

**FACTORS INFLUENCING STUDENTS' PARTICIPATION IN  
UNIVERSITY SPORTS IN TANZANIA: A CASE STUDY OF  
MOROGORO REGION**

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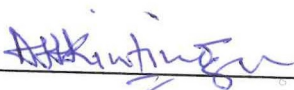
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## DECLARATION


I **Daniel Hosea** declares that; this dissertation is my original work and has not been submitted for any other award in any university or institution of higher learning.

Signature  Date 07<sup>th</sup> July 2022

## APPROVAL

We confirm that, the work presented in this dissertation was developed by the candidate under our supervision as university supervisors.


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## **ABSTRACT**

This study investigated factors influencing students' participation in university sports programmes in Morogoro Region (Tanzania). The study was guided by self-determination theory by Deci and Ryan (1985 and 2000), which explains how motivation influence individual gaining an interest to participate in a particular activity. The study was conducted in Sokoine University of Agriculture - a public university and Muslim University of Morogoro (a private university). The study objectives were to; assess the level of students' participation in university sports programmes; Assess university students' patterns of participating in sports and Assess factors influencing students' participation sports programmes. Descriptive research design was applied using both qualitative and quantitative approaches. Data collection was done through administering questionnaires. Out of 205 distributed questionnaires, 176 (85%) were returned and used for data analysis. The study results revealed that students' level of participation was low where by majority (87%) did sports less than two times per week. Also students' participation in sports was influenced by academic work loads and time table, lack of motivation, inadequate finance, religious values, inadequate sports facilities and equipment and little consideration for disabled students. In order to enhance students' participation in sports in Tanzanian Universities, The researcher recommended that universities should include: co-curricular activities in academic time table; motivate students; establish adequate and ensure maintenance of the existing facilities; modify unfriendly religious values /practice; Solicit and budgeting enough funds; initiating university sports policies; consider disabled students; ensure sports implementation in all levels of the education system.

**Keywords:** Sports Participation and university students.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the Study**

Baroness Tanni and Gre -Thompson (2020) in their study through British active students' survey in Academic Year 2018/2019 reported that, students' regular participation in sport provides significant advantages in terms of health wellbeing, Education and employability of student after graduating. Furthermore, they assert that, the most active students showed high scores for mental wellbeing, social inclusion and perceived academic attainment. According to the report, the reasons why most students participated in sports included; the benefits of being physically fit, improving their body images, stress relief, promoting physical and psychosocial health well-being, functional ability and general quality life of students and community at large. On the other hand, the report noted the factors inhibiting students' participation in university sports were being too busy with studies, less body confidence and sports being expensive.

Participating in Physical activity including sports, promotes physical and psychosocial health well-being, functional ability and general quality life of people. On the contrary, physical inactivity is associated with health complications including obesity, hypertension, diabetes, back pain, poor joint mobility and psychosocial problems. Currently, physical inactivity is a major global public health concern in both developed and developing world (Allender, Cowburn & Foster, 2016). Most university students due to the use of most of their time in sitting for academic works leading to sedentary

life style might be among the population which is prone to the effect of physical inactivity.

Due to a remarkable benefit of sports to university students in England, in the years from 2014-2017 through Sport England Active Universities project had to bid a fund to help and encourage students who were participating less than 1 x 30 minutes per week at Sheffield University. Brunton(2016).

Hejin Wnag and Zihao Li (2020) revealed that, most students in China colleges and universities do not participate in sport due to fear of injury. Thus, education and awareness for risk taking should be provided to students and staff in order to get more participation in physical activity and sports for their improved health well-being.

Universities in Africa participate in National, Region, Continent and Global Universities Competitions. However, Africa Universities' performances are not comparable to other World Universities from America, Europe and Asia where many athletes represent their universities in Olympic Games and World events (Kaimenyi & Rintaugu 2014). Additionally, the number of students' participating in sports at universities is low due structural, interpersonal, intrapersonal and social cultural constraints. The study also reported that, Sports programs in African Universities are characterized by few students and staff. It also lacks serious preparation for competition at local, regional and international levels. Furthermore, there is no structured intra and inter University sport Competition.

Mthethwa (2017) in the study conducted at Kwazulu Natal University in South Africa reported that, academic workload and failure in time management, constrained students' fully engagement in sports activities. Such poor participation in sports led to inactive physical lifestyle to most university students.

Bagaya, Sekabembe (2012) according to their study at Ndejje University reported that, students' involvement in sports has positive effect on academic performance, thus those who do not involve in sports should be encouraged to do so.

According to study conducted by Mirsafian 2014 among Iranian universities female representation in sports has been observed to be very low due to traditional and Muslim religion cultures restrictions. However Wabuyabo, Wamukoya and Bulinda 2014, in their study about influence of Islam on Gender participation in sports among Muslim students in Kenya Universities, reported that, female students do not participate in sports due to myth misconception. This is due the fact that, even Allah allowed and encouraged both males and female to do physical sports like swimming, archery and horse riding as they are vital to their health and even in war.

Realizing the importance of sports and active life style in schools, the independent African countries including Tanzania, recognized the need for incorporating components of Physical Education, Sports and Games in their education curricular (LiiKe and Sports Development Aid, 2014). The country prepared its post - independence physical education and sport syllabuses for both primary and secondary schools in 1960s. It also adopted the Secondary School Physical Education Syllabus in 1971, which had an emphasis on all major team games, athletics, gymnastics, military drill, traditional games

and dance. (MoEC., 1969, 1987, 1996, 2005). Thereafter, the Tanzania Sports Policy was developed (URT, 1995). The policy states categorically that, sports and games have to be taught and practiced in all levels of education in Tanzania.

University students in Tanzania participate in sports competition at different levels such as inter hall or interfaculty games, National level games organized by Tanzania University Sports Association (TUSA), East African University Games (EAUSF), and all Africa University games (FASU) and World University games (FISU). In all levels of competition, Tanzanian university students' participation has been observed to be very low.

Andrew (2019), in her study about promotion of physical activity participation among students at the University of Dar- es - Salaam in Tanzania, reported low students' participation in sports. The university academic time table was noted to be among the barrier inhibiting students' fully participation in sports.

## **1.2 Statement of the Problem**

Despite of the fact that doing physical activities is very important in promoting students physical and psycho-social health wellbeing which enable better body performance physically and mentally, yet still most students in Tanzania universities do not participate fully in sports. This is evidently shown by poor representation and poor performance of Tanzania universities athletes at different levels of competition. Poor performance of Tanzanian universities athletes in international sports leaves a lot to be



desired. This study, set out to investigate factors influencing students' participation in university sports programmes in Tanzania.

### **1.3 Objectives of the study**

#### **1.3.1 General Objectives of the study**

The general objective of the study was to investigate factors influencing students' participation in sports programs in Tanzanian universities.

#### **1.3.2 Specific Objectives**

This study had the following specific objectives;

- i. To assess the level of students' participation in university sports programmes in Morogoro region.
- ii. To assess university students' patterns of participation in sports
- iii. To assess factors influencing students' participation in university sports programmes.

### **1.4 Research Questions**

The research sought to answer the following research questions;

- i. What is the level of students' participation in University Sports in Tanzania?
- ii. What are the patterns of sports participation does Tanzanian university students possess?

- iii. What factors influence students' participation in university sports programmes in Tanzanian universities?

### **1.5 Significance of the Study**

This study is important in three ways;

- i. Provides new information and knowledge about Tanzanian University students participation in Sports programmes
- ii. Informs the university management and policy makers on current practice and better plans to enhance university students' participation in sports in Tanzanian universities.
- iii. Stimulates further research on university sports in Tanzania, East Africa and Africa in general.

### **1.6 Delimitations**

The study was geographically confined to two universities in Morogoro region – Tanzania. It covered only two universities out of four in the region; one a public university and the other was a private university. The study gathered information about university students' sports participation from both sports participants and non sports participant's respondents. Time frame of the study was January – March 2019, Academic semester two, 2018/2019; but the study was interfered by outbreak of covid-19 pandemic disease.

## **1.7 Limitations**

The research faced some limitations including;

- i. Difficulties in matching university academic time table, staff responsibilities and university regulations. These were handled through making an advance request of appointment and researchers' flexibility to fit in their convenient time table of respondents and universities.
- ii. Due to limited time for conducting the study, the researcher had to use available students since most were attending their field studies.
- iii. There were also difficulties in getting enough literature due to the fact that very few prior studies had been conducted focusing on this area of the study in Tanzania. The researcher used related literatures from studies conducted in other countries such as Uganda, Kenya, Nigeria, South Africa, Iran, United Kingdom and United States of America to predict the theoretical information gaps in Tanzanian setting.

## **1.8 Theoretical and Conceptual Framework**

This study was guided by the Self-Determination Theory (SDT) developed by Deci and Ryan (1985) and modified (2001). After intensive literature review of the theory, the researcher was able to develop a Conceptual Framework for this study.

### **1.8.1 The Self-Determination Theory**

The Theory defines intrinsic and extrinsic motivations about how they influence situational responses in different domains as well as social and cognitive development and personality. Intrinsically an individual is motivated and driven from within by interests, enjoyment and satisfaction inherent in the behaviour or activity she or he is doing. Also, the person may gain arousal externally through stimuli like getting awards, accolades and respect of admiration. Both intrinsic and extrinsic motivations are highly influential in developing of our behaviours and personality.

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

### 1.8.2 Conceptual Framework

This study is grounded in the Self-determination theory of motivation. Table 1.1, shows factors which were considered to Influence students’ participation in university sports programmes. These factors were further clarified showing ways to operationalize them.

**Table 1.1 Factors influencing students’ participation in university sports**

S/N	FACTORS	DETERMINANTS	MEASUREMENTS
1.	Motivation	Intrinsic and extrinsic	Interest and Goals to achieve
2.	Sports finance	Budgeting	Allocation and Availability of Fund
3.	Time table	Set Academic and Sports time table	Available time to do academic versus Sports
4.	Sports facilities	Quantity and Quality	Accessibility
5.	Gender	Males and females	Involvement of Both males and Females
6.	Sports policy	Availability	Implementation
7.	Previous experiences in sports	Having skills in sports	Participate in sports and perform well
8.	Benefits of doing sports	Individual and institution	Health and recruitment.

**Source: Adapted from Mthethwa (2017)**

From Table 1.1, motivation is the basic factor to influence students’ participation in University Sports because it is involved in behavior and personality development of an individual. Together with other factors such as facilities, finance, personnel and time table which facilitate implementation of the sports programmes. Female students can be affected by some cultures of a particular society. The students’ participation can either be good or poor depending on the influencing factor which can also be positive or negative.

## **1.9 Operational Definition of Terms**

**Extramural sports events** are the university sports events conducted out of the university including inter-university games competition

**Intramural sports events** are the university sporting events conducted within such as inter-hall or inter-Faculty games and others which involve students within the same university

**Participating in Sports Programmes**, entails involving in all forms of physical activity which through casual participation, aims at expressing or improving Physical fitness and mental well – being, forming social relationships or obtaining a good result in competition at all levels. Participation in this particular study will refer to physical engagement in sports activities designated by the respective university.

**Sport** is a form of physical activity which refer to a game, competition or activity needing physical effort and skill that is played or done according to a particular rule for enjoyment, competition or as a job. For example, football, Netball and volleyball which are all team sports.

**Sports programme** in universities are collegiate events like intramurals and extra murals. Similarly, daily sports programmes may include fitness activity such as aerobics, weight lifting, dancing, jogging, Walking, gymnastics and swimming. Furthermore, sports programme may include team sports like football, basketball, Netball, volleyball, tennis, Cricket and Rugby.

**Sports facilities** may refer to places like playing grounds, buildings or spaces where sports activities are conducted.

**Sports equipment** is things required in order to perform a particular sport such as balls rackets, ropes, jerseys, and protectors like gloves and masks.

**Programme of study** is the course a student registered to pursue in a particular time at university.

**Sports exposure** refers to access to variety of sports and get time to learn and practice skills required to perform a particular sport.

**Health wellbeing** can be described as the achievement and maintenance of physical fitness and mental stability. In other words, it is absence of physical illness, disease and mental stress.

**Physical fitness** is to be physically healthy and able to stay fit for long time when performing physical activity

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

The purpose of this study was to investigate factors influencing students' participation in university sports in Tanzanian universities. Accordingly, this chapter gives an overview of the scholarly literature relating to students' level of participation in university sports, Students patterns of participation in sports and factors influencing their participation in sports.

The review focuses on 2.1 Sports in universities Globally and in African universities 2.2 level of students' Participation in Sports Programmes in universities 2.3 Benefits for students' participation in university sports 2.4 University Sports Facilities versus Students Participation in Sports 2.5 Motivation and University Sports Participation 2.6 Academic Workloads and University Sports Participation 2.7 Finance and University Students' Sports Participation 2.8 Religious Values and University Students' Sports Participation.

### **2.1 Sports in universities globally and in African universities**

Baroness Tanni and Gre-Thompson (2020) in their study through British active students' survey in Academic Year 2018/2019 reported that, students' regular participation in sport provides significant advantages in terms of health wellbeing, Education and employability of student after graduating. Furthermore, they assert that, the most active students showed high scores for mental wellbeing, social inclusion and perceived



academic attainment. This was supported by Bagaya and Sekabembe (2012) in their study at Ndejje University noted that, students' involvement in sports had positive effect on academic performance, thus those who do not involve in sports should be encouraged to do so.

Due to such remarkable benefit of sports to university students in England, in the years from 2014-2017 through Sport England Active Universities project had to bid a fund to help and encourage students who were participating less than 1 x 30 minutes per week at Sheffield University. Brunton (2016).

However, Hejin Wnag and Zihao Li (2020) revealed that, most students in China colleges and universities do not participate in sport due to fear of injury. Thus, education and awareness for risk taking should be provided to students and staff in order to get more participation in physical activity and sports for their improved health well-being.

On the other hand, physical inactivity is associated with health complications including obesity, hypertension, diabetes, back pain, poor joint mobility and psychosocial problems. Currently, physical inactivity is a major global public health concern in both developed and developing world (Allender, Cowburn & Foster, 2016). Most university students due to the use of most of their time in sitting for academic works leading to sedentary life style might be among the population which is prone to the effect of physical inactivity.

Universities from Africa participate in National, Region, Continent and Global Universities Competitions. However, Africa Universities' performances are not comparable to other World Universities from America, Europe and Asia where many athletes represent their universities in Olympic Games and World events (Kaimenyi & Rintaugu 2014). Also, the study reported that, the number of students' participating in sports at universities is low due structural, interpersonal, intrapersonal and social cultural constraints. Additionally, Sports programs in African Universities are characterized by few students and staff. It also lacks serious preparation for competition at local, regional and international levels. Furthermore, there is no structured intra and inter University sport Competition.

Sports in African universities emerged from colonial and missionary schools which mostly were established by European colonial Governments; as part of their 'civilizing' control programmes for colonizing Africans. This was done in a modernizing project where by the British Empire played a very significant role (Ndee, 2002, Onyebueke, 2015). Unfortunately, there have been little sports developments in post independent schools, colleges and universities in Tanzania.

## **2.2 Level of Students' Participation in Sports Programmes in universities**

Mwansa (2001) revealed that, regular training in sports is required for good results to the participant. But this does not specify the extent of regularity in doing sports. According to UN-Inter=agency Task force for Sport and Peace (2005) the minimum frequency for effective physical training should be three times per week where by each work out should not be less than 30 minutes. Additionally, Haycock (2015) and Thivel et al

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

On other hand, Webber and Mearman (2009) noted that, participating in sporting activities can be determined by considering the number of sports participated by an individual. This is contrary, since the quantity of time spent in one sport can reduce participation in other sports. Not only that but also, having other recreation, interest or hobbies like watching movies will automatically reduce the chances of participating in sporting activities. Therefore, this cannot be good measure in determining level of participating in sports rather than using frequency per week in consideration of exercise intensity.

### **2.3 Benefits for students' participation in university sports**

Kaimenyi and Rintaugu (2014) reported number of benefits students gained through participating in sports which included improving their physical and psychosocial health wellbeing, obeying social rules, enhance confidence and self-esteem, provide social interaction, offer opportunity of education in sports career, learn how to deal with failure and difficulties, develop life skills and fun. However, number of students' participation in sports at universities is low due structural, interpersonal, intrapersonal and social cultural constraints.

Contrarily, Hardman (1985) noted that, some universities adhered to sport for skills development to win university sports competition. Individuals work hard in sports to get recognition and awards while institution may gain more recruitment as winning help to advertise. Such goals leave aside the major function of physical activity which is to promote health and enable the optimal functioning of the whole individual body.

However regular participating in sporting activities has many benefits ranging from individual to the society at large. Sporting forms social cohesion among participants and obtaining results in competition at different levels gives recognition of an individual as well as the institution. Individual will gain health benefits while institution can gain advantage of more recruitment

According to Davis, Kimet and Ality (1986), people who engage in doing physical activities including sports are less prone to stress and depression compared to those with sedentary life style. It is therefore very important for university students to complement their sedentary life style with doing physical activities like sports regularly in order to stay healthy. University student's life style is full of physical inactivity and stress due to long sitting hours for lectures and assignments which leads to very risk habits that affect negatively their health well-being. Such situation can be encountered through engaging in health promoting behavior which includes engaging in physical activity like sports. Hockey (1998) and Amusa (2001), support that participating in physical sporting activities improves an individual physical and psychosocial health well-being. It also promotes muscle strength and helps the body to sustain daily activities.

Shelley (2017) advocates for more benefits to be gained by an individual participating in sports which include, thinking skills, creativity, concentration and stimulating total body growth. It is therefore very important for university students to be encouraged to do sports regularly for effective body working and acquiring improved brain functioning.

Mwansa (2001) support that, in order to gain enough benefits through participating in sports, students should engage in sports training and physical exercise regularly; at least three times per week ranging from moderate to vigorous taking into consideration the duration and content of training session. Thus, Universities should plan and schedule effective sports training sessions and events for their students with trained personnel monitoring the programmes in order to reduce existing inactivity habits among students.

Accordingly, participating in sports for university students should not be optional but rather a habit for improved health well-being. But this will be possible if and only if the challenges which hinder smooth participation in sports are resolved including, time constraints, Insufficient sport facilities, Underrepresentation of females, Unsupportive environment, Lack of parent support Mwita and Mwakasangula (2019).

#### **2.4 University Sports Facilities and Students Participation in Sports**

Sports environment comprises playgrounds, players (who form teams), personnel, equipments and buildings; all these should be well integrated for effective sporting. Due to individual differences in habit, ability and goals, students' participating in sports must

be guided accordingly specially to work together for effective advantage to gain goals intended such as improving and promoting physical and psychosocial health wellbeing.

Bichi, (2018) revealed that, Nigerian universities like other African universities have inadequate sports facilities, and most of them lack modern sports facilities with the exception of very few which privileged to host high-level sports events. Such inadequate of sports facilities at universities has led to poor sports participation and performance among African universities.

This was also supported by Mwita and Mwakasangala (2019) who noted a number of factors inhibited students' participation in sports and top ranked is inadequate sports facilities. However, some universities might have well constructed facilities but due to poor maintenance they become inaccessible. On top of that, some universities have courts like for Tennis which experience lack of users.

## **2.5 Motivation and University Sports Participation**

Martin, Bruner, Eys and Spink (2014), pointed out that, positive sports environment is formed by group cohesion which is characterized by mutual benefit, sharing of common fate, understanding of their roles and presence of quality communication. Quality communication is characterized by direct interaction between members and not through others will also influence others to interact and be motivated to do sports. It is therefore very important for university sports personnel to guide their participants to work together all the time and avoid unnecessary conflicts.

According to Deci and Ryan, (1985) and Moran, (2017) Students may gain motives to do sports through either intrinsic or extrinsic motivation. Intrinsically, students can be motivated from within through encouragements to acquire natural desire to overcome challenges and enjoyment in performing skills repeatedly and achieving victory.

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

Carol and Alexandris, (1997) added that, quality of sports facilities, is among of the external motivations that attempts to help individuals acquire an optimum level of stimulation or arousals. The researcher is in opinion that it is important for universities to seek different ways of attracting more players; including adequate facilities, equipment and rewarding those who have shown good performance at different levels of university sports competitions.

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

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

## **2.6 Academic Workloads and University Sports Participation**

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

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



Mthethwa (2017) in the study conducted at Kwazulu Natal University in South Africa supported that, academic workload and failure in time management, constrained students' engagement in sports activities. Such poor participation in sports leads to inactive physical lifestyle to students. This was also supported by Andrew (2019) who found out that academic time table is a problem to sports in the university of Dar-es-salaam in Tanzania whereby there is no any written time table for sports and other core curriculum activities.

## **2.7 Finance and University Students' Sports Participation**

Emiola (1994) reported that, Nigerian Universities' managements complains that sport is very expensive as a result set little budget. Such handling automatically leads to lack of facilities, equipments and other finance uses hence hinder students' participation in sports. Similarly, Akpata (2000) support that, inadequate finances for university sports in Kenya and other African universities are among of the biggest problems hindering development of sports programmes. On top of that, situation is worse in most of private universities compared to the public institutions. However, Shehu (2000) suggested that, in order to alleviate such situation university management should put forward strategies with different ways of soliciting money like fundraising and acquire viable sponsorship for sports.

Mossman (2017) and Hejin Wnag and Zihao Li (2020) argued that, there are sports environment which can discourage students to participate in sports; like low income which leads to failure in buying sports attires, lack of parent support, inadequate sports

facilities and fearing of injuries. Universities, parents and the whole community have responsibility of creating positive social sporting environment for youth which is future generation.

## **2.8 Religious Values and University Students' Sports Participation**

Mirsafian (2014), reported on poor participation in Sports for female Muslim students. This might be attributed by a lack of awareness about the benefits of physical activity or social/religious restrictions and cultural problems. The study conducted in Iran reports that more than 60 per cent of female Muslim students in Iranian Universities do not participate in any sporting activities. This can equally be true to African universities run by the religious organization especially Muslim due to culture restriction which hinders female students' participation in sports compared to male students.

Contrarily, Wabuyabo, Wamukoya, Bulinda (2014) argued that, Muslim females do not participate in sports due to myth misconception as even Allah allowed and encouraged both males and females to do physical sports activities like swimming, archery, horse riding as they are vital even in war. The problem is with facilities and equipments especially dressing codes.

## **2.9 Summary**

Universities students' life which is full of physical inactivity leading to sedentary life should be complemented by participating in physical activities like sports for better health well-being (Tann & Gre-Thompson, 2020, Shelley, 2017 and Bagaya,

Sekabembe, 2012). Effective participation in sports, should consider regular training (not less than three times per week), with quality work out characterized by moderate to vigorous intensity considering context of training session (Mwansa, 2001, UN-Inter=agency Task force for Sport and Peace 2005, Haycock, 2015 & Thivel et al 2018). Also due to technological advancement there are digital gargets which automatically records speed per time, total distance covered and heart rate (Thivel et al, 2018). Through some literatures, it was observed that; students' participation in sports in some countries were hindered by small budget for sports equipment, inadequate facilities, lack of motivation, academic work lords and timetable, Religious values and individual failure in time management (Holland & Andrew, 1987, Emiola, 1994, Moran, 2017, Mthethwa, 2017, Bichi, 2018, Mossman (2017) and Hejin Wnag & Zihao Li (2020) Mirsafian 2014 Wabuyabo I. K, Wamukoya E.K, Bulinda H.M. 2014. However, these might not be the only constraints which inhibit university students' participation in sports to other countries including Tanzania. Therefore, this study intended to explore further about the prevalence of such factors in the Tanzanian university context.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Overview**

This study had the specific objectives to; i. Assess level of students' participation in university sports programmes and ii. Assess factors influencing students' participation in sports.

This chapter outlines methods and techniques which were used in carrying out this study; the study sample, sampling techniques, data collection techniques, data analysis and ethical considerations.

### **3.1 Research Design**

A descriptive research design was applied in this study. The design used both quantitative and qualitative research approaches. Each set of data that is qualitative and quantitative data collected, was analyzed by merging and compared for a combined interpretation to provide comprehensive analysis (Creswell, 2009). This means that, data was collected simultaneously through administering Questionnaires.

### **3.2 Study Area**

Area of the study was Morogoro Region in Tanzania (East Africa). The study involved two universities namely, Sokoine University of Agriculture (SUA) and Muslim University of Morogoro (MUM). These universities had relatively higher students' enrolment country wide, with diversified academic programmes on Government and Private sponsorship.

### **3.4 Target Population**

The populations of study were students at Sokoine University of Agriculture (SUA) and Muslim University of Morogoro (MUM). This included both day and evening students. There are four universities in Morogoro; the researcher purposively sampled two of these universities. One of them was private and another was a public. Both of these universities had a population of over 4500 students.

### **3.5 Sampling Size and Sampling Technique**

#### **3.5.1 Sample Size**

However, the researcher could not access the entire population within a short time for this study; therefore, students were randomly selected. With the help of the university administration, the researcher was able to access a population of 450 students to participate in the study from the two universities. This was due to the fact that most students were at vacation and field studies.

Using the Krejcie & Morgan (1970) table of determining sample size, the researcher used a sample size of 205 respondents who were selected from the population of 450. According to Morgan having a population of 450; a sample size of 205 respondents was considered. Two Universities were purposively selected from the four in the region where by 205 students responded.

**Table 3.1 Sample Size description**

<b>Category of respondent</b>	<b>Total population</b>	<b>Sample size</b>	<b>Sampling technique</b>
<b>University Students</b>	450	205	Simple Random selected
<b>Total</b>	<b>450</b>	<b>205</b>	

**Source: Primary data, 2019**

### **3.5.2 Sampling technique**

The researcher used simple/random sampling procedure to identify the University students (205) from a population of 450 students to be involved in the study. The sample sizes were determined by using the Krejcie and Morgan's table of sample size. The sample size of students was representative having students from all years of study in both universities.

### **3.6 Research Instruments**

The researcher used a questionnaire for university students. The questionnaire consisted of both closed and open-ended questions and was self-administered among respondents. The questionnaire allowed respondents to give free and independent opinions since they are not influenced by the researcher's physical presence. The questionnaire approach also covered a high number of respondents in a relatively short time (Amin, 2005). The Questionnaire had four sections, that is, Section A: Bio-data, Section B: students' level of participation in sporting programmes in universities, Section C: Factors influencing students' participation in university sports programme and section D: strategies to enhance more students' participation in sports at Morogoro Region.

### **3.7 Procedures**

The researcher used letter of introduction from Kyambogo University to obtain permission from the University administration where data for the research was collected namely; Sokoine University of Agriculture and Muslim University of Morogoro. Research questionnaires were administered by the researcher to students with the help of sports coordinators of the respective university.

### **3.8 Validity and Reliability of the Instrument**

#### **3.8.1 Validity**

The researcher in collaboration with the supervisors designed the instrument and adjustments were done where ambiguities were observed. This helped to be free from unnecessary errors and get consistent result.

#### **3.8.2 Reliability**

Reliability refers to the extent to which the same answers can be obtained using the same instruments more than one time. The researcher conducted a pilot study in two universities that were not in the study to check the clarity and ambiguity of the instrument. Through pilots survey the instruments with ambiguities were adjusted to meet the requirement of the study.

### **3.9 Data Analysis**

The Researcher used descriptive approach in analyzing quantitative data and qualitative approach using content and thematic of the interview responses analysis to reach the final study findings. Description of the statistical data (quantitative data analysis) started by assigning numerical values through tabulation to enable the researcher to reveal trends of the observation distributions. The tests and analysis were carried out with the aid of statistical computing packages including Microsoft excel and Statistical Packages for Social Sciences (SPSS: 24).

Final presentation of the study findings included figures, tables, bar graphs, interpretation and discussion in relation to the research problem and thematically objectives of the study.

### **3.10 Ethical Considerations**

During the study, ethical issues including, informed consent, privacy and confidentiality were taken into consideration. The researcher adhered to the ethics of conducting research by ensuring that, all respondents' informed consent was sought in advance prior the study. This means that, the respondents were assured that they were free to participate in the study. The respondents were also informed that, the information they gave was strictly for academic purposes and data obtained were treated as private and confidential. Also, respondents were informed not to indicate their names anywhere to ensure their confidentiality.



## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

### **4.0 Introduction**

The purpose of this study was to assess factors influencing students' participation in sports, assess level of students' participation in sports and assess university students type of participation in sports in Morogoro region -Tanzania. This chapter presents analyses and discusses the findings of the study in line with three study objectives namely;

- i. To assess students' level of participation in university sports programmes in Morogoro region.
- ii. To assess university students' pattern of participation in sports
- iii. To assess factors influencing students' participation in university sports programmes.

This chapter is organized in five sections; section 4.1 considers the Demographic characteristics of the study, section 4.2 focuses on the level of students' participation in university sports programmes, section 4.3 considers Patterns of students' participation in sports 4.4 considers factors influencing students' participation in sports,

#### 4.1 Demographic Characteristics of the Study Population

This section describes the demographic characteristics of the sampled students;

A total of 205 students were involved in the study but data information considered in the analysis was obtained from 176 students who responded. During this analysis many characteristics were exhibited as indicated in the Table 4.1;

**Table 4.1 Characteristics of the Respondents' Age and Gender**

Variables		Frequency	Percent
Gender	Male	129	73.3
	Female	47	26.7
	<b>Total</b>	<b>176</b>	<b>100</b>
Age	Below 20	2	1.1
	21-25	94	53.4
	26-30	79	44.9
	Above 35	1	0.6
	<b>Total</b>	<b>176</b>	<b>100</b>

**Source: Primary data, 2019**

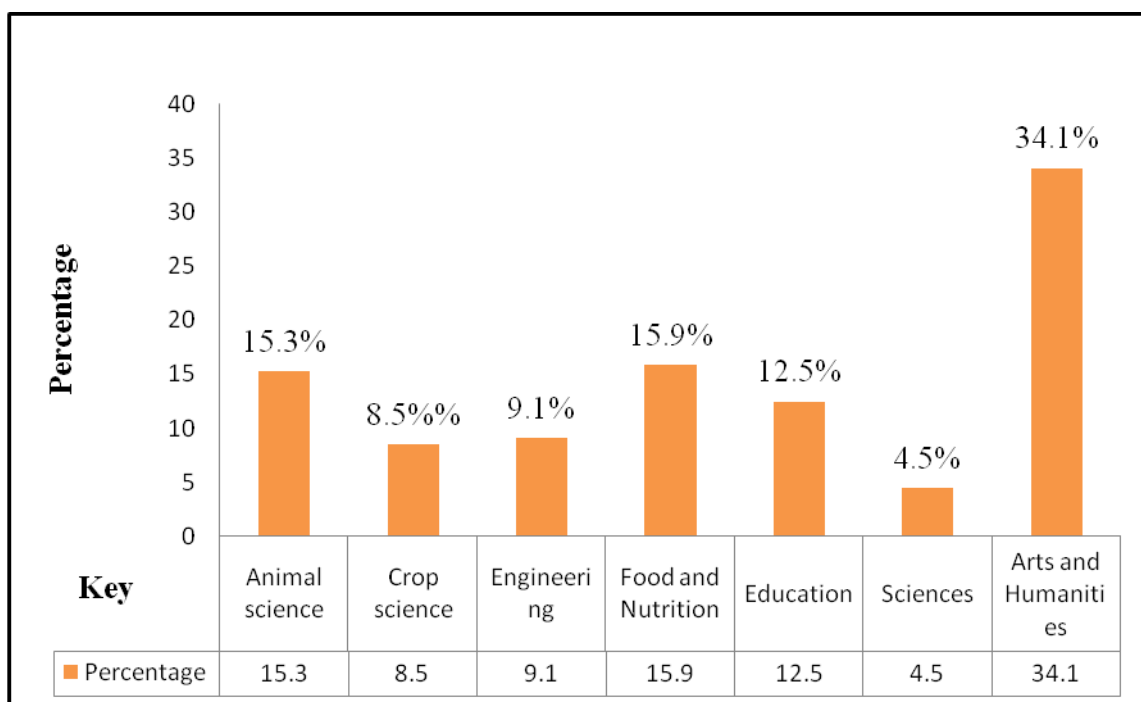
According to the Table 4. 1, the highest number of students recruited for the study was males (73.3%) with fewer females (26.7%); the male students dominated this study. Age of the majority of the population under study was between 21 -25 years which are 53.4 percent. This implies that the students in this study were of an average age of 24 years, which are youth ages who are able to do competitive sports effectively.

**Table 4.2 Type of University and Study Mode of Respondents**

Type of university	Government	86	48.9
	Private	90	51.1
	<b>Total</b>	<b>176</b>	<b>100</b>
Mode of study	Day	154	87.5
	Evening	11	6.3
	Others	11	6.3
	<b>Total</b>	<b>176</b>	<b>100</b>

**Source: Primary data, 2019**

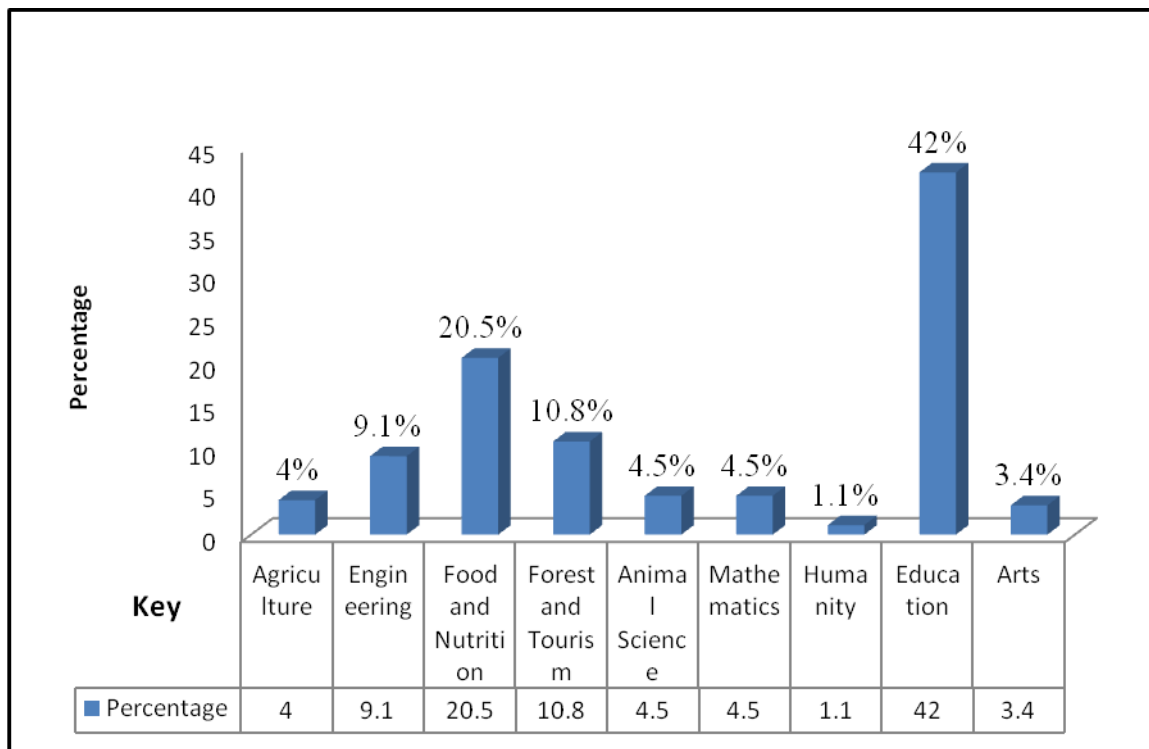
The higher percent (51.1%) among the students recruited (176), were studying in a private university while (48.9%) were studying in a public university. The majority of respondents 87.5% were studying on a day programme while minorities 6.3% were registered for evening and weekend classes.



**Figure 4.1 Distributions of Respondents by Faculty**

**Source: Primary data, 2019**

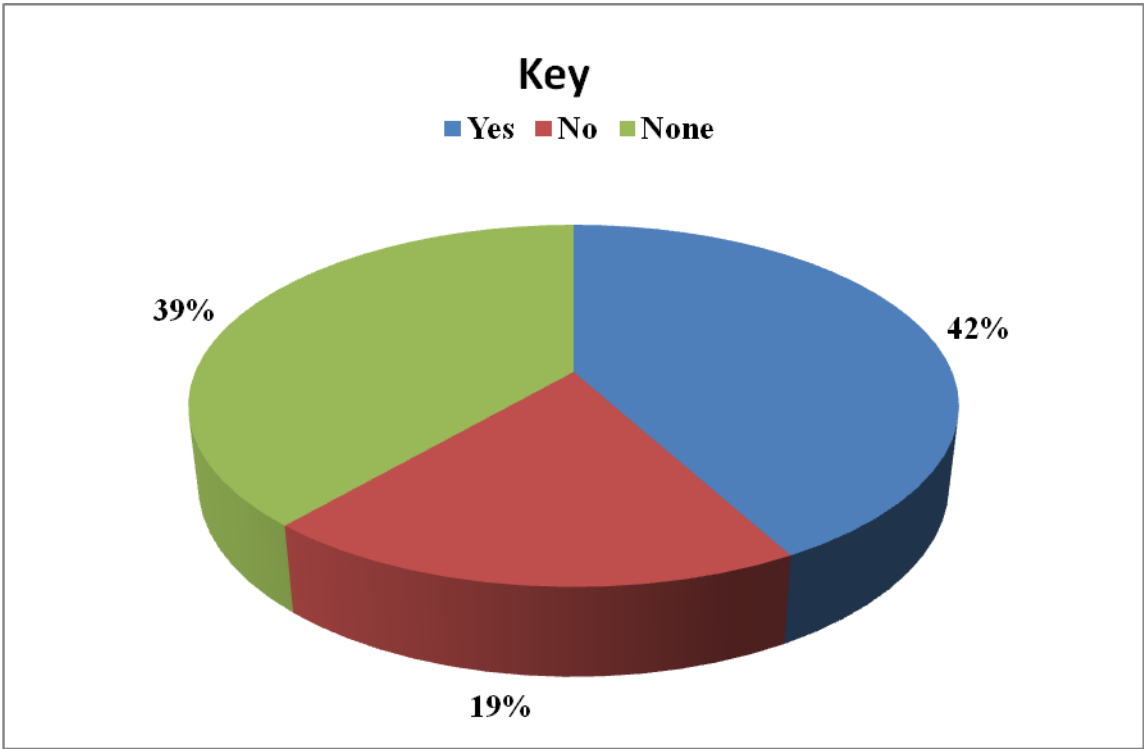
The data in Figure 4.1 indicate that most of the respondents 34.1% were studying in the Faculty of Arts and Humanities, 15.9 were in the faculty of Food and Nutrition, 15.3% were in the Faculty of Animal science, 12% were in the faculty of Education, 9.1% were in Engineering, 8.5% were in crop Science, while minority 4.5 were in the Faculty of Science. This indicates that there was wide distribution of respondents among the university faculties. Furthermore, the study sample of respondents considered their respective departments as shown in the figure 4.2



**Figure 4.2 Distributions of Respondents by Departments - Source primary data 2019**

**Source: Primary data, 2019**

Figure 4.2 show that respondents were from nine departments with majority 42% of the respondent from the Education Department, followed by 20.5% who were from Food and Nutrition Department, 10.8% were from the Forest and Tourism Department, 4.5% from Animal Science, Mathematics Departments 4.5, while 4 % were from Agriculture, 3.4% were from Arts while 1.1% were from Humanities Department. Employment status was investigated so as to know respondents who worked while studying; summary of the responses is shown in the Figure 4.3

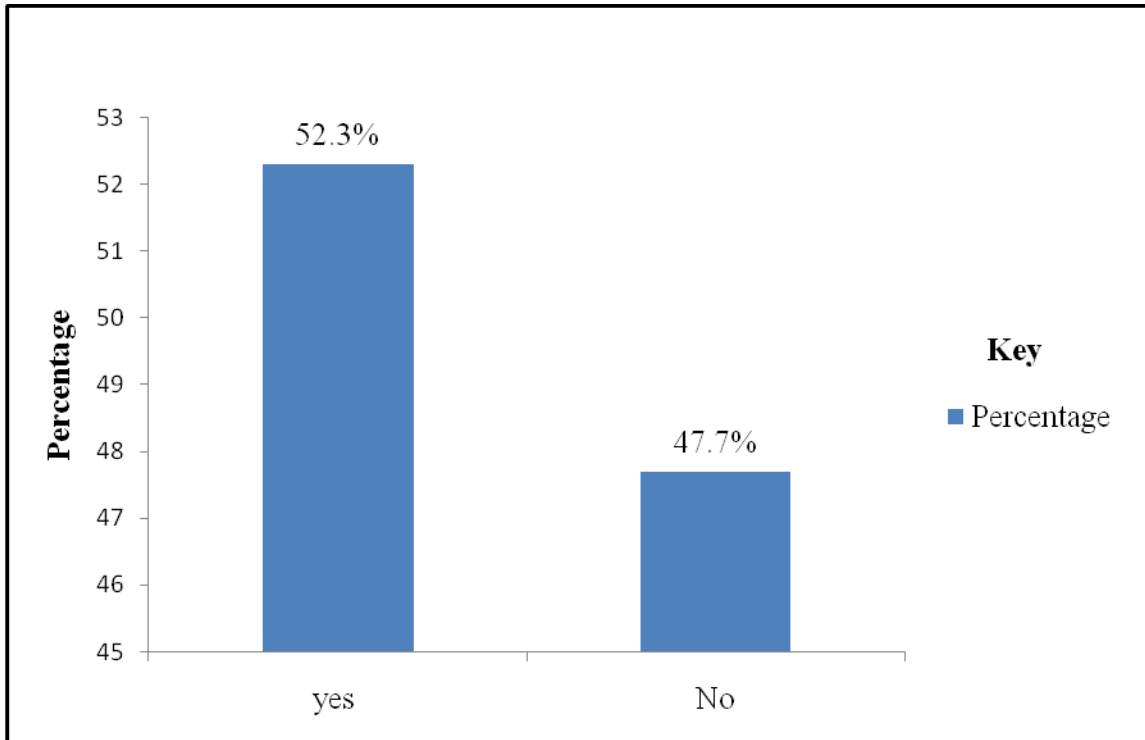


**Figure 4.3 Distribution of respondents who worked while studying**

**Source: Primary data, 2019**

The study in Figure 4.3 revealed that, majority of respondents 42% studied while working followed by 38.6% who said they don't work while minority 19.3% indicated

that they didn't work while studying. The researcher considered students who participated in sports and non participants as shown in figure 4.4



**Figure 4.4 Student's Participants versus non-Participants in University sports**

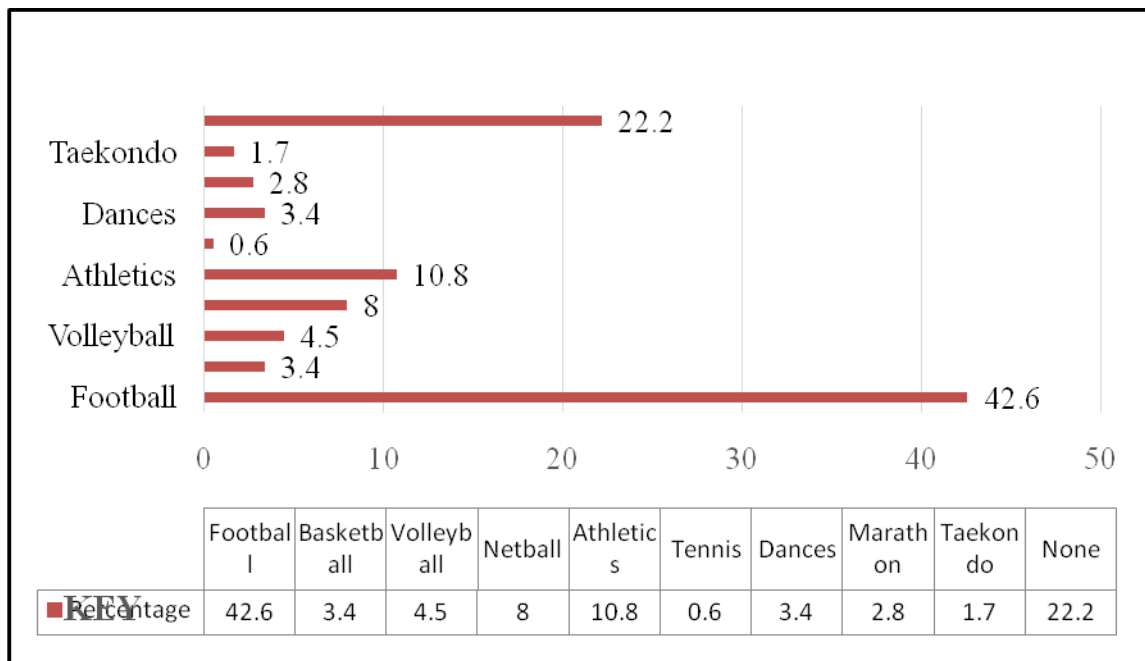
**Source: Primary data, 2019**

The study sampled population as shown in figure 4.4 comprised both sports participants and non participants in fair distribution; where by majority of respondents about 52.3% participated in sports compared to minority 47.7% who did not. This result found slight difference between non-sports participants and participants depicting low participation in sports among the sampled population involved.

## 4.2 Students' level of participation in university sports

This section is related to objective one; to assess students' level of participation in university sports.

The researcher investigated students' participation by considering; Participants in University sports versus non-Participants, Special roles respondents carried out in Sports participation, University sports activity participated by students, Numbers of Physical Activities students participated in per day and feeling of respondents after participating in sports.

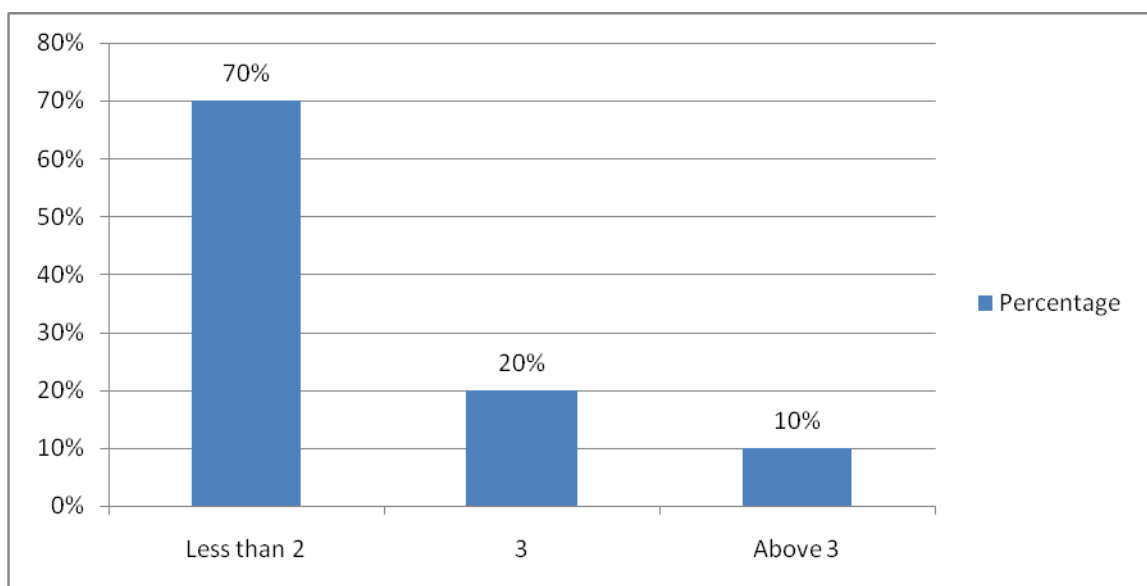


**Figure 4.5 University Sports Activity Participated by students**

**Source: Primary data, 2019**

According to the findings, students observed to participate in different disciplines as indicated in figure 4.6 where by majority of respondents that is 42.6% engaged in sports as footballers (males), followed by athletics 10.8% while 22.2% did not engage in any sport.

This result indicated low level of participation due to the fact that other sports had very small number of participants. It is obvious to find that football playgrounds are very busy most of the evening times with more participants than other disciplines. Football is obviously the most common and most popular sport among university students. This finding does not match with Webber and Mearman (2009) who suggested that level of students' participation in sports can be determined by number of sports participated since many do football. But this cannot better way of determining level of participating in sports. Therefore, the study investigated number of times each respondent participated in sports per week as shown in Figure 4.6.





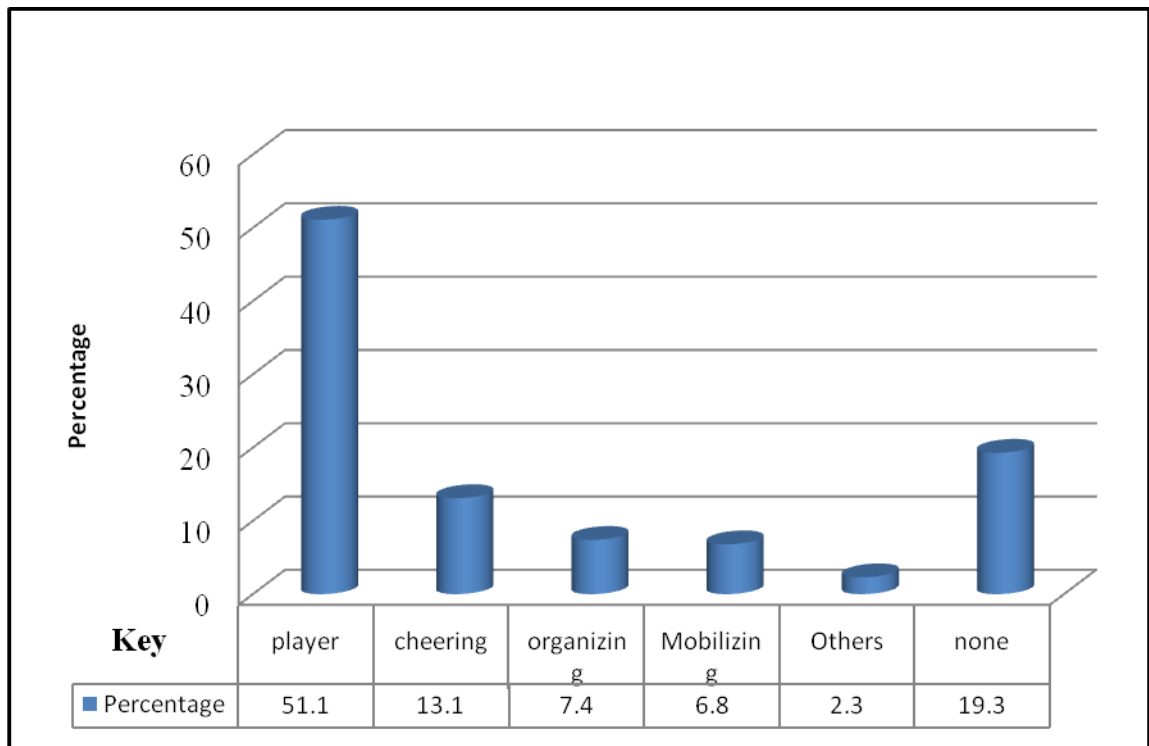
### **Figure 4.6 Level of Students' Participated in Physical Activities per week**

**Source: Primary data, 2019**

From the Figure 4.6 majority of the students (70%), participated in physical activity less than two times per week, only (20%) participated in physical activity in at least 3 per week, while minority 10% participated more than 3 times per week. This implies that the level of students' participation in physical activity was very low. This is in line with the study made by task force and Peace UN- inter Agency (2005), Who noted that, participation in sports can be measured by checking number of times (frequency) per week an individual participate in sports that should not be below three times.

#### **4.3 Students patterns of participating in university sports**

The study considered different roles students engaged in doing sports at universities which were in two major categories; that are active participation and passive participation in university sports as summarized in figure 4.7



**Figure 4.7 Special Roles Respondents carried out in Sports participation. Source: primary data 2019**

**Source: Primary data, 2019**

According to the findings, 51.1 of respondents were active players while 30.2% were passive players who engaged in cheering, organizing and mobilizing, while 19.3 did not play any role in university sports. This implies that most students, which are 51.1 of respondents, have been active participants in university sports.

#### **4.4 Factors influencing students' participation in sports**

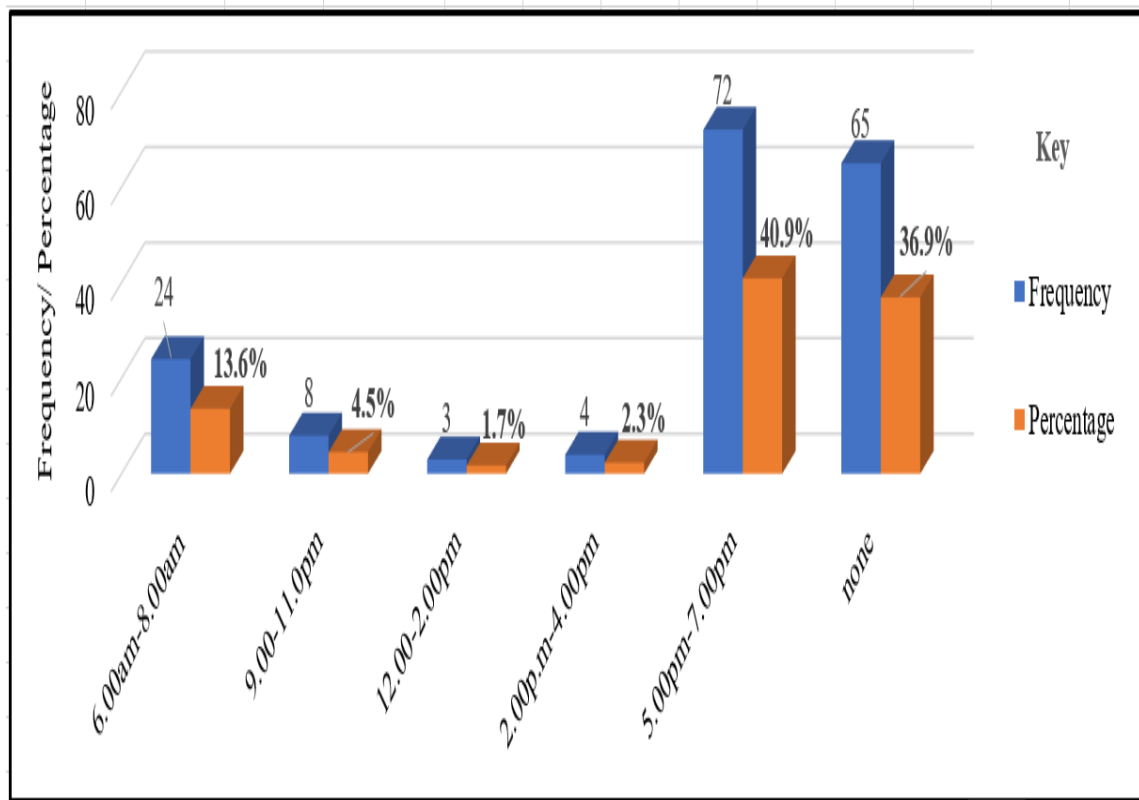
This section is related to objective three: to assess factors influencing students' participation in sports programmes.

**Table 4.3 Time Availability to Participate in University Sports**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Yes	104	59.1	59.1	59.1
	No	72	40.9	40.9	100.0
<b>Total</b>		<b>176</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Primary data, 2019**

According to the findings in the Table 4.3 about availability of time, majority of respondents 59.1% agreed that there was time available to participate in sports while minority 40.9% responded that they didn't have time to participate in sports. Therefore, failure to do sports might be due to other factors like poor time management and lack of interest. Respondents were asked about convenient time to do sport during the day, their responses were as given in figure 4.8:



**Figure 4.8 Day Time most Appropriate for Students to participate in Sports**

**Source: Primary data, 2019**

According to the results in Figure 4.8, majority of respondents 40.9% said appropriate time they normally participate in sports was in the evening hours from 5.00pm-7.00pm which is normal routine while minority 2.3% answered that 2.00p.m-4.00pm, which might be due to their academic time table schedule. This shows that, university sports exercise and training is done in evening time, which shows that, students who are free in the afternoon hours miss it.

On the other hand, period preferred for sports that was evening time as shown in figure 4.8, which favoured day time students and automatically gave very little chance to the

evening students. It is therefore, important for universities to arrange a session which will also accommodate evening registered students.

The study also investigated participation in sports by respondents in their previous school levels versus university as shown in Table 4.4;

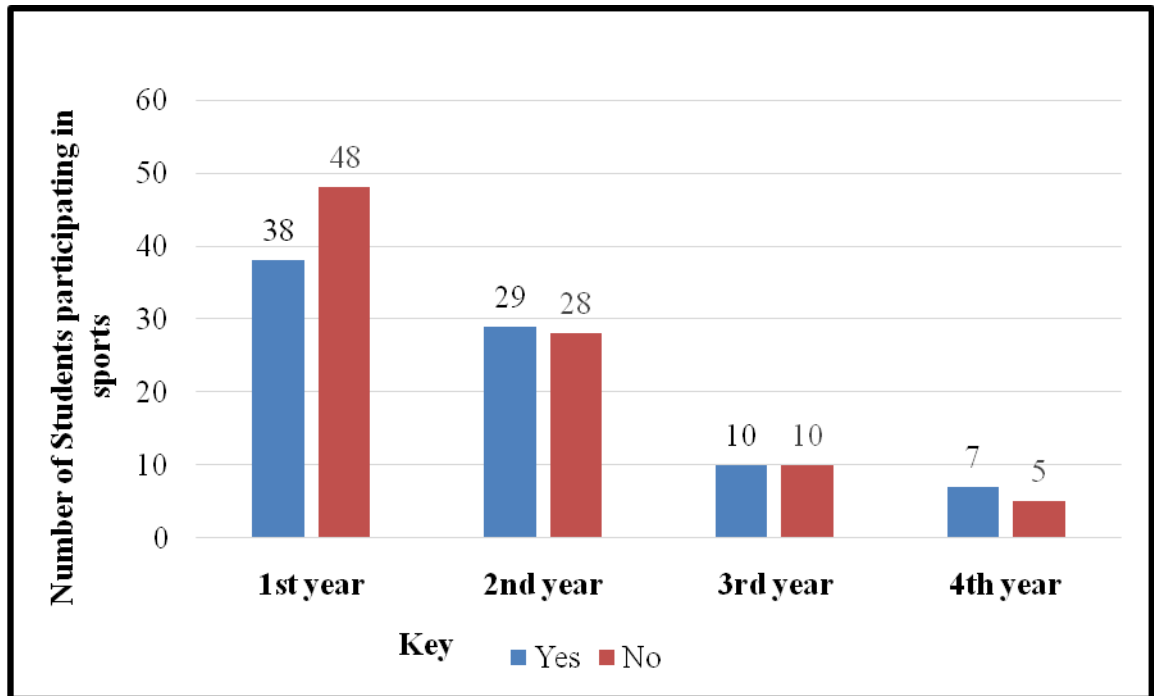
**Table 4.4 Student’s Participation in Sports at their Previous levels and at university**

Participated in sports the previous level	participates in university sports programmes	
	Yes	No
Yes	82	56
No	2	35

**Source: Primary data, 2019**

According to Table 4.4, respondents who had participated in sports during their previous schools 82 out of 84 continued to participate at the university level. This result implies that students who had participated in sports at high school had greater chance to continue doing sports at the university than their counter parts who did not.

The study gathered information about students’ participation in sports during their different years of study as shown in Figure 4.9;

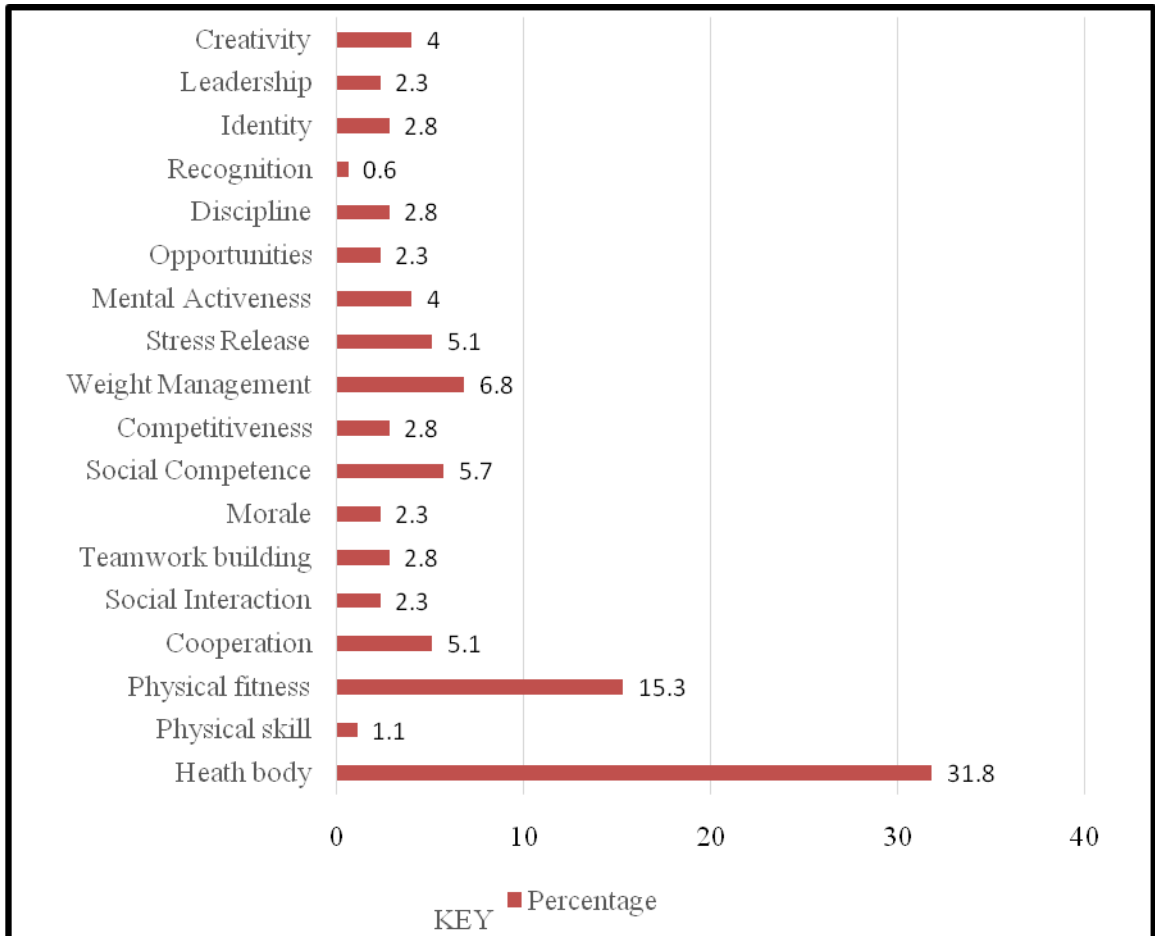


**Figure 4.9 Students’ participation in sports during different years of study**

**Source: Primary data, 2019**

The study revealed that, students’ participation in sports decreased with increase of year of study as shown in figure 4.9, more students (38) participated in sports during their first year at the university than the subsequent years of their study which decreased up to only 7 participants in fourth year. This implies that the longer a student stays at the university, the less time they spend in university sports. Such low level of student’s participation in university sporting activities with the increase in the number of years spent at the university is due to the increase in academic commitments. This finding is in agreement with Gayles (2009) who stated that, as student years of study increases, so does the academic workloads which in turn inhibit sports participation. Also, students’ goals to excel academically in the final year make them devote much of their time in

studying rather than sports. The study also considered motives behind students' participation in sports as shown in figure 4.10;



**Figure 4.10 Reasons why Respondents Participate in Sport**

**Source: Primary data, 2019**

According to the findings in Figure 4.10, most of the respondents 31.8% participated in sports to promote their health-wellbeing while the least 0.6% indicated that it was for recognition. These might be skilled sports persons who participated in higher level competition. It implies that most of respondents did sports for their body physical and

psychological health-wellbeing. This finding is in line with the study of Moran, (2017) that, Students may gain motives to do sports through either intrinsic or extrinsic motivation. Intrinsically, students can be motivated from within through encouragements to acquire natural desire to overcome physical as well as mental challenges and enjoyment in performing skills repeatedly and achieving victory.

**Table 4.5 Male versus female students’ participation in sports**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Male	128	4.89	1.345
Female	48	2.23	1.276

**Source: Primary data 2019**

The analysis of means of the gender variable in the table above showed that the mean values were higher for male students (4.89) than the mean value for female students (2.23). The males’ students participated more in sports than females. This finding is in line with Mirsafian (2014), study, which reported on poor participation in Sports for female Muslim students. This might be attributed by a lack of awareness about the benefits of physical activity or social/religious restrictions and cultural problems. The study conducted in Iran reports that more than 60 per cent of female Muslim students in Iranian Universities did not participate in any sporting activities.

However, the reasons for female low participation in physical activities was Contrarily argued by Wabuyabo, Wamukoya, Bulinda (2014) that, Muslim females do not participate in sports due to myth misconception as even Allah allowed and encouraged both males and females to do physical sports activities like swimming, archery, horse



riding as they are vital even in war. The problem is with facilities and equipments especially dressing codes.

**Table 4.6 (a&b) Students’ Participation in Sports versus Occupational Status and terms of Employment**

Variable		Participates in University sports programmes		
		Yes	No	Total
Occupational status	self employed	22	35	57
	Government employed	1	18	19
	Others	3	5	8
	None	82	9	91
Terms of Work	Permanent	3	16	19
	Temporary	14	21	35
	Probationary	5	18	23
	None	62	36	98

**Source: Primary data, 2019**

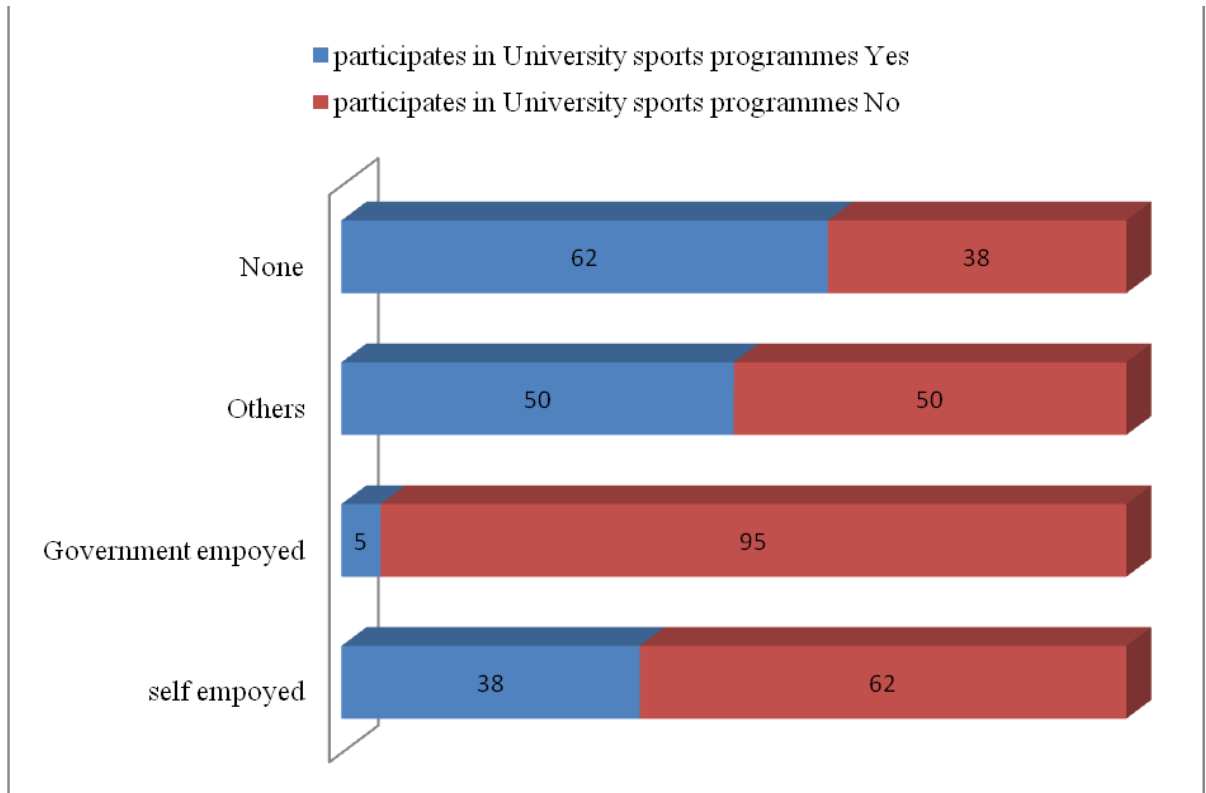
The findings in the Table 4.6(a); further show that occupational status was seen to influence student’s participation in university sports where by employed students participated in sports less than those who were not employed.

**Table 4.7 Participation in Sports versus amount of Time Required for Studying per Week**

Participates in University sports programmes	in Amount of time required for study per week					Total
	1-10hrs	11-20hrs	21-30hrs	31-40hrs	Above 40	
Yes	12	24	14	21	13	<b>84</b>
No	13	32	24	8	14	<b>91</b>
<b>Total</b>	<b>25</b>	<b>56</b>	<b>38</b>	<b>29</b>	<b>27</b>	<b>175</b>

**Source: Primary data, 2019**

The results in the Table 4.7; shows that amount of time required to study per week do not affect student’s participation in sports.



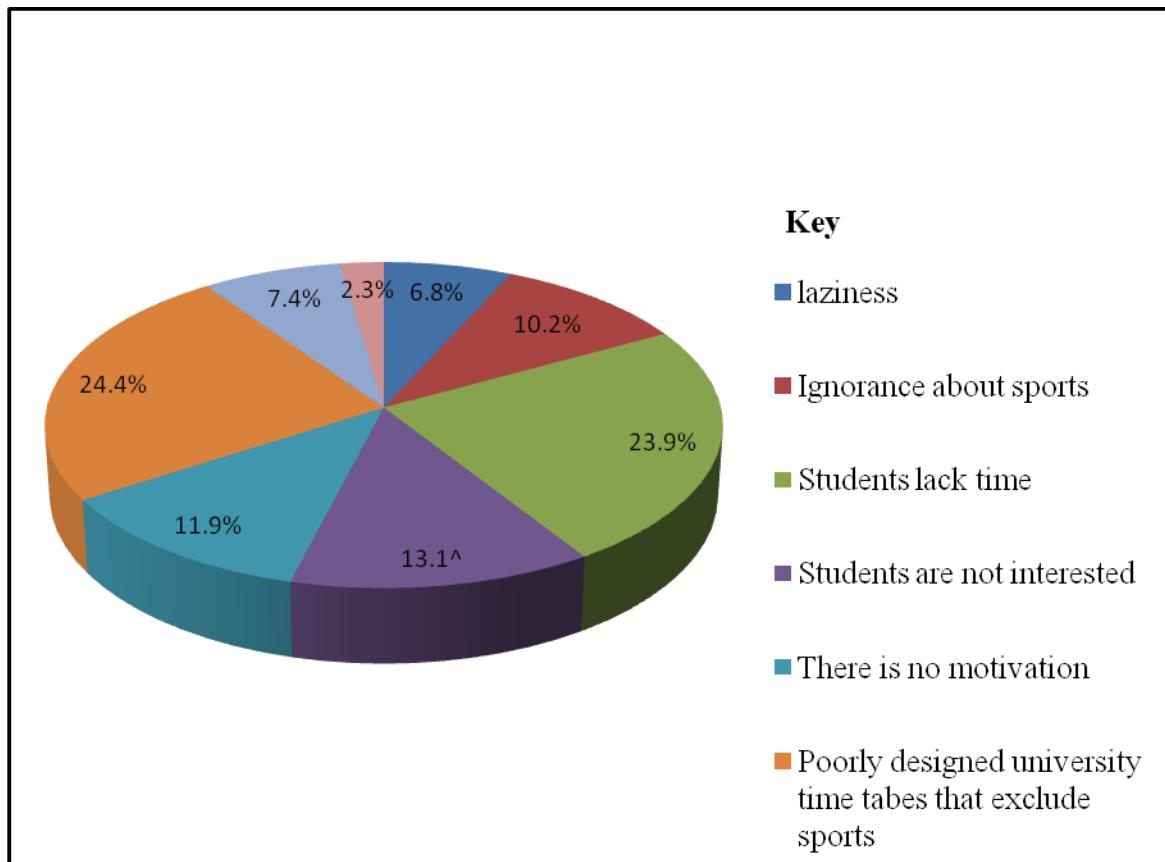
**Figure 4.11 Employments of Respondent and Participation in University Sports**

**Source: Primary data, 2019**

From the Figure 4.11; the highest percentage of students who participated in sports was those who were unemployed with 62% of those who were unemployed, only 38% did not participate in sports. Those who were employed by government showed the least participation with 5% while 95% did not participate. This implies that, students who had government employment had schedules that did not allow them to do sports.

According to the findings; of the respondents who spend below one hour on their work every day, 62% participate in university sports programmes while 37 of them didn't participate at all. Among the respondents who spend one to five hours on their jobs daily, only 17% of them were able to participate in sports while 37% were not able to participate. Those who spent six to ten hours on their jobs per day only five participated in sports while 12 didn't participate. Of all respondents who worked for more than 10 hours none of them participated in sports. This is a clear indicator that the amount of time spent at work affects respondent participation in sports. The less the working hours the more time respondents got to participate and vice versa.

Respondents were asked to give reasons as to why university students do not participate effectively in university sports programme; their responses are summarized in Figure 4.13;



**Figure 4.12 Reasons for Students’ low participation in University Sports**

**Source: Primary data, 2019**

According to students’ response in the open-ended questionnaire the study result in Figure 4.13 revealed that majority of respondents 24.4% replied that many students don’t participate in sports because of poorly designed university time tables while minority of the respondents 2.3% indicated that it is because of other reasons such as laziness, ignorance about sports, lack of appropriate or inadequate sports facilities, lack of interest and lack of motivation.

Responses to the open-ended questionnaire to students, about low participation in sports showed that, many students didn't participate in sports because of poorly designed university time tables while minority said that it's because of other reasons such as laziness, ignorance about sports, lack of appropriate or inadequate sports facilities, lack of interest and lack of motivation. This finding concurs Emiola (1994,) and (Andrew I.J. 2019) who revealed that African universities have unfriendly academic time table and poor facilities which gives very little room for co-curricular activities leading to poor students' participation in sports. On top of that, lack of motivation which is in line with Moran (2017) findings it is in contrary to kaimenyi J, T. and Rintaugu E. G. (2014) who argued that motives to do sports can be inhibited by other problems such as intrapersonal, interpersonal and intrasocial factors.

Additionally, less attention to female participation in sports was reported in the private university under study. This was due to Muslim religious values which restricted female participation; this is in line with Mirisafian (2014) who revealed female students' low participation in Iranian universities due Muslim religious values.

However, this is contrary to Wabuyabo I. K, Wamukoya E.K, Bulinda H.M. (2014) who argued that, Muslim females do not participate in sports due to myth misconception as even Allah allowed and encouraged both males and females to do physical sports activities like swimming, archery, horse riding as they are vital even in war. The problem is with facilities and equipments especially dressing codes.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0 Introduction**

This study investigated students' participation in university sports programmes in Morogoro Region – Tanzania. The study involved two universities one was a private and another was a public. The study findings were presented in three categories which were; students' level of participation in sports, factors influencing students' participation in sporting activities and strategies to enhance more students' participation in university sports. This chapter provides the summary, conclusion and recommendations of the study basing on the results in chapter four.

### **5.1 Summary of the Findings**

#### **5.1.1 Level of Students' participation in university sporting activities;**

It was revealed by the study that, most sports participants at universities were male students. The study showed that the highest numbers of respondents were aged between 21 – 25 years by 53.4% which is a youth age who are energetic and able to participate well in physical activity. The day time students had greater chance to attend sports programmes compare to evening registered students since most of university session is conducted while they attend their classes. Students' participation in sports decreased with the increase in year of study as the academic workloads does. Some employed students had responsibilities in their working stations which affected their active participation in sports.

According to the study findings, students' participation was in two categories which are either active or passive. Active participation is through physical playing while passive include cheering, mobilizing and leading others. However, it was revealed that those who were actively participating in sports were fewer than those who didn't. Sports events in the universities under studies included intramural. Soccer for men was a discipline observed to have most participants, about 42.6% of the respondents, followed by athletics 10.4%.

It was further revealed that, respondents participated in sports to promote their physical and psychosocial health well-being; that is to acquire physical fitness, social interaction through team building and cooperation, psychological purposes like recreation and stress release, economic advantages like opportunities, advertise universities which can help to get more customers, winning purposes in different competitions for individual and University recognition among others. The level of students' participation was very low where by majority (87%) sports did less than two times per week

### **5.1.2 Students' pattern of participation in sports**

According to the findings, 51.1 of respondents were active players while 30.2% were passive players who engaged in cheering, organizing and mobilizing, while 19.3 did not play any role in university sports. This implies that most of respondents have been doing university sports

### **5.1.3 Factors influencing students' participation in sports**

The study revealed that, participation in university sports by students was encountered by number of factors which included; unfriendly university academic time table which occupy most of the day time hours; hence impeded students' active participation in university sporting activity. Also academic workloads and failure in time management, Lack of interest and motivation in sports, Lack of enough knowledge and basic skills of sports, Inadequate sports facilities and sports equipment, small or no budget for buying sports equipment and facilitation to the competition, religious values especially Muslim hindered female participation in sports, absence of sports policy which led to lack of sports development plan, and disabled students sports programmes were not considered in both institutions.

### **5.2 Conclusion**

This study revealed that, university students in Morogoro Region participation in sports was low. However, they participated in order to promote their physical and psychosocial health well-being. Participation in university sports had significant relation to the students' participation at lower levels of the education system. There were more males who participated in university sports than females. Furthermore, Students' occupational status, year of study, mode of study affected negatively their participation in university sports programmes. On top of that, participation in sports was influenced by academic workloads, time table, lack of motivation, inadequate fund, inadequate sports facilities, and lack of sports policy which led to poor planning of sports programmes.



## **5.3 Recommendations**

### **5.3.1 for sports in Tanzanian Universities**

In order to enhance students' participation in sports in Tanzanian universities basing on the study findings, the researcher recommends the following adjustments to be done by Tanzanian university managers at Ministry of Education Sports and Culture needs to;

- i. Plan and harmonize academic timetable to favour co-curriculum activities,
- ii. Construct enough facilities and renovate existing ones so as to make sport more accessible to more university students,
- iii. Set enough budget for procuring sports equipment and facilitation,
- iv. Establishing of the University sports policy which will enhance short- and long-term development plans.
- v. Universities should consider inclusion of disabled students in their sports development.
- vi. The university management should consider strategies on how to motivate their sportsmen and sportswomen morally and materially.
- vii. Religious values especially for Muslim which restrict female participation should be modified to ensure that female students do sports.
- viii. To advice students to be able to manage their time well.
- ix. Government through ministry of Education should revisit and ensure true implementation of sports and physical activities in Tanzanian private and public universities.

### **5.3.2 Further research to be conducted**

- i. Similar study can be conducted in Tanzanian universities in different regions for comparison because the study based in only one region among twenty-six.
- ii. The researcher also recommends a study on involvement of university students in planning and implementation of university sports programmes.
- iii. Further research can also be conducted on the level of participation of Tanzanian universities at international competitions.
- iv. The study should be extended to assess the level and issues relating to university students' participation in sports at the East Africa level.

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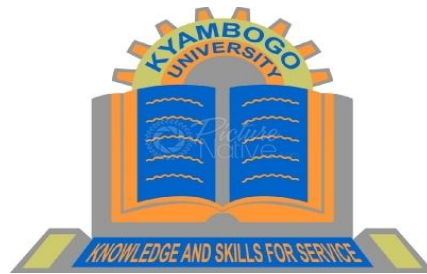
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## APPENDICES

### Appendix I: Letter of Introduction



**KYAMBONGO UNIVERSITY  
FACULTY OF SCIENCE  
Department of Sports Science  
1<sup>st</sup> December 2018  
To whom it may concern**

Dear Sir/Madam

#### **INTRODUCTION OF M.S.C POST GRADUATE RESEARCH STUDENT IN SPORTS SCIENCE**

This is to introduce to you Mr. Daniel Hosea who is a postgraduate research student  
Reg. No; 17/X/14837/GMSS/PE at Kyambogo University - Uganda

He is conducting research for his masters' degree in sports science on the theme:  
STUDENTS' PARTICIPATION IN UNIVERSITY SPORTS PROGRAMMES IN  
MOROGORO REGION - TANZANIA.

The purpose of this letter is to introduce the student to you and request you to assist him  
conduct research in your organization

Looking forward to your cooperation

Yours faithfully

**Dr. M. A. Byaruhanga Kadoodooba**

## Appendix II: Questionnaire to Students

Dear Students,

You have been selected to take part in the study about the factors influencing students' participation in sports programme at your university.

*Please fill the questionnaire by providing the required information. You can tick and write where necessary.*

### 1.0 SECTION A: PERSONAL INFORMATION

1.1 Your Sex: Male  Female

1.2 Year of Study: 1<sup>st</sup> year  2<sup>nd</sup> year  3<sup>rd</sup> year  4<sup>th</sup> year

1.3 Your age: Below 20yrs  21-25yrs  26-30yrs  above 35

1.4 Programme of study at university .....

1.5 Faculty/School.....Department.....

1.6 Type of University: Private  Government

1.7 Study mode: Day  Evening  any other .....

1.8 Occupational status: Self-employed  Government employed

Any Other .....

1.9 If employed, tick type of employment: Fulltime time  Part time

1.10 Indicate your terms of work: Permanent  Temporary Probationary

1.11 Do you work while studying? Yes  No

If yes, indicate time spent on work and number of days per week.....

And total hours per week.....

## 2.0 SECTION B: ACADEMIC ACTIVITIES

2.1 Write the amount of time you spend on each of the following academic activities in hours per day and days per week.

Academic activity	Hours spend per day	Days spend per week
Lectures		
Laboratory		
Fieldwork		
Course work assignments		
Examination preparations		
Research/Projects		
Any other (write)		

2.2 Write the amount of time you require for study per week 1-10 hrs  11-20hrs

21-30hrs  31-40hrs  above 40hrs

## 3.0 SECTION C: SPORTS PARTICIPATION

3.1 Do you participate in University Sports programme? Yes  No

3.2 In your opinion, do you have time available for participating in sports at your

University? Yes  No

Any other (Write).....

3.3 If time is available, write the amount of time you have for sports in hours

Per day ..... Per week .....

3.4 Tick the period of the day you normally participate in University sports programme.

(6:00 am-8:00am)  (9:00am-11:00pm)  (12:00pm-2:00pm)

(2:00pm-4:00pm)  (5:00pm-7:00pm)

3.5 Did you participate in sports activities while at your secondary school/previous level of education? Yes No

3.6 If yes, write the specific sports roles you played in sports.

.....

3.7 Write down total hours you spend on any of the sports activity below in a day, per week and reason why you prefer that sport

Sporting activity	Hours per day	Hours spent per week	Reason for preferring the specific sport
Football			
Basketball			
Volleyball			
Netball			
Athletics(Track & field)			
Tennis			
Swimming			

Table tennis			
Dances/Aerobics/gymnastics			
Cricket			
Marathon/Cross country/Jogging			
Taekwondo/Judo			

3.8 Tick the way in which you participate in sports activities:

Physical playing       Cheering players       organizing activities

Mobilizing players       any other (write) .....

3.9 Tick how you feel after Sports. Tired       Normal       Relaxed

4.0 Indicate reasons for students' participation in sports programme at your university.

Healthy body       Moral value       Opportunities

Physical skill       social competence       Discipline

Physical fitness       Competitiveness       Recognition

Cooperation       Weight management       Identity

Social interaction       Stress release       Leadership

Team work building       Mental activeness       Creativity

4.1 Give your opinion about the main benefits of sport to your university

Provide recreation to students

Promote students' discipline

Expose students to advanced competition

Advertise the university to attract more customers

Cooperation between students and community through competition

5.0 Give reasons in your own words; why students in your university do not participate in the university sports programmes as you do?

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

**Appendix III.A: Map of Tanzania Showing Location of Morogoro Region**



**Appendix III.B: Sketch Map Showing Location of Study Area**

