

**SAFETY PRACTICES IN RELATION TO THE PREVENTION AND
MANAGEMENT OF SPORTS INJURIES IN KAMPALA PRIMARY
SCHOOLS**

BY

JULIUS CEASAR LUKANGA

14/U/12901/GMSS/PE

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DECLARATION

I, Lukanga Julius Ceasar, hereby declare that this research dissertation is an original work done by me and has not been submitted for an award in any institution.

Lukanga Julius Ceasar

14/U/12901/GMSSPE


Signature.....

Date.....th 12 / March / 2019.....

SUPERVISORS APPROVAL

This is to certify that this dissertation; **Safety practices in relation to the prevention and management of sports injuries in Kampala primary schools in Uganda** has been done under my constant supervision and is now ready for submission.

Associate Professor: Constance A.N.Nsibambi

Signature.....

Date.....02/04/2019

Dr. Eunice Kateshumbwa

Signature.....

Date.....18/03/2019

DEDICATION

This research dissertation is dedicated to the Almighty God for the enabling strength He bestowed on me in completing this work, and to my family for their continued support throughout the time of study.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS/ACRONYMS

AED:	Automatic Electric Defibrillator
CDCP:	Center for Disease Control and Prevention
CPR:	Cardio Pulmonary Resuscitation
EAP:	Emergency Action Plan
PIPP:	Playground Injury Prevention Plan
PE:	Physical Education

ABSTRACT

This study focused on the safety practices related to prevention and management of sports injuries in Kampala primary schools in Uganda. The study was guided by the following objectives; to investigate the safety practices implemented in schools, to determine the factors that affect the safety practices in schools, and to find out strategies that will ensure safety in sports in primary schools. The study used 278 teachers from 126 public and private primary schools from the five divisions of Kampala district. The study employed descriptive cross sectional survey design. A single questionnaire set, observation and interview were used to collect data. Data was analyzed using descriptive statistics using frequencies and percentages at a 0.05 level of significance. The study findings confirmed that school sports safety polices and guidelines were existing, however, teachers were not adequately implementing the safety practices. The study further revealed limited funding compromised schools' capacity to adequately finance activities like employing qualified teachers, adequate safe and standard equipment and facilities, maintenance of facilities. large class sizes, inadequate knowledge about safety and poor injury management hindered adequate implementation of safety practices. From the study, it was found that there were strategies used to ensure the safety of learners during sports. In conclusion, the study was conducted because there was limited information relating to the practices put in place to ensure safety during sports in Kampala primary schools. Finally, from the findings, enforcement of safety polices and guidelines is recommended, having a safety management system, retraining and education for all sports teachers in sports safety and injury management.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Richard (2006) stated that sports has the potential to make significant and distinctive contributions to the development of children's movement skills and physical competences are necessary precursors of participating in sports. When sports activities are handled by competent teachers, they can support the development of social skills and social behaviors, self-esteem and in certain instances, cognitive and academic development (Richard, 2006). He further stated that these benefits are mediated by the nature of interactions between players and their teachers, parents and coaches who work with them.

Sports in schools is one of the main tools used to increase physical activity, improve health and well being in children. Although engaging in physical activity improves fitness and health status, it may also increase the risk of injury (Leonie, 2009). Therefore, parents and school administrators should remain vigilant on injuries since about 25% of child injuries occur in school and most of them during sports activities (Leonie, 2009). Earlier Peter (2005) confirmed that due to the nature of the activities players are involved in, how these activities are conducted, and the implementation of safety precautions taken during their conduct all put players at risk of being injured.

Tony (2002) stated that proper safety procedures have always been an integral part of any sports program. Safety procedures, rules and practices help both the teachers and players to be responsible for their actions. Sports teachers are strongly encouraged to make certain that all players are thoroughly familiar with the basic principles of safety. For instance, they

must know safety rules and the proper conduct of activities, and be able to control hazards and risks (John, Peter & Jes, 2003).

Finch (2000) described safety practices as all measures that are devised, adopted and employed, and all activities associated with ensuring and preventing sports injuries. These include use of protective equipment, accredited coaches, sports trainers, encouraging warm ups, modified rules for juniors and checking of playing areas and facilities for environmental hazards (Finch, 2000). In addition, Merrie, Shewmake, & Calleja (2016) pointed out safety practices that educators can implement to counteract the potentially dangerous situations. These include, creating a positive athletic health care administrative system, pre-participation physical examinations, safe and appropriate practice and competition facilities, proper maintenance of athletic equipment. Also safety practices including protocols for environmental conditions, creating and rehearsing venue specific emergency action plans, providing counseling/education, ensuring that athletes and parents are educated of the potential benefits and risks in sports as well as their responsibilities (Merrie, Shewmake, & Calleja, 2016). Unfortunately, Ward (2004) found that only 2/3 of the sports teachers use the safety guidelines.

According to the combination theory of accident causation, no one model or theory can explain all accidents. There are various theories of accident causation which include the human factors theory, accident/incident theory, the systems theory and the behavioral theory. All these may work together as causalities and sub-causalities, and or combinations of these may compromise safety by resulting into accidents and injury.

Ward (2004) revealed that teens had a high level of involvement in sports and other physical activities, and good general knowledge of sports injury prevention. Improvement is needed in the use of protective equipment when participating in formal and informal sports activities and in the provision of sports injury prevention education to parents. As advocates for students' health, school nurses are in a unique position to educate students, parents, staff and the community about prevention of sports related injuries (Ward, 2004). Safety concerns are among the first considerations in the design and implementation of any curriculum (Hunt, Ormond, & Griffin, 2016). However, in the dynamic worlds of sport and coaching, athletic injuries will inevitably arise, regardless of the proactive strategies in place. These situations will vary in nature and the students' risk of further damage following an injury could potentially hinge on the care provided by the teacher within the first few minutes of the injury. Due to lack of knowledge and preparation, current teachers and school-based coaches typically feel uncomfortable implementing injury management practices. Yet, teachers have a responsibility of having been trained in basic immediate care for acute athletic injuries through proper planning, instruction and reaction (Hunt, Ormond, & Griffin, 2016). Many teachers have limited knowledge about how to respond to injury and emergency situations in sport (Howe, Brewer, & Shane, 2013).

Injuries can occur anywhere and anytime in sport, therefore sports teachers should do all they can to prevent injuries from occurring and must be prepared for such an occurrence. (Howe, Brewer, & Shane, 2013). Nevertheless, in case of occurrence of an injury, management through Emergency Action plans (EAP) need to be employed to properly manage injuries and illnesses in sport (Tanis & Hebel, 2016). A pilot study was carried out involving 16 sports teachers from eight primary schools in Kampala district. The purpose

was to find out whether there were safety practices, rules, guidelines and regulations in place for the prevention and management of sports injuries. The findings indicated that safety practices, rules and guidelines for the prevention and management of injuries in sports were existant and teachers were aware of them. However, 10 out of 16 of the teachers reported that implementation of some of these practices was a challenge due to a number of reasons thus increasing injury risk.

There have been incidents reported in Uganda where learners have been injured during sports. For instance, Malaba (2009) reported that two pupils lost their lives in separate school athletics championships in Soroti and Iganga districts. In Namutamba district, Denozio Muwanga from a primary school pupil died instantly in the final lap of the 3000m race that he was leading (Malaba, 2009). Postmortem reports from Nsinze Health Centre indicated that the 16-year-old boy had suffered from malaria the previous week and was dehydrated and anemic, which affected his blood circulation. These deaths came at a time after the Commissioner of sports, Dan Tamwesigire had warned about the impending drastic measures to ensure that sport was safe for players (Malaba, 2009). He further pointed out that in contact and non-contact sports, there is need to have safety measures put in place. He also stated that safety measures should be strictly observed in sports, and schools must employ qualified teachers on the subject (Malaba, 2009). Tamwesigire wrote a comprehensive guide for improving the conduct of sports in educational institutions which included having qualified teaching staff, quality supervision and monitoring, having caution signs and markings, regular sports facility and equipment safety assessments and checks, and using appropriate safety equipment during sessions. It is postulated that limited enforcement of the guidelines in schools may contribute to continued occurrence of

accidents and injuries during school based sports activities. The researcher therefore intended to assess the safety practices implemented for the prevention and management of injuries in sports in primary schools in Kampala.

1.2 Statement of the problem

Safety in sports among pupils is compromised by the various injuries that occur during sports participation since a number of incidents have been reported in Uganda. The responsibility for the care and safety of players rests on the school board and its teachers. It is important for them to recognize any element of risk in all sports and to act appropriately. Despite the various safety guidelines, precautions and measures put in place by the Ministry for Education and Sport, sports injuries are still prevalent. The study focused on primary schools since it is at this level that sports is initiated and introduced to learners through physical activity and play. The study was therefore conducted to assess the safety practices in relation to the prevention, and management of sports injuries in sports in primary schools in Kampala district.

1.3 General objective

The objective of the study was to assess the safety practices in relation to the prevention and management of sports injuries in sports in primary schools in Kampala district.

1.4 Specific objectives

The study was guided by the following objectives:

1. To investigate the safety practices implemented in sports in primary schools in Kampala district
2. To determine the factors that affect the safety practices in sports in primary schools in Kampala district
3. To find out strategies that can be implemented to ensure safety practices in sports in primary schools in Kampala district

1.5 Research questions

The following research questions were raised.

1. What safety practices are implemented in sports in primary schools in Kampala District?
2. What factors affect the safety practices in sports in primary schools in Kampala district?
3. What strategies could be implemented to ensure safety in sports in primary schools in Kampala district?

1.6 Significance of the study

The Ministry for Education and Sports could use the findings to review and improve upon the safety guidelines and regulations in place, to ensure the safety of pupils in school sports in Kampala, and the country at large.

The teachers, games masters/mistresses, coaches of physical education may use the findings to the study to promote and or maintain safety of pupils during sports.

School administrators' may use the findings of the study to design or improve upon the safety measures in place and reduce on the possible occurrence of sports injuries in schools.

This study provides information that may be used as literature and reference to related studies on safety.

1.7 Scope of the study

The study was delimited to primary schools in the five divisions of Kampala district, namely; Central, Nakawa, Makindye, Kawempe and Rubaga.

The study was conducted from September to November 2016 in both public and private primary schools in Kampala district.

The study focused on the safety practices implemented in the prevention and management of sports injuries, factors affecting these practices and possible strategies to counter these factors in Sports.

The study was focused on teachers of physical education and sports.

The study was delimited to external factors that influence safety of pupils in sports.

1.8 Conceptual frame work

The conceptual framework for this study was derived from Videmsek (2010),

According to the combination theory of accident causation, accidents may or may not fall under a number of models namely; the human factors theory, accident incident theory, management theory and the epidemiological theories all acting together thus resulting into injury. Safety in school sports is determined by both external and internal factors that may fall under different accident causation theories, thus the need to use the combination theory of accident causation.

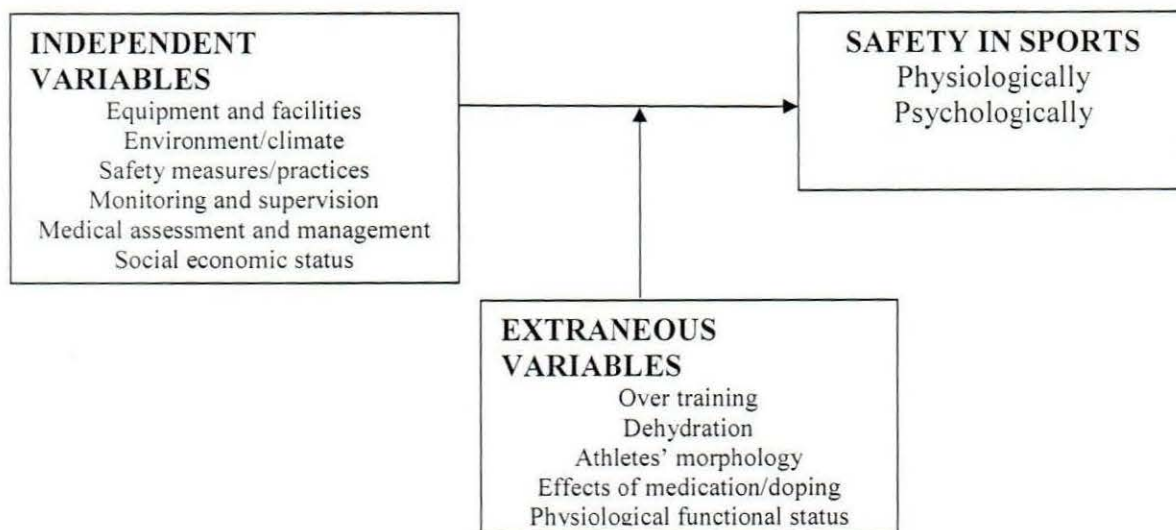


Figure 1.1: Factors affecting safety practices during sport in schools adapted by Videmsek (2010), and modified by the researcher.

Combination theory of accident causation

This theory posits that two or more theories might explain the cause of all accidents. According to Vidmar (1992), a good knowledge of the causes of sport injuries improves the possibility of preventing them. Therefore, knowledge about the factors affecting the safety practices during sports in primary schools in Kampala will help improve on safety by preventing and better managing injuries.

Figure 1.1 therefore displays some of the causal factors that compromise safety of players in sports in schools, thus predisposing them to accidents and injuries. Primary factors that may compromise the safety of a learner include among others, state of equipment and facilities, environment and climatic conditions for example, while hot environments cause rapid dehydration, extremely cold conditions lead to hypothermia both of which can result into injury, inadequate monitoring and supervision. Inadequate medical assessment and injury

management can predispose learners to injury. Furthermore, the social economic status of the school influences the quality of staff and facilities available. Lastly, teacher competences, for example teacher preparedness, conduct of sports session also have an influence on safety of learners. Other factors related to the individual learner may compromise safety during sports. For example, over training predispose players to injuries since it leads to physiological damage to the players' body tissues through wear and tear, and fatigue. Dehydration results from inadequate hydration during sports, the morphology of players tends to predispose them to injuries for example females are more predisposed to injuries due to the morphological make up of their pelvic girdles which partly hinders efficient movement during sport, medication and doping may alter the normal physiological functioning of a players' body thus compromising safety. Physiological functional statuses of players may predispose them to injury; therefore, pre participation medical assessments are essential to ensure that players are physiologically sound and health before engaging in sport. Psychophysical abilities of a player may predispose him or her to injuries in sport. Some players tend to overestimate their potential and abilities to perform and execute certain skills in sport that results into over exertion and injury. However, this study did not consider the individual factors that may compromise safety.

1.9 Limitations of the study

The study was limited by inadequate documentation on safety and injury occurrences in schools in sports. This was solved by using the available reports from newspapers.

The study was also limited by the difficulty in accessing teachers during their free time due to their busy schedules. This challenge was overcome by accessing teachers before their

lessons began in the mornings, during their lunch breaks and at the end of the day after the day's classes had ended.

1.10 Operational definitions of terms

- **Management;** refers to the processes of identifying an injury or illness, early intervention to prevent its escalation to disability or death and providing modified medical attention and rehabilitation to enhance early return to normal activity.
- **Private-local schools;** refers to private schools following Uganda's education curriculum
- **Private-international schools;** refers to private schools following the international education curriculum.
- **Private schools;** these are privately owned schools.
- **Prevention;** refers to measures taken to protect players from injuries. It also refers to measures taken to moderate and deter an injury situation from getting severe and worse.
- **Sports;** refers to the various school time tabled sports, physical activities and physical education lessons engaged in by pupils during school time.
- **Safety;** refers to an acceptable level of risk through protection against physical and psychological harm.
- **Safety practices;** refers to all measures devised and employed to ensure the safety of learners during and after sports lessons.
- **Teachers;** these are persons who coach, teach and instruct the various sports and physical activities to the players in schools

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of related literature. This review will consider; Sports in schools, Safety practices in sports, and the factors affecting the safety practices in sport in schools, related studies and summary.

2.1 Sports in schools

Sports is an educational course related to the physique of the human body taken during primary and secondary education that encourages psychomotor learning in play and movement exploration setting to promote health (Pangrazi, 2007). Whereas sports are activities that involve physical exertion and skill in which an individual or team competes against another or others governed by a set of rules for entertainment (Pangrazi, 2007). Both activities involve movement of body parts and, or contact with one another which makes them potentially risky. Throughout Africa, diverse and contrasting variations prevail; in Nigeria, sports is taught and is examinable at Ordinary ('O') and Advanced ('A') levels; in Kenya it is taught but is not examinable; in Uganda it is timetabled but not seriously taught (Toriola & Amusa, 2010). In South Africa, sports as a school subject no longer exists but it is taught indirectly as a small component of the learning area known as "Life Orientation" along with health promotion, personal and social development, and orientation to the world of work foci in grades R-9 (Van, 2004). In Botswana, it is time tabled but inadequately resourced and there are very few qualified sports teachers (Van, 2004). Shortage of facilities and adequately trained personnel are widely reported throughout the continent as are the

peripheral value in the curriculum since it is regarded as non-educational, non-productive use of time and as recreation/play time especially in primary schools and inadequate monitory inspections in secondary schools for example, in Benin, Botswana and Uganda (Toriola & Amusa, 2010). Generally, priority is accorded to language and mathematics with even major sports resources often diverted to other subjects. In some countries for example, Malawi sports for girls often suffers from optional status with many preferring not to take part. This situation is exacerbated by a lack of amenities such as changing rooms (Toriola & Amusa, 2010)

According to the education curriculum of Uganda, the Ministry of Education and Sports is responsible for formulating guidelines for establishing, licensing, registering and classification of private schools in Uganda. Sports are part of the primary school curriculum and are to be carried out in all primary school institutions in the country be it private or government (“Ministry of Education and Sports Mandate” 2013). In Uganda, sports have been incorporated into the national educational curriculum and therefore made compulsory for all learners. This has been done for all primary school and a curriculum is already in place, a secondary school curriculum is under way in the making (“Ministry of Education and Sports Mandate” 2013). Despite its incorporation at the different levels of education in Uganda, there has been documentation that reveal injury occurrence during sports. This research was intended to fill this gap in knowledge.

2.2 Safety practices

Finch and Hennessy (2000), stated that safety practices include all measures devised, adopted and employed, and activities put in place to ensure and prevent injuries during sports. These included use of protective equipment, accredited coaches, sports trainers,

warm ups, modified rules for juniors and checking of playing areas and facilities for environmental hazards (Finch & Hennessy, 2000). Toomas (2006) stated that safety practices entail the implementation of specific interventions in terms of structural or educational measures. This study used safety practices to include all structural and educational measures and activities adopted to ensure safety of learners during sports in schools.

2.3 Safety practices during sports in schools

Safety in sport and physical activity is an important prerequisite for continuing participation in sports, as well as for maintaining a healthy physically active life style (Evert, Maartje, & Van, 2010). Coaches needed to be equipped with a better understanding of injury mechanisms, and a thorough knowledge of safe and effective techniques in sport have a major role in preventing or reducing injuries (Hendricks & Lambert, 2010). As more and more children and adolescents participated in sports and conditioning activities, it was important to establish age appropriate training guidelines that may reduce the risk of sport related injuries and enhance athletic performance (Gregory & Kevin, 2015). Coaches and players need better education regarding injury prevention strategies and should include such interventions as part of their regular training (Astride, Dieter, & Lars, 2002). Participation in organized sports provides an opportunity for young people to increase their physical activity and develop physical and social skills, however when the demands and expectations of organized sports exceeds the maturation and readiness of the participants, the positive aspects of participation can be negated and therefore pediatricians can help determine a child's readiness to participate and risks can be minimized ("Organised sports for children and preadolescents", 2001).

Lim and Lee (2009) stated that engaging in injury prevention programs could potentially modify the flexibility, strength, and biomechanical properties associated with anterior cruciate ligament injuries and lower the athletes' risk for injury.

2.4 Factors affecting the safety practices in sports in schools

Gaj, Klemen and Katarina (2011), stated that a good knowledge of the causes of sport injuries improves the possibility of preventing them. Safety of pupils may be compromised by external and internal factors. The external factors include another player, equipment, climate and atmosphere conditions, available safety measures, terrain and coincidence. On the other hand, internal or intrinsic factors include fatigue, overtraining, athlete's morphology, functional status, over estimation of one's psycho physical abilities especially young athletes, the athlete's psychological state and unfamiliarity with the terrain, and effect of medications or doping.

The monitoring of ongoing programs is required in order to assess the effectiveness of prevention programs. Often, the frequency of injuries experienced by an individual teacher, participant, or program is so small that patterns are difficult to detect without a recordkeeping system that extends over a period of years and across many similar programs (Gaj, Klemen & Katarina ,2011). Rothe (2009) pointed out some of the major barriers to the use of safety guidelines. These included lack of awareness, high cost of implementing safety recommendations, local cultural sensitivities, saturation of policies and guidelines for the classroom, teachers' perception of self as a professional and the inherent nature of children. In a study describing the risk factors associated with injuries resulting from sports, leisure time physical activities and sports in 9-12-year-old children, Frank and Dorine (2011) found that the potential risk factors in children's sports included gender, age, social economic

status, ethnicity, habitual level of sport, body mass index and motor fitness, all of which had different injury risk factors. They further emphasized that low levels of sports increased the risk of injury, and therefore contemporary sports promotion should focus on injury prevention in schools. It is common for children to be subjected to narrow specialization and tiring trainings, which are by no means beneficial to the child's overall development and often result in injuries. Some children, especially young athletes, often overestimate their abilities and engage in dangerous activities beyond their capabilities, which increase the risk of injuries (Hadzic, Sattler & Topole, 2009).

The growing disobedience of pupils and players who often fail to follow their teacher's instructions concerning participation in sport activities, and the inappropriate use of sport equipment predispose players to injuries (David & Jack, 1993). David and Jack (1993) stated that children with behavior problems tend to behave in ways that predispose them to common injuries. They further stated that behavior change strategies help reduce injury risk and pave ways to target children for injury prevention efforts

In a two-year study conducted on injuries received in U.S high school sports, athletic trainers placed in four high schools to conduct the investigation found that injuries occurred in women's sports at a rate of 22 per 100 participants; men's injuries occurred at a rate of 39 per 100 participants. Football and wrestling accounted for the highest injury rates, tennis and swimming accounted for the lowest rates for both sexes. These findings suggested that the contact and non-contact nature of sports involved in, and the differences in body morphologies between males and females contributed to risk of injury thus compromising safety (James, 1978).

Injuries can occur anywhere and at any time in sports and sports, but physical educators should do all they can to prevent injuries from occurring and must be prepared for such occurrences. Many physical educators have limited knowledge about how to respond to injury and emergency situations. They therefore should have information for dealing with minor injuries and emergencies that commonly occur in sports or sports based settings (Howe, Brewer, & Shane, 2013).

2.5 Strategies designed to ensure safety in sports

To ensure safety during sports, strategies must be laid down. These strategies should aim at preventing injury occurrence and in case an injury occurs, preventing it from becoming severe. Several strategies have been suggested.

According to Greenfield (2015), protection of participants from injuries caused by mismatches in strength and weight especially in contact sporting activities is very fundamental. This can be done by assessing players for their suitability to engage in certain games basing on factors like age, strength and weight. Tanis and Hebel (2016) noted that Emergency Action Plans (EAP) are essential to properly manage injuries and illnesses in sports. Sports regulatory bodies should develop steps for an EAP and provide a template for physical educators to develop a customized EAP at their schools. Tanis and Hebel (2016), stated that playgrounds are a major source of unintentional injuries in the school environment. Eighty percent of all injuries on public playground equipment happen at school, thus the need for developing a Playground Injury Prevention Plan (PIPP) is critical to provide safe educational outdoor environments for children. They further stated that a safe framework for injuries prevention is the first step in preventing playground injuries. PE teachers and coaches should make suggestions in creating and implementing an effective

PIPP at their schools (Olsen, 2008). This therefore implies that an all-round safety measure needs to be in place to ensure the safety of students. Safety consideration should be among the first considerations in the design and implementation of any curriculum.

However, in the dynamic worlds of sports coaching, athletic injuries will inevitably arise regardless of the proactive strategies in place (Hunt, Ormond, & Griffin, 2016). These situations will vary in nature and students or athletes' risk of further damage following an injury could potentially hinge on the care provided by the teacher or coach within the first few minutes of the injury (Hunt, 2016). Due to lack of education and preparation, teachers and school-based coaches typically feel uncomfortable implementing injury management practices, yet physical educators and coaches ought to be well versed in basic immediate care for acute athletic injuries. Using reactive strategies of safety in sport through proper planning, instruction and reaction, teachers can minimize injuries and successfully treat them (Hunt, 2016). A method that has been evaluated by researchers to reduce injury occurrence involves the use of barefoot activity to promote positive adaptations to running stresses that may increase the strength of the supporting structures and reduce running injury rates (Hart & Smith, 2008).

Related studies

Several studies have been conducted to assess safety and injury surveillance in schools.

In a Prospective injury surveillance study to compare practice and competition injury rates and patterns in five boys' sports (football, soccer, basketball, wrestling, and baseball) and four girls' sports (soccer, volleyball, basketball, and softball) during the 2005–2006 school year, injury data were collected from 100 nationally representative United States high

schools via High School RIO (Reporting Information Online) and found that high school athletes participating in these 9 sports at participating schools sustained 4350 injuries during the 2005–2006 school year, which corresponds to an estimated 1,442,533 injuries nationally. The rate of injury per 1000 athlete-exposures was higher in competition than in practice. The study concluded that rates and patterns of high school sport injuries differed between practice and competition. Providing athletic trainers with this information is a crucial step in developing the targeted evidence-based interventions required to reduce injury rates among the millions of high school student-athletes.

In a case study on a comprehensive approach to managing school safety, Diaz, Anna, and Gairin (2017) stated that schools should be safe spaces for students, teaching staff and non-teaching staff. The research was carried out from a qualitative perspective, based on a study of multiple cases carried out in Catalonia, Spain. The case studies (N = 9 schools) were selected by means of a purposive sampling process in order to obtain a selection of schools covering different education stages and under different types of ownership. The data collection process involved carrying out semi structured interviews with school principals, health and safety officers, teaching staff and non-teaching staff; focus groups with families and a review of general documentation and specific safety documents. Following a cross-case analysis structure, results from data analysis indicated that creating safe and healthy environments was not always an explicitly endorsed principle or goal for schools. However, all members of the educational community were involved in ensuring adequate levels of school safety; and diverse management and organizational actions and measures were implemented to ensure physical, emotional and social safety. It was concluded that according to a broad interpretation of safety, which encompasses well-being in its widest

sense, a comprehensive school safety management approach had not been fully adopted by schools in the studied sample. Whilst involvement in safety practices was evident, many actions appeared to be carried out without full consideration of the wider promotion of school safety. The study suggested the importance of training and awareness activities for education professionals in order to build and promote safety culture and to facilitate the introduction of a comprehensive school safety approach in the day-to-day management of schools.

Milton, Stephen, and Catherine, (2011) stated that unintentional injuries are common causes of hospital visits by children under 13 years especially boys. Homes, roads and educational facilities are commonest unintentional injury sites. He stated that significant age and gender differences exist in intentional injury causation, characteristics and outcomes, and that in our current form of surveillance system seems inefficient. He further stated that local prevention priorities could include dissemination and uptake of proven interventions.

Numerous gaps have been identified separating academic researchers, policy makers, teachers and the community and these include research to practice gap, efficacy- to-effectiveness gap, and injury prevention to safety promotion gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the description of procedures related to: Research design, Location of the study, Variables, Target population, Sampling size and sampling procedures, Research instruments, Validity and Reliability, Data collection procedures, Data analysis and presentation, and Ethical considerations

3.1 Research design

A descriptive cross-sectional survey was used in the study. This study design is best suited to obtaining information concerning the status of the phenomena being studied and to describe what exists with respect to variables or conditions in the situation. There was no manipulation of variables and data about the participants' opinions and practices was obtained. The subject was being observed in a completely unchanged natural environment. In this case, identifying the safety practices implemented in schools, how the implementation of these practices is being affected, and how these practices can be improved upon.

3.2 Location of the study

The study was carried out in Kampala district which is comprised of five divisions which include Central, Nakawa, Makindye, Kawempe and Rubaga. Kampala district is located in the central region of Uganda, which is found in East Africa.

3.3 Variables

The variables in the study included independent variables like equipment and facilities, environment/climate, safety measures/practices, monitoring and supervision, medical assessment and management, and teacher competences, and dependent variables like safety of learners.

3.4 Target population

The target population for this study consisted of sports teachers in both private and public primary schools in Kampala district. The district has 908 registered private and public schools as by the Kampala Capital City Authority ministerial policy statement of 2015/2016. The study targeted all teachers of physical education.

3.5 Sampling procedure and Sample size

Stratified random sampling was used in the study. Stratification was done according to the five divisions of the district. For each division, public and private schools were selected purposively. That is, schools which had sports facilities. Purposive sampling was also used to select teachers of P.E and sport. In all, 278 teachers from 126 schools were involved in the study. Details of the distribution are shown in the sample Table 3.1.

Table 3.1 Schools and teacher distribution in the five divisions

Divisions	Centra l	Nakaw a	Makindy e	Kawemp e	Rubag a	Total
Public schools	8	6	4	4	4	26
No. of teachers	24	18	12	12	12	78
Private schools	36	12	20	20	12	100
No. of Teachers	72	24	40	40	24	200
	126 schools		278 teachers			

3.6 Research Instruments

This section described the measurement tools designed to obtain data from the subjects in detail. These included questionnaires, interviews and observation checklists.

3.6.1 Questionnaires

The questionnaire sought information from teachers about safety practices and how they were implemented and managed in their respective schools, the factors affecting safety practices, and strategies that could be designed to ensure safety in sports (Appendix III).

3.6.2 Interviews

Face-to-face interviews were conducted with the teachers. Interview guides were used to collect data about perceptions, opinions, beliefs and attitudes towards safety in sports. Structured interviews were used and they comprised of both open ended and closed ended questions (Appendix iv).

3.6.3 Observation checklists

Data was collected through observations which were carried out during lessons in the schools. Data on safety practices implemented before, during and after the physical education sessions was collected through observation of teachers and how they conducted their classes, the learners' behavior during the lessons, state of equipment and facilities and lastly, the environment where these activities took place (Appendix II)

3.7 Validity and reliability

3.7.1 Validity

Questionnaires, observation checklists and interview guides were designed and modified by the researcher basing on the research questions of the study. They were content validated by the expert judgment from the department of sports science of Kyambogo University who were relied upon to determine whether the instruments addressed the concerns of the research (Frankael, Warren & Huck, 2000). The CVI was 0.9 which is acceptable according to Field (2005).

For the interview schedules of questions, formative validity was used to assess how well the interview questions were able to provide information to improve upon the concept under study, and in this case, safety in sports in primary schools. For the questionnaires, construct validity was used to ensure that the instrument measured what it was intended to measure and not any other variable. For observation checklists, a panel of experts/ judges examined the items and decided on what each specific item was intended to measure.

3.7.1 Reliability of instruments

Questionnaires were measured using the test-retest type of reliability. The measure of reliability was obtained by administering the same questionnaire twice over a period of one week to four teachers who were not part of the study, and the scores from time 1 and time 2 were then be correlated in order to evaluate the questionnaire for stability over time.

Observation checklists employed the inter-rater reliability measurement. When using this measurement, three sports science experts evaluated the degree to which they agreed in their assessment decisions as to how well the observation checklists covered the intended study

objectives. A research assistant was also trained on how to use the observation checklist to collect the required data from the field

Interview schedules of questions employed the inter-rater reliability. Using this measure, three (3) judges assessed the degree to which they agreed in their assessment decisions on how well certain responses or materials demonstrated knowledge of the construct or skill being assessed.

3.7.2 Pilot study

The pilot study was also carried out to validate the feasibility and effectiveness of the research instruments for later use in the main research study. The research methodology was tested and refined, instruments of data collection were tested and their reliability tested. In addition, the research assistant was trained on how to use the instruments of data collection.

3.8 Data collection procedure

For data collection, an introductory letter from the university was attained and presented to the school administrators where research was to be conducted. Permission was sought from administrators in the various schools that were selected for the study. The researcher explained the objective of the study to the school administrators to get consent to carry out the study in their school. Consent was also sought from the teachers, having been explained to the purpose of the research so that they could be involved in the study. Questionnaires were administered to 242 teachers by the researcher and his assistant and this was done in 110 primary schools. The questionnaires were administered during school time when the teachers were having their break time. The teachers answered the questionnaires and returned them to the researcher and his assistant.

For observational data, the researcher and the research assistant observed the teachers and pupils. The observations were carried out once for every individual teacher during their physical education class. i.e. before, during and after physical education classes.

The researcher through groups conducted interviews, and these took place at the schools during the participants' teaching breaks, and or after the school day's activities. The interviews took 25 minutes. The interviewees were requested to respond freely and were assured of confidentiality. After consent, responses were recorded in writing and with an audio recorder.

3.9 Data analysis and presentation

Descriptive statistics were used for data analysis in the study. Data collected was coded and entered for analysis using the statistical package for social sciences(SPSS) version 16. Descriptive analysis was used to obtain means, frequencies and percentages of the responses. The results were then presented in tables and charts.

3.10 Ethical Considerations

Permission and consent was sought from the school administrators to carry out research in their schools, and from the teachers by seeking their consent to be involved them in the research study. Anonymity was ensured and guaranteed in the study by ensuring that names of respective schools and teachers. The data collected and findings in the research study were used for academic purposes only.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The study assessed the safety practices employed in prevention and management of sports injuries in primary schools in Kampala district.

4.1 Presentation of study findings

In this section, the findings are presented, analyzed and discussed according to the order of set objectives.

4.2 Demographic characteristics of participants.

The study targeted 278 teachers from primary schools from the 5 divisions within Kampala district with 94 (38.84%) female and 184 (61.16%) male teachers.

The sex distribution is shown in the Table 4.2

Table 4.2 Sex of participants

Sex of participants	Frequencies	Percentages
Females	94	38.84
Males	148	61.16
Total	242	100

There were less female participants (94, 39%) who took part in the study as compared to the males (148, 66%). These figures are representative of the lower involvement of females in sports, compared to males. Caroline (2000) stated that sports involvement was influenced by societal ideologies about the gender appropriateness of activities, as well as by individual

interests and preferences. This explains why there are fewer females taking part in sports and taking up coaching positions.

4.3 Category of participants, schools and divisions

The study was carried out in 126 schools, 26 of which were government schools and 100 were private primary schools in Kampala district. The study targeted 278 teachers, 78 from government schools, and 200 from private primary schools. Table 4.3 indicates the categories of targeted participants and schools.

Table 4.3 Categories of targeted participants and schools

Category of respondent	Frequencies of participants	Percentages (%)	Totals
Teachers	242	87	278
Targeted schools	110	87	126
Government schools	18	69	26
Private schools	92	92	100

The teachers' category was constituted of 242 (87%) of the targeted 278 participants, this was because 36 (13%) teachers did not consent to taking part in the study. The schools' category was constituted of 26 government schools, of which 18 (69%) responded and 100 private schools, of which 92 (92%) responded. School administrators of the government and private schools that declined to take part in the study gave reasons for decline, for example absence of P.E teachers and, or the bad state of their sports facilities. In this study, the opinions of teachers from both government and private schools on the safety practices in sports were obtained. This led to a uniformed perspective regarding the implementation and management of safety practices.

Teachers were distributed across various school categories. These categories were; public school which are government owned, private-local schools owned by private individuals but teaching the Ugandan curriculum of education, and private-international schools owned by private individuals but teaching a foreign education curriculum.

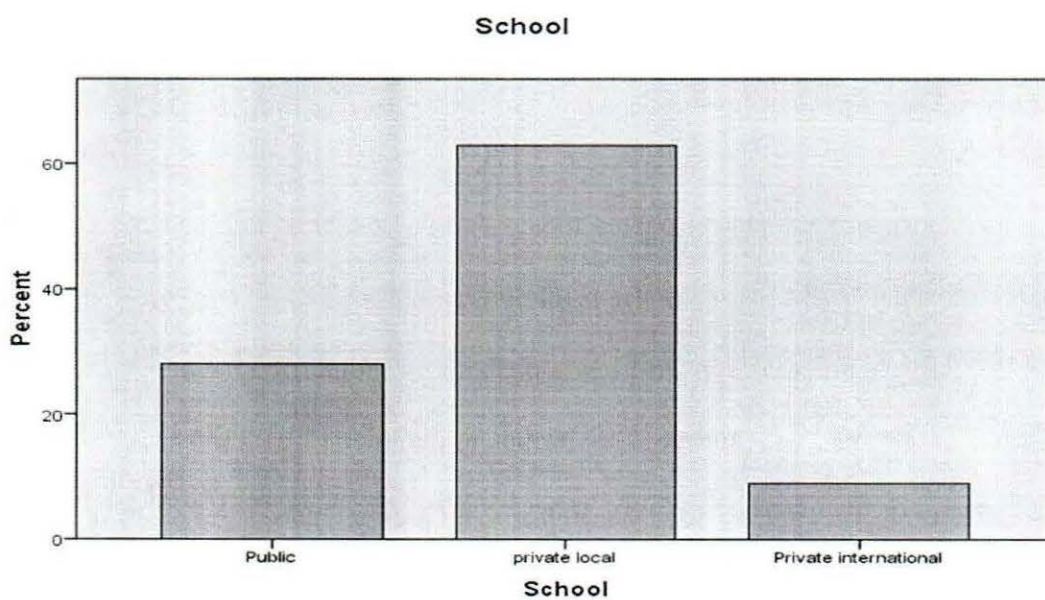


Figure 4.2: Distribution of teachers from various school

Figure 4.2 shows the distribution of teachers from the various schools that participate in the study. In public schools they were 78 (28%), private-local schools 175 (63%) and private-international schools had 25 (9%) participants. This distribution is due to the fact that private-local schools are more in number with in Kampala district as compared to public and private-international schools, and also private-local schools tend to enroll more pupils due to their preference as compared to public schools and affordability compared to private-international schools. Namusoby (2016) stated that private actors have stepped into Uganda's education sphere ever since the government stepped back from its obligation of providing quality public schools. She further stated that some private schools like the

international schools charge high fees. The local schools also charge more tuition than the public ones hence may not be affordable by poor parents who then resort to the substandard public schools.

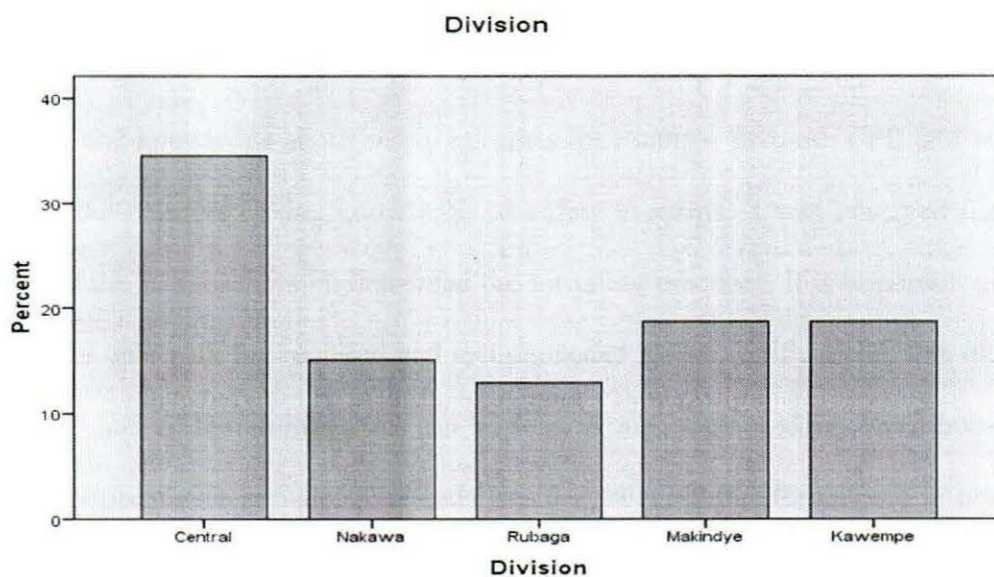


Figure 4.3: Percentage distribution of schools across the various divisions of Kampala

Figure 4.3 shows the percentage distribution of schools that participated in the study across the five divisions of Kampala. Central division had 44 (35%) participating schools, Nakawa division had 18 (14%), Rubaga division had 16 (13%), whereas Makindye had 24(19%) and Kawempe had 24 (19%) schools that participated in the study. These results indicate that more schools were located in the central division of Kampala district and fewer schools on the outskirts of the city. This is due to the many people living within the central division of Kampala who therefore have a high demand for schools for their children.

4.4 Safety practices implemented in schools

The safety practices and measures implemented by teachers during physical education lessons are discussed as presented below: Teachers' knowledge of safety measures in sports,

control measures to deter risky behavior, presence of sports safety programs, school policies on safety in sport, organization of safety classes in schools, school emergency plans, facility inspections, reporting of incidents during sports, prevention of accidents during and after sports lessons and management of sustained injuries.

Knowledge about safety in sports. Information from the questionnaires indicated that all teachers had knowledge about safety in sports for example first aid, CPR and water safety. Despite the teachers having knowledge on safety in sports, it was observed that only 143 (59%) of the 278 teachers implemented the set safety practices. It is important that teachers stay up to date with the required and recommended safety certifications, this includes First Aid, CPR and AED trainings. This can be done through regular safety workshops to educate teachers or reinforce knowledge already attained from various formal and informal sources (ODonoghue, 2009).

Control measures to deter risky behavior, prevent accidents and injuries. Safety practices in sports were implemented and managed in various ways by teachers and schools, Table 4.4 shows the control measures used to deter risky, prevent accidents and injuries.

Table 4.4 Control measures to deter risky behavior, prevent accidents and injuries

Control measures	Frequencies.
Having short breaks during sports lessons	29
Encouraging pupils to dress appropriately for sports	27
Dealing with indiscipline cases promptly	27
Encouraging pupils to report all sustained injuries	22
Regularly sorting out of conflicts and grievances among pupils	22
Using appropriate equipment	19
Replacing all damaged equipment	19
Not conducting unsupervised classes	17
Carrying medical assessments before engaging in sports	17
Proper time tabling of sports lessons so as to manage the class sizes better	17
Regular training & conditioning activities to strengthen the pupils' bodies	15
Refurbishing & renovating all sports facilities & venues to ensure their safety	10
Total	241

From the Table 4.4 teachers had the following control measures in place to deter risky behaviors, prevent accidents and injuries. Having short breaks within sports lessons was stated by 29 (12%). Encouraging pupils to dress appropriately for sports by 27 (11%), using appropriate equipment by 19 (8%), carrying medical assessments before engaging in sports by 17 (7%) of the teachers. Conducting unsupervised classes was stated by 17 (7%) of the teachers, 10 (4%) stated refurbishing and renovating all sports facilities and venues to ensure their safety. Sports involves movement, contact and interactions with others and equipment which predisposes an individual or individuals to risk, and eventually injuries thus the need to have some form of deterrent to counter these risky behaviors or practices.

Thomas (2011), stated that taking short breaks during sports lessons helps learners reduce fatigue which builds up during prolonged play and results to injury. During the breaks learners also get a chance to hydrate there by replacing fluids lost in form of sweat during

play. Appropriate attires like sweat shorts and trousers and t-shirts plus sneakers help in easing moving during play, and the sports shoes make movement on the playing surface more efficient thus preventing and or reducing the rate at which injuries can occur (Thomas, 2011). Use of standard facilities and equipment during play reduces the rate at which occur as a result of using substandard equipment and facilities (Greet & Valery, 2009).

Sports safety programs in place.

As a deterrent measure to risky behavior during sports, safety programs are put in place. The figure 4 shows the proportions of sports safety programs in place at the schools.

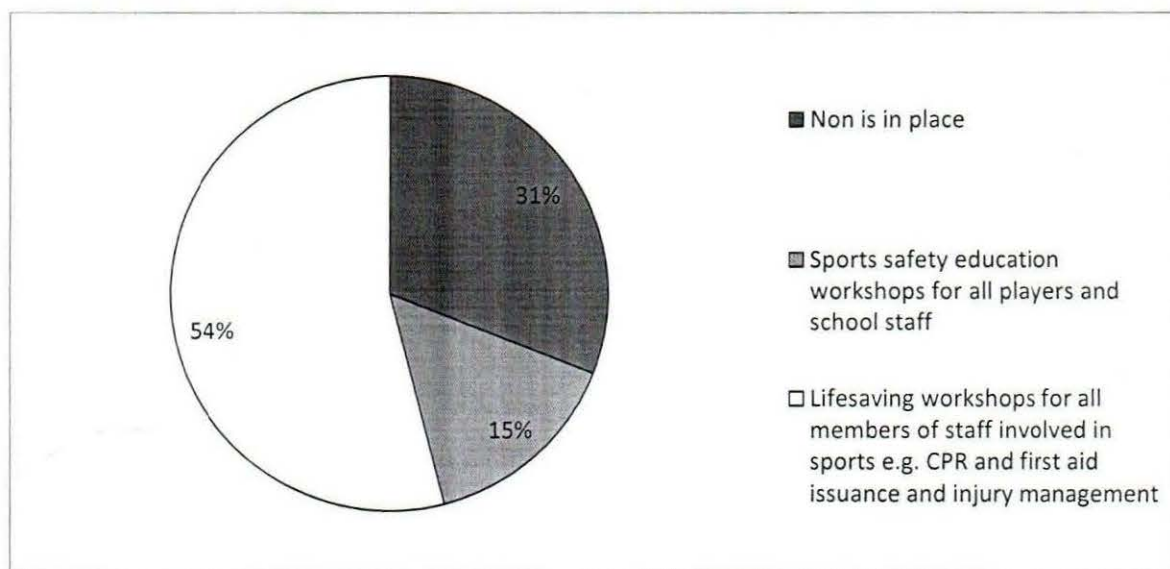


Figure 4.4 Sports safety programs in place

From data collected 59 (54%) schools had safety programs for only staff involved in sports, 34 (31%) schools had no sports safety program in place and 17 (15%) had a safety program that involved both players and school staff involvement. Presence of a sports safety program implemented in sports helps the teachers prevent, and manage sustained injuries better thereby encouraging a continuous flow of lessons and a quick return of injured

players to sports participation. Sports safety programs involve sports clinics for coaches, parents and pupils. These clinics provide knowledge and skills essential to preventing sports injuries and emergencies in young athletes (Bevan, 2012). Emergency Action Plans (EAP)s are essential to properly manage injuries and illnesses in physical education and sport (Tanis & Hebel, 2016). Absence of a sports safety program predisposes players to injuries due to their insufficient knowledge about injury prevention, the teachers' inadequate knowledge about how to prevent injuries and their proper management after they have occurred.

Schools' policies on safety of players in sport.

Policies are statements of intent, and are implemented as procedures or protocols. For example, all learners engaging in sports must wear sports shoes and sports attire. The figure 4.5 shows the various school policies on players' safety in sports.

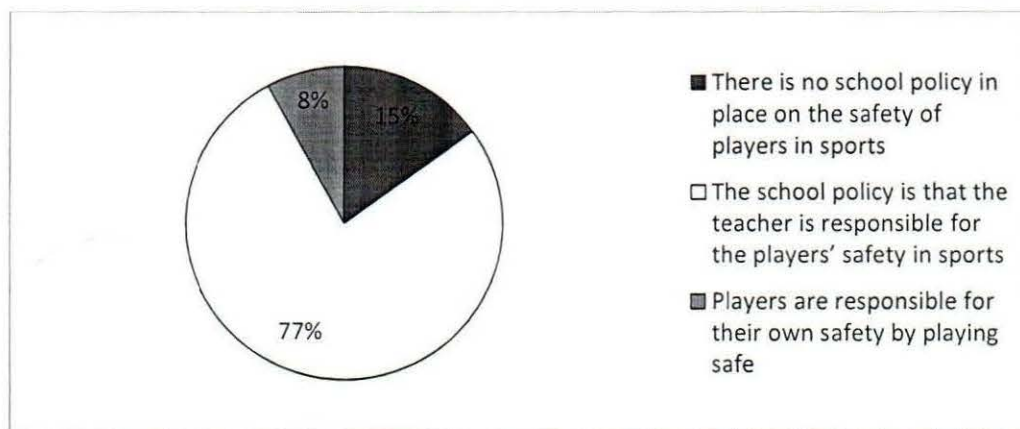


Figure 4.5 Schools' policies on safety of players in sport

From the data collected, it was observed that in 97 (77%) schools the teacher was responsible for the players' safety during sports. In 19 (15%) schools there was no policy on safety of players in sports. In 10 (8%) schools, learners were responsible for their own safety by playing safe. Failure of the schools to have a safety policy for its pupils and

putting pupils' safety in their own hands means the schools have neglected their duty of ensuring the safety of their community members. According to Peter, Leonie, and Caroline (2009), the organization that is responsible for the activity whether it is a school board, community league or other group should take reasonable steps to ensure that children are not exposed to unwarranted risk of injury. This should include creating policies and standards that meet minimum safety requirements that prevent injury and having properly trained staff on hand. While risks are inherent in almost every sport, measures should be taken to minimize sports injuries to children as much as reasonably possible. In addition, putting the responsibility of players solely in the hands of the teacher means the teachers take all liability in the event of an injury and legal suit. Safety of players should be an all-round joint responsibility for the school, teachers, players and the parents since each party has a role to play to ensure safety of the players.

Organization of safety classes in the school.

Safety classes or sessions are essential in the dissemination of information to both the pupils and teachers in relation to safety during sports.

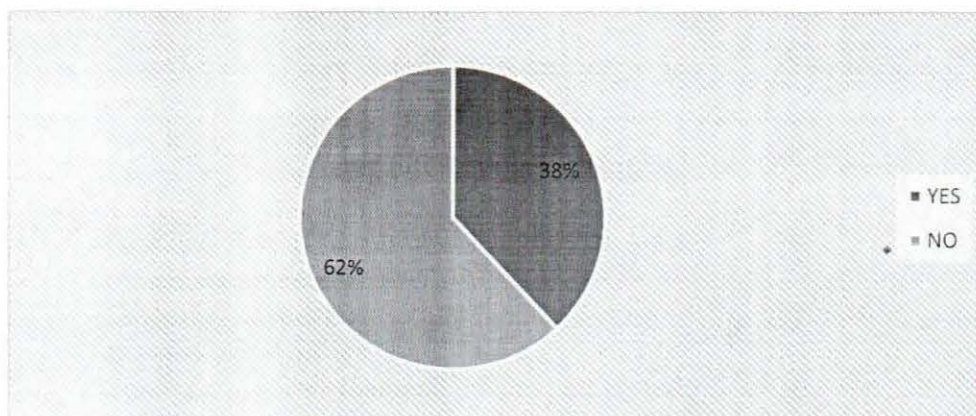


Figure 4.6 Organization of safety classes in the school

From the data collected, 38% of the schools organized safety classes, whereas 62% of the schools did not organize any safety classes. It has been estimated that if 15-20% of the population were capable of performing CPR, mortality of out of hospital cardiac arrest could be decreased significantly. Training basic life support skills to schoolchildren would be the best most effective way of achieving this goal. Connolly and McCluskey (2007) stated that children instructed in CPR showed a highly significant increase in level of knowledge following the training session. While their level of knowledge decreased over a period of 5 months, it remained significantly higher than that of a comparable group of children who had never been trained. A training program designed and taught as part of the school curriculum would have a significant impact on public health and the safety and the safety children (Connolly & McCluskey, 2007). Failure to carry out safety classes in schools results in the players limited information about their own safety, the safety of others, and how safety should be carried during sports. This in turn hinders the effective implementation of safety practices in sports thus predisposing players to risky and unsafe practices.

Table 4.5 shows safety trainings carried out and how they were carried out.

Table 4.5 Safety trainings

Item	Description of how safety class training were carried out	Frequencies.	percentages%
1	Non is carried out	75	31
2	Through teaching water safety skills to players	31	13
3	Teaching first aid to players. E.g. CPR & open wound management	29	12
4	Teaching players how to use danger alerting systems like whistles, bells, horns	23	11
5	Teaching players when and how to call for help and the use of emergency telephone numbers	24	10
6	Through termly fire drills	19	8

From Table 4.5, 75 (31%) participants revealed that safety practices were not carried out, 19 (8%) stated that termly fire drills were carried out, 31 (13%) stated that schools taught water safety skills to the pupils. Twenty-nine (12%) stated that first aid like CPR and open wound management was taught to the players, 24 (10%) stated that players were taught when and how to call for help and use emergency telephone numbers, and 23 (11%) stated that players were taught how to use danger alerting systems like whistles, bells, horns and shouting for help. Lack of sufficient safety training classes in schools for both learners and teachers is due to inadequate time and funding for the safety trainings, and or negligence of the personnel in charge of sports in schools to attend or organize the trainings. Classes on safety are crucial to young people in any society or community as these help them know what a safe or unsafe practice is (Connolly & McCluskey, 2007). Knowledge about safety helps players avoid unsafe practices that would compromise their safety and lead to injury or death, and promotes safety enhancing practices which ensures a player's safety. Safety classes also help ensure proper injury management in the event of injury occurrence that is essential in reducing the severity of sustained injuries.

School emergency plans

Emergencies can happen at any time, and when they happen at school, everyone should be prepared to handle them safely and effectively. Figure 4.7 shows school emergency plans performed by teachers in the event of an injury occurrence during sports.

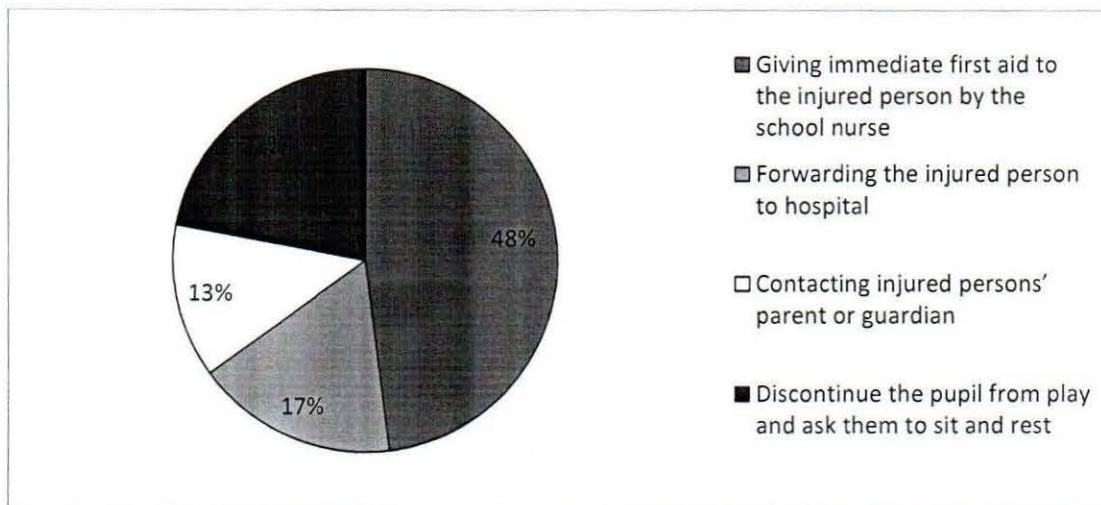


Figure 4.7 School emergency plans

From the data presented, all the teachers had some form of emergency plan in the event that an injury occurred. Twenty-two percent of the teachers stated that they discontinue the pupil from play, 48% stated that offered immediate first aid to the injured pupil, 17% stated that they forwarded the pupil to school nurse, and if necessary to the hospital, and 13% contact the injured pupils' guardians. From the findings it is evident that schools and teachers prepare themselves for emergencies in a number of ways, from conducting regular emergency specific drills to making sure infrastructure is up to the required standards. Emergency action plans are essential to manage injuries and illnesses in sport (Tanis & Hebel, 2016). Having an effective and working emergency plan in the event of an injury can greatly save the life of a victim enabling them to recover quickly and return to play after a short period.

Facility inspections are essential when conducting a sports safety audit in order to assess sports safety conditions. The Table 4.6 shows safety assessment practices teachers at the schools checked for during facility inspections.

Table 4.6 Facility inspections

Facility inspections	Frequencies.	percentages%
• Venues are checked before the school terms begin for cracks and other damages	70	29
• The playing surfaces are checked especially fields to assess their level and condition	65	27
• Fixed structures like goal posts are also inspected to assess if they need repairs or replacement	61	25
• Changing room floors, taps and doors are also checked at the beginning of every term and the necessary repairs and replacements carried out	46	19

According to the Table 4.6, 70 (29%) participants stated that venues were checked before the school terms began for damages, 65 (27%) stated that the playing surfaces were checked especially the fields to assess their level and condition. 61(25%) revealed that fixed structures like goal posts were inspected to assess if they needed repairs or replacement, and 46 (19%) stated that changing rooms, floors, taps and doors were also checked at the beginning of every term and the necessary repairs and replacements carried out. It was reported that these assessments were carried out at varying times during the academic calendar of the schools. From the findings of the study, all schools reported daily, weekly, monthly and termly assessments depending on usage of the facility and the nature of assessment that was being carried out. Frumkin, Geller, and Nodvin (2006) stated that regular school facility assessments enable teachers to discover defects and structural conditions that would compromise the safety of players in time for the necessary measures to be taken to prevent and or reduce the occurrence of injuries during sports. Figure 4.8 shows whether sports facilities were inspected, and when these inspections were carried out. Prior facility inspection plays a very crucial role towards the safety of its users. A proven way to reduce potential accidents and injuries is to work to eliminate the circumstances in

which accidents occur (Greene, 1985). It is important to identify risks, the areas with the highest accident potential like playgrounds, gymnasiums, athletic fields, and use school systems to protect against negligence charges by establishing policies and regulations addressing accident prevention (Greene, 1985). Through inspections, structural conditions and damages to facilities can be discovered and their level of risk to causing injury to users assessed and necessary measures taken to lower the level of risk.

4.4.1 Safety practices carried out before the start of sports lessons.

Safety of learners is ensured right before the start of sports lessons. The Table 4.7 shows the observed safety practices carried out before the sports lessons began.

Table 4.7 Safety practices carried out before the start of sports lessons

Practices		Yes		No	
		Frequencies.	Percentages%	Frequencies	percentages%
Environmental conditions	Playing during hot weather	150	62	92	38
playing surface conditions	Rough playing area	126	52	116	48
	Wet	46	19	196	81
Presence of safety & caution signs	Available	85	35	157	65
	Readable	57	67	28	33
Consent forms & participation agreements	Requested for	29	12	213	88
	presented	29	100	0	0
Ground marking/demarcations	Marked	182	75	60	25
Fire precautions and facilities	In place	36	15	206	85
Safety Education	provided	140	58	102	42
Pre participation medical assessment	Carried out	56	23	186	77
Sports facility risk assessment	Performed	116	48	126	52
Hazards and equipment defects	Checked for hazards & defects	152	63	90	37
Fixed playground equipment & Portable goal structures	Safe for use	206	85	36	15
Pupils dressing code	Appropriate and suitable	186	77	56	23
Changing rooms	Clean and dry	150	62	92	38
Sports first Aid kit	Available	131	54	111	46

From the data in Table 4.7, 150 (62%) teachers conducted their lessons during hot weather. The highest number of teachers observed conducted their lessons during hot weather which compromises safety as it promotes increased dehydration during sport. Francis(1984), stated that physical activity and sport in hot weather predisposes players to earlier onset intensive sweating that result into dehydration and exhaustion. He further stated that these bodily

characteristics compromise the players' safety by predisposing them to conditions like heat stroke, fainting and dehydration. It was also observed that 126 (52%) teachers conducted their lessons on rough or uneven playing surfaces that were unsafe for playing, whereas 46 (19%) carried out their lessons on wet muddy surfaces. The nature of the playing surfaces observed in all 126 schools that took part in the study was in a poor state in one way or the other either due to over use and, or poor maintenance. Playing surfaces were uneven with plenty of stones and ditches, and cracks especially in concrete floored facilities. This poor state of some of the facilities made them dangerous for use and their unevenness prevented water runoff especially on wet days which further exacerbated the situation by remaining wet and therefore slippery.

The presence of safety and caution signs like play safely, wear safety gear and deep water and shallow water demarcations at swimming pools was observed in only 85 (35%) of the 242 facilities that were observed, and only 57 (67%) were readable. The presence of visible and readable safety and precaution signs around sports facilities like a swimming pools, changing rooms and other sports facilities help with their proper use thus reducing on the number of injuries that would occur if they were absent.

Consent forms and participation agreements were requested for in only 29 (12%) out of the 126 visited schools, and they were all presented by the pupils before they engaged in any form of sport or physical activity. Due to the physical nature of some sporting and physical activities, consent forms were a requirement in some of the sports lessons. This is because such forms when signed off would help guarantee that the players' guardian or parent agrees with the nature of the activities engaged in by their children regardless of its safety. For

example, the parent would share responsibility in case of compromised safety of their children during the consented to activity.

It was observed that 182 (75%) teachers ensured the facilities they going to use were marked and, or demarcated. These enabled players to know how much space was need for the specific activity they were participating in, thus preventing them from over exerting themselves by going beyond the pre-drawn boundaries. For example, teachers were observed using half a football field for young players instead of the entire standard football field for older players. Fire safety precautions and facilities were present in only 36 (15%) out of 126 schools that took part in the study. Fire safety precautions and facilities are essential in any establishment especially if it is to be used by people. Emergency exits, fire extinguishers and water hydrants come in handy during emergencies like fire out breaks. 140 (58%) teachers before the start of their lessons provided safety education relating to the rules of the game, fair play, safety precautions, guidelines on proper equipment and facility usage, ensuring the safety of others and of themselves in and around sports facilities and equipment. This is because some sports activities, facilities and equipment can be dangerous if not carefully utilized. These may include swimming pools, changing rooms, javelins, shots, discui and activities like taekwondo, cricket and rugby. Schools have a responsibility of prevent injuries from occurring on school premises and during school sponsored events. Teaching pupils the skills needed to promote and prevent unintentional injuries and violence can achieve this (CDCP, 2001).

23% of all teachers carried out pre-participation medical assessment. Pre participation medical assessment if carried out can be one of the safety guards for players during sports and sport in schools. This is because some children could have underlying illnesses like

cardiac abnormalities, asthma, pneumonia, epilepsy, musculoskeletal abnormalities and or diabetes and even previous injuries which the teacher may not know about. Such physiological ailments greatly predispose a player to injury during sports and therefore prior knowledge about such conditions can be very beneficial to the teacher in deciding whether to involve a player in the sports lessons to ensure their safety. Knowledge from pre participation medical assessment also enables the teacher employ better protective behaviors for the player during sports participation and better injury assessment and management in the event of injury occurrence.

Sports facility risk assessment was performed by 116 (48%) teachers. Stacey (2008), stated that it is impossible to ensure a risk free environment, incidents will happen and emergencies will arise. It is a matter of how one prepares, responds and recovers to mitigate the consequences at a sporting venue. Teachers in charge of sports need to be aware of risk assessment methodologies to detect threats, identify vulnerabilities and reduce consequences. Information gathered through this process is extremely valuable for enhancing security and safety measures.

Equipment were checked for hazards and defects by 152 (63%) teachers. It is the teachers' responsibility and affirmative duty to ensure that the provided equipment is safe and not defective and that coaches should update their education through seminars and literature regarding new developments in equipment and training (Goplerud, 1989). Failure to check for defective equipment can compromise the safety of the players using them during sports by injuring themselves and, or others during play.

In 206 (85%) observed sessions, teachers used fixed playground equipment and portable goal structures that were safe for use. Fixed goal structures ought to be securely fixed in position, and moveable goal structures should be regularly inspected for any defects and repaired promptly. Padding on the goal structures can add on the safety of the players in the event that they collide with the goal structures during play. Poorly fixed or unsecured and unpadded goal can fall and cause injury to the players. Lack of the necessary safety equipment in the other 15% of the sessions could be attributed to negligence and inadequate resources to attain the equipment.

Sixty-two percent of the teachers ensured that their players used clean and dry changing rooms. Changing rooms can be a crucial area especially if both adults and children in a learning institution like a school use them. Regulations about usage and supervision of players should be in place to ensure that players are safe guarded from any form of injury, be it from fellow players, adults or the condition of the facility its self. Players should be supervised by an adult at all times while in the changing rooms, and the rooms should be kept dry and clean to prevent falling on wet slippery surface and also prevent the transmission of infections from one individual to another.

Some form of first aid kit was present during 131 (54%) of the sessions for use in case of emergencies like accidents. Schools and teachers play an important role in health and safety promotion and prevention of disease and accidents among children in schools. In many situations, the lack of knowledge leads to numerous problems such as a state of panic and incorrect handling. Sports are susceptible to situations in which players require emergency care because of injuries caused by the movement of the body and others (Rodrigues, 2016).

The availability and proper knowledge of use of a first aid kit may determine the degree of severity of the sustained injury.

4.4.2 Safety practices implemented during sports lessons

The table 4.8 shows the safety practices that were carried out during the sports lessons to ensure safety of the players.

Table 4.8 Safety practices implemented during the sports lessons

Activity	Practice	Yes		No	
		Freq.	%	Freq.	%
Arrival of players	Orderly	111	46	131	54
Warm up and stretching activities	Performed	242	100	0	0
	Appropriate	121	50	121	50
Rule modification	Modified to suit the players	70	29	172	71
Officials	Present	186	77	56	23
Personal protective equipment	Provided and utilized	75	31	167	69
	Appropriate	75	100	0	0
Playing equipment	Appropriate	196	81	46	19
	In good condition	177	73	65	27
	sufficient for all players	85	35	157	65
Regular rehydration	Rehydration done by players	106	44	136	56
Class sizes	Manageable	85	35	157	65
General supervision & evaluation	Carried out regularly	111	46	131	54
Incident reporting	Done by players	223	92	19	8
Injury management	Appropriate	85	35	157	65
Personal effects(jewelry)	Removed during sports	150	62	92	38
	lessons				
Training and conditioning	Carried out	116	48	126	52
	Appropriate for the activity	80	69	36	31

In 111 (46%) of all the observed lessons, arrival of players was orderly and disorderly in the remaining 131 (54%) lessons. Sports lessons are a time for fun for children in school. This therefore excites them and prompts them to run with excitement to the sports venues if not well supervised and monitored. This practice can be detrimental to the wellbeing of the players. In certain scenarios players may crowd and congest hallways and entrances to

sports venues in a hurry to get there first, which can result in stampedes and falls thus sustaining injuries. All observed lessons had some sort of warm up and stretching activities that were carried out to prepare for the more strenuous exercises. These preliminary activities were used to enhance physical performance and to prevent sports related injuries (Frank, 2012). These activities helped improve the safety of the players by delaying the onset of injuries. I.e. an increase in the joints range of motion due to flexibility that is a result of stretching, whereas the warm up activities bring about an increase in the sensitivity of nerve receptors thus increasing the speed of nerve impulses which improves musculoskeletal stability and balance thus reducing the likelihood of musculoskeletal injuries.

Rule modifications was carried out by teachers in 70 (29%) of the observed 242 lessons, and no rule modifications was observed in the remaining 172 (71) lessons. Due to the nature of the sport or physical activity, age and physical ability of the players being taught, there is always need to modify the rules to enhance learning while ensuring safety of the players. Failure to do so compromises the players' safety during sports. In 77% of all observed lessons, there was some form of officiating or an individual acting as an official to ensure fair play and that the rules of play were followed accordingly. This was normally done by the teacher and, or one of the players, who over saw the sporting activity while the other players were playing. Such practice helped the players learn the rules of play and safety. Personal protective equipment refers to any device worn or held by an individual for protection against one or more health and safety hazards. The most common forms used in schools include mouth guards, shin pads, helmets, padding and swimming goggles. In 75 (31%) lessons, protective equipment was provided and used, in the remaining 167 (69%)

lessons no protective equipment was provided or used by the players. Use of protective equipment is very essential in any sporting activity as this enhances safety, and its neglect would result in compromising the safety of the players. Failure to use such equipment could be due to lack of the equipment, and inadequate knowledge about safety. Teachers have a responsibility of ensuring that all players are protected using some form of protective gear. The teachers encouraging the players to use the available protective gear, or carry their own protective gear for use during sports can achieve this. In the lessons where protective equipment was provided and used, the equipment was appropriate for the activity. During 81% of the observed lessons, appropriate playing equipment was used, but it was in only 73% of the lessons where the used equipment was in good condition, used equipment was not sufficient for all the players in 65% of the lessons and they therefore had to work in groups to share the available equipment. Use of inappropriate equipment and equipment in poor condition not only increases the risk of injury but can also result in injury to the users. Therefore, appropriate recommended sport specific equipment should be used. Regular rehydration was carried out during 44% of the sports lessons and no regular rehydration was observed during 56% of the other lessons. Exercising children do not adapt as effectively as adults when exposed to a high climatic heat stress. This may affect their performance and wellbeing as well as increase the risk of heat related illnesses (climatic heat stress and the exercising child and adolescent, 2000). Regular rehydration is therefore crucial since players' bodies heat up and sweat intensely due to increased metabolism thus losing large volumes of water and salts from the body. During the research study, it was observed that 157 (65%) lessons were not manageable for the teachers due to the large class sizes, and only 85 (35%) were manageable. Large class sizes result into a lack of supervision as it is

difficult for the teacher to watch and assess very many players at a time. There is also limited field space and equipment. Such large class sizes result into conflict amongst players and injuries as an end result. In 111 (46%) lessons, there was regular supervision and evaluation because the classes were quite manageable. On the other hand, 131 (54%) of the lessons were not well supervised and evaluated due to the large classes and negligence of some of the teachers. Incidents tend to occur in activities where more than one individual is involved. During the study, in 223 (92%) of the lessons incidents were reported by the players whereas in 19 (8%) of the lessons incidents were not reported. In sports, these tend to be quite rampant due to the nature of the activities involved in, number of players and due to class management skills of the teacher. Incidents can vary in terms of duration and impact, some maybe discrete while others maybe protracted. It is therefore a teacher's responsibility to receive incident reports, manage them accordingly, mitigate solutions, and facilitate the return to normal operations in the class. Failure to address reported incidents normally results into players assaulting and injuring their colleagues.

It was observed that in 85 (35%) of the lessons injuries were managed appropriately, but not well managed in 157 (65%) lessons. Sport and sports involved body movements, use of equipment and contact; also, these activities can result into injury. The teacher's knowledge about injury management can determine the severity of an injury or emergency. It was observed that the level of lay knowledge of injury management was inadequate. The wearing of jewelry is normally restricted for health and safety reasons during sports lessons. These items represent a potential hazard not only to the wearer but also to others. Medical advice suggests that any jewelry worn during sports lessons is an unnecessary risk and should be avoided at all times. Serious accidents have occurred because of contact between

pupils wearing jewelry with other pupils or equipment thus damaging the wearer or others. During the study, it was observed that in 150 (62%) of the lessons the players removed their jewelry during sports lessons whereas 92 (38%) did not remove their jewelry. Training and conditioning are mainly carried out in sports to develop the skills, knowledge, capability, capacity, productivity and performance of the players. In the study it was observed that conditioning and training was carried out in only 116 (48%) of the lessons, and not in the other 126 (52%). Of all the lessons where training and condition was carried out, it was in 80 (69%) lessons where the trainings were appropriate and the remaining 36 (31%) of the lessons had inappropriate training and conditioning. The main objectives of training and conditioning in sport are to improve performance and prevent or reduce incidences of athletic injuries. Training and conditioning has a significant influence on lowering the incidence of injury in sport (Robert & Lisa, 2000). Inadequate training and conditioning would therefore predispose pupils to injuries due to unfitness.

4.4.3 Reporting of incidents during sports

Data on incident reporting during sports was sought through questionnaires and interviews. From the study, 213 (88%) teachers reported that their pupils reported incidences of accidents during sports, and 29 (12%) reported not having received any reports of incidents. Failure of players to report incidences during sports leads to the accumulation of unsorted grievances that give rise to conflicts among players. (Larry & David, 2013) stated that athletes will not report deficiencies or problems because they just want to play, and it is therefore the job of the leaders to utilize appropriate warnings and behavior signage and take action to mitigate any problems. Larry and David (2013) recommended designing an

accident report form for the learners to fill at the end of the session so that solutions for reported problems are sought and applied.

4.4.4 How accidents were prevented during sports

Accidents are unexpected and can occur to any individual, and at any moment during sport, measures to diminish the occurrence of accidents is therefore crucial.

Table 4.9 Accident prevention during sports

Accident prevention during sports	Frequencies.	percentages%
By taking breaks during sports lessons	34	14
Inspecting sports venues and facilities regularly	34	14
Briefing players about injuries and safety during sport	29	12
Encouraging fair play amongst players	27	11
Encouraging players to wear appropriate sports attire	27	11
Through regular supervision of sports lessons	24	10
Using age and size appropriate equipment	22	9
Inspecting and replacing faulty & damaged sports equipment	17	7
Modifying rules of play	12	5
Through regular rehydration	10	4
Medical checks before participation in sport	7	3

From the Table 4.9, 29 (12%) teachers stated to have used briefing players about injuries and safety during sport, 27 (11%) revealed that they encouraged fair play amongst players, 5% stated to have used modifying rules of play and 22 (9%) used age and size appropriate equipment to prevent injuries during sport. Fourteen percent of the teachers stated to have inspected sports venues and facilities regularly to prevent injuries, 17 (7%) teachers stated Inspecting and replacing faulty and damaged sports equipment, and 27 (11%) teachers encouraged players to wear appropriate sports attire. Four percent prevented accidents through regular rehydration, 34 (14%) stated taking breaks during sports lessons. 24 (10%)

stated using regular supervision of lessons, and 7(3%) used medical checks before participation in sport to prevent injuries. Preventing injuries to children especially debilitating and life threatening requires an awareness of where these types of injuries occur during the school days, and with addition to proper surfacing material and staff training, playground injuries could be reduced. Health educators need to investigate the types of playground injuries in current programs and develop a strategy to keep children health and active (OLsen, Hudson, & Donna, 2010). Failure to understand causes of injuries in sport makes their prevention difficult.

4.4.5 Management of sustained injuries during sports

Due to the fast, mobile and contact nature of sports, injuries are sustained and therefore their proper management is crucial in sport. The figure 4.9 shows how the teachers managed injuries sustained during sports.

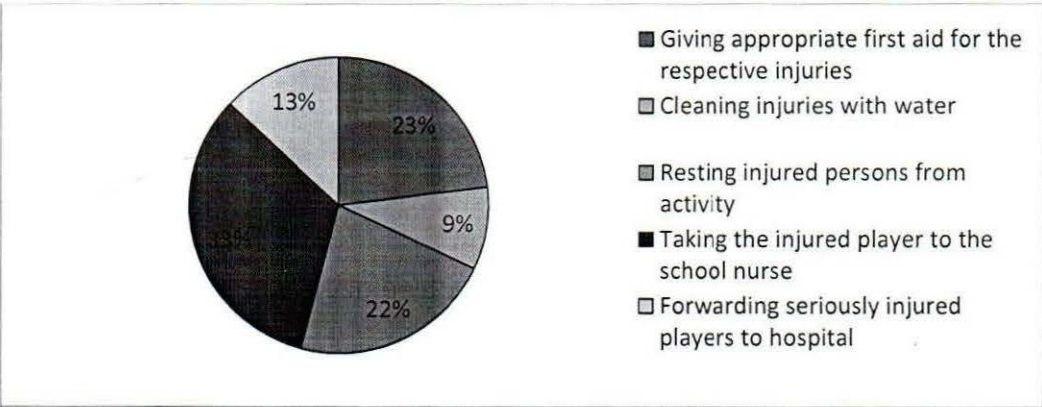


Figure 4.9 Management of sustained injuries during sports

From the figure 4.9, 56 (23%) teachers revealed that they gave appropriate*first aid for the respective injuries as a way of managing sustained injuries, 22 (9%) stated cleaning wounds with water, and 53 (22%) stated resting injured persons from activity. Thirty-three percent

of the teachers stated to have taken the injured players to the school nurse and 31 (13%) stated to have forwarded seriously injured players to the hospital. Regardless of the proactive strategies in place, athletic injuries will always arise. To ensure the safety of students in sports, a certified athletic trainer or teacher on staff or having a physician available at practices and games to oversee injury management is the best-case scenario (Faure & Pemberton, 2010). However, if a physician is not present it is important for the available teachers to be trained to identify and manage injuries. These situations will vary in nature and the students risk of further damage following an injury could potentially hinge on the care provided by the teacher within the first few minutes of the injury. Therefore, teachers have a responsibility of being trained in the basic immediate care for acute sports injuries (Goldman, 2016). Appropriate injury management and rehabilitation enables injured players recover quickly and return to their day-to-day learning activities of learning. Failure to avail immediate aid to injured students predisposes them to further injury and prolongs the time taken to return to normal activity.

4.4.6 After the sports lessons

After completion of a sports sessions learners can still get injured if not well cared for, measures should therefore be taken to ensure their safety.

The Table 4.10 shows the observed safety practices implemented by the teachers after the sports lessons had ended.

Table 4.10 Safety practices implemented after the sports lessons

Activity	Practice	Yes		No	
		Frequencies.	percentages%	Frequencies.	percentages%
Cool down and stretching activities	Performed	70	29	172	71
	Appropriate	56	80	14	20
Evaluation	Carried out	92	38	150	62
Equipment collection and storage	Collected	242	100	0	0
	Appropriately stored	157	65	85	35
Changing rooms	Appropriately utilized	56	23	186	77
Departure of players	Orderly	167	69	75	31

Cool down and stretching activities are very useful and essential at the end of every physical activity or sports lessons due to their many benefits, like lowering the body temperature back to normal, easing on fatigue and tension in the muscles and reduce blood pooling in the muscles. It was observed that in only 70 (29%) lessons were cool down and stretching activities carried out, and in the remaining 172 (71%) no cool down or stretching activities were observed. It was observed that players simply run away from the sports venue immediately the final whistle was sounded. Failure to carry out these essential activities could be due to inadequate knowledge about their importance or negligence of the teacher, and would result into a delayed offset of fatigue in the players, which would result into injury. In the lessons where cool down and stretching activities were carried, the activities were appropriate in 56 (80%) lessons. Lower limb injuries are greatly prevented through warmup and cool down activities (Twomey, Finch, & Roediger, 2009)

Evaluation is very crucial for both the player and teacher as it helps assess the progress of the players and the teachers, it also helps players when and how to improve their performance. Evaluation should therefore be carried not only at the end of the lesson but throughout the lesson to correct errors in performance. However, it was observed that in only 92 (38%) lessons were evaluations carried out by the teachers.

At the end of all the lessons observed, used equipment was collected for later use during other lessons or in the days to come. Storage of equipment was not appropriate at the end of 85 (35%) observed lessons. Uncollected equipment that is lying around the playing area can lead to injuries were players may step onto, fall onto or trip down. If not stored away for any reason, equipment should be collected and gathered together in one corner of the play area but not left laying all over the place. During storage, equipment should be store appropriately in a place where they would not be damaged, stolen or cause injury to any individual, suitably in a lockable facility. During the study it was observed that in only 56 (23%) lessons were changing rooms appropriately utilized, in the remaining 186 (77%) lessons the changing rooms were poorly utilized. At the end of the lessons, some players may need to use the changing rooms to ease themselves and or change into other clothing. Players are usually in a hurry to go the next lesson and they may therefore rush to and from the changing rooms, and in the process could fall and injure themselves and, or knock down others thus injuring them. Therefore, appropriate utilization of the changing rooms should be adhered to by the players for example by deterring them from running to and from the changing rooms through appropriate supervision by the teachers.

It was also observed that 167 (69%) lessons had their players departing in an orderly manner, however players departed in a disorderly manner in 75 (31%) of the lessons. The

orderly departure in the 167 lessons was due to good class management and supervision skills by the teacher, whereas the disorderliness was due to poor class management skills of the teachers conducting those classes. After sports, players are usually fatigued and exhausted from the intense workout, their coordination and balance may therefore not be at its best where by rushed and disorderly movements during departure from the lessons could result in injury. This therefore necessitates the teacher to have good class management skills before, during and after the lessons.

4.5 Factors affecting the implementation of safety practices

Data related to factors affecting the implementation of safety practices was obtained from questionnaires, interviews and observations.

Table 4.11 shows the factors affecting the implementation of the safety practices in sports.

Table 4.11 Factors affecting the implementation of the safety practices

Factors that affect the implementation of safety practices in sports	Frequencies	percentages%
Large class sizes during sports lessons	211	87
Quality of personnel handling sports lessons	167	69
Inadequate knowledge about safety in sports	150	62
Poor injury management	145	60
Sub-standard facilities and equipment	131	54
Social economic status of some schools	116	48
Social economic status of the pupils	111	46
Negligence of staff members	102	42
Negligence of school administrators to implement safety measures	97	40

From the Table 4.11, 211 (87%) stated large class sizes during sports lessons. Pupils who attended schools with a low student-to-physical educator ratio had more PE time and engaged in higher levels of physical activity during class time. Kathern, Leslie-Anne, and Betty, (2010), stated that the availability of a greater number of physical educators per

student was found to impact students' activity levels by reducing the amount of session time devoted to class management. 167 (69%) stated that the quality of personnel handling sports lessons affected the implementation of the safety practices, 150 (62%) stated that inadequate knowledge about safety in sports, and 145 (60%) stated that poor injury management affected safety practice implementation. To ensure that the personnel teaching sports are of sound quality, knowledgeable about safety and proper injury management in sport, schools must have and or develop policies that would help ensure that students undertake physical education and sporting activities safely. From the 'School Policy Advisory Guide 2018' for example, relevant references and sporting associations should be referred to so that the correct safety precautions are followed, teachers having the recommended qualification and experience in sports education, and following standard precautions and safety measures to minimize any potential risks to students. Furthermore, 131 (54%) of the participants stated that sub-standard facilities and equipment affected the implementation of safety practices. Swan, Otago, and Finch (2009), stated that sports safety is influenced by the presence of sports ground environmental hazards such as ground hardness and roughness, poorly maintained play facilities and damaged equipment. 102 (42%) participants stated that negligence of staff members affected implementation and 97 (40%) stated that negligence of school administrators to implement safety measures. It is worth noting that today, people are becoming more aware of their rights under the law. This has further awakened the need to ensure that Physical Education teachers are made to know the legal implications of negligently caused injuries in P.E class and also fashion-out "preventive mentality" in respect of these injuries. Unfortunately, it has been discovered that sports law is not included in the curriculum of physical Education. Legal issues in Physical Education are

very germane to physical activity development; P.E. teachers should therefore be involved in studying laws that are related to P.E (Alla & Alayode, 2012). This is because undermining these legal issues may have negative consequences on Physical Education development. Physical Education teachers need to be very conscious of their activities in P.E lesson so that they will not be liable. It is very important that P.E teachers at various levels are well-tutored in the area of legal liabilities in physical education and to achieve this, laws related to physical education and Sports must be included in the curriculum of P.E at the undergraduate level, P.E teacher should consider age (Chronological and training age), sex, and developmental level of learners, P.E. teacher must be present and punctual for practical lessons where items of equipment are to be used by students and equipment must be removed from the playground and properly stored under lock and key (Alla & Alayode, 2012).

4.5.2 Other factors affecting the implementation of safety practices

Other factors that affected the implementation of safety practices are presented in Table 4.12

Table 4.12 Other factors affecting the implementation of safety practices

Causalities	Frequencies.	%
High cost of hiring qualified staff to conduct sports lessons	201	83
Social economic status of the schools	177	73
Poor time tabling and lesson time allocation	150	62
Lack of sufficient sports teacher training	140	58
Low remunerations and wages for services rendered.	136	56
High cost safety equipment	126	52
Unwillingness of persons in charge to fund sports activities	116	48
Lack of adequate knowledge about safety	97	40

From Table 4.12, the high cost of hiring qualified staff to conduct sports lessons was stated by 201 (83%) participants, social economic status of the schools was stated by 177 (73%) participants, and 126 (52%) participants attributed the cause of the factors affecting safety practice implementation to the high cost safety equipment. Unwillingness of persons in charge to fund sports activities was stated by 116 (48%) participants, 140 (58%) stated lack of sufficient sports teacher training and 97 (40%) stated lack of adequate knowledge about safety. Fifty-six percent stated low remunerations & wages for services rendered, and poor timetabling lesson time allocation was stated by 150 (62%) participants as the causes that affect the implementation of safety practices in sports. Vidmar (1992) stated that a good knowledge of the causes of sport injuries improves the possibility of preventing them. This therefore implies that if the teachers and school administrators are aware of the causes of sports injuries, they should be able to come up with strategies to counter or remedy these causes so as to ensure the safety of learners during sports.

4.6 Strategies designed to ensure safety in sports

From the study, strategies to ensure the safety of learners during sports were proposed by the participants. These are presented in the Table 4.13.

Table 4.13 Strategies to ensure safety in sport

Strategies that can be designed to ensure safety in sport	Frequencies.	percentages%
Prevention strategies		
Maintaining facilities & equipment in safe condition	232	96
Inspecting venues before start of sports activities	211	87
Use of safe appropriate equipment during sports	191	79
Sensitizing pupils about safety in sport through safety education	167	69
Requesting for parental consent forms for children's participation in sports	167	69
Putting up readable caution signs about safety	140	58
Seminars & workshops for teachers about safety and injury management	136	56
Replacing damaged and faulty equipment	121	50
Mandatory medical assessments & checks before participating in certain sports	111	46
Giving circulars to parents about the requirements for their children's participation in sports	90	37
Management strategies		
Availing first aid kits during sports lessons	172	71
Proper injury management during sports	157	65

As indicate in Table 4.13, out of 242 participants 232 (96%) participants stated maintaining facilities & equipment in safe conditions, 211 (87%) stated inspecting venues before start of sports activities as strategies designed to ensure safety and 191 (79%) participants stated use of safe appropriate equipment during sports. 172 (71%) stated availing first aid kits during sports lessons, 167 (69%) participants stated sensitizing pupils about safety in sport through safety education, 157(65%) participants stated proper injury management during sports as one of the strategies. 140 (58%) stated putting up readable caution signs about safety. Teachers should make suggestions in creating and implementing an effective playground

injury prevention plan (PIPP) at their schools (Olsen, 2008). This is because providing a safe educational outdoor environment is crucial for children. 136 (56%) stated seminars & workshops for teachers about safety and injury management as strategies. These measures would ensure that both the pupils and teachers are aware of the importance of safety in sports and act accordingly not to compromise it, whereas 121 (50%) participants stated replacing damaged & faulty equipment as strategies to ensure safety. Facilities and equipment that are in good condition enhances the safety of pupils as they would not cause physical injury to pupils. These would ensure that learners are constantly reminded about their own safety and that of others in sport. Furthermore, giving circulars to parents informing them about the requirements for their children's participation in sports was stated by 90 (37%) participants.

Mandatory medical assessments and checks before participating in certain sports was stated by 111 (46%) participants. Sixty-nine percent stated requesting for parental consent forms for their children to participate in certain sports as strategies designed to ensure safety. Toomas (2006) stated that while injury prevention entails the implementation of specific interventions in terms of structural or educational measures, sports safety promotion includes also the antecedent and wider campaigns that are required to succeed with these measures. He further stated that comprehensive sports safety promotion programs thus require that the perspective on the sports injury problem is made broader than consideration of the individual athlete. Toomas (2006) also stated that involvement in sports safety issues from the sports federations and ministries that formulate policies and allocate resources is necessary for coordinated implementation of program actions. He stated that the authorities responsible for sports facilities and legislations in the civil society also need to be included,

because of the fact that they control many of the central safety determinants in the sporting environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of findings

5.1.1 Findings on safety practices implemented to ensure the safety of players

Study findings revealed that safety policies and guidelines were put in place by the Ministry of Education and Sports as a regulation to be followed and implemented by all school institutions and teachers respectively to ensure the safety.

It was found that from the targeted 278 teachers, 242 that were involved in sports ensured the safety of their learners in one way or the other, through various practices that were implemented during sports lessons. These included pre-lesson facility safety assessments to ensure that facilities were safe to use before lessons began, safety education to learners through safety drills and safety clinics, using appropriate equipment and facilities, rule modifications to suit the varying ages of learners, proper injury management, regular supervision of sports lessons, to post lesson activities like equipment collection and storage, locking and securing away sports facilities and equipment, all of which if not performed would compromise the safety of learners thus leading to accidents and injuries.

It was also found that despite the teachers' knowledge of the usefulness of safety during sport, 78 (62%) schools did not arrange safety classes which meant that their teachers were not adequately implementing the practices necessary for promoting and ensuring the safety

of their learners. This inadequacy and failure to implement the safety practices was contributed to the prevalence of injuries occurring to primary school pupils during sports lessons.

5.1.2 Findings on factors affecting the implementation of safety practices during sports

The study found that large class sizes during sports lessons hindered adequate implementation of safety practices in sports. These large classes were mainly a result of poor time tabling and lesson time allocation by the school administrators. Such class size impacted negatively on the available sports resources like facilities, equipment and sports teachers rendering them inadequate. This hampered the teachers' ability to implement sports safety through practices like availing safety gear and equipment for all pupils, regular supervision of players and better class management.

The quality of personnel handling sports lessons affected the implementation of safety practices. It was found that the 167 (69%) teachers were not competent enough in the implementation of their duties as sports teachers. This was mainly attributed to having low qualification levels in the field of sport, insufficient knowledge about safety in sports, poor remuneration and low wages, all of which led to negligence and poor injury management practices.

Poor injury management was one of the factors that affected the implementation of safety practices. This was due to the poor quality of personnel handling the sports lessons and their lack of knowledge about proper safety precautions and injury management in sports. This therefore compromised the safety of the learners during sport.

And the substandard equipment and facilities in most schools were found to predispose learners to risk of injury thereby compromising their safety during lessons.

5.1.3 Findings on strategies designed to ensure the safety of players during sports

The study found that there were strategies designed by school administrators and teachers basing on the guidelines, policies and recommendations of the ministry of education and sports to ensure the safety of players during sports. These included maintaining facilities and equipment in safe conditions, and replacing damaged and faulty equipment, using appropriate equipment during sport and inspecting venues before start of sports activities. Re-training of teachers and sports coaches through seminars and workshops on safety and injury management.

Others included increasing class supervision by teacher, better subject timetabling and time allocation, dealing with indiscipline cases promptly, regular training and conditioning activities to strengthen the pupils' bodies, encouraging short breaks during play, sensitizing players about safety in sport through safety education session, proper injury management, better equipment collection and storage, demarcating play areas and pinning up safety and caution signs.

5.2 Conclusions

The study was conducted because there was limited information relating to the practices put in place to ensure safety during sports in Kampala district. From the findings of the study, it can be concluded that safety policies and guidelines for ensuring the safety of learners in sport are in place as a regulation. Safety practices are implemented by teachers in one way or the other to ensure the safety of their learners i.e. by employing more qualified teachers to

increase the teacher-to-student ratio, maintaining facilities and using standard equipment, sensitizing learners about safety and improving injury management practices. Incompetent staff, negligence and large class sizes are some of the factors that affected the implementation of safety practices in sport. Strategies like use of appropriate equipment and maintaining facilities, retraining teachers through workshops and seminars on safety and proper injury management as measures of ensuring and improving the safety of learners in school sports.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made;

5.3.1 Recommendations for practice and policy change;

The Ministry of Education and Sports should ensure that set safety policies and guidelines are enforced in various schools' country wide through regular inspection of schools.

School administrators should ensure that they have a safety management system in place which should be benchmarked using the skills in sports safety and injury management implemented by qualified and competent staff.

All teachers handling school children in sports should be aware and conscious of sports safety. This can be attained through training and education through workshops and seminars on safety in various sporting disciplines.

It is recommended that all school administrators adopt a risk assessment checklist to assess the risks associated with sports activities carried out in their schools.

5.3.2 Recommendations for further research;

Nationwide assessment of injury surveillance in schools.

Sport, age and sex specific incidences of sports injuries in Uganda.

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APPENDICES

Appendix I LETTER OF RECOMMENDATION

KYAMBOGO

P.O Box 1 Kyambogo
KAMPALA - UGANDA



UNIVERSITY

Phone: 285001/2
DIR Line: 285272
Fax No: 256-041-220464
E-mail: sportsci@kyu.ac.ug

FACULTY OF SCIENCE
Department of Sportscience

27th February 2017

TO WHOM IT MY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER

This is to introduce LUKANGA JULIUS CASAR Reg.No. 14/U/12901/GMSS a post graduate student of Kyambogo University pursuing a Master of Science in Sports Science.

He/she is conducting research entitled:

Assessment of safety practices in prevention and
Management of sports injuries in primary schools in
Kampala district

The purpose of this letter is to introduce the student and request you to assist him/her in collection of data for research in your organisation.

Looking forward to your cooperation.

Dr. Constance Nsibambi
Head of Department

Appendix II Observation checklist on physical education and sports safety practices

Tick in the box with the observed condition

Date..... Time.....

1 Before start of physical education and sports session

Environmental conditions	Hot weather	Yes	No
playing surface conditions	Rough playing area	Yes	No
	wet	Yes	No
Presence of safety and caution signs	Available	Yes	No
	Readable	Yes	No
Consent forms and participation agreements	Requested for	Yes	No
	presented	Yes	No
Ground marking	marked	Yes	No
Fire precautions	In place	Yes	No
Safety Education	provided	Yes	No
Medical condition assessment	Carried out	Yes	No
Sports facility risk assessment	Performed	Yes	No
Hazards and equipment defects	Checked for hazards and defects	Yes	No
Fixed playground equipment	Safe for use	Yes	No
Portable goal structures	Safe for use	Yes	No
Equipment inspection	Carried out	Yes	No
Students dressing code	Appropriate and suitable	Yes	No
Changing rooms	Clean and dry	Yes	No
Sports first Aid	Available	Yes	No

2 During physical education and sports session

Arrival of players	Orderly	Yes	No
Warm up and stretching activities	Performed	Yes	No
	Appropriate	Yes	No
Rule modification	Modified to suit the players	Yes	No
Officials	Present	Yes	No
Personal protective equipment	Provided and utilized	Yes	No
	Appropriate	Yes	No
Playing equipment	Appropriate	Yes	No
	In good condition	Yes	No
	sufficient for all players	Yes	No
Regular rehydration	Rehydration done by players	Yes	No
Class sizes	Manageable	Yes	No
General supervision and evaluation	Carried out regularly	Yes	No
Incident reporting	Done by players	Yes	No
Injury management	Appropriate	Yes	No
Personal effects (jewelry)	Removed during PE sessions	Yes	No
Training and conditioning	Carried out	Yes	No
	Appropriate for the activity	Yes	No

3 After the physical education and sports session

Cool down and stretching activities	Performed	Yes	No
	Appropriate	Yes	No
Evaluation	Carried out	Yes	No
Equipment collection and storage	Collected	Yes	No
	Appropriately stored	Yes	No
Changing rooms	Appropriately utilized	Yes	No
Departure of players	Orderly	Yes	No

Appendix III Questionnaire on Physical Education and Sports Safety Practices

Date..... Time.....

1. What do you know about safety in relation to physical education and sports?

.....
.....

2. What practices are being implemented to ensure safety during physical education and sports in your school?

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.....
.....

3. What factors affect the implementation of the safety practices in physical education and sports in your school?

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4. What are the possible causes for the factors that affect the implementation of safety practices during physical education and sports in your school?

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5. What strategies can be designed to ensure safety during physical education and sports in your school?

.....
.....

Appendix IV Interview questionnaire on physical education and sports safety practices

1. How do you ensure safety during PES?
2. What kind of PES safety program does the school have in place if any?
3. What is the school's policy on safety of players during PES?
4. Are safety classes/trainings organized in the school? Describe how.
5. What type of injuries are sustained in sports?
6. How do you deal with injuries experienced during PES sessions?
7. What causes injuries in your PES sessions?
8. Do the players report injuries?
9. How do you Prevent injuries during PES sessions?
10. How do you manage sustained injuries during PES?
11. What is the school's emergency plan in case of accidents that may result into injury?
12. Do you use Personal protective equipment during PES sessions? Briefly explain how you use this equipment to ensure safety of your players.
13. What control measures do you have in place to deter risk behaviors, prevent accidents and injuries?
14. Are facilities inspected regularly? Briefly explain how this is done.