

**INSTITUTIONAL SUPPORT AND PERFORMANCE OF STUDENTS IN
CO-CURRICULAR SPORTS ACTIVITIES IN SECONDARY
SCHOOLS IN MAKINDYE EAST CONSTITUENCY,
MAKINDYE DIVISION, UGANDA.**

BY

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DECLARATION

I, Harriet Businge, declare that this dissertation titled “*Institutional Support and Performance of Students in co-curricular Sports Activities in Secondary Schools in Makindye East constituency, Makindye Division, Uganda*” is a personal effort which has not appeared anywhere for a qualification award.

Signature:

Date:

APPROVAL

This dissertation titled “*Institutional Support and Performance of students in co-curricular sports activities in secondary schools in Makindye East constituency, Makindye Division, Uganda*” has been developed by Harriet Businge under our guidance.

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DEDICATION

I dedicate this dissertation to my parents, the late Dad Mr. Nyendwoha Charles and Mrs Nyendwoha Rose for the daily encouragement they used to give me with their slogan “*Let the sky be the limit.*” My brothers Steve, John and Charles and Sisters Noel, Monica and Rose and my dear family for endurance

May God reward you abundantly.

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ABBREVIATIONS

CVI	Content Validity Index
KCCA	Kampala Capital City Authority
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCS	National Council of Sports
PTA	Parents Teachers Association
S.S	Secondary School
UNEB	Uganda National Examination Board
USA	United States of America

ABSTRACT

The study sought to determine the relationship between institutional supports on student performance in co-curricular sports activities in secondary schools in Makindye East constituency. The study's overarching objectives were to ascertain the association between funding and students' performance in co-curricular sports activities, to assess the association between infrastructural facilities and students' performance in co-curricular sports activities, and to ascertain the association between staff involvement and students' performance in the co-curricular sports activities in secondary schools in Makindye East Constituency. Cross-sectional correlational and survey research methods were used in the study. Both a qualitative and a quantitative approach were used in the mixed strategy. 193 respondents provided the data that was gathered. Self-administered research questionnaires were used to collect the study participants' quantitative data, while focus groups and interviewing tools were used to gather the respondents' qualitative data. Standard deviations, means, and frequencies were used in descriptive analysis. To compare the means of the respondents in relation to students' performance in co-curricular sports activities, one-way ANOVA was used to compare the means of the respondents and Pearson's correlation was used to examine the relationship between the study variables and independent sample t-test results. The use of content analysis was used to analyse qualitative data. The study findings showed a statistically significant negative difference in the rating of the students' performance in co-curricular activities based on gender; and statistically significant based on the variable of age and no statistically significant difference based level of education. The study also found out that there is a statistically significant positive relationship between the variables of, funding; infrastructural facilities; staff involvement and performance of students in co-curricular sports activities. Basing on the finding it was concluded that secondary schools in Makindye East constituency need to improve on the funding, infrastructural facilities and staff involvement so as to improve on students' performance in co-curricular sports activities; thus achieving students' holistic development. Among the key study recommendations are the following; schools should enforce performance of students in the co-curricular sports activities through improving infrastructural facilities for co-curricular sports activities. This can be achieved through constantly renovating and managing school infrastructures that support co-curricular sports in the schools.

CHAPTER ONE INTRODUCTION

1.0 Introduction

The study set out to investigate the relationship between institutional support and the performance of students in co-curricular sports activities in secondary schools in Makindye East Constituency, Makindye Division, Kampala Capital City Authority [KCCA], Uganda. This section therefore starts with the study background, statement of the problem, purpose of the study, specific objectives, research questions, conceptual framework, scope of the study and the significances.

1.1 Background to the Study

The study background is divided into historical perspective, theoretical perspective, conceptual perspective and contextual perspective on the institutional support and performance of students in co-curricular sports activities.

1.1.1 Historical Perspective

The inception and provisions of co-curricular and extra-curricular programs in elementary schools and higher institutions of learning was conceived in the United States of America after World War II and then later spread to other countries like Jamaica, Brazil, Spain, Germany, England and China among others (Bilgin & Demirer, 2012). Similarly, Brazil has nurtured several well-known professional footballers; show-casing their talent in the famous European football clubs (Jamalis & Fauzee, 2007). This, in turn, earns foreign exchange thus being repatriated back to their country. Co-curricular pursuits are prioritized in Australia alongside the academic program to foster children's multifaceted development. Co-curricular sports, according to the Australian government, give students freedom and a chance to express themselves outside of the confines of the curriculum. These activities are frequently

essential for students' social and emotional wellbeing because they allow them to let go of excess energy (Acquah and Anti Parsley, 2014).

In developing countries of Africa, a study carried out by Chege (2013) in Kenya indicated that, there is a substantial number of co-curricular sports activities done in schools and their implementation is inclined on many factors. These include; resource allocation, pre-planning of the activities, training of students and patrons as well as monitoring and evaluation of these activities. Besides, other functions include; traditional function of entertainment and leisure.

In Uganda, according to the Ministry of Education and Sports report (MoES, 2016a); in addition to classroom space, each licensed school in Uganda has at least 5 acres of land available for the construction of sports and athletic facilities. This is done in the spirit of encouraging co-curricular sports activities, which have been integrated into the educational process. However, researchers like Ongonga (2010), McNally (2013) and Newman (2015) have observed that students' performance in co-curricular sport activities is lacking since it is not fully supported by the government and yet its contribution to the students' self-concept has not been visibly expressed to the educationalists, teachers, students and parents. Though limited research has been conducted to establish the influence of institutional support on students' co-curricular performance in sports, save for Derrick Bengo (2018) who carried out a study on 'female students' perceptions on sports activities at the university'.

1.1.2 Theoretical Perspective.

This study was guided by the path-goal theory of Robert House in 1996. House's theory advocates servant leadership; through four important leadership behaviours within path-goal theory: directive, supportive, participative and achievement oriented - in which leadership in the institution is not viewed as a position of power; rather, leaders act as coaches and facilitators to their subordinates to achieve the expected performance (House, 1996 &

Northouse, 2021). The basic idea behind path-goal theory is describe as “how leaders can help followers along the path to their goals by selecting specific behaviours that are best suited to followers’ needs and to the situation in which followers are working” (Northouse , 2021 p. 133).

As for the sports in the institutions like schools, there is a question of how can an administrator, a teacher or a coach in a leadership position help their sports students like; foot ballers, basket ballers, volley ballers and netballers achieve their short- or long-term goals by putting them in a situation where they can improve co-curricular sports activities and thrive in order to see results. Thus, the study adopted the path-goal theory because it provides different leadership/ management contingency model which are based on the beliefs that an individual’s motivation depends on the expectations thus spending more effort to achieve better performance could be successful (House & Mitchell,1974).

1.1.3 Conceptual background

This study focused on two key variables which are; Institutional Support as the independent variable (IV) and Performance of students in co-curricular sports activities as the dependent variable (DV). This study looked at the following co-curricular sports activities; football, basketball, netball, and volleyball performance since they are the most widely engaged in by the schools (Okello, 2010). Scholars define performance in co-curricular differently.

For example, Kamau et al (2020) defined it as a result of output derived from input by the students in schools through involving in competitive sports activities. Such outputs include; position (standing), winning of trophies, acquisition of medals and number of games played.

However in the study, performance of students in co-curricular sports activities is explained as the output delivered from inputs by the students in schools through getting involved in

competitive sports as reflected by; position standing, winning trophies, acquisition of medals and number of games played.

According to Kleitman (2012), Institutional support refers to the input of the schools' administration in ensuring excellent performance by students in co-curricular activities in their respective schools and institutions of learning. Therefore, these can be done through funding, training facilities and staff involvement.

The definition of Institutional support in this study is defined as the effort of the school administration in making sure there is excellence in performance by students in co-curricular sports activities in their respective schools and institutions. Such efforts involve; funding, infrastructural facilities and staff involvement in co-curricular sports activities.

According to Mahoney (2011), co-curricular is referred to out-of-class activity, supervised and financed by the school which is not part of the curriculum but provides curriculum-related learning and character-building experiences.

In this study, co-curricular sports was conceptualized as the out-of-classroom programme activities done by students that enable them to develop their talents specifically limited to; football, netball, basketball and volleyball.

On the other hand, according to Jim, (2023); koudelkovi &kosova ;(2022), sports are human activities involving physical exertion and skills as the primary focus of the activity, with elements of competition which leads to final performance where rules and pattern of behaviour governing the activity exist formally through organisations and is generally recognised as sports. In this study, sports is also defined as such outputs which include individual and team position (standings), winning of trophies, acquisition of medals and number of games played Kamau et al. (2020).

Further, the definition of sports was guided by Jim, (2023) and Koudelkovi and Kosova (2022) as any physical activity done by a person aiming at attaining skills in which an individual or a group competes with others in sports specifically limited to; football, netball, volleyball and basketball. Therefore, performance in sports activities involves measuring success or achievements such as winning trophies, winning medals, attaining position and setting records right.

1.1.4 Contextual Perspective.

The study was carried out in Makindye East Constituency, Makindye Division, Uganda. Makindye East Constituency comprises of 8 parishes that house a number of prominent secondary schools. These are traditional schools that are known to be the best performers in Copa Coca-Cola games like football, basketball, netball, volleyball among other sports activities. According to the Ministry of Education and Sports report (MoES, 2015), through the NCDC, urged schools to re-establish co-curricular activities in the learning process, there is inadequate support of co-curricular activities by school administration in terms of funding, training facilities and staff involvement thus results into low students' performance in co-curricular sports activities in Ugandan schools, Makindye East constituency in particular.

However, information gathered from KCCA (KCCA Profile, 2018) shows that in Makindye East Constituency, Makindye Division is gifted with educational institutions that get involved in competitive sports. The performance of such schools has been declining compared to those who have been regularly winning in Copa Coca-Cola trophies at the expense of Makindye Division schools (Okello, 2010). The declining numbers of performers in Makindye East constituency has influenced a researcher to raise concern, for this reason that is why there is need to establish the relationship between institutional support and students' performance in co-curricular sports activities in Makindye East Constituency, Makindye Division, KCCA.

1.2 Statement of the Problem

Co-curricular sports activities are acknowledged as a foundation of enriching and vitalizing the school curriculum, especially through the fostering of hobbies, interests, among others (Acquah and Anti Parsley, 2014). Many stakeholders in education institutions in Makindye East constituency tend to think that involvement in co-curricular sports activities encroaches on the study time unnecessarily since there is inadequate support of co-curricular activities by school administration in terms of funding, training facilities and staff involvement; that results in students' low performance in co-curricular sports activities in Makindye East constituency in particular (Okello 2010). This is also observed in the Education reports (2015 and 2018) which reveal that, 'Time tables that allocated 90% of the school time to academics and 10% to co-curricular sports activities, students' personal administration and resting; thus leaving little or no time for co-curricular activities specifically sports. Despite the Government effort to empower institutions to conduct and embrace co-curricular sports activities in schools through the ministry of Education and sports since it encouraged all licenced schools in Uganda to have at least 5 acres of land available for the construction of sports and athletics facilities (MoES, 2016), there is still low performance by students in local and national sports events like the Copa Coca-Cola tournaments in Makindye East constituency (NCS Report, 2017) and Makindye Division Education Office(2019). If such a situation is not checked, most talents will go into oblivion and this will hinder the nurturing of the talents thus propelling the low performance in co-curricular sports activities in secondary schools in the Constituency. In order to close the gap, this study intended to investigate how institutional support influences students' performance in co-curricular sports activities in secondary schools in Makindye East Constituency.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between institutional support and performance of students in co-curricular sports activities in secondary schools in Makindye East Constituency.

1.4 Objectives of the Study

- (i) To establish the relationship between funding and performance of students in co-curricular sports activities in secondary schools in Makindye East Constituency.
- (ii) To assess the relationship between infrastructural facilities and performance of students in co-curricular sports activities in secondary schools in Makindye East Constituency.
- (iii) To establish the relationship between staff involvement and performance of students in co-curricular sports activities secondary schools in Makindye East Constituency.

1.5 Research Hypotheses

- H1: There is a significant positive relationship between funding and performance of students in co-curricular sports activities in secondary schools in Makindye East Constituency.
- H2: There is a significant positive relationship between infrastructural facilities and performance of students in co-curricular sports activities in secondary schools in Makindye East Constituency.
- H3: There is a significant positive relationship between staff involvement and performance of students in co-curricular sports activities in secondary schools in Makindye East Constituency.

1.6 Scope of the Study

The scope included content, geographical and time factors of the study.

1.6.1 Content Scope

The study looked at two variables; students' performance in co-curricular sports activities (DV) and institutional support (IV). The DV was conceptualized as position (standings), winning of trophies, acquisition of medals and number of games played. The IV was conceptualized as funding of co-curricular sports activities, infrastructural facilities and staff involvement in co-curricular. The researcher hypothesized a direct influence of the IV on the DV. This study aimed at investigating the relationship of institutional support on performance of students in co-curricular sports activities like football, basketball, netball, and volleyball performances as the main co-curricular sports because these activities not only attract a considerable number of participants but also foster sense of unity and purpose; social support; gender Equality; and good health of learners; for example the annual Copa Coca-Cola championship in Uganda (Okello, 2010).

1.6.2 Geographical Scope

The study was conducted in Makindye East constituency. Makindye Division is in the South Eastern corner of the city, bordering Wakiso District to the south and west. The Eastern boundary of the division is Murchison Bay, a part of Lake Victoria. Nakawa Division lies to the North East of Makindye Division. Kampala Central Division lies to in the North and Lubaga Division lies to the North West. The coordinates of Makindye Division are: 0°17'00.0"N, 32°35'00.0"E (Latitude: 0.283334; Longitude:32.583334). Makindye, where the divisional headquarters are located, sits approximately 6 kilometers (3.7 miles), by road, South East of Kampala's central business district. It was undertaken in Makindye East Constituency because Makindye East houses some historically prominent schools that have culturally been involved in various co-curricular sports activities especially in Copa-Coca-Cola. Also, the constituency provides big and small schools that have persisted in competing in the various sports activities. Further, schools in Makindye East constituency used to

perform well in the previous years and could bring trophies, but later, their performance declined. For example, Kibuli secondary school won 2014 Copa Coca-Cola competitions in football but later, her performance declined (Makindye Division Education report 2019). Thus, this investigation became inevitable as above information would be accessible and guide the researcher in the investigations.

1.6.3 Time Scope

The study looked at the period between 2015-2019 because it was the time during which the Ministry of Education through the NCDC re-established the inclusion of different co-curricular activities into the national curriculum so as to improve performance of students in co-curricular sports activities.

1.7 Significance of the Study

This study may inform schools top administrators, teachers, and coaches on how to improve the students' performance in co-curricular sports activities through increasing funding, staff involvement and improving infrastructure directed towards co-curricular sports activities. To policy makers, the findings of the study may provide a basis for effective policy formulation on school institutional support towards improving on students' co-curricular sports activities. To the community, the researcher may disseminate information from this study through publications and making presentations. Theoretically, the study also has advanced relevant contentious areas of institutional support that can be studied in future by other researchers to perfect co-curricular sports activities.

1.8 Conceptual Framework

A conceptual framework is a detailed explanation of the relationship between the variables of the; winning of trophies, scoring, attaining positions and setting records. For the case of this

study, the framework will consist of institutional support as the IV and students' performance in co-curricular sports activities as the DV.

Figure 1.1: Conceptual Frameworks on institutional support and performance of students in co-curricular sports activities.

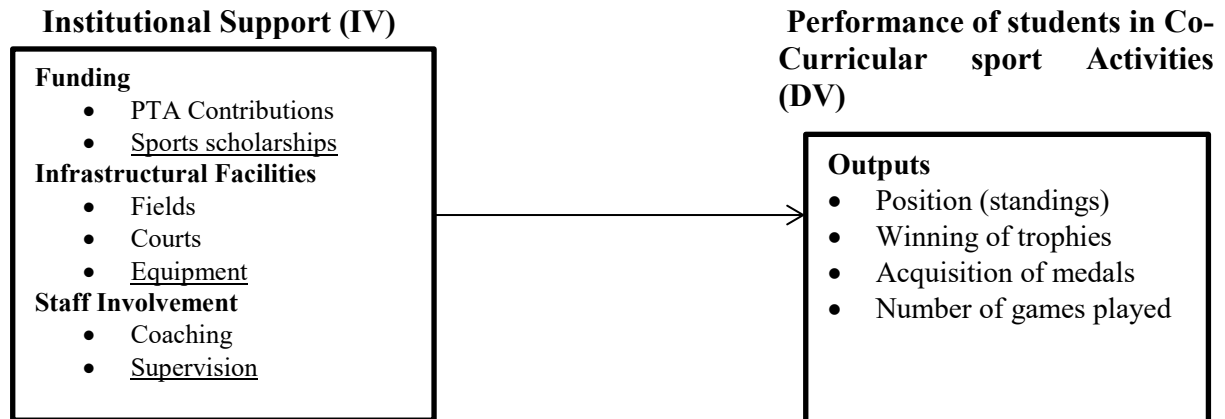


Figure 1.1: Conceptual Framework on Institutional Support and Performance of students in co-curricular sports activities. Source: Concepts adapted and modified from (Kleitman, 2012) and Kamau et al. (2020).

Figure 1.1 above, shows that there are various support mechanisms provided by the institution to improve performance of students in co-curricular sports activities and include; funding, provision of infrastructural facilities, staff involvement, among others (Kleitman, 2012). These activities when supported well by the institution may lead to performance of students in terms of; position attained, winning of trophies, acquisition of medals, number of games played, among others (Kamau et al. 2020).

1.9 Justification of the Study

In the spirit of encouraging co-curricular sports activities, which have been integrated into the educational process; in addition to classroom space, the Ministry of Education and Sports provided to each licensed school in Uganda have at least 5 acres of land available for the construction of sports and athletic facilities (MoES, 2016a). However, researchers like Ongonga (2010), McNally (2013) and Newman (2015) observed that student performance in co-curricular sports activities is lacking since it is not fully supported by the government and

yet still, its contribution to the students' self-concept has not been visibly expressed to the educationalists, teachers, students and parents. Without sufficient research to quantify the impact of institutional support on co-curricular sports activities, most of the students' talents will go into oblivion and this will hinder the nurturing of the talents thus propelling low performance in the co-curricular sports activities in secondary schools in the Constituency (NCS Report, 2017). In order to close the gap, this study sought to establish the relationship between institutional support and students' performance in co-curricular sports activities in secondary schools in Makindye East Constituency.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents the reviewed literature about the study problem. The section begins by indicating the theory used, and literature based on the three stated study objectives which are funding, training facilities, and staff involvement in co-curricular activities specifically sports.

2.1 Theoretical Review

This study was guided by the path–goal theory of Robert House in 1971 and revised in 1996 that advocates servant leadership; through four important leadership behaviours within path-goal theory: directive, supportive, participative and achievement oriented in which leadership in the institution is not viewed as a position of power; rather, leaders act as coaches and facilitators to their subordinates to achieve the expected performance (House, 1996 & Northouse, 2021).

Path-Goal theory is categorized under contingency approach which concentrates on its studies on the interaction between the variables involved in a leadership situation and patterns of leadership behaviour (Alanazi, Alharthey, & Amran, 2013). The path-goal theory of House & Mitchell, (1974) provides a leadership contingency model which is based on the belief that an individual's motivation depends on the expectations that spending more effort to achieve better performance could be successful. In regards to sports of students in schools, this theory puts an emphasis on the well-being and welfare of students in term of health, funds , proper infrastructures and staffing to enhance performance (Northouse, 2015) which makes performance effective to avoid negative outcomes and to obtain positive rewards like positions, trophies and medals.

Though the critics of the theory like Awan, (2003) who conducted a survey in a hospital which involved many employees included; administrators, professionals, technical staff, and the results showed the directive leadership behavior and subordinate satisfaction relationship. However, the result did not support the directive leader behavior and performance relationship. The findings in their meta-analyses support for an affirmative relationship between the behavior of supportive leader and the job satisfaction of the subordinates. (Fisher, 1988; Woffard, & Liska. 1993). Likewise, many other studies (Bass, 1985;& Northhouse; 2010) support the hypothesis that the behavior of directive leadership enhances the satisfaction of the subordinates not for structured tasks, but for unstructured tasks.

The theory also includes two situational contingencies; the first one is group member's personal characteristics, and the second is the environment of work; that is to say, achieving students' motivation to perform in sports activities can be done by linking their needs satisfaction to efficient performance and completing the environment through substantial coaching, direction, and rewards for their efficient performance (Alanazi, et al, 2013; and Northhouse, 2015). Therefore, this research adopts this theory to investigate the relationship between institutional support on performance of student's in co-curricular sports activities at the school and programs in place that intend to increase equity in sports activities both intramural and extramural measured by the number of students partaking and performing well in all the co-curricular sports activities programmed. (Hayhurst, MacNeill, & Frisby, 2011).

2.2 Literature Review

2.2.1 Funding and Student Performance in Co-curricular Sports Activities

According to Ekanem, (2004) funds are the major factor which many things depend on and in schools, money is needed in construction of facilities and purchase new equipment, paying of sports personnel and advertising sports programme of special school sports.

In their study about the Impact of funding in the organization of sports activities for the disabled persons in special schools in Nigeria Usman, Danlami and Bichi, (2018) found that there was significant impact in the organization of sports activities for the disabled persons in special schools in Nigeria in agreement with Mbaye, (2000) who found out that at the special schools, less attention was given to sports and that no attention was given to either the disabled persons or the coaches and sports coordinators involved in sports due to inadequate or complete absence of fund allocation for sports at the special schools. The two studies were deployed on special schools, taking a sample of respondents made up of disabled persons in special schools, sports coordinators and coaches were used. However, this study was carried out in inclusive schools environment using a mixed approach to find out if similar findings could be obtained.

Another study Yaacob and Haron (2013) discovered that as school directors' responsibility for managing co-curricular sports activities grew in Malaysia., so did the number of students involving in co-curricular sports activities in their study on the effectiveness of administration and co-curricular in sports at vocational colleges in Malaysia. The researchers identified funding as one of these roles. The analysis revealed that funding had a favourable impact on students' co-curricular performance in the selected sports activities. Since the study was conducted in Malaysia, it was necessary to conduct a similar study in Uganda to see if similar outcomes could be obtained.

Scott and Mowen (2010) in their study to establish children's attitudes toward physical activity in USA point out that institutional support in co-curricular activities single-minded by the amount of material inputs, such as funding sent to the school and effectiveness followed in putting to use in teaching the students. The researchers in this study employed a qualitative approach to obtain their results. This called for a study like mine which used a different approach and in a Ugandan context.

2.2.2 Infrastructural Facilities and Student Performance in Co-curricular Sports

activities

According to Bohari et al., (2019) the principles of sports infrastructure discloses 3 principles of sports infrastructure, which include: 1) Availability: where the availability of sports facilities that can be utilized by students or the general public, including fields, teaching aids and competent coaches; 2) Equipment: where the exercise facilities are complete in the form of tools such as treadmills, skipping, dumbbells and others; 3) Maintenance: where the existing facilities and infrastructure must continue to be well maintained, so that they can be used properly.

Several researchers have studied the link between infrastructural facilities and students performance in co-curricular sports activities. For example, Winston (2008) established an assessment on the Kenyan runners training resources provided in training sites in Iten town and how they impacted on performance in co-curricular sports activities. The study adopted primary and secondary sources of data and quantitative method was employed. The data which was analysed indicated an optimistic relationship between infrastructural facilities and students co-curricular performance. The researcher in this study employed a mixed approach to ascertain if similar findings could be obtained from a Ugandan context.

In agreement with Natal, (2020); Fraliantina, (2016); and Nur, Nirwandi, and Asmi, (2018) that found partially and simultaneously Sports infrastructure has an effect on sports interest. This is in line with research conducted; Wasserbaue's study on the effect of sports infrastructure and competence of sports teachers on sport interest found that sports infrastructures have a significant and positive effect on sports interests where the results of $t\text{-count} > t\text{-table}$ ($2.866 > 2.011$) and the significance value of alpha (α) is $0.011 (<) 0.05$; so sports infrastructure has a partial effect on sports interest (Wasserbaue, 2023). However, these studies were conducted in a foreign country with different education policies from

Uganda's. The researcher in the current study sought to conduct the study in a Ugandan context to bridge the gap.

Basing on the study conducted by Attarzade and Sohrabi (2008) on obstacles to provision of physical education and physical activity in Victorian State Secondary schools, educators need to understand what to accomplish so as to provide engaging experiences for all youngsters in physical education, and their capabilities to do is greatly influenced by the numerous issues considered by teachers as institutional factors hindering their provision of physical education, such as a lack of e-learning. Non- probability random sampling technique was applied. Results showed that Infrastructural facilities have significant influence on student co-curricular sports performance. In their study, the researchers called for further research on the problem. The current study was therefore a response to the call by the said researchers. Kisango (2016) used both qualitative and quantitative approaches to “investigate variables impacting students' participation in co-curricular sports in the public in Lamu County, Kenya.

During the study, the variables of funding, infrastructure, teachers' roles, and parental participation in students partaking in co-curricular sports activities were highlighted”. The study's findings showed that physical facilities had no effect on the development of co-curricular sports activities among secondary school students. The researcher called for further research on this relationship which was reported as non-existent, using a different context. This study sought to respond to Kisango's call.

2.2.3 Staff Involvement and Student Performance in Co-curricular Sports Activities.

A number of studies were carried out to establish the link that exists between staff involvement and students performance in co-curricular sports activities. Russell et al. (2000) in a study on motivating active learning in co-curricular sports using modern work approaches in Malaysia collected data among instructors in four public high institutions of

learning in Kelantan, Malaysia. The researchers employed a quantitative approach during in study. The result found a substantial positive link between teacher involvement and student co-curricular performance. However, the researchers employed a quantitative approach to the study. The researcher in this study utilized a diverse method to test the reliability of the results.

Graham (2013) established the influence of active participation of expert staff relative to student's performance in both curricular and co-curricular sports activities in Australian universities. During the study, the researcher employed semi-structured interviews with a range of professional staff to obtain data. The researcher established that active involvement of staff in learning activities was essential for students to achieve the desired performance outcomes in both extra-curricular and co-curricular sports. As earlier noted, the study was conducted in a context outside Uganda and employed only qualitative methods to obtain the findings. In this study, the researcher employed a varied approach to obtain results in a Ugandan context. Keatlholetswe and Matele (2019) conducted a quantitative study to examine the coaching efficacy of coaches as part of institutional staff and player performance in Botswana. Results showed a substantial positive connection between the three constructs of coaching efficacy that were considered during the study namely; motivation efficacy, leadership style and technique efficacy and player performance. The study was purely quantitative and thus calls for application of a different approach to test the replicability of the findings, a gap that the current study filled.

The competence of the sports teacher influences the interest in sports activities (Wasserbaue, 2023), that was in line with the research conducted by: (Winarni & Lismadiana, 2020), (Syaputra, 2020), (Prasetyo; Suroto & Priambodo, 2020) where the results of $t\text{-count} > t\text{-table}$ ($7.432 > 2.011$) and the significance value of alpha (α) is $0.000 (<) 0.05$. So the competence of the sports teacher partially influences the interest in sports activities in the

present study. In this study, the researcher sought to establish a link between such aspects of staff behaviour inclusive of teachers and coaches in line with students performance in co-curricular sports activities in a Ugandan context.

2.3 Summary of Literature Review (Research Gap)

The selected literature shows a plethora of researchers' studies that have investigated the influence of institutional support towards performance of student's in co-curricular sports activities world over, in Uganda, and particularly in secondary schools. Previous studies such as one by Bengo (2018) focused on the relationship between institutional support and female students' participation in sports while others employed different methods to obtain their findings. Therefore, this study sought to close this gap by studying these variables (funding, infrastructural facilities and staff involvement) in a Ugandan context using different methods in respect to student performance in co-curricular sports activities in secondary schools in Makindye East Division, KCCA.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter explains the research methodology that was used to conduct this study. These include; research design, study population, sample size, and sampling method, data collection tools and methods, data analysis procedures, reliability and validity, ethical considerations, and study limitations.

3.1 Research design and approach

Cross-sectional, correlational and survey research design was used. This design was employed since it fostered collection of data once and for all in order to save time (Creswell, 2012). The study employed a mixed approach, with quantitative approach being dominant. The study also used quantitative and qualitative research approaches to gather data and views of respondents. This is further supported by (Yin, 2005) who asserted that case studies are critical in exploring research studies. The integration of both approaches permitted a more complete utilization of data. The triangulation of the approaches helped to increase comprehensiveness and completeness of the findings. The multi-method approach produced sufficient evidence from multiple perspectives on the same issue and, in so doing, enriched the understanding of the deeper and varied dimensions of the study variables.

3.2 Study population

This population constituted head teachers, teachers, sports coaches and student prefects from the 10 selected secondary schools. Choosing the categories was inspired since they are all involved in institutional support and student performance in co-curricular sports activities.

The sample was considered a reasonable representative of the stakeholders that are actively involved in the management, conduct and execution of co-curricular sports in secondary schools.

3.3 Sample Size, Selection and techniques

The accessible population of this study was 365 respondents, consisting of 10 Head teachers, 300 teachers, 10 coaches and 10 student prefects. Using Krejcie and Morgan (1970) table of sample size determination (Appendix IV), 217 respondents were sampled to be obtained including 4 head teachers, 169 teachers, 4 sports coaches, and 4FGDs of 10 prefects each resulting to 40 prefects in total. . The sample is a portion of the reachable populace that has been systematically nominated to represent (Oso & Onen 2008). The breakdown of the accessible population, the sample and the different approaches that were used to select the sample are presented in table 3.1.

Table 3.1: Population, Sample Size and techniques for sampling

Category	Population Size (N)	Sample Size (n)	Data collection method	Sample method
Head Teachers	10	4	Interview	Purposive sampling
Teachers	300	169	Survey questionnaire	Simple random sampling
Sports Coaches	10	4	Interview	Purposive sampling
Prefects	45	40 (4FGDs)	Focus Group Discussion	Purposive sampling
Total	365	217		

Source: Makindye Urban Council Education Office (2021)

3.4 Sampling Techniques

Simple random sampling targeted teachers in the selected secondary schools. The method took a small, random section of the whole population to denote the whole data set, where every member had an equivalent likelihood of taking part in the study as recommended by

Sekaran (2003). Simple random was applied since it minimizes to reduce any prejudice that may be there in contrast to other sampling technique used. This was utilized by the researcher in selecting the key informants (head teachers, student prefects, and sports coaches). These individuals were selected based on the assumption that they are highly knowledgeable about the research topic. The researcher believed that these would give relevant and focused information within a short time on the key aspects of the study.

3.5 Data Collection Methods and Instruments

3.5.1 Questionnaire Survey

A questionnaire was utilized to gather data from teachers (See Appendix III). It consisted of structured questions designed by a researcher specifically on the problem under investigation hinged on the study objectives (Amin 2005). It had 3 sections; Section A, Background information (3 items), Section B, Institutional support which had 3 constructs; funding (8 items), infrastructural facilities (7 items) and staff involvement (8 items) and Section B, Student Performance in co-curricular (8 items). Questionnaires were used because they enable collecting of required data from participants since they thought before responding as they are given time to think before giving their opinion and is a less costly method of collecting quantitative data (Sekaran 2003). Respondents gave their responses based on a 5-point rating scale advanced by Likert (1932). (See Appendix I)

3.5.2 Focused Group Discussions (FGD)

A Focus Group Discussion were used to collect data from student prefects. 4 FGDs were formed from the selected schools with 10 participants. All the groups involved 2 sports prefects, head prefects, head girl, head boy, chairperson UNSA, and 4 leaders from different houses to ensure that balanced opinions were obtained. In order to gather clear opinions from the respondents, the researcher recorded and took notes from them during the FGDs. She later transcribed her notes. From these discussion notes, themes and sub-themes were developed,

and responses were verbatim quoted for each of the three distinct goals listed in chapter one. FGD was preferred for by the researcher for the study because it was deemed to be comparatively easier to drive or conduct and gave the opportunity to collect data from the group interaction. (Appendix II).

3.5.3 Interview Method

Open structured questions formed the interview guide which acted as the main instrument for this method. Interviews mainly targeted key informants who included; head teachers and sports coaches. All these groups of respondents were considered to have critical and informative information for study and explains the reason why they were considered in the study. The interviews gave the researcher an opportunity to investigate the participants so as to iron out unclear answers. (Appendix III).

3.6 Research Procedure

The researcher got a letter from the Head of Department: Education Planning and Management, Kyambogo University, introducing her to prospective respondents. The introductory was also utilized to seek for audience to administer the questionnaires among teachers, and interview coaches as well as the students in FGDs during the different days of their own scheduled appointments.

3.7 Data Quality Control

To ensure quality data collection, items were tested for both validity and reliability

3.7.1 Validity

According to Alden (2007), an instrument is said to be valid to the extent that the final score accurately reflects the variable being measured. Alden adds that the instruments must be examined for content validity index (CVI) and face validity.

The extent to which measuring devices capture what they are designed to capture and the extent to which they cover the variables are both aspects of content validity. By asking the research supervisors to review the data collection methods, who also assisted the researcher in making some adjustments in terms of clarity and ambiguity, face validity was determined. As a result, the target variables were measured by the test instruments. Furthermore, the instruments were given to three lecturers; two lecturers in the department of Educational policy Planning & Management at Kyambogo University and one lecturer from the Faculty of Education at Kampala University to assign each item a relevance score between very relevant (four), quite relevant (three), somehow relevant (two), and not relevant (one) using the following scale. The Content Validity Index, which was calculated using the following formula, was used to determine validity:

$$CVI = \frac{\text{No. of items judged relevant by all the judges (rated 3 \& 4)}}{\text{Total number of items on the questionnaire}}$$

$$\begin{aligned} CVI (\text{Teachers Questionnaire}) &= 25/31 \\ &= 0.81 \end{aligned}$$

Given that the content validity indices of the instruments were above 0.7 (which is the acceptable index), then the instruments were accepted as being valid (Amin, 2005).

3.7.2 Reliability

Reliability is the “extent to which an instrument accurately measures what it is intended to measure. The instrument's dependability was assessed using Cronbach's Alpha. The questionnaires were pre-tested as part of a pilot study at Crane High School, the Cronbach's Alpha Coefficient was calculated using the (SPSS) Statistical Package for Social Sciences , the nearer the alpha value is to 1, the higher the internal consistency of data collection

instrument” as emphasized by Amin (2005). Cronbach’s Alpha Coefficients for the study variables is presented in Table 3.2.

Table 3.2: Results of the Reliability Tests

Variable	Number of Items	Cronbach Alpha Value Teachers
Funding	8	0.780
Infrastructural facilities	7	0.795
Staff Involvement	8	0.806
Performance of students in co-curricular sports	8	0.901

As seen in Table 3.2, the Cronbach coefficients for the scales used in the measurement of variables ranged from 0.780 to 0.901. These values meet the acceptable alpha value standard of being above 0.7. Thus, the scales used in the measurement were considered reliable.

3.8 Data Analysis

Two types of data were gathered: quantitative and qualitative. As outlined in the sections below, both data analysis methods were used.

Statistical Package for Social Scientists (SPSS) was used to calculate descriptive and inferential statistics as part of the quantitative data analysis. Establishing the mean, standard deviation, frequency distribution, and percentages were all part of descriptive statistics. The responses from the various categories of variables were presented in full tables after the data had been edited, coded, and entered. Inferential details were correlation analysis used spearman correlation. A correlation study is best done in the natural setting of an institution with very little interruption from the researcher and no modification as emphasized by Sekaran (2003), “a correlation coefficient was calculated since the study required identifying correlations or describing the relationship between two variables” (Oso & Onen, 2008).

The basis for qualitative data analysis was whether the study's findings were related to the research questions. This was done using thematic and content analysis. Content analysis was

used to modify qualitative data and rearrange it into concise, meaningful sentences. Following data collection, information from the same category was compiled, compared to quantitative data, and a report was written. By developing justifications or descriptions, the information from qualitative data was interpreted. To further clarify and support the qualitative data, quotes and descriptions were used.

3.9 Ethical Considerations

All participants provided their permission to the researcher. Because of the nature of the research some respondents did not wish their ages and names to be documented. While handling the responses, the researcher maintained strict confidentiality. Questionnaires were also coded to ensure anonymity of respondents. Information was collected from the respondents based on the fact that the researcher could not cause any harm to respondents was voluntary.

3.10 Limitations of the study

The study faced a limitation of little time to gather required data for the study. However, this was overcome by effectively prioritizing the activities and working within the limited time to ensure that enough data was collected for the study. There were financial challenges as well since the researcher had to move to different schools to engage teachers and students. The researcher managed to overcome this challenge by planning in advance and engaging respondents at convenient times to reduce costs involved.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction.

This chapter provides the presentation, analysis and interpretation of the findings of the study in accordance to the three main objectives that guided the study. The chapter begins with the analysis of the response rate, the presentation of the descriptive and comparative analysis of background information of the respondents based on the variable of students' performance in co- curricular sports activities and finally the presentation of findings of the study guided by the study objectives.

4.1 Response Rate, Descriptive and Comparative Analysis of Respondents

The study collected both quantitative and qualitative data. For Quantitative data, a total of 169 questionnaires were distributed to teachers. The researcher encouraged, "all the respondents to answer all the questions within a time frame of one week. After one week, the researcher was able to successfully collect 145 answered questionnaires amounting to 85.8% response rate which was above the recommended 67% response rate" (Amin, 2005). All respondents who filled in the questionnaire were asked about their gender, age, and highest level of education attained. Findings are presented in Table 4.1.

Table 4.1: Descriptive and Comparative Statistics of Background Information.

Item	Categories	Freq	Valid Percent (%)	Means	Std. Dev	Df	T/F	SIG
Gender	Male	77	53.10	2.15	.294	128.08	-2.195	.030
	Female	68	46.89	2.26	.366			
Age	20-29	39	26.89	2.28	0.33	3	2.808	.042
	30-39	61	42.06	2.28	0.36			
	40-49	32	22.06	2.074	0.24			
	50 Above	13	8.96	2.221	0.311			
Level of Education Attained	Diploma	44	30.3	2.22	0.39	2	.728	.485
	Degree	82	56.55	2.21	0.32			
	Post graduate	19	13.10	2.12	0.25			

The results in Table 4.1 show that the majority (53.10%) of the respondents were male as compared to 46.89% who were female. According to Levene's test, the homogeneity of variance assumption was satisfied ($T = -2.195$, $p = .030$). Results from the independent samples t-test indicated that the male teachers' rating of students' performance in co-curricular sports activities was better ($M = 2.15$, $SD = .294$, $N = 77$) than the female teachers' rating ($M = 2.26$, $SD = .311$, $N = 68$). The independent samples t-test indicated that the negative difference in the means was statistically significant ($t = 2.195$, $df = 128.081$, $p = 0.030$), two tailed. Therefore, there is statistically significant negative difference in the rating of the students' performance in co-curricular sports activities based on gender at the 0.05 level of significance.

From the age groups in which the respondents belonged, those who belonged to the age group of 30-39 (46.06%) came first, followed by those in the age group of 20-29 (26.89%) then those in the age group of 40-49 (22.06%), and lastly those in the age group of 50 and above, having 8.96%. The highest mean of students' performance in curricular was by the category of 20-29 years (Mean = 2.28, $SD = 0.33$, $N=39$). This was followed by the categories of 30-39 years and above (Mean = 2.28, $SD = 0.36$, $N=61$); and those of 50 years and above (Mean = 2.221, $SD = .0311$, $N= 13$) and finally those between 40-49 year (Mean = 2.074, $SD = .385$, $N=32$) The ANOVA was found to be statistically significant ($F = 2.808$, $df = 3$, $p = .042$) implying that there were significant differences between the level of students' performance in co-curricular sports activities based on the age of the respondents.

Pertaining to the respondents' highest level of education, majority (56.55%) belonged to the category of Degree than those in the category of diploma (30.3%), and lastly those in the category of post graduate (13.10%). The comparison of the mean ratings of the variable of teacher performance by the different groups of the respondents according to the highest level of education achieved, the mean rating for the teachers with diploma (Mean = 2.22, $SD =$

0.39, N=44) was higher than that of the degree holders (Mean = 2.21, SD = .32, N=82). Only 19 teacher had a master's degree (Mean = 2.12, SD =0.25, N =19). The ANOVA was found to be statistically significant ($F = .728$, $df = 2$, $p = .485$). This implies that there was no statistically significant difference between the levels of students' performance of co-curricular sports activities based on the highest education attained.

For qualitative data, the anticipated number of respondents was 4 head teachers and 4 Sport coaches were considered for interviews. The researcher interviewed 4 Head teachers and 4 coaches of schools, and held 4 FGDs giving a response rate of 100%. The researcher coded them HT1, HT2, HT3, HT4, SC1, SC2, SC3, SC4, FGD1, FGD2, FGD3, and FGD4 respectively.

4.3 Analysis of Performance of Students in Co- Curricular sports Activities

The researcher asked the major respondents (teachers) to do rating on their students' Performance in the co-curricular sports activities on a total of 8 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the first set of questionnaires. The researcher then computed the level of agreement on each statement using the item frequency, percentage, means and standard deviations. The descriptive statistics thereof are presented in Tables 4.2

Table 4.2: Descriptive Statistics on Student Performance in co-curricular sports activities

Statement		SA	D	N	A	SA	M	SD
Students from our school always come on top in external competitions	Freq	18	28	32	53	14	2.16	.887
	%	12.4	19.3	22.1	36.6	9.7		
Our school has been winning trophies on many occasions	Freq	21	100	10	8	21	2.20	.641
	%	14.5	69.0	6.9	5.5	14.5		
Students from our school have won medals on many occasions	Freq	3	124	5	12	1	2.17	.569
	%	2.1	85.5	3.4	8.3	.7		
Students from our school have ever won a national championship	Freq	4	136	1	2	2	2.05	.461
	%	2.8	93.8	.7	1.4	1.4		
Students from our school have been performing well in football competitions	Freq	4	109	12	12	8	2.39	.891
	%	2.8	75.2	8.3	8.3	5.5		
Students from our school have been performing well in netball competitions	Freq	8	108	12	13	4	2.29	.816
	%	5.5	74.5	8.3	9.0	2.8		
Students from our school have been performing well in volleyball competitions	Freq	6	118	11	6	4	2.20	.703
	%	4.1	81.4	7.6	4.1	2.8		
Students from our school have been performing well in basketball competitions	Freq	11	113	11	7	3	2.16	.714
	%	7.6	77.9	7.6	4.8	2.1		

In regard to the rating of student performance in co-curricular sports activities in the four Selected Secondary schools in Makindye East constituency, Makindye division, Kampala Capital City Authority, Uganda respondents indicated disagree on average. This is generally indicated by mean values of all statements in this scale being below 3 and standard deviation values being below one. To begin with, the researcher sought to find out how Students always performed in external competitions and if they won trophies or medals in which respondents expressed a disagreement; (Mean = 2.16, SD = .887; Mean = 2.20, SD = .641; and Mean = 2.17, SD = .569) respectively. In regard to with, SC1, SC3, FGD1, and FGD2 confirmed that their schools have scarcely won trophies or medals from external competitions. In particular a participant from FGD1 said;

“We have a lot of trophies from inter- house competitions, but very few from external competition.”

There was disagreement from the respondents that Students from their school have ever won a national championship (Mean = 2.05, SD = .461). In support of these findings, HT1, HT2,

HT3, and HT4 acknowledged that none of their schools have ever won a national championship. In particular HT2 remarked that;

“My school has never won a national champion, but... god willing we shall with time.”

Teachers disagreed that Students from our school have been performing well in football, netball, volleyball and basketball competitions (Mean = 2.16, SD = .891; Mean = 2.29, SD = .816; Mean = 2.20, SD = .703 and Mean = 2.16, SD = .714) respectively. These findings are in agreement with the SC1, SC2, SC4, FGD1 and FDG3 responses. In particular participant from FDG3 remarked that;

“The academic program of the school is so demanding that we as students barely get enough time to practice and favorably compete in most games and sports externally or at national level.”

Additionally, SC3 exclaimed that;

“Our students would be performing well in the games competition if they were given enough time to practice.”

This implies that all these schools are performing to their higher expectation in the co-curricular sports activities.

4.3.1 Overall index on Student Performance in co-curricular sports activities.

To establish the overall representation of how the respondents rated students' performance in co-curricular sports activities (SPCC), an aggregate index of $SPCC = (SP1 + SP2 + SP3 + SP4 + SP5 + SP6 + SP7 + SP8) / 8$ for the eight items measuring SPCC was computed. The measures of central tendency on the same were, the mean = 2.20 and median = 2.22. The mean and median being very close, suggested normal distribution of the results. This is seen in Fig. 4.1

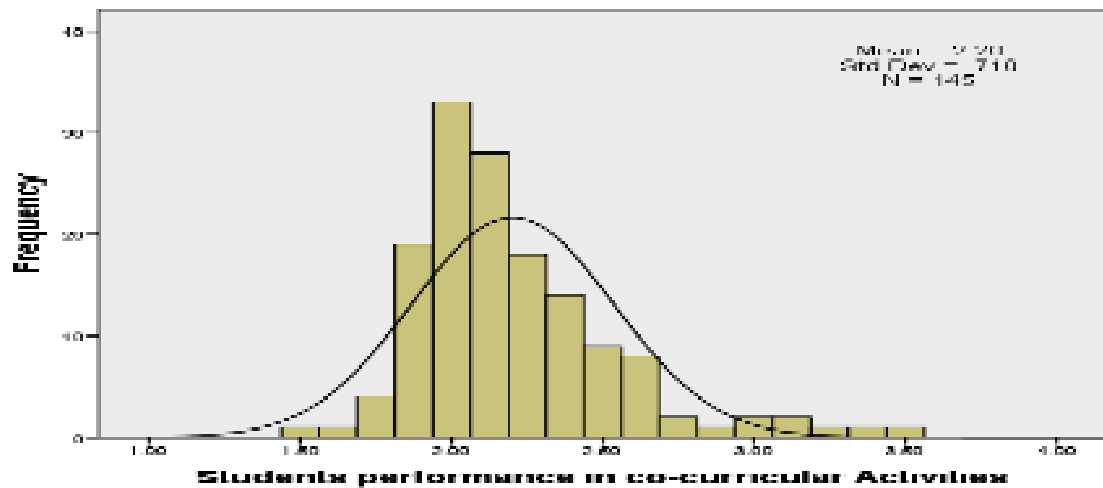


Figure 4.1: Distribution of Student Performance in co-curricular sports activities.

4.4 Findings of the Study According to the Study Objectives

The following goals served as the study's guidelines: to determine the association between funding and co-curricular performance, infrastructure facilities and co-curricular performance, and finally, staff involvement and co-curricular sports performance in secondary schools in Makindye East constituency. The researcher discusses the study's findings in relation to the three goals mentioned above in this section.

4.4.1 Objective one: funding and performance of students in co-curricular sports activities.

The first objective was to establish the relationship between; funding and performance of students in co-curricular sports activities in secondary schools in Makindye East constituency. Using this objective, the researcher asked the respondents (teachers) to rate how funding related with students' performance in co-curricular sports activities on a total of 8 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.3.

Table 4. 3: Descriptive Statistics on funding

Statement		SD	D	N	A	SA	M	SD
Our school administration provides guidelines for budgeting for co-curricular sports activities	Freq	6	14	26	63	36	3.75	1.06
	%	4.1	9.7	17.9	43.4	24.8		
Budgets for co-curricular are fairly handled by the school administration	Freq	4	16	43	58	24	3.57	.985
	%	2.8	11	29.7	40	16.6		
The school releases money budgeted for co-curricular sports activities in time	Freq	6	19	48	54	18	3.41	1.00
	%	4.1	13.1	33.1	37.2	12.4		
There is transparency in utilizing funds for co-curricular sports activities in our school	Freq	10	28	46	43	18	3.21	1.11
	%	6.9	19.3	31.7	29.7	12.4		
Funding is made for all co-curricular sports activities available at our school	Freq	15	20	44	47	19	3.24	1.16
	%	10.3	13.8	30.3	32.4	13.1		
Funding allocation depends on the number of co-curricular events in the school	Freq	6	23	31	59	26	3.52	1.08
	%	4.1	15.9	21.4	40.7	17.9		
There is adequate funding of co-curricular sports activities in our school	Freq	10	19	49	46	21	3.34	1.09
	%	6.9	13.1	33.8	31.7	14.5		
Proper funds management leads to improved co-curricular sports performance	Freq	7	19	38	44	37	3.59	1.15
	%	4.8	13.1	26.2	30.3	25.5		

In regard to the rating of funding of co-curricular sports activities in the four Selected Secondary schools in Makindye, East Division, Kampala Capital City Authority, Uganda respondents indicated agreed on average. This is generally indicated by mean values of all statements in this scale being above 3 and though the standard deviation values being tendering and above 1. This implies that respondents expressed divergent views on variable of funding.

To begin with the researcher aimed at discovering if the schools' administrations provide guidelines for budgeting for co-curricular sports activities or if budgets for co-curricular were fairly handled by the school administration where accumulatively above 75% of the respondents agreed to the statement (M= 3.75, SD=1.06; M= 3.57, SD=.985), some of the

respondents disagreed. This suggested that some school do not provide guidelines for budgeting for co-curricular sports activities and don't fairly handle the budget for co-curricular activities. These results are in agreement with the responses HT2, HT3, HT4, SC1 and SC4; in particular HT4 remarked that;

“35% of funds this school are allocated to co-curricular sports activities as per the government guideline.”

Though HT1 remarked that;

“The school finance committee budgets for the funds accordingly, but the truth is that the funds are not enough compared to the existing co-curricular events on the calendar. Moreover, when we are overwhelmed, we divert sports limited budget to other important activities. It is a fact; most schools do not prioritise co-curricular sports.”

The researcher wished to find out how the funds for co-curricular sports are used where accumulatively above 70% of the respondents agreed that their schools releases money budgeted for co-curricular sports activities time and that there is transparency in utilizing funds for co-curricular sports activities in our school (M=3.41, SD= 1.0 ; M=3.21, SD=1.11) respectively. These results are in agreement with FGD2, FGD3, SC2, SC3, SC3, HT1, HT2, HT3 and HT4. In particular SC3 said that;

“we receive facilitation for the co- curricular activities from the administration.”

In addition, SC2 said that;

“I normally give reports to the administration after every report activity to account for the funds given.”

The researcher also wished to find out how funding is distributed in schools to which above 70% agreed that funds made for all co-curricular sports activities available at our school; funding allocation depends on the number of co-curricular events in the school and that funding of co-curricular sports activities in our school (M=3.24, SD=1.16; M=3.52, SD= 1.08 and M=3.34, SD=1, 09). All the FGDs agreed to these results, in particular, a participant from FGD 2 remarked that;

“We always have inter- house co- curricular sports activities.”

Lastly, majority of the respondents agreed that Proper funds management leads to improved co-curricular sports activities performance (M= 3.59, SD= 1.15). In contrary to this, one of the SC3 noted that;

“As a school, we strive to make sure that co-curricular sports activities are promoted in our school. The challenge comes when some of our administration members fail to execute their duties and misuse the money. This becomes a set back and compromises the activities.”

4.4.2 Overall index on Funding on co-curricular

To establish the overall representation of how the respondents rated students' performance in co- curricular sports activities (TF), an aggregate index of $TF = (F1 + F2 + F3 + F4 + F5 + F6 + F7 + F8)/8$ for the eight items measuring TF was computed. The measures of central tendency on the same were, the mean = 3.45 and median = 3.23. The mean and median being very close, suggested normal distribution of the results. This can be seen as in Fig. 4.2

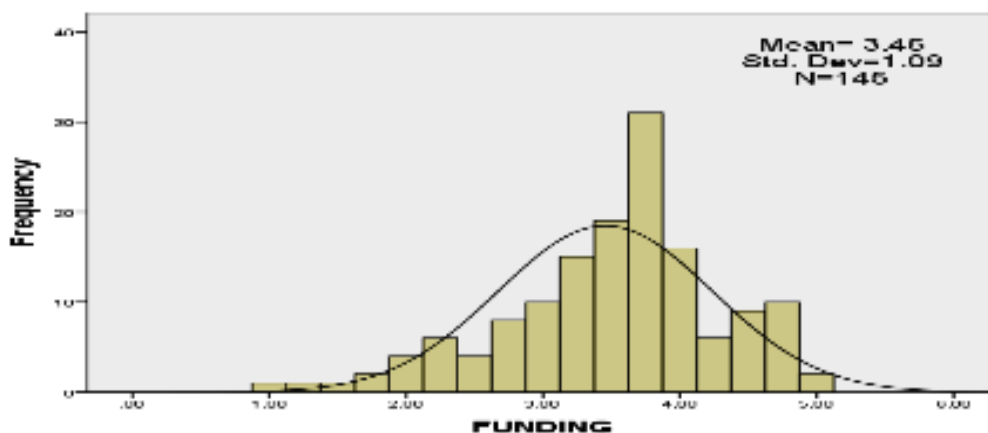


Figure 4. 2: Distribution of funding on co-curricular

4.4.3. First Hypothesis Testing: funding and Students' Performance in co-curricular sports activities.

The first hypothesis stated that “There is a significant relationship between funding and performance of students in co-curricular sports activities in secondary schools in Makindye East constituency.” The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). The results of the test are shown in table 4.4.

Table 4.4: Correlation results on Funding and performance of students in co-curricular

		Funding	Students' performance in co-curricular sports
Funding	Pearson Correlation	1	.213**
	Sig. (2-tailed)		.001
	N	145	145
Students' performance in co-curricular sports	Pearson Correlation	.213**	1
	Sig. (2-tailed)	.011	
	N	145	145

** . Correlation is significant at the 0.05 level (2-tailed).

From the table above, the Pearson Correlation between funding and students' performance in co-curricular sports activities was ($r = .213^{**}$, $p =, 0.001$) which is positive and is statistically different from zero ($p < 0.05$). Thus, the relationship between funding and students' performance in co-curricular sports activities is positive and statistically significant. With this, the alternative hypothesis was upheld.

4.5.1 Objective two: Infrastructural facilities and performance of students in co-curricular sports activities.

The second objective set out to assess the relationship between infrastructural facilities and performance of students in co-curricular sports activities in secondary schools in Makindye constituency. Using this objective the researcher asked the respondents (teachers) to rate how infrastructural facilities related with students' performance in co-curricular sports activities on a total of 7 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed

the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.5.

Table 4.5: Descriptive statistics on infrastructural facilities and performance of students in co-curricular sports activities.

Statement		SD	D	N	A	SA	M	SD
Our school has enough infrastructural facilities for co-curricular sports activities	Freq	2	3	8	89	43	4.16	.733
	%	1.4	2.1	5.5	61.4	29.7		
I have basic knowledge on using most of the sports facilities available at school	Freq	1	3	4	98	39	4.18	.642
	%	.7	2.1	2.8	67.6	26.9		
Infrastructural facilities for co-curricular at our school are available for use most of the time	Freq	2	4	7	84	48	4.19	.764
	%	1.4	2.8	4.8	57.9	33.1		
There are trainers on facilities available.	Freq	3	4	11	71	56	4.19	.852
	%	2.1	2.8	7.6	49.0	38.6		
Infrastructural facilities available at our school are well managed and maintained	Freq	12	29	38	45	21	3.23	1.17
	%	8.3	20	26.2	31.0	14.5		
Some of the existing facilities are in a poor state	Freq	12	35	47	36	15	3.05	1.11
	%	8.3	24.1	32.4	24.8	10.3		
Our school provides uniform and related attire to all school teams and individual participants in co-curricular sports activities	Freq	1	2	1	100	41	4.23	.598
	%	.7	1.4	.7	69.0	28.3		

In regard to the rating of infrastructural facilities in the four Selected Secondary schools in Makindye, East constituency, Kampala Capital City Authority, and Uganda respondents indicated agreed on average. This is generally indicated by mean values of all statements in this scale being above 3 and though the standard deviation values being tendering and above 1. This implies that respondents expressed divergent views on variable of infrastructural facilities. To begin with the researcher wanted to find out if there was enough and available infrastructural facilities for co-curricular sports activities to which the respondents agreed with an accumulative percentage of 95% (M=4.16, SD=.733; M=4.19, SD=.764) respectively. This response is agreement with FGD1, FGD3, FGD4, HT1, HT2, HT3, HT4, and SC1, SC3, and SC4. In particular, a participant from FGD3 said that,

“Our school has good football and net ball fields.”

However, SC2 disagreed as he remarked that,

“There is no enough facilities in this school that are required for all co-curricular sports activities.”

Secondly, the researcher aimed at discovering the state and management of the available infrastructural facilities to which the respondents agreed with an accumulative percentage above 80% (M=3.23, SD=1.17; M=3.05, SD=1.11) respectively. This response is in agreement with FGD1, FGD3, FGD4, HT1, HT2, HT3, HT4, and SC1, SC3, and SC4.

In particular, a participant from FGD3 said that,

“Our school has good football and net ball fields.”

However, SC2 disagreed as he remarked that;

“the facilities in this school that are required for all co-curricular sports activities are not in a good state due to poor management”

The researcher also wanted to find out if there are trainers and the teachers have basic knowledge on using most of the sports facilities available at school to which the trainers agreed with an accumulative percentage above 80% (M=4.18, SD=.642; M=4.19, SD=.852) respectively. This response is in agreement with FGD3, HT1, HT2, HT3, HT4, and SC1, SC3, and SC4. In particular, a participant from FGD2 said that, *“our school has good football and net ball fields.”*

However, FGD3 disagreed as he remarked that;

“most of our teachers are not interested in co-curricular sports activities and we don’t have any one to help us in training”

Lastly the researcher wanted to find out if schools provides uniform and related attire to all school teams and individual participants in co-curricular sports activities to which accumulatively 95% of agreed (M=4.23, SD=.598). This response is in agreement with FGD1, FGD3, FGD4, HT1, HT2, HT3, HT4, and SC1, SC3, and SC4.

In particular, HT2 said that,

“As a school, we do our best to provide our students good facilities and attires.”

4.5.2 Overall index on infrastructural facilities on co-curricular sports activities.

To establish the overall representation of how the respondents rated infrastructural facilities in co-curricular sports activities (TIF), an aggregate index of $TIF = (IF1 + IF2 + IF3 + IF4 + IF5 + IF6 + IF7)/7$ for the seven items measuring TIF was computed. The measures of central tendency on the same were, the mean = 3.89 and median = 4.19. The mean and median being very close, suggested normal distribution of the results. This can be seen as in Fig. 4.3

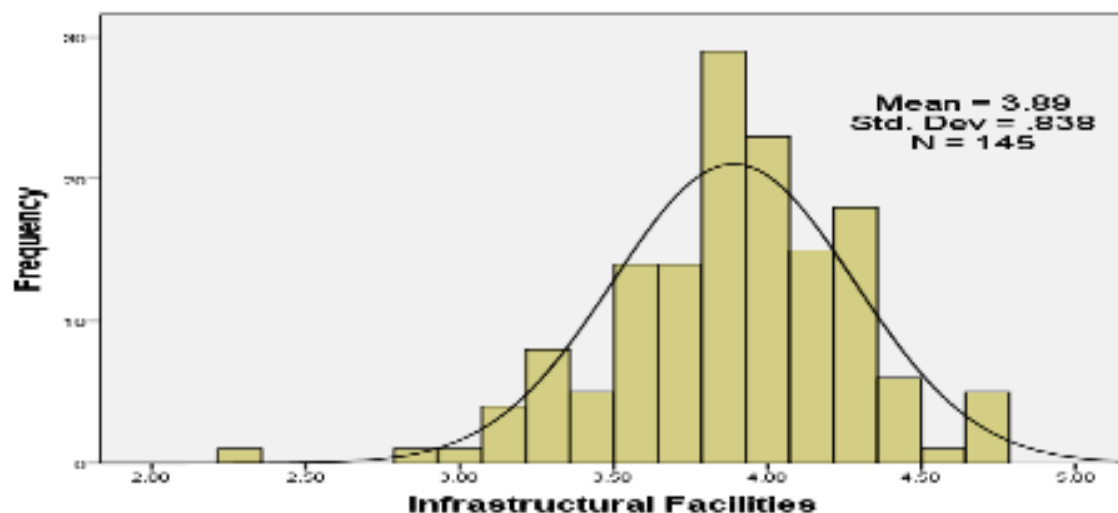


Figure 4. 3: Distribution of Infrastructural Facilities on co-curricular sports activities.

4.5.3 Correlation results on the relationship between infrastructural facilities and performance of students in co-curricular sports activities.

The second hypothesiss “There is a significant positive relationship between infrastructural facilities and performance of students in co-curricular sports activities in secondary schools in Makindye East constituency” The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). The results of the test are shown in table 4.6.

Table 4. 6: Correlation results on infrastructural facilities and performance of students in co-curricular sports activities.

		Infrastructural Facilities	Performance of Students in Co-Curricular
Infrastructural Facilities	Pearson Correlation	1	.196**
	Sig. (2-tailed)		.003
	N	145	145
Performance of Students in Co-Curricular	Pearson Correlation	.196**	1
	Sig. (2-tailed)	.003	
	N	145	145

** . Correlation is significant at the 0.05 level (2-tailed).

From the table above, the Pearson Correlation between funding and students' performance in co-curricular sports activities was ($r = .196^{**}$, $p = 0.003$) which is positive and is statistically different from zero ($p < 0.05$). Thus, there is a significant positive relationship between infrastructural facilities and performance of students in co-curricular sports activities in secondary schools in Makindye East constituency; with this, the alternative hypothesis was upheld.

4.6.1 Staff involvement and performance of students in co-curricular sports activities.

The third objective set out to investigate the relationship between staff involvement and performance of students in co-curricular sports activities in secondary schools in Makindye East Division. Using this objective, the researcher asked the respondents (teachers) to rate how staff involvement related with students' performance in co-curricular sports activities on a total of 8 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations.

Table 4.7: Descriptive statistics on staff involvement and performance of students in co-curricular sports activities.

Statement		SD	D	N	A	SA	M	SD
Our school coaches are always present to participate in all training sessions	Freq	17	17	21	50	40	3.54	1.32
	%	11.7	11.7	14.5	34.5	27.6		
Teachers in our school motivate students to perform better in co-curricular sports activities.	Freq	9	27	23	64	22	3.43	1.14
	%	6.2	18.6	15.9	44.1	15.2		
Teachers in our school actively participate in organizing and officiating co-curricular events	Freq	11	13	37	63	21	3.48	1.08
	%	7.6	9.0	25.5	43.4	14.5		
Sometimes, our school staff participate in co-curricular events with students	Freq	10	12	23	68	32	3.69	1.12
	%	6.9	8.3	15.9	46.9	22.1		
Teachers in our school strictly observe time for co-curricular sports activities	Freq	14	22	33	56	20	3.32	1.17
	%	9.7	15.2	22.8	38.6	13.8		
Teachers in our school help create networks that support students to succeed in co-curricular sports activities.	Freq	17	29	43	42	14	3.05	1.16
	%	11.7	20.0	29.7	29.0	9.7		
Teachers in our school spot talented students and offer one-on – one coaching to them	Freq	18	28	32	53	14	3.12	1.19
	%	12.4	19.3	22.1	36.6	9.7		
Teachers in our school keep an updated co-curricular performance-tracking record for every students	Freq	19	36	43	31	16	2.92	1.19
	%	13.1	24.8	29.7	21.4	11.0		

In regard to the rating of staff involvement in the four Selected Secondary schools in Makindye, East constituency, Kampala Capital City Authority, and Uganda respondents indicated agreed on average. This is generally indicated by mean values of all statements in this scale being above 3 and though the standard deviation values being above 1. This implies that respondents expressed divergent views on variable of staff involvement. To begin with the researcher wished to find out if the staff's availability and participation in the co-curricular sports activities to which over 75% of respondents agreed that; first school coaches are always present to participate in all training session (M=3.54,SD=1.23); second, teachers in schools actively participate in organizing and officiating co-curricular events (M=3.48,SD=1.08); and third, Sometimes, schools staff participate in co-curricular events with students (M=3.69,SD=1.12). These findings are in agreement with SC1, SC2, SC3, SC4, HT1, HT2, HT3 and FGD2.

In particular HT1 remarks that;

“As staff, we are ever available to make sure that our students perform in academic and also in co- curricular sports activities. The school has a coach who is always on station to support training of games and sports with the help of several other teachers.” In addition, a participant in FGD2 exclaimed that, *“our house teachers usually help us prepare for inter house games and sports competitions.”*

On contrary, a participant from FGD3 in disagreement noted that;

“The academic program of the school is so demanding that both teachers and students barely get time for co-curricular sports activities. All that teachers do here is teach and give examinations every now and then.”

The researcher wished to find out if teachers motivate students to perfect in the co- curricular sports activities to which over 60% of the respondents agreed to the statement that; first, Teachers in schools motivate students to perform better in co-curricular sports activities (M=3.43,SD=1.14); second, teachers in schools strictly observe time for co-curricular sports activities (M=3.32,SD=1.17); third, teachers in our school help create networks that support students to succeed in co-curricular (M=3.05,SD=1.16); and lastly, teachers in our schools spot talented students and offer one- on - one coaching to them (M=3.12, SD=1.19). These findings are in agreement with SC1, SC2, SC3, SC4, HT1, HT2, HT3 and FGD2. In particular, SC1 noted that;

“The administration and house teachers have always helped to motivate students to participate in co- curricular sports activities.”

In addition, a participant from FGDs noted that;

“The school administration usually gives presents to the best performers in the inter-house competition something that always encourages us to perform better.”

Lastly the researcher wished to find out if record management for co-curricular sports activities is done to which the respondents disagreed to the statement that teachers in schools keep an updated co-curricular performance-tracking record for every student (M=2.92,SD=1.19) . These findings are in agreement with FGD2, FGD3, FGD4, SC2, SC4, and HT4. In particular a participant from FGD4 noted that;

“Some teachers are not interested in curricular sports activities.”

In addition a participant in FGD3 noted that;

“The academic program of the school is so demanding that both teachers and students barely get time for co-curricular sports activities. All that teachers do here is teach and give examinations every now and then.”

4.6.2 Overall index of Staff involvement on co-curricular sports activities.

To establish the overall representation of how the respondents rated Staff involvement in co-curricular sports activities (TSI), an aggregate index of $TSI = (SI1 + SI2 + SI3 + SI4 + SI5 + SI6 + SI7 + SI8) / 8$ for the eight items measuring TSI was computed. The measures of central tendency on the same were, the mean = 3.32 and median = 3.50. The mean and median being very close, suggested normal distribution of the results. This can be seen as in Fig. 4.4

Figure 1.0

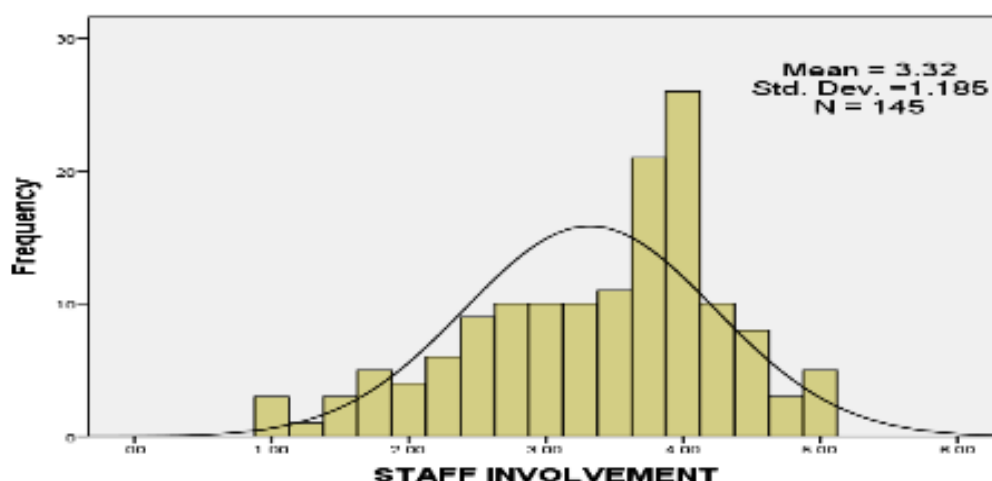


Figure 4.4: Distribution of staff involvement on co-curricular sports activities.

4.6.3 Correlation results on staff involvement and performance of students in co-curricular sports activities.

The third hypothesis stated that "There is a significant positive relationship between staff involvement and performance of students in co-curricular sports activities in Makindye East Constituency secondary schools." The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). The results of the test are shown in table 4.8.

Table 4.8: Correlation results on staff involvement and performance of students in co-curricular sports activities.

		Staff involvement	Students' performance in co-curricular sports
Staff involvement	Pearson Correlation	1	.184**
	Sig. (2-tailed)		.032
	N	145	145
Students' performance in co-curricular sports	Pearson Correlation	.184**	1
	Sig. (2-tailed)	.032	
	N	145	145

** . Correlation is significant at the 0.05 level (2-tailed).

From the table above, the Pearson Correlation between staff involvement and students' performance in co-curricular sports activities was ($r = .184^{**}$, $p =, 0.032$) which is positive and is statistically different from zero ($p < 0.05$). Thus, there is a significant positive relationship between staff involvement and performance of students in co-curricular sports activities in secondary schools in Makindye East constituency; with this, the alternative hypothesis was upheld.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter lays out the discussion, summary, and conclusions arising out of the research findings as presented and analyzed in the previous chapter. The chapter also suggests recommendations and areas for further study.

5.1 Discussion of Findings

5.1.1 Performance of students in co- curricular sports activities

Since, the problem of this study was student not sufficiently participating in gaming and sporting leading to a tremendously declining number of students performing in co-curricular sports activities in the Constituency over time (NCS Report, 2017), the respondents were selected from three categories of four secondary schools in Makindye East Constituency and data was collected from 145 teachers, 4 Head teachers, 4 Sports coaches and 4 Focus Group Discussions

The study found out that teachers rated performance of students in co-curricular sports activities below average as indicated by mean values of all statements being below 3 and with a high standard deviation values tendering and above one. Therefore, this implies that there is still need to improve performance of students in co- curricular sports activities in Makindye East Constituency secondary schools.

5.1.2 Performance of students in co- curricular sports activities and the background variable

In terms of gender, majority of the respondents were male while in terms of highest level of education attained majority were degree holders. The demographic findings also revealed that

majority of the respondents were between 20 to 40 years of age and are still youthful to support co-curricular sports activities that require energy.

5.1.3 Funding and performance of students in co-curricular sports activities.

The major finding in regards to the first objective of the study is that there is a statistically significant positive relationship between funding and performance of students in co-curricular sports activities. The implication of this relationship is that performance of students in co-curricular sports activities improves with an improvement in the funding of the activities in the organization. This finding is in line with Usman, Danlami & Bichi (2018) ,whose study about the Impact of funding in the organization of sports for the disabled persons in special schools in Nigeria found that there was significant impact in the organization of sports for the disabled persons in special schools in Nigeria, just like Yaacob and Haron (2013) whose study found out that funding had a positive effect on student co-curricular performance.

The study also found out that funds were distributed according to the co-curricular sports activities under taken in school. This implied a portion of funds is directed to each of the many co- curricular actives thereby limiting the level of students' performance in all co-curricular sports activities provided the funds are inadequate. This finding is in line with Scott and Mowen (2010) who found out that institutional support in co-curricular sports activities being single-minded by the amount of funds and material inputs greatly may limit the level of students' performance in a particular co- curricular sports activities leading to a low output.

Basing on the fact that the findings of this study are in agreement with other scholars' findings, it is therefore vital that schools should emphasis increase in funding so as to uplift the performance of students in the co-curricular sports activities.

5.1.4 Infrastructural facilities and performance of students in co-curricular sports activities.

The major finding in regards to the second objective is that; there is a statistically significant positive relationship between infrastructural facilities and performance of students in co-curricular sports activities in secondary schools in Makindye East constituency.

The implication of this relationship is that performance of students in co-curricular sports activities improves with an improvement in Infrastructural facilities where the activities are organized. This finding is in line with Winston (2008) established an assessment on the Kenyan runners training resources provided in training sites in Iten town and how they impacted on performance in co-curricular and found a positive relationship between infrastructures and performance in the co-curricular sports.

However, this finding is contrary to Kisango (2016) who found out that “physical facilities had no effect on the development of co-curricular sports among secondary school students when investigating variables impacting students' involvement in co-curricular sports the public secondary schools in Lamu County, Kenya”.

The study also found out that some of the existing facilities in schools are in a poor state thus low students' performance in co-curricular sports, this finding is in line with Wasserbaue, (2023) on the Effect of Sports Infrastructure and Competence of Sports Teachers on Sport Interest found that sports infrastructures have a significant and positive effect on sports interest and Other scholars that found out that both partially and simultaneously Sports infrastructure has an effect on sports interest, this is in line with research conducted by:(Natal, 2020;Frailantina, 2016; & Nur et al., 2018). The results of $t\text{-count} > t\text{-table}$ ($2.866 > 2.011$) and the significance value of alpha (α) is $0.011 (<) 0.05$; so sports infrastructure has a partial effect on sports interest (Nur et al., 2018).

This study also found out that most teachers had some knowledge on using most of the sports facilities available at school. This is in line with Attarzade and Sohrabi (2008) who found out “that educators needed to understand what to accomplish so as to provide engaging experiences for all youngsters in physical education, and their capabilities to do so is greatly influenced by the numerous issues considered by teachers as institutional factors hindering their provision of physical education; their study on obstacles to provision of physical education and physical activity in Victorian State Secondary schools”.

Basing on the fact that the findings of this study are in agreement with other scholars’ findings, it is therefore vital that schools should improve the infrastructural facilities so as to improve the performance of students in the co-curricular sports activities.

5.1.5 Staff involvement and performance of students in co-curricular sports activities.

The major finding in regards to the third objective of the study is that; there is a statistically significant positive relationship between staff involvement and performance of students in co-curricular sports in secondary schools in Makindye East constituency. The implication of this relationship is that performance of students in co-curricular sports activities improves with an improvement in staff involvement in the activities in the organization. This finding is in line with Russell et al. (2000) who study results showed a substantial positive link between teacher involvement and student co-curricular performance; in their study on motivating active learning in co-curricular sports using modern work approaches in Malaysia collected data among instructors in four public high institutions of learning in Kelantan, Malaysia.

This study also found out that teachers actively participate in organizing and officiating co-curricular events. This is in line with Graham (2013) who established the influence of active participation of expert staff relative to student performance in both curricular and co-curricular sports activities in Australian universities; and found out that active involvement of

staff in learning activities was essential for students to achieve the desired performance outcomes in both co-curricular and co-curricular sports.

This study further found out that Teachers did not keep an updated co-curricular performance-tracking record for every student. This is in contrary to Keatlholetswe and Matele (2019) whose findings indicated a substantial positive connection between the three constructs of coaching efficacy that were considered during the study namely; record keeping, motivation efficacy, leadership style and technique efficacy and player performance while conducting a quantitative study to examine the coaching efficacy of coaches as part of institutional staff and player performance in Botswana.

Basing on the fact that the findings of this study are in agreement with other scholars' findings, it is therefore vital that schools should improve the staff involvement so as to improve the performance of students in the co-curricular sports activities.

5.2 Conclusions of the Study

On the basis of the key findings of this research study, the following three conclusions are drawn based on the three objectives that guided the study.

Firstly, the study concludes that there is a statistically significant positive relationship between funding and performance of students in co- curricular sports activities. Therefore, performance of students in co-curricular sports activities improves with an improvement in the funding of the activities in the organization.

From the second objective, the study concludes that there is a statistically significant positive relationship between infrastructural facilities and performance of students in co-curricular sports activities in secondary schools in Makindye East constituency. Therefore, performance

of students in co-curricular sports activities improves with an improvement in Infrastructural facilities in the organization.

Basing on the third objective, the study concludes that, there is a statistically significant positive relationship between staff involvement and performance of students in co-curricular sports activities in secondary schools in makindye East constituency. Thus performance of students in co-curricular sports activities improves with an improvement in staff involvement in the activities in the organization.

5.3 Recommendations of the Study

From the study conclusions, the following recommendations are drawn:

- i. Basing on the first objective, the study recommends that schools should improve on performance of students in the co-curricular sports activities through increasing on the funds allocated to co-curricular sports activities. This can be done through mobilizing funds from other private and public entities to enhance co-curricular sports activities in schools.
- ii. Basing on the second objective, the study recommends that schools should improve performance of students in the co-curricular sports activities through improving infrastructural facilities for co-curricular sports activities. This can be achieved through constantly renovating and managing school infrastructures that support games and sports in the schools.
- iii. In regard to the third objective, the study recommends that in order to improve on the performance of students in the co-curricular sports activities, schools should improve on staff involvement in co-curricular sports activities. This can be best achieved through hiring more coaches for each of the co-curricular sports activities as well as drawing time tables that favour co-curricular sports activities rather than academics alone.

5.4 Suggested Areas for Further Research

- i. The focus of this study was the relationship between institutional support and performance of students in the co-curricular sports activities in secondary schools in Makindye East constituency. Future scholars can take a longitudinal study of impact of secondary school co-curricular sports activities on higher education studies of students.
- ii. The researcher recommends that further research be carried out to explore the challenges of effectively and efficiently implementing co- curricular on the academic performance of students in the education set up in Uganda.

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APPENDICES

Appendix I: Questionnaire for Teachers

Dear Respondent,

This is an academic study establishing the effect of institutional support on the performance of students in co-curricular sports activities, undertaking a Master's degree in Educational Policy, Planning, and Management. The research is based in four *Selected Secondary schools in Makindye East municipality, Makindye, Division, Kampala Capital City Authority, Uganda*". Please spare some time and fill this study tool and responses you provide will be used for academic purposes only and treated with utmost confidentiality.

Section A: Background Information

(Please tick as appropriate)

A. Gender: a) Male ☐ b) Female ☐

B. Age (in years): a) 20-29 ☐ b) 30-39 ☐ c) 40-49 ☐ d) 50 and above ☐

C. Education level: Diploma ☐ Bachelors ☐ Postgraduate ☐

Section B: Institutional Support

i) Funding

Instructions: Please rank the items based on the 5-Likert scale below. Strongly Agree (SA) to Strongly Disagree (SD). Please tick ✓ the appropriate option.

Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

No.	Statement	SA	A	N	D	SD
		5	4	3	2	1
1	Our school administration provides guidelines for budgeting for co-curricular sports activities					
2	Budgets for co-curricular sports activities are fairly handled by the school administration					
3	The school releases money budgeted for co-curricular sports activities in time					
4	There is transparency in utilizing funds for co-curricular sports activities our school					
5	Funding is made for all co-curricular sports activities available at our school					

6	Funding allocation depends on the number of co-curricular sports events in the school					
7	There is adequate funding of co-curricular sports activities in our school					
8	Proper funds management leads to improved co-curricular sports performance					

ii) Infrastructural Facilities

Instructions: Please rank the items on the scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). Please tick ✓ the appropriate option.

Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

No.	Statement	SA	A	N	D	SD
		5	4	3	2	1
1	Our school has enough infrastructural facilities for co-curricular sports activities					
2	I have basic knowledge on using most of the sports facilities available at school					
3	Infrastructural facilities for co-curricular at our school are available for use most of the time					
4	There are trainers on facilities available.					
5	Infrastructural facilities available at our school are well managed and maintained					
6	Some of the existing facilities are in a poor state					
7	Our school provides uniform and related attire to all school teams and individual participants in co-curricular sports activities.					

iii) Staff Involvement

Instructions: Please rank the items on the scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). Please tick ✓ the appropriate option.

Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

Section C: Student Performance in co-curricular

Instructions: Please rank the items on the scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). Please tick ✓ the appropriate option.

Item	Statement	SA	A	N	D	SD
		5	4	3	2	1
1	Our school coaches are always present to participate in all training sessions					
2	Teachers in our school motivate students to perform better in co-curricular sports activities					
3	Teachers in our school actively participate in organizing and officiating co-curricular sports events					
4	Sometimes, our school staff participate in co-curricular sports events with students					
5	Teachers in our school strictly observe time for co-curricular sports activities.					
6	Teachers in our school help create networks that support students to succeed in co-curricular sports activities.					
7	Teachers in our school spot talented students and offer one-on – one coaching to them					
8	Teachers in our school keep an updated co-curricular performance-tracking record for every students					

Disagree (SD). Please tick ✓ the appropriate option.

Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

Item	Statement	SA	A	N	D	SD
		5	4	3	2	1
1	Students from our school always come on top in external competitions					
2	Our school has been winning trophies on many occasions					
3	Students from our school have won medals on many occasions					
4	Students from our school have ever won a national championship					
5	Students from our school have been performing well in football competitions					
6	Students from our school have been performing well in netball competitions					
7	Students from our school have been performing well in volleyball competitions					
8	Students from our school have been performing well in basketball competitions					

I appreciate your participation

Appendix II: Focus Group Discussion guide for prefects

1. Comment on performance of students in co-curricular sports activities your school.
- 2 a) To what extent are co-curricular sports activities funded in your school?
b) Comment on how that relates to performance of students in co-curricular sports activities your school
- 3 a) Comment on the status of infrastructural facilities for co-curricular sports activities in your school.
b) How does that relate to performance of students in co-curricular sports activities in you school?
- 4 a) Comment on staff involvement in co-curricular sports activities in your school.
b) How does that relate to performance of students in co-curricular sports activities in your school?

THANK YOU FOR YOUR COOPERATION

Appendix III: Interview Guide for Head teachers and Sports coaches

1. Comment on performance of students in co-curricular sports activities in your school.
- 2 a) To what extent are co-curricular sports activities funded in your school?
b) Comment on how that relates to performance of students in co-curricular sports activities in your school
- 3 a) Comment on the status of infrastructural facilities for co-curricular sports activities in your school.
b) How does that relate to performance of students in co-curricular sports activities in you school?
- 4 a) Comment on staff involvement in co-curricular sports activities in your school.
b) How does that relate to performance of students in co-curricular sports activities in your school?

THANK YOU FOR YOUR COOPERATION

Appendix IV: Determining sample size from a given population - Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie & Morgan (1970, as cited by Amin, 2005)

Note. —*N* is population size.

S is sample size.