

**DETERMINANTS OF CHILDREN'S PARTICIPATION IN  
ORGANISED PHYSICAL ACTIVITIES: A CASE OF KAWEMPE  
DIVISION-KAMPALA UGANDA**

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## DECLARATION

I, Nabaggala Elyvania Registration Number **18/U/GMSO/19478/PD**, declare that this is my original work and to my understanding has never been submitted anywhere in any university for the award of a degree.

Signature: .....

Date .....

**APPROVAL**

The undersigned certify that we have read and hereby recommend for acceptance of Kyambogo University a research dissertation entitled, “**Determinants of Children’s Participation in Organised Physical Activity: A Case of Kawempe Division-Kampala Uganda**” documented by **Nabaggala Elyvania** registration number 18/U/GMSO/19478/PD under our supervision.

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## **DEDICATION**

This work is dedicated to all individuals that have been of great importance to this research process namely; the children, coaches and sports teachers, for the great support they have rendered to me and the effort they put in to see that children participate in Organised Physical Activities.

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## **ABBREVIATIONS AND ACRONMYS**

A4D:	Athletic for Development
CVI:	Content Validity Index
FGDs:	Focus Group Discussions
ISCOLE:	International Study of Childhood Obesity, Lifestyle and Environment
KCCA:	Kampala Capital City Authority
LCII:	Local Council II
MOES:	Ministry of Education and Sports
MVPA:	Moderate to Vigorous Physical Activities
NGOs:	Non-Government Organizations
OPA:	Organised Physical Activities
PA:	Physical Activity
PE:	Physical Education
PES:	Physical Education and Sports
PLE:	Primary Leaving Examinations
UK:	United Kingdom
UNESCO:	United Nations Education, Scientific and Cultural Organization
USA:	United States of America
WHO:	World Health Organization

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## ABSTRACT

The study aimed at establishing determinants of participation in Organised Physical Activities among primary school age going children (7-15 years) in Kawempe Division using descriptive cross sectional design. A sample size of 433 respondents was selected and data was collected from 265 respondents (15 LC II, 10 coaches, 12 PES teachers and 228 children) using questionnaires, interviews guides, observation guides and document analysis. Analysis of quantitative data was through frequencies and percentages and qualitative data was through content framework using Nvivo software (QRS International). The study involved 99 children outside school with 92 (93%) boys and seven (7%) girls and 129 children inside school with 66 (51%) girls and 63 (49%) boys. Children between the age of 7-9 years 34 (34%), 10-12 years 46 (47%) and 13-15 years 19 (19%) participated outside school. Both in and outside school, team activities were more offered. The study revealed that demographic factors such as gender and age; socio-economic support from parents, coaches and teachers; built environment including availability of facilities, safety and security of areas and perceived benefits were determinants of children participation in OPA. The study concluded that there are factors negatively affecting children's participation and interventional strategies need to be devised to improve participation in OPA. The study recommended that all children should be motivated and offered opportunities to get more active through funding OPA both inside and outside school.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Physical Activity (PA) is any bodily movement provided by skeletal muscles that result in a substantial increase over the resting energy expenditure (Global action plan on physical activity -World Health organisation [WHO], 2018). When children engage in adequate PA they develop better, body shape, academic performance, leadership qualities, and a greater sense of team spirit. (Kenya Report Card, 2014). Children can engage in Organised Physical Activities (OPA) and Non-Organised Physical Activities (Non-OPA).

Non- OPA are self-initiated by children who do not care much about the end result and sometimes parents can guide and watch over them as they play. On the other hand, OPA are performed under instruction and supervision of qualified instructors such as coaches, physical education and sports (PES) teachers and have a definite outcome. Such activities are planned, structured, well thought out and prepared (Hal & Joanne, 2013). Examples of OPA include sport such as soccer, and exercise like physical fitness sessions (Benjamin, 2011). In the case of school children, they may be done in and outside of school. OPA provides interactions, friendship and learning experiences (team spirit, leadership skills, learning to win and loss) transferrable to life outside these activities (Vella, et.al., 2014, Hal & Joanne, 2013). WHO, (2010) stated that many children in urban areas are not meeting recommended PA levels of 60 minutes of moderate to vigorous activities daily. Thus, schools and communities are encouraged to provide OPA which are aerobic with various intensity to improve cardiorespiratory,

muscular fitness, bone health, cardiovascular and metabolic health. However, opportunity for children to engage in OPA is affected by demography such as gender and age, socioeconomic factors like income levels, cognitive factors like beliefs and community factors such as built environment (Rodriguez, 2018).

In many developed countries there is evidence of children participating in OPA in and outside schools. For example, the Ausplay focus study in Australia (2018) concentrated on children participation in OPA outside school hours, the USA Report Card on PA for children and youth, showed that children in USA participate in OPA (National Physical Activity Plan, 2018) and the Steinmyr, Felfe & Lechner, (2011) study in Germany confirmed that children participated in OPA. Also, Portugal provides two main sport systems where young people engage in OPA. One system is in the clubs within community where youth participate after school and another is in schools known as school sports (Marques, 2013).

In Uganda, there is evidence of children's participation in OPA in schools for example, inclusion of scheduled PE lessons on time tables and extra co-curricular activities. Outside schools, anecdotal data indicates that PA are organised for children during weekends and holidays. For instance, sports holiday camps in sports academy are organised with different activities including football, basketball and badminton. However, many parks and public play grounds in urban areas have been turned into shopping centres thus limiting space to play from (Goon, Chebet, Nsibambi & Ojala, 2014). Also, many urban parents restrict their children from PA for fear of unsafe neighbourhoods, and obsession with keeping their children clean (Goon et al, 2014).

These studies focused generally on PA as a whole which made it necessary to conduct a study to establish the determinants of participation in OPA.

The study was conducted in Kampala the capital city of Uganda. Kawempe Division is one of the five administrative divisions of Kampala. The division has 22 parishes with some more developed than others. During school days, children in Kawempe division participate in OPA organised by PES teachers during PE lessons, or Sports/Games masters when coaching or training for intra- and inter-school sports competitions. In community, coaches organise PA for children over the weekends, during holidays where training and competitions are held within and outside their community. Training and competitions are aimed at testing and developing children's skills in a given PA especially sports. But there was scanty information on determinants of participation in OPA among children, hence the need for the study to fill the gap in knowledge.

This study adopted the Beets et. al, (2016) theory of expansion, extension and enhancement of opportunities in order to meet the WHO recommendation of daily PA for children. The theory involves expanding PA opportunities by adding new physical activity opportunities before or after school; extending PA opportunities by adding additional time for existing physical activity opportunities, such as increasing recess time; and enhancing PA opportunities by providing choice within physical education to maximize the amount of PA children accumulate (Beets, et.al, 2016). The theory provides a common taxonomy by which interventionists can identify appropriate targets for interventions across different settings and contexts to greatly impact on children activity behaviours (Beets, et.al, 2016). Although Beets et.al, (2016) suggest that opportunities for OPA can be expanded, extended and enhanced, although they are



influenced by demographic, socioeconomic, cognitive, behavioural and built environment factors.

## **1.2 Statement of the problem**

Despite the contribution that PA has to children's physical, social and mental development, there is evidence that many children worldwide especially in urban areas do not adequately engage in it (WHO, 2010). Previously published data elsewhere (Rodriguez, 2018; USA Report Card, 2016; & Kenya's Report Card, 2016) attribute this to demographic, social, economic and physical factors. Although, many countries have identified factors that determine children participation in OPA and designed strategies to expand, extend and enhance opportunities for children to engage in OPA, this is not the case in Uganda as little is known about the factors that determine children participation in OPA. The researcher therefore conducted a study to fill this gap in information.

The study established whether demographic, social, economic, cognitive and built environment factors influence OPA among primary school children in Kawempe division with the aim of adopting appropriate intervention strategies that maximise participation.

## **1.3 General objective of the study**

The objective of the study was to establish the factors that affect children's participation in organised physical activities in Kawempe Division.

## **1.4 Specific objectives of the study**

The study was guided by the following objectives:

- i. To analyse the types of organised physical activities participated in by children in Kawempe Division.
- ii. To determine the factors that influence participation in organised physical activities among children in Kawempe Division.
- iii. To propose a strategy to improve participation of children in organised physical activities in Kawempe Division.

### **1.5 Research questions**

The study was guided by the following research questions;

1. What types of organised physical activities do children participate in Kawempe Division?
2. What factors determine participation in organised physical activities among children in Kawempe Division?
3. What strategy can be employed to improve children's participation in OPA in Kawempe Division?

### **1.6 Significance of the study**

The findings of this study may be used to guide the policy makers such as city planners, local authorities and school administrators in Kampala city on how to plan for children's PA.

The study findings may help in creating awareness among stakeholders like parents, coaches and PES teachers on opportunities and need to maintain or improve children's OPA.

The research findings provide data that may be used to guide future research studies on OPA.

## **1.7 Theoretical frame work**

This study was based on Beets et al. (2016) theory which suggests that the expansion and extension of existing opportunities, as well as the enhancement are needed to increase participation levels. It is postulated that expanding OPA by creating new opportunities inside and outside school programmes where they did not exist will offer opportunities for many children to participate. Extension involve increase in the number and duration of OPA opportunities. For example, through allocating additional time for practical PE lessons per week in schools. Enhancing OPA involve focusing on improving the quality of existing OPA programmes in and outside school so that more children participate.

However, expansion, extension and enhancement of OPA may be affected by demographic such as gender, socioeconomic and community factors. Demographic factors such as gender affect OPA in such a way that boys tend to participate more in vigorous activities than girls (Nsibambi, Wamukoya, Wanderi & Onywera, 2011). Differences in PA levels between boys and girls have been related to the maturing of girls at an earlier chronological age and this in many cases affects girls' PA levels negatively (Rohan, et.al, 2016).

With respect to socio-economic status, children from low income families may have less opportunity for engagement in OPA. Somerset and Hoare, (2018) related this to lack of time, high cost and location. For instance, if a child is from a poor background or from single parent family, his/her participation in OPA may be negatively affected due to lack of financial support especially for sports that need specialist and expensive equipment (Somerset and Hoare, 2018).

Family and peers may support children's OPA by providing information and encouragement, discussing types of activity and the benefits of being active, modeling or sharing in physical activity, and limiting screen time. On the other hand, if there is lack of family and peers support, many children may find it difficult to participate in OPA. Parents may help their children be more active by providing financial support, such as registration fees, transport fare to where activities are done, or purchasing equipment (USA Report Card, 2018).

Communities where children live may either encourage or discourage participation since location significantly influence total PA volume and percent of time in MVPA (Kenya's Report Card, 2016). It was established that poor built environment reflected in infrastructure, policies, programs and safety negatively impacts OPA. If a community lacks structures, children may find it difficult to participate in OPA. Rodriguez, (2018) and USA Report Card, (2016) also confirmed that PA opportunities are impacted by where one lives. They revealed that children aged 6-11 years living in high-crime neighbourhoods participated in less PA than those living in low-crime neighbourhoods.

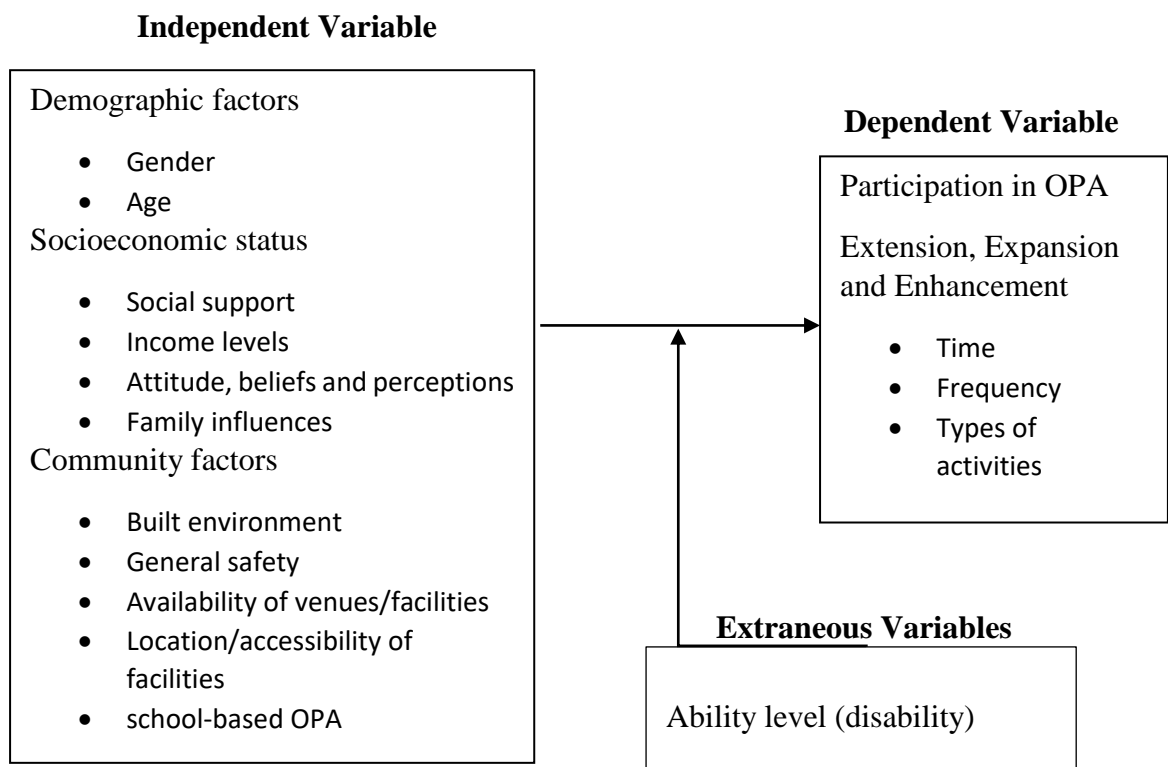
The extension of OPA in schools is influenced by the priorities of a given school. For instance, if a school focuses on specifically academic excellence as the worthy goal it may not provide additional time for OPA. This may be so especially for upper primary school children preparing for the National Primary Leaving Examinations (PLE).

Enhancement of OPA may be compromised by the quality, accessibility and availability of facilities; the general safety of the area and experiences of coaches. While the expansion may be affected by the attitude of those in charge of offering activities and built environment which determines the availability of facilities and income levels of

the specified locations in which children live which influences the planning and budgeting for the area.

The variables of the study included the dependent variable namely, participation in OPA while the independent variables were demographic, socio-economic status, community and built environment factors. If the factors that affect participation are established, strategies can be devised to improve participation using the Beet's et al, (2016) theory. The extraneous variables of the study were ability levels of children (disability: physical, intellectual) that may affect participation but this study did not consider them.

### 1.8 Conceptual frame work



*Adopted from Beets et al, (2016) Theory of expanded, extended and enhanced opportunities and modified by the researcher.*

### **1.9 Delimitations of the study**

The study was delimited to Kawempe division found in Kampala district, Central Uganda. It focused on children's OPA done inside and outside schools. It was also delimited to the determinants, types of activities and strategies needed for children's participation in OPA and it was conducted for a period between November 2019 and March 2020.

### **1.10 Limitations of the study**

The study was limited by various factors. Since children have a challenge of recalling, this limited the information they gave about their participation in OPA. However, the researcher used coaches and PES teachers to obtain more information about children's participation.

Some respondents were from different backgrounds in terms of tribe and education levels hence leading to language barrier. In community, some coaches preferred to respond in Luganda (a local language) so questions were translated for them by the researcher with the guidance of a professional Luganda expert.

The outbreak of Covid-19 pandemic resulted into closure of all schools in Uganda towards the end of March 2020 and restricted movement of people and physical contacts in community. It was impossible for the researcher to conduct the study in all schools and community as planned. Data was therefore collected from 12 schools instead of originally 20 planned schools. Also, interviews for the local authorities were instead conducted on phone with permission from the respondents instead of face to face interviews.

There was no access to the updated information on the number of schools and primary school children in the division. The study therefore used the 2017 division school census data.

### **1.11 Operational definition of terms**

**Children:** Primary school age going children in Kawempe Division.

**Coaches:** In charge of community OPA in Kawempe division.

**Enhancement:** Improving of the quality of existing OPA opportunities.

**Expansion:** Creation of new opportunities to increase OPA where they did not exist before.

**Extension:** Increasing of number and duration of OPA opportunities for children's participation.

**Inside school:** Time spent at school during a term.

**Organised physical activity:** Planned, structured, well thought out physical activities prepared in and outside schools.

**Outside school/in  
community:**

Away from school setting that is, on weekdays,  
weekend and/ or during holidays.

**Participation:**

Involvement in organised physical activities  
through play.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Literature was reviewed under the following sub-topics: importance of children's participation in OPA, OPA participated in by children in and outside schools, Factors affecting children participation in OPA and Strategies needed to improve children participation in OPA and Summary.

#### **2.1. Importance of children's participation in OPA**

According to Ausplay focus (2018), OPA refers to formally arranged PA by a club, association, school or any other type of organization. OPA are performed under instruction and supervision of qualified instructors such as coaches, PES teachers with a definite outcome. They are planned, structured, well thought out and prepared (Hal & Joanne, 2013).

The health benefits of OPA are well documented and include increased life expectancy, physical fitness, energy balance, mental health, cognitive functioning and social connectedness (Victorian Health Promotion Foundation [Vichealth] 2010). Regular PA reduces cardiovascular risk and helps protect against type 2 diabetes and some forms of cancer, particularly colon and breast cancer. PA also helps in maintaining muscle strength, joint functioning and bone health, which is important for muscular skeletal development in children (WHO 2010).

With respect to psychosocial development, PA can prevent depression, reduce stress and anxiety and improve moods among children. Scott (2011) confirmed that PA relieves stress by taking the concentration away from problems a person experiences at

a particular time. Engagement in OPA enables children develop their identity (self-worth), learn important social skills and values such as working as a team, learn to win and lose, fair play, leadership, decision-making, trust and honesty (Hal & Joanne, 2013; Vella, et.al., 2014). Engagement in OPA further gives children a chance for self-expression, relief of tension, achievement, social interaction, integration and encourages adoption of other healthy behaviors for example, avoidance of tobacco, alcohol and other drugs (WHO 2010).

## **2.2 OPA participated in by children in and outside schools**

OPA can be performed individually or in teams, as competitive or non-competitive, in schools or community and can be either vigorous or moderate. Bélanger, et.al, (2009) studied the number and type of extracurricular PA organised at school and in community in children aged 12–13 years using a 7-day PA recall. The study considered OPA as organised play, sport, planned exercise, recreation and running. The study concluded that engaging in OPA improves the PA levels among children and helps them maintain or attain recommended levels with its associated health benefits.

Wiium and Säfvenbomby, (2019) studied 38 schools in Norway and found that while engagement in organised sports was more related to developmental factors, relative to self-PA, engaging concurrently in both activities for at least an hour a week was more developmentally beneficial than engaging only in one for the same amount of time. They reported that PA programmes for children enhance their effectiveness if they focus on structured activities like sports. OPA in form of sports may include either moderate activities such as badminton and cricket or vigorous activities like competitive swimming and running.

Research in United Kingdom revealed that after-school clubs for primary school children tend to be dominated by team sports, such as football and rugby, with limited provision for non-competitive PA (Russell, et.al, 2017). However, Watson, Timperio, Brown, Hinkley and Hesketh, (2019) suggested that OPA may either be team or individual activities involving both competitive and non-competitive activities. Since OPA provides one way in which children may accrue recommended PA, the UK Childhood Obesity strategy, (2016) recommended that all primary schools should provide at least 30 min per day of PA opportunities across the curriculum, break times and extracurricular activities.

Jago, et al. (2017), assessed the extent to which participation in OPA in the school or community outside school hours and neighborhood play was associated with children's PA and sedentary time. A cross-sectional design study was used with 1223 children aged 8–9 years old from 47 state-funded primary schools in South West England. Moderate to-vigorous-intensity PA (MVPA) and sedentary time were assessed. Children wore accelerometers. They also reported their attendance at OPA in school or community outside school hours and neighbourhood play using a piloted questionnaire. The findings revealed that children who attended clubs at school 3–4 days per week obtained more minutes of MVPA per day than children who never attended. Therefore, study concluded that participating in OPA at school and in the community was associated with greater PA and reduced sedentary time among children.

Many studies conducted have helped identify the kinds of OPA participated in by children (Wium and Säfvenbomby,2019; Watson et al, 2019; Russell, et.al, 2017 and Jago, et al. (2017). However, most of these studies were carried out in developed

countries and hardly any in Uganda. This gap in literature pointed out the need for this study to be conducted to establish the extent to which children in Kawempe division Central Uganda participate in OPA.

### **2.3 Factors influencing children's participation in OPA**

Participation in OPA among children is influenced by many factors. However, the literature reviewed identified demographic, socioeconomic, cognitive and community factors.

This study considered demography as the age and gender of a child. Several studies have revealed that the amount of time children spent engaged in MVPA decline with age. Rodriguez (2018) reported that children in USA aged 6-11 years participate in more daily PA (88 minutes) compared to adolescents aged 12-15 years (33 minutes) and 16-19 (26 minutes). Wium and Säfvenbomby (2019) also confirmed that participation in OPA decline with age and that programmes established to increase the activity level among adolescents are challenging to conduct. They added that adolescence is more complex compared to childhood since it becomes difficult to identify behaviour, development, determinants as well as effects of PA.

Research further reveals that girls are less physically active than boys. Rohan, Richard, Lisa, Thomas and Rachel (2016) attributed this to the physiological differences that play a major role in determining children's participation in OPA. They deduced that lower PA levels in girls may be related to maturing at an earlier chronological age than boys. According to Rodriguez, (2018), approximately 35% of high-school boys compared to 18% of high-school girls in USA report participating in at least 60 minutes of daily PA. The USA Report Card (2016) also pointed out a significant gender gap that existed in organised youth sports participation, and recommended programmes that

encourage more participation of girls. Similarly, Nsibambi, Wamukoya, Wanderi and Onywera (2011) reported that boys engaged more in vigorous play activities than girls in central Uganda. Rohan, et al, (2016) further observed that the gender difference in PA participation is linked to less social support girls may receive and less enjoyment they may perceive when taking part in OPA. This study aimed at establishing whether age and gender influence participation in OPA among children in Kawempe Division.

The socio-economic factors that included residence, parental support and social status determined children's participation in OPA. According to Voss, Hosking, Metcalf, Jeffery and Wilkin (2015), living in an inner-city may discriminate against a child because of limited provision of facilities. Somerset and Hoare (2018) also confirmed that residence may be a barrier to children's participation. Rodriguez (2018) reported that children aged 6-11 years living in high-crime neighbourhoods participated in less PA than those living in low-crime neighbourhoods. He added that parks in highly disadvantaged neighbourhoods were almost two times as likely to have incivilities such as presence of litter, graffiti and homeless persons, compared to those in low disadvantaged neighbourhoods. Income levels affect the safety of play spaces for children and availability of facilities in a neighbourhood. (Rodriguez, 2018).

Kenya's Report Card (2016) also confirmed that residence significantly influence total PA volume, and percent of time in MVPA among children. Rural living children in Kenya and Uganda were found to be more active than their urban living counterparts since rural areas tend to have low-crime neighbourhoods with more free space thus offering less restriction to outdoor activities (Kenya's Report Card, 2016 & Nsibambi et al, 2015).

With respect to parental support, children from low income families and those from single parent families are more likely to be affected by lack of time and financial constraints. Somerset and Hoare (2018) further revealed that particular sports such as ice hockey can be expensive to participate in given the need for specialist equipment and practice time which may not always be enough to keep a child engaged in the sport or to give them a sense of achievement. Indeed, children may have to choose between sports as time may not allow them do all sports they would like to do, especially considering travel time and practice time (Somerset & Hoare, 2018).

With respect to social class, the USA Report Card on PA (2018), confirmed that support from family and peers may increase children's ability to participate and help them overcome barriers to participation in PA. Two systematic reviews concluded that social support from parents, friends and family results in higher levels of PA for both children and youth (USA Report Card, 2018). Family and peers support children's PA by providing information and encouragement, discussing types of activity and the benefits of being active, modeling or sharing in PA, and limiting screen time. Additionally, parents can help their children be more active by providing financial support, such as paying registration fees, transport fare to and from activities, or buying PA equipment (USA Report Card, 2018). Lydia, et al. (2019) also confirmed that primary-school children rely on parents to provide logistical support related to their PA such as paying fees, buying equipment or clothing, transport, thus playing a major role in determining children's participation. On the other hand, parents and peers may also serve as barriers to a child's PA. This may be through failing to offer financial support required, bullying, restricting time for OPA opportunities and modeling sedentary behaviors.

The type of sports activity engaged in and the distance to sports facilities determine children's participation. According to Steinmayr, Felfe, & Lechner, (2011), substantial part of the population was not involved in individual sports activities in Germany. Steinmayr et al (2011) provided not only detailed information on the intensity of children's PA, but also distinguished between sports activities exercised inside and outside of a club. Specific sports facilities considered were gyms, sports grounds, tennis courts, and indoor pools. According to the German Olympic Association, the selected facilities served as a location for most sports performed by children below 18 years (Steinmayr, Felfe, & Lechner, 2011). In order to gain a better understanding of how children's PA evolves with the distance to different types of sports facilities, they concentrated on the impact of local availability of sports grounds and gyms only. The study concluded that increasing the number of facilities in the vicinity of children's residence is an investment that improves children's participation.

The built environment is another factor that determine children's participation in OPA. Built environment relates to infrastructure, policies, programs and safety. Availability of recreational spaces such as parks, playgrounds have the potential to increase PA as they provide places for engaging in organised sports and using specific exercise facilities (Chomitz, Aske, McDonald, Cabral & Hacker, 2011). According to Aluko and Adodo (2011) study in Nigeria, primary school PE still lack the attention it deserves. Even at the turn of the 21st century, not much can be said of redefining its status. With Football fields converted to school building, school children are denied the much needed facilities to play. More so when most public primary schools lack basic facilities and equipment necessary to conduct PE classes, in addition to the reported zero funding of physical education programme and activities (Aluko & Adodo, 2011). Kenya's Report Card (2016) established that poor built environment and urbanisation negatively

impacts PA. In Uganda, Nsibambi et al, (2015) observed that children's engagement in PA has been limited since many urban spaces that were once designated as recreational spaces have been used to build shopping centres. Kenya Report Card (2016) noted a critical absence of funded governmental or non-governmental strategies to address built environment and its impact on PA of children and recommended action from relevant stakeholders.

From the studies above, various studies in different parts of the world have identified varying factors influencing children participation in OPA. Also, Nsibambi et.al, (2011) study that was carried out in Central Uganda focused on involvement of pupils in PA. Hence there is limited data available on the determinants of children's participation in OPA in Kawempe Division, Kampala Uganda. Thus the need for this study.

#### **2.4 Strategies to improve children's participation in OPA**

Strategies to improve participation in OPA can be based on the Beets et al theory (2016) that advocates for expanding, extending and enhancing activities. To increase children's PA, majority of interventions should involve schools and communities. Watson, et al, (2019) observed that expanding and extending PA time such as provision of PE on school time table where it is not included and including PA during recess time respectively would improve participation in PA. According to UNESCO (2015), each education system must assign the requisite place and importance to PE, PA and Sport in order to establish a balance and strengthen links between PA and other components of education. However, Watson et al (2019) observed a potential difficulty faced in adding interventions to already full school-curricula.

Since OPA has the potential to increase MVPA among children and has particular benefits for children's mental health and well-being, Watson, et al, (2019) proposed



that OPA should be conducted inside and outside school. Similarly, Emm-Collison, et al. (2019) suggested increasing participation in more structured activities during the school holidays. To further increase children's PA, there is need to extend opportunities through increasing the number of OPA sessions, and enhance opportunities through provision of quality OPA sessions. Schools and communities should be encouraged to extend after-school PA provisions to more children, diversify the activities to motivate more children. This could be done by preferably involving children in deciding what activities to offer. In addition, OPA can be enhanced by providing quality activity sessions so as to maximise engagement. It should be noted that expansion, extension and enhancement of OPA requires teachers and coaches to acquire more skills and training to use in delivering a range of OPA for children (Watson, et al, 2019).

In USA, local, state, and federal governments have an important role to play in PA promotion. Multi-level intervention strategies have been devised that include public policy. The policy is intended to help communities to achieve behaviour changes related to OPA (USA,2016 Report Card). Policy makers, parents and teachers should all be aware that 'cost' and 'time' are key barriers to participation in OPA. In order to reduce the costs more local OPA opportunities should be availed. Somerset and Hoare (2018) recommended that schools and local clubs should work together to provide more affordable local opportunities to increase children's participation in OPA.

According to Chomitz, et al (2011), equitable availability and utilisation of recreational spaces should be promoted in order to maximise gender and other social disparities in PA participation. Nsibambi (2013) recommended planning interventions that promote positive behavioral change in PA patterns through setting up enabling environments at school and community levels. In addition, inter-ministerial approaches that involves

ministries such as Local Government and Urban Planning should ensure that spaces for public parks are reclaimed and new areas are designated for engagement in PA (Nsibambi, 2013).

Several PA promoting interventions were recommended by WHO (2010). These included; reviewing urban and town planning and environmental policies at national and local level so that all forms of PA are accessible and safe, providing local play facilities for children, ensuring that school policies support the provision of opportunities and programmes for PA; providing schools with safe and appropriate spaces and facilities so that learners can spend their time actively.

Many studies provide evidence that interventional strategies are needed both inside and outside schools in order to improve children participation in OPA. There have been identified settings elsewhere but not in Kawempe Division. The researcher therefore conducted a study in Kawempe Division- Kampala Uganda to establish strategies that can help to improve children's participation in OPA.

## **2.5 Summary of literature reviewed**

Literature from various studies reveals that OPA are beneficial to children's physical, social, cognitive and emotional well-being. OPA may be conducted inside and outside schools. OPA may involve individual or team activities such as sports and may be competitive or non-competitive. Literature also confirms that failure for many children to meet the recommended daily PA worldwide is attributed to various factors. Literature further confirms that the rate at which children participate in OPA is influenced by demographic, socioeconomic, community and built environment factors. Various researchers have proposed interventions and strategies to mitigate and help increase children's participation in OPA. However, there is limited information about the

participation of children in OPA in Kawempe Division located in Kampala Uganda. The aim of the study therefore was to document the kinds of OPA children engaged in, the factors that determine their participation and develop an intervention strategy that would improve their participation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focused on the description of the Research design; Variables; Location of the study; Target population; Sampling Procedure and Sample Size; Research instruments; Validity and Reliability; Data Collection Procedure; Data Analysis and Presentation and Ethical considerations.

#### **3.1 Research Design**

The researcher used the descriptive cross-sectional design to investigate determinants of children participation in OPA. A cross-section research design was used because it permitted data collection basing on what was going on at a particular point in time. Data was collected in a single period of time, allowing analysis of a number of variables at once without manipulating them (Cherry, 2019). Furthermore, some data collected was obtained from the opinions and perceptions of participants in a relatively short period of time. The study used both quantitative and qualitative approaches. The quantitative approach was applied to establish the demographic data relating to age and gender of participants, the training experience and the common kinds of OPA engaged in. The qualitative approach was used to present data relating to the types of OPA, the factors determining participation in OPA and the proposed strategies to improve participation.

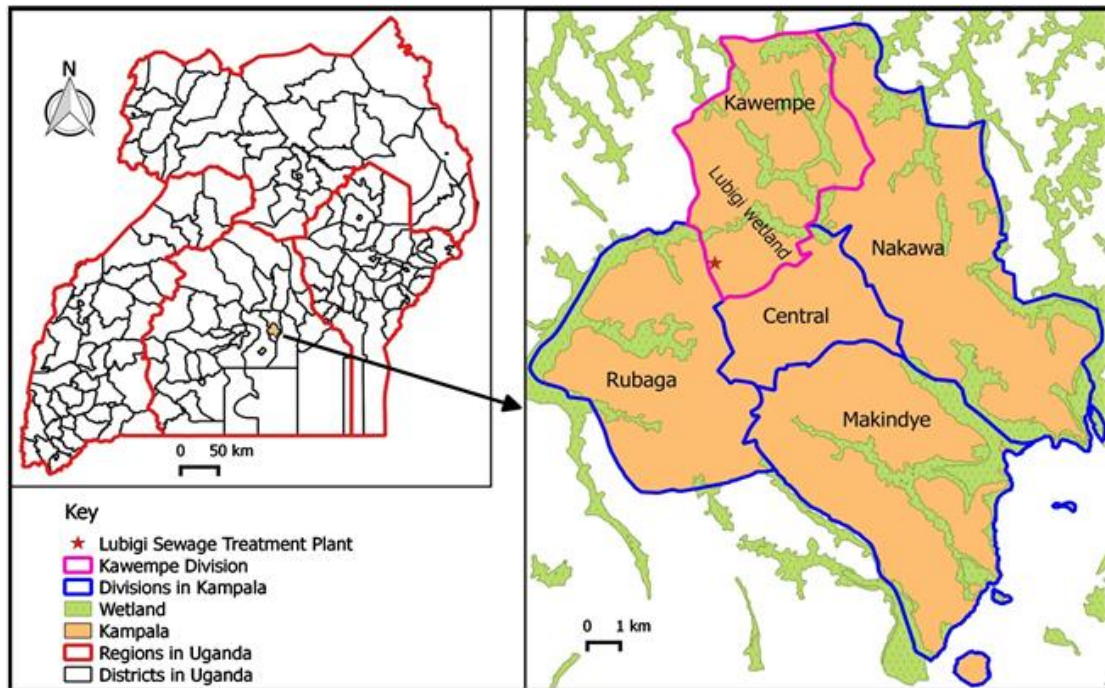
#### **3.2 Study variables**

The independent variables of this study were the determinant factors which affect children participation in OPA and these included demographic (age and gender),

socioeconomic status (social support and income levels), cognitive and behaviour (attitude, beliefs and perceptions) and community (built environment, general safety and availability of facilities/venues) which affect extension, expansion and enhancement of children's participation in OPA. The dependent variable was participation in relation to time, frequency and kinds of activity.

### **3.3 Location of the study**

The study was conducted in Uganda, one of the six East African countries. Uganda is made of four major regions namely the central, eastern, northern and western regions. The study was conducted in the central region which is the most urbanised region and within which Kampala the capital city of Uganda is located. Kawempe Division as one of the five administrative areas of Kampala city which is found in the northern side (Fig. 3.1) was randomly selected. Baganda are the predominant people in the area although there are many migrants. The major language spoken is Luganda although English is the official language (Wikipedia, 2020).



**Figure 3.1 Location of Kampala district and Kawempe division**

*Source: Kyayesimira, et al. (2019) Assessment of Cadmium and Lead in Dried Sewage Sludge from Lubigi Feacal Sludge and Wastewater Treatment Plant in Uganda*

### **3.4 Target population**

The study targeted 165 primary schools and children OPA in 22 parishes of Kawempe Division in Kampala District. According to Kawempe Division Primary School Census 2017, there were approximately 46,111 primary school children.

### **3.5 Sampling procedure and sample size**

Simple random, quota, stratified, purposive and snowball sampling techniques were employed for this study. Simple random sampling was used to select Kawempe Division one of the five divisions of Kampala. The division had 22 parishes and quota sampling was used to select one school from each of the parishes. However, purposive sampling was used to select only 20 primary schools in the parishes which organise PA for children. Stratified random sampling was used in schools to select children

according to their classes namely: Lower (Primary 1 and 2), Middle (Primary 3 and 4) and Upper (Primary 5 to 7) and also according to gender (boys and girls). This sampling technique was used in order to have fair and equal representation based on class category as this formed age groups and gender of children (Tustin et al., 2005).

PES teachers of selected schools were purposively sampled. Coaches in community of the participating children were purposively selected since they had the required information for the study. Snowballing was later employed to select other coaches within the division. Snowballing involved identified coaches referring the researcher to other coaches in community who organise children's PA which helped the researcher to reach out for more coaches since the researcher did not know them all. All LC II chairpersons in the different parishes were purposively selected since they are involved in the administrative work and are knowledgeable about the determinants of children participation in OPA within their respective parishes.

Sample size therefore included 381 school children determined using Krejcie & Morgan (1970) table of sample size, 20 Physical Education and sports (PES) teachers, 22 LCII chairpersons and 10 community coaches. But the actual response size was 10 community groups that organise PA for children of primary school age-going, 12 primary schools selected from the different parishes of Kawempe division with a mix of public and private primary schools which included 228 children, 12 PES teachers, 15 LCII chairpersons who agreed to provide information for the study and 10 community sports coaches as shown in Table 3.1

**Table 3.1 Sample size**

<b>Category</b>	<b>Population size</b>	<b>Sample size</b>	<b>Actual response size</b>
Primary school children	46,111	381	228
Physical Education and Sports teachers	165	20	12
Local council II chairpersons	22	22	15
Community Coaches	22	10	10
<b>Total</b>	<b>46,320</b>	<b>433</b>	<b>265</b>

### **3.6 Research instruments and tools**

Questionnaires, interview guides, observation guide, document analysis, a camera and a sound recorder were employed in data collection.

#### **3.6.1 Questionnaires**

Data was obtained from the PES teachers and coaches through administering questionnaire. A questionnaire consisting of closed-ended and open-ended items was administered to community coaches and PES teachers. Section A was used to obtain demographic data of respondents. Section B sought data on the types of OPA. Section C sought information on factors determining participation and Section D aimed at obtaining data on strategies to improve participation (Appendix XII and XIII).

#### **3.6.2 Interview guide**

Data was obtained from the PES teachers, coaches, LC II chairpersons and children through engaging them in interview for triangulation and enrichment of data related to determinants of OPA in and outside school. Participation in OPA was established in and outside of school among children through focus group discussions. To gain in-depth understanding on determinants of participation in OPA, 12 focus group discussions for children involved a group of nine children each in schools. Ten community coaches and 12 PES teachers were involved in one on one interview with



the researcher and 15 LC II chairpersons were involved in one on one telephone interview. All interview guides were semi-structured with open-ended questions which focused on the study objectives allowing the respondents to fully express their views and experiences to obtain in-depth data. During the interviews, sound-recorder were used to record the data.

### **3.6.3 Observation guide**

Participation in OPA was established in and outside of school among children through observation. Observation guide was used to observe the types of OPA done and factors determining children's participation in OPA. In addition, a camera was used to take pictures of what was observed and were relevant to the study.

### **3.6.4 Document analysis**

Documents analysed included time tables and registers from schools. These were used to determine the duration of PA for PE lessons and extra-curricular activities in selected schools. School registers were used to establish enrolments of children in a given school.

## **3.7 Validity and reliability of instruments**

### **3.7.1 Validity**

The validity of the questionnaire was tested by giving it out to researcher supervisors and two experts from Sportscience Department of Kyambogo University who rated items of the instruments with reference to the objectives of the study. Their comments and suggestions were also incorporated in the final instruments. Only items that were addressing the objectives of the study were agreed upon (Amin, 2005). The content

validity index (CVI) was 0.80 which was higher than 0.70 the least CVI recommended by Amin (2005).

The observation checklist was closely checked to establish whether it included and covered all the objectives of the study.

The interview guide was translated to and conducted in Luganda, the local language used in the area, to ensure accuracy in collecting data. The interviews were recorded to allow the researcher to concentrate and later translate the recordings into analysable data.

### **3.7.2 Reliability**

To ensure reliability, the researcher piloted all instruments with a group of respondents who did not form part of the sample. These included three school teachers and ten children in schools in Nakawa (a division in Kampala). Also, three local officials and two outside school coaches from Nakawa division were used to provide data relating to children's OPA. This was through test-retest reliability where the instruments were administered to the pilot group twice to establish whether they gave the same results each time they had to respond. Also, to determine clarity in question and the time it required for the responses.

Two research assistants who were undergraduate students of Kyambogo University underwent two days of training to acquaint them with the data collection procedures related to interviews and observation.

Analysed documents were provided by the schools that participated in the study.

A camera and sound recorder (Techno Spark K7 phone) were fully charged before observations and interviews to avoid inconveniences in form of low battery.

### **3.8 Data collection procedure**

The researcher obtained an introductory letter from the Department of Sportscience Kyambogo University as an authorisation to carry-out the study (Appendix I). Approval from the Ministry of Education and Sports was sought and a letter was obtained which introduced the researcher to the primary schools (Appendix II). To conduct a study in the Kawempe division, approval was also sought from the Mayor and the Town Clerk (Appendixes III & IV). The researcher visited communities to meet the coaches to request them to participate in the study with the children they trained. The researcher then visited schools to request for permission from the Head Teachers, PES teachers and school children to participate in the study and agree on dates for collection of data. Lastly, LC II Chairpersons were contacted over telephone to seek for their consent to participate in the study and arrangements for data collection were made.

The researcher visited the sampled population and requested the respondents for an appropriate date and time for interviews, observations and document analysis. After establishing rapport with each of them and explaining the purpose of the study and assuring them that the information they were to give was confidential, dates were set and data was collected. A questionnaire was administered on the same day of interviews and it took the respondents between 15-20 minutes to answer it.

The data collected using the observation method was obtained during practical PE lessons and extracurricular activities in schools and on training and competition days in community/outside schools. The researcher depended more on using eyes to observe what was happening and a camera was also used to record videos and take photographs of children as they participated, the fields of play and the surrounding environment.

Interviews and document analysis were carried out after training. So, interviews were conducted on days without PE lessons in schools but in community they were on training days for coaches respectively. Each interview lasted between 20-25 minutes.

In addition, 12 FGDs in schools and 10 in community of 10-12 minutes each were carried out on training days and PE lesson days (immediately after training) for children with permission from PES teacher or coach because they were available full-time during training and it permitted enough time for the researcher to gather enough data from them. The data which was collected through interviews was audio recorded using a sound recorder.

### **3.9 Data analysis and presentation**

After all the questionnaires were picked, the researcher was guided by the following order in processing and analysing the data as presented by Creswell (2009). Sorting and arranging the data into different types depending on sources of information after which the researcher read through all the data to obtain a general sense of all the information obtained. A code was then developed for data coding based on the research variables.

Data was read, writing down impressions and meanings to determine data with value. Recorded information was compared with data from instruments to avoid omissions and photographs taken were compared with observations made. Data was categorized to create a framework through coding. Themes and sub themes were identified following the study objectives which consisted of types of OPA, factors affecting OPA and strategies to improve OPA. A code was assigned to themes to label them for easy organization of data and Nvivo software (QRS International) was used to analyse the data. The researcher interpreted the data and provided explanation to the findings to

bring about meaning and significance to the data after identifying themes, patterns, and connections.

The researcher used direct quotes where necessary when presenting and interpreting the data because they were illustrative of several responses given by the respondents. On determinants of participation in OPA, photos/pictures were used to present the data collected where necessary. The data obtained was categorised and analysed by the researcher using frequencies and percentages. The study findings were presented using frequency tables. The data was presented using the narrative analysis since data was from a variety of sources such as transcripts from interviews, field notes/observation, documents and questionnaires.

Data was entered into computer using Microsoft excel sheet and summarised using frequency tables to identify data entry errors and edited to remove the errors. Quantitative data analysis was calculated using descriptive statistics namely, frequencies and percentages. The qualitative data obtained was analysed through content framework analysis using NVivo software (QRS International).

### **3.10 Ethical considerations**

A letter to introduce the researcher to the relevant authorities by the Ministry of Education and Sports (Commissioner for Sports and Physical Education), Kawempe division authorities (Mayor, Town Clerk and Division Education Officer), was given thus upholding ethical requirements of the study needed before conducting the research (Appendix; II, III and IV). Consent forms were signed by school administrators, local authorities (permission over phone calls), and community coaches who were directly involved in children's OPA (Appendix V).

The researcher obtained permission from head teachers, PES teachers and coaches on behalf of the children who were involved in the study since they were all below 18 years of age.

All participants were briefed in writing and verbally about the purpose of the study and how the children were to be involved in the study. All participants who did not want to participate were exempted from the study.

To ensure privacy and confidentiality, the actual names of the schools, parishes and respondents were withheld throughout the research process. The researcher assigned letters and numbers to represent each school, community and person's name in the study where names were required. The 12 schools were labelled; SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL by the researcher. Community groups (10) were labelled as; CT1, CT2, CT3, CT4, CT5, CT6, CT7, CT8, CT9 and CT10 and the 15 local authorities' leaders (LC II chairpersons) were labelled as; LA1, LA2, LA3, LA4, LA5, LA6, LA7, LA8, LA9, LA10, LA11, LA12, LA13, LA14, LA15.

All data collected was used for study purposes only and the researcher did not coerce people to participate in the study.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

The study aimed at determining children's participation in organised physical activity in Kawempe division. The following objectives were formulated to guide the study:

1. To analyse the types of organised physical activities participated in by children in Kawempe division.
2. To determine the factors that influence participation in organised physical activities among children in Kawempe division
3. To propose a strategy to improve participation of children in organised physical activities in Kawempe division.

To attain these objectives, research questions were used and data collected was analysed quantitatively and qualitatively.

#### **4.1 Presentation of findings of the study**

In this section, the findings were presented, analysed and discussed according to the order of the set objectives. The participants were 265 instead of 433 with 228 children, 12 PES teachers, ten community coaches and 15 LC II. This was due to the outbreak of corona virus (Covid 19) pandemic in Uganda that resulted into a country lock-down in March 2020. Also, two LC II chairpersons did not respond to the calls, four could not be reached over phone because their phones were off and one had died.

A total of 265 participants were interviewed including 12 PES teachers, 228 children, ten community coaches and 15 LC II Chairpersons. Out of the 30 questionnaires

distributed to 20 PES teachers and 10 coaches, 22 (68.7%) were returned. Eight PES teachers never returned the questionnaires but all the coaches returned. The study analysed the gender, age and period spent training children.

#### 4.2.1 Demographic information of study participant

The study analysed the gender, age and training experience.

#### 4.2.2 Demographic characteristics of children by gender

As indicated in the Table 4.1, the study involved 129 children in school and 99 children in community. Out of 129 school children, girls were 66 (51%) and boys were 63 (49%). This may be attributed the Universal Primary Education (UPE) offered in Ugandan which gives equal opportunity for all children irrespective of gender. PES teachers reported that once it was time for OPA in schools all children irrespective of gender were required to participate.

**Table 4.1 Gender distribution of children in community and schools**

	<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>School</b>	Boys	63	49
	Girls	66	51
	<b>Total</b>	<b>129</b>	<b>100</b>
<b>Community</b>	Boys	92	93
	Girls	7	7
	<b>Total</b>	<b>99</b>	<b>100</b>
<b>Grand Total</b>		<b>228</b>	

**Source: Field data**

Out of the 99 children in community who participated in the study, boys were more 92 (93%) compared to 7 (7%) girls. Gender differences observed in OPA in community may be due to social support and physiological differences. According to Rohan, et.al,



(2016) girls participate less in organised sport, receive less social support and perceive less enjoyment in OPA. Physiological gender difference which lead to girls maturing at an earlier chronological age than boys, basically leads to girls losing interest in participating in OPA.

#### 4.2.3 Demographic characteristic of coaches and PES teachers by gender

From the Table 4.2, all the community coaches were males. However, in schools, male PES teachers were ten while females were two.

**Table 4.2 Gender distribution of community coaches and PES teachers**

<b>Community coaches</b>		<b>PES teachers</b>	
Gender	Frequency	Gender	Frequency
Male	10	Male	10
Female	-	Female	2
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>12</b>

This implies that there more male coaches and PES teachers helping children during OPA than female. This may be attributed to the gender differences in participation in OPA where females participate less compared to males (Rodriguez, 2018).

#### 4.2.4 Demographic characteristics of children by age

Table 4.3 indicates that there were more children between the age of 10-12 years 46 (47%) who participated in the community OPA compared to those of 7-9 years 34 (34%) and 13-15 years 19 (19%).

**Table 4.3 Age of children in community**

Age (years)	Frequency	Percentage (%)
7 – 9	34	34
10 – 12	46	47
13 – 15	19	19
<b>Total</b>	<b>99</b>	<b>100</b>

The number of children participating in community OPA was smaller compared to those in schools (appendix XIV). This could be attributed to a number of factors. This may be because children between 7-9 years are more restricted as Goon, et.al, (2014) revealed it that many urban parents restrict their children from participating in PA for fear of unsafe neighbourhoods. Secondly some children especially those of 13-15 years concentrated more on academic work as they prepare for Primary Leaving Examinations. Moreover, as children reach adolescence stage, they tend to change in behavior and preference. This finding is similar to Rodriguez, (2018) who revealed that children ages 6-11 years participate in more daily physical activity (88 minutes) compared to adolescents aged between 12-15 years (33 minutes). Wiium and Säfvenbomby, (2019) also confirmed that participation in OPA decline with age where, PA declines during adolescence and the programmes established to increase the activity level among adolescents are challenging to conduct.

#### **4.2.5 Demographic characteristic of coaches and pes teachers by age**

Table 4.4 shows the age distribution of community coaches and PES teachers.

Majority (eight) of the coaches, were between the age of 21-30 years compared to only two of coaches who were between 31-40 years.

**Table 4.4 Age distribution of community coaches and PES teachers**

<b>Coaches</b>		<b>PES Teachers</b>	
<b>Age (years )</b>	<b>Frequency</b>	<b>Age (years)</b>	<b>Frequency</b>
21 – 30	8	21 – 30	6
31 – 40	2	31 – 40	3
41 – 50	-	41 – 50	2
51 -60	-	51 – 60	1
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>12</b>

However, most (6) PES teachers were between 21-30 years, 31-40 years were three, 41-50 years were two and 51-60 year was only one. As for teachers, they continue teaching until they reach the retirement age of 60 years. In addition, PES teachers train children as part of their job unlike coaches who in most cases volunteer to help children participate in OPA.

#### **4.2.6 Demographic characteristics of coaches and PES teachers by training experience.**

From Table 4.5, most (eight) of the community coaches had an experience of less than six years helping children in OPA and only two had more than six years' experience.

**Table 4.5 Training experience of coaches and PES teacher.**

<b>Community coaches</b>		<b>PES teachers</b>	
<b>Experience (years)</b>	<b>Frequency</b>	<b>Experience (years)</b>	<b>Frequency</b>
0-5	8	0-5	6
6-10	2	6-10	4
11-15	-	11-15	00
16-20	-	16-20	1
20 and above	-	20 and above	1
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>12</b>

In schools, a half of PES teachers had an experience of not more than five years of training children in OPA, four had spent 6-10 years, one had spent 16-20 years and one had spent more than 20 years organising children PA. This may be due to the fact that coaches in community just volunteer to organise PA for children. However, in schools PES teachers continue teaching until the retirement.

### 4.3 Children’s organised physical activities

In relation to the types of OPA children participate in Kawempe Division. The researcher gathered data from 418 respondents from school and community. Data was also obtained through observation.

A questionnaire was administered to ten community coaches and 12 PES teachers. FGDs were used to gather data from children both in community and school setting through interviews. Activities done in ten communities and 12 schools were indicated by the coaches, PES teachers respectively and the findings are summarised in Table 4.6.

**Table 4.6 OPA children participate in OPA**

	Athletics	Netball	Football	Dance	Badminton	Handball	Basketball	Gymnastics	Swimming	Games of low Organisation	Volleyball	A4D	Planned Exercise
<b>Community (10)</b>	1	1	10	1	-	-	-	-	-	-	-	-	2
<b>School (12)</b>	12	12	11	6	1	3	1	2	1	2	2	1	-

Table 4.6 reveals that there were more activities offered at school level than in community. Activities were offered as either team (football, netball, handball, dance classes) or individual (athletics, badminton, gymnastics) sports (Appendix XV & XVI). Findings were similar to Wium and Säfvenbomby, (2019) who reported that OPA involves both individual and team sports. Both in community and at school, team activities are more offered than individual activities (Appendix XV & XVI). This may be attributed to their nature of engaging more children at the same time than individual activities which allow only few children to participate at a given time and require engagement of more manpower. The most participated in sports were Netball, Athletics and Football. Gymnastics, swimming, badminton were the least offered because there

were hardly any facilities in both community and at school setting for them. This was supported by LA3 who confirmed that: *“Football and Netball are majorly played. I think others like basketball, tennis, swimming were not offered because there are no facilities for them in the parish”*.

More OPA were organised in schools than in community. This may be attributed to PES teachers’ exposure to many teaching activities during teacher training and the facilities that are more likely to be found in schools than community. Also, since coaches volunteer, they choose the more popular sports in the community.

The findings also indicated that children engaged in both competitive and non-competitive OPA in schools and community (Appendix XV & XVI). However, children in Kawempe Division participated more in competitive team OPA (Appendix XV & XVI). The findings were similar to that of Russell, et al. (2017) who discovered that primary school children tend to be dominated by team activities, such as football, with limited provision for non-competitive PA. The activities organised were of various intensity which helped children to attain improved levels of PA. This was in agreement with Jago et al. (2017) who reported that children who attended clubs at school 3-4 days per week obtained more minutes of moderate to vigorous PA per day.



**Figure 4.1: Children participating in a team activity**

Figure 4.1 confirms the engagement of children in team, competitive and MVPA



**Figure 4.2: Children participating in an individual activity-**

Figure 4.2 illustrates that children engaged in individual and competitive activity.

#### **4.4 Factors that influence participation in OPA**

The study further sought to determine the factors that influence participation in OPA among children. The required data was obtained through questionnaire, interviews and

observations.

The findings revealed that demography, social economic support, choice of activities, built environment and perceived benefits influenced participation in OPA.

#### **4.4.1 Demographic factors**

The findings indicated that gender and age influenced participation in OPA. From questionnaires ten coaches and four PES teachers reported that boys participate more than girls. However, observation in schools also revealed that, out of 129 children who participated in OPA; 63 (49 %) were boys and 66 (51%) were girls (Appendix XIV). This was so because PES teachers reported that when it was time for PE and games every child was expected to participate. However, during competitions, selection of children who participated was dependent on ability of the child. This was also revealed in questionnaire by 11 PES teachers and ten coaches who agreed that ability and experience of children should be considered when designing activities to avoid injuries.

From the observations in community, the activities offered attracted more boys than girls. Out of 99 children, 92 (93%) were boys and seven (7%) were girls (Table 4.3). Coach CT3 reported that he had no girl on his team. The underrepresentation of girls in community OPA could be attributed to a number of factors such as the nature of activities and the attitude of parents and coaches. CT7 confirmed this when he said that: *“most parents do not allow their girls to come for football because they think football is only for boys. May be if we had other activities, we would have more children than what we currently have.”* Also, during FGDs, most children believed that football was for boys so girls cannot participate. Children expressed concern about the lack of choice in the activities offered by their coaches which leave them (especially the girls)

spectating. These findings concurred with that of Rohan, et.al, (2016) which revealed that girls participate less in organised sport and perceive less enjoyment.

The study findings also indicated that the attitude of coaches and parents affected participation of girls. During the interview, LA1 said:

*“When activities are conducted, both boys and girls are mixed up during training and this is improper because it makes girls to grow up like boys. It would be better to train them separately. Some parents find this inappropriate and they fear to allow their girls to participate”.*

The study findings were in agreement with Wium and Säfvenbomby, (2019) who confirmed that discrimination in OPA arises from sociocultural variables such as gender which negatively affects provision, opportunity and esteem in OPA.

With respect to age, data from questionnaires indicated that eight coaches and 12 PES teachers agreed that the age of children determines the type of activity they participate in. Table 4.3 indicates that children aged 10-12 years participated more in OPA. CT1 coach said *“we try and group them according to their age groups so as to make them feel comfortable”*. CT4 coach reported that *“we normally train children between the age of 5-15 years but majority are 6 to 12 years”*.

Participation decreases with age since in community between the age of 13–15 years, children were only 19% but between 7-9 years there were 47% (Table 4.3). During the interviews, teachers commented about the decreased participation of children in OPA as they progress in class and increase in age. All teachers noted that children in lower primary participate more but from Primary Five (around 10 years old), they drastically lose interest in participation. The overloaded time tables of upper primary school with more hours allocated to academics affect the time allocated to PA. This is because of the focus on passing examinations rather than engaging children in co-curricular



activities as the society judges and attach preference on performance in academic subjects. These results were in agreement with Wiium and Safvenbomby, (2019) who pointed out that participation in OPA decrease with age. They further noted that PA declines during adolescence and the programmes established to increase the activity level among adolescents are challenging to conduct. They also reported that adolescence is more complex when it comes to behaviour and development and this affects engagement in OPA.

#### **4.4. 2 Social-economic support**

The findings of the study revealed different socio-economic support systems such as availability and willingness of coaches to help encourage, organise and supervise children during OPA and parents' support especially permitting their children to participate influences participation. Data from questionnaires indicated that ten coaches and seven PES teachers agreed that children are more likely to participate if one or two of their family members participated in OPA. From interview, one child from school SC confirmed that: *"We play less at school because even teachers tell us that we came to study not to play"* and another from school SF said *"Some parents refuse us to participate in OPA"*. Many school children lamented that their parents did not allow them to engage in outdoor play so they resorted to watching television and play within the house with toys. However, during the FGDs, children revealed that some parents supported them in various ways. That included; enrolling them to a community team; providing financial support by paying training fees, buying uniforms, and providing transportation which facilitated their participation.

The study finding revealed that although participation in OPA at school was compulsory except for competition, in community participation depended on parents/guardian.

During FGDs children reported that their parents gave them little financial support and some did not receive any from their parents. Some parents refused their children from playing because they thought they were wasting time and pointed out that money requested from parents was hard to get because of poverty they could not support children to participate especially during weekends and holidays. Data from questionnaires indicated that five coaches noted that children from high income level families were more likely to participate in OPA. This was in line with, Emm-Collison, et al., (2019) who noted that primary-school aged children rely on parents to provide logistical support related to their PA (such as paying fees, buying equipment or clothing and transport fare). The USA Report Card, (2018) also confirmed that social support from parents, friends and family results in higher levels of physical activity for children. Children reported that they did not have enough coaches to engage them so they lacked guidance. This is because most community coaches volunteer to organise children activities during weekends and holidays sometimes without support from parents. In addition, coaches revealed that the local authorities do not recognise their contribution to the society.

*“Parents ask how their children gain from this, when you tell a parent to buy his child things to use during training some do not want and others say they do not have money” CT5 coach.*

Data obtained from community coaches revealed that some parents were not willing to facilitate their children financially. This was confirmed during the interview by two respondents,

*“Some parents are low income earners so they cannot afford if they are asked to pay for something” LA 11.*

*“equipment required is often expensive and children from low income families may be discriminated against because their parents cannot afford to pay the fees” LA6.*

These findings were in agreement with Somerset and Hoare, (2018), who wrote that particular sports can be expensive to participate in because of specialised equipment, venue or the facility location and the time required to participate.

From questionnaire, all PES teachers agreed that availability of enough equipment increases participation. The FGDs conducted with children revealed that there was lack of enough equipment to use during training. This was evidenced by statements such as;

*“we have no balls, no cones so we keep on borrowing from the other teams on the field and at times we have to wait if they are using them”* CT3 children.

*“we use spoilt goal posts for netball and football which are out of shape”* SJ children.

The study further revealed that most (six) of the coaches in community had to pay for access to the facilities which prompted coaches to seek for funding from children’s parents. However, coaches reported that not all parents could afford to pay. CT4 coach lamented that *“When you tell a parent to pay some fee during training of their children some do not want and others just say they do not have the money”*. Beets et al, (2016), reported that if resources are limited, expansion and enhancement of OPA would be prohibited leading to limited participation among children.

#### **4.4.3 Choice of activities**

Findings from the questionnaire and interview from all coaches confirmed that football was the main activity done which is basically a boy-oriented activity. Furthermore, observation revealed that activities offered in community/outside schools were more boy oriented. This makes it difficult for girls to participate because of limited choices, ability, experience and interest in football among girls. CT7 coach commented that *“some parents of girls do not want them to come for football. May be if we had other*

*activities, we would have many more children than what we currently have*". Football being the focus activity for all community coaches, they reported that some parents do not allow their children to participate in OPA especially the girls. CT2 and CT7 coaches said *"some parents think football is for boys"* and this negatively affects girls' participation.

Data from questionnaires indicated that all the PES teachers (12) and coaches (ten) confirmed that children will participate if they are given a chance to choose the activity to take part in (Appendix XVII & VXIII). During interviews, all ten coaches expressed concern about lack of choice of activity together with lack of facilities for other activities which in turn limited the number of children participating in OPA in Kawempe division. CT9 said *"parents have to listen to their children and know what activities they want to participate in instead of choosing for them"*. This implies that for coaches to attract more children to participate, enhancement that includes provision of a variety of activities should be put into consideration to cater for the needs of majority.

In schools, PES teachers greatly influenced the kind of activity a child could do as it was observed. A PES teacher from school SG who lamented that:

*"though we have a variety of activities, these cannot be offered at the same time on a given day simply because we do not have enough staff to handle the activities since some teachers are not willing to help. This makes it challenging for us to engage all children on a daily basis in a variety of activities"*.

Through FGDs it was reported that some girls believed that football was for boys yet it was a common activity so they could not participate. Wium and Säfvenbomby, (2019) revealed that discrimination which leads to non-participation in OPA arises from sociocultural variables such as gender and age which affect provision and esteem. Thus the nature of activities provided should put into consideration gender and age of

participants. Contrary to this finding Rohan, et.al, (2016) pointed out to several possible explanations as to why girls are less physically active than boys. They explained that girls have been shown to participate less in organised sport, because they may receive less social support to engage in PA, and may perceive less enjoyment when taking part in OPA and their participation may not be due to lack of choices.

The teachers' and coaches' attitude and behavior also affected/influenced participation. Through FGD children revealed that some teachers were rude and some coaches were harsh and rude during participation; some coaches who at the same time served as referees were not fair during competition. It was further revealed that at times coaches beat children. This made some children feel hated by their teachers and/or coaches and scared away some of them from participation.

#### **4.4.4 The built environment**

Built environment refers to aspects of our surroundings that are created or modified by people rather than occurring naturally (Vichealth, 2010). It includes homes, schools and parks, recreation areas and transport systems such as footpaths and roads. The built environment can either facilitate or discourage PA (Rodriquez, 2018). Consideration was given to aspects of the built environment that have a significant impact on children OPA, namely the neighbourhood environment, such as the general safety measures, available facilities and their location and the spaces.

Data related to the number of facilities, status, and accessibility to the facilities were gathered through observation and interviews. There were a total of eight facilities shared by ten communities. From observation, seven out of eight facilities were in poor condition, four facilities had underground water springs and channels running through them (Figure 4.4) and became water logged when it rained; six had debris (Figure 4.6)

and three were used as grazing areas for animals (Figure 4.5). Moreover, seven facilities had no shades (Figure 4.1 & 4.3); no changing rooms where children could keep belongings (Figure 4.3) and four had no toilets yet participation would last for more than an hour. During FGDs the children, expressed concern about the facilities they used both at school and in community. They were scared of falling and getting injured because of the hard and bare surfaces, and the debris that included stones and disposed materials. These discouraged children and negatively affected their participation in OPA.

The study also found that there were few facilities compared to the number of children in the division as they were shared among different communities. This was supported by CT6 coach who revealed that there were less facilities and equipment to use in community so this limited the numbers of children to engage.



**Figure 4.3: Storage of children's belongings**



**Figure 4.4: Water logged fields**



**Figure 4.5: Animals grazing on a sports facility**



**Figure 4.6: Unleveled sports facility with debris**

Such facilities put children lives in danger and stress them as well as their coaches.

Coach CT8 confirmed that *“The facilities we use are not appropriate to the age of children we train. They are in bad condition and too big compared to children age.”*



**Figure 4.7: Facilities with stones and bare ground**

Data from questionnaires indicated that seven coaches agreed that easy access to sports facilities encouraged children participation, all PES teachers agreed that children participate more when sports facilities are within their school. Also eight coaches



agreed that when recreational facilities and venues are available in community, children will be encouraged to participate. Seven coaches agreed that children from congested areas find it difficult to participate. The researcher observed that accessibility to some (three) facilities was difficult as they were located away from main roads and residence of children. LA4 also reported that:

*“we do not have space. Sometime back we had a playing field but it was sold to investors and this brought a big problem in the parish. So, we do not have a single space for sports facilities yet the two zones are heavily populated”.*

Through FGDs, it was revealed that some facilities were located in a distance that made it difficult for children to walk. Children expressed fear of accidents when crossing for busy roads to get to the fields which was risky since accidents could happen. Moreover, they at times reached the field when they were exhausted, later had headache related to dehydration during PA. Out of the 12 schools that participated in the study, five lacked fields so children could not do OPA at all times since their schools had to hire far away facilities. This made some of them not to participate as they would have wanted. These findings were in line with what Nsibambi, (2014) pointed out that many parks and public grounds in urban areas have been turned into shopping centres thus limiting space to play from. The lack of facilities in some parishes led to congestion on the few facilities available in the neighbourhood as it was observed (Figure 4.8). This was in agreement with Steinmayr, et.al, (2011) who reported that distance to sports facilities determine children’s participation in sports activities.

Despite this, data from questionnaires indicated that all coaches agreed that when there is security in the neighborhood and safety of the environment, parents feel their children are safe to participate in OPA. This finding was in agreement with Kenya’s Report

Card, (2016) which established that poor built environment negatively impacts on children.

During FGDs, children mentioned the different challenges they faced as they participated in OPA. These included, fighting among themselves using ‘ndobo’, injuries due to bad play and poor fields leading to falling and getting wounded and losing matches during competitions. Also, when it rained all community fields become muddy, water logged so children could hardly use them (Figure 4.4). Furthermore, since all facilities in community did not have shades, harsh weather conditions such as too much sunshine and rains affected participation.



**Figure 4.8: Congestion on facilities**

#### **4.4.5 Perceived benefits**

Data from questionnaires indicated that all coaches and 11 PES teachers noted that creation of friends, health benefits, talent development are benefits that lead to increased participation. Also from FGDs, children revealed that their participation in OPA led to creation of friends, having fun and enjoyment, improvement of fitness level, relieving stress and acquiring new improved skills in a particular activity. They reported

that when they take part in OPA they develop and improve their talents which may help them in future to become skilled and “super stars” like their role models and others continued participating because their parents and teachers encouraged them to play. They were able to exercise their bodies in order to be fit, strong, healthy and maintain healthy body weight.

These kept them motivated both at school and in community. Similarly, during interviews all coaches and PES teachers reported that the reason for their continuous organisation of PA was due to the benefits it offers to children. These included enjoyment, health, social and cognitive development. Findings were in agreement with Hal & Joanne, (2013); and Vella, et.al., (2014) assertion that children in OPA learn important social skills and values such as working as a team, learning to win and lose, fair play, leadership, decision-making, trust and honesty.

#### **4.5 Strategies to improve children participation in OPA**

Data related to the strategies that can be used to improve participation in OPA among children in Kawempe Division, were obtained from a questionnaire administered to coaches and PES teachers (Appendices XIII and XII). Also, children through FGDs suggested strategies that can promote their participation. Furthermore, local authorities proposed strategies for supporting participation in OPA in their respective parishes and Kawempe Division at large.

The findings of the study revealed that involving children in deciding what activity they want to participate in was a strategy that can improve participation. Data from questionnaires revealed that all (ten) coaches agreed that involving children in deciding on what activity to do would greatly lead to more children participating in OPA. Similarly, eight out of 12 PES teachers agreed that children should be involved in

decision about choice of OPA. Also, CT2 coach said *“parents have to listen to their children to know what OPA they want to participate in and enroll them in that”*. Coaches and PES teachers should offer a variety of quality OPA and let the children participate in whatever activity they may feel comfortable with. Beets et al, (2016) also proposed enhancement and expansion of activities through diversification of activities to interest more children and involving them in deciding the activities to engage in would encourage more children to participate.

The study findings revealed that provision of more sports and recreation facilities by local authority could help improve participation. Majority of coaches (seven out of ten) and PES teacher (seven out of 12) agreed that provision of more sports and recreation facilities would improve children participation in OPA (appendix XIX & XX). From observation the low participation of children in community could be attributed to lack of enough facilities. Also, if the facilities in the division were evenly distributed, more children would be supported to participate in OPA. This would not only make it easy for the coaches and PES teacher to organise a variety of activities but also make facilities more accessible. During the interview, LA3, LA5 and LA8 pointed out the need for planned recreational centers and indoor facilities for children because they are the majority in the parish and they do not earn income. LA5 added that the government should deliver these services to children at no cost. The finding indicated that limited facilities could account for limited participation as it was reported by CT6 coach that *“we have less facilities and equipment to use so you find yourself limiting numbers to engage because you do not have enough space”*. The WHO (2010) global recommendation on PA for health also confirmed that providing local play facilities for children, and providing schools with safe and appropriate spaces and facilities can help students spend their time actively and can promote OPA among children. (WHO, 2010).

From the data obtained from the questionnaire, out of the ten community coaches who answered the questionnaire, nine agreed that encouraging more private, public and voluntary organisations to engage in organisation of children OPA would lead to improved participation in OPA among children (Appendix XIX). Also, 11 out of the 12 PES teachers noted that provision of more sports and recreation facilities by the school could improve children participation in OPA within the schools (Appendix XX). This could be through construction of more facilities by private sector which can be hired at affordable price, attracting government funding to help community recreational OPA programmes particularly for children receive attention at a national level. In schools, this could facilitate provision of daily programmes that are fun to children in schools since there would be more space.

During interview, three LC II chairpersons said,

*“there is need for government intervention for children in Kampala to participate in PA especially in community. Ministry of Education and Sports (MOES) should design and implement a policy to enforce PA in children which can facilitate identification of talent. Government should encourage private companies to do social corporate responsibilities in communities. Government is also responsible for organising such activities but they keep on postponing”* LA7.

*“we can start lobbying through council representatives so that the division realizes the need for children to participate in OPA for the good of children’s health as it can help us to overcome the many challenges that we experience because of idleness and inactivity of children in the division”* LA4.

*“we got in touch with NGOs and we have plans to engage community leaders and plan for our children in the parish and the division as a whole”* LA11.

From the study, majority (seven out of ten coaches and eight of 12 teachers) advised that increasing the number and quality of sessions offered to children would improve participation in OPA. Coach from CT7 said *“some parents do not allow girls to come for football. May be if we had other PA, we would have more children than what we*

*currently have*". Beets et al., (2016) also revealed that increasing the number and quality of sessions children attend is likely to provide a cost-effective means of increasing children's participation in OPA. Beets et al., (2016) further pointed out that the most effective means of increasing children's OPA will be provided by extending and expanding current provision. Schools and community groups should be encouraged to extend current after-school provision to more children, diversify the activities to interest more pupils (preferably involving pupils in deciding what activities to offer) and enhance the quality of provision to maximise the amount of activity obtained (Beets et al., 2016).

Data from the questionnaires revealed that all the ten community coaches and majority (ten out of 12) PES teachers, agreed that provision of daily programs that are fun to children could be a strategy to improve children participation in OPA. All the children who took part in the focus group interviews both in communities and schools, mentioned fun as one of the reasons why they always looked forward to the next practical session. A child from school SG said "*we participate to relieve stress which they accumulated from both home and at school*". This was in agreement with Scott (2011) who recommended that the use of physical exercise and sport can help to relieve stress. Participation in PA helps to take the concentration from problems, reduces stress hormone and increases 'feel good' hormones in the body.

From the findings of the study, all the ten community coaches agreed that training and skilling of more coaches can improve children participation in OPA. Ten PES teachers out of 12 teachers agreed that hiring of trained and skilled physical education teachers to organise activities can improve participation. During interviews with two participants said;

*“Professionals with appropriate pedagogical skills who are able to handle children in OPA are lacking in the parish” (LA6).*

*“Coaches need to be sponsored to learn how to handle children when it comes to OPA and skilling them” (LA1).*

Watson, et al., (2019) confirmed that limited skills of trainers negatively affects participation of children. Watson, et al., (2019) recommended training and skilling of coaches and PES teachers so as to effectively and efficiently handle children during OPA.

Majority of the respondents (seven coaches and seven PES teaches) strongly agreed that enclosing and providing security to facilities would improve their safety of facilities which in turn would increase children’s participation in OPA. During interviews LA8 said *“we need to construct indoor facilities where children could comfortably participate in OPA both at schools and in community during harsh weather conditions”*. The researcher observed that all the facilities where children OPA take place were in a “sorry state” as they were outdoor, not enclosed, had hard and un leveled surfaces with lots of stones (Figures 4.6 & 4.7) increasing the injury-risk to children while participating in OPA. Secure and quality facilities would encourage many parents to let their children participate. This was in agreement with WHO global recommendations on physical activity for health (WHO, 2010), which proposed reviewing of urban and town planning and environmental policies at national and local level so that all forms of PA are accessible and safe, providing local play facilities for children, ensuring that school policies support the provision of opportunities and programmes for PA; providing schools with safe and appropriate spaces and facilities so that students can spend their time actively as possible in PA promoting interventions (WHO, 2010).

The study findings also revealed that educating parents about the benefits of OPA could help them support and improve their children's participation. CT4 coach said "*parents ask how their children gain from the trainings*" which meant that such parents were ignorant and could not visualise the reasons for enrolling their children in community OPA. This was further evidenced by statements such as: "*some parents think football is only for boys*", (CT10) and "*we need to inform parents about the need and benefits of football to children*", (CT1). Similarly, findings from the questionnaire revealed that all coaches supported educating of parents about the benefits of children's OPA in order to help them change their perception.

With respect to the LC chairpersons, during interviews six LCII chairpersons also reported that there was need to create awareness about OPA among parents. This was illustrated by the following statements:

*"we need to organise workshops for parents and sensitise them about the need for their children to play"* (LA7).

*"we need to mobilise for OPA in community and sensitise parents about the need to let children be active"* (LA3).

*"we will use local leaders responsible for children's affairs and sit with parents in order to encourage them and let their children participate in OPA and we at times need to mobilise them"* (LA9).

*"there is communication gap. Parents lack awareness. However on weekends there is need for the coaches from sports academies to visit parents and discuss matters concerning their children OPA in the parish as this could help"* (LA2).



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary, conclusions and recommendations of the study.

#### **5.1 Summary of the findings**

The study aimed at establishing the determinants of OPA participation among children in Kawempe Division Kampala district. It was guided by three objectives; (1) To analyse the types of OPA participated in by children, (2) To determine the factors that influence participation in OPA among children and (3) To propose a strategy to improve participation of children in OPA. The research questions formulated included; (1) What types of OPA do children participate in? (2) What factors determine children's participation in OPA? and (3) What strategy can improve children's participation in OPA? Data was obtained from community coaches, PES teachers, local authorities namely Local Council II and children. The instruments used to collect data included questionnaires, interview guides, FGDs and observation check lists and the tools used included a camera and a sound recorder. The findings were analysed using NVivo software through content framework analysis which involved identification of themes in qualitative and coding themes. Frequency and percentages, were used to analyse data related to demographic characteristics of participants and kinds of OPA children participated in.

The following were the major findings on the types of OPA, factors affecting and strategy to improve children's participation in OPA.

### **5.1.1 Types of OPA participated in by children in Kawempe Division**

The study findings revealed that there is a gender and age difference in the participation of children in Kawempe Division. Although boys participated more than girls in OPA at community level, there was no difference in participation at school level. Participation in OPA in the community attracted fewer children than in school. With respect to age, the adolescents (13 -15 years) engage less in OPA than preadolescents.

The study revealed that children basically participated more in team activities especially football and netball, both in school and community than in individual activities. Also children regularly participated more in non-competitive activities which were basically of moderate to vigorous intensity.

### **5.1.2 Factors determining children participation in OPA**

The findings of the study indicated that demographic, socio-economic, type of activity, community/built environment and perceived benefits influence children's participation in OPA. However, the socioeconomic factors related to parental and coaches' perception and attitude; parental income; coaches' preference for activities as well as the built environment including availability, accessibility and safety of facilities have a major influence on children's participation in OPA. These factors affect the gender and age of children that participate in OPA especially in community.

### **5.1.3 Strategies to improve children participation in OPA**

The study established a number of strategies which could be used to improve children participation in OPA in Kawempe Division. These included: training and skilling of more community coaches and PES teachers; increasing the number and variety of quality OPA sessions; provision of more local sports and recreation facilities;

improving the safety of facilities/venues; involving children in deciding activities they want to participate in; and encouraging more private, public and voluntary organisations to engage in organisation of children OPA. In addition, the study findings showed that there was need to provide daily fun programmes to children in schools and community and educating parents on the benefits of children participating in OPA. The study emphasises more focus on strategies related to expansion and enhancement than to extension of OPA.

## **5.2 Conclusion**

Basing on the study findings, it can be concluded that Ugandan children living in Kawempe division participated more in OPA in school than in community. Their participation was mainly affected by socioeconomic and built environment factors. Intervention strategies that will improve engagement of children in diversified, quality and safe OPA through expansion, extension and enhancement of activities need to be implemented in order to increase school and community engagement.

## **5.3 Recommendations**

Basing on findings of the study, the following are recommendations that have implications for policy change, practice and further research.

### **5.3.1 Recommendations for practice and policy change**

Educating parent and authorities on the reduction of sedentary time at home such as watching TV and becoming more active. Enhancement could be used to improve the quality of programmes and improve the existing facilities through maintenance as well as provision of more facilities so as to attract more participation among children.

The local government authorities like Kampala City Council Authority (KCCA) and Kawempe Division Authority should ensure that children have opportunity to engage in OPA. This can be through provision of financial support to enable training, empowering and employing community coaches and PA instructors. The finances could also be used for maintenance and establishment of facilities and where possible reclaim the formerly demarcated areas for play or recreation.

The Ministry of Education and Sports should organise refresher courses for in-service PES teachers and ensure training of competent PES teachers in order to develop their pedagogical and coaching skills that meet the PA demands of school children.

Furthermore, the Ministry of Education and Sports through the Inspectorate department should ensure that quality Physical Education curriculum is taught in all schools and in all classes.

The Ministry should also ensure that schools have space or facilities as stipulated in the policy where children can engage in PA during PE, extra-curricular activity time, and during free time.

The school administrators should prioritise a budget for regular maintenance and acquisition of equipment and facilities. Also they should employ enough competent PES teachers.

Kawempe division should set up multi-purpose PA model facilities, where a variety of OPA can be conducted.

The Department of Youth and Children Affairs under the Ministry of Gender, Labour and Social Development and the Ministry of Health should monitor the levels of PA of children, highlight any risk of inactivity for effective OPA intervention.

Inter-ministerial approaches are needed for creation of community/parental awareness on the benefits of engaging in OPA.

The community coaches should offer a variety of opportunities for daily quality OPA.

#### **5.4 Recommendations for further research**

1. There is need to conduct a nationwide study to determine OPA in children since findings of this study cannot be generalized to other areas of Uganda.
2. A comparative study on determinants of children participation in OPA in rural and urban areas needs to be conducted.
3. There is need to conduct a study on youth/adolescents OPA in Uganda.
4. There is need to conduct a study focusing on individuals with disability in OPA.

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# Appendix I: Introduction letter from Sportscience Department Kyambogo

## University

**KYAMBOGO**

P.O Box 1 Kyambogo  
KAMPALA – UGANDA



**UNIVERSITY**

Phone: 285001/2  
DIR Line: 285272  
or Phone: 256-414-287-855  
Fax No: 256-041-220464  
E-mail: [sportsci@kyu.ac.ug](mailto:sportsci@kyu.ac.ug)

**FACULTY OF SCIENCE**  
**Department of Sportscience**

Date: 28/11/2019.....

### TO WHOM IT MAY CONCERN

Dear Sir/Madam

#### RE: INTRODUCTION LETTER

This is to inform you that Nabaggala Elyvania... Reg. No. 18/U/amsol/19.478 PD  
is a student of Kyambogo University, department of Sportscience pursuing a  
Master degree of science in Sportscience.

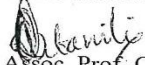
She/He is conducting a research study entitled:

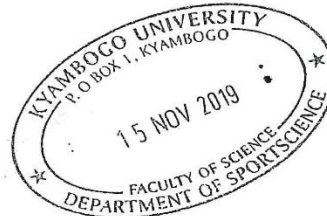
Determinants of children's participation in  
organised physical activities in Kawempe  
Division, Kampala District.

The purpose of this letter is to introduce the student and request you to assist in any way that will enable her/him collect data from your organisation/institution.

The department will appreciate your cooperation in this matter.

Yours faithfully,

  
Assoc. Prof. Constance Nsibambi  
Head of Department



## Appendix II: Introduction letter from Ministry of Education and Sports

Telegram: "EDUCATION"  
Telephone: 234451/8  
Fax: 234920



Ministry of Education and Sports  
Embassy House  
P.O. Box 7063  
E-Mail: [permasec@education.go.ug](mailto:permasec@education.go.ug)  
Website: [www.education.go.ug](http://www.education.go.ug)  
Kampala, Uganda

In any correspondence on  
This subject please quotes Ref: ADM/48/237/01

21<sup>ST</sup> February 2020

Ms. Elyvania Nabaggala  
Kyambogo University  
**KAMPALA**

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN KAWEMPE DIVISION**

Reference is made to your letter dated 12<sup>th</sup> February 2020 on the above subject matter.

The Ministry of Education and Sports has **no-objection** to your request to conduct research in schools in Kawempe Division, Kampala District, in pursuance of Masters Degree in Sports Science of Kyambogo University.

You are also hereby advised to contact the Director of Education Services – KCCA to notify him/her and for any necessary guidance in this regard.

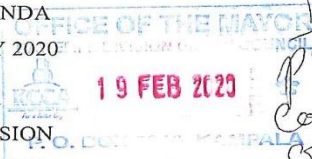
A handwritten signature in blue ink, appearing to read 'L. Omara Apitta'.

L. Omara Apitta  
For: **PERMANENT SECRETARY**

Copy to: Hon. Minister of State for Sports  
Director, Education Services - KCCA  
Director, Higher Education – MoES  
Director, Basic and Secondary Education - MoES

**Appendix III: Introduction letter from Kawempe Division – Mayor**

KYAMBOGO UNIVERSITY  
PO BOX 1 KYAMBOGO  
KAMPALA-UGANDA  
12<sup>TH</sup> FEBRUARY 2020  
TO THE MAYOR  
KAWEMPE DIVISION  
KAMPALA UGANDA



*The Head Teachers in Kawempe Division. Please assist the bearer to conduct her research in our schools. Thank you.*  
19/02/20  
Dr. Emmanuel Seruyigirwa  
Mayor

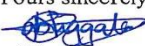
Dear sir/madam

**RE: Request for Permission to conduct Research in Schools in Kawempe Division**

My name is Nabaggala Elyvania a Sports science master student at Kyambogo University. The research I wish to conduct for my master's dissertation involves, **determinates of children participation in Organized Physical Activities (OPA) in Kampala District- a case of Kawempe Division.** This project will be conducted under the supervision of Assoc. Prof. Constance Nsibambi and Prof. Edwin Wamukoya.

I hereby seek your consent to allow me approach a number of parishes and primary schools in Kampala District -Kawempe Division to provide participants for this project.

Upon completion of this study, I will provide your office with a bound copy of the full research report. If you require more information, please do not hesitate to contact me on call :0778820524 or email: [elyvanyiaswikiluz@gmail.com](mailto:elyvanyiaswikiluz@gmail.com). Thank you for your time and consideration in this matter.

Yours sincerely  
  
12<sup>TH</sup> February 2020

**Appendix IV: Introduction letter from Kawempe Division – Town Clerk**



**OFFICE OF THE TOWN CLERK  
KAWEMPE DIVISION URBAN COUNCIL**

**OUR REF: KDUC/KCCA/200/17**

**DATE: 21<sup>st</sup> FEBRUARY 2020**

**TO .....**

**REF: INTRODUCTION OF MS. NABAGGALA ELYVANIA**

The above is a student of Kyambogo University, **Reg. No. 18/U/GMSO/19478/PD** pursuing a Masters Degree of Science in Sports Science.

As part of her course, she is carrying out a research entitled, ***“Determinants of Children’s Participation in Organized Physical Activities in Kawempe Division, Kampala.”***

This is therefore, to request you accord her all the necessary support during this exercise to enable her complete it smoothly.

I look forward to your cooperation.

Yours,

**Okitoi Moses.**

**A.G.TOWN CLERK**

**Cc. DIRECTOR EDUCATION & SOCIAL SERVICES  
SUPERVISOR EDUCATION SERVICES – KAWEMPE DIVISION**

P.O. Box 7010 Kampala - Uganda  
Plot 1-3 Apollo Kaggwa Road  
Tel: 0204 660 000  
WhatsApp: 0794274444, Toll free line: 0800990000  
Web: [www.kcca.go.ug](http://www.kcca.go.ug), Email: [info@kcca.go.ug](mailto:info@kcca.go.ug)  
f: [facebook.com/kccaug](https://facebook.com/kccaug), t: [@KCCAUG](https://twitter.com/KCCAUG)

**Appendix V: Consent form**

I have read and understood the information regarding the research project and the study has been explained to me by the researcher.

I also understand that my participation in this study is entirely voluntary and I can withdraw at any time.

I voluntarily give my consent to participate in this research study entitled  
**‘Determinants of Children’s Participation in Organised Physical Activities in  
Kawempe Division-Kampala’**

Signature.....

Name.....

Date .....

## **Appendix VI: Interview guide for community coaches**

### **Introduction**

Dear respondents

My name is Nabaggala Elyvania, a student at Kyambogo University pursuing a **Master of Science in Sports Science**. As a basic requirement for the completion of the programme, I am carrying out research on the topic entitled; **‘Determinants of Children Participation in Organised Physical Activities in Kawempe Division, Kampala District.’**

Kindly participate in this interview by providing information. The information you will provide will be treated with utmost confidentiality and will only be used for study purpose.

1. Name the common activities you organise for children during training.
2. Give the reasons for your choice.
3. What factors affect participation of children in organised physical activities?
4. Suggest strategies that can be employed to improve their participation?

## **Appendix VII: Interview guide for Physical Education and Sports teachers**

### **Introduction**

Dear respondents

My name is Nabaggala Elyvania, a student at Kyambogo University pursuing a **Master of Science in Sports Science**. As a basic requirement for the completion of the programme, I am carrying out research on the topic entitled; ‘**Determinants of Children Participation in Organised Physical Activities in Kawempe Division, Kampala District.**’

Kindly participate in this interview by providing information. The information you will provide will be treated with utmost confidentiality and will only be used for study purpose.

1. Name the common activities you conduct during teaching/training of children?
2. Give the reasons for your choice of activities.
3. What factors affect participation of children in organised physical activities?
4. Suggest strategies that can be employed to improve their participation?

## **Appendix VIII: Interview guide for local authorities**

Dear respondents

My name is Nabaggala Elyvania, a student at Kyambogo University pursuing a **Master of Science in Sports Science**. As a basic requirement for the completion of the programme, I am carrying out research on the topic entitled; **‘Determinants of Children Participation in Organised Physical Activities in Kawempe Division, Kampala District.’**

Kindly participate in this interview by providing information. The information you will provide will be treated with utmost confidentiality and will only be used for study purpose.

1. Mention the physical activities children participate in your parish.
2. What factors affect children’s participation?
3. Suggest strategies that can be employed to improve participation of children in organised physical activities.



## **Appendix IX: Interview guide for children**

Dear respondents

My name is Nabaggala Elyvania, a student at Kyambogo University pursuing a **Master of Science in Sports Science**. As a basic requirement for the completion of the programme, I am carrying out research on the topic entitled; ‘**Determinants of Children Participation in Organised Physical Activities in Kawempe Division, Kampala District.**’

Kindly participate in this interview by providing information. The information you will provide will be treated with utmost confidentiality and will only be used for study purpose.

### **BIO DATA**

**Age:** .....

**Gender:** .....

1. What physical activities do you participate in?
2. Why do you participate?
3. What challenges do you face while taking part in OPA?
4. Do you participate in school or community? Why?
5. Do you participate while your parents are present?
6. What do you think should be done to encourage more children in your school/community to participate in OPA?

## Appendix X: Observation guide for schools

Types of OPA available

	<b>Type</b>	<b>Number of children</b>	<b>Details</b>
1	Soccer		
2	Netball		
3	Handball		
4	Swimming		
5	Athletics		
6	Badminton		
7	Basketball		
8	Dance classes		
9	Gymnastics		
10	Cricket		
11	Baseball		
12	Tennis		
13	Table tennis		
14	Rugby		
	<b>Others available specify</b>		

Venue where the activity takes place

	<b>Venue</b>	<b>Number</b>	<b>Details</b>
1	School facility		
2	Community facility		

Factors affecting participation

	<b>Factor</b>		<b>Details</b>
1	Built environment		
2	Safety of the area		
3	Academic programmes		
4	Gender		
5	Availability of venues/ facilities		
6	Space available during training		

Any observed Strategy/ interventions

<b>Strategy</b>	<b>Details</b>
Construction of more/new sports facilities	
<b>Others</b>	

## Appendix XI: Observation guide for community

### 1. Organised Physical Activities available

	<b>Type</b>	<b>Number of children</b>	<b>Details (Nature of activity)</b>
1	Soccer		
2	Netball		
3	Handball		
4	Swimming		
5	Athletics		
6	Badminton		
7	Basketball		
8	Dance classes		
9	Gymnastics		
10	Cricket		
11	Baseball		
12	Tennis		
13	Table tennis		
14	Rugby		
	<b>Others available specify</b>		

### 2. Venue where the activity takes place

	<b>Venue</b>	<b>Number</b>	<b>Details/status</b>

1	School facility		
2	Community facility		

3. Factors affecting participation

	<b>Factor</b>		<b>Details</b>
1	Built environment		
2	Safety of the area		
3	Security		
4	Availability of venues/ facilities		
5	Space available during training		

4. Any observed Strategy/ interventions

<b>Strategy</b>	<b>Details</b>
Construction of sports facilities	
Quality of sessions	
Equipment used	
<b>Others</b>	

## Appendix XII: Questionnaire for PES teachers

### Introduction

Dear respondents

My name is Nabaggala Elyvania, a student at Kyambogo University pursuing a **Master of Science in Sports science**. As a basic requirement for the completion of the programme, I am carrying out research on the topic entitled; **‘Determinants of Children Participation in Organised Physical Activities in Kawempe Division, Kampala District.’**

Kindly participate in this study by providing information to questions below. The information you will provide will be treated with utmost confidentiality and will only be used for study purpose.

### Section A: Bio Data

Age: .....

Gender: Male ..... Female .....

Parish: .....

Period spent teaching PES (years): .....

### Section B: Type of Organised Physical Activity (OPA)

**Instructions:** Please tick (✓) the most suitable response (s) for each question.

Which of the following OPA do children you train /participate in?

Type of OPA	Individual	Team	Competitive	Non competitive
Athletics				
Badminton				
Basketball				
Netball				
Dance classes				
Football				
Handball				
Gymnastics				
Cricket				
Baseball				
Swimming				
Tennis				
Table tennis				
Rugby				
Others, please specify;				

**Section C: Factors determining participation in OPA among children.**

The following factors determine participation in OPA among children. Please tick (√) the most appropriate response to answer in the table below.

(Strongly agree = **SA**, Agree = **A**, Disagree = **D**, Strongly disagree = **SD**, Not sure = **NS**)

	<b>Factor</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1	Age of children determines the type of activity they participate in.					
2	Boys participate more than girls					
3	Children are more likely to participate if their friends also participate.					
4	Children will participate if they are given a chance to choose the activity to take part in.					
5	Parents perception towards affects children participation					
6	Perceived benefits such as creation of friends, improved health, talent development increases participation					
7	Children participate more when sports facilities are within their school					
8	Availability of enough equipment increases participation					
9	Ability of children should be considered when designing activities to avoid injuries.					
10	Experience of children should be considered when designing activities					
11	Facilities should be design appropriately for children use					

What other three (3) factors determine children participation, please specify?

- 1.....
- 2.....
- 3.....



### Section D: Strategies to improve participation in OPA

The following are the Strategies/interventions needed to encourage more participation in OPA among children. **Please tick (✓) the most appropriate response provided in the table below.** (Strongly agree = **SA**, Agree =**A**, Disagree =**D**, Strongly disagree =**SD**, Not sure = **NS**)

	<b>Strategy</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1	Increasing time for Physical education on time table					
2	Hire qualified physical education teachers who trained and skilled on how to organise activities					
3	Increase physical activity in classroom					
4	Increase the number of sessions					
5	Offer a variety of activities					
6	Improving the quality of sessions					
7	Improving the safety of facilities by providing security, enclosing the venue,					
8	Maintaining facilities to minimize on injury					
9	Involving children in deciding what activity they want to participate in					
10	Provision of more sports and recreation facilities by the school					
11	Providing daily programs that are fun to children in schools					
12	Educating parents about the benefits of participating in organised physical activity					

What other strategies can be used to improve and encourage participation, please specify in the space below?

1.....

2.....

3.....

## Appendix XIII: Questionnaire for community coaches

### Introduction

Dear respondents

My name is Nabaggala Elyvania, a student at Kyambogo University pursuing a **Master of Science in Sports science**. As a basic requirement for the completion of the programme, I am carrying out research on the topic entitled; **‘Determinants of Children Participation in Organised Physical Activities in Kawempe Division, Kampala District.’**

Kindly participate in this study interview by providing information to questions below.

The information you will provide will be treated with utmost confidentiality and will only be used for study purpose.

### Section A: Bio Data

Age (years) : .....

Gender: Male ..... Female .....

Parish: .....

Period spent training children: .....

**Instructions:** Please provide the most suitable response for each question.

### Section B: Type of Organised Physical Activity (OPA)

Which of the following OPA do children you train participate in (tick(√) as many as possible)

<b>Type of OPA</b>	<b>Individual</b>	<b>Team</b>	<b>Competitive</b>	<b>Non competitive</b>
Athletics				
Badminton				
Basketball				
Netball				
Dance classes				
Football				
Planned exercise				
Handball				
Gymnastics				
Cricket				
Baseball				
Swimming				
Tennis				
Table tennis				
Rugby				
Others, please specify				

**Section C: Factors determining participation in OPA among children**

The following factors influence participation in OPA among children. Please tick the most appropriate response to answer in the table below.

(Strongly agree = **SA**, Agree =**A**, Disagree =**D**, Strongly disagree =**SD**, Not sure = **NS**)

	<b>Factor</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1	Age of children determines the type of activity they participate in.					
2	Boys participate more than girls					
3	Children are more likely to participate if one or two of their family members participate in PA					
4	Children are more likely to participate in OPA if their friends also participate.					
5	Children from high income level families are more likely to participate					
	Children from low income families do not participate					
6	Children will participate if they are given a chance to choose the activity to take part in.					
7	Parents perception towards OPA affects children participation					
8	Built environment affects OPA					
9	When recreational facilities and venues are available in community children will be encouraged to participate					
10	Perceived benefits like creation of friends, health benefits, talent development lead to increased participation					
11	Easy access to sports facilities encourages children participation					
12	Children in a congested area find it difficult to participate					

13	Acquiring equipment to use during training of children is difficult in Kawempe division.					
15	When training children one should consider their ability					
16	When training children one should consider their experience					
17	When there is good security in the neighbourhood and safety of the environment parents feel their children are safe to participate					

What other three (3) important factors determine children participation, please specify?

- 1.....
- 2.....
- 3.....

**Section D: Strategies to improve participation in OPA**

The following are the Strategies/interventions needed to encourage more participation in OPA among children. **Please tick the most appropriate response provided in the table below.** (Strongly agree = **SA**, Agree =**A**, Disagree =**D**, Strongly disagree =**SD**, Not sure = **NS**)

	<b>Strategy</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1	Training and skilling of more coaches on how to organise PA					
2	Organizing more physical activity in community,					
3	Organizing physical activities during holiday at a reduced fee					
4	Increasing the number of sessions					

5	Improving the quality of OPA sessions					
6	Improving the safety of facilities and venues by providing security, enclosing the venue,					
7	Maintaining facilities to minimize on the likelihood of injury among children					
8	Involving children in deciding what activity they want to participate in					
9	Provision of more sports and recreation facilities by local authority					
10	Encouraging more private, public and voluntary organization to engage in organization of children OPA					
11	Construction of more facilities by private sector which can be hired at cheaper price					
12	Providing safe and accessible place for children					
13	Providing a variety OPA programs that are fun to children in community					
14	Educating parents about the benefits children enjoy when they participate and appropriate community play ground					

What other three (3) important strategies can be used to improve and encourage participation, please specify in the space below?

1.....

2.....

3.....

**Appendix XIV: Number of children who participated in the study**

	AGE (CLASS/YEARS)	FREQUENCY OF CHILDREN INVOLVED IN OPA		PERCENTAGE OF CHILDREN INVOLVED IN OPA	
		GIRLS	BOYS	GIRLS	BOYS
<b>IN SCHOOL</b>	Lower primary	23	22	51	49
	Middle primary	24	23	51	49
	Upper primary	19	18	51	49
<b>TOTAL</b>		<b>66</b>	<b>63</b>	<b>100</b>	<b>100</b>
<b>IN COMMUNITY</b>	7 – 9	-	30	-	33
	10 – 12	2	45	29	49
	11 – 15	5	17	71	18
<b>TOTAL</b>		<b>7</b>	<b>92</b>	<b>100</b>	<b>100</b>



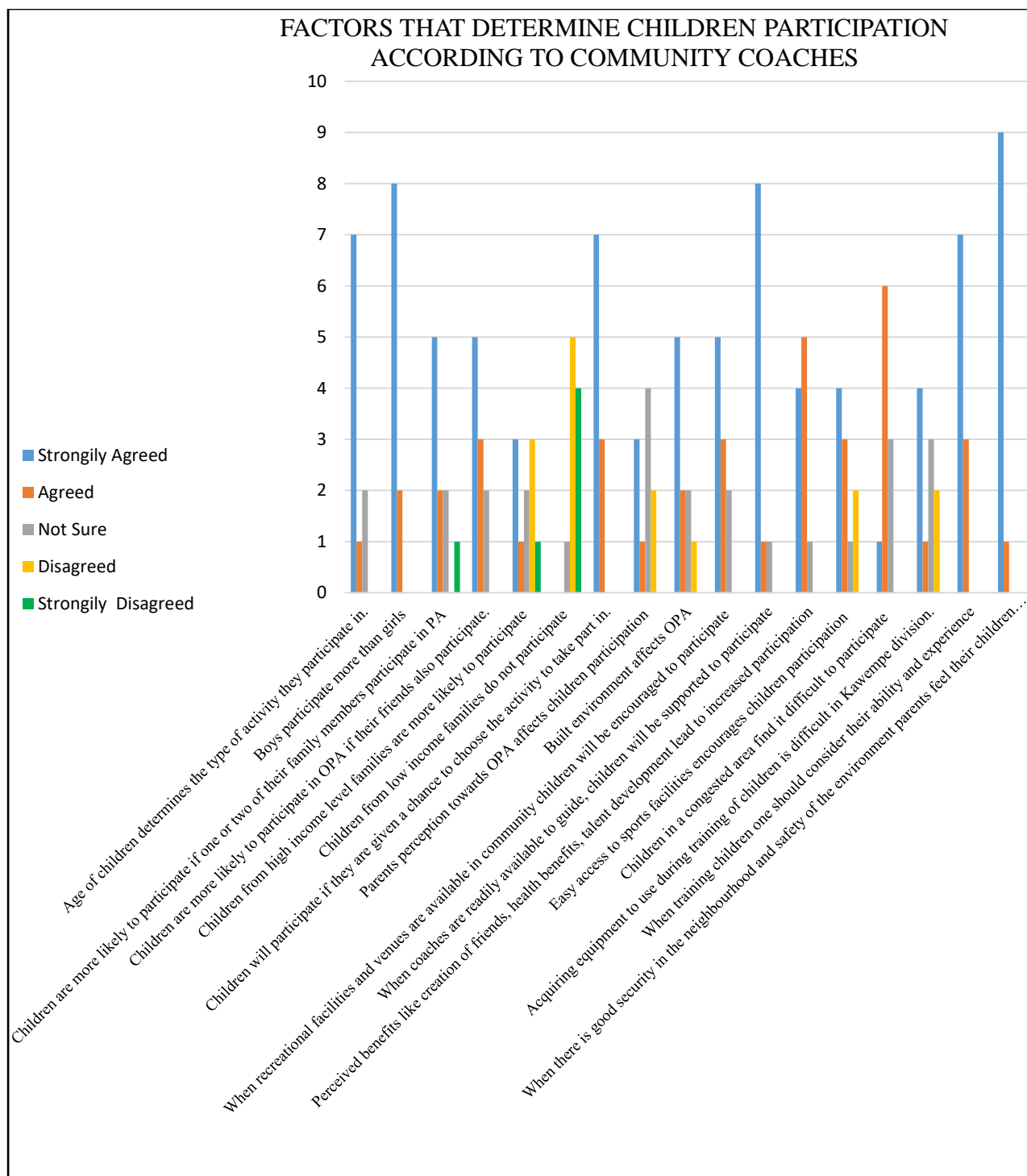
**Appendix XV: Activities offered in community**

<b>Type of OPA</b>	<b>Individual /10</b>	<b>Team /10</b>	<b>Competitive /10</b>	<b>Non competitive/10</b>
Athletics	1			
Netball		1	1	
Dance classes		1	1	
Football	4	10	7	3
Planned exercise	1	2	1	

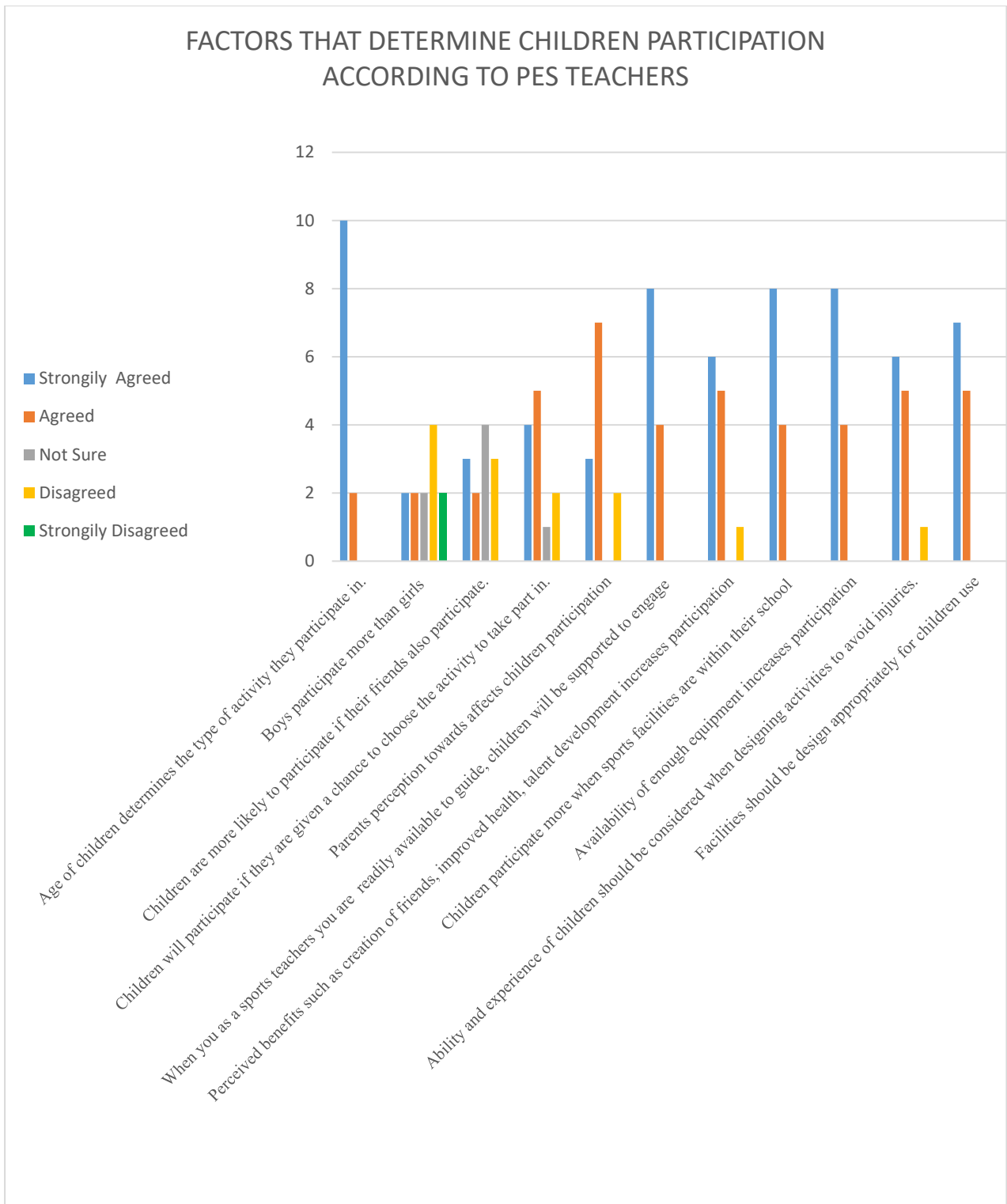
## Appendix XVI: Activities offered in school

Type of OPA	Individual /12	Team /12	Competitive /12	Non competitive/12
Athletics	2	6	9	3
Badminton			1	1
Basketball			1	1
Netball	2	6	9	3
Dance classes		2	4	2
Football	2	5	9	2
Handball		1		2
Gymnastics		2		2
Swimming	1	1		1
Volleyball		2		
Games of low organisation		2	1	
A4D				1

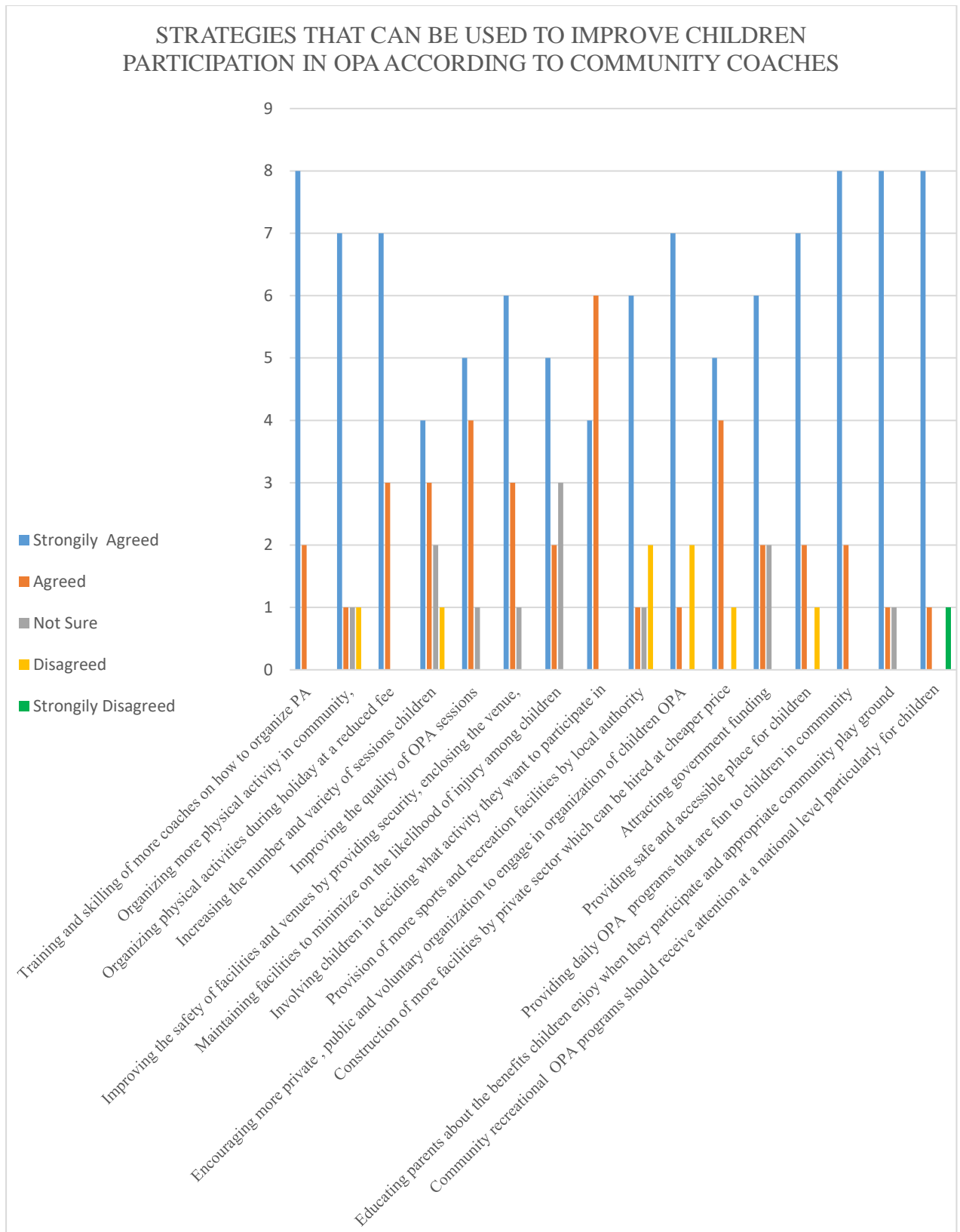
## Appendix XVII: Factor determining participation in OPA according to community coaches



**Appendix XVIII: Factor determining participation in OPA according to PES teachers**



## Appendix XIX: Strategies to improve participation in OPA according to community coaches



**Appendix XX: Strategies to improve participation in OPA according to PES teachers**

