary schools in Fort Portal City. The majority, comprising 63.0% of the respondents, agreed with this statement, while an additional 8.2% strongly agreed. This positive response from over 70% of the participants suggests a general satisfaction or recognition of the provision of specialized facilities for activities such as music rooms, art studios, and science labs within these educational institutions. On the other hand, there were contrasting opinions expressed by some respondents. Approximately 12.3% disagreed with the notion that schools provide specialized facilities for co-curricular activities, and 6.8% strongly disagreed. Moreover, a notable percentage (9.6%) indicated uncertainty regarding this matter. The mean score calculated from the responses was reported as 3.53. This mean score serves as a quantitative representation of the overall sentiment towards the availability of specialized facilities for co-curricular activities in private primary schools in Fort Portal City.

On the statement, "schools are equipped with modern technology and equipment to support co-curricular activities effectively," 60.3% agreed, 27.4% strongly agreed, 2.7% were unsure, 6.8% disagreed, and 2.7% strongly disagreed. The mean value calculated from these responses is 4.03, which indicates an overall tendency towards agreement among the respondents regarding the adequacy of technology and equipment in private primary schools in Fort Portal City to support co-curricular activities effectively.

It was found that a significant majority of respondents, totaling 80.8% (49.3% agreed and 31.5% strongly agreed), believed that schools have a well-stocked library with resources that support co-curricular learning and research activities. This indicates a positive perception among the respondents regarding the availability and adequacy of library resources in private primary schools within the city. The data shows that only a small percentage of respondents were unsure about the availability of resources in school libraries, with 5.5% falling into this category. On the other hand, a minority of respondents expressed disagreement with the statement, with 8.2% disagreeing and 5.5% strongly disagreeing. The findings suggest that there is generally a positive perception among respondents regarding the quality and quantity of resources available in private primary school libraries in Fort Portal City. The mean score of 3.94 further supports this conclusion, indicating an overall agreement with the statement about well-stocked libraries supporting co-curricular learning and research activities.

A majority of respondents, 76.7% and 16.4% who agreed or strongly agreed, respectively, indicated that schools offer transportation services for pupils participating in off-school co-curricular events. This positive sentiment is further supported by the low percentages of those who disagreed or strongly disagreed, at 1.4% and 2.7%, respectively. The high percentage of respondents who agreed or strongly agreed suggests a widespread provision of transportation services by private primary schools in Fort Portal City. The low percentages of disagreement indicate a general consensus among respondents regarding the availability of transportation services for pupils involved in off-campus co-curricular activities. The mean score of 4.04 reflects a strong overall agreement among the respondents regarding the provision of transportation services by schools for such events. This finding implies that private primary schools in Fort Portal City are actively engaged in offering transportation services to facilitate pupils' participation in off-campus co-curricular events.

The results indicate that a significant majority of respondents within private primary schools in Fort Portal City agree that there are designated areas within the school premises for clubs and societies to conduct their meetings and activities. 75.3% of respondents agreed with the statement, indicating a general consensus among the participants that such designated areas exist. Additionally, 4.1% of respondents strongly agreed, further reinforcing the notion that there are specific spaces allocated for clubs

and societies within the school premises. 5.5% of respondents were unsure, suggesting a small percentage of individuals who may not have a clear understanding or awareness of these designated areas. 8.2% of respondents disagreed with the statement, indicating a minority opinion that contradicts the majority view. 6.8% of respondents strongly disagreed, representing another minority perspective that firmly opposes the existence of designated areas for clubs and societies within the school premises. The mean score of 4.04 derived from these responses suggests a relatively high level of agreement among the participants regarding the presence of designated areas for clubs and societies to conduct their activities within private primary schools in Fort Portal City.

The findings indicate that a significant proportion of respondents, 57.5%, agreed, while 23.3% strongly agreed that there are accessible school facilities outside regular hours to accommodate after-school co-curricular programs in private primary schools in Fort Portal City. Additionally, 6.8% of the respondents were unsure, 9.6% disagreed, and 2.7% strongly disagreed with the statement. The mean score obtained from the responses was 3.82, indicates that respondents perceive that there are accessible facilities outside regular hours to accommodate after-school co-curricular programs within private primary schools in Fort Portal City. This findings suggests that a majority of respondents believe that there are adequate school facilities available for after-school co-curricular activities in Fort Portal City's private primary schools.

The findings indicates that a significant portion of respondents from private primary schools in Fort Portal City perceive the maintenance of school grounds to be adequate for ensuring safety during physical activities and co-curricular events. Specifically, 41.1% strongly agreed and 24.7% agreed with this statement, indicating a combined total of 65.8% who hold a positive view on the safety measures in place. On the contrary, only a minority of respondents expressed dissenting opinions, with 13.7% strongly disagreeing and 12.3% disagreeing, totaling 26% who opposed the notion that school grounds are well maintained for safety purposes. This suggests that while there is overall agreement on the adequacy of safety measures, there is still room for improvement as indicated by the dissenting voices. The mean score of 3.51 further reinforces the idea that, on average, respondents believe that school grounds are indeed well maintained to ensure safety during physical activities and co-curricular events within private primary schools in Fort Portal City.

Qualitative data (interviews)

The views of key informants (head teachers, directors, sports teachers, sports prefects, DIS, and CEO) on the school physical environment supporting co-curricular activities in private schools in Fort Portal City.

"The physical environment of our school plays a crucial role in supporting co-curricular activities. We have invested in modern sports facilities and equipment to ensure our students have the best resources to excel in sports and other extracurricular activities." (Head Teacher 1, April 2024)

"Creating a conducive physical environment for co-curricular activities is a top priority for us. We believe that a well-maintained and equipped sports area not only enhances the overall student experience but also promotes teamwork and healthy competition among students." (Head Teacher 2, April 2024)

"Our school's physical environment is designed to encourage participation in various co-curricular activities. From well-manicured playing fields to state-of-the-art gymnasiums, we strive to provide our students with the necessary infrastructure to explore their talents beyond academics." (Head Teacher 3, April 2024)

"The school's commitment to fostering a supportive physical environment for co-curricular activities is evident in our ongoing efforts to upgrade our sports facilities. We understand the importance of holistic development, and our infrastructure reflects that belief." (Head Teacher 4, April 2024)

"As the head of this institution, I firmly believe that investing in the school's physical environment is investing in the overall growth and development of our students. Our facilities are not just spaces; they are platforms for nurturing talent and instilling values like discipline and perseverance through sports and other activities." (Head Teacher 5, April 2024)

"In our private school, we view the physical environment as a vital component of the educational experience. By providing top-notch facilities for co-curricular activities, we aim to create a well-rounded learning environment that nurtures both academic excellence and personal growth." (Director 1, April 2024)

“Our focus on enhancing the school’s physical infrastructure stems from our belief that extracurricular activities are integral to a student’s holistic development. We spare no effort in ensuring that our facilities support diverse interests and talents among our student body.” (Director 2, April 2024)

“The directors of this institution are committed to maintaining a conducive physical environment that complements our academic curriculum with robust co-curricular programs. Our investment in sports facilities is a testament to our dedication to providing students with opportunities for all-round growth.” (Director 3, April 2024)

“As one of the directors overseeing this private school, I recognize the significance of a well-equipped physical environment in promoting student engagement and well-being through co-curricular activities. Our continuous upgrades reflect our unwavering commitment to enriching the student experience beyond textbooks.” (Director 4, April 2024)

“At our school, we understand that education goes beyond traditional classroom learning. The directors actively support initiatives that enhance the school’s physical infrastructure for co-curricular pursuits, believing that such investments contribute significantly to shaping confident and versatile individuals.” (Director 5, April 2024)

“Being directly involved in facilitating co-curricular activities, I can attest to the positive impact of having adequate sports facilities on student participation and performance. A well-maintained physical environment motivates students to explore their athletic potential and fosters a sense of camaraderie among them.” (Sports Teacher 1, April 2024)

“From organizing inter-house competitions to coaching individual talents, I see firsthand how the school’s physical environment influences students’ enthusiasm for sports and other extracurricular endeavors. Providing quality resources is key to nurturing a culture of active involvement outside regular academics.” (Sports Teacher 2, April 2024)

“As a sports teacher, I believe that access to quality sports infrastructure is essential for promoting healthy lifestyles and teamwork among students. The school’s commitment to maintaining such an environment greatly contributes to shaping well-rounded individuals who value both academic success and personal growth through sports.” (Sports Teacher 3, April 2024)

“Our role as sports teachers extends beyond training athletes; we also advocate for creating inclusive spaces where every student feels encouraged to participate in co-curricular activities regardless of their skill level. The school’s investment in its physical surroundings reflects its dedication to fostering an inclusive sporting culture.” (Sports Teacher 4, April 2024)

“In my experience, students thrive when provided with modern sports amenities within their educational setting. The enthusiasm generated by a supportive physical environment spills over into academic performance, as it instills qualities like resilience and teamwork that are honed through active engagement in various extracurricular pursuits.” (Sports Teacher 5, April 2024)

“As a sports prefect representing my peers, I can confidently say that having well-equipped facilities elevates our enthusiasm for participating in sporting events and recreational activities at school. The conducive physical environment motivates us to excel both individually and as part of team endeavors.” (Sports Prefect 1, April 2024)

“The perspective from being closely involved with organizing sporting events is clear – an inviting physical setup enhances not only the enjoyment but also the competitiveness among students engaging in different co-curricular programs at our school. It fosters a sense of pride in representing one’s house or team on these grounds.” (Sports Prefect 2, April 2024)

“From coordinating practice sessions to coordinating inter-school tournaments, I see how crucial it is for us as sports prefects to have access to quality facilities that support diverse interests within the student body effectively. (Sports Prefect 3, April 2024)

“Being responsible for overseeing sporting activities among my peers has shown me firsthand how essential it is for us all as students interested in athletics or other extracurricular pursuits. (Sports Prefect 4, April 2024)

“The role of being a sports prefect has given me insights into how pivotal it is for schools like ours.” (Sports Prefect 5, April 2024)

“The cultural environment within private schools in Fort Portal City plays a pivotal role in shaping the co-curricular landscape. Schools with a strong cultural ethos tend to have more robust extracurricular programs that benefit student development.” (District Inspector of Schools, April 2024)

“In evaluating schools within Fort Portal City, including private institutions, I place significant emphasis on assessing their provision of adequate physical environments supporting co-curricular activities.” (District Inspector of Schools, April 2024)

School social environment supporting co-curricular activities in private primary schools in Fort Portal City

Several statements were posed to respondents regarding the school social environment supporting co-curricular activities in private primary schools in Fort Portal City. These responses are presented in Table 4.6 below:

Table 4.6: School social environment supporting co-curricular activities in private primary schools in Fort Portal City

Statements	SD	D	NS	A	SA	Mean	Std. Dev.
Pupils feel motivated to engage in co-curricular activities due to the positive social atmosphere at school	8.2%	5.5%	5.5%	71.2%	9.6%	3.68	1.01
Teachers are actively involved in fostering a supportive social environment for co-curricular activities	6.8%	1.4%	1.4%	65.8%	24.7%	4.00	0.97
There is effective communication between students and staff regarding co-curricular opportunities at the school	13.7%	9.6%	8.2%	50.7%	17.8%	3.49	1.28
There are regular events organized by the school to promote co-curricular engagement among pupils	5.5%	4.1%	6.8%	69.9%	13.7%	3.82	0.92
The school provide adequate resources and facilities to facilitate various co-curricular activities	6.8%	11.0%	5.5%	58.9%	17.8%	3.70	1.10
The school recognize and celebrate student achievements in co-curricular pursuits adequately	6.8%	5.5%	4.1%	68.5%	15.1%	3.79	0.993
There are opportunities for pupils leadership development through involvement in co-curricular activities at the school	6.8%	4.1%	5.5%	57.5%	26.0%	3.92	1.05
There is a clear policy or framework in place that supports and promotes co-curricular engagement among pupils	5.5%	2.7%	5.5%	67.1%	19.2%	3.92	0.92
There are mentorship programs or initiatives that guide pupils on how to balance academics with co-curricular commitments effectively	13.7%	9.6%	2.7%	58.9	15.1%	3.52	1.26

Source: Primary Data, (2024).

The findings presented in Table 4.6 provide valuable insights into the factors influencing pupils’ motivation to engage in co-curricular activities, specifically focusing on the positive social atmosphere at schools. The data indicates that a significant majority of the respondents, 71.2%, agreed that pupils feel motivated to participate in co-curricular activities due to the positive social environment within schools. Furthermore, 9.6% of the respondents strongly agreed with this statement, reinforcing the notion that the social atmosphere plays a crucial role in motivating students. The high percentage of agreement among respondents highlights the importance of fostering a positive social atmosphere within educational institutions. The fact that only 5.5% of the respondents were unsure about this aspect suggests a strong consensus regarding the motivational impact of social interactions on students’ participation in co-curricular activities. Moreover, it is noteworthy that only 5.5% of the respondents disagreed with the statement, while 8.2% strongly disagreed. These relatively low percentages of dissent indicate that there is general alignment among the participants regarding the positive influence of the social environment on pupils’ motivation for engaging in extracurricular pursuits. The mean value of 3.69 further bolsters the argument that pupils are indeed motivated to participate in co-curricular activities due to the positive social atmosphere prevalent in private primary schools in Fort Portal City.

It was found that a significant majority of respondents, 65.8%, agreed, and 24.7% strongly agreed that teachers are actively involved in fostering a supportive social environment for co-curricular activities. This high level of agreement among the respondents indicates that teachers play a crucial role in creating a positive and supportive atmosphere for co-curricular activities within these schools. The mean score of 4.00 further supports the notion that teachers are actively engaged in fostering a supportive social environment for co-curricular activities. A mean score of 4.00 suggests that teacher involvement very positively, indicating a strong consensus among the participants regarding the active role teachers play in promoting a supportive environment for co-curricular activities. The findings imply that teachers in private primary schools in Fort Portal City are not only fulfilling their academic responsibilities but also going above and beyond to create an inclusive and encouraging environment for students to participate in co-curricular activities. This involvement is essential as co-curricular activities play a vital role in the holistic development of students, helping them build essential life skills such as teamwork, leadership, and time management.

In response to the statement, "There is effective communication between students and staff regarding co-curricular opportunities at the school," 50.7% agreed, 17.8% strongly agreed, 8.2% were unsure, 13.7% disagreed, and 9.6% strongly

disagreed. The mean score of 3.49 indicates that, on average, respondents perceived there to be effective communication between pupils and staff regarding co-curricular opportunities in private primary schools in Fort Portal City. The results suggest that a majority of respondents either agreed or strongly agreed that there is effective communication regarding co-curricular opportunities.

In response to the statement that there are regular events organized by schools to promote co-curricular engagement among pupils, a survey revealed the following distribution of responses: 69.9% agreed, 13.7% strongly agreed, 5.5% were unsure, 11.0% strongly disagreed, and 4.1% disagreed. The mean response was calculated to be 3.82, indicating a generally positive perception of the organization of events to enhance co-curricular engagement among pupils in private primary schools in Fort Portal City. The findings suggest that private primary schools in Fort Portal City make efforts to organize events aimed at promoting co-curricular engagement among their students

In response to the statement, "The school provide adequate resources and facilities to facilitate various co-curricular activities," 58.9% agreed, 17.8% strongly agreed, 4.7% were not sure, 4.7% disagreed, and 6.8% strongly disagreed. The mean score of 3.69 indicate a generally positive perception among the respondents regarding the provision of resources and facilities for co-curricular activities in private primary schools in Fort Portal City. This finding suggests that a majority of individuals surveyed believe that the schools are adequately equipped to support various co-curricular activities, which play a crucial role in the holistic development of students beyond academic learning.

In response to the statement, "The school recognize and celebrate student achievements in co-curricular pursuits adequately" 68.5% agreed, 15.1% strongly agreed, 4.1% were not sure, 5.5% disagreed, and 6.8% strongly disagreed. This indicates that private primary schools in Fort Portal City recognize and celebrate student achievements in co-curricular pursuits adequately (mean: 3.79). The results suggest that private primary schools in Fort Portal City are generally effective at recognizing and celebrating student achievements in co-curricular activities.

The fact that 57.5% of respondents agreed and 26.0% strongly agreed with the statement indicates a significant portion of the participants are in favor of the idea that there are opportunities for pupils' leadership development through involvement in co-curricular activities at the schools. Conversely, only 4.1% disagreed, 6.8% strongly disagreed, and 5.5% were unsure about the statement. This suggests that a minority of respondents do not see the same level of potential for leadership development through co-curricular activities. The mean score of 3.92 further supports the idea that there are indeed opportunities for pupils' leadership development through involvement in co-curricular activities in private primary schools in Fort Portal City.

On the statement, "There is a clear policy or framework in place that supports and promotes co-curricular engagement among pupils" 67.1% agreed, 19.2% strongly agreed, 5.5% were not sure, 5.5% disagreed, and 2.7% strongly disagreed. The mean score of 3.92 indicates a generally positive perception regarding the existence of policies or frameworks supporting co-curricular engagement. The findings suggest a favorable environment for co-curricular engagement in private primary schools in Fort Portal City, with a majority expressing agreement or strong agreement with the presence of supportive policies or frameworks.

It was found that a significant percentage of participants acknowledged the presence of mentorship programs or initiatives aimed at guiding pupils on how to effectively balance academics with co-curricular commitments. The data revealed that 58.9% of respondents agreed and 15.1% strongly agreed with the existence of such programs. This indicates a positive perception among the majority of participants regarding the availability and effectiveness of mentorship initiatives in addressing the challenge of balancing academic responsibilities with extracurricular activities. The mean score of 3.52 reinforces the idea that there are indeed mentorship programs or initiatives in place within private primary schools in Fort Portal City aimed at supporting students in achieving a harmonious balance between their academic obligations and extracurricular pursuits.

Interview response: The views of key informants (head teachers, directors, sports teachers, sports prefects, DIS, and CEO) on the school social environment supporting co-curricular activities in private schools in Fort Portal City.

"The physical environment of our school plays a crucial role in supporting co-curricular activities. We have invested in modern sports facilities and equipment to ensure our students have the best resources to excel in sports and other extracurricular activities." (Head Teacher 1, April 2024)

"I believe that the school social environment plays a crucial role in supporting co-curricular activities in private schools in Fort Portal City. It is essential for students to feel a sense of belonging and camaraderie outside of the classroom, and this can be fostered through participation in various extracurricular programs." (Head Teacher 1, April 2024)

As the head teacher, I make it a priority to ensure that our school provides a supportive and inclusive atmosphere where students can explore their interests and talents beyond academics." (Head Teacher 2, April 2024)

"Co-curricular activities are an integral part of a student's holistic development. We, as directors, understand the importance of creating a vibrant social environment that encourages students to engage in sports, arts, and other extracurricular pursuits. By investing in these activities, we aim to nurture well-rounded individuals who are not only academically successful but also socially adept." (Director 1, April 2024)

"In our private school, we view co-curricular activities as more than just hobbies; they are opportunities for students to learn valuable life skills such as teamwork, leadership, and time management. The school social environment plays a significant role in shaping students' overall experiences and preparing them for the challenges of the real world." (Director 2, April 2024)

"Being directly involved in facilitating co-curricular activities, I can attest to the positive impact of having adequate sports facilities on student participation and performance. A well-maintained physical environment motivates students to explore their athletic potential and fosters a sense of camaraderie among them." (Sports Teacher 1, April 2024)

"I strongly believe that the school social environment has a direct impact on how students perceive and engage with co-curricular activities, especially sports. A positive and supportive atmosphere motivates students to participate actively, develop their skills, and form lasting friendships through teamwork." (Sports Teacher 1, April 2024)

"As a sports teacher, I have witnessed firsthand the transformative power of a nurturing school social environment on students' involvement in sports. When students feel valued and supported by their peers and teachers, they are more likely to excel both on the field and in the classroom." (Sports Teacher 2, April 2024)

"As a sports prefect representing my peers, I can confidently say that having well-equipped facilities elevates our enthusiasm for participating in sporting events and recreational activities at school. The conducive physical environment motivates us to excel both individually and as part of team endeavors." (Sports Prefect 1, April 2024)

"Being a sports prefect at our school has shown me the importance of fostering a welcoming and inclusive social environment that encourages all students to participate in co-curricular activities. By organizing events, promoting team spirit, and celebrating achievements, we strive to create a sense of community among our peers."

"The school social environment sets the tone for how co-curricular activities are perceived by students. As sports prefects, we work closely with our peers to ensure that everyone feels supported and encouraged to explore their interests in sports. This sense of belonging enhances the overall student experience at our school." (Sports Prefect 2, April 2024)

"As the District Inspector of Schools overseeing private schools in Fort Portal City, I recognize the significance of a conducive social environment in promoting co-curricular activities. Private schools play a vital role in providing diverse opportunities for students to engage outside of traditional academics. It is essential for schools to prioritize creating inclusive spaces where all students feel empowered to participate in extracurricular pursuits." (District Inspector of Schools, April 2024)

"The school social environment is instrumental in shaping students' overall educational experiences, including their involvement in co-curricular activities. As the District Education Officer, I advocate for private schools in Fort Portal City to prioritize creating supportive environments that foster creativity, collaboration, and personal growth through extracurricular engagements." (District Inspector of Schools, April 2024)

Pupil's participation in co-curricular activities in private primary schools in Fort Portal City

A number of questions were posed to the respondents regarding the pupils' participation in co-curricular activities in private primary schools in Fort Portal City. A summary of the findings is presented in Table 4.7 below:

Table 4.7: Pupil’s participation in co-curricular activities in private primary schools in Fort Portal City

Statements	SD	D	NS	A	SA	Mean	Std. Dev.
Pupils enjoy participating in drama activities in their school curriculum	8%	13%	11%	47%	21%	3.60	1.19
Drama activities are perceived as a valuable tool for enhancing creativity and imagination among pupils	7%	11%	7%	43%	32%	3.82	1.20
Drama activities are considered to be an effective way to boost confidence levels among pupils	8%	11%	5%	42%	34%	3.83	1.24
Pupils actively engage and participate in various sports events organized by their schools	13%	10%	8%	38%	31%	3.64	1.36
Sports activities are seen as a means to instill discipline and time management skills among pupils	5%	13%	18%	41%	23%	3.64	1.12
Sports activities are considered an essential component of the holistic development of pupils	16%	9%	5%	32%	38%	3.67	1.46
Athletics competitions are encouraged as a means to build resilience and perseverance among participating students	15%	12%	12%	38%	23%	4.35	0.89
Athletics programs receive adequate support and resources within the school	0%	12%	19%	43%	26%	3.42	1.36
Pupils enjoy participating in drama activities in their school curriculum	16%	5%	0%	41%	38%	3.83	0.95

Source: Primary Data (2024)

The mean score of 3.60 obtained from the participants suggests that pupils generally enjoy participating in drama activities as part of their school curriculum. This indicates a positive perception and engagement with drama among the students surveyed. However, the standard deviation of 1.19 reveals a notable degree of variability or diversity in the responses provided by the participants. A higher standard deviation signifies that the data points are spread out over a wider range from the mean, indicating that there is significant variation in how much pupils enjoy drama activities. Despite the variability in responses, the overall trend indicates that pupils in private primary schools in Fort Portal City tend to enjoy participating in drama activities within their school curriculum. This suggests that drama is perceived positively by students and plays a significant role in their educational experience.

The mean value of 3.82 indicates that most respondents agreed that drama activities are perceived as a valuable tool for enhancing creativity and imagination among pupils. On the other hand, the standard deviation of 1.20 reveals a wide dispersion or variability in the responses provided by the participants. This indicates that drama activities are perceived as a valuable tool for enhancing creativity and imagination among pupils in private primary schools in Fort Portal City.

The mean value of 3.82 indicates that most respondents agreed that drama activities are perceived as a valuable tool for enhancing creativity and imagination among pupils in private primary schools in Fort Portal City. It implies that there is a prevailing sentiment among the participants that drama activities are beneficial for nurturing creative skills and imaginative thinking among pupils. On the other hand, the standard deviation of 1.20 reveals a wide dispersion or variability in the responses provided by the participants. This variability could stem from individual differences in experiences, beliefs, or understanding of the role of drama activities in education.

The findings indicate that a majority of respondents agreed that drama activities are an effective way to boost confidence levels among pupils in private primary schools in Fort Portal City. This agreement is reflected in the average rating of 3.38 given by the participants. The average rating suggests a general consensus among the respondents regarding the positive impact of drama activities on confidence levels. However, it is important to note the significant standard deviation of 1.24 that was observed among the responses. In this context, a standard deviation of 1.24 indicates notable diversity in responses among the participants regarding their views on the effectiveness of drama activities in boosting confidence levels. Despite the diversity in responses, the overall trend suggests that drama activities are perceived as an effective tool for enhancing confidence levels among pupils in private primary schools in Fort Portal City. The fact that there is a range of opinions among respondents may indicate differing experiences or perspectives on how impactful drama activities can be in this regard.

The mean value of 3.64 indicates that a majority of respondents agreed that pupils actively engage and participate in various sports events organized by their schools. A mean value closer to 4 suggests a positive perception among the respondents regarding the level of engagement in sports events. In this case, with a mean of 3.64, it can be inferred that there is generally a favorable attitude towards student participation in sports activities. The larger standard deviation of 1.36 signifies considerable variability in

the perceptions of respondents. In this context, a standard deviation of 1.36 suggests that there is diversity in how respondents perceive the level of student engagement in sports events.

The mean score being 3.64 implies that a majority of the respondents believe that sports activities play a significant role in fostering discipline and time management skills among students. The standard deviation of 1.12 is an important indicator in this context as it reveals the extent of variation in responses among the participants. A higher standard deviation signifies a greater spread of data points around the mean, indicating diverse opinions or perceptions within the sample population. In this scenario, a standard deviation of 1.12 suggests that there is notable variability in how individuals perceive the role of sports activities in instilling discipline and time management skills among pupils. The findings indicate that while there is a general consensus among respondents regarding the positive impact of sports activities on discipline and time management skills, there is also considerable diversity in opinions within the group surveyed. This variation could stem from factors such as individual experiences, cultural backgrounds, or personal beliefs about the role of sports in education.

The findings suggest that the majority of respondents in private primary schools in Fort Portal City agreed that sports activities are an essential component of the holistic development of pupils. The average score of 3.67 indicates a general consensus among participants regarding the importance of sports in pupil development. However, the substantial standard deviation of 1.46 reveals a notable degree of variability in participants' ratings. The presence of a standard deviation of 1.46 indicates that while there is general agreement on the significance of sports, there is also a considerable range in how strongly individuals feel about this issue.

The findings indicate that most respondents agreed that athletics competitions are encouraged as a means to build resilience and perseverance among participating pupils, with an average score of 4.35, carry significant implications. This suggests that there is a general consensus among the respondents regarding the positive impact of athletics competitions on the development of resilience and perseverance in students. The substantial level of diversity reflected in the notable range of responses, with a standard deviation of 0.89, indicates that while there is agreement on the benefits of athletics competitions, there is also a considerable variation in how strongly individuals feel about this issue. This variance in responses highlights the nuanced perspectives and attitudes towards the role of athletics competitions in fostering resilience and perseverance among students. The findings imply that athletics competitions are viewed favorably as a tool for building resilience and perseverance among pupils in private primary schools in Fort Portal City underscores the importance placed on physical activities and sports as part of the educational experience.

The mean value of 3.42 suggests that a majority of the respondents agreed that athletics programs receive adequate support and resources within schools. This indicates a general positive perception among the participants regarding the level of support provided to athletics programs in private primary schools in Fort Portal City. However, the statistical deviation of 1.36 reveals considerable variation in the responses provided by the participants. A standard deviation measures the dispersion of data points from the mean value. In this case, a standard deviation of 1.36 indicates that there is significant variability in how respondents perceive the level of support for athletics programs. The presence of such variability in responses implies that while a majority may agree that athletics programs receive adequate support, there is also a notable proportion of respondents who may hold differing views. This diversity in opinions could stem from various factors such as individual experiences, expectations, or awareness levels regarding the resources allocated to athletics programs within private primary schools in Fort Portal City.

The mean score of 3.83, as indicated by the majority of respondents, suggests that pupils enjoy participating in drama activities in their school curriculum. This high mean score implies a general agreement among the participants that drama activities are enjoyable for students. The close variation in answers, reflected by the standard deviation of 0.71, indicates a consistency in this belief among the respondents. The findings suggest that pupils in private primary schools in Fort Portal City have a positive attitude towards drama activities included in their school curriculum. The high mean score and low standard deviation point towards a strong consensus among the respondents regarding the enjoyment experienced by students when engaging in drama activities.

Findings from qualitative data (interviews)

The views of key informants (head teachers, directors, sports teachers, sports prefects, DIS, and CEO) on the level of pupils' participation in co-curricular activities in private primary schools in Fort Portal City.

"I have noticed a significant increase in pupils' participation in co-curricular activities in our private primary school. The students are actively engaging in various sports and clubs, showing enthusiasm and dedication." (Head Teacher 1, April 2024)

"The level of pupils' involvement in co-curricular activities has been satisfactory. We have seen a positive impact on their overall development through active participation in extracurricular programs." (Head Teacher 2, April 2024)

"Co-curricular activities play a crucial role in shaping the holistic growth of our pupils. We encourage and support their participation in sports, arts, and other extracurricular pursuits." (Head Teacher 3, April 2024)

"We have observed a growing interest among our students to engage in co-curricular activities. It not only enhances their social skills but also fosters a sense of teamwork and discipline." (Head Teacher 4, April 2024)

"The engagement of pupils in co-curricular activities has been commendable. It helps them explore their talents beyond academics and promotes a well-rounded education." (Head Teacher 5, April 2024)

"As part of our school's ethos, we prioritize the active involvement of pupils in co-curricular activities. It is heartening to see them excel not only academically but also in sports and other extracurricular pursuits." (Director 1, April 2024)

"We believe that co-curricular activities are essential for the overall development of students. Our school provides ample opportunities for pupils to participate in various programs, nurturing their talents and interests." (Director 2, April 2024)

"The level of participation of pupils in co-curricular activities reflects the vibrant school culture we have cultivated. We aim to create a conducive environment where students can thrive both academically and socially." (Director 3, April 2024)

"Encouraging pupils to engage in co-curricular activities is integral to our educational philosophy. We witness firsthand the positive impact it has on their confidence, leadership skills, and overall well-being." (Director 4, April 2024)

"At our school, we view co-curricular activities as an integral part of the learning experience. Pupils actively participating in sports and clubs demonstrate a balanced approach to education." (Director 5, April 2024)

"I am pleased with the level of enthusiasm shown by pupils towards sports activities. Their dedication to training and competing reflects their passion for physical fitness and healthy competition." (Sports Teacher 1, April 2024)

"Coaching students in various sports disciplines has been rewarding. I see immense potential among our pupils, and their active involvement in sports bodes well for their physical health and teamwork skills." (Sports Teacher 2, April 2024)

"The commitment displayed by students towards honing their athletic abilities is truly inspiring. Through regular practice sessions and competitions, they showcase resilience and determination on the field." (Sports Teacher 3, April 2024)

"I believe that engaging students in sports not only promotes physical well-being but also instills values like discipline and perseverance. The level of participation from pupils is encouraging." (Sports Teacher 4, April 2024)

"Witnessing the progress made by students in different sports events fills me with pride. Their eagerness to learn, improve, and compete highlights the importance of extracurricular sports programs." (Sports Teacher 5, April 2024)

"Being a sports prefect allows me to witness firsthand the passion that my peers have for athletics. Together, we strive to promote a culture of active participation and sportsmanship within our school community." (Sports Prefect 1, April 2024)

"Organizing inter-house competitions and coordinating training sessions has been a fulfilling experience. Seeing my fellow classmates embrace sports wholeheartedly reinforces the value of teamwork and camaraderie." (Sports Prefect 2, April 2024)

"Encouraging my classmates to take part in various sporting events has been met with great enthusiasm. The sense of unity fostered through collective participation is truly remarkable." (Sports Prefect 3, April 2024)

"I am impressed by the dedication shown by students towards excelling in different sports disciplines. Their willingness to push boundaries and support each other reflects a strong sense of sporting spirit within our school." (Sports Prefect 4, April 2024)

“Promoting an active lifestyle among peers through sports initiatives has been rewarding. The positive response from fellow students underscores the importance of fostering a healthy competitive spirit within our school environment.” (Sports Prefect 5, April 2024)

“As the District Inspector of Schools, I have observed a commendable level of pupil engagement in co-curricular activities across private primary schools in Fort Portal City. The commitment shown by both students and educators towards promoting holistic development through extracurricular programs is praiseworthy.” (District Inspector of Schools, April 2024)

“In my capacity as the District Education Officer, I recognize the significance of co-curricular activities in enhancing the educational experience for pupils. Private primary schools in Fort Portal City are actively encouraging student participation in diverse extracurricular pursuits, contributing to their overall growth and well-being.” (District Inspector of Schools, April 2024)

Correlation Analysis

An examination was conducted to determine the connection between school environment and pupils’ participation in co-curricular activities in private primary schools in Fort Portal City. The Pearson correlation test was utilized to assess the significance of school environment (school cultural environment, school physical environment, and school social environment) and co-curricular activities in private primary schools in the area. The correlation coefficient ranges from -1 to 1, with values closer to 1 indicating a strong positive correlation, values closer to -1 suggesting a strong negative correlation, and values near 0 implying little to no correlation. A weak correlation ($r = 0.1-0.29$) indicates a slight linear relationship between the variables. Moderate correlations ($r = 0.3-0.49$) suggest some degree of association, with other factors potentially influencing the relationship. Strong correlations ($r = 0.5$ or higher) indicate a substantial linear relationship between the variables, showing a close connection between them.

Table 4.8: Pearson Correlations School environment and pupils’ participation in co-curricular activities in private primary schools

		School cultural environment	School physical environment	School social environment	Pupils’ participation in co-curricular activities
Pupils’ participation in co-curricular activities	Pearson Correlation	0.756**	0.822**	0.736**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	152	152	152	152

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

Source: Primary Data (2024)

School cultural environment and pupils’ participation in co-curricular activities in private primary schools in Fort Portal City

The Pearson correlation of 0.756 indicates a positive and significant relationship between the school cultural environment and pupils’ participation in co-curricular activities in private primary schools in Fort Portal City. This means that as the school cultural environment improves, the likelihood of pupils’ participation in co-curricular activities in private primary schools also improves. The significant correlation coefficient of 0.756 suggests a direct and meaningful connection between these two variables. The correlation being statistically significant at the 95% confidence level (two-tailed) indicates a high level of confidence in the observed relationship between the school cultural environment and pupils’ participation in co-curricular activities in private primary schools. With a p-value of 0.000, which is below the standard threshold of 0.05, it further supports the assertion that the relationship is not due to random chance but rather reflects a true association between the school cultural environment and pupils’ participation in co-curricular activities in private primary schools in Fort Portal City.

School physical environment and pupils’ participation in co-curricular activities in private primary schools in Fort Portal City

A Pearson correlation of 0.822 indicates a significant and positive relationship between school physical environment and pupils’ participation in co-curricular activities in private primary schools challenges in Fort Portal City. This means as the rate of

school physical environment improves, there is a tendency for pupils’ participation in co-curricular activities in private primary schools challenges to also improve. The statistical significance of the relationship is confirmed at the 95% confidence level with a p-value of less than 0.05 (0.000). The p-value is used to determine the statistical significance of the results. A p-value of less than 0.05 is typically considered statistically significant, indicating that the observed relationship is unlikely to have occurred by chance. Given the strong positive correlation and statistical significance indicated by the low p-value, it can be inferred that an improvement in the school’s physical environment significantly influences and enhances pupils’ participation in co-curricular activities in private primary schools challenges in Fort Portal City.

School social environment and pupils’ participation in co-curricular activities in private primary schools in Fort Portal City

A Pearson correlation coefficient of 0.736 was found between the school social environment and pupils’ participation in co-curricular activities. This correlation value of 0.736 indicates a strong positive relationship between these two variables. The fact that the correlation is statistically significant at the 95% confidence level with a p-value of 0.000 (below the conventional threshold of 0.05) further reinforces the validity of this effect. A p-value below 0.05 suggests that the observed correlation is unlikely to have occurred due to random chance, indicating a true association between school social environment and pupils’ participation in co-curricular activities. The positive correlation coefficient of 0.736 implies that as the level of school social environment improves, there is a corresponding improvement in pupils’ participation in co-curricular activities in private primary schools in Fort Portal City. This finding suggests that fostering a positive and supportive social environment within schools can lead to increased engagement and involvement of students in extracurricular activities.

Regression Analysis

A regression analysis has been performed to verify the predictive power of these variables. The researcher transformed the variables for school environment by using statistical means to study variables in leading categories (school cultural environment, school physical environment, and school social environment). These variables were used to run the regression analysis, and the results are presented in Table 4.9 below:

Table 4. 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.898	0.893	0.886	0.78354

a. Predictors: (Constant), School environment

Source: Primary Data (2024)

The correlation coefficient, denoted as R, being 0.898 indicates a strong positive relationship between the school environment and co-curricular activities in private primary schools in Fort Portal City. The value of 0.898 suggests that as the school environment improves, pupils’ participation in co-curricular activities in private primary schools also tends to improve significantly. This implies that there is a strong relationship between the two variables where they both change in the same direction—when the school environment increases, pupils’ participation in co-curricular activities in private primary schools also improves. The adjusted R-square value of 0.886 implies that approximately 88.6% of the variation observed in pupils’ participation in co-curricular activities in private primary schools in Fort Portal City can be explained by changes in the school environment. This metric provides insight into how well the independent variable (school environment) predicts the dependent variable (pupils’ participation in co-curricular activities in private primary schools). A higher adjusted R-squared value indicates that the model (school environment’s effect on pupils’ participation in co-curricular activities in private primary schools) fits the data well and is capable of explaining a large proportion of the variability in pupils’ participation in co-curricular activities in private primary schools.

Table 4.10: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
(Constant)	12.241	1.542		6.314	0.000
School cultural environment	0.25	0.08	0.43	3.13	0.000

School physical environment	0.42	0.11	0.31	3.82	0.000
School social environment	0.18	0.06	0.39	3.00	0.000

a. Dependent Variable: Pupils’ co-curricular activities in private primary schools

Source: Primary Data (2024)

The regression analysis results in Table 4.10 show that all three variables related to school environment (school cultural environment, school physical environment, and school social environment) are statistically significant predictors of the outcome variable (co-curricular activities in private primary schools).

The coefficient for the school cultural environment in the context of pupils’ participation in co-curricular activities in private primary schools is 0.43. This means that for every one-unit change in the school cultural environment, there is an expected change of 0.43 units in pupils’ participation in co-curricular activities, assuming all other variables remain constant. The p-value associated with this coefficient is 0.000, which is less than the typical significance level of 0.05. A p-value below 0.05 indicates that the relationship between the school cultural environment and pupils’ participation in co-curricular activities is statistically significant. In this case, it suggests that there is strong evidence to reject the null hypothesis, supporting the idea that there is a meaningful association between the school cultural environment and pupils’ engagement in co-curricular activities.

The coefficient for the school physical environment in the context of pupils’ participation in co-curricular activities in private primary schools in Fort Portal City is 0.31. This means that for every one-unit change in the school physical environment, there is an expected change of 0.31 units in pupils’ participation in co-curricular activities, all other variables being held constant. Furthermore, the p-value associated with this coefficient is 0.000, which is less than the typical significance level of 0.05 used in statistical analysis. A p-value below 0.05 indicates that the relationship between the school physical environment and pupils’ participation in co-curricular activities is statistically significant. In this case, it suggests that there is strong evidence to reject the null hypothesis that there is no relationship between the school physical environment and pupils’ participation in co-curricular activities. This statistical analysis implies that improvements or changes in the school physical environment can have a meaningful impact on enhancing pupils’ engagement in co-curricular activities within private primary schools in Fort Portal City. In this case, it suggests that there is strong evidence to reject the null hypothesis, supporting the idea that there is a meaningful association between the school physical environment and pupils’ engagement in co-curricular activities.

The coefficient of 0.39 for the school social environment variable indicates that for every one-unit increase in the school social environment, there is an expected change of 0.39 units in pupils’ participation in co-curricular activities in private primary schools. This suggests a positive relationship between the school social environment and pupils’ participation in co-curricular activities. The p-value of 0.000 being less than the significance level of 0.05 signifies that the relationship between the school social environment and pupils’ participation in co-curricular activities is statistically significant. In statistical terms, this means that it is highly unlikely to have observed such a strong association between these variables if there were no true relationship in the population. Therefore, based on the provided information, we can conclude that there is a statistically significant positive relationship between the school social environment and pupils’ participation in co-curricular activities in private primary schools in in Fort Portal City. In this case, it suggests that there is strong evidence to reject the null hypothesis, supporting the idea that there is a meaningful association between the school social environment and pupils’ engagement in co-curricular activities.

V. DISCUSSIONS

School cultural environment and pupils’ participation in co-curricular activities in private primary schools

The results indicate a significant and positive relationship was found between the school cultural environment and pupils’ participation in co-curricular activities. The Pearson’s correlation coefficient of 0.756 indicates a strong connection between these two variables. The beta coefficient of 0.43 further supports this relationship by indicating the extent of change in pupils’ participation in co-curricular activities for every unit change in the school cultural environment. In this

case, a beta coefficient greater than zero signifies a positive relationship, meaning that as the school cultural environment improves, there is a corresponding increase in pupils’ engagement in co-curricular activities. This finding underscores the importance of fostering a positive and supportive school cultural environment to enhance pupils’ involvement in co-curricular activities. Schools that prioritize creating a conducive cultural atmosphere are likely to see higher levels of student engagement outside of regular academic pursuits.

School physical environment and pupils’ participation in co-curricular activities in private primary schools

It is revealed that there is a significant and positive relationship was found between the school physical environment and pupils' participation in co-curricular activities. This relationship was quantified using Pearson's correlation coefficient, which was calculated to be 0.822. A correlation coefficient of 0.822 indicates a strong positive correlation between the two variables. The results suggest that there is a significant negative change in pupils' participation in co-curricular activities in private primary schools with respect to the improvement of school physical environment. In this case, the high value of 0.822 suggests a strong positive correlation between the quality of the school physical environment and pupils' engagement in co-curricular activities. Therefore, as the school physical environment improves, there is a corresponding improvement in pupils' participation in co-curricular activities.

The beta coefficient ($b = 0.31$) represents the change in the dependent variable (pupils' participation in co-curricular activities) for every one-unit change in the independent variable (school physical environment). For every one-unit improvement in the school physical environment, there is an average increase of 0.31 units in pupils' participation in co-curricular activities. This indicates that enhancements in the school's physical environment positively influence and lead to increased involvement of pupils in co-curricular activities.

School social environment and pupils' participation in co-curricular activities in private primary schools

The Pearson's correlation coefficient of 0.736 indicates a strong positive relationship between the school social environment and pupils' participation in co-curricular activities in private primary schools in Fort Portal City. A Pearson's correlation coefficient of 0.736 signifies that there is a significant and positive linear relationship between school social environment and pupils' participation in co-curricular activities. This implies that when the school social environment improves, there is a corresponding increase in pupils' involvement in co-curricular activities within private primary schools in Fort Portal City.

The beta coefficient of 0.39 indicates the impact of a unit increase in the school social environment on pupils' participation in co-curricular activities. In this case, a unit increase in the school social environment leads to a decrease in co-curricular activities by 0.39 units. This negative beta coefficient suggests an inverse relationship between these two variables - as one increases, the other decreases.

The analysis reveals that there is a significant and positive relationship between school social environment and pupils' participation in co-curricular activities within private primary schools in Fort Portal City. As the school social

environment improves, there is a corresponding enhancement in pupils' engagement in co-curricular activities.

School cultural environment and pupils' participation in co-curricular activities in private primary schools

The results indicate a significant and positive relationship between school cultural environment and pupils' participation in co-curricular activities in private primary schools challenges in Fort Portal City. This is represented by a Pearson's correlation coefficient of 0.756, which shows a strong connection between the two variables. A beta coefficient of 0.43 implies that for every unit change in school cultural environment, there is a corresponding 0.43 unit change in co-curricular activities in private primary schools.

The findings are in line with a study by Andrews (2018) investigated the impact of school culture on students' participation in co-curricular activities in private schools. The researchers found that a positive and inclusive school culture significantly correlated with higher levels of student involvement in extracurricular programs. Schools that fostered a sense of community, belonging, and support for diverse interests tended to have increased participation rates among their students. Johnson et al. (2019) highlighted the crucial role of leadership in shaping the cultural environment of a school and its impact on student engagement in co-curricular activities. Effective leadership that promotes values such as teamwork, collaboration, and personal development can create an environment conducive to active participation in extracurricular pursuits. In a study by Brown and Lee (2020), the researchers examined how peer relationships and social norms within private schools influenced students' decisions to participate in co-curricular activities. The findings suggested that positive peer interactions, peer encouragement, and a supportive social environment were significant factors that motivated students to engage in extracurricular endeavors.

Another aspect explored by Garcia and Martinez (2017) was the importance of parental involvement and school support in promoting students' participation in co-curricular activities. The study emphasized the need for collaboration between parents, teachers, and school administrators to create a cohesive cultural environment that Furthermore, research by Kim et al. (2021) delved into the impact of students' participation in co-curricular activities on their academic performance and personal growth within the context of private schools. The study revealed positive associations between active involvement in extracurricular, improved academic outcomes, enhanced social skills, leadership development, and overall well-being among students.

A study by Smith et al. (2019) found that a positive and inclusive school culture fosters a sense of belonging among

students, leading to increased participation in extracurricular programs. When students feel connected to their school community through shared values and traditions, they are more likely to engage actively in co-curricular activities. Johnson and Lee (2018), private schools with well-equipped facilities and dedicated staff for extracurricular programs tend to attract higher levels of student involvement. The cultural emphasis placed pupils' participation in co-curricular activities by school administrators and teachers can create a conducive environment that encourages pupils to explore diverse interests beyond academics.

Brown and Garcia (2020) highlighted that strong leadership that prioritizes the value of extracurricular engagement sets the tone for a vibrant school culture that celebrates student involvement. Additionally, clear policies and guidelines regarding co-curricular opportunities can streamline access for all pupils, ensuring inclusivity within the school community. Chen et al. (2018) emphasized that when there is coherence between the stated values of a private school and its actual support for extracurricular initiatives, students are more likely to perceive these activities as integral to their overall educational experience. This alignment reinforces a positive cultural environment that motivates pupils to participate actively in diverse programs.

School physical environment and pupils' participation in co-curricular activities in private primary schools

The results of the study indicate a significant and positive relationship between school physical environment and pupils' participation in co-curricular activities in private primary schools in Fort Portal City. This relationship is measured by Pearson's correlation coefficient, which is 0.822. The beta coefficient ($b = 0.31$) represents the change in the dependent variable (pupils' participation in co-curricular activities in private primary schools) for every one-unit changes in the independent variable (school physical environment).

The findings are supported by Bradshaw, O'Brennan, and McNeely (2008) highlighted that well-maintained and aesthetically pleasing school facilities positively influence student engagement in various school activities, including co-curricular programs. A study by Earthman (2002) emphasized that the quality of school facilities, such as sports fields, auditoriums, and recreational areas, can significantly impact students' motivation to participate in extracurricular activities. According to a study by Tanner (2009), schools with attractive and functional spaces tend to foster a positive school climate, which, in turn, encourages students to engage in co-curricular pursuits. Additionally, research by Fisher et al. (2018) suggested that access to well-equipped facilities and safe outdoor spaces can enhance students' physical health and

social interactions, leading to increased participation in extracurricular activities. Barrett et al. (2015) indicated that schools with flexible learning environments that accommodate diverse interests and activities tend to attract higher levels of student involvement.

Furthermore, a study by Huisman et al. (2017) emphasized the importance of creating inclusive and accessible spaces within schools to promote equal opportunities for all students to engage in extracurricular programs. Smith et al. (2016) highlighted the importance of fostering a supportive and inclusive environment where students feel encouraged to explore their interests outside the classroom. Moreover, collaborative efforts between teachers, administrators, and parents have been identified as key factors in promoting a culture that values and prioritizes student engagement beyond academic requirements (Henderson & Mapp, 2002).

A study by Smith et al. (2019) found that private schools with well-equipped sports facilities and extracurricular spaces tend to have higher rates of student involvement in co-curricular activities compared to schools with limited resources. Adequate facilities not only provide students with opportunities to explore different interests but also create a conducive environment for social interaction and skill development. Johnson (2018) highlighted the importance of access to specialized equipment and materials for specific co-curricular activities, such as science labs, art studios, or music rooms. Private schools that invest in diverse resources tailored to different interests can attract a wider range of students to participate in extracurricular programs, fostering a more inclusive and engaging school environment.

According to a study by Brown and Lee (2020), students are more likely to engage in extracurricular pursuits when they feel safe and supported within their school surroundings. Schools that prioritize safety through measures like surveillance systems, emergency protocols, and well-maintained infrastructure create a sense of trust among students, encouraging them to actively participate in various activities. Garcia et al. (2018) emphasized the impact of perceived safety on students' motivation to engage in co-curricular activities. When students feel secure within their school environment, they are more likely to take risks, try new experiences, and collaborate with peers through extracurricular engagements. Therefore, creating a safe and welcoming physical environment is essential for promoting student involvement in diverse co-curricular opportunities.

Martinez (2019) demonstrated that schools fostering a sense of belongingness, inclusivity, and positive peer relationships tend to have higher rates of student engagement

outside regular academic hours. Building strong connections among students, teachers, parents, and community members creates a supportive network that encourages active involvement in extracurricular endeavors. Moreover, research by Kim et al. (2021) highlighted the role of effective communication channels between school stakeholders in promoting co-curricular participation among students. Private schools that facilitate open dialogue, collaboration, and feedback mechanisms enhance student motivation and commitment towards various extracurricular initiatives. By nurturing a vibrant social climate and promoting community engagement, schools can create an enriching environment that motivates pupils to explore their interests beyond traditional academics.

School social environment and pupils' participation in co-curricular activities in private primary schools

The results indicate a significant and positive relationship between school social environment and pupils' participation in co-curricular activities in private primary schools in Fort Portal City, with a Pearson's correlation of 0.736. The relationship is positive because both variables move in the same direction. The beta coefficient ($\beta = 0.39$) indicates that a unit increase in school social environment results in a decrease in co-curricular activities in private primary schools by 0.39 units.

These findings are in congruence with Eccles and Barber (2019) highlighted the significance of peer relationships in shaping students' involvement in co-curricular activities. Positive peer interactions can create a supportive environment that encourages students to participate in various school activities. Conversely, negative peer experiences may deter students from engaging in extracurricular pursuits. Wentzel (2018) emphasized that supportive and positive interactions with teachers can motivate students to explore different interests outside the academic curriculum. Teachers who actively encourage student involvement in extracurricular contribute to creating a conducive social environment within the school. Fredricks and Eccles (2016) suggested that schools with a strong sense of community, where students feel connected and supported, are more likely to have higher participation rates in extracurricular programs. Supportive staff members, well-defined extracurricular opportunities, and inclusive policies contribute to fostering a positive social environment that promotes student involvement. Dwyer et al. (2016) found that parental encouragement and active engagement positively correlated with increased student participation in school-based extracurricular. Parents who value the holistic development of their children often play a pivotal role in motivating them to explore diverse interests beyond academics.

Research by Smith and Jones (2019) highlighted that a positive school social environment characterized by supportive teachers, engaged peers, and inclusive policies fosters a sense of belonging among students. When students feel connected to their school community, they are more likely to participate actively in co-curricular activities. Conversely, a negative social environment marked by bullying, discrimination, or lack of support can deter students from engaging in extracurricular pursuits (Brown et al., 2018). According to a study by Johnson et al. (2020), positive teacher-student relationships and peer interactions create a conducive atmosphere that encourages students to explore diverse interests outside the classroom. In contrast, if students perceive the social climate as unwelcoming or competitive, they may be less inclined to take part in extracurricular programs (Garcia & Martinez, 2018).

Lee and Kim (2019) emphasized that strong leadership that values and prioritizes extracurricular engagement can positively impact student participation rates. When school administrators actively promote and facilitate co-curricular opportunities, students are more likely to view these activities as integral to their overall educational experience. Wang et al. (2018) demonstrated that when schools implement policies that ensure equal opportunities for all students to participate in extracurricular regardless of background or ability, it fosters a sense of community and encourages widespread involvement.

VI. CONCLUSIONS

It is concluded that positive and inclusive cultural atmosphere within schools have a significant impact on the level of pupils' participation in co-curricular activities in private primary schools. When pupils feel a sense of belonging and connection to their school community, they are more likely to actively participate in co-curricular programs and events. This lead to a range of benefits for students, including improved social skills, increased self-confidence, and enhanced academic performance. In Fort Portal City, private primary schools have recognized the importance of fostering a positive cultural environment to promote student engagement in co-curricular activities. By creating a supportive and inclusive atmosphere, schools are able to encourage students to explore their interests and talents outside of the classroom. This not only enriches the overall educational experience for students but also helps to build a strong sense of school spirit and pride.

The physical environment of schools plays a crucial role in fostering pupils' participation in co-curricular activities in private primary schools. The correlation between the physical environment of schools and pupils' participation in co-curricular activities implies that improvements in the school's

infrastructure and facilities positively impact students' willingness and ability to participate in extracurricular activities. When schools provide well-maintained classrooms, modern sports facilities, and attractive recreational spaces, students are more likely to feel motivated and encouraged to participate in various co-curricular activities. Additionally, a well-equipped physical environment provides students with the necessary resources and facilities to engage in a wide range of co-curricular activities. For example, if a school has a well-equipped sports complex, pupils are more likely to participate in sports teams and competitions. Similarly, if a school has dedicated spaces for performing arts or clubs, students are more likely to explore and engage in these activities.

There is positive and significant between the school social environment and pupils' participation in co-curricular activities in private primary schools. This highlights the importance of creating a positive and supportive school social environment in order to encourage pupils to engage in co-curricular activities in private primary schools. A positive school social environment includes factors such as strong relationships between pupils and teachers, a sense of belonging and inclusion, and a supportive and encouraging atmosphere. When students feel connected to their school community and have positive relationships with their peers and teachers, they are more likely to feel motivated to participate in co-curricular activities. These activities can provide students with valuable opportunities for personal growth, skill development, and social interaction outside of the traditional classroom setting. By focusing on improving the school social environment, school administrators help to foster a culture of involvement and engagement among pupils. This can lead to a more vibrant and dynamic school community, where pupils are actively participating in a variety of co-curricular activities that enhance their overall educational experience.

Private primary schools should strive to create a school cultural environment that promotes inclusivity and diversity. This can be achieved by encouraging students from various backgrounds to participate in co-curricular activities, regardless of their academic performance or social status. Schools can organize events that celebrate different cultures, traditions, and talents to foster a sense of belonging among all students.

Provide adequate resources: To enhance pupil participation in co-curricular activities, private schools should ensure they have the necessary resources available. This includes providing facilities, equipment, and funding for a wide range of activities such as sports, arts, music, drama, and community service projects. By investing in these resources,

schools can attract more students to engage in extracurricular pursuits and develop their skills outside the classroom. Encourage mentorship programs: Establishing mentorship programs within private schools can significantly impact pupil participation in co-curricular activities. Older pupils or teachers can serve as mentors to guide and support younger learners who may be hesitant to join clubs or teams. These mentorship relationships can help build confidence, provide encouragement, and create a supportive network that motivates pupils to explore new interests and get involved in extracurricular.

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