

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study on the relationship between extra-curricular activities and pupil discipline. The research problem, purpose of the study, research objectives, significance, limitations and operational definitions of the study are also presented in this chapter.

1.2 Background

Acts of indiscipline in high schools continue to be a matter of concern in Zambia. These acts include truancy, drug and alcohol abuse, promiscuity, dodging class, riots, smoking, vandalism, fighting, reporting late for class and insulting, to mention a few. These acts of indiscipline negatively influence the learning and teaching process as they undermine the purpose of education. Indiscipline in high schools is caused by an interaction of different factors. Home factors include a history of drug and alcohol abuse and violence and socio-economic status of the family. School factors such as unsafe school environment, inappropriate classroom management, teachers humiliating remarks and teacher-pupil relations that are too strict also encourage indiscipline among high school pupils (Baleinakorodawa, 2009; Moseki, 2004; Banja, 2002 and Mwanakatwe, 1974).

In order to curb these acts of indiscipline, various measures such as punishment, scouts and guides youth services, praise for good behaviour, relevant and clear guidelines for teacher behaviour have been suggested by several scholars (Bedding, 2006; Banja, 2002; Phiri, 1983 and Shana, 1973).

Research elsewhere shows that one approach to reducing indiscipline among learners is to involve them in extra-curricular activities (Fredricks and Eccles, 2006; Fujita, 2006; Black, 2002 and Holloway, 2002). These activities prevent pupils from engaging in delinquent acts and provide opportunities for pupils to develop positive relationships with peers and teachers. Extra-curricular activities provide opportunities for growth and development at times when pupils are unsupervised and may be tempted to engage in risky behaviours (Simpkins, 2003). Little (2003), cited by Parkay (2006:198), has argued that “students who spend 1 to 4 hours per week in extra-curricular activities are 49 percent less likely to use drugs and 37 percent less likely to become teen parents than their peers who do not participate in such activities.” Thus, extra-curricular activities create a more conducive environment for teachers and pupils to teach and learn, respectively. These activities contribute strongly to increased pride and sense of responsibility in the pupils (Parkay, 2006).

Extra-curricular activities such as athletics, music, indoor and outdoor games, teach pupils how to discipline themselves through drills, practices, or rehearsals. Pupils feel responsible through their participation in these activities as they must perform the tasks assigned to them whether it is to run, sing, act, or organize an event. Participating and persevering in any of these activities, pupils gain a sense of self-respect, self-esteem, and self-confidence. Extracurricular activities give them pride in their accomplishments and they learn that if an activity is worth doing, it is worth doing well (Simpkins, 2003). Thus, a “school that provides a rich and varied programme of school activities contributes to strengthening the school spirit and personal development of pupils” (Ministry of Education, 1996:44).

According to the Ministry of Education policy document (1996:43):

Routine activities in the classroom help in promoting some of these skills, though the classroom focus tends to be more on the intellectual than emotional domain. The development of other life and social skills will depend largely on the whole ethos of the school and on its programme of extra-curricular activities such as various sporting activities, clubs, societies, school debates, drama and cultural presentations, meetings of cultural and religious groups.

Schools play an important role in promoting a sense of responsibility in pupils through the activities which go on outside the classroom and through school structures that give increasing levels of personal responsibility in their later years.

The process of education can be divided in two parts: curricular activities and extra-curricular activities. Extra-curricular activities are recognized as a source of enhancement and vitalization of the school curriculum through the promotion of pupils' hobbies and interests. According to Asmat and Rakhsi (2008: 214), the basic idea of extra-curricular activities in schools is the:

Building up of the pupils' character and personality as well as training of their mind that may help or facilitate academic achievements...it is believed that unless balancing both the curricular and extra-curricular activities is done, the very purpose of education would be left unrealised.

The function of education is to bring change in pupils' behaviour and personality in an acceptable form. Therefore modern approaches of education emphasise all round development of the pupil. Hence, extra-curricular activities are no longer looked upon as 'extras' but as an integral part of the school programme.

1.3 Statement of the Problem

Discipline in schools has a positive bearing on educational participation and attainment, while indiscipline negatively influences the learning and teaching process. According to Bedding (2006), Phiri (1983) and Mwanakatwe (1974), strategies such as punishment,

suspension, rewards and praise for good behaviour and unselling have been used to curb indiscipline in high schools in Zambia. However, in western countries extra-curricular activities have been used to reduce the levels of indiscipline in high schools (Parkay, 2006; Simpkins, 2003). There appears to be a dearth of literature in Zambia on the relationship between involvement in extra-curricular activities and pupils' discipline in high schools. Therefore this study sought to establish the relationship between pupils' involvement in extra-curricular activities and pupil discipline in high schools in Livingstone.

1.4 Purpose of the Study

The purpose of this study was to determine the relationship between extra-curricular activities and pupil discipline in high schools in Livingstone.

1.5 Objectives of the Study

The specific objectives of this study were as follows:

- a) To find out common offences committed by pupils in high schools in Livingstone.
- b) To find out the types of extra-curricular activities pupils participate in in high schools in Livingstone.
- c) To establish the relationship between pupils' involvement in extra-curricular activities and discipline.
- d) To establish strategies that can be used to reduce indiscipline in high schools in Livingstone.

1.6 Research Questions

This study was guided by the following research questions:

- a) What common offences are committed by pupils in high schools in Livingstone?

- b) What types of extra-curricular activities do pupils participate in in high schools in Livingstone?
- c) What is the relationship between pupils' involvement in extra-curricular activities and discipline?
- d) What other strategies can be used to reduce indiscipline in high schools in Livingstone?

1.7 Significance of the Study

The study will provide information on the role of extra-curricular activities in dealing with acts of indiscipline in high schools in Zambia. This study will be useful to educational administrators and teachers as well as parents as it will suggest other strategies that can be used to reduce indiscipline among pupils in schools. The study will also contribute to the existing body of knowledge and literature on ways of reducing indiscipline in schools.

1.8 Limitation and Delimitation of the Study

The researcher used non-proportional stratified random sampling. Proportional stratified sampling could not be used as there was insufficient time to systematically employ the proportional sampling procedure. Gall et. al. (2007) states that when using non-proportional stratified random sampling, generalizations cannot be made from the total sample. This is because it does not accurately represent proportional subgroup composition to that of the population.

Time limited the number of respondents at each site in order to meet the set deadline. Hence the study was conducted in only four high schools in Livingstone and drew a total sample of only 208 respondents, thus findings of this study may not be generalized to all schools countrywide.

1.9 Operational Definitions of Terms

Adolescence refers to a transitional stage from childhood to adulthood characterized by physical and psychological development usually between 13 and 19 years.

At-Risk Pupils refer to pupils that are likely to get involved in alcohol and drug abuse or in any acts of indiscipline.

Discipline refers to training, especially of the mind and character, to produce self-control habits of obedience, the results of which sets rules for conduct and methods by which training may be given.

Extra-curricular activities refer to aspects of the school curriculum focusing on indoor and out door activities of educational nature offered outside the school time table, such as debating, drama and various sporting activities.

Indiscipline refers to misbehaviour or deviance or any form of behaviour that displays disobedience to authority and failure to follow set rules of conduct.

1.10 Summary

This chapter has provided the background of the study, problem and purpose of the study, significance, limitation and delimitation and operational definitions used in the study. These have established the basis of the study. The following chapter reviews the literature of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on the relationship between extra-curricular activities and pupil discipline in high schools. Literature review is defined by Kombo and Tromp (200) as “the works researcher consulted in order to understand and investigate the research problem” based “on what has been published on a topic by accredited scholars and researchers.” Various studies and works done in the Western world, African countries and in Zambia were reviewed. However there appears to be a dearth of literature in Zambia on the relationship between extra-curricular activities and pupil discipline. Therefore, most of the literature reviewed was mainly based on Western studies and African studies.

Literature was reviewed in line with the following objectives of the study: common offences committed by high school pupils, extra-curricular activities offered in High Schools, relationship between involvement in extra-curricular activities and pupils’ discipline and strategies that can reduce indiscipline in high schools.

2.2 Common Offences Committed by High School Pupils

Rodway et. al. (2011) surveyed 363 juvenile perpetrators for eight years in England and Wales and found that history of drug and alcohol abuse was common. This was associated with a prevalence of family dysfunction, abuse, educational defects and discipline problems in the home. Doubeni (2010) surveyed adolescents in the United States of America, USA, for a period of four years, among the 52 percent of the 370 subjects who experienced symptoms of nicotine dependence 40 percent of them eventually became daily smokers. He reported that

adolescents did not get to recognise the dependence symptoms of smoking, and they were most likely to develop addiction to smoking.

According to Parkay (2006), the most pressing social problems confronting schools in the USA was the abuse of illegal drugs, tobacco and alcohol. Drug abuse among pupils still remained at alarming rates despite its move from the top ranked problems facing schools in the USA to the fourth ranked problem in the 2003 Gallup Poll. The Michigan Institute for Social Research (2002) cited by Parkay (2006: 182) reported that, “in 2001, 54 percent of students had tried an illicit drug by the time they finished high school, . . . alcohol use remains extremely widespread among today’s youth with 80 percent of students having consumed alcohol.” A survey conducted by the National Parents Resource Institute for Drug Education cited by Manning (2004) found that high school pupils who carried guns to school in 1993-1994 were 14.5 times more likely to use cocaine, nearly twice as likely to drink alcohol, and three times as likely as to smoke marijuana as compared to those pupils who did not carry guns.

The study conducted in USA by Kaufman (2000) reported that in 1995 and 1997 about 32 percent of all pupils in grades 9 to 12 reported that someone had offered, sold or given them an illegal drug within the school premises. Pupils at these schools were 3 times more likely to smoke, drink or be on drugs than pupils whose schools were located in the outskirts of town centres.

The Bureau of Justice Statistics and National Centre for Education Statistics (2003) cited by Parkay (2006:183) reported that “71 percent of public schools experience one or more violent incidents and 22 percent of pupils in public schools reported the existence of gangs in their

schools.” These gangs can disrupt the learning process, create disturbance in a school and cause other pupils to feel insecure. Brown (2002), cited by Parkay (2006:189), reported that in the USA “4 out of 10 pupils become pregnant and about 80 percent of these pregnancies are unintended.” Hence most teenage mothers (aged between 15-19 years) dropped out forfeiting their school certificates.

Lockwood (1997) interviewed 110 pupils in USA who reported that they had been involved in illegal drugs, possession of handguns and fighting. Fighting was in form of kicking, hitting with fists or an object, threatening with a gun or a knife or eventually using the gun or knife. About 16 percent of all high school pupils had been in 1 or more fights on school property (Lockwood, 1997). However, a study conducted by the Center for Disease Control and Prevention (1999) on Youth Risk Behaviour revealed that over 35 percent of high school pupils in USA had been in a physical fight on school property. As a result, over 5 percent of high school pupils had missed 1 or more days of school because they felt too insecure to go to school. Between 1993 and 1998 117 pupils were killed in acts of violence, the Center reported this as a small percentage but quite an intolerable number.

Grant et. al. (2011) surveyed 3,999 high school pupils in USA and found that the prevalence of stealing was 15.2 percent. They reported that some of these pupils who stole had impairments in problem-solving skills and a cognitive bias towards inappropriate solutions to problems and had parent-child difficulties. However some pupils who stole just had a diminished ability to resist recurrent impulses to steal objects that they did not need for their monetary or personal use. It was found that such pupils stole during extra-curricular activities hence these pupils missed out on extra-curricular activities. The study further

reported that lack of involvement in extra-curricular activities was significantly associated with stealing.

In Nigerian schools, according to Okosun (2010), indiscipline acts by high school pupils were on the increase and had become a source of worry for teachers, parents, school authorities, and society at large. Acts of indiscipline had rendered schools unsafe for normal academic processes. These included such acts as; hooliganism, disrespect for school authority, truancy, drunkenness and cheating in examinations. According to Khan and Khan (2011), most pupils cheat in examinations as a result of pressure from home to get admission to reputable colleges and universities.

In Nigeria, acts of indiscipline among pupils were blamed on the abuse of drugs (Fanfuwa, 1971). This has also been confirmed in Zimbabwe. The Presidential Commission of Inquiry set up in 1998 showed that disruptive behaviour in Zimbabwean schools was caused by drug abuse by pupils (Daily National, July 2000) cited by (Ngesu, 2008). While illegal consumption or sale of drugs and alcohol among school pupils may not, in itself, be violent, such behaviour often led to violent acts. This was because students who abused drugs exhibited the following; aggressive behaviour, depression, anxiety or irritability, memory loss, over excitement, secretiveness and were less self-confident. These behaviours were all pre-requisite to delinquent behaviour (Ngesu, 2008).

Ngesu et. al. (2008) surveyed 150 pupils in Kenya, and 80 percent of the pupils argued that alcohol was the most frequently abused drug followed by tobacco because it was sold legally compared to most drugs. The media was another reason pupils consumed alcohol as most alcohol commercials had attractive scenes with people looking very happy hence pupils

wanted to experiment. These advertisements that mostly targeted men tended to portray that it was masculine to drink alcohol. Alcohol was easily abused as there were no drastic side effects on personal health if consumed moderately. It was also reported that alcohol was more acceptable in society compared to other drugs. The study further revealed that it was easier to sneak alcohol in school than other drugs, as pupils easily mixed alcohol with juice in the drinking bottles. Moreover, in most schools in Kenya, there was a wide variety of drugs and pupils abused drugs because they were readily available and easy to access, thus schools in town centres were best known as drug dens (Chisele, 1996; Merton and Nisbert, 1971).

Pudo (1998) stated that parental influence was yet another reason pupils were involved in drug and alcohol abuse. Pupils from homes where parents took drugs tended to imitate the behaviour of their parents by taking illegal drugs. Pupils learnt from what they saw by imitating the acts of parents and other people in the community. However, the main reason for drug abuse was peer pressure as pupils wanted to have a sense of belonging or to be seen more powerful than their peers. Peer group pressure represent the interests, determine expectations of the peer groups and had an important bearing on whether or not a pupil would try dependence producing drugs. Moreover it was the friends and peers that were likely to be a source of information for drug users and about the availability of drugs (Ngesu, 2008).

Subair (1999) conducted a study in Botswana among 200 high school pupils to find out their attitudes towards juvenile delinquency. It was reported that absenteeism, stealing and smoking were the most frequently committed offences. Other offences that were committed by pupils included drug abuse and dangerous fighting. However this study conducted by Subair did not establish the kind of offences that the e 200 pupils actually committed as Subair only looked at offences that the pupils perceived to be prevalent in their schools.

However, had offences that pupils committed been established, it would have provided a better perspective on the prevalence and nature of these offences.

Indecent dressing was rife in Nigerian schools. Yaroson and Zaria (2004:4) have reported that “it is a common occurrence nowadays to see students turning the school uniform into a fashion that advertises his or her body . . . a male pupil wearing tight shorts or trousers to school . . . a tight dress on a female pupil.” Other forms of pupil indiscipline included; pupils dodging classes, not reporting for school, roaming the streets in school uniforms during school hours, lack of respect for teachers and pupils’ sexual relationships. Heavy smoking, alcohol and drug abuse are also among the forms of indiscipline prevalent among Nigerian schools (Yaroson and Zaria, 2004).

A study conducted by Moseki (2004) reported that truancy was rampant among high school pupils in South Africa, as the rate at which pupils were absent from school and dodged class was very alarming. Pupils mostly missed the first two periods of class in the morning and the last periods. Meanwhile other pupils would be seen roaming the streets in school uniform during school hours. This caused concern among teachers, parents and government because of the short and long term effects of truancy on pupils and the society, such as; loss of academic opportunities, poor academic performance and eventual drop-out. Truancy was also linked to delinquent behaviour and juvenile crime. O’Keefe and Stoll (1992) cited by Moseki (2004) reported that 150 schools revealed that 31percent of pupils in the 10th and 11th grade admitted that they dodged class. Absenteeism and dodging classes were reported as being caused by the inappropriate behaviour of teachers, lack of parental support, peer pressure and perception of pupils of the relevance of subjects taught to the world of work. Other reasons

were cited as being psychological such as; pupils having low self-esteem, low academic self-concept, anxiety and lower academic aspirations.

The few studies conducted on pupil discipline in Zambia have reported that absenteeism has been and continues to be a major disciplinary problem (Mwape, 1990). Other discipline issues include rudeness to teachers, dodging class, noise making (Banja, 2002), drunkenness, drug abuse, loose morals, vandalism, fighting, 'strikes', anti-social behaviour and insubordination (Mwanakatwe, 1974).

2.3 Types of Extra-Curricular Activities in Schools which Pupils are Involved in

Although the emphasis on extra-curricular activities in the school curriculum of most schools world wide is consistent, the nature of participation varies significantly. Japanese schools promote extra-curricular activities with a very strong academic connection such as chess, music and computer studies. In countries like France and Germany, the community tends to be the main focus of extra-curricular activities with pupils encouraged to join local sports clubs and music groups. The USA tends to be characterised by achievement-based activities, with large sports budgets in many schools and frequent promotion of events such as Science Olympiad, spelling competitions and mathematics awards (Feldman and Matjasko, 2005).

However, the degree to which a school can offer extra-curricular activities is largely dependent on the availability of resources. Finance, staffing and space critically determine the availability and quality of extra-curricular activities that a school can offer. Schools generally offer both sporting and non-athletic activities, with each type of activity offering different benefits to the pupils. Some activities require individual efforts while others require team efforts. Most sporting and cultural activities usually require team efforts while most academic

activities such as foreign languages, music and computers require individual effort (Mariana et. al. 2006).

In order that pupils benefit from extra-curricular activities, the activities ought to be highly structured. There should be a regular schedule guided by specific rules, supervision by one or two adults, an emphasis on skill development and clear feedback on performance. These characteristics facilitate the development of initiative and lead to healthy adolescent development. Many extra-curricular activities like; sports, music, school band, performing-arts, wood-working, knitting and drama are highly structured activities (Darling et. al. 2005).

Davidson (2006) postulates that activities such as arts and crafts, music and sports teach problem solving, learning of social skills like cooperation, negotiation and conflict resolution in a fun and relaxed environment. In most schools, extra-curricular activities also include programmes of academic enrichment such as academic competitions in science, mathematics competitions and regional science fairs. Guest and Schneider (2003), cited by Fujita (2006), further postulates that extra-curricular activities, such as drama, boys and girls scout, dance, and various clubs like chess club are an important part of the educational experience of many pupils.

In the USA pupils participate in a wide variety of extra-curricular activities: inter-scholastic and intramural athletic programmes, service and school government clubs, music, art and drama organizations and academic and vocational clubs. These are usually conducted outside the normal school day (Holloway 1999).

In South African schools, the list of extra-curricular activities is ever changing but usually includes a wide variety of sporting and musical activities; Debating, Drama, Dance, Computing, Music Technology, Sound Recording, Art, Conservation, Chess, Christian Union and Mathematics. Sporting activities are an essential part of many children's lives, and the opportunity to pursue sport and to develop leadership and team skills is a very important part of every child's education. The extra-curricular activities all take place either in the schools playing fields, in the gymnasium, or in the indoor swimming pool. Such activities include: Netball, Hockey, Rounder's, Football, Rugby, Cricket, Athletics, Swimming, Dance, Gymnastics, Tennis, Basketball, Volleyball, Badminton, Aerobics, Weight Training, Golf and Table Tennis (Waterstone College, 2011).

In Zambia extra-curricular activities offered in high schools include sporting activities such as athletics, football and netball, drama, debate clubs, cultural and religious activities (Ministry of Education, 1996). However these activities vary in schools from cricket, basketball, rugby, tennis and swimming to clubs such as chess, Christian outreach, dance, crafts, scouts, painting and cookery. For instance Chelstone high school offers the following extra-curricular activities; Football, Netball, Basketball, Table Tennis, Volley Ball, Rugby, Badminton and Athletics. The school also offers creative and educational extra-curricular activities such as; Anti-AIDS, Anti-Drugs, Conservation Society, Scripture Union, Drama, Chess, JETS and Poetry Society (Chelstone High, 2011). Chengelo secondary school has excellent facilities that facilitate extra-curricular activities such as: Swimming, Lawn Tennis, Football, Netball, Hockey, Squash, Basket Ball, Volley Ball, Athletics, Badminton, Cricket, Rugby and Horse Riding (Chengelo School, 2011).

2.4 The Relationship between Involvement in Extra-Curricular Activities and Pupil's Discipline

Various researchers have noted a strong association between student involvement in extra-curricular activities and improved school attendance, behaviour and academic performance (Fredricks and Eccles, 2006; Fujita, 2006; Black, 2002 and Holloway, 2002). Research by the National Institute on Out-of-School Time (NIOST) (2009:1-2) suggested that pupils who participated in afterschool programmes improved significantly in 3 major areas: “socio-emotional feelings and attitudes; behaviour adjustments including positive social behaviour and reduction in aggression, conduct problems and drug use; increased school and achievement test scores . . .increased school attendance, time spent on homework.”

Reeves (2008:86) surveyed high school pupils in the USA and reported that “indiscipline has improved; fighting incidents have dropped by 50 percent the number of the previous year.” He further reported that a clear measurable change that took place simultaneously with these improved outcomes was a dramatic increase of more than “400 percent in five years in pupil participation in extra-curricular activities” such as athletics and academic clubs. Pupil participation in extra-curricular activities was enhanced by starting new clubs whenever there were more than 6-7 pupils interested in a particular activity. Reeves (2008) states that starting new clubs cost money but investing in extra-curricular activities has more benefits to the society compared to the effects of dropping out of school. Improvement in school attendance and pupil behaviour was attributed to the *positive* peer pressure associated with extra-curricular activities. For instance telling pupils not to abscond school because they are needed on the school team is more effective than telling them that if they abscond school they would fail or get a low grade (Reeves, 2008).

Robertson (2008) postulates that it is important for children experiencing both behavioural and social problems at school to try sports or other activities such as chess or music. These help pupils that are undisciplined to learn discipline while at school, than later in life when it is difficult to instil discipline. Davidson (2006) states that afternoon school activities are the best way to keep pupils out of trouble. Participation in extra-curricular activities leads to higher self-esteem and an enhanced status among peers. It has been argued that this positive self esteem is deterrent to anti-social behaviour. These activities help pupils to interact appropriately with others, a skill valuable in all aspects of life including home life and the work place. Sports require pupils to work together to achieve a common goal and remove the focus from the individual to the team.

According to Abdul et. al. (2005:34) in a survey of 4,800 high school students, in 1995, the Minnesota State High School League found that “91 percent of the pupils stated that pupils who participate in school activities tend to be school leaders and role models, 92 percent stated that participation in school activities provided an opportunity not found in a regular classroom setting to develop self discipline.” It was also discovered that the process of self-exploration and that of gaining self-knowledge occurred in a range of extra-curricular activities.

According to the National Institute of Out-of-School Time (2009), participating in extra curricular-activities reduced chances of pupils engaging in drug use and becoming teenage parents. Other benefits included improved academic achievement and school attendance. Extra-curricular activities played a role in reducing drug and alcohol use and irresponsible sexuality in older children and teens, especially those who otherwise would be on their own after school. However, it is not a matter of keeping pupils busy, but the self-esteem and sense

of purpose that pupils get from serious involvement in extra-curricular activities may help raise their aspirations and say “NO” to risky behaviours.

According to Phipps (2002), most pupils misbehave because they want recognition or to be noticed in school and not because they are bad pupils. Such pupils do not have to relate to or activities to stimulate their minds and distract them from negative thoughts. In addition extra-curricular activities provide opportunities for leadership training, socializing and developing one’s interest in a hobby or game. All these help pupils to experience a balanced all round development. It is also one good way to keep pupils from falling prey to bad influence and drugs, especially in their adolescence. A study by Jenkins (1996) also found increased involvement in extra-curricular activities to be significantly related to reduce adolescent alcohol, tobacco, marijuana, and other drug use. On the other hand, pupils who seldom get involved in extra-curricular activities may possess a selfish and anti-social attitude. These pupils tend to be uncooperative, lack leadership qualities and may not do well academically.

According to studies carried out by Russell et. al. (2000) and Rose (2000), cited by Abdul et. al. (2005:33) found that “extra-curricular involvement in high school produces honesty and fair play needed to prevent delinquency and crime.” They further reported that repeated records of high school pupils across the USA have shown that those pupils who become heavily involved in extra-curricular activities tend to be model students and seldom get involved in delinquency and crime (Abdul, 2005).

Other studies showed that participation in extra-curricular activities led to a decrease in pupil drop out rates as reported by an Iowa state University study (Dickinson 2000). A study done

by Davalos, Chavez and Guardiola (1999) showed the effect of extra-curricular activities in students' dropout rates in schools which supported the argument that involvement in extra-curricular activities provided pupils with a sense of belonging that may contribute to higher retention rates. Scales and Leffert (1999) conducted a comprehensive literature review on the effects of involvement in youth programmes such as sports and recreation, on adolescent development. They found that involvement in such programmes was associated with: better development of life skills, fewer psychosocial problems, decreased involvement in risky behaviour such as drug abuse, decreased juvenile delinquency and violence, decreased risk of dropping out and increased safety. McNeal (1995) concluded that extra-curricular activities had varying abilities to control school drop-out rates, as pupils who participated were less likely to drop out than those who did not. He stated that athletic participation reduced the probability of school drop outs by approximately 40 percent.

Darling et. al. (2005), cited by Fujita (2006) found that pupils who did not participate in any extra-curricular activities showed the poorest adjustment in terms of their attitude towards school and academic aspirations. Non-sport activities showed the most positive adjustment, compared to sport-related activities. Guest and Schneider (2003), cited by Fujita (2006) reported similar results, that participation in non-sport extra-curricular activities had a stronger association with being a good pupil than participation in sports.

Okosun (2010) asserts that pupils who are engaged in sports are constructively involved as their attention will be diverted from indiscipline acts. There will also be possible transfer of fair play learnt in sports to other aspects of their school life making sports an indispensable instrument for controlling deviant acts in schools. Ek (2002) also maintained that well organised sports activities provided educational values such as reaction under pressure, quick

thinking, immediate decision making and response to emergencies within the field of play. Pupils also learn to play according to the rules of the game and obey constituted authorities. Consequently pupils who are accorded the chance or opportunity to acquire these values are likely not to act defiantly. However, Okosun (2010) noted that in most Nigerian high schools school administrators were ignorant of the value of sports. As a result, planning sports programmes seemed to be a waste of time to them. In schools where these sports programmes were present, a great number of pupils and staff alike were ignorant of the potential of sports in enhancing skills in pupils and curbing indiscipline.

Udoh (1999) postulated that indiscipline among pupils in Nigeria arises partly from lack of opportunity for sporting activities and the misuse of leisure times. Sporting activities train pupils to develop self-control, character orderliness and efficiency. Amuchie (1998) also found that indiscipline acts in most high schools in Nigeria seemed to be a by-product of idleness. Thus every effort should be made to ensure that there are properly planned sporting activities for pupils to participate in, during their free time. However most pupils did not participate in sporting activities because they did not have the opportunity to participate or did not realise the importance of participating in sports. He further observed that pupils engaged themselves differently in various indiscipline activities which were anti-social in nature, instead of participating in sports which could satisfy their energies and drives and leave them with little or no time for mischief.

2.5 Strategies that Help Reduce Indiscipline among High School Pupils

In the USA peer counselling programmes are used under a qualified counsellor, where pupils address problems and issues such as interpersonal problems at home and at school, substance abuse and career planning. When peer counselling is combined with cross-age tutoring,

younger pupils learn about drugs, alcohol, premarital pregnancy, delinquency, dropping out and HIV-AIDS among others. Cross-Age tutoring involves college age students meeting with pupils in high schools, or high school pupils meeting with those in junior high. In these preventive programmes, older students sometimes perform dramatic episodes that portray pupils confronting problems and model strategies for handling the situation presented, (Parkay, 2006; Yaroson and Zaria, 2004).

Rodway et. al. (2011) suggested that earlier intervention targeting social and psychological adversity and substance misuse could help to reduce the level of risk for future violence and may reduce homicide rates among juveniles. Ajowi and Simatwa (2010) sampled 916 pupils in Kenya and found that guidance and counselling was minimally used to promote discipline among high school pupils. Instead corporal punishment was mostly used to solve discipline problems in all schools, despite the ban on the use of corporal punishment. However, in Botswana it was suggested that corporal punishment should be used with consideration and administered for rightful reasons. This was to be done according to the strict guidelines of the education act of Botswana, if not pupils would never take discipline seriously and juvenile delinquency would rise (Banda, 2004).

To respond to the needs of at-risk pupils, Edwards and Young (1992:78) have suggested that schools “need to reconceptualise the networks of community organizations and public services that might assist, and they need to draw to those community resources.” One such approach is known as the school-based inter-professional case management. The approach uses professionally trained case managers who work directly with teachers, the community, and the family to co-ordinate and deliver appropriate services to at-risk pupils and their families. Shana (1973) postulates that all discipline should ideally be the concern, not only of

the schools, but of the society as a whole, using out-of-school approaches that made discipline start in the very early childhood at home. Shana was of the view that the community should also play a part in curbing indiscipline among pupils as the homes the pupils came from were also responsible for indiscipline among pupils. A survey by Manning (2004) also found that pupils involved in school and community activities and those whose parents talked to them about drug abuse were more disciplined and were less as likely to use drugs.

Yaroson and Zaria (2004:10) have suggested that:

. . . to curb indiscipline in secondary schools there is need to include moral education in the school curriculum as moral values build a consistent set of values and ideas which become a basis for making personal decisions about how to behave in relation to other people and the society.

Hence, the school should teach pupils how to learn and use their time effectively. The school environment should be busy, and an active place in which both the teachers and pupils know that they are on the same side, working together to achieve something worthwhile. School administrators and teachers can ensure discipline through reduction, rather than an increase of formal rules, as rules are there to make school comfortable.

Phufi (1980) emphasises that what promotes pupil indiscipline in schools is the inhibition of the right communication channels with the school authorities, hence schools should develop rightful communication channels with pupils. He further notes that peer pressure, the media, the home background of the pupils such as divorce, neglect, abuse, conflict are among causes of indiscipline in schools.

Tiberondwa (1974) suggests participatory democracy in schools whereby pupils are involved in the process of decision making as this creates trust among the pupils, staff and administrators thereby reducing occurrence of riots in schools. He further states that once pupils are represented or consulted at various levels they can sympathize with administrators' difficulties and can make constructive contributions. Mwanakatwe (1974:221) states that the growth of a disciplined school requires "as a pre-condition a healthy and easy relationship between staff and pupils" where the school should seek primarily to develop the individual personalities of pupils by giving constructive suggestions to pupils on how they can avoid getting in trouble. Reeves (2008) reported that at Woodstock school, improvements in pupil behaviour were as a result of improved relationships among teachers, administrators and pupils. This relationship was enhanced through teachers endeavouring to learn names of pupils and showing that they really cared for pupil welfare.

The goal of school discipline must not aim at punishing, but at teaching pupils how to behave and be useful members of the community (Shana, 1973). School administrators and teachers should use punishment for corrective and reformatory purposes and not for inflicting emotional and physical pain (Bedding, 2006). Bedding further states that the curriculum should include visitations to important places such as police stations and rehabilitation centres for drug addicts in order to instil fear in pupils who intend to experiment with illicit drugs and alcohol. According to Subair (1999) the various suggestions that have been made at national level for curbing indiscipline in high schools have apparently impelled many countries to set up juvenile courts, remand homes, reformatory schools and correctional homes or juvenile prisons. However he further stated that it seemed that all these measures had not been sufficiently effective in curbing indiscipline and juvenile delinquency.

2.6 Summary of Literature

In summary, indiscipline in high schools is a big problem and its nature seems to be the same in different parts of the world. Cases of alcohol and drug abuse, smoking, fighting and violence and truancy tend to be associated with adolescents in their high school years. Indiscipline has been found to be mainly caused by an interaction of home, school and personal factors. A number of remedies have been used to help curb indiscipline, such as counselling, cross-age peer tutoring, community networks and punishment. Studies reviewed suggest that there is a relationship between extra-curricular activities and discipline. Activities such as sports, drama, music, scout, dance, and various clubs like chess club have been used to help curb indiscipline. However studies conducted in Zambia on discipline in high schools have been few and these have overlooked the relationship between extra-curricular activities and discipline. Literature in other parts of the world has stressed the importance of extra-curricular activities in schools to help maintain discipline. This relationship between extra-curricular activities and discipline has to be further researched especially here in Zambia. The next chapter discusses the methodology used in the study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used in the study. It shows the research design, population and sample, sampling procedure, data collection and data analysis procedures used, pilot study as well as the ethical considerations.

3.2 Research Design

In this study both the qualitative and the quantitative paradigms were used in order to maximize the strengths and minimize the limitations of each paradigm. The advantages of combining the two approaches such as verification of data and guarding against biases have been stated by several researchers (Best and Kahn, 2009 and Gall et. al. 2007). The research design used in this study was a descriptive survey. Descriptive survey is a method of collecting information by interviewing and/or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any educational or social issues (Orondo, 2003; Orondo and Kombo, 2002), cited by Kombo and Tromp (2006). The nature of this study required the use of interviews and questionnaires in order to establish the relationship between extra-curricular activities and pupil discipline, as well as to obtain the respondents perception on the topic under study.

3.3 Population

The target population of this study included all grade ten, eleven and twelve pupils who were approximately 2195 in total. The population also included all the head teachers, guidance and counselling teachers, chairpersons of the disciplinary committee and sports masters in high schools in Livingstone. The population was drawn from four high schools.

3.4 Sample

The sample comprised a total of 208 respondents drawn from the four high schools. The 208 respondents were composed of 192 pupils and 16 teachers. The pupils were in grades 10, 11 and 12 while the teachers consisted of 4 head teachers, 4 school guidance counsellors, 4 teachers from the schools' disciplinary committees and 4 sports masters.

The table below shows the number of distributed and returned questionnaires. One hundred and ninety-two questionnaires were distributed to pupils and 178 were returned, giving a response rate of 92.7 percent.

Table 1: Distribution and Return of Pupil Questionnaires

School	Distributed	Returned	%
School A	48	48	25.0
School B	48	43	22.4
School C	48	45	23.4
School D	48	42	21.9
Total	192	178	92.7

The table below shows the characteristics of the pupils.

Table 2: Characteristics of Pupils

Characteristics of Pupils		Frequency	Percent
Age	14-17 years	137	77
	18-21 years	41	23
	Total	178	100
Gender	Male	97	54
	Female	81	46
	Total	178	100
Grade	Grade 10	61	34
	Grade 11	61	34
	Grade 12	56	32
	Total	178	100

The table below shows the characteristics of teachers.

Table 3: Characteristics of Teachers

Characteristics of Teachers		Count	Percent
Gender	Female	1	8
	Male	12	92
	Total	13	100
Age	36-40	1	8
	41-45	6	46
	46-50	6	46
	Total	13	100
Position	Head Teacher	4	31
	Disciplinary Committee Teacher	3	23
	Guidance and Counselling Teacher	3	23
	Sports Master	3	23
	Total	13	
Qualification	Diploma	8	62
	Advanced Diploma	1	8
	Degree	3	23
	Masters Degree	1	8
	Total	13	100
Experience	Less than 1 year	2	15
	4 years	1	8
	6 years	2	15
	10 years	6	46
	20 years	1	8
	27 years	1	8
	Total	13	100

3.5 Sampling Procedure

Non-proportional stratified random sampling was used to select the pupils, as it is based on dividing the population into a number of strata based on what are seen as significant criteria (Gall et. al. 2007), in this case, according to gender, grade and participation of pupils in extra-curricular activities. Proportional stratified sampling could not be used as there was not sufficient time to systematically employ the sampling procedure. The respondents were randomly drawn from each subgroup or strata and combined to form the final sample. Thus all potential target subgroups within the population were represented in the final sample. The

head teachers, school counsellors, the chairpersons of the disciplinary committee and sports masters were purposively sampled by virtue of positions held. Purposeful sampling involves selecting respondents that manifest the characteristic interest to the researcher.

3.6 Data Collection Instruments

This study used questionnaires (see Appendix A) for pupils and semi-structured interview guide (see Appendix B) for teachers. These instruments contained questions that provided for quantitative responses and also asked questions that resulted in qualitative data. The use of different data collection procedures provided part of the basis for triangulation defined by Best and Kahn (2009:271) as “the process by which data are verified by agreement with other data obtained from other sources . . . or different procedures of collecting the data.”

To collect data from pupils, a questionnaire was used. Questionnaires were used as they facilitate the collection of data from a large sample of diverse regions and there is no opportunity for interviewer bias, Kombo and Tromp (2006). The first part of the questionnaire comprised questions that covered the background information of the respondent. These included the name of school, gender, age, grade, activities involved in, and offences committed by respondents. The last two questions established the basis of the relationship between extra-curricular activities and discipline. The second part of the questionnaire consisted of 10 statements to establish pupils' perceptions on the relationship between extra-curricular activities and discipline. These statements used a 4 point Likert scale. The last part consisted of two open-ended questions, one on whether or not extra-curricular activities help reduce indiscipline, and reason for the response, and the second one asked the respondents what they thought would help reduce indiscipline in their school.

Hence the questionnaire generated quantitative and qualitative information on the 4 objectives.

Semi-structured interview guides were used to collect data from teachers. They contained both open-ended and closed-ended questions, enabling the researcher to get a complete and detailed understanding of the issue under research (Kombo and Tromp, 2006). The researcher is also able to vary the sequence of the questions and ask further questions in response to what are seen as significant responses. The interview guide contained questions on; respondents background information, the types of indiscipline and activities found in the schools, causes of indiscipline, kind of pupils who are most undisciplined, perceptions of teachers on the relationship between extra-curricular activities and discipline and strategies that that be used to help reduce indiscipline.

School discipline records were also used to obtain information on discipline cases. The questionnaires and interview guides contained questions on the nature of indiscipline, types of activities pupils participate in and offences committed by pupils. These instruments gathered information for the analysis of the relationship between involvement in extra-curricular activities and pupils' discipline.

3.7 Pilot Study

A pilot study was conducted at one of the five high schools in Livingstone. This was done in order to verify the validity and reliability of the questionnaire and interview guide. Kombo and Tromp (2006) have stated that pilot testing the research tools helps the researcher to redesign the tools in case the research tools lack validity. To pilot the instrument the researcher requested for equal numbers of female and male pupils who were in grades ten,

eleven and twelve, and pupils who participated in extra-curricular activities and those who did not. After pilot testing the questionnaire it was discovered that some terms and statements used were not easily understood by the pupils therefore they had to be explained or readjusted.

For instance some pupils did not understand the terms 'anti-social attitude' and 'extra-curricular activities', hence the researcher had to explain these. The statement 'involvement in extra-curricular activities reduces pupil drop-out rates' was changed to 'pupils who participate in extra-curricular activities are less likely to drop out of school.' After interviewing some teachers it was discovered that some vital issues pertaining to the study were overlooked. For instance the researcher realised he need to include questions on the rate of pupil participation in extra-curricular activities and supervision of pupils during extra-curricular activities. The pilot study was helpful as he researcher incorporated these in the interview guide.

3.8 Data Collection Procedures

Data were collected from pupils through questionnaires. Interview guides were used to collect data from the head teachers and teachers. Secondary data was collected through school discipline records to help establish if there were any pupils that participated in extra-curricular activities among the suspended pupils. Absenteeism, alcohol abuse smoking, fighting, vandalism and irregularity in following school rules and regulations were used as criteria for indiscipline. The questionnaires were distributed to the informants and collected by the researcher. The researcher explained the instructions to the respondents and time to complete answering the questionnaires was communicated. During interviews the researcher noted down the answers given, and this was aided by the use of a voice recorder.

3.9 Data Analysis

Quantitative data were analyzed using descriptive statistics facilitated by SPSS to obtain percentages and frequency tables. Cross tabulations were conducted to determine if there was a relationship between involvement in extra-curricular activities and pupil discipline. Chi-Square tests were also conducted to determine if there were statistically significant associations between involvement in specific extra-curricular activities and offences committed by pupils. Qualitative data was analyzed through thematic analysis that is coding and categorization of emerging themes from the data.

3.10 Summary

This chapter presented the methodology of the study. A descriptive survey research design was used. It has also shown the population and sample size that was used, as well as the sampling procedures employed. Data was collected using questionnaires, interview guides and school disciplinary records. Before going into the field to collect data, a pilot test was conducted. Data were analysed both qualitatively and quantitatively. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the analysis of the findings of the study according to the four research questions, (i) what were the common offences committed by pupils? (ii) what extra-curricular activities did pupils participate in? (iii) what was the relationship between involvement in extra-curricular activities and pupils' discipline? (iv) what strategies can be used to reduce indiscipline among pupils? Extra-curricular activities were the independent variable and pupil discipline was the dependent variable. Data were collected using questionnaires for pupils, semi-structured interview guides for teachers, and from the school disciplinary records. Data from pupils were analysed quantitatively using SPSS while data generated from the teachers' interviews were analysed qualitatively. Findings from both the quantitative and qualitative data have been concurrently presented.

4.2 Common Offences Committed by Pupils

4.2.1 Pupil Responses on Offences Committed in Schools

Pupils were asked to indicate the types of offences that were mostly committed by pupils. Table 4 below shows that pupils reported a high prevalence of dodging class and reporting late for school.

Table 4: Pupil Responses on Types of Offences Committed in Schools

Types of Offences	Frequency (n=178)	Percent
Dodging Class	153	87.9
Reporting Late	152	87.4
Absenteeism	118	67.8
Stealing	117	67.2
Drinking Alcohol	104	59.8
Insulting	103	59.2
Indecent Dressing	92	52.9
Rudeness to Teachers	77	44.3
Vandalism	72	41.4
Smoking	71	40.8
Fighting	67	38.5
Bullying	54	31.0
Cheating in Examinations	29	16.7
Pupil Sexual Relations	12	6.9

Pupils were further asked to indicate the offences that each one of them had committed in the past 3 years. Table 5 below shows that reporting late for class, dodging class and absenteeism were the most frequently committed offences.

Table 5: Pupil Responses on the Offences they Committed

Types of Offences	Frequency (n=178)	Percent
Reporting Late	100	56.2
Dodging	62	34.8
Absenteeism	46	25.8
Insulting	31	17.4
Bullying	13	7.3
Vandalism	13	7.3
Rudeness to Teachers	12	6.7
Drinking Alcohol	11	6.2
Stealing	11	6.2
Fighting	11	6.2
Smoking	5	2.8
Cheating in Exams	5	2.8
Did not commit any Offence	33	18.5

NB: this was a multiple response question

4.2.2 Teacher Responses on Offences Committed by Pupils

Teachers were also asked to state the offences that were commonly committed by pupils.

Eight teachers stated that there was a high prevalence of dodging class and alcohol

consumption. Five teachers stated that noise making and absenteeism were among the frequently committed offences. Only 4 teachers stated that late coming was a problem. The least reported offences were insulting, smoking, fighting, stealing and pupil sexual relations. Most of the teachers stated that vandalism and bullying were very rare.

4.2.3 The Relationship between Pupils' Age, Sex and Grade, and Offences Committed

Chi-Square tests were conducted to determine if there were associations between pupils' age, sex and grade, and offences committed by pupils. Table 6 below shows that there were no statistically significant differences between age of pupils and offences committed, as $P > 0.05$ for all the committed offences. This indicates that there was no relationship between pupils' age and offences committed by pupils.

Table 6: Relationship between Pupils' Age and Offences Committed

Types of Offences	14-17 years (n=137)	18-21 years (n=41)	Total (n=178)
Reporting Late	77	23	100
Dodging	51	11	62
Absenteeism	38	8	46
Insulting	23	8	31
Bullying	11	2	13
Vandalism	10	3	13
Rudeness to Teachers	11	1	12
Drinking Alcohol	10	1	11
Stealing	8	3	11
Fighting	8	3	11
Smoking	3	2	5
Cheating in Exams	4	1	5
None	25	8	33

NB: this was a multiple response question

Chi-Square tests were conducted to determine if there was an association between pupils' sex and offences committed by pupils in table 7 below. There was an association between sex and dodging class ($\chi^2 = 6.733$; $df=1$; $p=0.009$). There were more males than females who dodged

classes. However, there was no association between sex and the rest of the offences committed as $P>0.05$.

Table 7: Relationship between Pupils' Sex and Offences Committed

Types of Offences	Male (n=97)	Female (n=81)	Total (n=178)
Reporting Late	56	44	100
Dodging	42	20	62
Absenteeism	24	22	46
Insulting	20	11	31
Bullying	9	4	13
Vandalism	10	3	13
Rudeness to Teachers	5	7	12
Drinking Alcohol	7	4	11
Stealing	8	3	11
Fighting	8	3	11
Smoking	4	1	5
Cheating in Exams	4	1	5
None	13	20	33

NB: this was a multiple response question

Chi-Square tests were conducted to determine if there was association between grade of pupils and offences committed by pupils in table 8 below. There was an association between pupils' grade and absenteeism ($\chi^2=16.431$; $df=2$; $p=0.001$). Grade 11 pupils were the ones that mostly dodged class. However, there was no association between grade of pupils and the rest of the offences committed as $P>0.05$.

Table 8: Relationship between Pupils' Grade and Offences Committed

Types of Offences	Grade 10 (n=61)	Grade 11 (n=61)	Grade 12 (n=56)	Total (n=178)
Reporting Late	34	39	27	100
Dodging	16	28	18	62
Absenteeism	10	27	9	46
Insulting	10	9	12	31
Bullying	4	5	4	13
Vandalism	7	3	3	13
Rudeness to Teachers	2	6	4	12
Drinking Alcohol	1	4	6	11
Stealing	5	2	4	11
Fighting	5	6	0	11
Smoking	0	1	4	5
Cheating in Exams	0	2	3	5
None	16	5	12	33

NB: This was a multiple response question

4.3 Types of Extra-Curricular Activities in Schools which Pupils are Involved In

4.3.1 Pupils' Responses on the Types of Extra-Curricular Activities in Schools

Pupils were asked to indicate the types of extra-curricular activities that they were aware of.

The results in table 9 show that pupils were mostly aware of the following extra-curricular activities: sports, JETS, debate, anti-AIDS and drama.

Table 9: Pupils' Responses on the Types of Extra-Curricular Activities Found in Schools

Types of Activities	Frequency	Percent
Sports	176	98.9
Jets	174	97.8
Debate	172	96.6
Anti-AIDS	121	68.0
Drama	108	60.7
Anti-Drugs	74	41.6
Dance and Culture	40	22.5
Other	26	14.6
Music	23	12.9
ACC	13	7.3
RTSA	8	4.5
ZYCS	6	3.4
Chess	5	2.8
Scripture Union	4	2.2

Other refers to extra-curricular activities such as, Reach for Life, FAWEZA club, Red Cross, computer skills, poetry, peer education, physics and math club. Awareness in these extra-curricular activities was very negligible as it was mostly under 2%.

Pupils were further asked to indicate the extra-curricular activities that each one of them participated in. As can be clearly seen from table 10, sports were the most participated activity.

Table 10: Pupils' Responses on Extra-Curricular Activities they Participated In

Types of Activities	Frequency (n=93)	Percent
Sports	68	73.1
JETS	33	35.5
Anti-AIDS	25	26.9
Debate	23	24.7
Drama	17	18.3
Anti-Drugs	15	16.1
Dance and Culture	7	7.5
Music	7	7.5
ACC	4	4.3
Chess	2	2.2
Other	14	15

Other refers to extra-curricular activities such as Reach for Life, ZYCS, FAWEZA club, Red Cross, computer skills, poetry, peer education, physics and math club. Awareness in these extra-curricular activities was very negligible as it was mostly under 2%.

4.3.2 Teacher Responses on Participation and Supervision of Pupils during Extra-Curricular Activities

Most teachers reported that participation in extra-curricular activities was compulsory, however not all pupils participated in extra-curricular activities. Teachers attributed this to lack of equipment to facilitate the extra-curricular activities. Teachers further stated that it was difficult to introduce more extra-curricular activities as this was costly in terms of purchasing the necessary equipment. One teacher stated that:

The school would like to have more of these activities we are already struggling to secure equipment for the activities that are already on offer as we are allocated insufficient funds.

Teachers were also asked how often pupils were supervised during activities. All teachers stated that pupils were supervised, however the extent of this supervision varied. Five stated that pupils were always supervised, another five stated that the supervision was often, and

three said that pupils were rarely supervised. Asked who did the supervision, there was a general response that patrons and matrons in charge of the various activities did the supervision. There was also a general consensus among teachers that at times pupil supervised themselves.

4.4 The Relationship between Involvement in Extra-Curricular Activities and Pupils' Discipline

Presented below in table 11 is the cross-tabulation reflecting the relationship between involvement in extra-curricular activities and pupils' discipline. Generally, pupils who were involved in extra-curricular activities were more disciplined as the frequency at which they committed offences was lower than that of pupils who were not involved in extra-curricular activities.

Table 11: The Relationship between Involvement in Extra-Curricular Activities and Pupils' Discipline

Offences committed by pupils	Involvement in extra-curricular activities (n=178)					
	Yes		No		Total	
	Count	Percent	Count	Percent	Count	Percent
Reporting late	47	26.4	53	29.8	100	56.2
Dodging Class	21	11.8	41	23.0	62	34.8
Absenteeism	15	8.4	31	17.4	46	25.8
Insulting	3	1.7	28	15.7	31	17.4
Vandalism	2	1.1	11	6.2	13	7.3
Bullying	3	1.7	10	5.6	13	7.3
Rudeness	2	1.1	10	5.6	12	6.7
Stealing	3	1.7	8	4.5	11	6.2
Fighting	0	.0	11	6.2	11	6.2
Drinking Alcohol	0	.0	11	6.2	11	6.2
Smoking	1	.6	4	2.2	5	2.8
Cheating in exams	2	1.1	3	1.7	5	2.8
None	28	15.7	5	2.8	33	18.5

NB: This was a multiple response question.

Chi-Square tests were conducted to determine if there were statistically significant associations between offences committed by pupils and involvement in extra-curricular

activities. The tests revealed statistically significant associations ($p < 0.05$) between participation in activities and the following offences: Insulting ($\chi^2 = 27.265$; $df=1$; $p=0.001$); Absenteeism ($\chi^2 = 9.589$; $df=1$; $p=0.002$); Dodging Class ($\chi^2 = 12.877$; $df=1$; $p=0.001$); Vandalism ($\chi^2 = 7.638$; $df=1$; $p=0.006$); Fighting ($\chi^2 = 12.828$; $df=1$; $p=0.011$); Rudeness ($\chi^2 = 6.529$; $df=1$; $p=0.011$); Drinking Alcohol ($\chi^2 = 12.828$; $df=1$; $p=0.029$) and Bullying ($\chi^2 = 4.783$; $df=1$; $p=0.029$).

This confirms that pupils who were involved in extra-curricular activities did not commit or were less likely to commit offences such as: insulting, dodging class, fighting, drinking alcohol, absenteeism, vandalism, rudeness and bullying. However, there was no association between participating in extra-curricular activities and committing offences such as stealing, reporting late, smoking and cheating in exams.

Presented below in table 12 is the cross-tabulation reflecting the relationship between involvement in *specific* extra-curricular activities and pupils' discipline. According to table 12 below, involvement in most of the activities reduced the chances of pupils dodging class.

Table 12: Relationship between Involvement in *Specific* Extra-Curricular Activities and Offences Committed

Offences committed by Pupils		Involvement in Extra-Curricular Activities (n=178)					
		Yes		No		Total	
		Count	%	Count	%	Count	%
Insulting	Sports	2	1.1	29	16.3	31	17.4
Drinking Alcohol		0	0	11	6.2	11	6.2
Fighting		0	0	11	6.2	11	6.2
Dodging Class		17	9.5	45	25.2	62	34.8
Rudeness to teachers		1	0.6	11	6.2	12	6.7
Insulting	Anti-AIDS club	0	0	31	17.4	31	17.4
Dodging Class		3	1.7	59	33.1	62	34.8
Absenteeism		2	1.1	44	24.7	46	25.8
Dodging Class	JETS club	4	2.2	58	32.6	62	34.8
Insulting		0	0	31	17.4	31	17.4
Dodging Class	Anti-drugs club	1	0.6	61	34.2	62	34.8
Cheating in exams	Scripture union	2	1.1	3	1.7	5	2.8

NB: $\chi^2 = 0.05$

Chi-Square tests were conducted to determine if there were statistically significant associations between offences committed by pupils and involvement in specific extra-curricular activities. There were statistically significant associations ($P < 0.05$) between involvement in sports, anti-AIDS, JETS, anti-drugs and Scripture Union and committing the offences shown in table 12 above.

Involvement in sports reduced the likelihood of committing offences such as insulting ($\chi^2 = 16.029$; $df = 1$; $p = 0.001$), drinking alcohol ($\chi^2 = 7.248$; $df = 1$; $p = 0.007$), fighting ($\chi^2 = 7.248$;

df=1; p=0.007), dodging class ($\chi^2=4.684$; df=1; p=0.030) and rudeness to teachers ($\chi^2=4.832$; df=1; p=0.031).

Involvement in anti-AIDS reduced the likelihood of committing offences such as: insulting ($\chi^2=6.134$; df=1; p=0.009), dodging class ($\chi^2=6.679$; df=1; p=0.010) and absenteeism ($\chi^2=4.832$; df=1; p=0.028).

Involvement in JETS reduced the likelihood of committing offences such as: dodging class ($\chi^2=9.204$; df=1; p=0.002) and insulting ($\chi^2=8.543$; df=1; p=0.010). Involvement in anti-drugs reduced the likelihood of dodging class ($\chi^2=5.724$; df=1; p=0.017) whereas involvement in Scripture Union reduced the likelihood of cheating in examinations ($\chi^2=34.795$; df=1; p=0.028).

Therefore involvement in sports, anti-AIDS, JETS, anti-drugs and Scripture Union reduced the likelihood of committing offences such as: insulting, drinking alcohol, fighting, dodging class, rudeness to teachers, absenteeism and cheating in examinations.

4.4.1 Perceptions of Pupils on the Relationship between Involvement in Extra-Curricular Activities and Pupils' Discipline

Pupils were asked whether or not extra-curricular activities helped reduce indiscipline among high school pupils. Table 13 shows that most of the pupils were of the opinion that extra-curricular activities did help reduce indiscipline among high school pupils.

Table 13: Pupils Views on whether or not Extra-Curricular Activities Help Reduce Indiscipline

Extra-curricular activities help reduce indiscipline		Count	Percent	Valid Percent
Valid	Yes	118	66.3	67.4
	No	57	32.0	32.6
Total		175	98.3	100.0
Missing		3	1.7	
Total		178	100.0	

Pupils were asked to give reasons on how extra-curricular activities helped or did not help reduce indiscipline among high school pupils. As shown in the table below, most of the pupils, who felt that extra-curricular activities helped reduce indiscipline, were of the opinion that activities kept pupils busy, whereas among the pupils who felt that extra-curricular activities did not help reduce indiscipline, were of the opinion that pupils learnt bad behaviour as a result of extra-curricular activities.

Table 14: Reasons Given by Pupils on how Extra-Curricular Activities Help, or do not Help Reduce Indiscipline among High School Pupils

Reasons		Frequency	Percent	Valid Percent
Valid	<u>Yes</u>			
	Keeps pupils busy	58	32.6	33.5
	Pupils learn acceptable behaviour from peers	34	19.1	19.7
	Clubs are educative	25	14.0	14.5
	<u>No</u>			
	Pupils learn bad behaviour due to peer pressure	39	21.9	22.5
	Depends on pupils personality	17	9.6	9.8
	Total	173	97.2	100.0
Missing	Missing	5	2.8	
Total		178	100.0	

Table 15 below shows the perceptions of pupils on the relationship between extra-curricular activities and pupil discipline. Based on a four-point Likert scale, pupils' were given a set of statements to express their perceptions on the extent to which they agreed or disagreed with

the given statements. For the positive statements the scale was as follows: 1=strongly agree, 2=agree, 3=disagree, and 4=strongly disagree.

Table 15: Perceptions of Pupils on the Relationship between Extra-Curricular Activities and Pupil s' Discipline (positive statements)

Statements	1	2	3	4	Mean Score	Interpretation
Participation in extra-curricular activities keep pupils busy and away from acts of indiscipline	84	76	16	2	1.64	Agree
Extra-curricular activities help pupils overcome peer pressure	63	72	38	5	1.92	Agree
Pupils who participate in extra-curricular activities are less likely to drop out of school.	47	88	31	12	2.04	Agree
Pupils who participate in extra-curricular activities observe school rules	25	53	79	21	2.54	Disagree
Pupils who participate in extra-curricular activities do not get involved in disciplinary problems	19	41	85	33	2.74	Disagree

However, for the negative statements in table 16 below the scale was as follows: 1=strongly disagree; 2=disagree; 3=agree; and 4=strongly agree. Pupils agreed that; lack of participation in extra-curricular activities shows an anti-social attitude and that, pupils who do not participate in activities get involved in acts of indiscipline. Pupils also stated that, whether there were extra-curricular activities or not pupils were undisciplined.

Table 16: Perceptions of Pupils on the Relationship between Extra-Curricular Activities and Pupils' Discipline (negative statements)

Statements	1	2	3	4	Mean Score	Interpretation
Lack of participation in extra-curricular activities shows an anti-social attitude	13	54	73	38	2.76	Agree
Indiscipline during extra-curricular activities is encouraged by teacher absence	30	49	64	35	2.42	Disagree
Even if teachers are present during extra-curricular activities pupils are undisciplined	26	61	75	16	2.46	Disagree
Whether there are extra-curricular activities or not pupils are undisciplined	9	22	86	61	3.12	Agree
Pupils who do not participate in extra-curricular activities get involved in acts of indiscipline	21	55	79	23	2.58	Agree

4.4.2 Perceptions of Teachers on the Relationship between Involvement in Extra-Curricular Activities and Pupils' Discipline

Teachers were asked whether or not extra-curricular activities reduce indiscipline among pupils. Ten teachers were of the opinion that extra-curricular activities reduced indiscipline among high school pupils. The reasons given for this were that, these activities kept pupils busy as pupils focused their energy and minds on the activities and that, activities were educative and built positive self-character. This positive self-character helped pupils to make informed decisions hence refraining from indiscipline acts. One teacher said that "I wish all pupils could participate as these activities keep them in school as pupils look forward to competition," another teacher cited the popular adage that "an idle mind is a devil's workshop." The other three teachers were of the opinion that activities did not help reduce indiscipline as they simply did not see the connection between involvement in extra-curricular activities and pupil discipline.

Teachers were further asked what sort of pupils were undisciplined between pupils who were involved in extra-curricular activities and those who were not involved in extra-curricular activities. Only one teacher stated that “it does not matter whether pupils participate in activities or not, they all get involved in acts of indiscipline”. However, the rest of the teachers felt that those who did not participate in activities were the ones who were involved in indiscipline, and dodged school the most. They further stated that there seemed to be some association between participation in activities and discipline, in that as much as all pupils were undisciplined at one point or the other, the gravity of the offences differed. They stated that those who were involved in activities were not perpetual offenders and even the offences they committed were not as serious as those who never participated, as those who participated were very organised and disciplined.

4.4.3 Findings from School Disciplinary Records

The school disciplinary records showed that a total of 48 pupils had been suspended from the four high schools over a period of three years. The teachers at each school were asked to identify pupils, among the suspended pupils, that were actively involved in extra-curricular activities. It was discovered that there were only eight pupils actively involved in extra-curricular activities. This further confirmed that pupils that were not involved in extra-curricular activities were more undisciplined.

4.5 Strategies That Help Reduce Indiscipline

4.5.1 Pupil Responses on Strategies That Help Reduce Indiscipline among High School Pupils

Pupils were asked to suggest strategies that would help reduce indiscipline among high school pupils. According to table 17 below, most pupils suggested that recreational activities

and extra-curricular activities and stiff punishments would help reduce indiscipline among high school pupils.

Table 17: Strategies That Help Reduce Indiscipline According To Pupil Responses

Strategies	Frequency (n=178)	Percent (n=178)
Recreational activities / extra-curricular activities	77	44.8
Stiff Punishment	55	32.0
Motivational Talks	32	18.6
Strict School Rules	30	17.4
Close pupil supervision by teachers	14	8.1
Expulsion	13	7.6
Spiritual and moral education	12	7.0
Teacher-Pupil consultancy	12	7.0
Parental involvement	10	5.8
Counselling	6	3.5
Corporal Punishment	3	1.7

NB: This was a multiple response question.

4.5.2 Teacher Responses on Strategies That Help Reduce Indiscipline among High School Pupils

Teachers gave a wide number of strategies that would help reduce indiscipline among pupils. However, the most recommended strategies were intensified guidance and counselling services, a wide variety of well equipped activities and family/community involvement. Other strategies recommended were strong disciplinary committee, supervision of pupils, motivational talks and introduction of student councils, which promote teacher-pupil consultancy. One teacher stated that “how I wish corporal punishment would be re-introduced, that way we would have more disciplined pupils.” Another teacher stated that “the removal of the re-entry policy would lessen pupil sexual relationships.”

4.6 Summary

This chapter has presented the findings of the study. It has shown that among the commonly committed offences by pupils were: reporting late, dodging, absenteeism, insulting, drinking

alcohol, stealing, fighting and smoking. The most popular extra-curricular activities were; sports, JETS, anti-AIDS, debate, drama and Anti-drugs. The chi-square tests conducted have shown that pupils who were involved in extra-curricular activities were more disciplined than those who were not involved in extra-curricular activities. Chi-square tests further revealed that pupils who were involved in extra-curricular activities did not or were less likely to commit offences such as; insulting, absenteeism, dodging class, vandalism, fighting, rudeness, drinking alcohol and bullying. However there was no association between involvement in extra-curricular activities and committing offences such as stealing, reporting late for class, smoking and cheating in exams. Nonetheless chi-square tests indicated that pupils who were involved in Scripture Union were less likely to cheat in examinations. Respondents suggested that enhancing extra-curricular activities, guidance and counseling services, parental involvement and close pupil supervision would help reduce indiscipline among high school pupils. The following chapter presents the discussion of findings.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings of the study on the relationship between involvement in extra-curricular activities and pupil discipline. The discussion has been done in line with the four objectives of the study which were; common offences committed by pupils, extra-curricular activities pupils participated in, the relationship between involvement in extra-curricular activities and pupils' discipline, and strategies that could help reduce indiscipline among high school pupils.

5.2 Common Offences Committed by Pupils

According to the findings of this study teachers and pupils reported that the most common offences found in the high schools were dodging class, reporting late for class, absenteeism, stealing, drinking alcohol, insulting and indecent dressing. There was a similarity between the reported offences and the offences that the pupils indicated they committed. The most prevalent were reporting late for class, dodging class, absenteeism and insulting. These findings corroborate with those of other researchers like Yaroson and Zaria (2004) and Mwape (1990) who have reported that pupil absenteeism, dodging classes and indecent dressing continue to be major disciplinary problems among high school pupils.

The rates at which pupils reported late for class, dodged class and were absent from school were very high and could cause pupils to lag behind in their school work. This could consequently lead to pupils dropping out of school as a result of poor grades. These acts of indiscipline could be attributed to weak reinforcements for pupil discipline in the schools. This could also be attributed to the fact that some pupils came from far places or the outskirts

of town as the schools were located within a radius of 5 km from the town centre and the transport network was not so well established for the pupils to use. The proximity of the surveyed schools to the town centre could also account for the high rates of pupils dodging class.

About 6.2 percent of the pupils admitted drinking alcohol and 2.8 percent admitted that they smoked, these pupils were also involved in fights and they also insulted. Ngesu (2008) also reported that pupils who abused drugs tended to exhibit aggressive behaviour. This aggressive behaviour could be as a result of the side effects of drugs consumed, such as irritability, excitement and hyperactivity. Although the rates at which pupils consumed alcohol and smoked were not as alarming as those reported by Parkay (2006), it still raised concern as it was an indication that there may be other pupils out there consuming alcohol and smoking. Alcohol consumption and smoking not only pose the risks of addiction, but are related to problems such as teenage pregnancy, criminal activity and dropping out of school. Doubeni (2010) has reported that the dangers of smoking are that adolescents do not get to recognize that they are getting addicted.

5.2.1 The Relationship between Pupils' Age, Sex and Grade, and Offences Committed

This study found that there was no association between committing offences and pupils' age. However there was an association between dodging class and pupils' gender. The findings show that male pupils dodged class more often than female pupils, Moseki (2004) also reported similar findings that more males than females were involved in truancy. This disparity between males and females in terms of dodging could be attributed to the differential treatment of boys and girls at home. For instance, girls are expected to be home before sunset, while boys have more flexible curfews. In most cases boys can leave home as

many times as they want and at any time during the day while girls are mostly expected to be home and their movements are more supervised. Thus it be that both girls and boys transfer the treatment they are subjected to at home to the school environment.

Farrington (2002) found a correlation between lack of supervision and committing offences and stated that children that are not supervised by their parents at home are most likely to be truant. The study found that girls were mostly supervised compared to boys. In our Zambian society, males are usually considered to be more notorious, rebellious and stubborn as compared to females who are expected to be reserved, conventional and less notorious. This could also possibly explain the disparity in dodging between male female pupils. Eadie and Morley (2003) suggested that in attempts by males to express their masculinity they tended to portray toughness, power, aggression, competitiveness and were more daring than girls. In so doing, they were more likely to be impulsive and lacked self-control. This made them more susceptible to committing offences.

However, other than dodging class, gender did not have any significant association with other offences that pupils committed. Thus this study found that, with the exception of dodging class, there was no disparity between offences committed by males and females. Lockwood (1997) reported that girls were involved in as many fights with boys as with other girls. Likewise Subair (1999) found that gender did not seem to influence the type or degree of offences committed by pupils. He assumed that it would have been expected that males supersede females with regards to degree or nature of offences committed. It could have been so in the past when most African cultures taught that men should fend for their families while women should only be involved in home keeping. This tended to expose males to differing

environments and challenges than their female counterparts thus males were prone to committing more offences than females.

Moreover, since both male and female pupils were mostly in their adolescent stage, one would not be surprised that there was no significant difference between offences committed by both male and female pupils. Adeloye and Aina (1990) have stated that stress, conflict and frustrations are common features among adolescents, and failure to handle these emotions leads to delinquent acts among pupils.

The study further revealed that there was an association between grade level and absenteeism as there were more grade 11 pupils absent from school than grades 10 and 12 (Appendix C). Although the difference was not statistically significant, generally grade 10 and 12 pupils committed less offences compared to grade 11 pupils. This could be attributed to grade 10 pupils being more cautious as they were not yet used to the new school environment. Grade 12 pupils were in the last term of their schooling, hence they could have been pre-occupied with preparation for their final school examinations. This could explain why there were more grade 11 pupils committing more offences. However some teachers mentioned that the schools record the highest rates of indiscipline during the third term especially after pupils wrote their examinations.

5.3 Types of Extra-Curricular Activities in Schools which Pupils were Involved in

The findings show that the schools offered a number of extra-curricular activities that pupils participated in. These were sporting activities, Drama, Debate, JETS Club, Dance and Culture, Music, Anti-Drugs, Anti-AIDS, Scripture Union, Youth Alive, RTSA Club, ACC Club, Reach for Life, Chess, ZYCS Club, FAWEZA Club, Red Cross, Computer Skills,

Poetry, Peer Education, Physics and Maths Club. This list of activities is similar to that reported by Davidson (2006), Holloway (1999) and Ministry of Education (1996) which includes: inter-scholastic and athletic programs, academic and vocational clubs.

Nonetheless the researcher did not find extra-curricular activities such as: Sound Recording, Painting and Art, Hockey, Rugby, Cricket, Swimming, Gymnastics, Lawn Tennis, Badminton, Aerobics and Weight Training which have been reported by other scholars. This could be due to insufficient grounds within the school premises to facilitate such activities. All the schools just had one pitch implying that it was difficult to facilitate a number of sporting games at the same time. On average the schools only had 2 days allocated for extra-curricular activities suggesting that it would still be impossible to allocate the sporting games different days. However, schools could consider incorporating some of the extra-curricular activities in the main school time table. This would enhance participation levels and make it easier to utilise the limited facilities.

Even though extra-curricular activities were compulsory it was not all pupils that participated. Moreover, it was observed that, even though the schools offered a wide range of activities, pupils mostly participated in sports, JETS, anti-AIDS, debate, drama, and anti-drugs. Information gathered from this study reveals that the list of extra-curricular activities offered by the schools was static. Some of these extra-curricular activities offered in the high schools were not very active and did not stimulate pupils in anyway. This finding is contrary to Parkay (2006) and Ministry of Education (1996) who have suggested that the list of extra-curricular activities should be ever changing and varied in order to accommodate the differing interests of pupils. However it was noticed that increasing or varying the extra-curricular activities would create problems especially for schools that had the Academic Production Units as they used the same classrooms as those used for clubs. It was further

observed that some schools had dilapidated facilities such as swimming pools which were no longer functional.

Even though there was a general consensus among teachers that pupils were supervised during extra-curricular activities, the extent of this supervision was minimal. Each school only had one sports master against a population of over 500 pupils in each school. Although it was not all pupils that participated in sports, one sports master was not sufficient to oversee all sporting activities. Thus it was not surprising that some teachers mentioned that participation in some activities was mostly enforced during inter-scholastic competition. Only a few pupils would continue participating and the rest of the pupils would have to wait for the time scheduled for extra-curricular activities. Thus it could be stated that extra-curricular activities were mainly offered for purposes of competition. Lack of constant supervision and lack of variety in extra-curricular activities offered could explain why there was low pupil participation in extra-curricular activities even when these extra-curricular activities were meant to be compulsory.

Another contributing factor was that extra-curricular activities either lacked the necessary equipment or did not have sufficient equipment to cater for the pupils interested in a particular activity. Teachers stated that it was difficult to purchase the equipment as there were other pressing issues that needed funding. Reeves (2008) agrees that indeed budgets were tight and extra-curricular activities were quite expensive. It is argued that each grade failure, grade repetition and each drop out highly costs schools and the community. These costs were very high compared to the minimal investment required to create a new club or activity.

5.4 The Relationship between Involvement in Extra-Curricular Activities and Pupils' Discipline

This study found that pupils who were involved in extra-curricular activities were more disciplined than those who were not involved in these activities as pupils who participated were less likely to commit offences compared to pupils who did not participate in extra-curricular activities. Generally the results show that pupils who participated in extra-curricular activities did not commit or were less likely to commit offences such as: dodging class, absenteeism, insulting, vandalism, bullying, rudeness, fighting and drinking alcohol (see Appendix D: Tables D1-D8). Various researchers have also noted a strong association between pupil involvement in extra-curricular activities and improved school attendance and behaviour (Black 2002; Fredricks and Eccles 2006; Fujita 2006; Holloway 2002). According to the National Institute of Out-of-School Time (2009) participating in extra-curricular activities reduces drug use and early parenthood among pupils, while increasing pupils' academic achievement and school attendance.

This study found that there were fewer pupils who were involved in extra-curricular activities that either dodged class or were absent from school. Thus implying that there was an association between involvement in extra-curricular activities and dodging and absenteeism (see Appendix D). Darling et. al. (2005) reported that extra-curricular activities enhanced pupils' bond to their schools as they promoted pupils' emotional attachments to the school, teachers and peers. Reeves (2008), argues that improvement in class and school attendance and behaviour is attributed to the *positive* peer pressure associated with extra-curricular activities.

Chi-square tests revealed a statistically strong significant association between involvement in extra-curricular activities and vandalism. The implication is that chances of pupils who

participated in extra-curricular activities being involved in vandalism were very minimal compared to pupils who did not participate in extra-curricular activities. Vandalism in schools is mostly associated with gangs or hooliganism. Usually pupils who got involved in such acts are those who never had a sense of belonging, were loners or had been victims of bullying. These pupils seemed to have the desire to be recognised by others and when they failed to fit in the mainstream groups, they resorted to undesirable behaviour (Phipps, 2002). Extra-curricular activities have been found to give pupils a sense of belonging and self-esteem which help pupils to establish positive inter-personal relationships. Findings of this study confirm findings by Scales and Leffert (1999) who have reported that involvement of pupils in school activities leads to better development of life skills and decreased involvement in risky behaviour such as juvenile delinquency and violence.

None of the pupils that indicated that they fought and consume alcohol were involved in extra-curricular activities. The study further revealed that involvement in extra-curricular activities reduced the likelihood of committing offences such as, bullying, rudeness, fighting and insulting. Teachers felt that extra-curricular activities kept pupils busy as pupils focused their energy on team work. Teachers further reported that it were the pupils that did not participate in extra-curricular activities that were fond of committing offences and breaking the school rules. Pupils who did not participate in extra-curricular activities were reported to take advantage of their free time to hide in toilets and smoke. However, if pupil participation levels increased, there would be fewer pupils engaging in alcohol abuse as all pupils would be busy participating in extra-curricular activities. Jenkins (1996) reported similar findings that extra-curricular activities played a role in reducing drug and alcohol use while (Reeves 2008) reported that at Woodstock high school fighting incidents had dropped by 50 percent

the number of the previous year, after massive involvement of pupils in extra-curricular activities.

Contrary to what other scholars have reported this study did not find any significant association between smoking and participation in extra-curricular activities. This could be attributed to the fact that smoking unlike other offences is addictive and rehabilitation may be needed. Thus even if extra-curricular activities may have an impact on other offences, involvement in extra-curricular activities may not have the same impact on smoking. Doubeni (2010) in his survey found that adolescents did not recognise dependence symptoms and ended up being addicted to smoking.

There was totally no association between involvement in extra-curricular activities and committing offences such as stealing and reporting late for class. This could be as a result of intertwined home factors. Pupils may be tempted to steal as they lack that, which they desire because they can not afford it. Instability in the home can also lead pupils to develop a habit of stealing. Grant et. al. (2011) reported that some pupils who steal have impairments in problem-solving skills and a cognitive bias towards inappropriate solutions to problems and have parent-child difficulties. It was found that these pupils found an opportunity to steal during extra-curricular activities. Extra-curricular activities have been reported to impart problem-solving skills in pupils, and they do not provide opportunities for pupils who participate to get involved in delinquency as they keep pupils busy. Grant et. al. (2011) further reported that some pupils who stole just had a diminished ability to resist recurrent impulses to steal objects that they did not need for monetary or personal use. Such pupils needed therapy to help them stop stealing. Many factors can lead to pupils reporting

late as some pupils may have to do a number of chores before reporting for school, some pupils lived far away from the schools which were located within a town radius of 5km.

As shown in Appendix E (Tables E1-E12) this study found significant associations between participating in sports, anti-AIDS, JETS and anti-drugs and various offences. It found that pupils who participated in sports, anti-AIDS, JETS and anti-drugs were less likely to commit offences such as drinking alcohol, dodging class, fighting, rudeness to teachers and absenteeism, bullying, vandalism and insulting. It was found that both sports and clubs activities had an association with dodging class. This finding is similar to Fredricks and Eccles (2005) report that dodging class was generally lower for pupils who participated in all types of extra-curricular activities. However the strongest association was between JETS and dodging class. This could be because for pupils to perform well in JETS they needed to be present in class at all times to enhance their chances of performing well.

This study further revealed that pupils who participated in various sports were less likely to commit offences compared to those who participated in various clubs. For instance, the results show that pupils who participated in sporting activities did not or were less likely to commit offences such as; insulting, drinking alcohol, fighting, dodging class and rudeness to teachers. However, participation in clubs reduced the likelihood of committing offences such as insulting, dodging class and absenteeism. These findings did not conform to those reported by other scholars. Darling et. al. (2005) and Guest and Schneider (2003) found that non-sport activities showed the most positive adjustment, compared to sport related activities and that participation in non-sport extra-curricular activities had a stronger association with being a good pupil than participation in sports. This could be because clubs usually aim at promoting moral principles as compared to sports.

However this difference in the findings could be as a result of sporting activities being more established in the four high schools compared to the clubs. The researcher found that there were more pupils aware of sporting activities and more pupils participated in these sporting activities compared to clubs. Schools mostly compete in inter-school sporting activities more often than in club activities, this exposes pupils to sports more than the clubs. Another reason could be that clubs are less promoted in that schools tend to fund sporting activities than clubs. It could also be due to club activities lacking patron who are knowledgeable about the particular clubs, which could consequently make pupils not to have interest in clubs.

Even though there was an association between involvement in extra-curricular activities and bullying and vandalism, these two offences did not have any association with any specific extra-curricular activity. Generally there was no association between cheating in examinations and general participation in extra-curricular activities. However, there was an association between cheating in examinations and specifically participating in Scripture Union. This could be as a result of Scripture Union emphasising on moral principles. As a result pupils who participated in Scripture Union refrained from vices that were not morally upright as they did not conform to religious principles.

5.4.1 Perceptions of Pupils and Teachers on the Relationship between Extra-Curricular Activities and Pupils' Discipline

Both pupils and teachers had positive attitudes toward pupils participating in extra-curricular activities as a way of reducing pupil indiscipline. About 66.3 percent of the pupils and 10 of the teachers felt that extra-curricular activities did help reduce indiscipline among high school pupils. They gave reasons that extra-curricular activities kept pupils busy, were educative, pupils learnt acceptable behaviour and built positive self character. Davidson (2006)

postulates that these activities help pupils to interact appropriately with others, a skill valuable in all aspects of life including home life and the work place. Twelve teachers also stated that pupils who did not participate in extra-curricular activities were the ones who were much undisciplined as they were also the main culprits of dodging class. Robertson (2008) suggests that it is important for pupils experiencing problems at school to try sports or other activities such as chess or music, for the pupil that is undisciplined, will learn discipline. However chess and music did not have any associations with pupils being disciplined. This could be attributed to the fact that very few pupils were aware of, and participated in chess and music.

Davidson (2006) has stated that pupils who seldom get involved in extra-curricular activities may possess a selfish and anti-social attitude as these pupils tend to be uncooperative, lack leadership qualities and may not do well academically. Most pupils agreed to the statement that *lack of participation in extra-curricular activities shows an anti-social attitude*. This finding is similar to what Jenkins (1996) found, that participation in extra-curricular activities leads to higher self esteem and an enhanced status among peers, which are deterrent to anti-social behaviour.

Studies show that involvement in extra-curricular activities leads to a decrease in pupil drop out rates as involvement in extra-curricular activities provide pupils with a sense of belonging that may contribute to higher retention rates. Extra-curricular activities have varying abilities to control school drop out rates, as pupils who participate are less likely to drop out than those who do not participate (Dickinson, 2000; Davalos, Chavez and Guardiola 1999). Most pupils agreed to the statement that, *pupils who participate in extra-curricular activities are less likely to drop out of school*. Results of this study have shown that participation in extra-

curricular activities reduces chances of dodging class and absenteeism, meaning that these activities keep pupils in schools. Thus with the high levels of dodging class and absenteeism found in the high schools among pupils who did not participate in extra-curricular activities, it is imperative that schools increase the participation levels of pupils. Dodging class and absenteeism also negatively affect the academic performance of pupils and may lead to pupils dropping out of school as a result of poor performance. McNeal (1995) concluded that athletic participation reduces the probability of school drop outs by approximately 40 percent.

Most pupils agreed to the statement that *pupils who do not participate in extra-curricular activities get involved in acts of indiscipline*, and that *pupils who get involved in extra-curricular activities are undisciplined*. However, most pupils disagreed to the statements that *pupils who participate in extra-curricular activities observe school rules* and that *pupils who participate in extra-curricular activities do not get involved in disciplinary problems*. It is indeed true that even those pupils who participate in extra-curricular activities are undisciplined and may not always observe school rules. However, their levels of indiscipline according to the findings of this study are at a lower level compared to the non-participants. The participants did not commit offences such as fighting and alcohol consumption as did the non-participants. Teachers stated that pupils who participated in extra-curricular activities were not perpetual offenders compared to the non-participants, even the gravity of offences committed differed as the non-participants committed the most serious offences. The findings of this study support those of Scales and Leffert (1999) who has reported that involvement of pupils in school activities leads to *decreased* involvement in risky behaviour such as juvenile delinquency and violence.

Most pupils disagreed to the statements that *Indiscipline during extra-curricular activities is encouraged by teacher absence* and that *Even if teachers are present during extra-curricular activities pupils are undisciplined*. Teachers reported that pupils were able to supervise themselves in cases where teachers were not able to, as pupils who participated in extra-curricular activities were disciplined and knew what was expected of them. However teachers reported that it were the non-participants that were undisciplined as for them time for extra-curricular activities meant time for mischief. Pupils especially the non-participants were reported to having smoked and dodged during extra-curricular activities. In a project of over 3 years the National Institute of Out-of-School Time (2009) found that pupils who were engaged in supervised extra-curricular activities, performed better on a range of academic, social and behavioural outcomes. However, it seemed that low pupil participation in extra-curricular activities and low pupil supervision by teachers in extra-curricular activities contributed to the indiscipline levels.

5.5 Strategies That Help Reduce Indiscipline among High School Pupils

5.5.1 Strategies being used

The teachers stated that indiscipline was caused by two major factors, peer pressure and home factors. It was on the basis of these that teachers stated that intensified guidance and counselling services, and family and community involvement would help reduce pupil indiscipline. Pupils were also of the view that counselling and parental involvement would help reduce indiscipline. The teachers stated that these two approaches would help to reduce indiscipline in that the guidance and counselling committee would help pupils who were having problems to be able to adjust and cope with their problems without resorting to undesirable behaviour. These findings were similar to those reported by (Parkay, 2006;

Yaroson and Zaria 2004), that, peer counselling programmes used under a qualified counsellor can help lessen disciplinary problems.

However it was observed that the schools did not have qualified counsellors as teachers were merely appointed to take up the role of a guidance and counselling teacher. Other than that only one or two teachers were allocated the role of guidance and counselling. On average each school had over 500 pupils. Considering the number of pupils in the schools, the counsellors were insufficient especially that these teachers also had other duties to perform. Since these teachers had classes and other administrative duties to attend to they were not always available in the offices to attend to pupils. At one particular school it took the researcher one week to get to see the school guidance and counselling teacher as he was ever in class. It was also observed that the guidance and counselling offices were more inclined to offering career guidance, issuing school certificates to former pupils and organising pupils for school trips or social events other than offering counselling services to pupils.

The guidance and counselling office would be very useful in helping reduce indiscipline if it were to fully take up its role instead of referring pupils to the disciplinary committee. Punitive measures do not always solve problems as they sometimes enhance problems, at times all that pupils need is good counsel that may guide them into being disciplined and productive pupils and help them cope with interpersonal problems that they may be experiencing. It should be noted that the majority of pupils in high schools are in their adolescence. It is during the adolescent years that pupils are most undisciplined. Adeloye and Aina (1990) stated that this was because adolescence is characterised by a multitude of crisis manifesting in stresses, conflicts and frustrations. In attempts to resolve these confusions, if adolescents are not properly guided they tend to resort to delinquent behaviours.

Parkay (2006) observed that combining counselling and cross-age tutoring can help pupils stay away from alcohol and drug abuse, pregnancy and delinquency. This cross-age tutoring is very similar to the preventive programs which take place in some schools. These involve college students meeting with high school pupils, or high school pupils meeting with those in basic schools to perform dramatic episodes that portray pupils confronting problems and model strategies for handling the situations presented. Thus when pupils are equipped with this knowledge they learn how not to become victims of drug and alcohol abuse and teenage pregnancy and other delinquent acts.

Teachers were of the opinion that school liaison with the parents and the community had a great impact in changing behaviour of pupils, instead of leaving the sole responsibility of pupils to the school. Involving parents or guardians and the community can help ensure optimum behavioural, social and academic adjustments especially for pupils who are prone to alcohol and drug abuse and delinquency. This strategy is similar to that suggested by other scholars that discipline in schools should be the concern of both the schools and community (Edwards and Young, 1992 and Shana, 1973). The school-based inter-professional case management uses professionally trained case managers who work directly with teachers, the community, and the family to co-ordinate and deliver appropriate services to pupils at risk and their families (Edwards and Young, 1992). However, the study found that there were no community and school programmes to work with at risk pupils and their families. Even though the Parent-Teacher Association is concerned with pupil welfare in school it is not primarily concerned with case management. With limited resources in schools it would be difficult and costly to institute such programmes although they would greatly help enhance discipline among pupils.

Pupils stated that administering stiff punishments to undisciplined pupils and imposing strict school rules did help reduce indiscipline among the pupils. Teachers were of the opinion that, close supervision of pupils and a strong disciplinary committee did help reduce indiscipline among pupils. They stated that when teachers closely monitored the pupils, and erring pupils were brought to book, other pupils learnt from this, and observed school rules. In contrast to this, Yaroson and Zaria (2004) have reported that schools can ensure discipline through reduction, rather than an increase of school rules. Instead they suggest that moral education should be fostered as it helps pupils make personal decisions on how to behave appropriately.

Unfortunately punishment does not intrinsically motivate pupils to be disciplined rather it is an extrinsic motivator, in its absence pupils tend to revert to indiscipline. Sometimes pupils continue to be undisciplined discreetly in order to avoid being punished. At times pupils tend to get used to punishments especially when they are labelled by teachers as perpetual offenders. It is imperative that teachers make an effort to refrain from the tendency of treating undesirable behaviour from the pupils as a deviation from their initial encounters with pupils as this results in self fulfilling prophecy. Schools have the responsibility to instil skills and attitudes in pupils that will enable pupils to make informed decisions on how to behave even in the absence of school rules or threats of punishments.

5.5.2 Strategies Suggested by Pupils and Teachers

Teachers were for the idea of reintroducing corporal punishment, which was believed to instil fear in pupils and prevent them from misbehaving. However, school discipline must aim at teaching pupils to become responsible citizens, and not aim at punishing them. Bedding (2006) has recommended that schools should use punishment for corrective and reformative purposes and not for inflicting emotional and physical pain. One teacher was of the idea that the removal of the re-entry policy would help lessen pupil sexual relations. The re-entry

policy was seen to encourage pupils to engage in sexual relations knowing that, both pupils will continue with school, without being reprimanded. teacher preferred to have such pupils; both girls and boys expelled from school so as to serve as an example for would be offenders. However the removal of this policy would disadvantage the pupils especially those that are victims of abuse as it is not all pregnancies that are as a result of intended pupil sexual relationships. Thus encouraging teenage mothers to complete their education relieves them of the dependence syndrome and equips them with s sustenance skills. Denying teenage mothers their right to complete their educatio would be detrimental to them and their offspring as this would increase the number of street kids, illiteracy levels and child mortality rates.

Bedding (2006) states that the curriculum should include visitations to important places such as police stations and rehabilitation centre's for drug addicts in order to instil fear in pupils who want to experiment with illicit drugs and alcohol. The approach suggested mayb one way of curbing indiscipline, but it should not be done with the intention of instilling fear. However it should be done to enable pupils to self examine themselves and realise that there were no positive outcomes in alcohol and drug abuse, so that th make positive choices in life.

One teacher suggested the re-introduction of student councils in schools, as these could help curb indiscipline in that pupils would be able to represent themselves to the school administration on various concerns. Giving pupils a chance to air their grievances and concerns could help the schools solve problems and avoid pupils resorting to undesirable behaviour as pupils would feel that they were part of the schooling process. This could also create trust among the teachers and pupils. Mwanakatwe (1974:221) states that the growth of

a disciplined school requires “as a pre-condition a healthy and easy relationship between staff and students” where the school should seek primarily to develop the individual personalities of students by giving constructive suggestions to students on how they can avoid getting in trouble. Enhancing relationships among pupils, teachers and school administrators can help pupils to improve their behaviour.

According to the findings of this study 46.2 percent of the teachers and 43.3 percent of pupils stated that having a variety of extra-curricular activities and more equipment for extra-curricular activities could help reduce indiscipline among pupils, as pupils are kept busy. However, lack of resources impedes the schools to have a wide variety of activities to cater for different pupil interests. As a result of this it is not every pupil that participates in activities, though it is the wish of the school head teachers to have all pupils participating in activities. Some teachers and pupils suggested that pupils who were well behaved should be given awards for good behaviour. On the part of the pupils it was not clearly stated as to what should constitute these awards. Teachers stated that these awards should be in form of government scholarships. However it is not feasible to award pupils scholarships as scholarships are given on merit, nonetheless pupils could be awarded certificates for exemplary behaviour.

It was further suggested that motivational talks by church movements could help instil discipline in pupils. In certain instances organisations involved in combating HIV-AIDS and those involved in delinquency or vulnerable children go to schools to dramatise different situations. Such programmes can also help pupils to be assertive and refrain from engaging in undisciplined acts and cope with different situations both at home and school.

5.6 Summary

This chapter has presented the discussion of findings. Reporting late for class, dodging class and absenteeism have adverse effects on the academic performance of pupils and retention of pupils in school. Pupils may lag behind in their school work and consequently drop out of school. It could be assumed that due to the adolescent stage being experienced by pupils; gender, age and grade of pupils did not influence most of the offences committed, with the exception of dodging and absenteeism. Even though all schools had a variety of extra-curricular activities, not all pupils participated. This was due to dilapidated infrastructure and lack of equipment as schools did not have enough funds to facilitate most of the activities. It should be noted that the effectiveness of extra-curricular activities in curbing indiscipline is dependent on availability of resources, staffing and space. Schools should have well structured activities that promote pupil interest and could offer both sporting, and academic and recreation activities to cater for diversity in pupils. However, schools mostly focused on sporting activities, thus disadvantaging some pupils.

Nonetheless, extra-curricular activities help in curbing indiscipline among high school pupils as these activities keep pupils busy and focused. Studies have found a strong connection between involvement in extra-curricular activities and retention of pupils in school as pupils become emotionally attached to their schools, thus reducing on pupil truancy and drop out rates. Well organised extra-curricular activities help pupils to make informed decisions as they impart problem solving skills in pupils and pupils learn how to act when under pressure instead on acting on impulse. Pupils also learn fair play, and learn to obey authority. They transfer the skills learnt from extra-curricular activities to other settings. Thus extra-curricular activities are one way of curbing indiscipline among high school pupils. However, schools

should refrain from using harsh ways of instilling discipline in pupils such as strict school rules and stiff punishments. The next chapter presents the conclusion and recommendations.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Summary

This study sought to find out whether there was a relationship between involvement in extra-curricular activities and pupil discipline. The study revealed that, there was a relationship between extra-curricular activities and pupil discipline. The evidence collected from the pupils, teachers and school discipline records reveal that pupils who participated in extra-curricular activities were more disciplined than those who never participated in extra-curricular activities. This could be seen from results obtained which indicated that pupils who participated in activities were less likely to be involved in offences like: insulting, rudeness, fighting, drinking alcohol, dodging class, absenteeism, vandalism and bullying.

However, the results also indicate that there was no association between participating in extra-curricular activities and offences such as reporting late, stealing and smoking. These may be attributed to the pupils' home background or socio-economic status. Participation in sports reduced the possibility of committing offences such as: insulting, drinking alcohol, fighting, dodging class and rudeness, while participation in clubs reduced the possibility of committing offences such as insulting, absenteeism and dodging class.

6.2 Conclusion

Acts of indiscipline in high schools have become a cause for concern among parents, teachers and policy makers because high school pupils are at the core of the future of every nation as they are regarded as future leaders. Therefore they are expected to invest their energy in worthy national building ventures. Thus, it is imperative that acts of pupil indiscipline are

curbed before the consequences become damaging to both the pupils and communities. Research has shown that harsh punitive measures do not help to instil discipline in pupils, and may worsen the situation. Perhaps schools should focus on preventive measures and corrective measures that are not harsh in order to curb indiscipline among schools. Instead of using stiff punishments and school rules that are too strict to instil discipline; schools should focus on guidance and counselling services, cross-age peer tutoring, motivational talks and extra-curricular activities. Extra-curricular activities are very important and an integral part of every school as they help pupils develop problem-solving skills and also keep pupils busy consequently reducing indiscipline.

Most extra-curricular activities had an association with most offences, especially dodging class, which was among the most committed offences by pupils. However, extra-curricular activities were not highly promoted in the high schools. Therefore if schools put in measures to ensure that all pupils participated perhaps there would be less pupils dodging class. Increasing the levels of participation in Scripture Union may reduce on the likelihood of pupils cheating in examinations. Schools have a major role to play in reducing school-based factors that facilitate indiscipline. Schools ought to create enabling learning environments in which pupils can learn without being judged and where pupils are made to feel that their stay in school is worthwhile. However, enhancing discipline among pupils is highly dependant on support and guidance from the family and community as well as the society at large.

6.3 Recommendations for Various Stakeholders

This study has generated data that may be of use to various stakeholders in the field of education, such as school administrators, teachers, student-teachers and parents. The following recommendations are being made:

- All high schools should have a wide variety of extra-curricular activities suiting pupils' preferences to ensure that all pupils participate. If there are a wide variety of extra-curricular activities, all pupils are more likely to participate in that they will have a wide spectrum to choose from. Reeves (2008) states that, effectiveness of these extra-curricular activities depends on total participation of pupils which can be enhanced by starting a new club if more than 7 pupils are interested in a particular activity.
- Some extra-curricular activities should be made compulsory by being incorporated in the main school time-table. Teachers should encourage all pupils to participate, in order to keep pupils busy and give them a sense of purpose. According to Phipps (2002), most pupils misbehave as a way of being recognised or noticed in school not because they are bad pupils but they just do not have skills to relate to, activities stimulate their minds and distract them from negative thoughts.
- Extra-curricular activities should be supervised by trained teachers or teachers who have adequate knowledge about the particular extra-curricular activities. That is schools should have specialized teachers specific to different sets of activities. This will encourage more pupils to participate and make activities more meaningful as each club or activity will have a patron who is well vested in that particular area.
- Teacher-training institutions should include a component on the importance of extra-curricular activities in their curriculum as they train would be teachers.
- A multi-modal approach is needed to enhance pupil discipline or curb pupil indiscipline in high schools as there are different causes of pupil indiscipline, thus no single strategy may be wholly responsible for curbing indiscipline in schools. Therefore it is in this aspect that the guidance and counselling units in schools should be manned by teachers trained in counselling so that pupils can be given professional

guidance and counselling services. This can greatly help pupils with psychosocial problems reduce their involvement in risky behaviours help pupils develop better life skills.

- Parents should take keen interest in the education of their children by enforcing discipline in the home and not leave responsibility of disciplining the pupils solely to the teachers. Shana (1973) has stated that discipline should not only be the concern of the schools, but of the society as a whole, using out-of-school approaches that made discipline start in the very early childhood at home.

6.4 Recommendations for Further Research

The extensive nature of this study made it impossible to explore all the various aspects that impact on pupil discipline in relation to extra-curricular activities. It is for this reason that the following areas have been suggested for further research.

- A longitudinal study would generate more in depth knowledge on the relationship between extra-curricular activities and pupil discipline.
- A study that would investigate how the different extra-curricular activities impact on various offences would help determine which activities need to be thoroughly employed in schools.
- A study that would investigate why pupils commit these offences would help determine intervention strategies.

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APPENDIX A

PUPILS'S QUESTIONNAIRE

DEAR RESPONDENT

*I am a student pursuing a Masters Degree at the University of Zambia. I am carrying out a research to establish “**The relationship between involvement in extra-curricular activities and pupil discipline in high schools in Livingstone**” You are kindly requested to answer all the questions in this questionnaire as truthfully as possible. Your responses are strictly confidential.*

INSTRUCTIONS

- ✓ Do not write your name on this questionnaire.
- ✓ Answer all questions
- ✓ Tick in the box against your response
- ✓ Fill in the spaces provided

SECTION A

1. Name of school _____

2. Sex

A. Male []

B. Female []

3. Age

A. 14-17 years []

B. 18-21 years []

C. 22-25 years []

4. Grade

A. 10 []

B. 11 []

C. 12 []

5. What type of indiscipline do you experience in your school? (*Tick all that apply.*)

A. Smoking []

H. Stealing []

B. Drinking alcohol []

I. Rudeness to teachers []

C. Dodging classes []

J. Reporting late for class []

D. Fighting []

K. Bullying []

E. Vandalism []

L. Absenteeism []

F. Insulting []

M. Indecent dressing []

G. Cheating in exams []

N. Any other, (*please specify*).....

6. Which of these extra-curricular activities does your school offer? (*Tick all that apply*)

A. Drama []

F. Anti-Drugs []

B. Debate []

G. Anti- Aids []

C. Sports []

H. Music []

D. JETS []

I. None []

E. Dance and culture []

J. Any other (*please specify*).....

7. Which extra-curricular activities **do you participate in?** (*Tick all that apply.*)

- | | | | |
|----------------------|--------------------------|---|--------------------------|
| E. Drama | <input type="checkbox"/> | F. Anti-Drugs | <input type="checkbox"/> |
| F. Debate | <input type="checkbox"/> | G. Anti- Aids | <input type="checkbox"/> |
| G. Sports | <input type="checkbox"/> | H. Music | <input type="checkbox"/> |
| H. JETS | <input type="checkbox"/> | I. None | <input type="checkbox"/> |
| I. Dance and culture | <input type="checkbox"/> | J. Any other (<i>please specify</i>)..... | |

8. In the past three years which of these offenses have you committed? (*Tick all that apply.*)

- | | | | |
|----------------------|--------------------------|--|--------------------------|
| A. Smoking | <input type="checkbox"/> | H. Stealing | <input type="checkbox"/> |
| B. Drinking alcohol | <input type="checkbox"/> | I. Rudeness to teachers | <input type="checkbox"/> |
| C. Dodging classes | <input type="checkbox"/> | J. Reporting late for class | <input type="checkbox"/> |
| D. Fighting | <input type="checkbox"/> | K. Bullying | <input type="checkbox"/> |
| E. Vandalism | <input type="checkbox"/> | L. Absenteeism | <input type="checkbox"/> |
| F. Insulting | <input type="checkbox"/> | M. Indecent dressing | <input type="checkbox"/> |
| G. Cheating in exams | <input type="checkbox"/> | N. Any other, (<i>please specify</i>)..... | |

SECTION B

9. Participation in extra-curricular activities keeps pupils busy and away from s of indiscipline.

- A. Strongly Agree ☐
- B. Agree ☐
- C. Disagree ☐
- D. Strongly Disagree ☐

10. Participation in extra-curricular activities helps pupils to overcome peer pressure.

- A. Strongly Agree ☐
- B. Agree ☐
- C. Disagree ☐
- D. Strongly Disagree ☐

11. Pupils who do not participate in extra curricular-activities usually show an anti-social attitude.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

12. Pupils who participate in extra-curricular activities are less likely to drop out of school.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

13. Indiscipline during extra-curricular activities is encouraged by teachers' absence.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

14. Even if teachers are present during extra-curricular activities, pupils get involved in indiscipline.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

15. Whether there are extra-curricular activities or not, pupils commit one or more of these offences; smoking, drinking alcohol, dodging classes, fighting, vandalism, insulting, stealing, bullying, absenteeism and rudeness to teachers, immora behaviour and indecent dressing.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

16. Pupils **who participate** in extra-curricular activities do not get involved in disciplinary problems such as smoking, drinking alcohol, dodging classes, fighting, vandalism, insulting, stealing, bullying, absenteeism and rudeness to teachers.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

17. Pupils **who do not participate** in extra-curricular activities get involved in disciplinary problems such as smoking, drinking alcohol, dodging class , fighting, vandalism, insulting, stealing, bullying, absenteeism, stealing, and rudeness to teachers.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

18. Pupils who participate in extra curricular-activities observe school rules.

A. Strongly Agree []

B. Agree []

C. Disagree []

D. Strongly Disagree []

19. Do extra-curricular activities help reduce indiscipline among pupils in your school? Give reasons for your answer.

.....

.....

.....

20. What ways do you think can help reduce indiscipline by pupils in your school?

.....

.....

.....

.....

THANK YOU FOR YOUR COOPERATION.

APPENDIX B (the same interview guide was used for all the teacher categories)

TEACHERS' INTERVIEW GUIDE

1. Name of school: _____

2. Sex: _____

3. Age:

A. 20-25 [] D. 36-40 []

B. 26-30 [] E. 41-45 []

C. 31-35 [] F. 46-50 []

4. Highest Qualification: _____

5. How long have you been a head teacher? _____

6. What type of indiscipline do you have in your school?

.....

.....

.....

.....

.....

.....

7. What are the causes of indiscipline in your school?

.....

.....

.....

.....

8. What kind of extra-curricular activities are available in your school?

.....

.....

.....

.....

9. i) Are extra-curricular activities compulsory?

ii) How often do pupils participate in these activities? (*Time table*)

.....
.....

iii) Do you have total pupil participation? (*Give reason*)

.....
.....

iv) Are the pupils supervised during extra-curricular activities? (*By whom?*)

.....
.....

10. Do extra-curricular activities help in reducing indiscipline? (*How?*)

.....
.....
.....
.....

11. How many pupils have been suspended over the past years? Out of these pupils how many were actively involved in extra-curricular activities?

.....
.....

12. Are there any leaders in extra-curricular activities that have been disciplined?

.....
.....

13. During which times do you have more cases of indiscipline?

- (a) Before pupils go for extra-curricular activities,
- (b) During extra-curricular activities,
- (c) After extra-curricular activities,
- (d) Anytime?

14. What sort of pupils are involved in indiscipline?
- (a) Those that are actively involved in extra-curricular activities,
 - (b) Those that are not involved in extra-curricular activities,
 - (c) Everyone?

15. What strategies you think can help curb indiscipline in your school.

.....

.....

.....

.....

.....

.....

THANK YOU FOR PARTICIPATING IN THIS STUDY.

APPENDIX C: Chi-square tests on Offences Committed; Sex and Grade of Respondent

Table C1: Dodging classes * Sex of Respondent

		Gender of Respondent		Total	
Dodging classes	yes	Count	Male 42	Female 20	62
		Expected Count	33.8	28.2	62.0
	no	Count	55	61	116
		Expected Count	63.2	52.8	116.0
Total		Count	97	81	178
		Expected Count	97.0	81.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.733 ^a	1	.009		
Continuity Correction ^b	5.938	1	.015		
Likelihood Ratio	6.849	1	.009		
Fisher's Exact Test				.011	.007
Linear-by-Linear Association	6.695	1	.010		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.21.

b. Computed only for a 2x2 table

Table C2: Absenteeism * Grade of Respondent

			Grade of Respondent			Total
			Grade 10	Grade 11	Grade 12	
Absenteeism	yes	Count	10	27	9	46
		Expected Count	15.8	15.8	14.5	46.0
	no	Count	51	34	47	132
		Expected Count	45.2	45.2	41.5	132.0
Total		Count	61	61	56	178
		Expected Count	61.0	61.0	56.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.431 ^a	2	.000
Likelihood Ratio	15.857	2	.000
Linear-by-Linear Association	.004	1	.951
N of Valid Cases	178		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.47.

b. Computed only for a 2x2 table

APPENDIX D: Chi-square tests on Involvement in Extra-Curricular Activities and Offences Committed

Table D1: Involvement in Extra-Curricular Activities * Bullying

		Bullying		Total
		yes	no	
Participation in Extra-Curricular Activities	YES	Count	3	90
		Expected Count	6.8	86.2
	NO	Count	10	75
		Expected Count	6.2	78.8
Total		Count	13	165
		Expected Count	13.0	165.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.783 ^a	1	.029		
Continuity Correction ^b	3.605	1	.058		
Likelihood Ratio	4.982	1	.026		
Fisher's Exact Test				.041	.028
Linear-by-Linear Association	4.756	1	.029		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.21.

b. Computed only for a 2x2 table

Table D2: Involvement in Extra-Curricular Activities * Drinking alcohol

			Drinking alcohol		Total
			yes	no	
Participation in Extra-Curricular Activities	YES	Count	0	93	93
		Expected Count	5.7	87.3	93.0
	NO	Count	11	74	85
		Expected Count	5.3	79.7	85.0
Total		Count	11	167	178
		Expected Count	11.0	167.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.828 ^a	1	.000		
Continuity Correction ^b	10.693	1	.001		
Likelihood Ratio	17.056	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	12.756	1	.000		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.25.

b. Computed only for a 2x2 table

Table D 3: Involvement in Extra-Curricular Activities * Dodging classes

			Dodging classes		Total
			yes	no	
Participation in Extra-Curricular Activities	YES	Count	21	72	93
		Expected Count	32.4	60.6	93.0
	NO	Count	41	44	85
		Expected Count	29.6	55.4	85.0
Total		Count	62	116	178
		Expected Count	62.0	116.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.877 ^a	1	.000		
Continuity Correction ^b	11.771	1	.001		
Likelihood Ratio	13.035	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	12.804	1	.000		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.61.

b. Computed only for a 2x2 table

Table D 4: Involvement in Extra-Curricular Activities * Fighting

			Fighting		Total
Participation in Extra-Curricular Activities	YES	Count	yes 0	no 93	93
		Expected Count	5.7	87.3	93.0
	NO	Count	11	74	85
		Expected Count	5.3	79.7	85.0
Total		Count	11	167	178
		Expected Count	11.0	167.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.828 ^a	1	.000		
Continuity Correction ^b	10.693	1	.001		
Likelihood Ratio	17.056	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	12.756	1	.000		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.25.

b. Computed only for a 2x2 table

Table D 5: Involvement in Extra-Curricular Activities * Vandalism

			Vandalism		Total
			yes	no	
Participation in Extra-Curricular Activities	YES	Count	2	91	93
		Expected Count	6.8	86.2	93.0
	NO	Count	11	74	85
		Expected Count	6.2	78.8	85.0
Total		Count	13	165	178
		Expected Count	13.0	165.0	178.0

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.638 ^a	1	.006		
Continuity Correction ^b	6.127	1	.013		
Likelihood Ratio	8.254	1	.004		
Fisher's Exact Test				.008	.006
Linear-by-Linear Association	7.595	1	.006		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.21.

b. Computed only for a 2x2 table

Table D 6: Involvement in Extra-Curricular Activities * Insulting

			Insulting		Total
			yes	no	
Participation in Extra-Curricular Activities	YES	Count	3	90	93
		Expected Count	16.2	76.8	93.0
	NO	Count	28	57	85
		Expected Count	14.8	70.2	85.0
Total		Count	31	147	178
		Expected Count	31.0	147.0	178.0

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	27.265 ^a	1	.000		
Continuity Correction ^b	25.238	1	.000		
Likelihood Ratio	30.375	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	27.112	1	.000		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.80.

b. Computed only for a 2x2 table

Table D 7: Involvement in Extra-Curricular Activities * Rudeness

			Rudeness		Total
			yes	no	
Participation in Extra-Curricular Activities	YES	Count	2	91	93
		Expected Count	6.3	86.7	93.0
	NO	Count	10	75	85
		Expected Count	5.7	79.3	85.0
Total		Count	12	166	178
		Expected Count	12.0	166.0	178.0

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.529 ^a	1	.011		
Continuity Correction ^b	5.089	1	.024		
Likelihood Ratio	7.007	1	.008		
Fisher's Exact Test				.015	.011
Linear-by-Linear Association	6.492	1	.011		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.73.

b. Computed only for a 2x2 table

Table D 8: Involvement in Extra-Curricular Activities * Absenteeism

			Absenteeism		Total
			yes	no	
Participation in Extra-Curricular Activities	YES	Count	15	78	93
		Expected Count	24.0	69.0	93.0
	NO	Count	31	54	85
		Expected Count	22.0	63.0	85.0
Total		Count	46	132	178
		Expected Count	46.0	132.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.589 ^a	1	.002		
Continuity Correction ^b	8.557	1	.003		
Likelihood Ratio	9.712	1	.002		
Fisher's Exact Test				.002	.002
Linear-by-Linear Association	9.535	1	.002		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.97.

b. Computed only for a 2x2 table

APPENDIX E: Chi-square tests on Involvement in Specific Extra-Curricular Activities and Offences Committed by Pupils

Table E 1: Drinking alcohol * Sports

			Sports		Total
			Yes	No	
Drinking alcohol	yes	Count	0	11	11
		Expected Count	4.2	6.8	11.0
	no	Count	68	99	167
		Expected Count	63.8	103.2	167.0
Total		Count	68	110	178
		Expected Count	68.0	110.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.248 ^a	1	.007		
Continuity Correction ^b	5.626	1	.018		
Likelihood Ratio	11.033	1	.001		
Fisher's Exact Test				.007	.004
Linear-by-Linear Association	7.207	1	.007		
N of Valid Cases ^b	178				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.20.

b. Computed only for a 2x2 table

Table E 2: Dodging classes * Sports

			Sports		Total
			Yes	No	
Dodging classes	Yes	Count	17	45	62
		Expected Count	23.7	38.3	62.0
	No	Count	51	65	116
		Expected Count	44.3	71.7	116.0
Total		Count	68	110	178
		Expected Count	68.0	110.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.686 ^a	1	.030		
Continuity Correction ^b	4.011	1	.045		
Likelihood Ratio	4.804	1	.028		
Fisher's Exact Test				.036	.022
Linear-by-Linear Association	4.659	1	.031		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.69.

b. Computed only for a 2x2 table

Table E 3: Dodging classes * Jets

			Jets		Total
			Yes	No	
Dodging classes	yes	Count	4	58	62
		Expected Count	11.5	50.5	62.0
	no	Count	29	87	116
		Expected Count	21.5	94.5	116.0
Total		Count	33	145	178
		Expected Count	33.0	145.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.204 ^a	1	.002		
Continuity Correction ^b	8.017	1	.005		
Likelihood Ratio	10.568	1	.001		
Fisher's Exact Test				.002	.001
Linear-by-Linear Association	9.153	1	.002		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.49.

b. Computed only for a 2x2 table

Table E 4: Dodging classes * Drugs

			Drugs		Total	
			Yes	No		
Dodging classes	yes	Count	1	61	62	
		Expected Count	5.2	56.8	62.0	
	no	Count	14	102	116	
		Expected Count	9.8	106.2	116.0	
Total			Count	15	163	178
			Expected Count	15.0	163.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.724 ^a	1	.017		
Continuity Correction ^b	4.450	1	.035		
Likelihood Ratio	7.228	1	.007		
Fisher's Exact Test				.021	.012
Linear-by-Linear Association	5.692	1	.017		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.22.

b. Computed only for a 2x2 table

Table E 5: Dodging classes * Anti-AIDS

			Anti-AIDS		Total
			Yes	No	
Dodging classes	yes	Count	3	59	62
		Expected Count	8.7	53.3	62.0
	no	Count	22	94	116
		Expected Count	16.3	99.7	116.0
Total		Count	25	153	178
		Expected Count	25.0	153.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.679 ^a	1	.010		
Continuity Correction ^b	5.560	1	.018		
Likelihood Ratio	7.746	1	.005		
Fisher's Exact Test				.012	.006
Linear-by-Linear Association	6.642	1	.010		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.71.

b. Computed only for a 2x2 table

Table E 6: Fighting * Sports

			Sports		Total
			Yes	No	
Fighting	yes	Count	0	11	11
		Expected Count	4.2	6.8	11.0
	no	Count	68	99	167
		Expected Count	63.8	103.2	167.0
Total		Count	68	110	178
		Expected Count	68.0	110.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.248 ^a	1	.007		
Continuity Correction ^b	5.626	1	.018		
Likelihood Ratio	11.033	1	.001		
Fisher's Exact Test				.007	.004
Linear-by-Linear Association	7.207	1	.007		
N of Valid Cases ^b	178				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.20.

b. Computed only for a 2x2 table

Table E 7: Insulting * Sports

			Sports		Total
			Yes	No	
Insulting	yes	Count	2	29	31
		Expected Count	11.8	19.2	31.0
	no	Count	66	81	147
		Expected Count	56.2	90.8	147.0
Total		Count	68	110	178
		Expected Count	68.0	110.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16.029 ^a	1	.000		
Continuity Correction ^b	14.442	1	.000		
Likelihood Ratio	19.673	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	15.939	1	.000		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.84.

b. Computed only for a 2x2 table

Table E 8: Insulting * Jets

			Jets		Total
			Yes	No	
Insulting	yes	Count	0	31	31
		Expected Count	5.7	25.3	31.0
	no	Count	33	114	147
		Expected Count	27.3	119.7	147.0
Total		Count	33	145	178
		Expected Count	33.0	145.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.543 ^a	1	.003		
Continuity Correction ^b	7.121	1	.008		
Likelihood Ratio	14.128	1	.000		
Fisher's Exact Test				.002	.001
Linear-by-Linear Association	8.495	1	.004		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.75.

b. Computed only for a 2x2 table

Table E 9: Insulting * Anti-AIDS

			Anti-AIDS		Total
			Yes	No	
Insulting	yes	Count	0	31	31
		Expected Count	4.4	26.6	31.0
	no	Count	25	122	147
		Expected Count	20.6	126.4	147.0
Total		Count	25	153	178
		Expected Count	25.0	153.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.134 ^a	1	.013		
Continuity Correction ^b	4.806	1	.028		
Likelihood Ratio	10.395	1	.001		
Fisher's Exact Test				.009	.006
Linear-by-Linear Association	6.099	1	.014		
N of Valid Cases ^b	178				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.35.

b. Computed only for a 2x2 table

Table E 10: Cheating * Scripture Union

			Scripture Union		Total
			Yes	No	
Cheating	yes	Count	1	4	5
		Expected Count	.0	5.0	5.0
	no	Count	0	173	173
		Expected Count	1.0	172.0	173.0
Total		Count	1	177	178
		Expected Count	1.0	177.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	34.795 ^a	1	.000		
Continuity Correction ^b	8.203	1	.004		
Likelihood Ratio	7.354	1	.007		
Fisher's Exact Test				.028	.028
Linear-by-Linear Association	34.600	1	.000		
N of Valid Cases ^b	178				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .03.

b. Computed only for a 2x2 table

Table E 11: Rudeness * Sports

			Sports		Total
			Yes	No	
Rudeness	yes	Count	1	11	12
		Expected Count	4.6	7.4	12.0
	no	Count	67	99	166
		Expected Count	63.4	102.6	166.0
Total		Count	68	110	178
		Expected Count	68.0	110.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.863 ^a	1	.027		
Continuity Correction ^b	3.601	1	.058		
Likelihood Ratio	5.955	1	.015		
Fisher's Exact Test				.031	.022
Linear-by-Linear Association	4.835	1	.028		
N of Valid Cases ^b	178				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.58.

b. Computed only for a 2x2 table

Table E 12: Absenteeism * Anti-AIDS

			Anti-AIDS		Total
			Yes	No	
Absenteeism	yes	Count	2	44	46
		Expected Count	6.5	39.5	46.0
	no	Count	23	109	132
		Expected Count	18.5	113.5	132.0
Total		Count	25	153	178
		Expected Count	25.0	153.0	178.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.832 ^a	1	.028		
Continuity Correction ^b	3.809	1	.051		
Likelihood Ratio	5.890	1	.015		
Fisher's Exact Test				.027	.019
Linear-by-Linear Association	4.805	1	.028		
N of Valid Cases ^b	178				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.46.

b. Computed only for a 2x2 tables