

**SCHOOL ADMINISTRATION ANTECEDENTS AND STUDENTS'
PARTICIPATION IN GAMES AND SPORTS IN SELECTED SECONDARY
SCHOOLS IN LIRA CITY**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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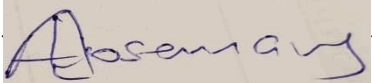


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DECLARATION

I **Alia Rosemary** hereby declare that this dissertation was produced out of my own effort with the guidance of my supervisor and has never been submitted to any other institution for any award.

Signature:  .. Date:5/08/2025

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APPROVAL

Undersigned certifies that he has read and here by recommend for acceptance to the Uganda Christianity University a Dissertation titled, “School Administration Antecedents and Students’ Participation in Games and Sports in Selected Secondary Schools in Lira City”.

Signature: ----- Date: -----/-----/-----

DR. EDUAN WILSON

DEDICATION

I dedicate this research to my late parents Mr. and Mrs. David Buga who advised, supported and mentored me throughout my education up to university level. Above all, I thank the Almighty God for guidance and provision towards completion of this dissertation.

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GLOSSARY OF TERMS AND ACRONYMS

CRC	Convention on the Rights of the Child
CPD	Continuous Professional Development
CVI	Content Validity Index
DCI	Data Collection Instrument
DIT	Directorate of Industrial Training
EFA	Education For All
MoES	Ministry of Education and Sports\
MVA	Multi-Variable Analysis
NPESP	National Physical Education and Sports Policy
PE	Physical Education
PECAT	Physical Education Curriculum Analysis Tools
NCLB	Child Left Behind in Elementary and Secondary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UCU	Uganda Christian University
UCE	Uganda Certificate of Education
UCEA	Uganda Advanced Certificate of Education
UNEB	Uganda National Examination Board
SPSS	Statistical Package For Social Sciences

ABSTRACT

The study aims at examining the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda. The objectives included: to examine the effect of resource allocation, availability of facilities and equipment, as well as physical education time table on students' participation in games and sports in selected secondary schools in Lira City. The study was carried out using a cross-sectional research design, based on triangulation approach. The study population comprised of sports teachers, head-teachers, deputy head-teachers, directors of studies, teachers, and students' representatives. These were selected using purposive and simple random sampling method outlined by Krejcie and Morgan (1970), with 75 participants drawn from the total population. Questionnaire and interview guide were used in collection of data, which were analyzed quantitatively and qualitatively.

The study revealed that there is a strong positive correlation ($r = .640$, $n=70$, $p < .01$) between resource allocation and students' participation in games and sports in selected secondary schools in Lira City. The study also revealed that there is a strong positive relationship between availability of facilities and equipment, and students' participation in games and sports in selected secondary schools in Lira City ($r=0.816$). The study finally revealed that there is a very strong positive correlation ($r = 0.814$, $p < 0.01$) between physical education time table and students' participation in games and sports in selected secondary schools in Lira City.

The study concluded that school administration antecedents have a positive significant effect on the students' participation in games and sports in selected secondary schools in Lira City, Uganda. The study recommends that the school management board, the government and all the stakeholders ought to provide adequate facilities and equipment for PE sports and games, to allow more participation; and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Although, there are several educational benefits resulting from students' participation in high school sports and games, secondary school going children do not always experience the positive outcomes that other populations share (Ali., Matilda., Kaisa & Tatiana, 2020). This study was aimed at examining the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda. This chapter focuses on the background of the study, the problem statement, purpose and objectives of the research, research questions, and hypotheses. It also presents the scope of the study that is, geographical scope, content scope and time scope; the justification of the study, the significance of the study and the conceptual framework as explained hereunder.

1.1 Background to the Study

This research covers the school administration antecedents as an independent variable, while, students' participation in games and sports as a dependent variable. This segment of the study presents four sub-sections: historical, theoretical, conceptual and contextual perspectives as detailed hereunder:

1.1.1 Historical Perspective

Historically, the oldest recorded forms of games and sports were maximum wandering in the Greek island of Crete, where slaves jumped over the horns of a bull. The ancient Greeks were games and sports fan and taught it to their students at school (Davidson, 2018). Games and sports competitions took place regularly as one part of religious festivals. The Olympic game

was also started in Greece in 776 BC and was related to religious ceremony (Hartman, 2018). However, the rising games and sports in schools started in 1820 when schools focused on gymnastics, hygiene training and care and development of the human body (Kohl & Cook, 2021). By the year 1950, over 400 schools had introduced majors in physical education by the school administrations. Colleges in Germany were encouraged to focus on intramural sports particularly track, field and football (Mziray & Kitta, 2019). However, games and sports became a formal requirement following the civil war when many states opted to pass laws that required schools to incorporate a substantial physical education component into their curriculums (Akira, 2018). McNeely, Nonnemaker and Blum (2023) explored the impact of games and sports activities involvement on a student's academic performance in the United States and established that school administration antecedents have an influence on the participation of students in games and sports. Similar findings reported by Gilman (2020) noted that students involved in physical education in schools in Bangladesh to have been influenced by several factors, school administration antecedents inclusive. However, studies been done in developing countries leaving a gap to be fulfilled. This was investigated, especially scrutinizing the influence of school administration antecedents and its influence onto participation of students in games and sports.

According to UNESCO Final report (2023), the sports and games are compulsory of 93% in schools of African's countries, and other developing countries across the global. UNESCO Final report also noted that sport and games are required at 98.7% in primary schools and 88.4% in secondary schools for overall the Sub-Saharan countries. More still, UNESCO clarified the students' participation in sports and games were averagely at 56% in African countries. This participation of students differs from school to school in the majority of Sub-Saharan countries. The participation of students in sports and games at schools is more

related to the influence of school administration antecedents (Tyson et al., 2020). There is a gap between official school policy and regulations and actual practice caused by geographical extensive (UNESCO, 2023). The prevalent factors contributing to the gap are seen in deteriorate of responsibilities for curriculum execution, and choice of schools or districts, loss of time allocation to other competitive selected subjects, lack of official assessment, financial problems, deviation of resources out, lack of or insufficient provision of facilities and equipment, deficits in numbers of qualified sports teachers, non-committed physical activities teachers, negative attitudes towards sports games, and important individual such as headmaster mentality (UNESCO, 2023). These school administrative factors seen above are barriers to Africa's schools to implement and promote students' participation in games and sports effectively (Gitonga, 2018; UNESCO, 2014). This was investigated, especially scrutinizing the school administration antecedents and its influence onto students' participation in games and sports in selected secondary schools.

Late in the 20th century in East African region, there was certainly a decline in the commitment to physical education through games and sports (Smoll & Smith, 2022). The growing offering of extra subjects and electives in schools, as well as promotion of science subjects means that the shift was focusing away from games and sports and towards academics (Gilligan, 2020). There was a recession around 1970 and 1980 in East African countries (i.e. Kenya and Tanzania in particular), and the dearth of government funding meant that games and sports programs were often the first to be cut from schools and universities (Tyson et al., 2020). Mwiwaki (2017) noted that vigorous participation in games and sports contributes to developing positive attributes like discipline, increased self-esteem, determination and academic achievement among others; however, this can be greatly influenced by school administration antecedents. Similarly, with proper physical education

time table, Gitonga (2018) noted that athletes are likely to have better attendance records, better grades, lower dropout rates and less likely to engage in drugs than non-athletes. On the same note, Crosnoe (2022) found that both male and female athletes were less likely to engage in drugs compared to non-athletes, but this can be influenced by the availability of facilities and equipment.

Historically, the Ministry of Education and Sports (MoES) review done 2003 on sports and games participation during the school day, pointed out several school administration antecedents, including resource allocation, physical education time table, availability of facilities and equipment to have a great influence (Lindner, 2022). Additionally, the advisory committee on sports and games reconsidered the review in 2007 on the health benefits from sports to the students, including the psychological condition advantage. Therefore, the review recommended several strategies including increasing of school-based financing of sports and games activities, recruitment of Physical Education teachers and recreational facilities (Eccles & Barber, 2019). Nowadays, few numbers of schools have adopted the MoES recommendations, thus, students engage in various types of organized sports programs (Shernoff & Vandell, 2017). The most familiar known team sports among students include basketball, football, and handball, and the most familiar individual sports include cycling, athletic and swimming (Lamborn et al. 2022). Regrettably, all these have hitherto remained an allegation, prompting the current investigator to ascertain the situation at the ground. In the next section, the theoretical background was addressed.

1.1.2 Theoretical Perspective

This research was based on the Involvement Theory. This theory of Involvement was advanced in 1984 by Astin. The theory defines the quantity of mental, physical and emotional

energy that students dedicate to any education programs. The basic principle of Astin's Involvement Theory is that educational experience ought to be considered in a wide sense that encompasses both classroom learning for academic outcomes and out-of-class experiences for physical and psychological development, including games and sports (Shernoff & Vandell, 2017).

This theory suggests that there are three types of school administration antecedents that influence students' participation in games and sports: physical education time table, resource allocation, and availability of facilities and equipment (Chida & Hamer, 2018). Resource allocations are the factors that are not directly related to the financial resources itself but are necessary for an individual to feel comfortable and content in the workplace. These factors include, budgeting and allocation of resources. When these resource factors are lacking or unsatisfactory, they can influence students' participation in games and sports.

On the other hand, the Theory provides a theoretical basis for investigating student involvement in the education-sports experience as part of co-curriculum activities. Active participation in academic and other co-curricular activities and especially competitive games and sports is highly related to student learning and their physical and mental development (Smoll & Smith, 2022). The overall hypothesis of this theory, that school administration antecedents are instrumental to interventions was adopted by this study.

This theory also presents a model for presenting student involvement in games and sports activities, emphasizing the concepts of commitment and time taken in these activities. Commitment refers to the qualitative or content component of involvement, and time refers to the quantitative component (Shernoff & Vandell, 2017). Both quality and quantity involvement are important as involvement is a major factor in ensuring improvement in the

academic performance of students in secondary schools. This shows that students need enough time to actively participate in games and sports activities.

Conversely, Astin (1984) demonstrated that Involvement Theory is predicted on five basic assumptions: i) involvement refers to the investment of physical and psychological energy in various objects; ii) involvement occurs along a continuum; iii) involvement has both quantitative and qualitative features; iv) The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program; and v) the success of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

Astin's theory of 1984 serves as a connector between pedagogical theory and student outcomes by providing a link between the variables emphasized in these theories and the learning outcomes desired by the student and the teacher. He states that any program, whether academic or co-curricular, should motivate students to commit both time and effort to it (Chida & Hamer, 2018). Another criticism of this theory is directed at the method of research and data collection (methodology). The interviewers were asked to report exceptionally good or exceptionally limited participation in games and sports. This methodology is defective because such information is always subjective and biased.

In synthesis, Involvement Theory paved the way for optimization of school administration antecedents and its influence on students' participation in games and sports, specifically on the areas to allocating adequate resources, availability of facilities and equipment and allocating adequate time for physical education on school time table. However, with allegations of inadequate information of the participation levels of students in games and

sports in the secondary schools in this area, this prompted the current researcher to opt for the research. In the next section, the conceptual background was addressed.

1.1.3 Conceptual Perspective

For the purpose of this research, the following terms that were frequently applied during the research process are accordingly explained:

School Administration Antecedents refers to the proceedings event, condition, or cause/factors as well as traits that influence the proper running of school (Bradley., Keane & Crawford, 2023). Similarly, Eccles & Barber (2019) refers to school administration antecedents as those factors entailed in daily operation and running of the school. It also refers to the school management aspects influencing school administration to achieve certain goals (Lindner, 2022). In this research, school administration antecedents refers to something or factors that comes before a behavior and may trigger that behavior. The following school administration antecedents considered included: physical education time table, resource allocation, and availability of facilities and equipment.

Students' Participation in Games and Sports: Mziray & Kitta (2019) defined students' participation which is the dependent variable in the study is defined as the observable and measurable behavior of a student in a particular situation. Similarly, Chida & Hamer (2018) refer to students' participation in games and sports as an organised activity in which students spend a substantial amount of their leisure time. Smoll & Smith (2022) also consider students' participation in games and sports to imply learners' involvement in several leisure activities within school premises. In this study, students' participation in games and sports implies an assessment of a students' involvement in co-curriculum activities especially athletics, netball, chess, and football. The indicators of students' participation in games and sports include:

health and physical building, academic self-concept, teamwork, confidence building and academic discipline. In the next section, the contextual background was addressed.

1.1.4 Contextual Perspective

The Ugandan government approved the National Physical Education and Sports Policy (NPESP) in 2004. Later in 2008, the Ministry of Education and Sports directed that the teaching of Physical Education (PE) as a core subject be mandatory in all secondary schools. The teaching of physical education and participation in games and sports activities in secondary schools was meant to widen avenues for talent identification, calling for a framework and proper school administration to achieve the goals in the long run (Murunga et al. 2023). In the recently rolled out lower secondary curriculum, PE is taught as a compulsory subject in S.1 and S.2. It was examined by the directorate of industrial training (DIT) when a student takes it as an elective up to S.3 (Higenyi, 2023); however, the little number of students participating in PE have remained questionable, where limited funding, inappropriate facilities and instruments being point out as the limiting factors. Mandy (2017), an educationist, points out that games and sports is a major ingredient in providing holistic education. It helps the five body systems to function well. For example it keeps the brain active and awake (Mbabaali, 2022). Games and sports is also a driver of positive emotions and it helps in body metabolism; however, several school administration antecedents been pointed out to have remained a challenge to their fully participation.

Despite the increased importance of games and sports activities, most schools especially in upcountry areas like Lira City continue to lag behind in engagement of their students in games and sports activities (Kiwauka & Kasibante, 2020). According to Fagil Mande (2016) in the Daily Monitor, 98 percent of schools in Uganda especially in upcountry districts don't teach

Physical Education (PE) and lack resources and facilities to foster these activities which according to him influence students' participation in games and sports. This lack of engagement and participation in games and sports activities has been attributed to various school administration factors like; limited facilities and equipment, principals' and students' attitudes towards games and sports, lack of awareness of benefits of games and sports, few role models in games and sports for students, and others (Kiwanuka et al. 2020); as such these selected secondary schools in Lira City cannot be ruled out. However, many secondary schools in Lira City fall short of this noble trait (Mukaruzima & Jose, 2019; Kiwanuka & Kasibante, 2020). Yet, empirical studies into the dynamics of school administration antecedents in Ugandan context, Lira City particularly remain scanty. This study contributed to filling this gap by examining the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda.

1.3 Statement of the Problem

Games and sports activities promote personal accomplishments and the development of social skills (Kiwanuka et al. 2020). Most urban schools especially in Kampala have been at the fore front of supporting games and sports activities which has partly contributed to the higher students' participation at national levels (Mandy, 2017). The government efforts in physical education through regular games and sports have enhanced the participation of students to enhance their academic discipline, health, physical fitness, teamwork, and academic self-concept. According to Mande (2018), 78% percent of schools in Uganda in upcountry areas don't teach Physical Education (PE), and lack resources and facilities to foster these activities which according to him is necessary for students so as to evoke their mental ability which in turn leads to better discipline and performance.

Despite the efforts by the government of Uganda through the Ministry of Education and Sports to improve on games and sports by recruiting and training more physical education teachers, and adding financing resources and working on the recreational grounds (facilities and equipment) (Higenyi, 2023; Gitonga, 2018); the participation of students in games and sports have remained lacking, as such these selected secondary schools in Lira City cannot be ruled out (Mbabaali, 2022). Secondary schools have continue experiencing a challenge of timetable which does not favor physical education, negative attitude of the parents, teachers and students; limited financial resources and presence of inadequate recreation grounds (Mbabaali, 2022). The other challenge is that most teachers are not well conversant in organizing the different games and sports activities (Mziray & Kitta, 2019), limiting health and physical fitness, teamwork and academic self-concept among students.

Furthermore, despite the increased importance of games and sports activities, statistics from UNESCO (2018) revealed that 70% of schools in Lira City continue to lag behind in engagement of their students in games and sports activities. More so, the teamwork and collaboration of students have remained limited. Students' health and physical fitness remains wanting, and some of the students even have obesity. The academic concentration of students has remained low, leading to existing low academic results in schools (Higenyi, 2023). In Lira City, the participation of students in sports and games are still a problem, and the prevailing problems towards sports and games in the schools is that some schools' administrators don't value co-curricular activities. They don't allocate time to co-curricular activities as it is stipulated by the school policy (Murunga et al. 2023). Yet, empirical studies into the school administration antecedents and students' participation in games and sports in Lira District and Lira City in particular remain scanty. Therefore, this study sought to fill the

gap of knowledge on the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose of the Study

To examine the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda.

1.3.2 Objectives of the Study

The study was guided by the following specific objectives:

1. To establish the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City.
2. To assess how availability of facilities and equipment influence students' participation in games and sports in selected secondary schools in Lira City.
3. To establish the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City.

1.4 Research Questions

The study sought to answer the following research questions:

1. What is the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City?
2. What influence does the availability of facilities and equipment have on students' participation in games and sports in selected secondary schools in Lira City?

3. What is the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City?

1.5 Hypotheses of the Study

The following hypothesis was tested during the study:

- H₁: There is a significant positive relationship between resource allocation and students' participation in games and sports in selected secondary schools.
- H₂: There is a significant positive relationship between availability of facilities/equipment and students' participation in games and sports in selected secondary schools.
- H₃: There is a significant positive relationship between physical education time table and students' participation in games and sports in selected secondary schools

1.6 Scope of the Study

In this section the researcher has dealt with the geographical scope, content scope and time scope of the study as discussed hereunder:

1.6.1 Content Scope

The study examined school administration antecedents and students' participation in games and sports in selected secondary schools. Emphasis was put on examining the effect of resource allocation on students' participation in games and sports in selected secondary schools, finding out how availability of facilities and equipment influence students' participation in games and sports in selected secondary schools, and establishing the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City. In this study, school administration antecedents was

considered as independent variable, whereas, students' participation in games and sports as a dependent variable.

1.6.2 Geographical Scope

This study was carried out in selected secondary schools in Lira City, Lira district located in the Northern region of Uganda. Lira is approximately 110 kilometers (68 mi), by road, southeast of Gulu, the largest city in the Northern Region, along the highway between Gulu and Mbale. It is also approximately 337kilometers (209mi), by road, north of the City of Kampala. It is geographically located at latitude 20¹ 17¹ north of equator. Lira City was chosen because they are one of the districts that have faced challenges of poor students' participation in games and sports (Higenyi, 2023).

1.6.3 Time Scope

The study focused on the period from 2016 to 2024 because a number of reforms had been made in the education sector in this period with many challenges in education as a whole. Similarly, information needed is at that point in time. The researcher thought of having a reflection at all related literature available for this period to give extensive information on the current study. Secondly, report writing took a period of twelve months up to the end of December, 2024.

1.7 Research Justification

Several studies by (Larson & Kleiber, 2023; Lamborn et al., 2022; Mwihaki, 2017; McNeely, Nonnemaker and Blum, 2023; & Shernoff & Vandell, 2017), reported that there are several school administration antecedents influencing students' participation in games and sports. However, those findings' validity and applicability may remain utopia and unrealistic to

present African schools like in Uganda. Furthermore, little research has been done on the school administration antecedents and its influence on students' participation in games and sports in selected secondary schools in developing countries like Uganda. Therefore once the research was finalized, it helped in giving a clear insight on how best the Ministry of Education and Sports coupled with other stakeholder in the education sector can effectively improve the implementation of the games and sports activities in secondary schools in Lira City.

This study however attempts to study about the influence of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda so as to fix the empirical, theoretical and literature gaps through documenting about the several physical education activities within secondary schools. This study provides a detailed observation on games and sports in selected secondary schools, and helps in expanding the knowledge of the influence of school administration antecedents on students' participation in games and sports, and also shows how the school administration antecedents school administration antecedents is not only factor but one which is imbued in influencing students' participation in games and sports.

1.8 Significance of the Study

The study finding is expected to be of help to the following individuals and sectors if followed well as explained hereunder:

The title of this study was school administration antecedents and students' participation in games and sports in selected secondary schools in Lira City, Uganda, and the findings may be significance to Ministry of Education and Sports in setting up the policy guiding the sports

games in line with students' academic outcomes in secondary schools and also in secondary school management for understanding the role of sports games participation to the students' healthy and academic outcomes. Thus, the findings may have motivated to be highly engaged in the sports and games' participation.

Practically, the findings of the study is expected to be of great importance to the curriculum planners especially the Ministry of Education and Sports, parents and educators as they would provide an empirical data on importance of games and sports activities to students. This shall be achieved by using the study's findings, conclusions and pertinent recommendations as a case of reference necessary in identifying the potential study gaps.

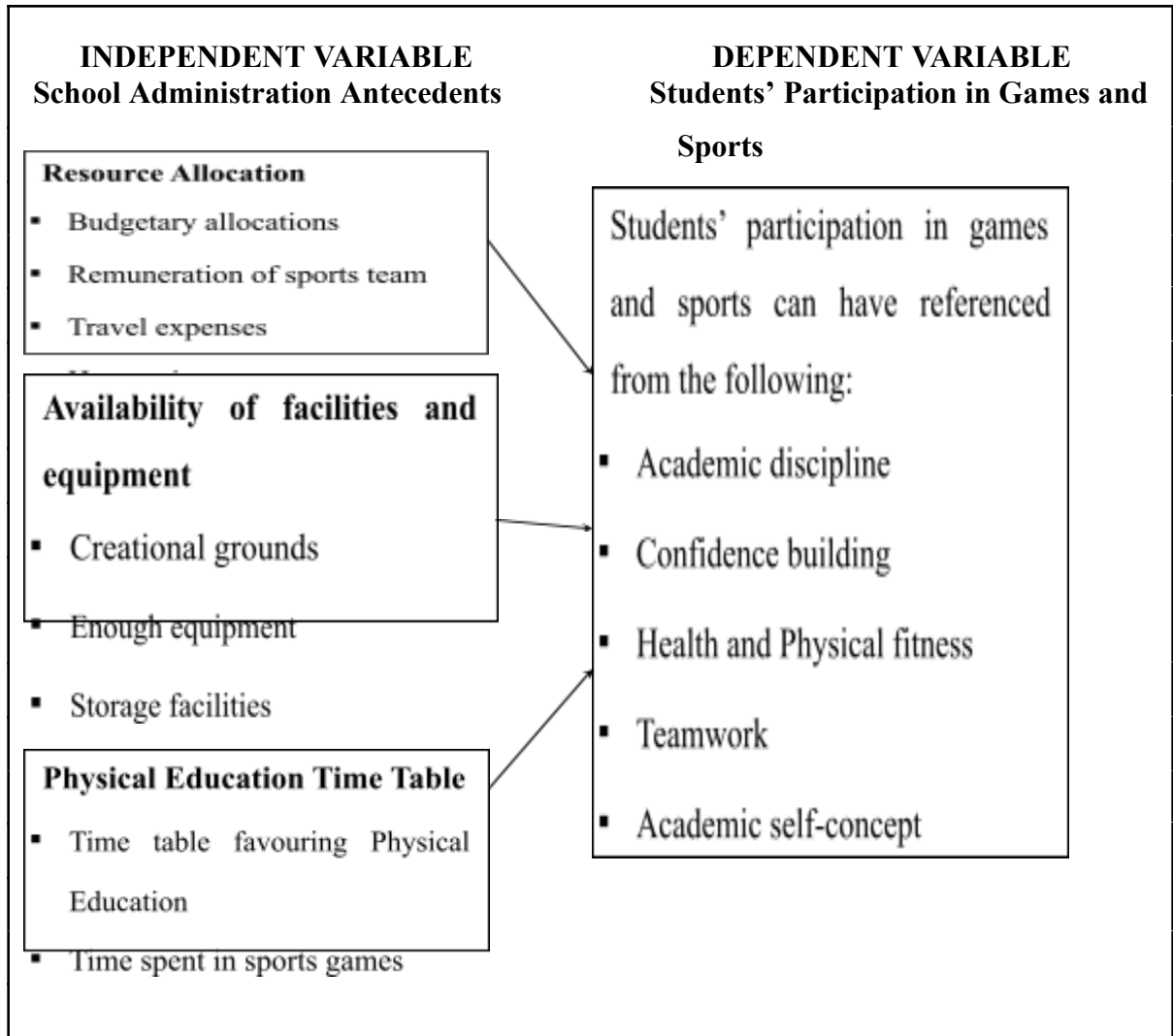
The findings of the study may also assist school administrators in making policies on using facilities and equipment to improve students' participation in competitive games and sports activities. This is expected to help to promote a sense of belonging to schools and eventually improve students' participation. By documentation, the strong educational and theoretical heritage on the school administration antecedents and students' participation in games and sports may now be disseminated from one generation to another and avoid its frustrating erosion.

The same documented educational knowledge may be of great value to the policy makers and implementers in the education sector, informing them about the school administration antecedents that venerate and adhere to students' participation in games and sports. Besides, the documentation may make great academic contribution by providing adequate information that may enrich many academic fields like historical and educational studies, sociology, cultural and environmental stewardship to provide literature for future scholars.

The study is also expected to act as a source of reference material for future researchers on other related topics. Further, it would help other academicians who may undertake the same topic in their studies. Apart from this, it would also emphasize on other significant relationships that require further research. This may be in the area of games and sports activities and students' participation in secondary schools. More so, the findings shall help the researcher to attain a master's degree.

1.9 Conceptual Framework

This research was conducted in the context of the following conceptual framework. However, the conceptual framework provides explanation in schematic, the relationship between two variables. These are independent variable which is school administration antecedents and dependent variable which is students' participation in games and sports.



Source: Adapted from Eccles & Barber (2019); modified by the investigator

Figure 1.1: Conceptual framework

1.9.1 Description of the Model

The Figure 1.1 shows the linkage between different school administration antecedents (cause) and students' participation in games and sports (effect). Accordingly, this research strives to establish the school administration antecedents and students' participation in games and sports in selected secondary schools. This research examined the independent variables which concerns school administration antecedents such as: Resource allocation (i.e budgetary allocations, remuneration of sports team and travel expenses); availability of facilities and

equipment (i.e creational grounds, enough equipment and storage facilities); and Physical Education time table (i.e time table favouring Physical Education and time spent in sports games). When all of these are present, students' participation in games and sports eventually improves. The research viewed the dependent variables which are: academic discipline, health, physical fitness, teamwork, and academic self-concept. This concurs with Eccles & Barber (2019) who stated that the relationship between school administration antecedents and students' participation in games and sports can be comparable in an ideal situation, however a number of variables can affect their relationship and these are some of the intervening variables: financial status of the school, students' natural capabilities, teachers 'experience, and so on.

1.10 Operational Definitions

A game can be defined as any activity that an individual engages in for amusement or fun. It is an entertaining activity or sport, especially those one played by students or the equipped needed for such an activity (Angevaren, 2018). In this research, games were considered to imply any form of play or way of playing, which could either be recreation, amusement and sport. It is any activity or sport that usually involves knowledge, skills and chance in which individual follow fixed rules and tries to win against the opponent. Games are a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules to play it.

According to Kohl & Cook (2021), a sport is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these whereas a game is a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules to play it. In this study, sports was defined as an activity that involved physical exertion and skill in which an individual or team

have to compete against another or others for entertainment purposes. Sports are a physical activity carried out under an agreed set of rules, with a recreational purpose.

Students' participation in games and sports refer to an organised activity in which students spend a substantial amount of their leisure time (Chida & Hamer, 2018). Similarly, Smoll & Smith (2022) also consider students' participation in games and sports to imply learners' involvement in several leisure activities within school premises.

School Administration Antecedents refers to school administration antecedents as those factors entailed in daily operation and running of the school (Eccles & Barber, 2019). It also refers to the school management aspects influencing school administration to achieve certain goals (Lindner, 2022).

Davidson (2018) consider Secondary Schools as educational institutions which provide education to students after primary seven normally from age thirteen (13) as they enroll in S.1 to age –nineteen (19) as they complete senior six. They are the second stage of education after completing primary school. In Uganda, Secondary School Education is divided into two cycles; the O-Level cycle and the A-Level cycle. The O-Level cycle lasts for 4 years, during which students study for their Uganda Certificate of Education (UCE). The A-Level cycle is 2 years, during which students study for their Uganda Advanced Certificate of Education (UACE) (Murunga et al. 2023). In the next chapter, the literature review was addressed.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers other works from other literatures. It is important that a closer look is taken at similar works done on the school administration antecedents and students' participation in games and sports in selected secondary schools, and review some of the literatures pertinent to the study, for comparison, confirmation and differences to be laid bare. Due to this, this chapter was meant to contain the theoretical review and empirical review of various literatures considered to be relevant to the study. The study reviewed the existing scientific literature in order to be familiar with the body of knowledge obtained by previous researchers and scholars. The literature involved opinions and views of other scholars and researchers that are related to the topic in study. It conjointly presents an outline of the salient gaps identified within the literature review that this study sought to fill.

2.1 Theoretical Review

Section on theoretical literature reviews provide a deep description of key concepts that was used in this research study.

2.1.1 The Involvement Theory

Astin's (1984) Involvement Theory was adopted for this study. The theory defines the quantity of physical, mental and emotional energy that students dedicate to any education programme. The basic principle of Astin's involvement theory is that educational experience ought to be considered in a wide sense that encompasses both classroom learning for academic performance and out-of-class experiences for physical and psychological development (Smoll & Smith, 2022). Active participation in academic and other co-curricular activities and

especially competitive games and sports is highly related to student learning and their physical and mental development.

The Theory provides a theoretical basis for investigating student involvement in the education experience. This theory presents a model for presenting student involvement in games and sports activities, emphasizing the concepts of commitment and time taken in these activities. Commitment refers to the qualitative or content component of involvement, and time refers to the quantitative component (Shernoff & Vandell, 2017). Both quality and quantity involvement are important as involvement is a major factor in ensuring improvement in the academic performance of students in secondary schools. This shows that students need enough time to actively participate in games and sports activities

Astin (1984) demonstrated that Involvement Theory is predicted on five basic assumptions: involvement refers to the investment of physical and psychological energy in various objects; The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program; the success of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement; and involvement has both quantitative and qualitative features; involvement occurs along a continuum.

Astin's theory of 1984 serves as a connector between pedagogical theory and student outcomes by providing a link between the variables emphasized in these theories and the learning outcomes desired by the student and the teacher. He states that any program, whether academic or co-curricular, should motivate students to commit both time and effort to it (Chida & Hamer, 2018). However, with allegations of inadequate information of the

participation levels of students in games and sports in the secondary schools in this area, this prompted the current researcher to opt for the research to address this gap.

2.2 Empirical Review

This section presents the empirical review or review of the related literature on the teacher motivation and students' academic performance. It presents literature that is relevant to the study giving reference to the study objectives, sub-divided into different sub-sections. Such information had been given basing on the research objectives set. It was reviewed under the following study themes as follows: the effect of resource allocation on students' participation in games and sports in secondary schools, how availability of facilities and equipment influence students' participation in games and sports in secondary schools, and the effect of physical education time table on students' participation in games and sports in secondary schools. Finally, the researcher presented a research gap based on the reviewed literature.

2.2.1 Resource Allocation and Students' Participation in Games and Sports

The recent study conducted on Zimbabwean populations indicated that students participated in sports and games at school when there is adequate resource's allocated to sports departments to meet the sports team requirements (Zaff et al. 2023), yet the current theory said participating in sport and games by students enhances their performance academically; however, this can be influenced by school management allocating the departments enough resources. Similarly, Mandy (2017) believed that specific funding for primary schools physical education specialist was needed; however more than half of the secondary schools principal in Hongkong doubted whether school physical education specialists are necessary or essential. However, this study was carried out outside Uganda, few years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Additionally, Senyimba (2019) argued that throughout public high schools across the world, sports teams are seeing a decreasing trend in equipment and gear for players. Many factors play into this rising issue, but it starts with the poor funding and little prioritization of sports team. More so, Larson & Kleiber (2023) asserts that the simple approach would be equal distribution financially towards every team, but it's more complex than that. Football tends to require the most equipment and facilities, and the highest budget, due to the larger number of players and equipment like helmets, pads, pants and jerseys. McNeely, Nonnemaker and Blum (2023) believed that the logical answer would be to give programs the expected funding and base extra money and donations based on turnout and success of each team. Performance directly correlates with participation and attendance, and the argument of other sports not getting enough spotlights can be flawed in some areas. However, this research was not secondary school based, thus need for the study to be conducted basing on selected secondary schools in Uganda.

Akira (2018) noted that if every sport and game receives the same funding as football for example, there would be far too much money squandered on unnecessary equipment. That sent money would deplete necessary educational equipment and devastate the school's finances. Similarly, Ali et al. (2020) asserts that with more school financial base, school administration have placed greater emphasis on sports provision, a school's investment in PE and sports facilities, as well as in the sports, clubs and activities that it offers. Evariste & Andala (2020) noted that using the PE and sports premium, schools can invest in: hiring qualified sports coaches to work with teachers, providing existing staff with training or resources to help them teach PE and sports more effectively; introducing new sports or activities and encourage more learners to take up sport; supporting and involving the least active children by running or extending school sports clubs, holiday clubs and other clubs, and

running sport competitions and activities with other schools. The gap is excited and justifies the need for empirical studies to be conducted while the secondary schools in Lira City are experiencing the crisis in students' participation in games and sports.

More so, having recognized the importance of games and sports activities, UNESCO in 1978 in its charter, declared that every human being has a fundamental right of access to physical education and sport for the development of his or her personality (UNESCO, 2018). Thus in addressing issues related to Education for All (EFA). UNESCO required all countries worldwide to integrate games and sports activities in their general education policies (UNESCO, 2015); through funding. In response to this, various countries including Uganda have been implementing students' participation in games and sports activities as part of their general education policies, and this has been spearheaded through increased resource allocation. This study involved assessment, summary and the development of the work of teaching staff qualitatively as well as quantitatively. The study utilized descriptive method utilizing a sample of 117 respondents hence different to the current study that utilized correlational method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

In the U.S.A for example, the increasing funding and resource allocation towards games and sports activities was intended to stimulate educational reform and promote academic achievement and accountability in curricula (Evariste & Andala, 2020). And the acts of No Child Left behind in Elementary and Secondary Education (NCLB) Act acknowledged that, there is a link between resource allocation and, games and sports activities (Mwihaki, 2017). Thus, there are several strategies of improving games and sports curriculum in United States of America which includes the budgetary allocation and establishment of Physical Education

Curriculum Analyst Tools (PECAT) that assessed the written quality PE curriculum (Mziray & Kitta, 2019). The methodology utilized in that study was descriptive statistics. However, in this study, the data was analyzed using SPSS version 21 where both inferential and cross-sectional survey was conducted.

More so, in England where the curriculum remains as a compulsory foundation subject within the modified national curriculum for children aged 5-16 years as well as adult learners. The government has been allocated for the new National Physical Education Continuing Professional Development (CPD) Programme for teachers which run for a three-year period (Lamborn et al. 2022). The programme has been established to ensure that, teachers in every primary, secondary and special school have the games and sports knowledge, resources and confidence to develop quality games and school sports activities. This research aims at assessing the influence of resource allocation on the students' participation in games and sports in Ugandan contexts.

China puts more emphasis in implementing games and sports activities by teaching it in all education level, and this has been emphasized through doubling the funding as well as training enough and qualified teachers (Hayhoe, 2019). In South Africa, the government has put more emphasis in bringing back games and sports activities into the general curriculum. For example, the minister of sports in South Africa at the opening of the sports and recreation in South Africa conference in Durban in 2002 reported that “effort must be done to develop proper strategies to get physical education back into the curriculum of our schools” (Smoll et al. 2022). The statement revealed that there is a lot of financial support and effort towards reviving of games and sports activities in South Africa; thus need for this study to analyze the situation in Uganda.

In Tanzania, financial supports and other several efforts have been made to ensure that, games and sports activities are effectively implemented in all educational levels including teachers colleges. Similarly, the government of Uganda has been making efforts to ensure effective implementation of games and sports curriculum specifically in secondary schools. For instance, in 2003 the government made several curriculum reforms at all levels of education. The reforms aimed at improving quality of education through boosting financing (MoES, 2018). The reforms also aimed at improving the implementation of games and sports activities that was initially offered in few secondary schools and in 2009 extended to other secondary schools. The introduction of games and sports activities to other secondary schools aimed at improving academic performance and discipline of students in secondary schools as one of such initiatives (MoES, 2018). The mixed method was used in data collection and analysis, unlike this research that applied qualitative approach, under descriptive research design.

Subsequently, despite the benefits it has basing on cognitive, psychomotor, and affective domains, implementation of games and sports activities leaves a lot of discussion in schools as well as colleges in Uganda. Literature review indicates that games and sports activities are not taught in all schools and colleges like other subjects (Mziray & Kitta, 2019). The argument it revealed that, financial obstacles hinders the implementation and participation of students in games and sport activities. Schools require financial support from different stakeholders to enable them operate optimally considering the difficult circumstances that schools in Kenya operate under (Mwihaki, 2017). More so, Shernoff et al. (2017) noted that the major concern and issues in the implementation of games and sports activities are; financial resources, specialist teachers, facilities, developmental appropriate practices, which have been the major factors limited sports and games in Uganda, giving the justifications for this research.

The research also wished to establish if private schools had a different philosophy with respect to physical education and sports compared to government owned and aided schools in Nyeri Central District. The study was also able to establish if there was a relationship between school financial base towards physical education and sports and the actual expenditure on physical education and sports programme. The school as a social system has belief patterns, authority structures, organizations goals and communication networks of which the principal takes many different roles. Shernoff et al. (2017) reported that principals though budgeting played a critical role in the success of any program. Mbabaali (2022) gave seven-fold classifications of administrative processes of the principals; these are financial planning, decision making, organizing, coordinating, communicating influencing and evaluation. The most important one was to identify specific objectives and devise means and content of these programs. The study used descriptive survey design, this was like this study in terms of design but different in the sample size since the study utilized small sample size for the purpose of manageability and accuracy.

2.2.2 Availability of Facilities and Equipment and Students' Participation in Games and Sports

Tyson et al. (2020) set to determine the relationship between available facilities and equipment and effective teaching of physical education as well as enhancement of students interests in Physical Education. They conceded that Physical Education and Sports aims at improvement of human performance through the medium of physical activities that are selected to realize that outcome. And that facilities and equipment play vital role in the development and organization of these physical education activities. It was concluded that where facilities and equipment were accessible to the community, the enhancement of

students' interests in training and acquisition of skills was promoted (Larson & Kleiber, 2023). They further opined that facilities and equipment for practice are key factors that determine satisfactory conditions for schools sports programmes. However, one wonders whether this is applicable in Uganda, creating a gap for this research.

Angevaren (2018) also opined that essential to the success of any Physical Education and Sports was the provision and utilization of good facilities. They further quoted Eccles et al. (2019) who said that availability of soccer field, handball courts etc. and adequate personnel will produce higher level of participation and standards of sportsmen and women. Kohl & Cook (2021) who had done the study on the same conceded that for any Physical Education and sports programme, there must be availability of qualitative and quantitative facilities and equipment which also foster effective sports development and participation; thus creating the gap for this research to critically assess the situation at the ground in Uganda.

Lindner (2022) from his study on administration and organization of physical and health education, sports and recreation concurred that availability of sports facilities and equipment drew young people out to play games and sports as a natural urge. What they needed for successful participation were physical education coach/teacher to guide them on the selected sports and games. This study investigated the extent to which facilities and equipment elicited enough interest of learner to participate in physical education and sports and whether there was a strong correlation between participation of learner in physical education and sports and availability of PE facilities and equipment. However, this study was conducted basing on a cross section survey design, unlike this study that concentrated on descriptive research design.

The provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success (Larson et al. 2023). The

games and sports program's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative; team activities and competition. According to Gilligan (2020), facilities for which they are responsible include outdoor facilities such as playground, pools, courts, and fields. And indoor facilities such as lockers, shower rooms, weight and exercise room, clipping walls and gymnasium. As Mbabaali (2022) argued that adequate facilities are needed for effective instruction, goal fulfillment, and the successful teaching physical education. Lack of sufficient teaching station and play area is one of the reason that poor programs in games and sports activities.

Shortage of facilities and adequately trained personnel are widely reported throughout the continent (Mudekanye et al. 2012). The peripheral value given to PE in the curriculum and inadequate monitory inspections in schools are among the factors that affect PE. Generally, priority is accorded to Science, Language and Mathematics, and that even inadequately allocated resources for PES are often diverted to other subjects. In some countries such as Malawi and Ghana, PE for girls often suffers from optional status with many preferring not to take part, a situation, which is exacerbated by scarcity of amenities such as attire changing rooms (Larson et al. 2023); prompting the current researcher to opt for the research study area.

More so, the main reason for the lack of PE infrastructure and equipment is that there is little financial provision or too little support for the development of these programmes (Lindner, 2022; Mbabaali, 2022). Research conducted by the Lindner (2022) commission of inquiry into education and training in Zimbabwe revealed that most PE and sport facilities in primary schools especially in rural, farming areas and high density suburbs are substandard and

inadequate This is a great concern, as this has been found to also influence the development of a PE syllabus (Mbabaali, 2022). Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Furthermore, Kazungu (2020) put forwards that facilities and equipment differed in allocation and other obstacles hampered the implementation includes inadequacies of facilities and equipment, shortage of qualified games and sport educators, low morale, motivation of teaching personnel, narrowly focused on choices of curriculum activity, inferior role and esteem of the physical educator, financial constraints inhibited curriculum development and delivery together students' perception of games and sports activities as lacking in intellectual and vocational substance. Also, Mziray et al. (2019) noted that the subject was handled by teachers who were unqualified as games and sport teachers. It was therefore worth to note that despite these bottlenecks, the level of students' perception to games and sports require to be investigated to underpin my research findings.

2.2.3 Physical Education Time Table and Students' Participation in Games and Sports

According to Sumaira (2018), results demonstrated that participating in sports competitions did not have the same beneficial results as regular physical activities. The probability of obtaining higher degrees did not increase with participation in competition; on the other hand, it did not reduce either. The findings demonstrated that increased time spent on sports and games were showed to be related with higher academic grades, compared to physical education. These researchers therefore ended that, schools should not decrease time of sports and physical education to increase academic time but instead they should do just the opposite (Zaff et al. 2023; Marucci, 2023, & Marucci et al. 2018). Researchers have also evaluated

exactly how much sport is adequately to significantly improve students' academic outcome. The findings of Mukaruzima et al. (2019) indicated that time table favouring Physical Education has a significant effect on students' participation in games and sports. However, studies have indicated that in Uganda, teachers in some public and private secondary schools do not given adequate time to PE lessons to have improved students' participation, thus explaining the reason for this study.

Fredricks and Eccles (2016) review the evidence that sports time allocation play a significant role in their students' participation or non- participation in sports and games. Head teachers allocating ample time for PE have a direct impact on their student's participation in sports and how their student beholds playing. Davidson (2018) described that Sports and games is an integral part of the school curriculum in Ireland. Historically the "fit Body, Healthy Mind" philosophy has promoted the inclusion of sports and games alongside more cognitive school subjects, with full support from the school administrators. Research indicates these sports can improve cognitive function and provide educational interests when allocated ample time for adequate practice and physical fitness. Although, there is small research on how the choice of time allocated to sports and games influence students' participation in school sports and games. The study took qualitative survey design, unlike this study that considered a mixed research approach.

The principal as a leader of the school plays an important role formulating educational goals of the schools which in turn affected the quality of the physical education program and extra curriculum activities of that school (Guest et al. 2023). The principal also has a considerable influence on the budgeting and attitude of both teachers and student towards sports and games. He or she may act according to his or her past experience, ideas, likes, dislikes

towards physical education and sport (Ali et al. 2020). Research associated with the attitude of principals was scarcely done and this study was set to investigate the Principals commitment to finance and allocate ample time to physical education and sports in secondary schools. It was also to find out whether allocation of resources by the principal would influence learners' participation in sports and games, creating the need for this research.

The other challenge hindering implementation of games and sports in secondary schools, is that some head teachers allocated limited time to games and sports, as they do not have the knowledge to teach it and do not understand the positive benefits related to the subject (Lamborn et al. 2022, Lindner, 2022; Mbabaali, 2022), and the researcher wonders whether it is also the same case in Lira City. Furthermore, it is seen as a waste of time in comparison to academic subjects. The final challenge is that there is a misconception about games and sports. There are people that believe that games and sports are for “dull” learners and the teachers teaching PE are also classified as “dull”. The reason for this is that these people only see the physical component and not the intellectual, social and emotional part of PE (Mafumiko et al. 2018). This study involved assessment, summary and the development of the work of an employee qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 190 respondents hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

Bradley., Keane & Crawford (2023) believed that attitudes of principals to allocate physical education ample time and be included on the time table determined whether a physical education programme would be implemented and remain in the curriculum or would be rejected, reduced in status and subsequently eliminated from the curriculum. Mandy (2017)

believed that specific funding and time allocated for primary schools physical education specialist was needed; however more than half of the secondary schools principal in Hongkong doubted whether primary school physical education specialists are necessary or essential. However, this study was carried out outside Uganda, few years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Mohammad (2022) carried out a longitudinal study of 18 months to ascertain whether sports time allocation sports contribute immensely to students' participation in games and sports. The study involved over 3,000, 15-16 years old secondary school pupils as they progressed from their third year into their fourth year of study in 15 comprehensive schools. The data was collected by questionnaires, inventories, teachers' ratings and assessment as well as direct measurement; observation and recordings. The students were categorized into three groups, namely active competitively, active reactively and non-participants. The study found that the active competitors lead into participation in games and sports. With regards to the sports time allocation in question, the researcher developed a sense of concern in achieving knowledge on the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City.

2.3 Summary of Literature Review

Basing on the literature review, it is concluded that school administration antecedents contribute to students' participation in games and sports in selected secondary schools. Besides, it is observed that the literature shows that there is a relationship between resource allocation and students' participation in games and sports; availability of facilities and equipment, and students' participation in games and sports; and physical education time table and students' participation in games and sports. However, according to the literature reviewed

above, it is clear that much of it is from school administration antecedents in university, public schools and primary schools among administrative staff and governance and not in Uganda. The review process involves identifying the gaps in the literature and making analysis of the studies that have been conducted regarding the school administration antecedents and students' participation in games and sports.

A critical analysis of the above studies did not provide a clear answer. Much as the writers and researchers had studied the school administration antecedents and students' participation in games and sports, a gap remained undiscovered on how the school administration antecedents influence the students' participation in games and sports in selected secondary schools. However, there are still several gaps which the review has identified and which require further research.

Most studies were qualitative and do not guide us on the relationship between the study variables. The scholars did not specifically focus on the variables as laid down in this study. This therefore, created a knowledge gap. This leaves a very huge gap that necessitates the need to undertake a study that is applicable to Ugandan schools, both public and private secondary schools. Considering the above, the current study focused more study variables. This was a critical gap in the world of knowledge that this research attempts to bridge. It was upon this background that the investigator decided to establish the school administration antecedents and how they affect students' participation in games and sports in selected secondary schools in Lira City, was analyzed in order to fill this gap in literature.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research design, area of study, sources of information, population and sampling techniques; variables and indicators, measurements levels, procedure/ protocols for data collection, data collection methods, data collection instruments and equipment; quality/error control, strategy for data processing, analysis and interpretation; ethical considerations and approvals; as well as study methodological constraints.

3.1 Research Design

Mouton (2011) defines research design as a plan or blueprint of someone intending to conduct research. Research design involves how the researcher has planned to carry out the research. The study was carried out using a cross-sectional research design. This helped the researcher gather data from a sample population at a particular point in time (Amin, 2005). Triangulation where both qualitative and quantitative approaches were employed to get detailed description of the situation, and therefore enabled the researcher to establish patterns, and relationships among the identified variables. The cross-sectional survey design was used because it was relatively quick and easy to conduct, data on all variables were collected once and it provided an opportunity for studying a wide range of respondents (Creswell, 2018). The study used two approaches were based on the principle of triangulation, which helped in converging opinions to be able to arrive at better conclusions (Amin, 2005). Correlations methods involved effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda.

3.2 Study Setting

This study was carried out in selected secondary schools in Lira City located in the Northern region of Uganda. Lira is approximately 110 kilometers (68 mi), by road, southeast of Gulu, the largest city in the Northern Region, along the highway between Gulu and Mbale. Lira City are chosen because they are one of the districts that have faced challenges of poor students' participation in games and sports.

3.3 Sources of Information

Study collected information from both primary and secondary sources such as self-administered questionnaires, Interview guides and use of Key Informants. Both primary and secondary sources of data were used in gathering the right information for this research. Primary data are important for all areas of research because they are accurate information about the results of an experiment or observation. Primary data from the field was obtained through face-to-face interviews with the selected respondents in order to get their opinions. Primary data helped the researcher in collecting information for the specific purposes of their study.

3.4 Population and Sampling Techniques

3.4.1 Population

A population refers to all people or items with the characteristic one wish to understand which may be tangible or intangible (Mouton, 2011). The study population comprised of sports teachers (sportsmen/women), head teachers, deputy head teachers, directors of studies, teachers, and students' representatives from two selected secondary schools and their administration in Lira City, all equivalent to 110 target population (School guide Uganda, 2024). They were selected and involved in this research for valid results. Head teachers,

deputy head teachers, and directors of studies, sports teachers (sportsmen/women) were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. Students’ representatives and teachers were also selected in order to obtain reliable and valid information required for this study.

3.4.2 Sample Size Determination

The sports teachers (sportsmen/women), head teachers, teachers, and students’ samples were selected based on Krejcie and Morgan’s (1970) table approach shown in Appendix I. The participants totalling to eighty six (86) considered from 110. These ranges from: 4 sports teachers (sportsmen/women), head teachers (2), deputy head teachers (2), directors of studies (2), teachers (48), and students’ representatives (28). This gives a total of 86 out of 110 respondents being selected as key informants. These helped to gather enough information for the benefit of this study as indicated in the Table 3.1:

Table 3.1: Population, Sample Size and Selection

Category of Respondents	Population	Sample Size	Sampling Strategy
Head teachers	2	2	Purposive
Deputy head teachers	2	2	Purposive
Directors of Studies	2	2	Purposive
Sports teachers (sportsmen/women),	4	4	Purposive
Teachers	56	48	Simple random
Students representatives	44	28	Simple random
TOTAL	110	86	

Source: (School guide Uganda, 2024).

Therefore, from the table above, the sample size was 86 respondents got from a total population of 110, composed of sports tutors, head teachers, deputy head teachers, directors of

studies, teachers, and some students' representatives not involved in games and sports from two secondary schools in Lira City. Teachers and students were selected to provide quantitative data. On the other hand, head teachers, deputy head teachers, directors of studies, and sports teachers (sportsmen/women) were also purposively chosen to provide qualitative data. This enabled the researcher to get a variety of views and unbiased response which made the study a reality.

3.4.3 Sampling Selection

The sampling methods provide information required about the selection of the samples. It also provides a detailed foundation where the research sample can be drawn, and for a population that is enough for a high quality selection of the participants (Lewis and Ritchie, 2003). The researcher used purposive sampling method since the population study is known. The head teachers, deputy head teachers, directors of studies, and sports tutors (sports men and women) who are not involved in games and sports from the two selected secondary schools from Lira City participated in the study as key informants. Purposive sampling was used to select the key informants. The reason why purposive sampling was used for this category of respondents is because of their active role and knowledge about the topic under study, these individuals also have special qualification and therefore these categories of respondents are expected to provide in-depth information about the factors associated with students' participation in games and sports in selected secondary schools in Lira City.

Teachers and students representatives on the other hand were randomly selected to participate in the study. Convenient sampling was used because not all teachers who were available at all times. Students' representatives who are not involved in games and sports from the two selected secondary schools from Lira City participated in the study to provide vital

information. According to Creswell (2018), simple random sampling ensures that every member have an equal chance of being recruited into the sample. Here, the researcher first reached the required number of elements from the sample frame, write their respective codes on pieces of paper, put the papers in the box and shake or roll to so as to enable random selection of elements until the required number is achieved. Adoption to this sampling technique was used because it provided each study elements equal probabilities or chance of being selected and also enhance dismissal of selection bias (Creswell, 2018).

3.5 Variables and Indicators

The study variables are: school administration antecedents (Independent variable) and students' participation in games and sports (Dependent Variable). This was put on Likert scale. The study is meant to establish if the following school administration antecedents are available in the schools: Resource Allocation (like budgetary allocations, remuneration of sports team and travel expenses); availability of facilities and equipment (like creational grounds, enough equipment and storage facilities); and Physical Education Time Table (like time table favouring Physical Education and time spent in sports games). However, students' participation in games and sports can have referenced from the following: academic discipline, health, physical fitness, teamwork and academic self-concept.

3.6 Measurement Levels

The variables were measured by operationally defining concepts. For instance, the questionnaire was designed to ask responses about key effects. These were channeled into observable and measurable elements to enable development of an index of the concept. Both the dependent (school administration antecedents) and independent (students' participation in games and sports) were measured on a 3-point Linkert scale. The dimensions too were

measured on this scale. A likert scale is a scale that was used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. This was put on a five point Likert scale with items on the Independent and Dependent Variables subjected to responses based on a Scale; (3) *For accepted*, (2) *for not sure*, (1) *for disagreed*. The measurement levels considered multi-variable levels. Multivariable analysis (MVA) was based on the statistical principle of multivariable statistics, which involved observation and analysis of more than one statistical outcome variable in the study. The scale measured the opinion of respondents which was quantified and standardized to ensure regression analysis was conducted.

3.7 Procedures for Data Collection

The researcher obtained an introductory letter from the School of Education as well as Uganda Christian University Research Ethics Committee (UCUREC) to ensure that the ethical guidelines were followed throughout the data collection process; after which she sought for permission from the different respondents in the selected secondary schools in Lira City to use as a case study. The researcher then approached various respondents to administer questionnaires and conducted interviews. In this manner, the researcher got a chance of accessing and talking with selected participants. This helped her in avoiding unnecessary skepticisms.

After, the school authority acceptance, selected respondents and individuals were contacted with the view of seeking permission to collect data and explained the purpose of the study. Once this was done, the researcher distributed the questionnaires to the teachers and students' representatives. Completed questionnaires were collected immediately, where not possible, arrangements were also made to pick them on a later date. The researcher also made an

appointment with key informants to schedule for the interview. The interviews were conducted after assuring the participants confidentiality of their information.

Subsequently, each questionnaire contained an opening introductory letter and consent form requesting for the respondent's cooperation in providing the required information for the study. Respondents were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the respondent on the questionnaire to exist). Both the questionnaire and interviews were only conducted with willing respondents. The respondents were further assured of confidentiality of the information they provided and that the study findings were used for academic purposes only.

3.8 Data Collection Methods

The researcher collected both primary data which is data from direct interactions with the respondents through interviews and questionnaires as explained below.

3.8.1 Questionnaire

The choice for a questionnaire premises on the need to collect quantitative data to test the hypotheses in accordance with the quantitative component of the study. According to Katamba & Nsubuga (2014), a questionnaire survey is a set of questions designed by the researcher for purpose of collecting data. The questionnaire had close ended questions where answers were based on a likert scale of 3-1 where; (3) *for accepted*, (2) *for not sure*, and (1) *for disagreed*. Respondents were only required to tick the best suitable answer about the subject matter. The questionnaire was used because it could cater for all issues that were set in the research objectives and it was also used because it was free from the bias of the researcher (Cohen, 2011). A questionnaire was administered with the help of Research Assistants who

were trained, ensuring that they administered the tool effectively. Since the researcher used questionnaires, he tried applying the process of guiding the respondents where necessary in ensuring that the right information was collected from the respondents.

3.8.2 Interviews

Key informant interviews were used to conduct face-to-face interviews with the key people having the in-depth information about the topic in question. Key Informant Interviews according to Rowley (2012) allows clarity of ideas and information and also provided more unbiased information.

3.9 Data Collection Instruments

The data collection instruments included questionnaires and interview guides which briefly explained in the following sub-section.

3.9.1 Self-administered Questionnaires

A self-administered questionnaire using scales of measurement was used to collect data from teachers and students' representatives. It consisted of background information, and other detailed objective information. The questionnaire contained a list of possible alternatives from which respondents selected the answer that best suits the situation. A standard questionnaire on a ten point Likert scale was used to get quantifiable primary data from individual respondents. It consisted of closed ended questions. These were intended to help the respondents making quick decisions and also helped the researcher to code information easily (Sekaran, 2003). Questionnaires were designed to fulfill a specific research objective. Closed questions permit only certain responses. These types of questions were employed as data-gathering instruments. On the other hand, open-ended questions were used for complex

questions that cannot be answered in a few simple categories but require detailed discussions. The questionnaires were also easy to administer, time saving and data collected was easy to analyze (Amin, 2005).

3.9.2 Interview guide

Interviews were used to collect data from participants where each participant was interviewed one at a time. Interviews were used because they have the advantage of getting in-depth information (Kothari, 2013). In addition they also gave an opportunity to the researcher to revisit some of the issues that have been an over-sight in other instruments and yet they are considered vital for the study. Data were obtained from head-teachers, deputy head teachers, sports tutors (sportsmen/women) and directors of studies from selected secondary schools in Lira City using interview guides, in addition to seeking their opinion by asking probing questions. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often need stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study. It was also good because it gave the research control over the line of questioning hence saving time.

3.10 Quality/Error Control

The principle of validity is fundamental cornerstones of the scientific method (Kent, 2001). In order for assessments to be sound, they must be free of bias and distortion. Validity is one of the concepts that are important for defining and measuring bias and distortion. The following subsections explain how validity was determined in this study.

3.10.1 Validity

Validity was established through test-retest of the questionnaires to the same sample after two weeks and the higher the reliability coefficient the higher the reliability of instrument (Sekaran, 2003). The pre-test sample was done using 10 respondents who were not included in the study. This was done as a way of eliminating or reducing errors in the study instruments in order to ensure the quality of research findings. Pre-testing helped to estimate the time it took towards filling the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in teachers, outside the sampled secondary schools in Lira City that did not participate in the study. The instrument was valid when the CVI is above 0.7 being recommended value for validity.

Table 3.2: Validity and Reliability Test Results

Variables	CVIs	No. of items
Resource allocation	0.80	9
Availability of facilities and equipment	0.79	9
Physical education time table	0.79	9

Source: Primary data (2025)

From the above validity statistics tables above, it can see that the total CVI is **0.78**, which indicated a high level of validity for our scale. Furthermore, it should also be noted that the CVI is above the recommended .70 that is (0.78) which implies that the questionnaire is valid and suitable for data collection.

In qualitative research, the researcher's poor memory can affect the validity of the study. Therefore to avoid this problem as much as possible, the researcher was taking notes during the interviews. Directly after the interviews the researcher compiled data from interviews and transformed it into precious information. The researcher also presented her results for the respondents to see if she had interpreted their answers correctly. Furthermore, the validity of the result was discussed with the researcher's supervisor with valuable feedback.

3.10.2 Reliability

Reliability of a measure indicates the extent to which it is without bias and therefore ensures consistent measurement across time and across the various items in the statement suggesting that the finding would be consistently the same if the study was done over again (Amin, 2005). In this study a Cronbach's alpha coefficient was computed to show how reliable the data is using Statistical Package for Social Sciences (SPSS) and taking only variables scoring above 0.70.

Table 3.3: Reliability of instruments

Variables.	No. of items.	Cronbach Alpha Co-efficient
Resource allocation	10.	0.79
Availability of facilities and equipment	10	0.83
Physical education time table	08	0.87

Source: *Primary data (2025)*

The Cronbach's alpha coefficients as indicated in Table 3.3 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for collecting the necessary data. The investigator ensured reliability of interview guide and this was done by ensuring consistent of selection method, that is, the 2 pilot study candidates that were involved in the interviewed for two times with the help of similar questions to rate the

candidate's similarity as well as getting the reliable interview. Therefore, the investigator pre-tested and re-tested the tools on a small number of key participants in an interval of 2-3 days, and they were not included among the targeted participants (interviewers).

3.11 Data Presentation, Analysis and Interpretation

Data processing, involved use manipulation of data by use of a computer based program into a more meaningful format aided by SPSS software. Both quantitative and qualitative approaches were used in analysis. This is supported by Amin (2005) in his observations that a choice of only one of these approaches (qualitative and quantitative) often presents a myopic view of things.

3.11.1 Quantitative Analysis

After data collection, the researcher edited the data to detect and eliminate obvious errors. The researcher then categorized the data by coding responses to each question. Since processing of data was done with the use of Statistical Package for Social Scientists (SPSS), the researcher transcribed each completed Data Collection Instrument (DCI) into the computer. The coded data was summarized and presented for analysis using tables. The statistical Program for Social Sciences (SPSS) was used for data entry and analysis to yield descriptive statistics like: Cross tabulations, mean, standard deviation. A Pearson correlation analysis test was used to compare the degree of relationships between school administration antecedents and students' participation in games and sports. Descriptive statistics are frequency distribution, percentages, measures of central tendencies (mean) and measures of dispersion (Std deviation). Quantitative data from structured questionnaires (Appendix 11) were analyzed using the five-point Likert scale. The relational change can either be positive or negative. Regression analysis was also used for estimation of relationships between a dependent

variable and one or more independent variables. That is to say, the relationship between study variables.

3.11.2 Qualitative Analysis

The data was purely analyzed qualitatively. Data collected from face-to-face interviews were transcribed from audio recordings, edited, coded and tabulated to make it reliable for analysis using both thematic analysis and content analysis. Content analysis was used to analyze qualitative data. Qualitative data from interviews were reviewed thoroughly, sorted and classified into themes and categories to support the quantitative data. Thematic and content analysis were used. Therefore, qualitative data was reported in a narrative form. Under qualitative analysis, relationships between categories and patterns were considered and established within themes. This data was analyzed by sorting out major themes, concepts and ideas that relate to the variables of the study so as to make meaning and draw conclusions.

3.12 Ethical Considerations and Approvals

Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviors (Devlin, 2006). Ethical behavior is also critical for collaborative work because it encourages an environment of trust, accountability, and mutual respect among researchers. The handling of these ethical issues greatly impact the integrity of the research results. The researcher took into consideration a number of ethical issues including:

First and foremost, the researcher sought ethical clearance from the Uganda Christian University Research Ethics Committee (UCU-REC). However, administrative approvals were obtained from the heads of the respected two selected secondary schools in Lira City.

Honesty, objectivity, respect for intellectual property, social responsibility, confidentiality, non-discrimination and many others. Voluntary participation and informed consent was catered for. The purpose of the survey was fully explained and the respondents politely requested to participate in the study.

Potential participants of this research were allowed to make their own decision whether to participate or not participate in this study. This was done through a process which informed them of the purpose, benefits, the level of confidentiality and how this research relates with their work and welfare so that they could make a voluntary decision about whether to participate.

Sensitivity of the organization records, no harming of the respondents was ensured. According to Cohen et al., (2000), it is very important that the participants have the option to refuse to participate in the study and the researcher has to provide this option. This was provided for in the introduction part of the questionnaire.

Anonymity was another concern as described by Denis combe (2018). To this end, promise and principle of anonymity together confidentiality was assured, after, the names of the respondents were not requested, and emphasis was noted that the information would be treated in aggregate and purely for research purposes. Appreciation was ensured to the respondents after participation for ethical considerations. The researcher shared the findings of the study with the respondents since these findings could be useful to the schools where the study was carried out.

Finally, participants was fully informed about the nature of the study and the way in which data are going to be used/ managed as suggested by Albright and Lyle, (2010); only necessary

data was collected and archived for secondary analysis to ensure greater transparency, and to reduce the burden of repeat data collection on participants. All the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

3.13 Methodological Constraints

The researcher was faced with a number of problems among which are:-

The researcher faced a limitation of lack of funds for transport, airtime, photocopying and typing of the necessary documents. This limited the intensity of the spread or area of coverage of the study. This was solved by the researcher through borrowing funds from friends and family members. In addition to the above, the researcher made sure; she followed the scheduled work plan.

The researcher also faced a problem of data collection. In most cases the researcher collected information from human beings yet at times they were not cooperative at all. They usually lacked interest because they found no justification in giving out information, which they thought would be misused by the researcher. Indeed, the researcher met un-co-operative respondents who were not unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information they were going to give remains confidential.

The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations given to the respondents. To minimize this threat, the research assistants first oriented and briefed on the procedures being followed/done in data collection.

Not all selected participants were willing to participate in this study and this due to circumstances on the part of the participants such as supervising exams, travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

The researcher faced another challenge of getting and accessing relevant documents needed for the success of this study. Some of the students' academic reports for example were not consistently filed for easy reference and data capture. Some of those records that were available, was restricted from public viewing for fear of embarrassment in case the reality was different from what is known by the publics. Nevertheless, the researcher tried to read widely, consult many books; visited various websites and library as possible to obtain comprehensive data for this research.

CHAPTER FOUR

PRESENTATION OF RESULTS, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study established the examined the effects of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda. This

chapter details with the detailed presentation, analysis and interpretation of primary results highlighting the purpose as well as which was answered by the respective objectives. The study was carried out using questionnaires and interviews with sports tutors, head teachers, deputy head teachers, directors of studies, teachers, sportsmen and some students' representatives involved in games and sports from two secondary schools in Lira City.

This chapter highlights the data presentations and analysis, as well as interpretation of research findings. The presentations are done according to the research objectives. Research results being presented in tables; narratives have been provided for each of the tables. Interview findings were obtained to further explain qualitatively how school administration antecedents affects students' participation in games and sports in selected secondary schools in Lira City in form of verbatim and narrative individual statements as per participants' opinions in line to each research objectives. These personal views supplemented findings obtained with the help of the self-administered questionnaire.

The study further give the presentation of the response rate of the respondents, clearly indicating the actual number of participants that properly responded to the research questions. Lastly, the personal details of the participants were also covered. To effectively taste the hypothesis, the inferential statistics were used. The investigator used regressions and correlations to effectively tasting the research hypothesis. This later clearly indicated the nature of correlations that exists between study variables, in addition to clarifying on the magnitude of study relationship that exists between the variables at hand.

4.1 Response Rates

The above sub-section covers the response rate summary of the selected participants. Response rate is referred to as return or completion rate, is the number of individual who answers the

distributed tools, and this is divided by the number of the targeted sample (Orodho, 2019). Further response rate details are presented in summary in Table 4.1.

Table 4.1: Number of respondents participated in this research

Category(s)	Targeted participants.	No. actually involved.	% of response rate.
Head teachers	2	2	100%
Deputy head teachers	2	2	100%
Directors of Studies	2	2	100%
Sports teachers (sportsmen/women)	4	4	100%
Teachers	48	47	97.9%
Students representatives	28	28	100%
TOTAL	86	85	98.8%

Source: Primary data (2025)

Out of the targeted total participants of 86, only 85 were reached. These 85 participants responded positively by accepting to participate in the research, giving the study a chance to get 98.8% of the response rate. However, the non-achievement of only 1.2% occurred as a result of the targeted participants was being too busy and others being out of work station during that particular period for the study despite several attempts made to reach them. This response rate found being higher than 70% as proposed and recommended by several authors (like Katamba & Nsubuga, 2014) being good for a study to provide satisfactory results.

4.2 Background Details of the Participants

The background details of the participants included; gender, age of the respondents, highest education level, and working period. Profiles of the participants who fully participated in this research are clearly shown in Table 4.2 below:

Table 4.2: Participants' Background Information

Bio-data Information			
		Freq. (f)	Percent (%)
Gender	Male.	52	61.2
	Female.	33	38.8
	Total	85	100%
Respondents' Age	14 to 19 years	28	32.9
	20 to 27 years	4	4.7
	28 to 37 years	12	14.2
	38-47 years	32	37.6
	48 – 57 years	8	9.4
	58 years and above	1	1.2
	Total.	85	100%
Respondents' education level	Secondary level	28	32.9
	Bachelors' degree	47	55.3
	Masters' degree	7	8.3
	PhD holders	3	3.5
	Total.	85	100%
Period serve in the school	Less than 5 years	43	50.6
	6 to 10 years:	34	40
	11 to 15 years:	6	7.1
	16 years and above	2	2.3
	Total.	85	100%

Source: Primary data (2025)

The gender difference was one of the main variables analyzed in the study. It aimed at ascertaining to whether the selected study sample was gender balanced. It is clearly observed in Table 4.2 above, that 85 participants participated in this study. Out of them, 52 respondents (61.2%) were males and 33 respondents (38.8%) were females. This implies that male

participants were more during the study. This may imply that many school administrators and teachers in Lira City are male in secondary schools compared to female.

As shown in Table 4.2 above, 28 respondents (32.9%) were between 14-19 years, and these were mostly students; 32 respondents (37.6%) were between 38-47 years, while 12 respondents (14.2%) were between 28-37 years, and only 1 respondents (1.2%) were aged 58 years and above. This implies that those participants who fall in the age category of 38-47 years made the majority during the research carried out in different secondary schools in Lira City.

As shown in above Table 4.2, respondents varied in terms of education level. Majority of the respondents 47 (55.3%) were holders of bachelors' degree, 28(32.9%) were secondary level, and these were students, 7(8.3%) were masters' degree holders, while only 3(3.5%) were PhD holders. These results also indicated that the majority of participants were at Bachelors level of education, but every participant had reasonable knowledge on the school administration antecedents as their responses were appropriate and corresponded to the questions asked.

Lastly, the majority of the participants 43(50.6%) indicated they have been studying or working with selected secondary schools for a period of less than 5 years. Also, 34(40%) of the participants have indicated 6 to 10 years, 6(7.1%) indicated of 11 to 15 years, while, 2 (2.3%) stated of 16 years and above. The indication of these results is that, all the participants were too familiar with several school administration antecedents and their related consequences to the students' participation in games and sports in selected secondary schools in Lira City. Put differently, majority of the sampled teachers had stayed long enough in the teaching profession hence understood specific school administration antecedents affecting them in handling students' participation in games and sports.

4.3 Descriptive Results

The results of the research are presented, and this is done in accordance with the stated research objectives that is to say: examining the effect of resource allocation on students’ participation in games and sports in selected secondary schools in Lira City, finding out how availability of facilities and equipment influence students’ participation in games and sports in selected secondary schools in Lira City, and establishing the effect of physical education time table on students’ participation in games and sports in selected secondary schools in Lira City. The findings are the views of respondents from school administration antecedents (“independent variable”); while, the students’ participation in games and sports (“dependent variable”). The descriptive statistics have been presented in form of frequency tables and they answer the research questions and correlations analysis was also presented.

4.3.1 The Effect of Resource Allocation on Students’ Participation in Games and Sports in Selected Secondary Schools

Objective one sought towards examining the effect of resource allocation on students’ participation in games and sports in selected secondary schools in Lira City. The structure was illustrated and measured by use different study variables and 5-point Likert scale whose findings are clearly elaborated in the below Table 4.3.

Table 4.3: The effect of resource allocation on students’ participation in games and sports in selected secondary schools in Lira City

Statement	Response	Extent of (dis)agreement		Mean	Std. Devt.
		(f)	(%)		

In our school, there is enough physical facilities for games and sports that encourage students' participation with presence of increased resource allocation	Accepted	67	89.3	3.97	0.985
	Neutral.	3	4		
	Disagree	5	6.7		
	Total	75	100%		
All school stakeholders are motivated to give games and sports activities to students	Accepted	63	84	3.81	0.935
	Neutral.	5	6.7		
	Disagreed.	7	9.3		
	Total:	75	100%		
Schools have enough resource to encourage students to take part in intra-school and inter-school sport competitions	Accepted	58	77.3	3.79	0.842
	Neutral.	7	9.3		
	Disagreed.	10	13.4		
	Total:	75	100%		
In our school, we are able to organize and arrange for termly inter-school games and sports	Accepted	53	70.6	3.69	0.981
	Neutral	6	8		
	Disagreed	16	21.4		
	Total:	75	100%		
Does students go through a health check before starting games and sports	Accepted	47	62.7	3.77	0.851
	Neutral.	11	14.7		
	Disagreed.	17	22.6		
	Total	75	100%		
In our school, adequate allocation of resources to sports and games encourage sports team to have sports gears encouraging others to join the field	Accepted	44	58.7	3.06	0.833
	Neutral.	10	13.3		
	Disagreed.	21	28		
	Total:	75	100%		
In our school, there is enough budget to facilitate extra physical education and sports lessons	Accepted	39	52	3.04	0.745
	Neutral.	13	17.3		
	Disagreed.	23	30.7		
	Total:	75	100.0		

Source: Primary data (2025)

Table 4.3 above clear gives a clear representation of the descriptive statistics on the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City. The results from the field showed that 67(89.3%) of the participants accepted to this statements that there is enough physical facilities for games and sports that encourage students' participation with presence of increased resource allocation(represented by Mean=3.97); followed by 63(89.3%) of the respondents who accepted that all school stakeholders are motivated to give games and sports activities to students (represented by Mean=3.81); the, respondents equivalent to 58(77.3%) accepted that schools have enough resource to encourage students to take part in intra-school and inter-school sport competitions (represented by Mean=3.79); and, lastly, 53(70.6%) of the respondents accepted that school administrators and teachers are able to organize and arrange for termly inter-school games and sports (represented by Mean=3.69).

4.3.1 Presentation of Qualitative Results on the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City

The first objective was also set to examine the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City. The interviews managed to solicit adequate information from the head teachers, deputy head teachers, directors of studies and sports tutors considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that school offers cash prizes especially when students perform well in sports and games; in fact one of the head teachers asserted that;

“...when schools offer cash prizes and bonuses to students; it motivates them and their colleagues to participate in games and sports. Cash prizes and bonuses to learners

motivate and encourage students to devote more time and involvement in games and sports.....” (Head teacher A from School B, 2024)

This might imply that cash prizes as part of schools’ attempts to encourage students to participate in games and sports. This has been a practice particularly in secondary schools for some time; while focusing on making every person feel like a winner.

The study also noted that existence financial constraints limit students’ participation in physical education. One of the key participants had these to say;

“....schools experience limited financial base to cater for physical education facilities. A lot of resources is required to buy land for play grounds, and buy other equipment, which cannot be easily managed by local schools. Most schools have resorted on available physical facilities and equipment which are either few/shallow, out of date and require renovation....” (Director of Studies B from School A)

This implies that inadequate financial resources allocated for physical education remained little. The government of Uganda and Ministry of Education and Sports does not given physical education a priority in their financial year budgets.

From the field study, respondents who were head teachers, sports tutors and deputy head teachers were asked whether they participated in any games and sports activities in the school or if they had students participating in games and sports activities in their schools. On of the key participants had these to say;

“...most of the students are involved and participate in games and sports activities, a few of them are not involved in any games and sports activities, when there is limited funding. Sports and games in schools have become mandatory. Some schools grade students inaccordance to their participation in co-curricular activities. Schools have introduced

several games and sports targeting to improve on the talents of students.....” (Director of Studies A from School B)

This shows that the selected secondary schools have enough budget which motivate students participation in different games and sports activities. Secondary schools where a high percentage of students took part in physical education and sports have enough resources to acquire physical facilities that encourages them. Sports and games that have become more likely to be offered in secondary schools include football, tennis, and multi- skills club.

From the interviews carried out with head teachers, their deputies, sports tutors and directors of studies, they were asked to give the adequate funding to games and sports activities they or their students are you involved in and also give reasons why they got involved in those particular games and sports activities and the responses are discussed as follows;

“.....first and foremost, majority of the students are engaged in football as a games and sports activity because of available resources. With enough budgeting, football is played by both boys and girls and there are different football tournaments in schools, to the district level and to the national level that are usually conducted of which the schools participate in these football competitions. The reason for participating in football is because of the talent the students possess in this sport and the fact that it is a sport loved by many people.....” (Head teacher from School A)

This implies that secondary school students are more likely to take part in intra-school and inter-school sport competitions when well-motivated and financed by the school authorities. Students with the ability of appreciation of the significance of practicing healthy life routines can enjoy more time in sports and games.

From the field study, participants were also asked of where school finance and support other games and sports that most of the students participate in apart from football. One of the interview participants had these to note:

“.....from my point of view, with school budgeting, most of the students participate in athletics where there is running of both short and long distances, long jump, high jump and javelin among others. This sports and games is also practiced by both boys and girls when motivated properly. They participate in athletics because of the talent the students possess in this sport especially given that they are from part of Northern Uganda where such talents come from and the fact that it is a sport loved by many people....” (Deputy head teacher C from School A)

More so, there are many role models that have participated in this sport before like John Akibua who have inspired these children to become like them in this sports and games. Financing physical education and sports lessons are just one of several factors supporting physical activity to become widespread in the society and to reduce physical inactivity.

Additionally, another participant pointed out school financing and support students with talents in schools through paying their school fees and accommodations. One of the interviewed sports tutors had these to say;

“...proper budgeting and allocation of resources to cater for the school requirements of best players in schools motivate the entire students to participate in sports and games activities. Some students participate in basketball and volleyball; although, these games are not liked by many students compared to football and athletics. However, the two games are played by both male and female students.....” (Sportsmen from School B)

This implies that school administrators promptly budgeting for students to cater for school fees motivate the rest to Participate in games and sports. Most of the students have the talents of playing these games although it is dependent on their body physic and height. However, most of these students are not able to fulfill their talents in these games because of the lack of facilities for playing these games in the school.

From the interviews carried out with tutors, from Lira Town College in Lira City who noted that students do not participate in any games and sports activities were further asked to give reasons as to why they are not involved in games and sports activities in their schools and the responses are presented as follows; A participant noted that,

“.....students are not involved in games and sports activities because they lack financial abilities to purchase the requirements like sports gadgets. Because of this, they prefer concentrating on their academics since games and sports activities take a lot of time. With more financing to games and sports activities, students have to sacrifice some of their class time to go for training meaning that it can be hard for some students to balance their academics and the sports activities and so they have to choose one and in this case, it has to be academics that brought them to school.....” (Head teacher from School B)

This implies that students do not participate in games and sports because of the limited financing and curriculum syllabus that does not favour them. The syllabus is too congested and gives sports and games only one hour which is inadequate. In school, teachers utilize the same reverse hour for games and sports to help students in remedial, in addition to completing assignments.

Furthermore, some participants also noted that they are not involved in games and sports activities because their schools do not appropriate budget for games and sports activities.

Another interviewed participants noted that:

“....most school administrators see these games and sports activities as a time wastage and a destruction to their childrens’ academics at school, these stakeholders end up restricting or giving limited money to PE, thus limiting students’ participation in these activities.....” (Sports tutor from School B)

More so, this implies that when school allocate limited resources to games and sports activities, limited number of learners pick an interest in getting involved and participating in games and sports. In other words, children prefer to concentrate on their academics than engaging in games and sports activities when the schools have limited financial reosurces.

The qualitative findings complement the quantitative data by providing deeper analysis and insights into the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City.

4.3.2 The Correlation Coefficient Results on resource allocation and students' participation in games and sports in selected secondary schools in Lira City.

Table 4.4: The correlation coefficient results

		Resource allocation	Students' participation in games and sports
Resource allocation	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	75	75
Students' participation in games and sports	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	75	75
** . Correlation is significant at the 0.01 level (2-tailed).			

Results in Table 4.4 above show the results from the correlations computed. The findings show that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between resource allocation and students' participation in games and sports in selected secondary schools in Lira City. This implies that any attempt where school administrators provide adequate budgeting and enough resources allocated to sports and games, school offers cash prizes especially when students perform well in sports and games; administrators are able to organize and arrange for termly inter-school games and sports, and there is enough physical facilities for games and sports that encourage students' participation with presence of increased resource allocation.

4.4 The Influence of Availability of Facilities and Equipment on Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

Objective two sought to find out how availability of facilities and equipment influence students' participation in games and sports in selected secondary schools in Lira City. The structure was

also measured by use of different study variables, while, 5-point Likert scale whose findings are clearly indicated in the below Table 4.5.

Table 4.5: Influence of Availability of Facilities and Equipment on Students’ Participation in Games and Sports in Selected Secondary Schools

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
In our school, fully instituted facilities and equipment motivated students to participate in games and sports activities.	Accepted	69	92	3.97	0.642
	Neutral.	1	1.3		
	Disagreed.	5	6.7		
	Total:	75	100%		
The availability of sports equipment and facilities means that the students have where to train from and play games from	Accepted	63	84	9.83	0.861
	Neutral	3	4		
	Disagreed.	9	12		
	Total:	75	100%		
The availability of facilities and equipment means that interested students have the chance to learn and get involved in games and sports activities.	Accepted	59	78.6	3.81	0.830
	Neutral.	5	6.7		
	Disagreed	11	14.7		
	Total:	75	100%.		
Our school have sports and games equipment’s to motivate sports games for academic purpose	Accepted	57	76	3.77	0.781
	Neutral.	7	9.3		
	Disagreed.	11	14.7		
	Total:	75	100%		
Our secondary school experiences a problem of inadequate recreational grounds.	Accepted	53	70.7	3.71	0.574
	Neutral.	9	12		
	Disagreed.	13	17.3		
	Total:	75	100%.		

Our schools have limited physical education infrastructures and equipment to enhance sports and games	Accepted	47	62.6	3.62	0.721
	Neutral.	8	10.7		
	Disagreed.	20	26.7		
	Total:	75	100.0		
sports and games equipment and facilities allows players to participate and stay healthy	Accepted.	43	57.3	3.39	0.3441
	Neutral.	11	14.7		
	Disagreed.	21	28		
	Total	75	100%		

Source: *Primary data (2025)*

The Table 4.5 represents the results on how availability of facilities and equipment influence students' participation in games and sports in selected secondary schools in Lira City. The findings indicated that 69(92%) of the participants accepted to the statements that fully instituted facilities and equipment motivated students to participate in games and sports activities (represented by Mean=3.97); the availability of sports equipment and facilities means that the students have where to train from and play games from, and this was accepted by 63(84%) of the respondents (represented by Mean=9.83); the availability of facilities and equipment means that interested students have the chance to learn and get involved in games and sports activities, and this was accepted by 59(78.6%) of the respondents (represented by Mean=3.81); and lastly, schools have sports and games equipment's to motivate sports games for academic purpose, and this was also accepted by the participants equivalent to 57(76%) (represented by Mean=3.77).

4.4.1 Presentation of Qualitative Results on the Influence of Availability of Facilities and Equipment on Students' Participation in Games and Sports in Schools in Lira City

The second objective was also set to find out how availability of facilities and equipment influence students' participation in games and sports in selected secondary schools in Lira City. The interviews managed to solicit adequate information from the head teachers, deputy head teachers, directors of studies and sports tutors considered. These participants were fully involved and participate in answering the interviews.

In interviews, participants were asked whether the availability of facilities and equipment influence students' participation in games and sports. Most of the participants agreed that the availability of facilities and equipment influence students' participation in games and sports, whereas some few said that the availability of facilities and equipment does not influence students' participation in games and sports. A participant noted that,

“....the availability of sports equipment and facilities means that the students have where to train from and play games from. It also means that the students will have courage that in case of any challenges like injuries, they will be taken care of fully since the equipment to do so is readily available. Such things give confidence to the students to participate fully in games and sports activities....” (Head teacher from School B)

This implies that sports and games equipment and facilities allows players to participate and stay healthy. Sports facilities are often used to prevent injury and treat injuries. Sports equipment and facilities are extremely significant in every modern school, and these aids in the teaching-learning process. It allows students to easily engage and participate in sports-related activities at any time. The availability of suitable sports equipment, supplies and facilities as well as their usage, are significant elements in any physical education and sports plan.

The study revealed that the availability and conditions of sports equipment and facilities are deemed vital and inadequate in most secondary schools. The participant also gave reasons to

support that the availability of facilities and equipment influence students' participation in games and sports. One of the interviewed participants noted that;

“...when there are fully instituted facilities and equipment like football pitches, athletics grounds, basketball and volley ball courts, sports uniforms and sports shoes, the students will be motivated to participate in these games and sports activities....”.
(Teacher from School B)

This implies that sports and games facilities especially sports complexes, stadiums, athletic fields support sports and games activities in secondary schools. The existence of inadequate facilities and equipment in secondary school plays a significant role in sports development for students. Due to the lack of equipment and sport facilities in most secondary schools, teaching staff have relied heavily on improvisation .

The participants also noted that the availability of a facility for a certain game or sport means that the sport is available in the school. One of the sports tutor had this to say;

“.....the fact that facilities and equipment like a football and athletics pitch are available means that the interested students have the chance to learn and get involved in these games and sports activities. Therefore the first thing is to have the facilities and equipment to encourage these students to participate fully.....” (Head teacher from School B)

This therefore means that such games will always attract the students to come and learn and in the end engage in these games and sports activities. This is because if one has talent, they need to get more training to be equipped with more skills in that game or sport and this is only possible when the facilities and equipment are available.

However, a participant who asserts that the availability of facilities and equipment does not influence students' participation in games and sports gave reasons for this position as follows,

“.....for one to engage in any sports and games activity, he or she must be having the talent and without it, no matter whether the facilities and equipment are available, they will to participate in these activities. This explains why in the whole school with the necessary equipment and facilities, there are always few students that engage in these games.....” (Teacher from School B)

More so, the a participant also argued that the availability of facilities and equipment does not necessarily influence students' participation in games and sports because to engage in these activities, one has to have the love and willingness to participate in these games and sports activities whether the facilities are available or not. One of the teachers had this to say;

“.....well, for me I think that for one to engage in any sports and games activity, he or she must be having the talent and without it, no matter whether the facilities and equipment are available or not.....” (Teacher from School B)

This implies that sport equipment and facilities plays a significant role in students' sports. It helps access towards participating in any sports code of choice, living active lifestyle and avoiding a sedentary lifestyle. Students are able to develop sports related skills, thus enhanced their self-esteem. Integrating sports and games in education is not only a fun way to transform the learning experience, but it can also have some pretty serious consequences on a child's overall development. In fact, games and sports can play a role in helping learners become more confident and have better self-esteem.

Participants were asked to give ways that availability of facilities and equipment can be improved in their schools to enhance students' participation in games and sports and one of the participant has this to says;

“.....there is need to increase funding meant for improving or putting in place facilities and equipment for games and sports. This can be done by increasing on the school fees of the children that is meant for games and sports development.....”
(Sports tutor from School A)

This implies that there is need to solicit for funds from the donors especially from outside countries that are willing to invest in sports and games by helping the schools in construction of facilities and providing sports equipment. The shortage of sports facilities and equipment has a serious negative consequence on students, such as gaining weight, living life in solitude, lack of team work, anti-social behaviours, and poor concentration in classroom.

The study also revealed that secondary schools experiences inadequate training personnel’s across the country. One of the interviewed participants had these to say;

“...most secondary schools in Uganda lack teachers for Physical Education. Few of the secondary schools been given teachers to help students in physical education; and the available sports tutors lack adequate skills to effectively teach. The sports tutors have less skills and knowledge concerning physical fitness.....” (Head teachers from School B)

This implies that secondary schools lack competent and skilled teachers for sports and games. They have limited or now sports tutors at all to effectively conduct or help students in games and sports. Some of them lack knowledge and information on guiding students while conducting physical fitness.

The study further revealed that secondary schools experience a problem of inadequate recreational grounds. One of the study participants noted that;

“....schools mostly do not have playgrounds of their own of their own and there is little recreational facility for children in schools located in a poor urban setup.

Secondary schools lack recreational grounds for games and sports. Some of the schools are located in the small environment where athletic ground or football pitch cannot fit. Yet access to recreational facility is often considered as a sign of wealth and prestige than good mental and physical health.....” (Sports tutor from School A)

This implies that secondary schools have limited physical education infrastructures and equipment to enhance sports and games in schools. The available infrastructures for sports and games are not conducive as well as lack necessary equipment for use. Recreational facilities are not a matter of choice rather; it is a part and parcel of a healthy living. It has a positive consequence on health of students and lowers the risk of heart diseases as well as depression.

The study also noted that existence financial constraints limit students’ participation in physical education. One of the key participants had these to say;

“....schools experience limited financial base to cater for physical education facilities. A lot of resources is required to buy land for play grounds, and buy other equipment, which cannot be easily managed by local schools. Most schools have resorted on available physical facilities and equipment which are either few/shallow, out of date and require renovation....” (Deputy head teacher B from School A)

This implies that inadequate financial resources allocated for physical education remained little. The government of Uganda and Ministry of Education and Sports does not given physical education a priority in their financial year budgets.

Finally, participant also noted that there is need to engage parents of the children and the community to contribute towards these facilities and equipment. This can be by buying for their children sports wear and also paying some fees to the school meant for games and sports development. The time allocated for sports and games in each school was found to be inadequate.

The curriculum system talk of one hour per day to be for sports and games, which is inadequate to have proper physical education conducted.

The overall interpretation of the above results is that availability of facilities and equipment has a significant effect on students' participation in games and sports in selected secondary schools in Lira City.

4.4.2 The Correlation Coefficient Results on the influence of availability of facilities and equipment on students' participation in games and sports in selected secondary schools

Table 4.6: The correlation coefficient results

		Availability of facilities and equipment	Students' participation in games and sports
Availability of facilities and equipment	Pearson	1	.816**
	Correlation Sig. (2-tailed)		.000
	N	75	75
Students' participation in games and sports	Pearson	.816**	1
	Correlation Sig. (2-tailed)	.000	
	N	75	75
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation coefficient results presented in the table indicate a strong positive relationship between availability of facilities and equipment, and students' participation in games and sports in selected secondary schools in Lira City. The Pearson correlation coefficient for the relationship between availability of facilities and equipment, and students' participation in games and sports is 0.816, which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that when schools have availability of facilities and equipment, there is a strong positive impact on the students' participation in games and sports. In

practical terms, this means that fully instituted facilities and equipment motivated students to participate in games and sports activities. More so, the availability of sports equipment and facilities means that the students have where to train from and play games from; and the interested students have the chance to learn and get involved in games and sports activities. The result is significant across the 75 samples used in the analysis, confirming the strength of the relationship. The 0.816 correlation indicates that the two variables (availability of facilities and equipment and students' participation in games and sports) are closely linked, though it does not imply causation. It is important to consider that while a strong relationship exists, other factors could also influence the students' participation in games and sports.

The qualitative findings complement the quantitative data by providing deeper insights and views into the influence of availability of facilities and equipment on students' participation in games and sports in selected secondary schools in Lira City.

4.5 The Effect of Physical Education Time Table on Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

Objective three sought to establish the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City. Different study variables were therefore applied and used. This was guided by the 5-point Likert scale whose findings are clearly indicated in Table 4.7.

Table 4.7: The effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City

Statement	Extent of dis(agree)ment			Mean	Std. Devt
	Responses	(f)	(%)		
In our school, the time allocated for students participation in sports and games been doubled	Accepted.	67	89.3	3.37	0.782
	Neutral.	3	6		
	Disagreed.	5	6.7		
	Total:	75	100%		
In our school, students prefer to participate in sports games after class only	Accepted.	62	82.7	3.70	0.832
	Neutral.	4	5.3		
	Disagreed.	9	12		
	Total:	75	100%		
In our school, presence of PE time table motivation students to go for training and improve on their skills in games and sports	Accepted.	58	77.3	3.58	0.761
	Neutral.	6	8		
	Disagreed.	11	14.7		
	Total:	75	100%		
School stakeholders consider giving games and sports enough time in regular school time table in our school	Accepted.	53	70.7	3.37	0.852
	Neutral.	7	9.3		
	Disagreed	15	20		
	Total:	75	100%		
In our school, head teachers are blamed by parents for low performance at school activities by their children attributing this to spending study time playing at school.	Accepted.	51	68	3.46	0.774
	Neutral.	9	12		
	Disagreed	15	20		
	Total:	75	100%		
In our school, administrators don't allocate time to co-curricular activities as it is stipulated by the school policy.	Accepted	47	62.7	3.64	0.783
	Neutral.	11	14.7		
	Disagreed.	17	22.6		
	Total:	75	100%		
In our school, school stakeholders especially school managers and	Accepted	41	54.7		

teachers does not mind about games and sports	Neutral.	8	10.7	3.63	0.573
	Disagreed.	26	34.6		
	Total	75	100%		

Source: *Primary data (2025)*

Table 4.7 represents the descriptive results on the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City. The findings indicated that 67(89.3%) of the participants accepted to the study statements that the time allocated for students participation in sports and games been doubled (represented by Mean= 3.37); students prefer to participate in sports games after class only, and this was accepted by 62(82.7%) of the respondents (represented by Mean=3.70); presence of PE time table motivation students to go for training and improve on their skills in games and sports, and this was accepted by 58(77.3%) of the respondents (represented by Mean=3.58); and lastly, school stakeholders consider giving games and sports enough time in regular school time table in secondary schools, and this was finally accepted by 53(70.7%) of the participants (represented by Mean=3.37).

4.5.1 Presentation of Qualitative Results on the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City

The third objective was also set to establish the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City. The interviews managed to solicit adequate information from the head teachers, deputy head teachers, directors of studies and sports tutors considered. These participants were fully involved and participate in answering the interviews.

In the study, it was noted that the schools administrators experience challenges in the implementation of sports and games; as one of the head teachers explained that;

“.....the prevailing problem’s towards sports games in the schools is that some schools’ administrators don’t value co-curricular activities. They don’t allocate time to co-curricular activities as it is stipulated by the school policy.....” (Tom pseudo name personal communication, 2025)

The respondents who agreed that principals’ and students’ attitudes towards games and sports influence students’ participation in games and sports were further asked to give reasons for their answer. A participant argued that;

“...when the school principals’ attitudes towards games and sports activities is positive, they will always invest their money in improving the facilities and equipment for these activities which helps to increase on the students’ participation in games and sports....”
(Head teacher from School B)

This implies that some of school stakeholders especially school managers and teachers does not mind about games and sports. Their main focal goal is to have improved students academic outcomes, thus, they believe in students sparing more of their time on academic activities including discussions and self-reflection. They tend to discourage students by referring to games and sports as a waste of time they should give to academic work.

The study noted that the attitude of students and school principals towards games and sports have remained negative in most schools. Another participant further said;

“.....when the principals’ attitudes towards games and sports activities is positive, they will put in place incentives for those students involved in games and sports activities like offering them half or full bursaries, giving them prefectorial positions, giving them certificates on merit and offering them a token of appreciation in terms of money....”
(Sports tutor from School A)

All these incentives once given will encourage more and more students to participate fully in games and sports activities to also get such benefits. For example, the pressure to win and an emphasise on body image and weight can lead to disordered eating or eating disorders and its side effects. .

On the other hand the respondents pointed out that when students' attitudes towards games and sports activities is positive, they will have that self-motivation and drive to always go for training and also do more to improve on their skills in those particular games hence improving on students' participation in games and sports activities. One of the head teachers from the two selected schools had this to say;

“.....I have always believed that for games and sports activities to be fully functional in schools, the principals' and students' attitudes towards these games and sports activities have to be positive since they are the primary beneficiaries of these activities. For example, if a school principal is willing to invest in improving sports facilities and offering bursaries to sports students, students' participation in games and sports will automatically be improved.....” (Head teacher from School B)

The participants who were the head teachers, sports tutors and deputy head teachers from Lira Town College in Lira City, were further asked how the principals' and students' attitudes towards games and sports can be improved in schools to enhance students' participation in games and sports. One of the participants noted that,

“....the major thing that needs to be done is to carry out sensitization with both the principals and students about the health, social and economic benefits of participating in games and sports activities in schools....” (Deputy head teacher B from School A)

This implies that several school stakeholders consider looking at games and sports in schools to be vital and of great significance towards enhancing teamwork in school. They don't have a will

to budget for the physical education. The little financial resources allocated to sports and games tend to be commonly from well-wishers and donors, a little from government to facilitate the games activities at lower levels.

From the field study participants who were students, head teachers, sports tutors and teachers were aware of games and sports benefits and whether it influence students' participation in games and sports. Majority of the participants agreed that the awareness of games and sports benefits influence students' participation in games and sports, some few participant disagreed that the awareness of games and sports benefits influence students' participation in games and sports. One of the participants arrgued that;

“...when the students learn of the benefits of games and sports like healing some diseases especially mental diseases and removing stress, they will be motivated to participate in these games and sports activities....”. (Head tecaher from School B)

This implies that sports and games are a great wayof keeping students active and helathy without the need for them to miss out on their academic studies. Moreover, physical activity has been medically proven in increasing cognitive and memory funcions, which can help students perform better in school.

The participants also noted that when the students learn that participating in games and sports helps in career, talent and moral development, they will be motivated to participate in these games and sports activities. One of the directors of studies from the two selected schools had this to say;

“.....I started participating in games and sports because I was told that it would help in developing the talent I have in my and that it would be good for my health since I will be exercising on a daily basis. Sports and games teach students a range of skills and encourage teamwork.....” (Director of Studies from School B)

This implies that sports tutors are trained and equipped to harness the fun and natural competitiveness of sports in helping students enjoy games together; get exercise, learn how to play cooperatively and develop self-esteem. In addition, where students are becoming increasingly sedentary, engaging in physical activity is critical for maintaining good health. Such regular exercise help students to stay active and healthy problems.

The study noted that sports and games teach students how to treat other people with respect and identify their strengths and weaknesses. One of the interviewed participants had these to say;

“...through games and sports, students develop skills which have a positive impact on their personal growth as well as their career prospects, it is vital to provide ample opportunities for children towards developing sports activities and projects...” (Sports tutor in School A)

This implies that playing sports and games help learners to improve their self-esteem, social skills and confidence. Students who play sports and games become physically active, thus boosting their mood, and develop life skills such as a sense of mutual trust and ethics.

The study noted that students who often participating in sports and games have higher self-esteem and better social interaction than those who do not. One of the key participants had these to say:

“ the students learn that participating in games and sports helps in giving gender equality, proper use of leisure time and give mental, emotional and social development, they will also be motivated to participate in these games and sports activities. They also have a more positive attitude towards life and are less likely to fall prey to social evils like suicide, substance abuse....” (Teacher from School A)

This implies that physical fitness is vital part of the education system, and they encourage learners to maintain a healthy balance between their school work and exercise. This eventually helps in developing blood circulation within the body, which improves flexibility and reducing the injury risks.

However, the participants who disagreed that the awareness of games and sports benefit influence students' participation in games and sports gave various reasons for their answer and one of the participant said;

“...creating awareness of the benefits of participating in games and sports activities does not mean that the students will be engage in these games and sports activities. Physical activity gained through games and sports can help children control their anxiety and depression. Sports and games provide an excellent opportunity for learners in developing social skills....” (Head teacher from School B)

More so, this implies that when students participate in games and sports activities due to the benefits involved, such students will not progress in these activities because they only participate due to the benefits they are to get meaning that their focus in on the benefits involved but not the zeal and determination to participate in games and sports activities..

Lastly, the study revealed that through games and sports help students learn how to work together, communicate effectively, and resolve condlicts. These essential skills that can be applied to all areas of life, from workplace to home. One of the interviewed participants had these to say;

“.....when they play sports and games as they learn to work together as a team, and this shall eventually improve their self-esteem and social interaction, as they become more confident. When students participate in games and sports because they have been told the benefits involved, they will never progress in those activities because their major

intentions to get the benefits and so they use participation in games and sports as a stepping stone.....” (Deputy head teacher from School B)

This implies that children who have strong social skills develop more positive relationships with peers and are more likely to succeed academically and in life. These skills may include cooperation, communication and problem-solving. Developing such social skills may enable students to communicate their needs, ideas and feelings more effectively. Sports and games help students to boost their confidence level and improve their decision making abilities.

Both quantitative and qualitative data highlight key issues related to the effect of physical education time table on students’ participation in games and sports in selected secondary schools in Lira City.

4.5.2 Correlation coefficient results on the effect of physical education time table on students’ participation in games and sports in selected secondary schools

Table 4.8: Correlation coefficient results

		Physical education time table	Students’ participation in games and sports
Physical education time table	Pearson	1	.814**
	Correlation Sig. (2-tailed)		.000
	N	75	75
Students’ participation in games and sports	Pearson	.814**	1
	Correlation Sig. (2-tailed)	.000	
	N	75	75
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.8 shows a very strong positive correlation ($r = 0.814$, $p < 0.01$) between physical education time table and students' participation in games and sports in selected secondary schools in Lira City. This implies that any attempt where school administrators provide physical education time table, the time allocated for students' participation in sports and games been doubled to give students ample time to participate in sports and games, presence of PE time table motivation students to go for training and improve on their skills in games and sports; and school stakeholders consider giving games and sports enough time in regular school time table in secondary schools; however, students prefer to participate in sports games after class only.

4.6 The Students' Participation in Games and Sports in Selected Secondary Schools in Lira City, Uganda.

The last aspect of the study aimed at ascertaining the students' participation in games and sports in selected secondary schools in Lira City, Uganda. Different study variables were therefore applied and used. This was guided by the 5-point Likert scale whose findings are clearly indicated in Table 4.9.

Table 4.9: The students’ participation in games and sports in selected secondary schools in Lira City

Statement	Extent of dis(agree)ment			Mean	Std. Devt
	Responses	(f)	(%)		
Students have developed academic discipline after participating in games and sports	Accepted.	15	20	3.86	0.632
	Neutral.	3	4		
	Disagreed.	57	76		
	Total:	75	100%		
Students develop confidence building when participate in games and sports	Accepted.	18	24	3.78	0.837
	Neutral.	7	9.3		
	Disagreed.	50	66.7		
	Total:	75	100%		
Students develop teamwork and collaboration when participate in games and sports	Accepted.	20	26.6	3.26	0.851
	Neutral.	8	10.7		
	Disagreed.	47	62.7		
	Total:	75	100%		
Students develop academic self-concept when participate in games and sports	Accepted.	21	28	3.32	0.813
	Neutral.	11	14.7		
	Disagreed	43	57.3		
	Total:	75	100%		
Students become health and develop physical fitness when participate in games and sports	Accepted	25	33.3	3.17	0.731
	Neutral.	13	17.3		
	Disagreed.	37	49.4		
	Total:	75	100%		

Source: Primary data (2025)

Table 4.9 represents the descriptive results on the students’ participation in games and sports in selected secondary schools in Lira City, Uganda. The findings indicated that 57(76%) of the

participants disagreed to the study statements that students have developed academic discipline after participating in games and sports (represented by Mean= 3.86); students develop confidence building when participate in games and sports, and this was disagreed by 50(66.7%) of the respondents (represented by Mean=3.78); while, students develop teamwork and collaboration when participate in games and sports, and this was disagreed by 47(62.7%) of the respondents (represented by Mean=3.26). One of the interviewed participants had these to say;

“...students who engage in aerobic sport are getting more fitness and perform better in the science subject. And concluded that the sports games are positively related to academic performance...” (Head teacher from School C)

This implies that students’ involvement in games and sport activities has been proved to have adversely influence the learning outcomes. Some findings on sports participation and its relationship to development and emotional adjustment have not been definitive. For example, on the negative side, sports have been linked to developmental hazards such as delayed identity development; increased level of school deviance, higher rate of alcohol consumption, competition anxiety and self-centeredness. However, on the positive side, sports have been defended as helping students get mental rest and also help them to stay physically fit and healthy.

Lastly study findings in Table 4.9 also show that that majority of the respondents 43 (57.3%) did not accepted that those “students develop academic self-concept when participate in games and sports” with Mean=3.32; while, students become health and develop physical fitness when participate in games and sports, and this was disagreed by 37(49.4%) of the respondents (represented by Mean=3.17). another participant noted that;

“...in Uganda, some schools have not prioritized to participate in sports and games and researcher showed that participation of students in sports and games effectively are related

positively with student's academic outcomes. Participation in sports and games have greater important role to enhance good health and academic outcomes for the students. The sports inactivity has contributed to the non- communicable diseases such as high blood pressure, different types of diabetes that are affecting the student's performance outcomes....” (Director of Studies from School B)

Sports games are also discussed as beneficial to academic achievement. Several studies have shown that increasing the time loving to PESS (Physical Educational and School Sport) did not damage academic performance and may enhance performance in some subjects despite the deduction in teaching time. Schools in Uganda give a wide range of sports, but individual schools often limit focus to a few, prioritized sports aligned with dedicated coaches/sports staff.

From the field study, different measures were suggested by the participants that should be adopted to improve on the students' participation in games and sports in selected secondary schools in Lira City, Uganda in particular so as it is clearly indicated this report at the end of chapter five.

CHAPTER FIVE

DISCUSSIONS OF RESULTS AND INTERPRETATIONS

5.0 Introduction

This chapter presents the discussions of results towards examining the school administration antecedents and students' participation in games and sports in selected secondary schools in Lira City, Uganda based on the study findings, following the sequence developed from the stated research objectives. This chapter discusses all findings reported in chapter four according to the research questions of the study as shown below.

5.1 Discussion of Results

The discussion of results is done basing on the results presented in chapter four in thematic manner as follows:

5.1.1 The Effect of Resource Allocation on Students' Participation in Games and Sports in Selected Secondary Schools

The above study theme of examining the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City was discussed as follows:

The findings revealed that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between resource allocation and students' participation in games and sports in selected secondary schools in Lira City. This implies that any attempt where school administrators provide adequate budgeting and enough resources allocated to sports and games, school offers cash prizes especially when students perform well in sports and games; administrators are able to organize and arrange for termly inter-school games and sports, and there is enough physical facilities for games and sports that encourage students' participation with presence of increased

resource allocation. This concurs with Gilman (2020) asserting that students involved in physical education in schools in Bangladesh to have been influenced by several factors, school administration antecedents inclusive. The participation of students in sports and games at schools is more related to the influence of school administration antecedents (Tyson et al. 2020). These school administrative factors seen above are barriers to Africa's schools to implement and promote students' participation in games and sports effectively.

This research was based on the Involvement Theory. This theory of Involvement was advanced in 1984 by Astin. The theory defines the quantity of mental, physical and emotional energy that students dedicate to any education programs. This theory suggests that there are three types of school administration antecedents that influence students' participation in games and sports: physical education time table, resource allocation, and availability of facilities and equipment (Chida & Hamer, 2018). Resource allocations are the factors that are not directly related to the financial resources itself but are necessary for an individual to feel comfortable and content in the workplace. These factors include, budgeting and allocation of resources. When these resource factors are lacking or unsatisfactory, they can influence students' participation in games and sports. Similarly, Astin's theory of 1984 serves as a connector between pedagogical theory and student outcomes by providing a link between the variables emphasized in these theories and the learning outcomes desired by the student and the teacher (Smoll & Smith, 2022). The Theory provides a theoretical basis for investigating student involvement in the education-sports experience as part of co-curriculum activities. Active participation in academic and other co-curricular activities and especially competitive games and sports is highly related to student learning and their physical and mental development

The study noted that school offers cash prizes especially when students perform well in sports and games; and this concurs with Bradley., Keane & Crawford (2023) arguing that when schools offer cash prizes and bonuses to students; it motivates them and their colleagues to participate in games and sports. Cash prizes and bonuses to learners motivate and encourage students to devote more time and involvement in games and sports as ascertained by Mukaruzima & Jose (2019). This might imply that cash prizes as part of schools' attempts to encourage students to participate in games and sports. This has been a practice particularly in secondary schools for some time; while focusing on making every person feel like a winner.

The study also noted that existence financial constraints limit students' participation in physical education. This is in agreement with Brown., Ruel & Medley-Rath (2021) arguing that schools experience limited financial base to cater for physical education facilities. A lot of resources is required to buy land for play grounds, and buy other equipment, which cannot be easily managed by local schools. Additionally, Davidson (2018) noted that most schools have resorted on available physical facilities and equipment which are either few/shallow, out of date and require renovation. This implies that inadequate financial resources allocated for physical education remained little. The government of Uganda and Ministry of Education and Sports does not given physical education a priority in their financial year budgets.

The study noted that most of the students are involved and participate in games and sports activities, a few of them are not involved in any games and sports activities, when there is limited funding. This concurs with Evariste & Andala H (2020) noted that sports and games in schools have become mandatory. Some schools grade students in accordance to their participation in co-curricular activities. Schools have introduced several games and sports targeting to improve on the talents of students. Besides, Fredricks & Eccles (2016) noted that

secondary schools where a high percentage of students took part in physical education and sports have enough resources to acquire physical facilities that encourages them. Sports and games that have become more likely to be offered in secondary schools include football, tennis, and multi- skills club. This shows that the selected secondary schools have enough budget which motivate students participation in different games and sports activities.

The study further noted that adequate funding to games and sports activities they or their students are you involved in and also give reasons why they got involved in those particular games and sports activities, and this concurs with Guest & Schneider (2023) who noted that majority of the students are engaged in football as a games and sports activity because of available resources. More so, Hartman (2018) noted that with enough budgeting, football is played by both boys and girls and there are different football tournaments in schools, to the district level and to the national level that are usually conducted of which the schools participate in these football competitions. The reason for participating in football is because of the talent the students possess in this sport and the fact that it is a sport loved by many people. This implies that secondary school students are more likely to take part in intra-school and inter-school sport competitions when well-motivated and financed by the school authorities. Students with the ability of appreciation of the significance of practicing healthy life routines can enjoy more time in sports and games.

The study also noted that from my point of view, with school budgeting, most of the students participate in athletics where there is running of both short and long distances, long jump, high jump and javelin among others. This sports and games is also practiced by both boys and girls when motivated properly. They participate in athletics because of the talent the students possess in this sport especially given that they are from part of Northern Uganda where such talents come

from and the fact that it is a sport loved by many people as ascertained by Mohammad (2022). This implies that financing physical education and sports lessons are just one of several factors supporting physical activity to become widespread in the society and to reduce physical inactivity.

Additionally, the study noted that school financing and support students with talents in schools through paying their school fees and accommodations. This concurs with Mukaruzima & Jose (2019) arguing that school administrators promptly budgeting for students to cater for school fees motivate the rest to Participate in games and sports. Most of the students have the talents of playing these games although it is dependent on their body physic and height. However, most of these students are not able to fulfill their talents in these games because of the lack of facilities for playing these games in the school as ascertained by Sumaira (2018). This implies that proper budgeting and allocation of resources to cater for the school requirements of best players in schools motivate the entire students to participate in sports and games activities. Some students participate in basketball and volleyball; although, these games are not liked by many students compared to football and athletics. However, the two games are played by both male and female students.

The study noted that students are not involved in games and sports activities because they lack financial abilities to purchase the requirements like sports gadgets. Because of this, they prefer concentrating on their academics since games and sports activities take a lot of time. This concurs with Marucci (2023) arguing that with more financing to games and sports activities, students have to sacrifice some of their class time to go for training meaning that it can be hard for some students to balance their academics and the sports activities and so they have to choose one and in this case, it has to be academics that brought them to school. Besides, Marucci., Oldenburg & Barrera (2018) noted that the syllabus is too congested and gives sports and games

only one hour which is inadequate. In school, teachers utilize the same reverse hour for games and sports to help students in remedial, in addition to completing assignments. This implies that students do not participate in games and sports because of the limited financing and curriculum syllabus that does not favour them.

Furthermore, the study noted that students are not involved in games and sports activities because their schools do not appropriate budget for games and sports activities. This is in agreement with Marucci et al. (2018) arguing that when school allocate limited resources to games and sports activities, limited number of learners pick an interest in getting involved and participating in games and sports. In other words, children prefer to concentrate on their academics than engaging in games and sports activities when the schools have limited financial reosurces as ascertained by Zaff., Moore.,, Papillo & Williams (2023). This implies that most school administrators see these games and sports activities as a time wastage and a destruction to their childrens' academics at school, these stakeholders end up restricting or giving limited money to PE, thus limiting students' participation in these activities.

5.1.2 The Influence of Availability of Facilities and Equipment on Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

The above study theme of finding out how availability of facilities and equipment influence students' participation in games and sports in selected secondary schools in Lira City ranges from:

The study noted that there is a strong positive relationship between availability of facilities and equipment, and students' participation in games and sports in selected secondary schools in Lira City (0.816), which is statistically significant at the 0.01 level (2-tailed), as shown by the

p-value of 0.000. This high correlation value suggests that when schools have availability of facilities and equipment, there is a strong positive impact on the students' participation in games and sports. Mande (2016) in the Daily Monitor, 98 percent of schools in Uganda especially in upcountry districts don't teach Physical Education (PE) and lack resources and facilities to foster these activities which according to him influence students' participation in games and sports. This lack of engagement and participation in games and sports activities has been attributed to various school administration factors like; limited facilities and equipment. In practical terms, this means that fully instituted facilities and equipment motivated students to participate in games and sports activities. More so, the availability of sports equipment and facilities means that the students have where to train from and play games from; and the interested students have the chance to learn and get involved in games and sports activities.

The study noted that the availability of facilities and equipment influence students' participation in games and sports. Most of the participants agreed that the availability of facilities and equipment influence students' participation in games and sports, whereas some few said that the availability of facilities and equipment does not influence students' participation in games and sports. This is in agreement with Kiwanuka & Kasibante (2020) argument that sports facilities are often used to prevent injury and treat injuries. Sports equipment and facilities are extremely significant in every modern school, and these aids in the teaching-learning process. It allows students to easily engage and participate in sports-related activities at any time. The availability of suitable sports equipment, supplies and facilities as well as their usage, are significant elements in any physical education and sports plan as ascertained by Murunga et al. (2023). This implies that sports and games equipment and facilities allows players to participate and stay healthy. The availability of sports equipment and facilities means that the students have where to train from and play games from. It also means that the students will have

courage that in case of any challenges like injuries, they will be taken care of fully since the equipment to do so is readily available. Such things give confidence to the students to participate fully in games and sports activities.

The study noted that the availability and conditions of sports equipment and facilities are deemed vital and inadequate in most secondary schools. The participant also gave reasons to support that the availability of facilities and equipment influence students' participation in games and sports. This concurs with Sarita (2016) asserting that sports and games facilities especially sports complexes, stadiums, athletic fields support sports and games activities in secondary schools. More so, Zaff et al. (2023) asserting that the existence of inadequate facilities and equipment in secondary school plays a significant role in sports development for students. Due to the lack of equipment and sport facilities in most secondary schools, teaching staff have relied heavily on improvisation. This implies that when there are fully instituted facilities and equipment like football pitches, athletics grounds, basketball and volleyball courts, sports uniforms and sports shoes, the students will be motivated to participate in these games and sports activities.

The study noted that the availability of a facility for a certain game or sport means that the sport is available in the school. This concurs with Kiwanuka & Kasibante (2020) arguing that such games will always attract the students to come and learn and in the end engage in these games and sports activities. This is because if one has talent, they need to get more training to be equipped with more skills in that game or sport and this is only possible when the facilities and equipment are available. This implies that the fact that facilities and equipment like a football and athletics pitch are available means that the interested students have the chance to learn and

get involved in these games and sports activities. Therefore the first thing is to have the facilities and equipment to encourage these students to participate fully.

On the other hand, the study also noted that the availability of facilities and equipment does not influence students' participation in games and sports. This concurs with Sumaira (2018) arguing that for one to engage in any sports and games activity, he or she must be having the talent and without it, no matter whether the facilities and equipment are available, they will not participate in these activities. This explains why in the whole school with the necessary equipment and facilities, there are always few students that engage in these games.

More so, the study noted that the availability of facilities and equipment does not necessarily influence students' participation in games and sports because to engage in these activities, one has to have the love and willingness to participate in these games and sports activities whether the facilities are available or not. This concurs with Marucci, Oldenburg & Barrera (2018) arguing that sport equipment and facilities plays a significant role in students' sports. It helps access towards participating in any sports code of choice, living active lifestyle and avoiding a sedentary lifestyle. Students are able to develop sports related skills, thus enhanced their self-esteem as ascertained by Mukaruzima & Jose (2019). This implies that integrating sports and games in education is not only a fun way to transform the learning experience, but it can also have some pretty serious consequences on a child's overall development. In fact, games and sports can play a role in helping learners become more confident and have better self-esteem.

The study findings revealed that majority of the participants accepted that the availability of facilities and equipment influence students' participation in games and sports because when

there are fully instituted facilities and equipment like football pitches, athletics grounds, basketball and volley ball courts, sports uniforms and sports shoes, the students will be motivated to participate in these games and sports activities. The findings are in line with the literature by Angevaren (2018) who set to determine the relationship between available facilities and equipment and effective teaching of physical education as well as enhancement of students interests in Physical Education. On the other hand, Gilman (2020) noted that Physical Education and Sports aims at improvement of human performance through the medium of physical activities that are selected to realize that outcome. And that facilities and equipment play vital role in the development and organization of these physical education activities. This implies that where facilities and equipment were accessible to the community, the enhancement of students' interests in training and acquisition of skills was promoted.

The study findings further revealed some few participants disagreeing that the availability of facilities and equipment influence students' participation in games and sports because for one to engage in any sports and games activity, he or she must be having the talent and without it, no matter whether the facilities and equipment are available, they will participate in these activities. The findings disagree with the previous studies by Hayhoe (2019) who asserts that the provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success. More so, Kohl & Cook (2021) argued that the games and sports program's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative; team activities and competition.

The study noted that secondary schools experiences inadequate training personnel's across the country. This concurs with Lamborn et al. (2022) who asserted that secondary schools lack competent and skilled teachers for sports and games. They have limited or now sports tutors at all to effectively conduct or help students in games and sports. Some of them lack knowledge and information on guiding students while conducting physical fitness. This implies that most secondary schools in Uganda lack teachers for Physical Education. Few of the secondary schools been given teachers to help students in physical education; and the available sports tutors lack adequate skills to effectively teach. The sports tutors have less skills and knowledge concerning physical fitness.

The study further noted that secondary schools experience a problem of inadequate recreational grounds. This concurs with McNeely, Nonnemaker & Blum (2023) who argued that secondary schools have limited physical education infrastructures and equipment to enhance sports and games in schools. The available infrastructures for sports and games are not conducive as well as lack necessary equipment for use. More so, Senyimba (2019) argued that recreational facilities are not a matter of choice rather; it is a part and parcel of a healthy living. It has a positive consequence on health of students and lowers the risk of heart diseases as well as depression. This implies that schools mostly do not have playgrounds of their own of their own and there is little recreational facility for children in schools located in a poor urban setup. Secondary schools lack recreational grounds for games and sports. Some of the schools are located in the small environment where athletic ground or football pitch can not fit. Yet access to recreational facility is often considered as a sign of wealth and prestige than good mental and physical health.

The study also noted that existence financial constraints limit students' participation in physical education. This concurs with Mafumiko & Pangani (2018) who argued that inadequate financial resources allocated for physical education remained little. The government of Uganda and Ministry of Education and Sports does not given physical education a priority in their financial year budgets. Besides, Larson & Kleiber (2023) argued that schools experience limited financial base to cater for physical education facilities. A lot of resources is required to buy land for play grounds, and buy other equipment, which cannot be easily managed by local schools. This implies that most schools have resorted on available physical facilities and equipment which are either few/shallow, out of date and require renovation.

Finally, the study findings also revealed that availability of facilities and equipment influences students' participation in games and sports activities in schools. The findings correspond with the literature put forward by McNeely., Nonnemaker & Blum (2023) also opined that essential to the success of any Physical Education and Sports was the provision and utilization of good facilities. They further quoted Smoll & Smith (2022) who said that availability of soccer field, handball courts etc. and adequate personnel will produce higher level of participation and standards of sportsmen and women. Mwihaki (2017) who had done the study on the same conceded that for any Physical Education and sports programme, there must be availability of qualitative and quantitative facilities and equipment which also foster effective sports development and participation.

5.1.3 The Effect of Physical Education Time Table on Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

The above study theme of establishing the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City; and these ranges from:

The study noted that there is a very strong positive correlation ($r = 0.814$, $p < 0.01$) between physical education time table and students' participation in games and sports in selected secondary schools in Lira City. Similarly, with proper physical education time table, Gitonga (2018) noted that athletes are likely to have better attendance records, better grades, lower dropout rates and less likely to engage in drugs than non-athletes. On the same note, Crosnoe (2022) found that both male and female athletes were less likely to engage in drugs compared to non-athletes, but this can be influenced by the availability of facilities and equipment. This implies that any attempt where school administrators provide physical education time table, the time allocated for students' participation in sports and games been doubled to give students ample time to participate in sports and games, presence of PE time table motivation students to go for training and improve on their skills in games and sports; and school stakeholders consider giving games and sports enough time in regular school time table in secondary schools; however, students prefer to participate in sports games after class only.

More so, the study noted that the schools administrators experience challenges in the implementation of sports and games. This concurs with Evariste & Andala (2020) who noted that the prevailing problem's towards sports games in the schools is that some schools' administrators don't value co-curricular activities. They don't allocate time to co-curricular activities as it is stipulated by the school policy

The study also noted that when the school principals' attitudes towards games and sports activities is positive, they may always invest their money in improving the facilities and

equipment for these activities which helps to increase on the students' participation in games and sports. This is in agreement with Guest & Schneider (2023) arguing that some of school stakeholders especially school managers and teachers does not mind about games and sports. Their main focal goal is to have improved students academic outcomes, thus, they believe in students sparing more of their time on academic activities including discussions and self-reflection. They tend to discourage students by referring to games and sports as a waste of time they should give to academic work.

The study noted that the attitude of students and school principals towards games and sports have remained negative in most schools. In support of the above, Mohammad (2022) asserted that when the principals' attitudes towards games and sports activities is positive, they will put in place incentives for those students involved in games and sports activities like offering them half or full bursaries, giving them prefectorial positions, giving them certificates on merit and offering them a token of appreciation in terms of money. This implies that all these incentives once given will encourage more and more students to participate fully in games and sports activities to also get such benefits. For example, the pressure to win and an emphasis on body image and weight can lead to disordered eating or eating disorders and its side effects.

The study noted that when the students learn of the benefits of games and sports like healing some diseases especially mental diseases and removing stress, they will be motivated to participate in these games and sports activities. This concurs with Mukaruzima & Jose (2019) arguing that sports and games are a great way of keeping students active and healthy without the need for them to miss out on their academic studies. Moreover, this implies that physical activity has been medically proven in increasing cognitive and memory functions, which can help students perform better in school.

The study further noted that when the students learn that participating in games and sports helps in career, talent and moral development, they will be motivated to participate in these games and sports activities. This is in agreement with Marucci (2023) asserting that sports tutors are trained and equipped to harness the fun and natural competitiveness of sports in helping students enjoy games together; get exercise, learn how to play cooperatively and develop self-esteem. This implies that where students are becoming increasingly sedentary, engaging in physical activity is critical for maintaining good health. Such regular exercise help students to stay active and healthy problems. Sports and games teach students a range of skills and encourage teamwork.

The study noted that sports and games teach students how to treat other people with respect and identify their strength and weaknesses. This concurs with Sumaira (2018) who argued that .through games and sports, students develop skills which have a positive impact on their personal growth as well as their career prospects, it is vital to provide ample opportunities for children towards developing sports activities and projects. This implies that playing sports and games help learners to improve their self-esteem, social skills and confidence. Students who play sports and games become physically active, thus boosting their mood, and develops life skills such as a sense of mutual trust and ethics.

The study noted that students who often participating in sports and games have higher self-esteem and better social interaction than those who do not. This also concurs with Kiwanuka & Kasibante (2020) who noted that the students learn that participating in games and sports helps in giving gender equality, proper use of leisure time and give mental, emotional and social development, they will also be motivated to participate in these games and sports

activities. They also have a more positive attitude towards life and are less likely to fall prey to social evils like suicide, substance abuse as ascertained by Higenyi (2023). This implies that physical fitness is vital part of the education system, and they encourage learners to maintain a healthy balance between their school work and exercise. This eventually helps in developing blood circulation within the body, which improves flexibility and reducing the injury risks.

Lastly, the study noted that through games and sports help students learn how to work together, communicate effectively, and resolve conflicts. These essential skills that can be applied to all areas of life, from workplace to home. This concurs with Murunga et al. (2023) arguing that when they play sports and games as they learn to work together as a team, and this shall eventually improve their self-esteem and social interaction, as they become more confident. When students participate in games and sports because they have been told the benefits involved, they will never progress in those activities because their major intentions to get the benefits and so they use participation in games and sports as a stepping stone as ascertained by Zaff et al. (2023). This implies that children who have strong social skills develop more positive relationships with peers and are more likely to succeed academically and in life. These skills may include cooperation, communication and problem-solving. Developing such social skills may enable students to communicate their needs, ideas and feelings more effectively. Sports and games help students to boost their confidence level and improve their decision making abilities.

5.2 Limitations of the Study

The researcher faced another challenge of getting and accessing relevant documents needed for the success of this study. Some of the students' academic reports for example were not consistently filed for easy reference and data capture. Some of those records that were available, was restricted from public viewing for fear of embarrassment in case the reality was different

from what is known by the publics. Nevertheless, the researcher tried to read widely, consult many books; visited various websites and library as possible to obtain comprehensive data for this research.

Extraneous variables were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study. The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigator's through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information given was confidential.

CHAPTER SIX

CONCLUSION AND RECOMMEDATIONS

6.0 Introduction

The study established the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda. This chapter also contains the conclusion of findings and study suggested recommendations. The areas of further researcher were equally presented.

6.1 Conclusions

The study conclusions were reached basing on the themes developed from the research objectives. This section concludes the key results in collaboration with the stated research objectives in order to formulate the recommendations of the study.

6.1.1 Resource Allocation and Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

The study concluded that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between resource allocation and students' participation in games and sports in selected secondary schools in Lira City. This implies that any attempt where school administrators provide adequate budgeting and enough resources allocated to sports and games, school offers cash prizes especially when students perform well in sports and games; administrators are able to organize and arrange for termly inter-school games and sports, and there is enough physical facilities for games and sports that encourage students' participation with presence of increased resource allocation.

6.1.2 Availability of Facilities and Equipment, and Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

From the objective two, it is evident that there is a strong positive relationship between availability of facilities and equipment, and students' participation in games and sports in selected secondary schools in Lira City (0.816), which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that when schools have availability of facilities and equipment, there is a strong positive impact on the students' participation in games and sports. In practical terms, this means that fully instituted facilities and equipment motivated students to participate in games and sports activities. More so, the availability of sports equipment and facilities means that the students have where to train from and play games from.

6.1.3 Physical Education Time Table and Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

The study concluded that there is a very strong positive correlation ($r = 0.814$, $p < 0.01$) between physical education time table and students' participation in games and sports in selected secondary schools in Lira City. This implies that any attempt where school administrators provide physical education time table, the time allocated for students' participation in sports and games been doubled to give students ample time to participate in sports and games, presence of PE time table motivation students to go for training and improve on their skills in games and sports; and school stakeholders consider giving games and sports enough time in regular school time table in secondary schools; however, students prefer to participate in sports games after class only.

6.2 Recommendations

Based on the research findings, the following recommendations and suggestion for further study, were also established.

6.2.1 Resource Allocation and Students' Participation in Games and Sports

The study recommends that the MoES should support the teachers, students, parents and the non-teaching staff to provide the all resources needed for sports games to enhance the sports games in order to raise the academic outcome in Uganda. This is because sports have been seen to play a major role in improving students' academic performance since it boasts the morale of young children to attend secondary schools.

The study recommends that more sensitization and awareness of the students and school principals towards benefits of PE, sports and games should be emphasized for them to know about job opportunities in sports industry. Such sensitization will encourage these stakeholders to engage fully in these activities either as participants or as funders.

The researcher has proposed solutions from other leaders. Desires schools to demonstrate Youth play, supported by financing partners to expand resources and programs which are established in demonstrating positive effect on student and varying lives. Indicate schools to use gender responsive pedagogy approaches to hold the needs of both sexes during teaching and learning activities especially in sports and games. Parents and teachers should be involving to support sport talented students so as to stabilize their studies.

6.2.2 Availability of Facilities and Equipment, and Students' Participation in Games and Sports

The study recommends that the school management board, the government and all the stakeholders ought to provide adequate facilities and equipment for PE sports and games, to

allow more participation. This can be done by increasing on the school funding for games and sports in the schools or encouraging the parents and the community to engage in the funding of games and sports activities. More so, school fees money can be increased by a certain percentage to invest in games and sports in the schools.

Furthermore, the government should ensure training of adequate personnel especially sports tutors to teach the games and sports subject in secondary schools as it is the case of primary schools, diploma and certificate teachers training colleges.

Basing on the study findings, the study recommends that head teachers should start being team players instead of being managers by improving their sports skills. This will ensure that there is free flow of information in the schools hence better students' academic outcome. Schools should offer priority to sports budgets so that they buy proper sport clothes and equipment and educate more coaches who are also teachers.

6.2.3 Physical Education Time Table and Students' Participation in Games and Sports

The study recommends that school administrators should remember to include co-curriculum activities and plan for them adequately. The sports and games should be allocated adequate time on daily school-planned activities.

Secondly, the study recommends there is need for a curriculum review which should be done to allow games and sports subjects to be examinable like other subjects to make us realize full benefits of PE and sports activities. Such a review will help in making sure that all students in the schools participate fully in games and sports which will not only help them in the future economically but also health wise.

Finally, the study recommends that the Ministry of Education and Sports in partnership with other stakeholders and school management should ensure there is better organization of sports championships so that they are spread out throughout the year and not leave third term free from sports ostensibly to allow concentration on academics. These stakeholders should also ensure that the games and sports curriculum is effectively implemented in secondary schools.

6.3 Recommendations for Further Research

The findings of the study only focused on the “School Administration Antecedents and Students’ Participation in Games and Sports in Selected Secondary Schools in Lira City”. This study has exposed many things that could not all be covered. The researcher thus recommends the following possible research areas. Therefore a longitudinal study on the similar topic can be carried out, since the study was based on a case study designs. Furthermore the studies on the school administration antecedents and students’ participation in games and sports in selected secondary schools should be expounded to other parts of the country since different schools in other regions have their own challenges in games and sports activities. Further studies could examine the impact of sports participation on the academic achievement of girls in both private and public school settings.

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APPENDICES

APPENDIX 1: Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX 11: INFORMED CONSENT FORM

TITLE OF STUDY: School Administration Antecedents and Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

Introduction

I Alia Rosemary, is doing research entitled, "School Administration Antecedents and Students' Participation in Games and Sports in Selected Secondary Schools in Lira City". My study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration and Planning. The purpose of the study is to examine the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda, then, make necessary recommendations to schools and other stakeholders. This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

Purpose of Study:

The purpose of the study is to examine the effect of school administration antecedents on students' participation in games and sports in selected secondary schools in Lira City, Uganda.

Study Procedures:

Your participation in this study will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding school administration antecedents and students' participation in games and sports in selected secondary schools. The individual interview will last about 15-20 minutes and will involve audio recording. These transcripts and audio records will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

Who will Participate in the Study? The study will comprise head teachers, deputy head teachers, directors of studies, students' representatives and sports tutors. Head teachers, deputy head teachers, directors of studies and sports teachers will be interviewed from the two sampled schools; teachers and students' representatives will be asked to fill a questionnaire.

Risks: This study poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview or answering the questionnaire.

Benefits: There will be no direct benefit to you for participating in this study. However, we hope that the information obtained from this study may help schools to devise means of encouraging students' participation in games and sports. The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, teachers and other administrative staff or decision makers.

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following: assigning code names/numbers for participants that will be used on all research notes and documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights

as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Chairperson Uganda Christian University Research Board on Tel:+256(0)772 405357, Email: pwaiswa@musph.ac.ug and the REC administrator on Tel:+256(0)775737627, Email: oahimbisibwe@ucu.ac.ug

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of Consent:

I grant consent that as a Head teacher, director of studies, deputy head teachers, teacher, students’ representative, sports’ tutors selected on account of my knowledge, skills, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by **Alia Rosemary** for research purposes.

I am aware that my discussions maybe audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant’s Name: ----- Signature: -----

Researcher’s Name: **Alia Rosemary** Signature : -----

Date : -----

APPENDIX III: RESEARCH QUESTIONNAIRE

Introduction

Dear respondent,

I am Alia Rosemary, a student of Uganda Christian University, pursuing a Master Degree of Education in Planning and Administration. This questionnaire is designed to study “School Administration Antecedents and Students’ Participation in Games and Sports in Selected Secondary Schools in Lira City”. Because you are the one who can give the correct picture, I am requesting you to respond to the questionnaire frankly and honestly. Only the members of the research team will access the information you give. The researcher will be grateful if you could spare a few minutes to complete this questionnaire. Thank you very much for your time and co-operation.

Section A: Background Information

Please tick () the most appropriate option that applies to the topic of study in relation to your school.

1. What’s your gender?

Gender	1. Male	2. Female
Tick		

2. What is your age bracket?

Age	1. 14-19yrs	2. 20-27yrs	3. 28-37yrs	4. 38-47yrs	5. 48-57yrs	6. Others (specify)
Tick						

3. What is your highest level of education?

Education	1. Secondary level	2. Degree	3. Masters	4. PhD
Tick				

4. How long have you spent serving in this school?

Period serve in the School	1. Less than 5 yrs	2. 6-10 years	3. 11 -15 year	4. Above 15 years
Tick				

Section B: Effect of Resource Allocation on Students' Participation in Games and Sports in Selected Secondary Schools

Instructions

Indicate the extent to which you agree with the following observations on the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City.

Please use the key below to answer the following questions by indicating:

(1) if you Accepted, (2) for not sure (3) if you Disagree

	Effect of Resource Allocation	SCALE		
		A	NS	D
		1	2	3
1	In our school, there is enough physical facilities for games and sports that encourage students' participation with presence of increased resource allocation			
2	All school stakeholders are motivated to give games and sports activities to students			
3	Schools have enough resource to encourage students to take part in intra-school and inter-school sport competitions			
4	In our school, we are able to organize and arrange for termly inter-school games and sports			
5	Does students go through a health check before starting games and sports			
6	In our school, adequate allocation of resources to sports and games encourage sports team to have sports gears encouraging others to join the field			
7	In our school, there is enough budget to facilitate extra physical education and sports lessons			
8.	Any other (specify)			

Section C: Influence of Availability of Facilities and Equipment on Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

Instructions

You are request to apply a tick where you see more applicable.

Please use the key below to answer the following questions by indicating:

(1) if you Accepted, (2) for not sure (3) if you Disagree

To find out how availability of facilities and equipment influence students' participation in games and sports in selected secondary schools in Lira City.

	Influence of Availability of Facilities and Equipment	SCALE		
		A	NS	D
		1	2	3
1	In our school, fully instituted facilities and equipment motivated students to participate in games and sports activities.			
2	The availability of sports equipment and facilities means that the students have where to train from and play games from			
3	The availability of facilities and equipment means that interested students have the chance to learn and get involved in games and sports activities.			
4	Our school have sports and games equipment's to motivate sports games for academic purpose			
5	Our secondary school experiences a problem of inadequate recreational grounds.			
6	Our schools have limited physical education infrastructures and equipment to enhance sports and games			
7	Sports and games equipment and facilities allows players to participate and stay healthy			
8	Any other (specify)			

Section D: The Effect of Physical Education Time Table on Students' Participation in Games and Sports in Selected Secondary Schools in Lira City

Instructions

Indicate the extent to which you agree with the following observations on the effect of physical education time table on students' participation in games and sports in selected secondary schools in Lira City.

Please use the key below to answer the following questions by indicating:

(1) if you Accepted, (2) for not sure (3) if you Disagree

	Effect of Physical Education Time Table	SCALE		
		A	NS	D
		1	2	3
1	In our school, the time allocated for students participation in sports and games been doubled			
2	In our school, students prefer to participate in sports games after class only			
3	In our school, presence of PE time table motivation students to go for training and improve on their skills in games and sports			
4	School stakeholders consider giving games and sports enough time in regular school time table in our school			
5	In our school, head teachers are blamed by parents for low performance at school activities by their children attributing this to spending study time playing at school.			
6	In our school, administrators don't allocate time to co-curricular activities as it is stipulated by the school policy.			
7	In our school, school stakeholders especially school managers and teachers does not mind about games and sports			
8	Any other (specify)			

Section E: The Students' Participation in Games and Sports in Selected Secondary Schools in Lira City, Uganda

Instructions

Indicate the extent to which you agree with the following observations on students' participation in games and sports in selected secondary schools in Lira City, Uganda

Please use the key below to answer the following questions by indicating:

(1) if you Accepted, (2) for not sure (3) if you Disagree

	Students' Participation in Games and Sports	SCALE		
		A	NS	D
		1	2	3
1	Students have developed academic discipline after participating in games and sports			
2	Students develop confidence building when participate in games and sports			
3	Students develop teamwork and collaboration when participate in games and sports			
4	Students develop academic self-concept when participate in games and sports			
5	Students become health and develop physical fitness when participate in games and sports			
6	Any other (specify)			

(h). How best do you want school administration antecedents to be done?

(i). How best should students' participation in games and sports be achieved?

Thank you for your co-operation

APPENDIX IV: INDIVIDUAL INTERVIEW GUIDE

(Head teacher, Deputy head-teachers, Directors of Studies, and Sports Tutors)

Guiding Questions

1. In your view, what is the effect of resource allocation on students' participation in games and sports in selected secondary schools in Lira City?

2. What influence does the availability of facilities and equipment have on students' participation in games and sports in selected secondary schools in Lira City?

3. In your view, what is the effect of sports time allocation on students' participation in games and sports in selected secondary schools in Lira City?

4. How best do you want school administration antecedents to be done?

5. How best should students' participation in games and sports be achieved?

Thank You for your cooperation

APPENDIX V: AUTHORIZATION LETTER



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

24/01/2022

To: ROSEMARY ALIA

Uganda Christian University
0774596971

Type: Initial Review

Re: UCUREC-2022-264: AN EVALUATION OF THE FACTORS ASSOCIATED WITH STUDENTS' PARTICIPATION IN GAMES AND SPORTS IN SELECTED SECONDARY SCHOOLS IN LIRA MUNICIPALITY AND KOLE DISTRICT, Research proposal, 2022-01-22

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on 24/01/2022 approved the above referenced study.
Approval of the research is for the period of 24/01/2022 to 24/01/2023.

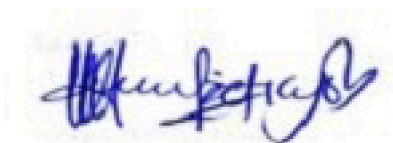
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC eight weeks prior to the expiration date of 24/01/2023 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent forms	English	Informed Consent form	2022-01-22
2	Data collection tools	English	Data collection tools	2022-01-22
3	Protocol	English	Research proposal	2022-01-22

Yours Sincerely



Peter Waiswa

For: Uganda Christian University REC



PAPER NAME	AUTHOR
Alia Rosemary_Dissertation (EXT)	Alia Rosemary
<hr/>	
WORD COUNT	SIZE
121 Pages	896MB
SUBMISSION DATE	REPORT DATE
Feb 07, 2025 12:39 AM GMT+1	Fe 07, 2025 12:39 AM GMT+1

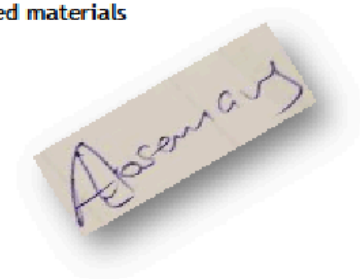
- 17% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 14% internet database
- 3% Publications database
- Crossref database
- Crossref Posted Content database
- 13 Submitted Works database

- Excluded from Similarity Report.

- Bibliographic materials
- Quoted materials





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UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 5/08/2025

Name of Candidate: ALIA ROSEMARY

REG No: RJ19M06/009

Title of Dissertation: SCHOOL ADMINISTRATION ANTECEDENTS AND STUDENTS' PARTICIPATION IN GAMES AND SPORTS IN
SELECTED SECONDARY SCHOOLS IN LIRA CITY

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall structure and presentation		
1	Automate and update the table of content, list of tables, and list of figures using tools under references tab in the ribbon.	Table of contents and list of tables/figures automatically updated as suggested	Table of contents (Page v) List of tables and figures (Page x-xi)

2	Keep the abstract concise and in one block with less than 300 words.	Abstract reduced to less-than 300 words as suggested	Abstract (Page xiii)
	Introduction		
3	Write background to the study following sub-headings: Historical perspective, Theoretical perspective, conceptual perspective and contextual perspectives.	Background sub-heading written as historical perspective, Theoretical perspective, conceptual perspective and contextual perspectives.	Background (Page 1-9)
4	Clearly explain the theory used by providing historical context and development of the theory, and explain how this theory guides her research questions and methodology. Address criticism and limitations of the theory, and explain why the theory is relevant to this topic.	Theoretical perspective clearly written as suggested highlighting all concerns.	Theoretical Perspective (Page 4-6)
5	Clearly conceptualise her study IV and DV. For example, give at least three definitions of School Administration Antecedents (IV) and student participation in games and sports (DV) respectively by other scholars before stating how the study conceptualizes the variables.	IV and DV conceptualized at-least with three definitions from different scholars as suggested.	Conceptual Perspective (Page 7)

6.	Create a section for definition of operational terms and move the definitions of games, sports, and secondary school under conceptual perspective to this section.	Section for definition of operational terms been created as suggested	Operational Definitions (Page 18-19)
7.	Under the contextual background, make a case for the problem statement explaining student participation in games and sports based on indicators i.e. academic discipline, health, physical fitness, teamwork, and academic self-concept as shown on conceptual framework.	Corrected as suggested	Contextual Perspective (Page 8-9)
8.	State the problem clearly and precisely focusing on the problem variable (DV) indicators i.e. academic discipline, health, physical fitness, teamwork, and academic self-concept in Lira city.	Clear and precise problem stated (DV)	Statement of the problem (Page 9-10)
9.	Use high order action verb such as assess for objective 2 instead of find out.	High order action verb such as “assess” been used as suggested	Objectives (Page 11)
10.	Add grid reference of Lira city for easy location.	Grid reference of Lira City added as suggested	Geographical Scope (Page 13)
	Literature Review		

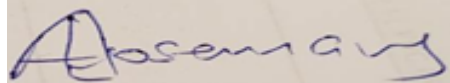
11.	Have appropriate grammar, punctuation and word choice.	Appropriate typos, grammar and punctuations used as suggested	Chapter 2 (Page 20-34)
12.	Be conversant with when and where to use the symbol “&” and “and” in citations using the APA 7 th edition.	APA 7 th edition used in using “%” and “and” as suggested	Chapter 2 (Page 20-34)
13.	Include Key authorities in area of your topic on the references.	Key authorities included on the references as suggested	References (Page 106-112)
	Methodology		
14.	Remove Cronbach alpha result reflected under validity section on Table 3.2, and only maintain CVI results. Use table format as per the guidance from APA 7th edition.	Cronbach alpha result reflected under validity section on Table 3.2 removed and only CVI results maintained as suggested.	Table 3.2 (Page 44)
15.	Clearly provide the scale used. According to the methodology section, the questionnaire was based on 10-point scale , in chapter four the descriptive results on the Tables were based on 3-point scale , and the actual questionnaire in the Appendix section was	Corrected as required. Three point-scale used	Measurement levels (Page 39)

	structured on 5-point scale . The student needs to address this inconsistency.		Data Collection Instruments (Page 41)
	Presentation and Analysis of Data		
16.	All tables displaying descriptive results were structured using a 3-point Likert scale (Accepted = 1, Neutral = 2, Disagreed = 3) instead of the appropriate scale (Agreed =1, Neutral = 2, Disagreed = 3). This should be harmonized with comment (ii) in the methodology section.	Harmonized from the methodology and a 3-point Likert scale used as suggested.	Chapter 4 (Page 55-83)
17.	Quotations should be formatted in accordance with APA 7th edition guidelines.	All quotations done in accordance with APA 7 th edition as suggested	Chapter 4 (Page 55-83)
18.	The data for the last two statements in Table 4.7 must be completed.	Last two statements in Table 4.7 must be completed as suggested.	Table 4.7 (Page 72-79)
19.	The main results from the regression analysis should be inserted in alignment with the quantitative analysis design presented in the previous chapter.	Aligned with quantitative analysis and presentation as suggested.	Tables 4.4, 4.6 and 4.8 (Pages 62, 70 and 79)

20.	Ensure coherence in phrasing, and eliminate any grammar, spelling, or punctuation errors.	Punctuation errors, spellings, typos and grammars corrected as suggested	Chapter 4 (Page 51-83)
	Discussion of Results		
21.	Acknowledge limitations in discussion.	Limitations in discussion acknowledged as suggested	Discussion (Page 99-100)
22.	Ensure that texts are coherent and devoid of grammar, spelling and punctuation errors.	Grammar, spelling, and punctuation errors corrected as suggested	Discussion (Page 84-99)
	Conclusion (and Recommendation)		
23.	Create sub headings for conclusion section aligned with the objectives.	Sub-headings created aligned with the objectives	Conclusion (Page 101-102)
24.	Ensure that recommendations are emerging from the findings and are arranged objective by objective.	Recommendations emerged from the findings and arranged in accordance to the objectives	Recommendations (Page 103-104)
	References and Appendices		

24.	Be consistent in the use of APA 7 th edition and possibly medley software for referencing.	APA 7 edition used as suggested	References (Page 106-112)
25.	Ensure all references are cited in the text.	All references cited in the text appear in the reference list	References (Page 106-112)
SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
26.	Advised to refine the objectives to align with the results	Objectives refined to align the results	Objectives (Page 11)
27.	Need to explain the population and the sampling	Population and sampling explained adequately as suggested	Population and sampling techniques (Page 36-39)
28.	The need to justify the choice of the schools	Area/school selection choice was given as suggested.	Study setting (Page 36)
29.	Advised that the explanation of the few chosen variables should be backed by literature	The chosen variables should be backed by literature as suggested.	Conceptual Perspective (Page 7)
30.	Advised to omit examine in objective one- can use find out or establish		Objectives (Page 11)

ALIA ROSEMARY

A rectangular box containing a handwritten signature in blue ink that reads "Alia Rosemary".

Candidate's Name

Signature

DR. EDUAN WILSON.....

Supervisor's Name

Signature