

**THE INFLUENCE OF MANAGEMENT OF GAMES AND SPORTS
IN PRIMARY SCHOOLS ON LEARNERS' PARTICIPATION
IN SPORTS ACTIVITIES IN NAMUTUMBA
TOWN COUNCIL, NAMUTUMBA DISTRICT,
UGANDA**

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION,
FACULTY OF SCIENCE AND EDUCATION IN PARTIAL FULFILLMENT
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DECLARATION

I, Naisikwe Christine, hereby do declare that this research report is my original work. I am sure nobody has ever submitted it to any institution of higher learning for any award except for the case of related literature review from earlier works relevant to my topic of study.

Sign:..... Date: 09.09.2024.....

NAISIKWE CHRISTINE

APPROVAL

This piece of work has been under my supervision and now it is ready to be submitted to the Department of Education of Busitema University for award of Bachelor of Education Primary Degree.

Signature:

Date:

10th September, 2024

MR. MUGOYA LIVINGSTONE
SUPERVISOR

DEDICATION

This has been such a tedious course that I must thank God for His Grace and providence to my, family and I and all students of the BEP programme.

It is on this note that I wholly dedicate this work to my beloved husband, children and my parents. I cannot forget friends, relatives, colleagues at work and fellow students for their moral, spiritual and social support. Without their positive company, I could not make it to this level.

ACKNOWLEDGEMENT

For sure, God knows and pursues his purpose for me and family. Glory and honour to His Holy name!

To come up with this kind of work with all the hurdles of life surrounding the process gives a reason for one to sigh at the end.

However, every successful activity in life involves the effort of more than one person. This gives the testimony of the saying, “Two heads and better than one.”

I would like in the first place to acknowledge the courage, wisdom and the spirit of optimism possessed by *Mr. Mugoya Livingstone*, my supervisor. He is not only a lecturer but also a father.

It would be cheating for me to leave out our dear class coordinators. Their ardent spirit of pursuit enabled us to come to the successful end of the course. May God bless them!

Our dear Lecturers were adept team managers, coaches and committed referees in this academic match. I acknowledge and honour their effort and spirit of sacrifice. Surely, “The nation is, because are.”

Finally, I acknowledge the works of the earlier researchers from which I generated the related literature. Their work gave good direction and actually placed my research piece in a positive position.

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ABSTRACT

The influence of management of games and sports on learners' participation in sports has evolved over time. In ancient civilizations, games and sports were basically organized for religious festivals. As sports became more popular and professional, the need for specialized management structures grew. In the mid-20th century, professional sports leagues were established and teams began to employ full-time managers to oversee operations. These managers were responsible for tasks such as player recruitment, team strategy and financial management.

The purpose of this study was to explore the influence of management of games and sports in primary schools on the level of participation of learners in games and sports activities with the objectives of investigating challenges hindering learner participation in sports and finding out viable ways of enhancing talent development among learners.

The study was conducted in Namutumba Town Council covering five primary schools two of which were private schools. Significantly, the study was expected to provide new information and knowledge about primary school learners' participation in games and sports activities, inform the school management bodies and policy makers on current practice and better plans to enhance learners' participation development of talents among primary school children and stimulates scholars to conduct further research on involvement of learners in planning and implementation of sports programmes in schools.

In the data collection process, the experimenter used descriptive research design, also known as *quantitative research* in this study. The population that researcher studied involved pupils, teachers and school administrators from five primary schools in Namutumba Town Council. The researcher used purposive and random sampling methods to select the 125 respondents of the study to who he administered both open and closed ended survey questionnaires to measure the main concepts of the study.

After careful analysis and vivid interpretation of data, the findings of the study revealed that participation of learners in Namutumba Town Council in sports was very low. They majorly participated in fulfillment of the government sports policy. The low participation levels in sports according to the findings had been influenced by concentrated academic workloads, congested time table, lack of motivation, inadequate funding, inadequate sports facilities, and sluggish implementation of sports policy hence poor planning of games and sports programmes.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

This first chapter of this report presents the background information of the study and statement of the problem that captivated the researcher to conduct the study. It also presents the purpose, objectives, the scope, significance and conceptual framework of the study.

1.2 Background

1.2.1 Conceptual background

The influence of management of games and sports on learners' participation in sports activities in schools is very complex and multifaceted phenomenon. The major concept in this area is the idea of '**transactional leadership**' which postulates that effective leaders do motivate their followers by providing them with clear goals, feedback and recognition hence creating a positive work environment.

In the context of sports the implication here is that coaches and other team leaders should strive to instill supportive and inclusive team culture in order to encourage active participation and collaboration among players.

The other important concept is the idea of '**self-determination theory**,' which suggests that individuals are more likely to engage in activities that allow the feeling of freedom of autonomy, competence and relatedness.

In the context of games and sports this means that the management of sports should endeavor to provide players with opportunities to own their learning and development. In this essence, they can feel a sense of mastery over their skills hence developing strong social connections with teammates.

On the same note, practical considerations such as the availability and accessibility of facilities and equipment, as well as quality coaching and instruction impact significantly on the level of engagement motivation of learners to participate actively in games and sports in schools.

1.2.2 Historical background

The influence of management of games and sports on learners' participation in sports has evolved over time. In ancient civilizations, games and sports were basically organized for religious festivals. It was also a means of training warriors.

However, as societies developed, the role of managing games and sports activities became more demanding.

In this modern era, the influence of management of games and sports can be traced way back to the late 19th and 20th centuries when organized sports began to take place. During this period, sports were basically managed by amateur clubs.

As sports became more popular and professional, the need for specialized management structures grew. In the mid-20th century, professional sports leagues were established and teams began to employ full-time managers to oversee operations. These managers were responsible for tasks such as player recruitment, team strategy and financial management.

1.2.3 Contextual background

The management of games and sports plays a crucial function in influencing learners' participation in sports. Effective management enhances the overall experience of sports leading to increased participation and positive impact on development of talents.

Contextually, well-organised management structures can provide a positive environment for learners to engage in sports activities. Well-organised structures include roles and responsibilities, efficient communication channels, and a fair decision making process.

Quality coaching and training of learners in games and sports can motivate learners hence improving on their skills performance. Well-designed training programmes cater for the needs of learners hence making them more engaged and committed to their sports activities in school.

Another crucial factor to the success of games and sports activities is the availability of suitable facilities and equipment. Facilities include well-maintained playgrounds, and essential training equipment. Learners are more likely to participate and thrive in their chosen sports activities if there are quality facilities.

1.3 Problem statement:

Games and sport are essential for development of physical, social, emotional, cognitive and academic well-being of learners. Kaimenyi and Rintaugu (2014) support this when they reported the number of benefits students gain through participating in sports as improving their physical and psychosocial health wellbeing, obeying social rules, enhance confidence and self-esteem, provide social interaction, offer opportunity of education in sports career, learn how to deal with failure and difficulties, develop life skills and fun. However, number of students' participation in games and sports in primary schools in Namutumba Town Council is very low. This leaves the question in the mind of any concerned stakeholder whether it is the

management of games and sports contributing to these low rates of participation learners in games and sports activities.

1.3 The Purpose of the Study:

The purpose of this study was to explore the influence of management of games and sports in primary schools on the level of participation of learners in games and sports activities.

1.4 Objectives of the study:

1. To explore the influence of management of games and sports in primary schools on learners' participation in sports activities in Namutumba Town Council.
2. To investigate challenges that hinder learners' participation on games and sports activities.in primary schools in Namutumba Town Council.
3. To propound viable ways of enhancing development of sports talents among school children in Namutumba Town Council

1.5 Hypotheses:

1. *Alternative Hypothesis:* There is a relationship between the management of games and sports in schools and participation of learners in games and sports activities.
2. *The Null hypothesis:* There is no relationship between the management of games and sports in schools and participation of learners in games and sports activities.

1.6 Research questions:

1. How does management of games and sports influence participation of learners in games and sports?
2. What could be the challenges limiting the level of participation of learners in games and sports in schools?
3. What could be the possible strategies of enhancing the development of talents of children in the primary school setting?

1.7 Scope of the study:

The study covered five schools in Namutumba Town Council i.e. Namutumba Primary School, Buwambi Primary School, Namutumba Modern Primary School, Victoria Primary School and Wampa Primary School. Each school had a population of 1 administrator, 4 teachers and 20 pupils examined.

1.8 Significance of the study:

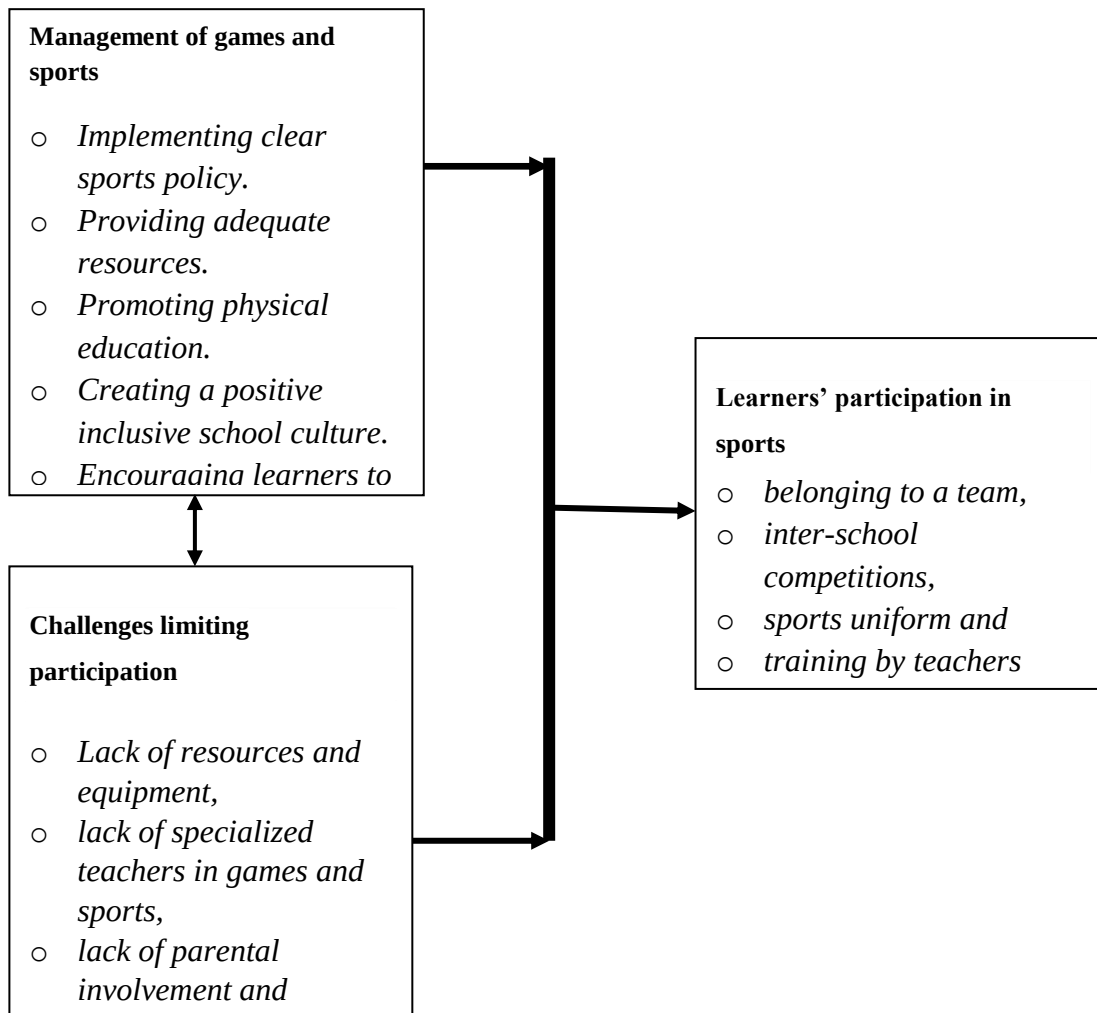
This study is important in the following ways;

- a. Provides new information and knowledge about primary school learners' participation in games and sports activities.
- b. Informs the school management bodies and policy makers on current practice and better plans to enhance learners' participation development of talents among primary school children.
- c. Stimulates scholars to conduct further research on involvement of learners in planning and implementation of sports programmes in schools.

1.9 Conceptual framework

To test cause-and-effect relationship, the researcher identified **management of games and sports** and **Learners' participation in sports**. Here, the expected cause - *management of games and sports*, was the independent variable measured as *lack of resources and equipment, lack of specialized teachers in games and sports, lack of parental involvement and lack of training of learners in sports* while the expected effect - *Learners' participation in sports*, was the dependent variable measured as *belonging to a team, inter-school competitions, sports uniform and training by teachers*, as shown on the conceptual framework below:

Figure 1: The diagrammatic relationship between management of games and sports, challenges hindering participation and ways of enhancing development of talents.



Adapted from: [Wanippol Mahaarcha](#) (2010), and modified by the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This second chapter of the study reviews related literature from other studies conducted on the same or related topic. It captures conceptual, theoretical, and objective by objective and hypotheses review.

2.2 Conceptual review

The influence of management of games and sports on learners' participation is very complex. The major concept here is the idea of '**transactional leadership**' which postulates that effective leaders do motivate their followers by providing them with clear goals, feedback and recognition hence creating a positive work environment.

The concept of '**transactional leadership**' also known as '**managerial leadership**' was postulated by an American management theorist, **Doglas McGregor** in 1960s.

In the context of sports the implication here is that coaches and other team leaders should strive to build supportive and inclusive team culture in order to encourage active participation and collaboration among players.

Games and sports management in primary schools is essential for promoting learner participation and engagement in physical education activities.

2.3 Theoretical review

The relationship between games and sports management and learner participation in sports is complex and multifaceted. Effective management can significantly influence participation rates while poor management can deter. So, understanding and application of relevant theoretical frameworks by school managers can create motivating, accessible and positive experiences that encourage lifelong engagement in sports activities.

2.3.1 Self-Determination Theory:

Self-Determination Theory was postulate by **Edward L. Deci** and **Rechard M. Ryan**. The duo developed this theory in the 1970s.

According to this theory, individual are motivated by three basic needs; autonomy, competence and relatedness. With autonomy, learners have choice and control over their sporting experiences.

They can choose preferred activities and set goals. Competence on the other hand offers opportunity for learners to develop and master skills in structures training as relatedness fosters a sense of belonging and community through team-building activities.

Moran (2017) articulates that, participating in sports can be influenced by either extrinsic or intrinsic motivations; extrinsically, the participants 'interest is derived from outside sources of arousal. This can be either by tangible (material) rewards like cash awards, trophies and medals or intangible rewards, which include praise, recognition and achievement. Intrinsically, the desire to participate is derived from within a participant, including enjoying performances and desire to overcome challenges in executing skills repeatedly. He backs it up by saying students should be motivated to participate in sports from young ages through encouragements and learning different sports' skills in schools, colleges and universities. Also having good quality of sports programme, competent personnel, enough facilities and favourable timetable may attract more students to participate in the university sports.

2.3.2 Social Cognitive Theory:

The social cognitive theory by Albert Bandura offers light to the study because it highlights the role of environmental factors in shaping behaviour.

Games and sports management can influence access by providing affordable and accessible facilities and equipment, offer flexible schedules and create inclusive environment. This will ignite observational learning, self-efficacy and motivation.

2.3.3 Objective by objective review of related literature:

Objective i: *To explore the influence of management of games and sports in primary schools on learners' participation in sports activities.*

Haycock (2015) and Thivel et al (2018) support that, students' effective participation in sports can be determined by considering frequency, intensity, duration, and context of training session. The intensity of work in a session should vary from moderate to vigorous. All personnel should know how is very important to supervise in exercising by making sure that, participants get required quality of exercise.

Still on management of sports, Martin, Bruner, Eys and Spink (2014), pointed out that, positive sports environment is formed by group cohesion which is characterized by mutual benefit, sharing of common fate, understanding of their roles and presence of quality

communication. He said quality communication is characterized by direct interaction between members and not through others will also influence others to interact and be motivated to do sports. And he recommended that it is therefore very important for university sports personnel to guide their participants to work together all the time and avoid unnecessary conflicts. This recommendation is very applicable even in the primary school setting.

Objective ii: *To investigate challenges that hinder learners' participation on games and sports activities in primary schools.*

Kaimenyi and Rintaugu (2014) in their study argued that, motives to participate in sports can be hindered by some constraints including interpersonal intrapersonal, psychosocial problems and social environment. They hinted that some constraints can reduce the strength of desire and motivation which makes an individual participate in a particular sport activity. They further added that students with problems in controlling their emotions will hardly do sporting activity effectively especially teams.

On time constraint and curriculum congestion, Kay and Jackson (1991) noted that, factors like academic workloads and others may not always constrains students' participation in sports but may only affect the level of participation. This means that students' time is spent and shared between academic issues and extra - curricular activities including sports.

Emiola (1994) in his study revealed that, academicians in the universities consider sports as entertainment activity which does not mix with academic issues. This is evidenced by tight academic time table lectures starting from 8.00am to 8.00pm Monday to Friday, with laboratory sessions scheduled on Saturdays. Some Universities tried to set Wednesday's afternoon for Sports, however, some lecturers fixed their lectures at that particular time and tell students to choose between sports and their degree which is very discouraging habit. In the experience of the researcher, this challenge precipitates even in primary schools.

Objective iii: *To propound viable ways of enhancing development of sports talents among school children.*

Extrinsically, students can be attracted to participate in sports by offering tangible awards like cash awards, trophies and medals, or intangible awards such as praising and recognition of achievement. Accordingly, behavior of effective participation in sporting activity is more caused by intrinsic rather than extrinsic motivation.

Carol and Alexandris, (1997) added that, quality of sports facilities, is among of the external motivations that attempts to help individuals acquire an optimum level of

stimulation or arousals. The researcher is in opinion that it is important for universities to seek different ways of attracting more players; including adequate facilities, equipment and rewarding those who have shown good performance at different levels of sports competitions.

Heke et al (2016) in their study about social environment influencing adolescents in doing physical activity pointed out that, there should be a guidance to handle frustration on the field, having fair play, team working, respect teammates, help each other in learning skills, create team moral and cohesion, enjoying together when playing, building confidence and self- esteem. They said learners should also be guided to possess these good qualities of players to make sports environment attract more participants.

Research on the impact of financial barriers on sports participation (Holt, 2016) underscores the need for accessible and affordable programs. He said effective sports management involves strategies to mitigate financial constraints and promote inclusivity.

2.4 Hypotheses review:

The alternative hypothesis of the study states that there is a relationship between the management of games and sports in schools and participation of learners in games and sports activities.

Walking in line with this hypothesis, **Don Hallison (2011)**, emphasizes the importance of creating a positive and inclusive learning environment. He argues that effective sports management directly influences learners' motivation and continued participation.

Peter E. C Smith and Maureen R. Weiss (2004) in their research on youth sport motivation highlighted the significance of perceived competence and enjoyment. Their work suggests that sports programmes managed with an emphasis on skill development, fair play, and fun are more likely to foster long-term participation.

As if that is not enough, **Multidimensional Model of Leadership (1978, 2001)** is widely recognized in sports management. It posits that effective leadership, characterized by clear communication, athlete involvement in decision-making and positive reinforcement, contributes significantly to athlete satisfaction and participation.

On the other note, **John Humphreys (2016)**, in his work on sports governance, argues that transparent and accountable management practices within sports organizations build trust and confidence among participants. He said that in turn could lead to increased participation and stakeholder satisfaction.

In this study, the null hypothesis suggests that there is no relationship between the management of games and sports in schools and participation of learners in games and sports activities.

It is quite challenging to find out literature directly arguing that there is no relationship between management of sports and learner participation in sports. However, on perspective, **Jay Coakley**, the author of “**Sports in Society**” critiques the performance ethics in youth sports. They say over emphasis on professionalized sports management models, focused on talent identification and elite performance can overshadow the importance of broad-based participation among those who don’t feel good enough at a young age.

David Andrews in his research “ Sports, Business and the State” and **Carlene Weaving** “Sports and Equity” highlight how certain management practices like high participation fees, complex registration process can create barriers for learners from low income backgrounds.

Decorsy, Ryan and **Deci** in their Self-Determination Theory argue that management practices that over emphasis external rewards like trophies and scholarships or pressure from coaches can undermine intrinsic motivation leading to some learners dropping out.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter simply outlays and gives brief explanations of the research design, study population, sampling strategies, sample size, study instruments and study procedures the researcher used. The other aspects in this chapter include data management, data analysis, study limitations and ethical considerations.

3.2 Research Design

The experimenter used descriptive research design, also known as *quantitative research* in this study. This involved selection of a sample of respondents and administering questionnaires and conducting guided interviews to gather data on variables of interest (management of games and sports and learners' participation in sports).

It was an in-depth research design that enabled the researcher to accurately and systematically describe the characteristics of the population under study. With it, the researcher also used a wide variety of research methods such as *surveys*, to investigate the variables and collect data that was used to answer a broad range of *what*, *when* and *how* questions about the influence of ,management of games and sports on learners' level of participation in games and sports in Namutumba Town Council.

Descriptive research made analysis of data from non-quantified research easy while implementing qualitative methods. This approach was also multifaceted as it incorporated different research designs like quantitative research and saved time.

3.3 Study population

The population that researcher studied involved pupils, teachers and school administrators. The investigator chose those categories of respondents because they were part of the community where the problem under study prevailed.

There were five (5) schools that the researcher covered. In those schools, the study covered at least 1 school administrator, 4 teachers and 20 pupils of P. 4- P. 7 classes from each school.

3.4 Sampling strategies:

The researcher used purposive sampling to the respondents for the study. The reason for this strategy was to handle specific respondents to generate best information required from the study. The main goal here was to focus on particular characteristics of a population that were of interest. The consequence here was that those focus groups would answer the questionnaires quite accurately due to the experience they possessed.

The researcher also used random sampling for teachers in each school of study. 4 teachers were randomly selected to participate from the total staff available in each school.

3.5 Sample size

Given the fact that this study had specific target populations, the researcher created the sample through a non-probability sampling method. The target sample size the researcher examined was 125 participants. Categorization had been indicated in the study population slot above.

3.6 Instruments of data collection

To collect reliable data, the researcher employed both open and closed ended survey questionnaires to measure the main concepts of the study.

3.7 Pre-testing

The survey questionnaires were pre-tested through debriefing of respondents by running a survey on a few respondents who were not part of the study before the actual survey on the entire sample population. This helped the researcher to determine if the respondents understood the questions.

The questionnaire pretest procedure used a cognitive interviewing approach in order to provide a view of how respondents process questionnaire responses. The researcher conducted cognitive interview by administering verbal probes. The concurrent probing and concurrent 'think aloud' techniques were very useful for pretesting by telephone which helped to save resources.

3.8 Procedures

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

The data collection process started with determining the kind of data required followed by the selection of a sample from the selected population. After that, the researcher used survey questionnaires and face-to-face interviews.

3.9 Data management and data analysis

Data processing generally started with edition and coding of data. Editing involved checking the data collection forms for any omissions, legibility and consistency in classification.

The researcher used *cross-frequency tabulation using percentages*, and *graphs*.

3.10 Hypotheses testing

The hypotheses testing procedure was done in Chapter 4 and 5, where the alternative hypothesis was accepted. The researcher had to use response factors to deduce statistical significance which enabled him to prove the alternative hypothesis better than the null hypothesis. Higher percentages in table 1 show participants suggesting influence of management of games and sports on learners' participation in sports.

3.10 Limitations of the study:

This essential piece of work faced the following limitations:

Being a practicing teacher, pressure from work also consumed much of the time that would be dedicated to the research project.

Contact space with the supervisor was big as some areas which needed face-to-face meetings were hard to handle.

The time given to the entire research process after examinations was also very limited.

3.11 Ethical Consideration

During the study, ethical issues including, informed consent, privacy and confidentiality were taken into account.

The researcher adhered to the ethics of conducting research by ensuring that, all respondents' informed consent was sought in advance prior the study.

The respondents were assured of their freedom to participate in the study.

The respondents were also informed that, the information they gave was strictly for academic purposes and data obtained were treated as private and confidential. Also, respondents were informed not to indicate their names anywhere to ensure their confidentiality.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This fourth chapter of this study comprises data analysis, presentation of results and discussion of findings. The findings of the study were drawn from five primary schools.

The analysis and discussion process of findings was guided by the objectives and questions set for the study.

4.2 Data analysis

The researcher used a combination of tables, percentages and graphs to process the raw data. The researcher found them helpful in organizing, summarizing, visualizing and understanding the data leading meaningful conclusions.

Research question 1: *How does the management of games and sports in primary schools influence learners' participation in sports activities in Namutumba Town Council?*

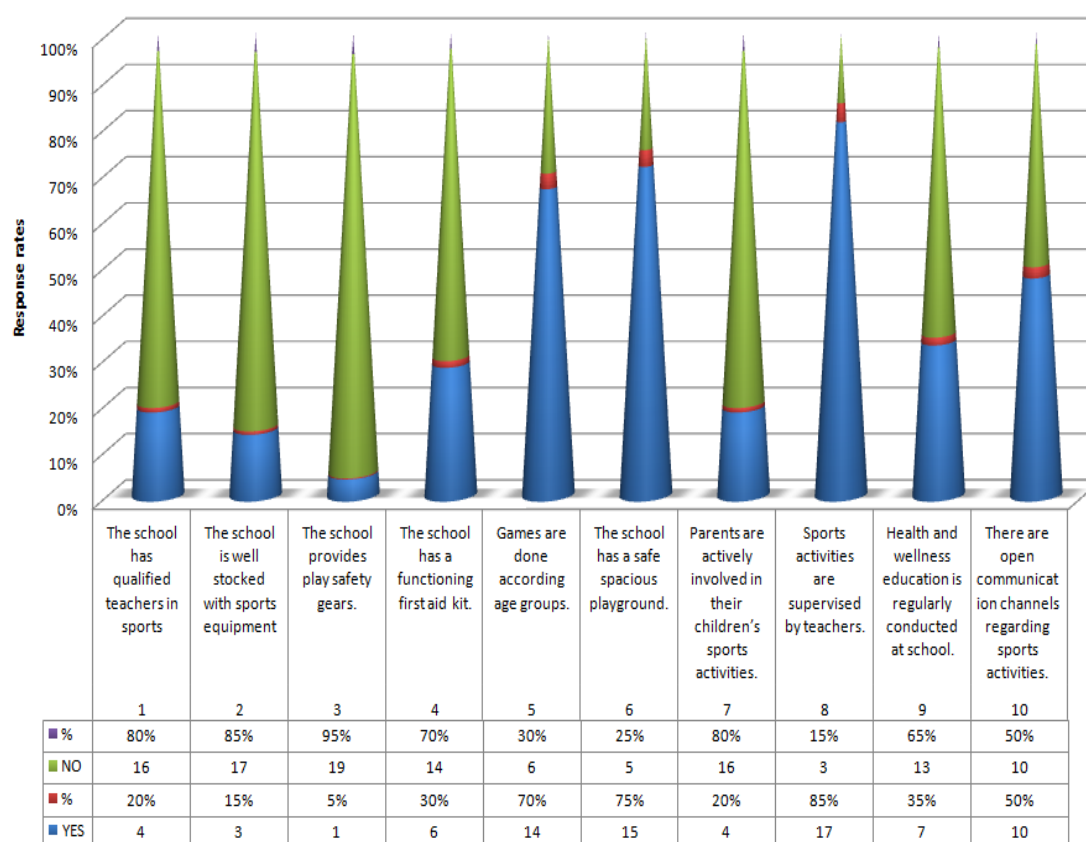
This item was aimed at finding out the extent to which management of games and sports influence learners to participate in sports activities in the area of study. Factors surrounding learners' participation in sports activities were responded by (a) 20 teachers

Table 1: (a) Responses from teachers

S/N	<i>Factors influencing learners' participation in sports</i>	YES	%	NO	%
1	The school has qualified teachers in sports	04	20%	16	80%
2	The school is well stocked with sports equipment	03	15%	17	85%
3	The school provides play safety gears.	01	05%	19	95%
4	The school has a functioning first aid kit.	06	30%	14	70%
5	Games are done according age groups.	14	70%	06	30%
6	The school has a safe spacious playground.	15	75%	05	25%
7	Parents are actively involved in their children's sports activities.	04	20%	16	80%
8	Sports activities are supervised by teachers.	17	85%	03	15%
9	Health and wellness education is regularly conducted at school.	07	35%	13	65%
10	There are open communication channels regarding sports activities.	10	50%	10	50%

Source: Primary Data

Graph 1 (a): Factors Influencing Learners' Participation In Sports



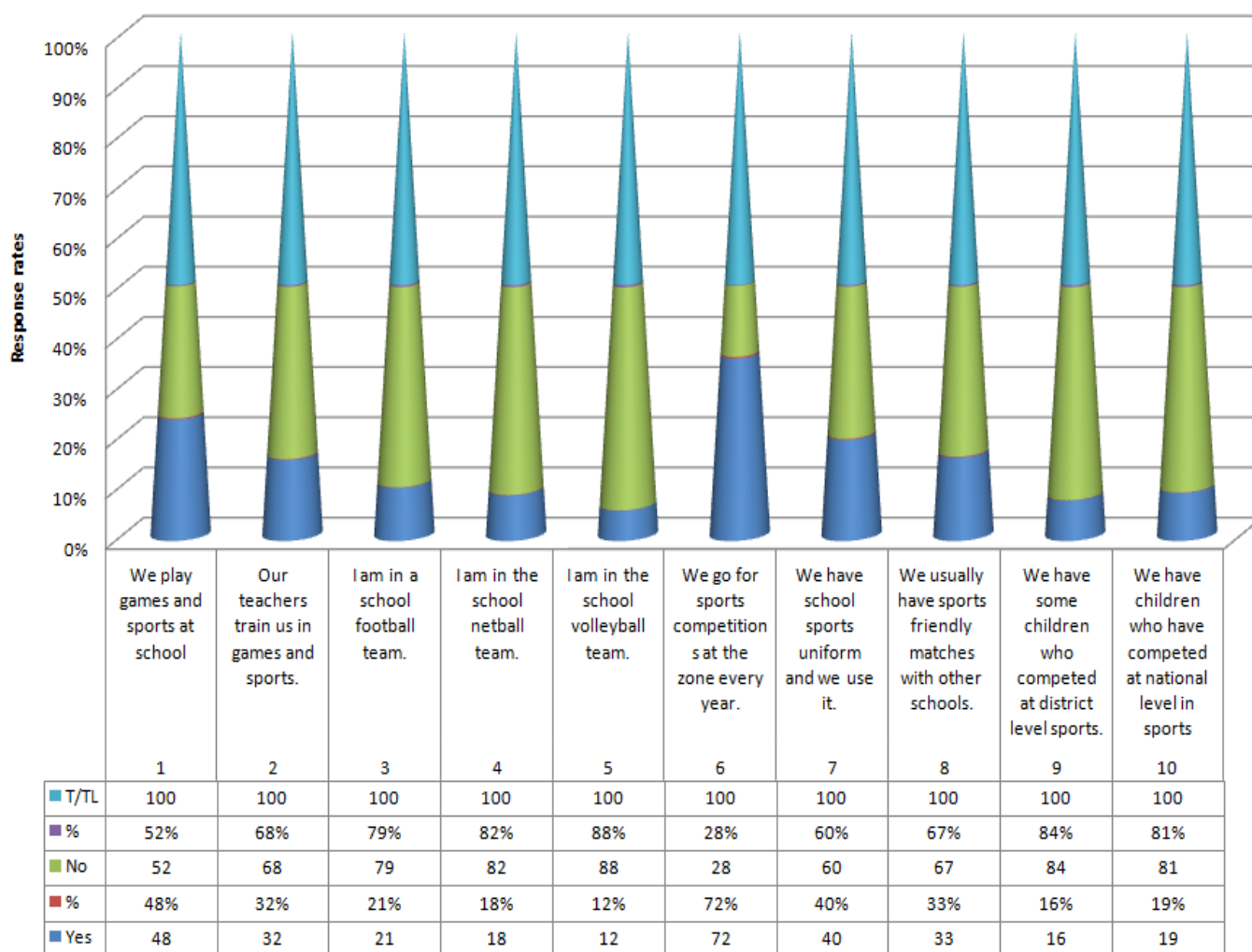
Source: Primary Data

Table 1: (b) Responses from 100 learners;

S/N	Factors influencing learners' participation in sports	Yes	%	No	%	T/TL
1	We play games and sports at school	48	48%	52	52%	100
2	Our teachers train us in games and sports.	32	32%	68	68%	100
3	I am in a school football team.	21	21%	79	79%	100
4	I am in the school netball team.	18	18%	82	82%	100
5	I am in the school volleyball team.	12	12%	88	88%	100
6	We go for sports competitions at the zone every year.	72	72%	28	28%	100
7	We have school sports uniform and we use it.	40	40%	60	60%	100
8	We usually have sports friendly matches with other schools.	33	33%	67	67%	100
9	We have some children who competed at district level sports.	16	16%	84	84%	100
10	We have children who have competed at national level in sports	19	19%	81	81%	100

Source: Primary Data

Graph 1 (b): Factors influencing learners' participation in sports



Source: Primary Data

Research question 2: *What challenges could be limiting learners to participate fully in games and sports activities in primary schools in Namutumba Town Council?.*

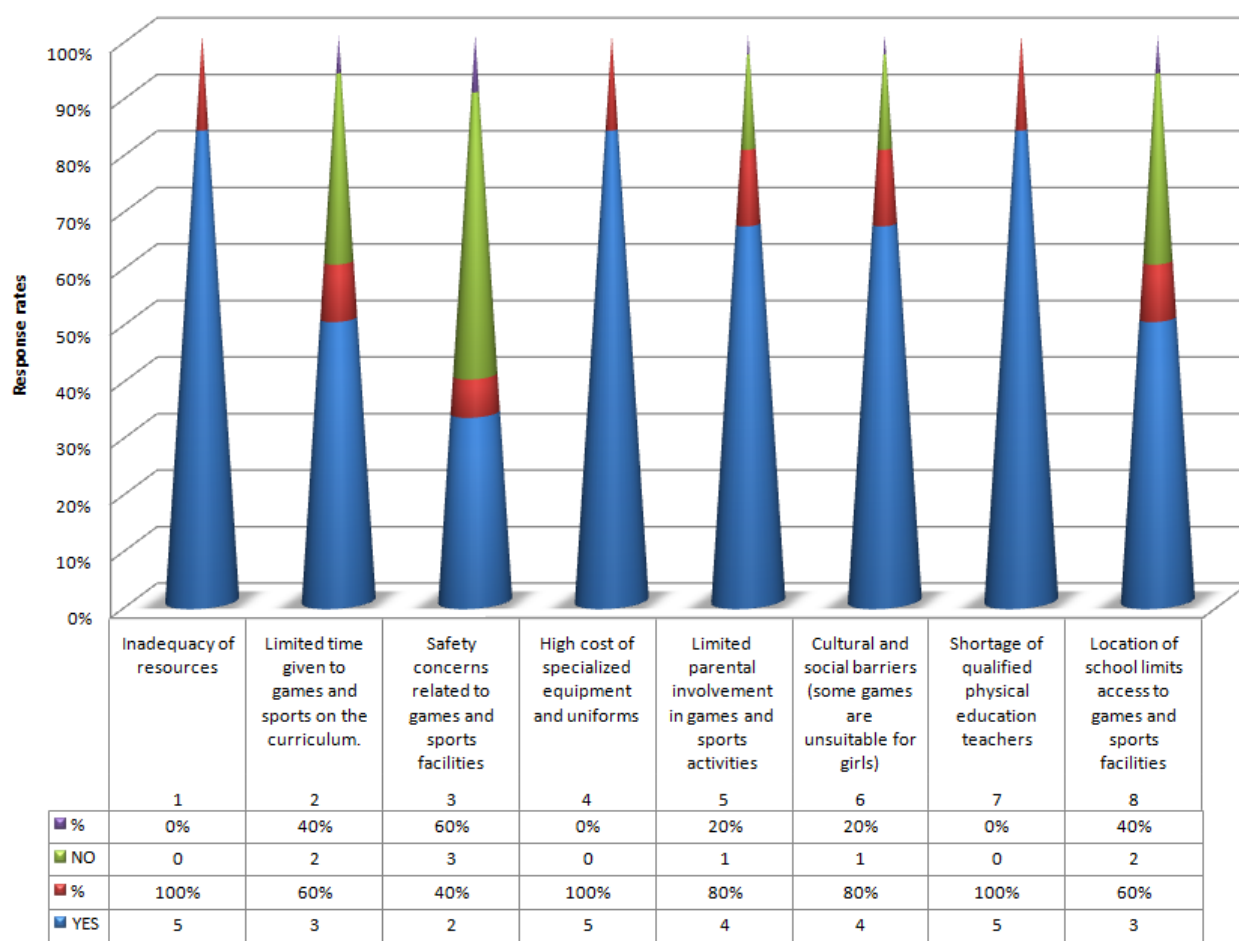
The aim for this item was find out *challenges could be limiting learners to participate fully in games and sports activities* in the area of study. This challenge was responded by five (5) administrators.

Table 2 (a): Responses from school administrators

S/N	<i>Factors limiting learners' participation in games and sports</i>	YES	%	NO	%
1	Inadequacy of resources	05	100%	00	00%
2	Limited time given to games and sports on the curriculum.	03	60%	02	40%
3	Safety concerns related to games and sports facilities	02	40%	03	60%
4	High cost of specialized equipment and uniforms	05	100%	00	00%
5	Limited parental involvement in games and sports activities	04	80%	01	20%
6	Cultural and social barriers (some games are unsuitable for girls)	04	80%	01	20%
7	Shortage of qualified physical education teachers	05	100%	00	00%
8	Location of school limits access to games and sports facilities	03	60%	02	40%

Source: Primary Data

Graph (c): Factors limiting learners' participation in games and sports



Research Question 3: *What could be viable ways of enhancing development of sports talents among school children in Namutumba Town Council?*

Table 3: Responses from school administrators

S/N	Viable ways of enhancing learners' participation in games and sports	YES	%	NO	%
1	My school effectively implements the national school's curriculum	03	60%	02	40%
2	The school management sufficiently allocates resources for sports	02	40%	03	60%
3	My school sports playground is ever well maintained.	02	40%	03	60%
4	As a manager, I send teachers for training in games and sports.	02	40%	03	60%
5	Teachers have access to training manuals and first aid resources	02	40%	03	60%
6	We often identify and nurture talents in games and sports.	03	60%	02	40%
7	We always participate in inter-school and district sports events.	05	100%	00	00%
8	The school is in partnership with NGOs in support of sports.	00	00%	05	100%
9	We do engage the local communities to support sports in the school.	01	20%	04	80%
10	As a school we adhere to national games and sports policy.	05	100%	00	00%

Source: Primary Data

Graph 3: Responses in pursuit of viable ways of enhancing learners' participation in games and sports

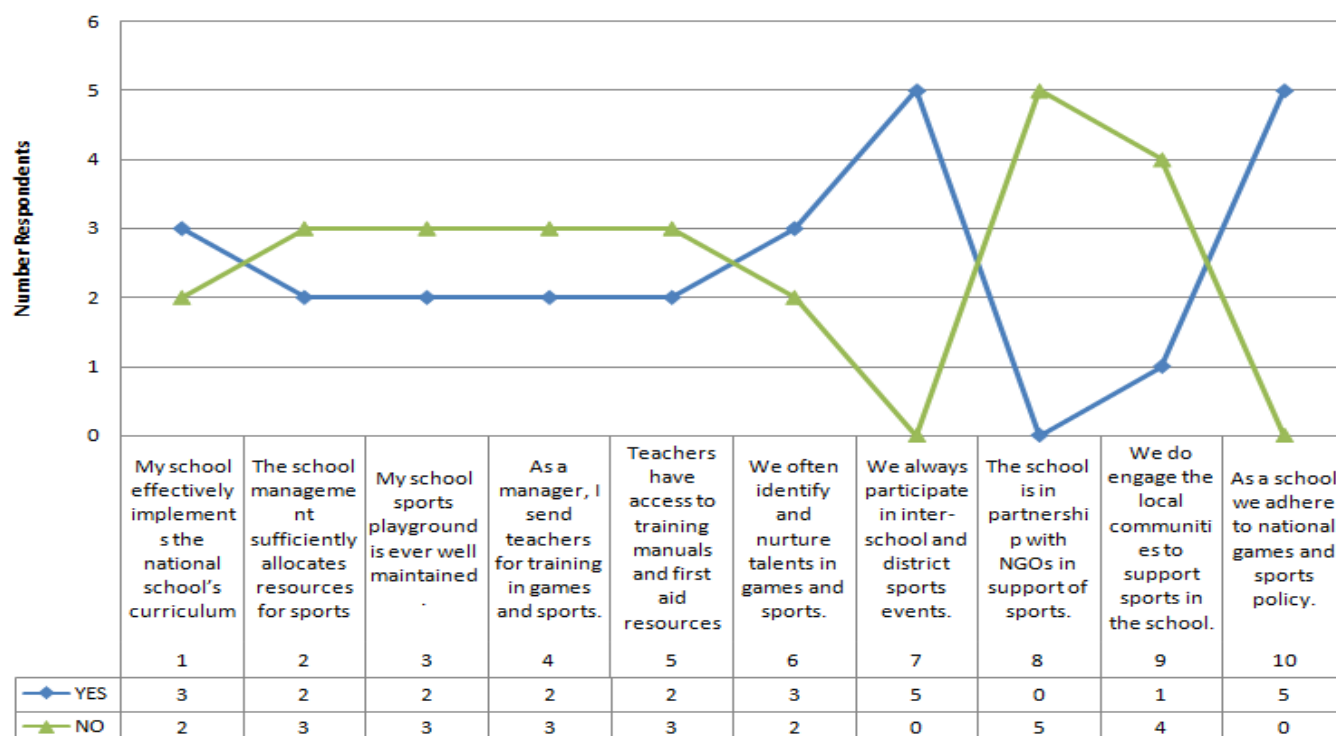


Table 4: The demographic characteristics of respondents

Demographic characteristics		Number of respondents	Percentage
Gender	Male	69	55.2%
	Female	56	44.8%
	Total	125	100%
Age group	10-16	100	80%
	30+	25	20%
	Total	125	100%
<i>Education and professional levels</i>			
Primary	Male	57	45.6%
	Female	44	35.2%
‘O’ level	Male	08	06.4%
	Female	07	05.6%
‘A’ level	Male	06	04.8%
	Female	03	02.4%
	Total	125	100%
Grade III	Male	06	24%
	Female	04	16%
Diploma	Male	04	16%
	Female	07	28%
Degree	Male	02	08%
	Female	02	08%
	Total	25	100%
<i>Experience</i>	Below 5 years	13	52%
	5 -10 years	02	08%
	10 years and above	10	40%
	Total	25	100%

Source: Primary Data

The constituents of the above demographic data were drawn from five primary schools (2 private and 3 government aided school). 55.2% of the respondents were male while 44.8% were female showing gender balance of the respondents. On age factor, 80% of the respondents were aged between 10 and 16 while the other 20% were adults aged 30 and above. About the education level, out of twenty five respondents, 80.8% were undergoing primary education, 12.0% were of ordinary (“O”) level while 7.2% had completed Advanced (“A”) level. 40% of the teachers had Grade III teachers’ certificate while the remaining 44 % had a diploma and 16% had a degree certificate. 52% of the respondents had work experience of 5 years while 08% had experience of 5 – 10 years and 40% had experience of over 10 years.

The study covered a population sample of 125 respondents i.e. 100 pupils, 20 teachers, and 05, school administrators. 80% of them were school children of age 10 – 16 years. 20% were adults mentioned in the above categories.

4.2.2 Information about the influence of management of games and sports in primary schools on learners’ participation in sports activities.

In finding out more information about the influence of management of games and sports in primary schools on learners’ participation in sports activities from the teachers, the researcher had to explore further with the learners themselves. It became apparently clear that the management had little influence in raising the level of participation of learners in games and sports activities. This was reflected in the statistics of only 21%, 18% and 12% of the respondents saying they were in the school football, netball and volleyball teams respectively.

The researcher further noted 68% of the respondents saying their teachers did not train them in games and sports although 72% consented participating in sports competitions at the zone every year.

The results also revealed lack of sports uniforms in schools as noted from 60% of the respondents. 67% also denied getting opportunities to have friendly matches with others schools and 84% and 81% said they had no representatives in district and national sports competitions respectively.

4.2.3 Challenges limiting learners to participate fully in games and sports activities in primary schools;

Answering the question of possible challenges limiting the level of participation of learners in games and sports;

- * 100% of school administrators decried inadequacy of resources, high cost of specialized equipment, uniforms and shortage of qualified physical education teachers.
- * 80% expressed the challenge of limited parental involvement in supporting their children's talents and cultural myths in which some games are said to be not suitable for girl children.
- * Location of schools was another factor 60% of the administrators consented to limit access to games and sports facilities.
- * However, 60% of the respondents said safety concerns related to games and sports did not affect the level of participation of learners.

4.2.4 Viable strategies of enhancing development of sports talents among school children.

Games and sports play a vital role in the development of school children, offering numerous benefits that contribute their overall well-being and academic success. In regard to the pursuit of practical strategies for enhancing development of talents of school children in sports, the study revealed that;

There is need for schools to effectively implement the national school's curriculum as it was expressed by 60% of the respondents.

Allocation of resources to the games and sports ventures was another practice that 60% of the administrators examined said schools were not effectively doing.

According to the findings, 60% of respondents were practicing maintenance of school playground.

Still 60% of respondents said they did not send their teachers for games and sports training and that their teachers had no access to sports training and first-aid materials.

Again 60% of respondents consented to the practice of identifying and nurturing talents of learners in games and sports.

Participation of learners in inter-school and district sports activities was another strategy that 100% of the respondents approved.

However, the aspect of partnership with NGOs was not in practice by any of the school that the study was conducted. The engagement of local communities was also done by just one school. On the affirmative side, all schools under the study adhered to the national games and sports policy.

4.3 DISCUSSION OF RESULTS:

The Literature Review on earlier studies suggest that the management of games and sports in schools positively impacts on learners' participation in sports by promoting positive motivation, positive team culture, engagement and reducing barriers to participation.

The purpose of this study therefore was to fine out the influence of games and sports management in primary schools on learners' participation in sports activities and below is the discussion of findings of the study:

4.3.1 Influence of management of games and sports in primary schools on learners' participation in sports activities.

Fitzgerald (2017) said providing access to resources, training, and mentorship enables coaches and managers to promote greater diversity and inclusion in sports. The findings for objective 1 on this note revealed that most schools lacked resources especially sports equipment as testified by 85% of the respondents. This implies that the level of participation of learners in sports is not commendable.

It is apparently clear that the management games and sports in schools have little influence in raising the level of participation of learners in games and sports activities. This was reflected in the statistics of only 21%, 18% and 12% of the respondents saying they were in the school football, netball and volleyball teams respectively.

Research also shows that when students feel valued and supported by their coaches and teammates, they are more likely to participate actively in sports and remain committed to their teams over time (Holt 2016). Contrary to this literature, the researcher noted 68% of the respondents saying their teachers did not train them in games and sports although 72% consented participating in sports competitions at the zone every year. To this very factor, Amorose & Higgins-Lee, (2008), argue that when students perceive their coaches and teams as invested in their success, they are more likely to set and achieve personal goals, and to experience a sense of accomplishment and satisfaction from their participation in sports. The score of 32% of respondents accepting that they were trained by their teachers shows an insignificant influence of

games and sports management in schools hence low participation rates testified by 21%, 18% and 12% of the respondents belonging to the school football, netball and volleyball teams respectively.

4.3.2 Challenges limiting learners to participate fully in games and sports activities in primary schools;

Answering the question of possible challenges limiting the level of participation of learners in games and sports;

Tannehill et al., (2015) said access to quality facilities is a critical factor to influencing children's engagement in physical activity and sport. To the researcher's dismay, 100% of school administrators decried inadequacy of resources, high cost of specialized equipment, uniforms and shortage of qualified physical education teachers. This is a clear indication that management of games and sports in primary schools in the area of study is significantly constrained hence low facilitation and low levels of participation of learners in games and sports.

Messner, (1990) in his report said gender expectations shape not only which activities boys or girls do but also how they experience those activities. And yet in this study, 80% of the respondents in this item expressed cultural myth in which some games are said to be not suitable for girl children. The implication here is that gender stereotypes impact negatively on participation choices hence low participation rates in some sporting activities.

The study also noted 80% expressing the challenge of limited parental involvement in supporting their children's talents. This signifies that the power of home support is equally low and this could point to low participation rates on learners in games and sports activities in schools in the area of study.

Location of schools was another factor 60% of the administrators consented to limit access to games and sports facilities. Some schools especially private schools were located in urban setting with very limited space for games and sports activities to be conducted effectively. This challenge definitely contributes to low levels of participation of learners in games and sports activities.

However, 60% of the respondents said safety concerns related to games and sports did not affect the level of participation of learners. This means fear of risks of injuries in certain games could not deter learners from participating and competing in them.

4.3.1 Viable strategies of enhancing development of sports talents among school children.

As earlier on said, games and sports play a vital role in the development of school children, offering numerous benefits that contribute their overall well-being and academic success. In regard to the pursuit of practical strategies for enhancing development of talents of school children in sports, the study revealed that;

There is need for schools to effectively implement the national school's curriculum as it was expressed by 60% of the respondents.

Allocation of resources to the games and sports ventures was another practice that 60% of the administrators examined said schools were not effectively doing. Many primary schools in Namutumba lack the necessary resources such as sports equipment, facilities and trained sports coaches to support sports activities. This makes it difficult for schools to provide a wide range of sports to learners.

According to the findings, 60% of respondents were practicing maintenance of school playground.

Still 60% of respondents said they did not send their teachers for games and sports training and that their teachers had no access to sports training and first-aid materials.

Again 60% of respondents consented to the practice of identifying and nurturing talents of learners in games and sports.

Participation of learners in inter-school and district sports activities was another strategy that 100% of the respondents approved.

However, the aspect of partnership with NGOs was not in practice by any of the school that the study was conducted. The engagement of local communities was also done by just one school.

On the affirmative side, all schools under the study adhered to the national games and sports policy.

CHAPTER FIVE:

SUMMARY OF FINDINGS RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter of the study presents summary of findings, recommendations and conclusions arrived at by the researcher.

5.2 Summary of findings

Besides the integral requirement for the award of bachelor's degree in education, primary of Busitema University, this study was designed and carried out specifically to find out information about the influence of management of games and sports in primary schools on the participation rates of learners in games and sports.

Assertively, I would like to say the study was successful in finding out the following at the completion of the study:

The findings for objective 1 revealed that most schools lacked resources especially sports equipment as testified by 85% of the respondents. The implication here is that the level of participation of learners in sports is generally low.

The reflection of only 21%, 18% and 12% of the respondents belonging to football, netball and volleyball teams respectively is evidence that management of games and sports in schools have little influence in raising the level of participation of learners in games and sports activities.

The research also found that teachers did not train children in games and sports although they could always participate in zonal annual sports competitions.

On possible challenges limiting the level of participation of learners in games and sports; the study found that was dire inadequacy of resources, high cost of specialized equipment, uniforms and shortage of qualified physical education teachers.

The study further noted the challenge of limited parental involvement in supporting their children's talents. The power of home support is equally low and this could point to low participation rates on learners in games and sports activities in schools in the area of study.

In pursuit of practical strategies for enhancing development of talents of school children in sports, the study found that;

School management needs to allocate resources appropriately, have specialized sports teachers trained, identify and nurture talents and engage NGOs and local communities in supporting games and sports in schools.

5.3 Recommendations

Upon objective analysis, discussion and summary of findings of the study, the researcher henceforth expresses the following recommendations:

All stake holders in the school setting should come to know that games and sports play an integral role in school climate improvement of children's well-being and future career. It is not the school alone and the teacher.

This is supported by Kaimenyi and Rintaugu (2014) when they reported that the number of benefits students gained through participating in sports included improving their physical and psychosocial health wellbeing, obeying social rules, enhance confidence and self-esteem, provide social interaction, offer opportunity of education in sports career, learn how to deal with failure and difficulties, develop life skills and fun.

The school administrators in Namutumba Town Council should work to mobilize for funds and resources to help enhance development of talents of children in games and sports.

Regarding time constraint, the primary school curriculum should be decongested and time for games and sports activities be increased. Schools have prioritized academic work over games and sports leading to reduced participation. Haycock (2015) and Thivel et al (2018) supported this when they said students' effective participation in sports can be determined by considering frequency, intensity, duration, and context of training session. The intensity of work in a session should vary from moderate to vigorous. All personnel should know how it is very important to supervise in exercising by making sure that, participants get required quality of exercise.

On lack of parental involvement, parents should be sensitized so that they become aware of the values of games and sports to their children in school. Awareness will enable them to have time and secure resources to support their children's participation in sports activities for a better future. In fact Mossman (2017) and Hejin Wnag and Zihao Li (2020) argued that, there are sports environment which can discourage students to participate in sports; like low income which leads to failure in buying sports attires, lack of parent support, inadequate sports facilities and fearing of injuries. They recommended that institutions, parents and the whole community have responsibility of creating positive social sporting environment for youth which is future generation.

Above all, the ministry of education and sport should reconsider strengthening specialization courses in games and sports, music dance and drama among others in order to help bridge the gap of shortage of qualified physical education teachers affects in the field of teaching.

5.4 Suggestions for future research

The literature available shows that more studies have been done on impacts of participation of students in sports on academic achievement. Nonetheless, the researcher recommends that;

- A similar study can be conducted in different districts of Uganda for comparison.
- A study on involvement of learners in planning and implementation of sports programmes in schools can also be done.
- Further research can also be conducted on the level of participation of Ugandan primary schools at international sports competitions.

5.5 Conclusion

The life of a Ugandan child in the modern society is full of physical inactivity at home leading to sedentary life which should be complemented by effective and regular participation in physical activities like sports in school for better health well-being.

However, this study revealed that participation of learners in Namutumba Town Council in sports was very low. They majorly participated in fulfillment of the government sports policy. The low participation levels in sports according to the findings have been influenced by concentrated academic workloads, congested time table, lack of motivation, inadequate funding, inadequate sports facilities, and sluggish implementation of sports policy hence poor planning of games and sports programmes.

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APPENDICES

APPENDIX A:

TIME ALLOCATION FOR RESEARCH ACTIVITIES:

S/N	Research phase	Mission	Time frame
1	Introduction	Meeting with a supervisor for initial guidelines	15 th February, 2024
2	Background and literature review of the study	Building a background to the study Conducting a comprehensive review of relevant related literature. Refining research questions Developing theoretical framework	15 th – 30 th March, 2024
3	Research design plan	Developing a research design Designing questionnaires Identifying online and offline channels for recruiting participants. Finalizing with sampling and data analysis methods.	April, 2024
4	Submission of a research proposal	Approval of a research proposal and getting permission for data collection	May, 2024
5	Data collection	Pre-testing of questionnaires Recruiting participants Conducting interviews with selected participants. Transcribing and coding interviews and cleaning survey data.	June, 2024
6	Data analysis	Statistical analysis of survey data. Holding thematic analysis of questionnaire scripts. Drafting results and discussion chapters.	July, 2024
7	Research report writing	Completing a full thesis draft. Meeting a supervisor for feedback discussion and revisions.	August, 2024
8	Revision	Drafting based on feedback Getting supervisor's approval for final draft. Proof reading. Printing, binding and submitting the dissertation.	September, 2024

APPENDIX B:

BUDGET

ITEM/ACTIVITY	COST ESTIMATES
Travel	240,000
Materials to use	150,000
Technical assistance	80,000
Secretarial and stationery services	180,000
Field work and data collection expenses	200,000
Telecommunications and internet costs	110,000
Statistical data analysis costs	50,000
Final report production costs	130,000
TOTAL COST	1,140,000

APPENDIX C:

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS:

Participant's bio data:

Age: Gender: Level of education:

Work experience:

RQ 1: *Sports play a vital role in the development of school children, offering numerous benefits that contribute their overall well-being and academic success. In your experience, may you give a detailed account on how you are managing sports activities in your school?*

RQ 2: It is true that in every role we play, there hick-ups. From your vast experience as a school manager, share with me those challenges that hinder full participation of children in sports in your school.

RQ 3: Viable ways of enhancing learners' participation in games and sports

Instructions: **Tick only one alternative**

S/N	<i>Viable ways of enhancing learners' participation in games and sports</i>	YES	NO
1	My school effectively implements the national school's curriculum		
2	The school management sufficiently allocates resources for sports		
3	My school sports playground is ever well maintained.		
4	As a manager, I send teachers for training in games and sports.		
5	Teachers have access to training manuals and first aid resources		
6	We often identify and nurture talents in games and sports.		
7	We always participate in inter-school and district sports events.		
8	The school is in partnership with NGOs in support of sports.		
9	We do engage the local communities to support sports in the school.		
10	As a school we adhere to national games and sports policy.		

Thank you for your valuable time and mental property.

APPENDIX D

Questionnaire for teachers:

Participant's bio data:

Age: Gender: Level of education:

Work experience:

Questionnaire

The management of sports activities in schools requires careful planning, organisation and supervision to ensure the well-being, safety and development of talents among learners.

Are the following basic requirements available in your school?

S/N	PREMISE	YES	%	NO	%
1	The school has qualified. Teachers <u>in sports</u>				
2	The school is well stocked with sports equipment				
3	The school provides play safety gears.				
4	The school has a functioning first aid kit.				
5	Games are done according age groups.				
6	The school has a safe spacious playground.				
7	Parents are actively involved in their children's sports activities.				
8	Sports activities are supervised by teachers.				
9	Health and wellness education is regularly conducted at school.				
10	There are open communication channels regarding sports activities.				

Thank you so much for your positive participation.

APPENDIX E

Questionnaire for learners:

Participant's bio data:

Age: Gender: Class Level:

Do not write your name anywhere on this paper.

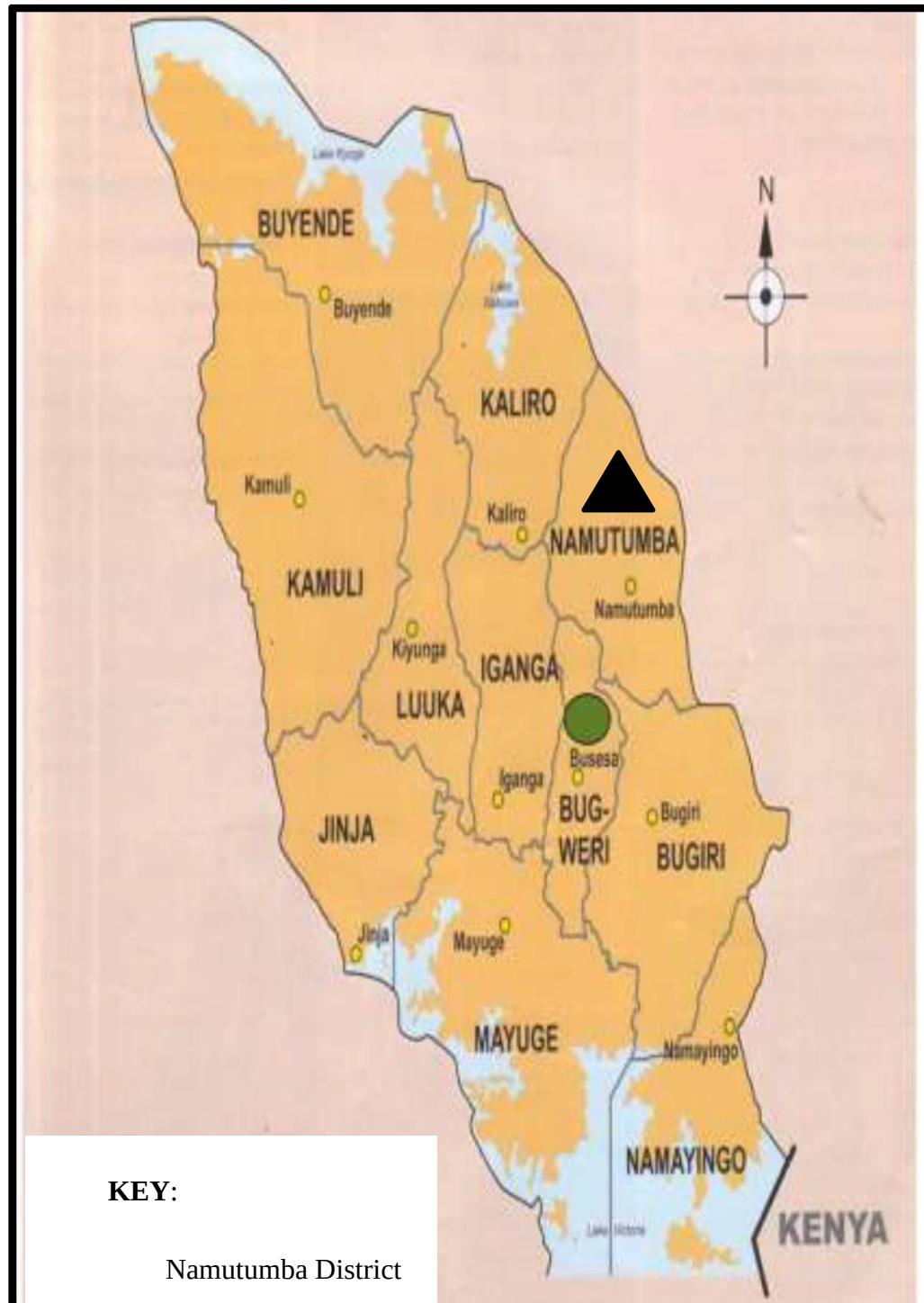
Tick only one appropriate response from each item.

S/N	Characteristics of social media contents consumers.	Yes	%	No	%	T/TL
1	We play games and sports at school					
2	Our teachers train us in games and sports.					
3	I am in a school football team.					
4	I am in the school netball team.					
5	I am in the school volleyball team.					
6	We go for sports competitions at the zone every year.					
7	We have school sports uniform and we use it.					
8	We usually have sports friendly matches with other schools.					
9	We have some children who competed at district level sports.					
10	We have children who have competed at national level in sports					

Thank you so much for your positive participation.

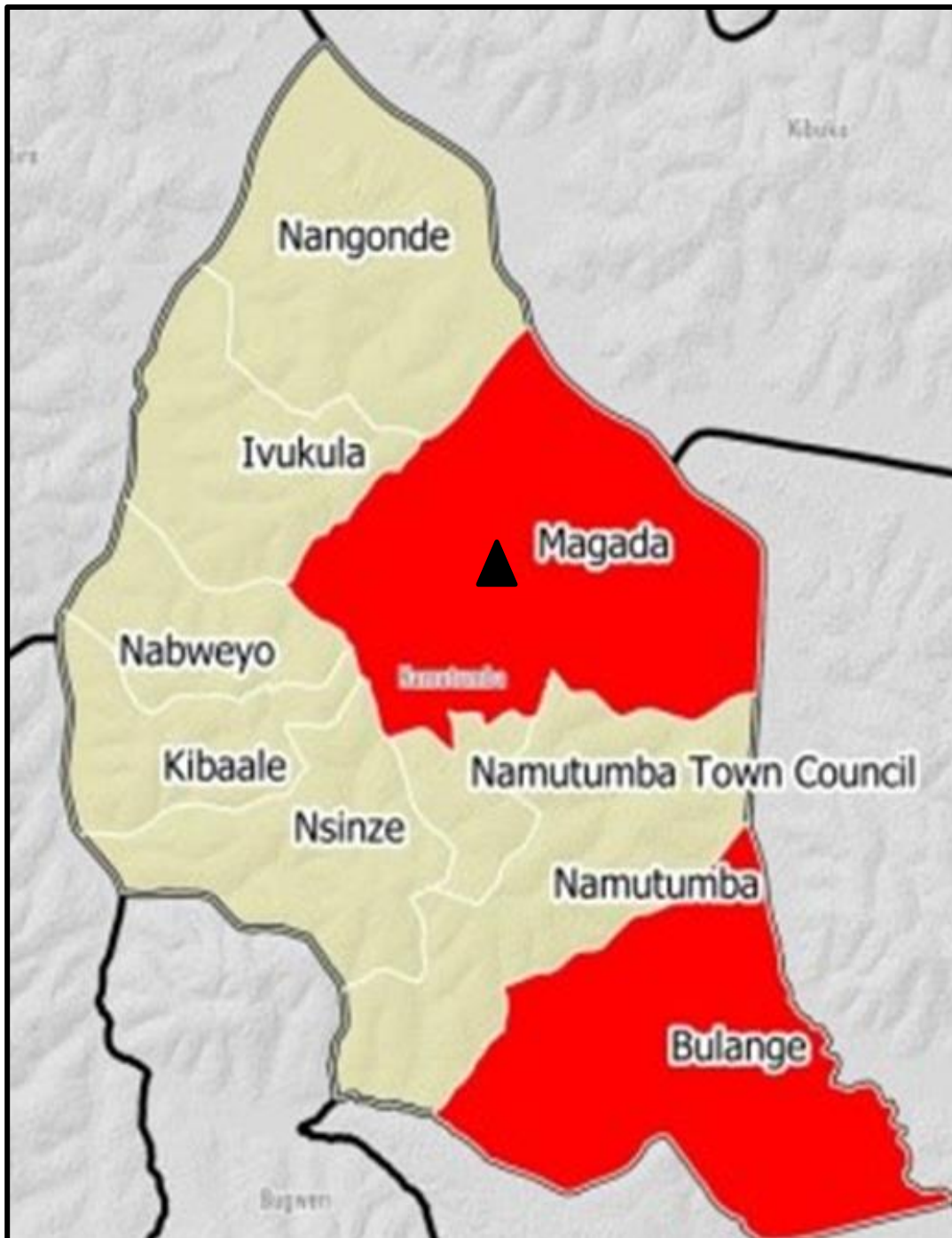
APPENDIX F

THE MAP OF BUSOGA REGION SHOWING THE LOCATION OF NAMUTUMBA DISTRICT



APPENDIX G

THE MAP OF NAMUTUMBA DISTRICT SHOWING THE LOCATION OF NAMUTUMBA TOWN COUNCIL



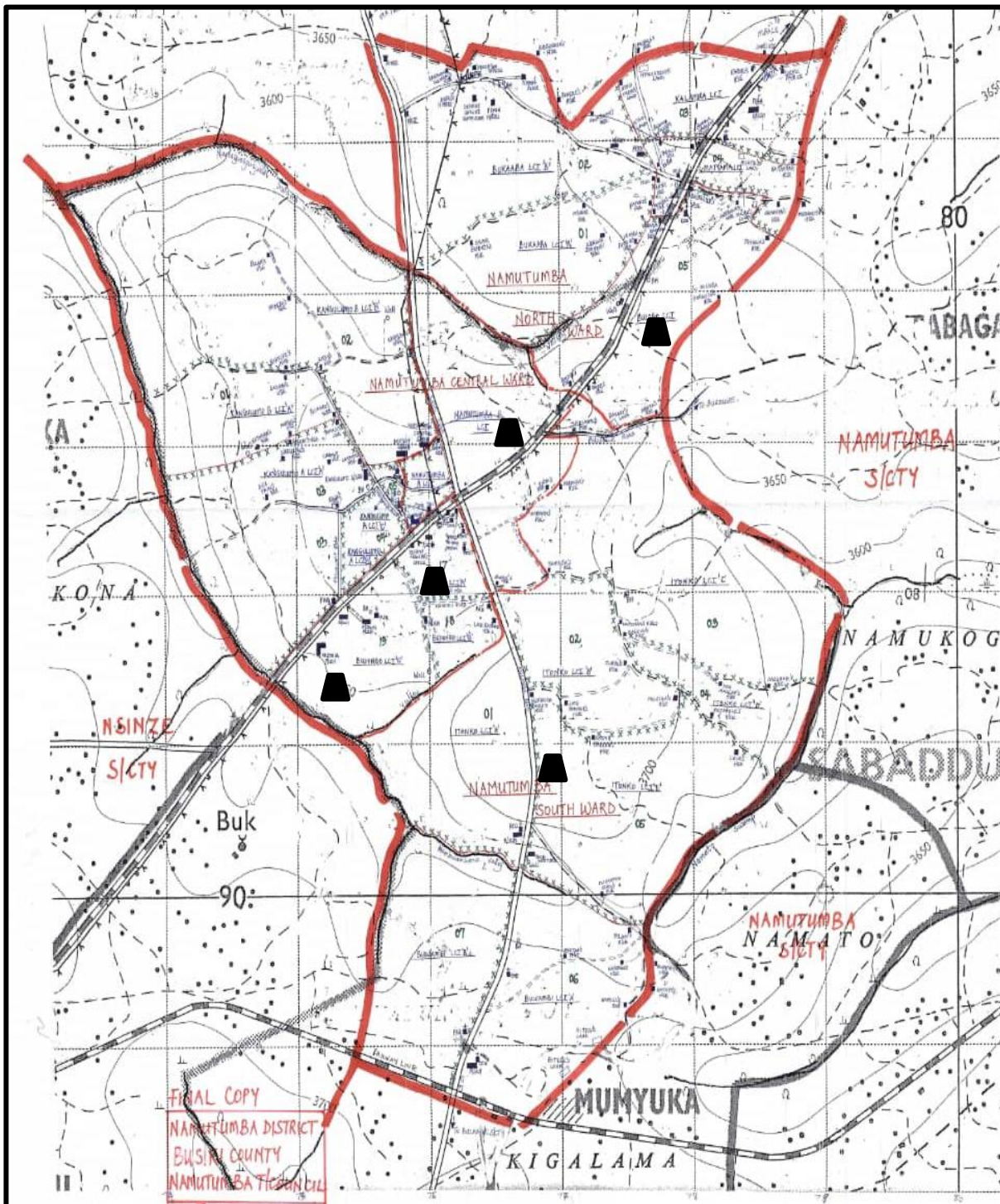
Key:



Namutumba Town Council

APPENDIX H

THE MAP OF NAMUTUMBA TOWN COUNCIL SHOWING THE LOCATION OF THE SAMPLED SCHOOLS.



KEY:



Sampled school

APPENDIX I
INTRODUCTORY LETTER FROM THE UNIVERSITY

BUSITEMA UNIVERSITY
TORGIO
Tel: +256-434444444
Fax: +256-434444444
Email: info@busitema.ac.ug
Website: www.busitema.ac.ug

**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. NAISIKWA CHIRIANTINE is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is Bu/UP/2022/0284

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

His/her research topic is THE INFLUENCE OF MANAGEMENT OF GAMES AND
SPORTS IN PRIMARY SCHOOLS ON LEARNERS' PARTICIPATION IN
SPORTS ACTIVITIES IN NAMUTUMBA JEWEL COUNCIL, NAMUTUMBA DISTRICT.

Yours Sincerely,


Dr. Kaweesi Musinguzi
Ag Head of Department, Education

**BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024**

**MODERN ISLAMIC
PRI. SCH. NAMUTUMBA
23 AUG 2024
P.O. BOX 118 BUSEMBATIA
HEADTEACHER**

**NAKISI PRIMARY SCHOOL
2 AUG 2024
P.O. BOX 53, BUSEMBATIA
NAMUTUMBA DISTRICT**

**HEADTEACHER
MATYAMA PRIMARY SCHOOL
22 AUG 2024
P.O. BOX 53 BUSEMBATIA
NAMUTUMBA DISTRICT**

**NAMUTUMBA DISTRICT
22-8-2024
P.O. BOX 131 BUSEMBATIA**

**BUSEMBATIA JEWEL COUNCIL
DATE
NAMUTUMBA
DISTRICT
HEADMASTER**

*granted
22/8/2024*