



Co-Curricular Activities and Students' Enrollment in Government-Aided Secondary Schools in Kalamba Sub-County, Butambala District, Uganda

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Abstract

The study examined the relationship between co-curricular activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district, Uganda. The study specifically was steered by the following objectives; i) To examine the relationship between sports activities and students' enrollment, ii) To examine the relationship between music, dance, and drama (MDD) and students' enrollment, and iii) To examine the relationship between academic clubs and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. The study utilized a correlational research design together with a quantitative approach. A sample of 45 participants was engaged comprising of school administrators and teachers from two selected government-aided secondary schools in the sub-county. Both descriptive analysis and correlation analysis were applied to offer solutions to the study phenomenon. The study found out that there is a very strong positive statistically and significant relationship between sports activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. The study also found out that there is a moderate positive statistically and significant relationship between music, dance, and drama (MDD) and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. Further, the study found out that there is a strong positive statistically and significant relationship between academic clubs and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. As a result, the study concludes that co-curricular activities such as sports activities, music, dance, and drama (MDD), and academic clubs have a statistically significant relationship with students' enrollment in that an enhancement in the different co-curricular activities will resultantly lead to an enhancement in students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. The study acclaims that school managements should effectively offer a mix of academic, cultural, artistic, and athletic activities and programs to attract a wider range of students which would play a vital role in influencing an enhancement in students' enrollment in government-aided secondary schools in Kalamba sub-county, Butambala district.

Keywords: *Co-Curricular Activities, Sports Activities, Music, Dance, and Drama, Academic Clubs, Students' Enrollment, and Government-Aided Secondary Schools.*

Introduction

The study aimed at examining the relationship between co-curricular activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala District, Uganda

Historical Perspective

Globally, students' enrollment is considerably influence by co-curricular activities as these have become a major factor in attracting and retaining students. By the mid-20th century, co-curricular and extracurricular activities became a selling point for schools particularly in private and competitive institutions. Schools aggressively market their co-curricular offerings to attract diverse student populations. Programs in STEM clubs, sports, performing arts, and leadership training have become essential for institutions seeking to boost enrollment (Munir & Zaheer, 2021). In Africa, co-curricular activities remain a key factor in increasing students' enrollment among different education institutions through sports, music, and cultural activities to foster identity and unity. Schools have introduced structured competitions, such as inter-school sports tournaments and debate competitions, which have become a major attraction for students, improving the overall students' performance (Parsien & Sikubwabo, 2022).

Theoretical Perspective

The study was steered by the Human Capital Theory established by Becker in 1964. The theory suggests that individuals invest in education to develop skills and competencies that enhance their future earnings and career prospects (Mincer & Almendarez, 2018). According to Holden and Biddle (2017) co-curricular activities contribute to human capital development by fostering leadership, teamwork, and problem-solving skills. Schools that emphasize strong extracurricular programs become more attractive to students seeking holistic education, thereby increasing students' enrollment. Hence, this theory was embraced and applied to the study as it offers an association between co-curricular activities and students' enrollment.

Contextual Perspective

The study was carried out in government-aided secondary schools in Kalamba sub-county, Butambala district examining the relationship between co-curricular activities and students' enrollment. Kalamba sub-county was taken into account due to no research that has been carried out in the area regarding co-curricular activities and students' enrollment in government-aided secondary schools. Furthermore, Butambala district was looked into as a result of increased students' dropouts which affect the overall enrollment rate in government-aided secondary schools in Butambala district (Butambala District Local Government, 2022).

Conceptual Perspective

Co-curricular activities are events that complement the educational curriculum and add to the overall growth of students, taking place outside the regular classroom instruction but are an essential part of the educational experience, helping students develop skills such as leadership, teamwork, creativity, and social interaction (Kanar & Heinrich, 2024). Students' enrollment refers to the process of registering or admitting students into an educational

institution, such as a school, college, or university, for a specific academic period (Ashraf, 2024). For the case of this study, co-curricular activities were conceptualized as sports activities, music, dance, and drama, and academic clubs, while students' enrollment was conceptualized in terms of admission rate, retention rate, attendance levels, graduation rate, and attrition rate amongst others.

Statement of the problem

In Uganda, several policies have been implemented to improve student enrollment by integrating co-curricular activities into the education system. These policies recognize the role of extracurricular activities in fostering holistic student growth, enhancing institutional appeal, and increasing retention rates among different educational institutions in the various districts in the country. For example, the Ugandan government, in cohort with the Ministry of Education and Sports has integrated co-curricular activities into the National Education policy. The policy mandates schools to include sports, music, dance, and drama in their programs to enhance student engagement and motivation for enrollment in all education institutions (Ministry of Education and Sports, 2018).

However, despite the astonishing policies and efforts, student enrollment is still inefficient as many schools are struggling to attract and retain students as high dropout rates and poor student attendance persist in government-aided secondary schools in Butambala district (Ekwamu, Kawuki & Edimu, 2023). Evidence indicates a decline in students' attendance of 21% between 2018 and 2021 affecting students' enrollment rates and overall educational performance in government-aided secondary schools in Butambala district (Butambala District Local Government, 2022). This has consequently resulted into increased child labor, teenage pregnancies, and early or child marriages in the district. Then, it is upon this that the study examined the relationship between co-curricular activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala District.

Objectives of the Study

General Objective

The main objective of the study was to examine the relationship between co-curricular activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district, Uganda.

Specific Objectives

- i. To examine the relationship between sports activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.
- ii. To examine the relationship between music, dance, and drama (MDD) and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.
- iii. To examine the relationship between academic clubs and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

Study Hypotheses

The specific objectives were steered by the subsequent alternative hypotheses;

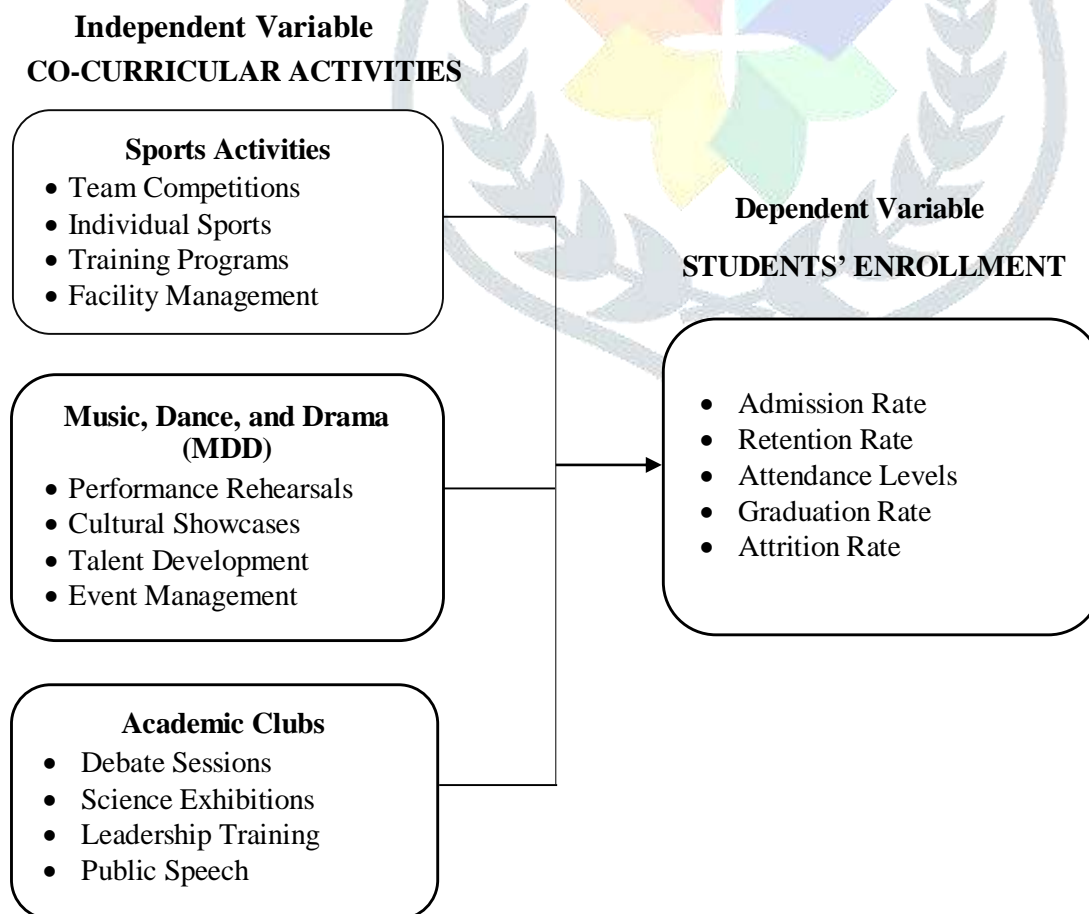
H_{a1}: There is a statistically significant relationship between sports activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

H_{a2}: There is a statistically significant relationship between music, dance, and drama (MDD) and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

H_{a3}: There is a statistically significant relationship between academic clubs and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

Conceptual Framework

The conceptual framework shows a pictorial diagram on the link between co-curricular activities and students' enrollment.



Co-curricular Activities and Students' Enrollment

Co-curricular activities significantly influence student enrollment in several ways, as they enhance the overall learning experience and make institutions more attractive to students and parents. Schools that offer diverse co-curricular activities, such as sports, music, debate, and leadership programs, become more appealing to prospective students (Ashraf, 2024). The author argues that institutions with a reputation for excelling in extracurricular

activities attract students seeking a well-rounded education which improves student enrollment (Ashraf, 2024). Additionally, Kariyana, Maphosa and Mapuranga (2017) assert that co-curricular activities create a vibrant school environment that keeps students engaged, reducing dropout rates. Schools that emphasize extracurricular participation foster a sense of belonging, increasing retention and attracting more students.

Co-curricular activities such as sports activities not only enhance physical health but also contribute to various aspects of personal development and institutional appeal. Schools that offer sports scholarships attract students with athletic talent and these students are often drawn to institutions that can help them develop their skills while providing financial support (Farzana, Syeda, Muhammad & Zehara, 2024). In addition, the authors assert that a sports program, including scholarships for top athletes, can be a deciding factor for students choosing between institutions, increasing enrollment (Farzana et al., 2024).

A study by Muchemi and Kanjogu (2022) found that co-curricular activities in form of sports activities, music, and debates, significantly influence students' level of enrollment in public secondary schools in Nyandarua West Sub-County, Kenya. The authors posit that co-curricular activities such as sports activities promote teamwork, leadership, discipline, and resilience, qualities that parents and students value in a well-rounded educational experience. Schools that emphasize sports activities offer a more engaging and comprehensive education (Muchemi & Kanjogu, 2022). In addition, students involved in sports tend to be more engaged in school life, which can result into higher retention rates and encourage other students to enroll (Muchemi & Kanjogu, 2022).

According to Munir and Zaheer (2021) co-curricular activities offer students with the chance to participate in subjects of interest outside of the regular curriculum. This attracts students who are eager to explore and deepen their knowledge in specific fields such as science, literature, history, or mathematics. Schools that emphasize academic clubs create an environment that encourages intellectual growth, which can make the institution more appealing to academically motivated students. The authors also assert that participation in academic clubs helps learners improve critical thinking, problem-solving, research, and presentation abilities. These activities often prepare students for future academic and career success. Students may choose schools with strong academic clubs because they see them as a way to build valuable skills that will help learners in their studies and forthcoming professional professions, significantly influencing an improvement in students' enrollment (Munir & Zaheer, 2021).

Co-curricular activities such as music, dance, and drama allow students to express themselves creatively, which can be a key factor for students who value the arts as a means of personal development. Schools that offer strong programs in these areas attract students who are passionate about arts and want to explore their creative talents, which can boost student enrollment. Additionally, participation in these arts fosters various skills such as teamwork, discipline, time management, communication, and public speaking (Kanar & Heinrich, 2024). The authors argued that many students who want to develop a broad range of life skills may choose schools with robust music, dance, and drama programs, seeing them as a way to nurture these abilities which significantly influences students' enrollment (Kanar & Heinrich, 2024). Additionally, Ritchie (2018) postulated that participation in performing arts often enhances college applications, as many higher education institutions value extracurricular activities like

music, dance, and drama. Students interested in pursuing careers in the arts may specifically seek out schools with strong arts programs, which could lead to higher enrollment numbers in schools known for their performing arts offerings.

A study by Othoo and Omondi (2022) found out that co-curricular activities like sports, debates, music, and clubs have a positive and significant impact on with students' enrollment and academic performance in Gem Sub County, Siaya County, Kenya. The study indicates that involvement in extracurricular activities helps learners build skills and connections that can benefit their future careers. Institutions that provide career-oriented clubs, entrepreneurship programs, and leadership training attract students who seek holistic development. Additionally, the authors argue that many parents prefer schools that offer extracurricular programs as they help in character development, social skills, and career opportunities. Schools that integrate co-curricular activities into their curriculum meet modern education expectations, attracting more students (Othoo & Omondi, 2022).

Co-curricular activities play an essential role in increasing learners' enrollment by making schools more attractive, fostering talent, improving academic and social skills, and enhancing institutional reputation. Schools and colleges that prioritize extracurricular engagement tend to attract and retain more students, ensuring long-term success (Nandita & Sreeramana, 2023). Schools known for winning sports championships, excelling in debates competitions, or producing top performers in arts and leadership gain a competitive advantage in enrollment. A positive reputation in co-curricular activities leads to increased student applications, resultantly improving students' enrollment (Nandita & Sreeramana, 2023). Additionally, Parsien and Sikubwabo (2022) assert that schools that emphasize extracurricular participation foster a sense of belonging, increasing retention and attracting more students improving enrollment.

Methodology

Research Design

The study employed a correlational research design together with a quantitative approach. A correlational research design focuses on examining for a relationship between variables in a certain population (Kassu, 2019). Thus, this research design permitted the researcher to examine the association between co-curricular activities and students' enrollment in government-aided secondary schools in Kalamba sub-county, Butambala district. A quantitative approach assisted the researcher in obtaining numerical data that was used to afford an understanding to the study objectives.

Target Population and Sample Size

The study focused on a target population of 3 government-aided secondary schools in Kalamba Sub- County, Butambala district (Butambala District Local Government, 2022). Though, due to the time limitation the researcher concentrated on 2 government-aided secondary schools and a sample was selected that partook in the study. The study focused on a sample of 45 participants which comprised of school administrators and teachers selected from two selected government-aided secondary schools in Kalamba Sub- County, Butambala district to provide the quantitative data utilized to provide an understanding to the study objectives.

Sampling Procedure

The study engaged both convenient sampling and simple random sampling to pick participants who took part in the study. Convenient sampling encompasses the researcher choosing participants who are readily and easily available and this was utilized to choose school administrators. Simple random sampling was engaged to choose teachers from the various schools to partake in the study so as to offer quantitative data. Simple random sampling offers an equal chance of selection to each of individual in the population to be included into the study sample (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method is a technique of getting and collecting information from respondents through a series of questions (Mathiyazhagan, 2018). The questionnaire survey method was dynamic so as to make available uniform information which warranted the comparison of data using easily understandable well-organized questions. Accordingly, this method facilitated the researcher in obtaining and collecting quantitative data from the respondents in the shortest time conceivable.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire is an instrument employed to pull together information from participants comprising closed-ended responses to the queries from which participants are mandated to pick (Acheung, 2019). The study utilized structured questionnaires to gather quantitative data from the school administrators and teachers which constitute closed-ended queries and encoded responses that were self-directed to participants in the various selected government-aided secondary schools in Kalamba sub-county, Butambala district. The structured questionnaires were engaged as they involve little time and collect immense information on the study objective.

Data Analysis

Quantitative data analysis allows the researcher to quantify, scrutinize and comprehend a problem through running arithmetical tests and expressive analysis. The study utilized both descriptive and correlation analysis techniques in evaluating the quantitative primary data generated. Descriptive analysis was utilized when evaluating individuals' demographics shown in arrangement of frequencies and percentages. To examine the association between the independent and dependent variables, Spearman's rank correlation analysis was thought of to give the statistical evidence on the study hypotheses at a 0.01 significance level. Spearman's Rank Correlation evaluates the association between two ordinal or nominal variables (Jerrold, 2016).

Ethical Consideration

The researcher obtained an introductory letter from Islamic University in Uganda as a requirement needed to obtain authorization from various school authorities to carry out a study in their premises before undertaking the study.

The researcher also first asked for participants' consent to engage in the study before questionnaires were provided to them and the purpose of the study was clearly explained to the respondents at the start of the study. Additionally, the respondents and information provided were both made confidential as this is an important ethical pre-requisite in research.

Study Findings

The findings indicated in this section provide descriptive statistics on the demographic composition of respondents and correlation analysis to offer solutions to the study objectives.

Findings on the Demographic Compositions

The study evaluated the demographic compositions of respondents who partook in the study from the various government-aided secondary schools in Kalamba Sub-County, Butambala district and the results are indicated in Table 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	28	62.2
	Female	17	37.8
	Total	45	100.0
Age Category	25-30 years	4	8.9
	31-35 years	9	20.0
	36-40 years	12	26.7
	Above 40 years	20	44.4
	Total	45	100.0
Level of Education	Certificate	2	4.4
	Diploma	4	8.9
	Bachelors	32	71.1
	Masters	7	15.6
	Total	45	100.0
Marital Status	Married	32	71.1
	Single	13	28.9
	Total	45	100.0
Period of Work at the School	1-3 years	5	11.1
	4-5 years	12	26.7
	6-10 years	20	44.4
	Above 10 years	8	17.8
	Total	45	100.0

Source: Primary data, 2025

From Table 1, the results indicate that out of 45 participants who were involved in the study from the various government-aided secondary schools in Kalamba Sub-County, Butambala district, majority 28 (62.2%) of participants were males and 17 (37.8%) of participants were females. The study findings also indicate that a bigger proportion 20 (44.4%) of participants who were involved in the study were aged above 40 years, followed by 12 (26.7%) of participants who were aged 36-40 years, then 9 (20.0%) of participants who were aged 31-35 years, and the least proportion 4 (8.9%) of participants were aged 25-30 years.

Additionally, the study findings indicate that majority 32 (71.1%) of participants who were involved in the study had attained a bachelors' education level, followed by 7 (15.6%) of participants who had attained a masters' education level, then 4 (8.9%) of participants who had attained a diploma education level, and only a few 2 (4.4%) of participants had attained a certificate education level. In relation to marital statuses, majority 32 (71.1%) of participants who were involved in the study were married and the least proportion 13 (28.9%) of participants were single.

The study further shown that a bigger proportion 20 (44.4%) of participants who were involved in the study had a working experience with the respective secondary schools of 6-10 years, followed by 12 (26.7%) of participants who had a working experience with the respective secondary schools of 4-5 years, then 8 (17.8%) of participants who had a working experience with the respective secondary schools of above 10 years, and the least proportion 5 (11.1%) of participants had a working experience with the respective secondary schools of 1-3 years.

Findings on the Objectives of the Study

This section provides findings in accordance to the study specific objectives.

Relationship between Sports Activities and Students' Enrollment in Government-Aided Secondary Schools in Kalamba Sub-County, Butambala District

The study pursued to examine the relationship between sports activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. The relationship was explored using Spearman's Rank correlation analysis and the results provided in Table 2.

Table 2: Correlation Analysis on the Relationship between Sports Activities and Students' Enrollment in Government-Aided Secondary Schools in Kalamba Sub-County, Butambala District

		Sports Activities	Students' Enrollment
Sports Activities	Spearman's Correlation Coefficient	1.000	.634**
	Sig. (2-tailed)	.	.000
	N	45	45
Students' Enrollment	Spearman's Correlation Coefficient	.634**	1.000
	Sig. (2-tailed)	.000	.
	N	45	45

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

Source: Primary data, 2025

The study findings in Table 2 indicate that there is a very strong positive statistically and significant relationship between sports activities and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district ($r = 0.634$, $N = 45$, $P\text{-value} = 0.000$) at a 0.01 significance level. The study findings denote that an improvement in sports activities intensely and significantly leads to an enhancement in students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

Relationship between Music, Dance, and Drama (MDD) and Students’ Enrollment in Government-Aided Secondary Schools in Kalamba Sub-County, Butambala District

The study also pursued to examine the relationship between music, dance, and drama (MDD) and students’ enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. The relationship was explored using Spearman’s Rank correlation analysis and the results are provided in Table 3.

Table 3: Correlation Analysis on the Relationship between Music, Dance, and Drama (MDD) and Students’ Enrollment in Government-Aided Secondary Schools in Kalamba Sub-County, Butambala District

		Music, Dance, and Drama (MDD)	Students’ Enrollment
Music, Dance, and Drama (MDD)	Spearman’s Correlation Coefficient	1.000	.451**
	Sig. (2-tailed)	.	.000
	N	45	45
Students’ Enrollment	Spearman’s Correlation Coefficient	.451**	1.000
	Sig. (2-tailed)	.000	.
	N	45	45

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

Source: Primary data, 2025

The study findings in Table 3 indicate that there is a moderate positive statistically and significant relationship between music, dance, and drama (MDD) and students’ enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district ($r = 0.451$, $N = 45$, $P\text{-value} = 0.000$) at a 0.01 significance level. The study findings denote that an enhancement in music, dance, and drama (MDD) substantially and significantly leads to an enhancement in students’ enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

Relationship between Academic Clubs and Students’ Enrollment in Government-Aided Secondary Schools in Kalamba Sub-County, Butambala District

The study further pursued to examine the relationship between academic clubs and students’ enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district. The relationship was explored using Spearman’s Rank correlation analysis and the results are provided in Table 4.

Table 4: Correlation Analysis on the Relationship between Academic Clubs and Students’ Enrollment in Government-Aided Secondary Schools in Kalamba Sub-County, Butambala District

		Academic Clubs	Students’ Enrollment
Academic Clubs	Spearman’s Correlation Coefficient	1.000	.548**
	Sig. (2-tailed)	.	.000
	N	45	45

Students' Enrollment	Spearman's Correlation Coefficient	.548**	1.000
	Sig. (2-tailed)	.000	.
	N	45	45

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

Source: Primary data, 2025

The study findings in Table 4 indicate that there is a strong positive statistically and significant relationship between academic clubs and students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district ($r = 0.548$, $N = 45$, $P\text{-value} = 0.000$) at a 0.01 significance level. The findings denote that an improvement in academic clubs noticeably and significantly leads to an enhancement in students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

Conclusion

The study concludes that co-curricular activities in form of sports activities, music, dance, and drama (MDD), and academic clubs have a statistically significant relationship with students' enrollment in that an enhancement in the different co-curricular activities will resultantly lead to an enhancement in students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district.

Recommendations

The study acclaims that school managements should effectively offer a mix of academic, cultural, artistic, and athletic activities and programs to attract a wider range of students which would play a vital role in influencing and enhancement in students' enrollment in government-aided secondary schools in Kalamba sub-county, Butambala district.

The study also recommends that schools' management should highlight co-curricular success stories in brochures, social media, and school websites as well as organize open houses, talent showcases, and inter-school competitions to attract potential students which would influence and improvement in students' enrollment in government-aided secondary schools in Kalamba Sub-County, Butambala district, Uganda.

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Appendices

Appendix I: Structured Questionnaire

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree or Disagree

Instructions: Please tick the most appropriate response of your choice

Section A: Demographic Characteristics of Respondents

1. What is your Gender?

1. Male ☐

2. Female ☐

2. What is your age group?

1. 25-30 years ☐

2. 31-35 years ☐

3. 36-40 years ☐

4. Above 40 years

☐

3. What is your highest level of education?

1. Certificate ☐

2. Diploma ☐

3. Bachelors ☐

4. Masters ☐

4. What is your marital status?

1. Married ☐

2. Single ☐

5. For how long have you worked at this secondary school?

1. 1-3 years ☐

2. 4-5 years ☐

3. 6-10 years ☐

4. Above 10 years ☐

SECTION B: CO-CURRICULAR ACTIVITIES

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Co-Curricular Activities;

Part I: Sports Activities

No.	Sports Activities	SD	D	NS	A	SA
1.	The students are effectively engaged in team competitions in different sports at the school					
2.	The students regularly participate in individual sports activities at the school					
3.	The schools through different sports coaches and instructors conduct regular training programs in which students are engaged at the school					
4.	The school administrators effectively maintain the conditions and status of different sports facilities at the school					

Part II: Music, Dance, and Drama

No.	Music, Dance, and Drama	SD	D	NS	A	SA
1.	The students occasionally participate in timely music, dance, and drama performance rehearsals at the school					
2.	The school conducts and organizes cultural showcases and exhibitions at the school					
3.	The teachers and school administrators conduct talent development programs in music, dance, and drama at the school					
4.	There are regular music, dance, and drama competitions and events organized at the school					

Part III: Academic Clubs

No.	Academic Clubs	SD	D	NS	A	SA
1.	There debate sessions conducted in which learners engage and participate at the school					
2.	There are science exhibitions organized for students to showcase their science projects at the school					
3.	There are leadership trainings conducted within different school clubs through workshops at the school					
4.	The students are engaged in public speech competitions in their different clubs at the school					

SECTION C: STUDENTS' ENROLLMENT

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to students' enrollment;

No.	Students' Enrollment	SD	D	NS	A	SA
1.	There is an improvement in students' admission rates at the school					
2.	There in an enhancement in the students' retention rates at the school					
3.	There is an enhancement in the students' class attendance levels at the school					
4.	There is an increase in students' graduation rates or transition rates to the next class or level at the school					
5.	There is an reduction in the students' attrition rates at the school					