

**ASSESSING GAMES TEACHERS' COMPETENCE IN TRAINING
KIDS ATHLETICS EVENTS IN PRIMARY SCHOOLS IN SOROTI
CITY, UGANDA**

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DECLARATION

I, OPIO NICHOLAS, Registration No. 18/U/GMSO/19476/PD, hereby attest that this report submitted for consideration for a Master's degree in sports science is entirely original work of mine and has not been submitted to any other university for examination.

Signed Date

APPROVAL

We the undersigned certify that this research project entitled “**Assessing games teachers’ competence in training Kids Athletics Events in Primary Schools in Soroti City-Uganda**” was conducted by **Opio Nicholas** Registration number **18/U/GMSO/19476/PD** under our supervision and is ready for submission.

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DEDICATION

I dedicate this dissertation to my parents, Oguru Nicholas and Nakiwala Josephine, my wife, Amulen Alice Mary, and my beautiful children, Ederu Mark, Ajuro Esther Grace, Opio Martin Jesse, Ouna Malcolm Caleb, and Baby Nakiwala Felisters. I also want to thank Mr. Ebiju Simon and all the people who have helped me in any way with this project. You all be blessed by the All-Powerful God!

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LIST OF ABBREVIATIONS

IAAF-	International Association of Athletics Federation
WA	world Athletics
KA	Kids Athletics
MoE&S	Ministry of Education and Sports
SOPs	Standard Operational Procedures
UAF	Uganda Athletics Federation
UBOS	Uganda Bureau of Statistics
UPSSA	Uganda Primary schools Association
GTs	Games Teachers

ABSTRACT

This study assessed games teachers' competence in training kids' athletics events in primary schools in Soroti City, Uganda. The study looked at the competence of games teachers in relation to the selection and use of appropriate materials in training kid's athletics events, establish the games teachers' competence to organize and demonstrate kids' athletics events, assess challenges that affect games teachers in training kids' athletics and suggest way of mitigating the challenges that affect games teachers' competence in training kids' athletics events in Soroti City. The study was carried out to 36 Games Teachers and two hundred sixteen (216) pupils throughout eighteen (18) chosen primary schools in Soroti City, Uganda. The schools were purposefully selected and the participants were games teachers and Pupils between (7 to 14) years, this mixed methods study employed a descriptive cross-sectional design. Interviews, questionnaires, and observations were used to gather data. Statistical Packages for Social Scientists (SPSS) software was used to conduct a descriptive analysis of the data. Frequency distributions, percentages and mean tables, were used to illustrate the findings. The study results showed that game teachers knew how to choose materials and other supplies for Kids' Athletics. The teachers were competent in organizing and demonstrating shot-put ($M=2.94 \pm SE = 0.18$), event compared to other selected activities. The major challenges observed in the study were lack of training courses and equipment that affect the training of kid's athletics programme. The study recommends that the best way to address the issues mentioned is to provide equipment and refresher courses.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background of the study, problem statement, study objectives, research questions, study, significance, conceptual framework, limitations, delimitation and operational definitions.

1.1 Background

Numerous athletics programs have been designed globally to enhance children's physical, mental and social development. Some of these programs are based on the belief that participation in sports, which includes athletics, gives kids the opportunity to develop traits and talents that will be very valuable to them as adults (Petitpas et al., 2005). Athletics generates an excellent atmosphere that allows children to interact with their peers because of the numerous competition areas.

Over 134 Member Federations are currently executing the kids' athletics program, which was created by the International Association of Athletic Federation (IAAF) in 2001. With the assistance of its partner "Nestlé Healthy Kids," the (KIDS ATHLETICS) initiative has reportedly reached a total audience of more than 13 million children (Sklapsky, 2017). Nestlé Kids Athletics was created with schools and all institutions interested in children's wellbeing in mind, not just clubs and Member Federations (Sklapsky, 2017).

According to Vella, et al. (2014) and Hal & Joanne (2013) organized physical activity (OPA) provides interactions, friendship and learning experiences such as team spirit, leadership skills, which can help school children to leave a life outside kid athletics activity. Similarly, when KIDS ATHLETICS, programme is handled

by trained teachers in schools then children may develop the vital life skills like team work, co-operation which will enable them grow into profitable future adults.

With the intention of making athletics the most performed individual event in schools worldwide and enabling kids from federations and other groups to prepare for their futures in athletics in the most effective way possible, the IAAF established a global athletics youth policy for children aged 7 to 15 in 2005. The strategy focuses on competition formats that are suitable for all age groups and the organizations running this program. These contests serve as the organizing framework for youth athletic development, coach and judge education, and athlete training (Sklapsky, 2017).

Reports reveal that the recommended PA level of 60 minutes of moderate to strenuous activity per day is not being met by many children worldwide (WHO, 2010). Therefore, schools and communities are encouraged to provide PA which are programmed so that children can attain social, physical and emotional development. However, these skills can fully be attained if the programme is handled by qualified personnel.

In France for instance, Kids' Athletics and the French Ministry of National Education Kids' Athletics the setup of a type of competition on the world-wide stage which is adapted to children less than 11 years old in preparation for and practice of this competition children are given graduated opportunities to acquire skills in various fields (Crego, 2003). This competition allows a large number of children to participate on as small a field as might be, in a given time period. Thus, Kids' Athletics gives many children to participate in the athletics.

In Africa, Burkina Faso adapted Kids' Athletics events are seen as an awakening activity, which benefits children between 7 to 12 years corresponding to the primary school cycle. It promotes the development or protection of health and well-being of its beneficiaries. In the long run it prepares children for improved performance and participation in competitions of School Sports and Universities (McGee, 2017). Despite the need and relevance, kids' athletics has not been fully embraced in Soroti Municipality, Uganda.

Gozzoli et al. (2006) define Kids' Athletics as a program specifically created by the International Association of Athletics Federation (IAAF) to promote and extend Track and Field events in schools and sport clubs, according to Gozzoli et al. (2006). In simple terms, Kids' Athletics means games of both track and field events for young children.

In a more technical way, kids athletics consist of three event groups: (a) Sprinting/Running events which is composed of, 60 m sprint (split 30/60m), 50 m hurdles sprinting, relay 4 x 50 m sprint, relay 4 x 1500 m xc. (b) Jumping events which are made of; multiple (5) jumps, high jump (scissors), long jump and (c) Throwing event comprises of throwing stick, shot put, and rotational throw (Raney & Bryant, 2009). In this study, kids' athletics means both track and field events for children between 7 and 12 years of old as mentioned by Raney & Bryant (2009).

On the other hand, Good & Lavigne (2017); Laura & Courtney (2008) and other sources contend that the competency of a games teacher is the capacity to utilize a variety of resources to organize and structure engaging children's skills, adapt training to the appropriate age level, and evaluate children using a variety of

sources of evidence. In addition, (KIDS ATHLETICS) events are supposed to be executed under instruction and direction of trained instructors such as coaches, physical education and sports (PES) teachers and to have a positive result (Hal & Joanne, 2013). Such activities need to be planned, organized, and arranged before actual training.

In the current study, games teacher competence means the trainer of kids' athletics with ability to select materials, demonstrate skills of selected activities, and identify challenges encountered in training of kids' athletics and find solutions to the challenges.

In Uganda, the German Olympic Sports Confederation (DOSB) and the Federal Ministry for Economic Cooperation and Development (BMZ) inaugurated children's athletics in 2009 (Gunter et al., 2012). The purpose of the program was to give school children (7 to 12 years old) the chance to experience, practice, and learn a variety of track and field skills as well as to enhance their physical fitness (speed, strength, endurance, agility, flexibility, and coordination) while participating in streamlined track and field games (Petros et al., 2016). The Ministry of Education and Sports together with Uganda Athletics federation welcomed the programme and it was included in primary sports and games annual calendar for competitions. However, the competence of teachers in managing and organizing events remains in question looking at the performance of children in the athletics events.

IAAF Kids' Athletics program is designed on the basis of game- centered approach (Miller, 2015). In order to teach children, the most crucial elements of track and field events, KIDS ATHLETICS uses a variety of modified

fundamental drills and competitive games (both individual and team games). Other activities are designed to help kids enhance their agility, coordination, speed, strength, and endurance (Gozzoli, Locatelli, Massin, & Wangenmann, 2002). Since it requires qualified individuals to handle it if kids are to reach the intended target, the nature of training can have an impact on KIDS ATHLETICS sporting competitions (Gozzoli et al., 2006).

The World Athletics formerly, (IAAF) Kids' Athletics events emphasizes on the need for trained assistants and judges like Kids' Athletics Lecturers, Teachers to be offered in order to undertake implementation of the events in at least primary schools (Raney & Bryant, 2009). However, there is limited data reporting on the level of training that games teachers are receiving in training KIDS ATHLETICS events in schools.

In Uganda, KIDS ATHLETICS was introduced in 2009, through the joint effort of The Ministry of Education and Sports, the World Athletics formerly (IAAF), the Uganda Athletics Federation and German Foreign government in some parts of the country to develop the Kids' Athletics programme within the Ugandan primary schools. (<https://worldathletics.org/news/news/joint-actions-in-uganda-for-athletics-promotion>).

KIDS ATHLETICS was then adopted to be competed in all Uganda National Primary Schools Annual Athletics Competitions. In 2009 when KIDS ATHLETICS was introduced in Uganda, teachers were trained on how to conduct KIDS ATHLETICS activities. However, it is now over 10 years that no national training has been organized for the teachers for districts that host national KIDS ATHLETICS championships and individual Local Government initiatives.

Soroti City was the third City by then to host the national KIDS ATHLETICS championship in May 2014. However, it has been more than 8 years since the previous KIDS ATHLETICS training, which was provided by the Ministry of Education and Sports and the Uganda Primary School Association (UPSSA). Since then, Soroti City has been not been regularly participating in the national KIDS ATHLETICS championship. It is therefore not clear whether the games teachers have adequate competences in training children in KIDS ATHLETICS.

1.2 Problem Statement

The Kids' athletics programme was introduced and promoted in primary schools in Uganda by Ministry of Education and Sports (MoE&S) together with Uganda Athletics Federations (UAF) with aim at encouraging and grooming children to actively participate in athletics and other sporting discipline at a tender age up to international level.

Despite the support from (MoE&S), (UAF) and other stakeholders in providing funds, policies and trainings, it's now over 8 (Eight) years since the selected games teachers in Soroti received the kids Athletics training and yet they are continuing training children. It is not clear whether the games teachers in Soroti City are competent in training children in KIDS ATHLETICS events since games and sports rules keeps on changing overtime

Additionally, KIDS ATHLETICS is losing its attractiveness and this is attributed to the faulty training (Ababei 2017). This situation may be similar in Soroti City due to observable indicators.

This study sought to establish games teachers' competence in training kids' athletics in Soroti City with aim of providing data and adopting intervention to maximize KIDS ATHLETICS training strategies.

1.3 General Objectives

To establish games teachers' competence in training Kids' Athletics events in primary schools in Soroti City.

1.3.1 Specific Objectives

1. To establish games teachers' knowledge on selection of kids' athletics materials used to train kids' athletics in primary schools in Soroti City.
2. To assess games teachers' competence levels to organize and demonstrate kids' athletics events in primary schools in Soroti City.
3. To identify the challenges affecting games teachers' competence in training kids' athletics activities in primary schools in Soroti City.
4. To suggest ways of mitigating the challenges affecting games teachers in kids' athletics events in primary schools in Soroti City.

1.3.2 Research Questions

1. What knowledge do games teachers have in selection of kid's athletics materials used to train kids' athletics events in primary schools in Soroti City?
2. What competence levels do games teachers have in organizing and demonstrating kids' athletics events in primary schools in Soroti City?
3. What are the challenges affecting games teachers in training kids' athletics events in primary schools in Soroti City?
4. What are the possible ways of mitigating the challenges affecting games teachers in training kids' athletics events in primary schools in Soroti City?

1.4 Scope of the Study

The study scope took into account the time, geographical, content, and time perspectives as described in the following sub-headings. The study was carried out in Soroti, an eastern Ugandan City, and in selected government primary schools.

The study focused on games teacher's competence in training kids' athletics in Soroti City. Soroti City was selected considering the researcher's accessibility, awareness about the location of the government aided primary schools and the teachers that train and implement kids' athletics. Also, Soroti City is one of the cities where Kids was piloted at its first implementation in Uganda.

The emphasis was on teachers' professional practices for the period between 2012 and 2022. This is because kids' athletics was introduced in 2012 and still being implemented up to date. The time frame for the content in this dissertation will be valid between 2022 and 2027. It is after this period that the content may be over taken by time and therefore it can be reviewed.

1.5 Significance of the Study

The Education and Sports Ministry as well as other stakeholders will be guided by the study's findings as they develop strategies for assisting the KIDS ATHLETICS program in schools. The findings may help government and other stakeholders in taking interest in reviewing KIDS ATHLETICS programme after particular period of time with intentions of making improvements. The study findings will aid other researchers and the media community in identifying topics of interest for publications and in building databases for research on sports for children and athletes.

1.6 Theoretical Framework

The development of talents and expertise at nurturing is dependent on the acquisition of skills and information via learning and practice rather than on trait, according to the expertise theory put forth by Ericsson et al. (1991). Therefore, the study is founded on this theory (Ericsson & Smith, 1991). Games teachers provide learners with an opportunity to test with their talents as they grow into professional athletes through regular practice, sessions, and demonstration lessons. The amount and quality of training one undertakes, as well as skilled support, affect how well-versed one becomes in a given area (Ericsson & Charness, 1994). The ability of the games teacher to instruct children in athletic activities requires critical reflection, as well as the chance to receive feedback on their performance from the immediate supervisor.

The variables of the study included the dependent variable: kid's athletics which involves sprinting/running, jumping and throwing events (50m hurdle sprint, shot put and multiple jumps) while the independent variables were organization of events selection of materials (Appropriate activity, Appropriate size, Appropriate procedures Correct usage) and Organization of events (Demarcating activity areas, demonstrating skills, executing skills Scoring and ranking) If the competency levels of games teachers are determined approaches can be created to improve on training using the Ericsson et al., (1991), theory. The extraneous variables of the study were cultural and religious practices, Implementation criteria, Teachers' interference, sports policies are other factors that could affect games teachers' competence in training nonetheless this study did not consider them.

1.7 Conceptual Framework

Based on the aforementioned theory, the researcher modified the Gozzoli's et al. (2006) conceptual framework, as shown in figure 1 below.

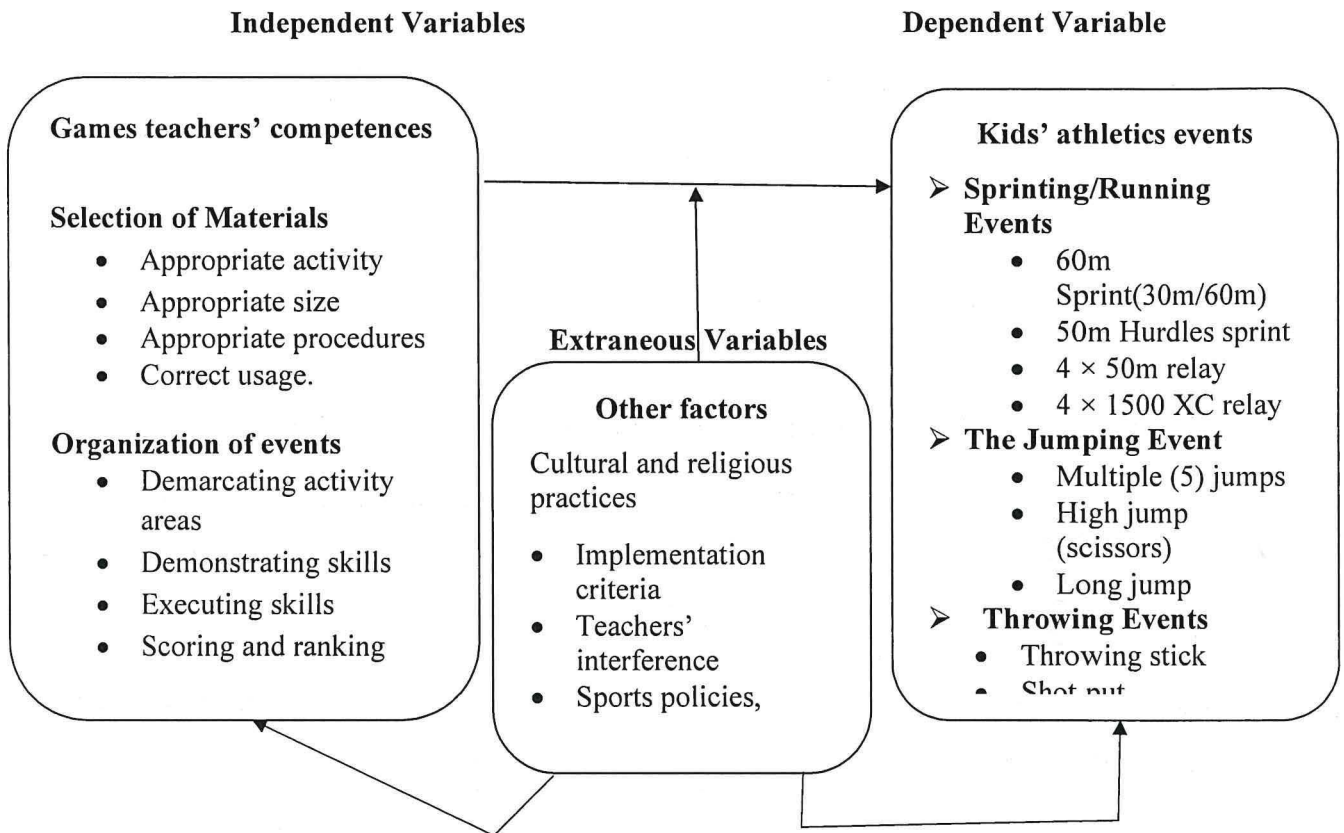


Figure 1. 1: Conceptual Framework as Adapted from Gozzoli et al. (2006)

1.8 Delimitation of the Study

The study was delimited to the competence of games teacher in instructing kids' athletics events in government-based primary schools in Soroti City. It was also delimited to selection of materials, organization and demonstration, challenges and mitigation affecting games teachers in training kids' athletics events and it was conducted in the period of 2021-2022.

1.9 Limitation of the Study

The study was limited by a variety of issues. Since the study entailed practical assessment, some game teachers were reluctant to prepare demonstration training for children's sporting activities because they felt it was time-consuming and uncomfortable. However, the researcher convinced them and promised to offer some water after the activity and that's why they turned up voluntarily for the demonstration.

Lack of trust worthiness, as most of the Participants were not fully disclosing their demographic information particularly; on age, marriage status and educational qualifications when filling the questionnaires. However, the research had to try to emphasize the need to fill the demographic information to the Participants.

The turn up of pupils during data collection time was not good as they feared converging in groups because of Covid-19 pandemic. This had an impact on the number of pupils who took part in the study. However, the researcher, observed Standard Operation Procures (SOPs) like hand washing, using sanitizers and masks during data collection. Furthermore, the researcher observed social distancing and recorded information during interviews.

Some of the Participants thought they would be paid for taking part in the survey. But the researcher assured them that the information gathered from them was just used for scholarly purposes and had no connection to any kind of financial gain.

1.10 Definition of the Key Terms

The researcher did his best to provide conceptual definitions of the primary concept used in this study.

Kid's Athletics: This is a program that the International Association of Athletics Federation (IAAF) is planning to promote and extend Track and Field in schools and sports clubs, especially for kids between the ages of 7 and 14 (Gozzoli et al. 2006).

Teacher effectiveness: This is the ability of a teacher to structure learning opportunities, adapt instruction to the level of the class, and evaluate students through a variety of resources (Laura & Courtney, 2008).

Teachers: These are the personnel in the school who are in charge of assisting students in the implementation of kid's athletes.

Primary schools: These are educational establishments that offer teaching from primary one to primary seven classes in Uganda. The age range of the children enrolled in this level of school is 6 to 14.

Learners: This means a group of 'students' or 'pupils' who are attending primary cycle.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter reviews the relevant literature under the aforementioned subtopics: game's teachers' knowledge in selection of materials in training kid's athletics events, games teachers' competence in organizing and demonstrating kid's athletics events, challenges that affects games teachers in training kids' athletics events and ways mitigating the challenges that affect games teachers in training kid's athletics events.

2.2 Games Teachers' Selection and Use of Materials in Training of Kids'

Athletics

Kids' Athletics, according to Schiffer (2008), is a program designed by the International Association of Athletics Federation (IAAF) to increase Track and Field for kids between the ages of 7 and 14 in schools and sports clubs. However, it requires games teachers to be very competent in using such materials and equipment appropriately. The materials were developed; unfortunately, the studies don't show events that are used to familiarize games teachers on how to use such materials.

In addition, de Freitas (2018) urges that for competitions to be effective, training apparatuses have apposite effect on learners inspiration and social change, have to be applied well in the training purposes (Larson, 2020). Games Teachers has to have knowledge of selecting and use materials/equipment appropriately so as to motivate learners' engagement during training in KIDS ATHLETICS events. KIDS ATHLETICS materials/equipment can be obtained from the shops

as commercialized like electronic timers, hurdles, discus, javelin among others whereas others can be improvised using local available materials from the environment like hurdles, boxes or banana stands can be made, throwing, sticks, tyres name them.

Learners to actively participate in kids athletics, they should be confident in using the materials that are safe and appropriate while they are participating Sirard et al., (2006). The research done by Petros et al.,(2016) in Greece indicates that, children active participation are differently motivated by the way games teachers competently guide them on how to use kids athletics materials. Kids' athletics necessitates that game teachers take steps to enhance their students' athletic performance. This duty includes nurturing the learners' talents, managing resources, offering support, and handling administrative issues (Alimi & Akinfolarin, 2012; Buck, Wespieser & Harland, 2017).

A study by Nwambam & Eze, 2017 found that teachers in Nigeria serve as resource people for athletics, give government advice on instructional methodology, and perfect training techniques using appropriate training materials. As games teachers, then the importance of training to the development of kids athletics can be considered similar to the role of teachers in the classroom (Cauley III, 2011). However, there is less literature that illustrates how games teachers in Soroti City select and use materials in kids' athletics. This study intended to examine games teachers' competence to select appropriate materials in the training of kids' athletics events in Soroti City.

Games Teachers have to bear in mind the type of activity, the age category of learners, availability of materials, appropriateness and the sizes or weights of materials play materials and equipment to be used for safety in training KIDS ATHLETICS events as indicated in the IAAF Kids Athletics practical guide (Gozzol et al., 2002). The Kids Athletics competition handbook emphasizes on the type of materials and equipment that is to be used by learners of different age group (Gozzol, et.al, 2002). Games Teachers must follow the appropriate guidelines including technical knowledge on material production. Games Teachers is expected to know and take measurements, join materials, smoothed them for safety of the user. Though the KIDS ATHLETICS handbook, used in Uganda indicates the materials to be used in a particular event, the book did not guide trainers on how the materials can be developed and used during the training (Gunter lange et, al.2012). This leaves Games Teachers with limited knowledge in developing and selecting materials to be used during training.

2.3 Games Teachers' Competence in Organizing and demonstrating Kid's Athletics

Piaget and Piaget (2007) advocate that children can replace in-depth information with activities that they find attractive and motivating by engaging in play-like activities. Numerous researchers have examined teachers' abilities to plan and conduct sporting events from a variety of angles; nevertheless, no one perspective can fully explain the concept of teacher effectiveness (Cheong, 1996). The observation of teacher competency includes information on the quality of teacher preparation in areas like social, emotional, and mental domains, through play, and that its effectiveness may have a good impact on the children (Cheong, 1996). The beliefs, attitudes, and behaviors of gaming instructors have a substantial

impact on pupils' mental development (Boonen, Van Damme, & Onghena 2014; Powell & Beard, 2018).

Polk (2006) references to the fact that a teacher's qualities, such as "excellent past academic achievement, communication skills, originality, experience, and instructive information that is acceptable in kids' athletics evaluation and assessment," to qualify their competency as a game's instructor. It's crucial to remember that cooperative efforts are required to become a competent games teacher. TAM, and Tsui (2002) recommend teachers to work together in order to get the most of their energy. By doing so, they will be better able to organize and demonstrate kid sports events and get around other obstacles. Similarly, Byrd and Rasberry (2011) think that a teacher's competencies hold standards that they contribute to each unique student during a specific set of training procedures.

In the twenty-first century, knowledge and productivity are more important than test results. "We need to place a premium on games teachers who help youngsters become proficient training athletes in sports development," says one expert (Byrd & Rasberry, 2011: p.4). This raises the question of how Soroti City's game teachers manage the athletics of their students. In light of this, the study was conducted to establishing the games teachers' competence to organize kids' athletics events in Soroti City.

2.4 Challenges Faced by Games Teachers in Training Kids' Athletics.

Different challenges that learners and games instructors face can hinder the effectiveness of training in KIDS ATHLETICS events. These challenges typically have detrimental effects on both the instructor and the learner because training time may be limited for practicing the necessary skills, which makes

training session lengths unpredictable (Boghian et al., 2019). Additionally, some Games Teachers find it awkward how youth athletic events are run and how game results are evaluated. Some Games Teachers regard this approach as challenging and they prefer more old-style knowledge methods to train successfully (Dominguez et al., 2013).

Kids' athletics discoveries proposed distinct contests in this development. Complete improvement is not possible without using the full power of high performance of games teachers' qualification in physical education to improve the redesigned of kids athletics events, its rapid progress, requires special skilled and knowledgeable persons to successfully train kids athletics events. Winnick & Porretta, (2016). Finding out whether the game teachers have training in physical education and sports is crucial for this study.

In most cases, athletes that take part in sporting events run the danger of suffering injuries. The rapid growth and closure of the growth plates throughout adolescence make adolescents and young athletes more susceptible to a range of traumatic and overuse injuries (Merkel, 2013). Therefore, Games Teachers being trainers of young athletes, are faced with such challenges when of how to overcome injuries and traumatic conditions in some pupils' kids athletics training. Therefore, this study will seek ideas from the Participants on how to overcome the injuries sustained.

In a related development, McKinsey (2005) observed that limited knowledge and skills in selecting kids during participation has been noted on several counts as a challenge to many teachers at different levels. This means that schools should establish considerable and extended specialised training in the advanced models

of tool for promotion kids' athletics primary schools. This study will find out how limited knowledge and skills can be cultivated.

The teacher–student ratio as cited by Hasley (2003), is a challenge too in implementing kids' athletics. He stated that games teachers find it difficult to prepare adequate materials to cater for individual learners despite the increase in their interests to participate kid's athletics therefore, leaves many of these learners unreached by teachers during the training and coaching sessions of athletics. This study will obtain the ideas from Participants on the appropriate ways and methods of overcoming such challenge.

According to Engel (2000), time constraints also hinder the kids' athletics in primary schools since most teachers think they are too busy with school duties. He further noted that, it requires a games teacher to spend a lot of time planning and coming up with appropriate time which suits individual learner's needs in kids athletics training alongside other responsibilities assigned to him/her by the school hence a challenge affecting teachers. It's in the interest of this study to collect the information on how time hinders kid's athletics and suggest possible strategies of overcoming it.

Inaccessibility of some training material for instance medicine balls is another challenge in implementing kids' athletics by games teachers in primary schools (Baranowski et al., 1997). This implies that schools without play resources and facilities limits implementing kids' athletics for their learners hence affecting games teachers' competence in training kids athletics programme. This study will therefore establish ways how the play materials and facilities can be availed to facilitate the kids' athletics programme. However, the challenges that faced by

the game's teachers in training kids' athletics events in Soroti City that is why this study thought to assess challenges that affect games teacher's competence in training kids' athletics in Soroti City.

2.5. Ways of Mitigating Challenges Affected by Games Teachers in Training

In schools, games teacher develops plans in training and teaching games and sports activities so that children make choices. Plans include training techniques, team building, and engagement strategies such that they are either achieved or not as a team of pupils (Jenkinson et al., 2013; Memmert & Harvest, 2008). However, the training methods aid in lengthening pupils' practice sessions, enhancing their physical and motor abilities, and modifying the utilization of facilities so that the kids' athletic competitions become engaging. As a result, the games instructor frequently chooses his or her teams collectively. Kids' athletics aims to excite pupils by having them participate in the sport.

Numerous exciting athletics activities in schools indicate that new innovation of kids' athletics-based models of young children has the likelihood to improve instructive results in children. This has led to improved demand on learner participation in kid's athletics to facilitate normal practices in sports (Schank, (2001). Games teachers therefore, are compelled today to employ appropriate methods of training based on modern approach which calls for use of kids' athletics to increase children's abilities to participate in athletics.

The use of appropriate and relevant resources in training learners kids athletics is vital in bring change of attitude by teachers, peers, parents and other stakeholders towards learners in athletics Schiffer, (2008). This implies that creation of

awareness to public on the potentials of learners in kids' athletics is achieved as they demonstrate their abilities in general school athletics.

Kids' athletics provides learners with the opportunity to increase the interaction with their teammates, and games teachers hence encouraging collaboration in the process in primary schools (Coley, 2007). This means kids' athletics, pupils together with their game's teachers are motivated to work together during the trainings. However, it is not yet known the challenges faced by the game's teachers in training of kids' athletics events are being mitigated that is why this study was to be carried out.

2.6 Summary of Findings in Literature

Finding from related literature reveal that past academic performance, communication skills, creativity, expertise, instructive knowledge which is appropriate in kids' athletics evaluation and assessment. The literature from several researches reveals that gaming teachers' attitudes, behaviors, and beliefs have a major impact on students' cognitive skill acquisition. KIDS ATHLETICS provides learners with the opportunity to increase the interaction with their teammates while participating in activity. Literature confirms that appropriate and relevant resources are vital in bring change of attitude by teachers, peers, parents and other stakeholders towards learners in athletics. Further literature approves those numerous exciting activities of athletics in schools indicates that new innovation of kids' athletics is good for - young children. By focusing on coaching modes, group formation, and input modes in the activity, KIDS ATHLETICS aids in the development of training and coaching tactics.

Literature further reveals that in order for competitions to be successful, training tools that enhance students' motivation and result in behavioral change must be effectively implemented. In addition, Kids' athletics provides learners with the opportunity to increase the interaction with their teammates, and games teachers hence encouraging collaboration in the process in primary schools. Another scholar states that time constraints also hinder the kids' athletics in primary schools since most teachers think they are too busy with school duties. Further study revealed that games teachers find it difficult to prepare adequate materials to cater for individual learners despite the increase in their interests to participate kid's athletics therefore, leaves many of these learners unreached by teachers during the training and coaching sessions of athletics

2.7 Conclusion

Kids Athletics programme have numerous benefits. However, there is limited researched data that exists on its implementation. Thus, study sought to assess Games Teachers Competence in training Kids Athletics events in primary schools Soroti City.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents description of research design, study area, target population, sampling technique, data collection instruments, data gathering procedures, and secondary data review, data management and analysis technique, ethical considerations and limitations of the study.

Mixed methods, which include quantitative and qualitative approaches, were employed in the study. Qualitative approaches were used because it allowed data to be gathered from the Participants through observation guide, Questionnaires and interview guide and data presentation in descriptive form. The quantitative approach was useful in establishing the demographic data of Participants relating to age, gender, and educational qualification.

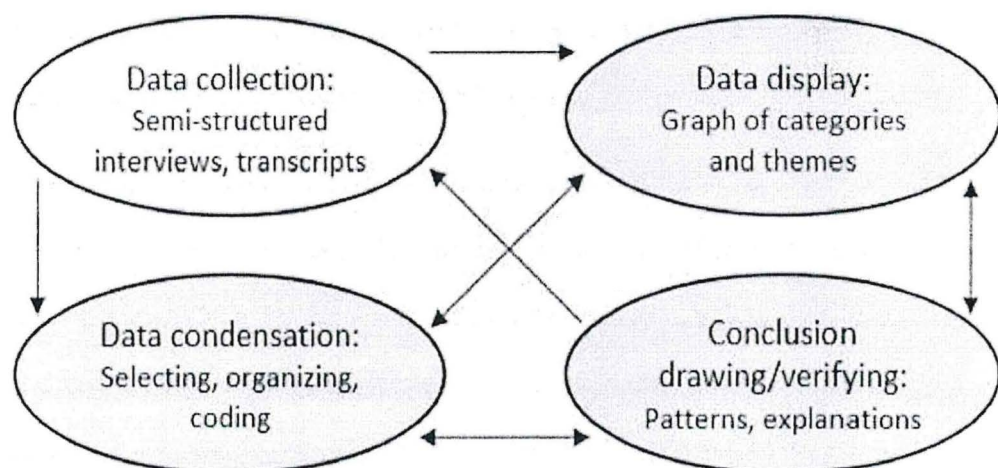


Figure 3. 1: Data Collection Procedure and Analysis

In order to construct the foundation for a systematic data analysis, the researcher took notes, recorded data using a phone, and afterwards transcribed the data. Condensed, coded, and sorted data were used to organize the information into

coherent themes. Data was presented in tables and graphs categorically prepared and conclusions were drawn as suggested by (Miles et al., 2014).

The qualitative approach sought to collect data without manipulating the study variables of the respondents (Panday & Panday, 2015). Assessment of games teachers' competence in training kids' athletics events in Soroti City used descriptive cross-sectional method that enabled the researcher to obtain and describe accurate information using observations as acknowledged by Creswell & Poth, (2018a).

3.1 Research Design

A research design, according to Nworgu (1991), is a structure that is followed when conducting research and results in a plan for the gathering, measuring, and analysis of data. The researcher evaluated the games teachers' proficiency in KIDS ATHLETICS event training using a descriptive cross-sectional design. The design was chosen because it allowed data to be collected based on what was happening at a specific time and place (Cherry, 2019).

To gain an in-depth thoughtful of pupils and teachers' observations in the Kids Athletics programme, semi-structured qualitative interviews were done to obtain the opinions. The researcher made sure that follow-up inquiries did not depend on interviewee responses and willingness to share their own ideas as proof (Bryman & Bell, 2011). Additionally, the quantitative approach was employed to establish the Participants' demographic information, including gender, educational attainment level, and athletic training experience. Data on material selection, KIDS ATHLETICS event planning and execution, problems that affect Games Teachers, and mitigation tactics were presented and analyzed using a

qualitative manner. Data analysis method researcher used in this study is adopted from Miles et al. (2014). As shown in the figure below.

3.2 Study Variables

The independent variables of this study were games teachers' competence in training which affects KIDS ATHLETICS events selection of materials according (appropriate Activity, appropriateness size, appropriate procures and appropriate usage), organization of events (Demarcating activity areas, demonstrating skills, executing skills Scoring and ranking) and the dependent variables athletics events which involves sprinting/running, jumping and throwing events in (50m hurdle sprint, Shot put and multiple jump).

3.3 Study Area

The study was carried out in Soroti City, which is in the east of Uganda. The administrative center and most populous City of the Teso Subregion, which is located north of Lake Kyoga, is Soroti. It is located around 103 kilometers (64 miles) (by road) (northwest) of Mbale, the biggest City in Uganda's Eastern Region. The City is divided into two sections: the western and eastern sections, 359 Cells and 13 yards. The estimated total population of the City is about 60,900 people with approximately 24.5% of these being primary school-going children (UBOS, 2014).

3.4 Study Population

The population of the study included a sample size of 252 Participants determined from 1,500 expected population using Krejcie & Morgan (1970) table of sample size besides, there were Eighteen (18) government primary schools in the City, thirty-six (36) games teachers assigned take responsibility of training children, two hundred sixteen (216) pupils. The participants were selected because they were deemed knowledgeable of the problem under study and had been working closely with the school.

Table 3. 1: Summary of the Population

S/No	Particular	Number per School	Number of schools	Total number	Sampling techniques
1	Games teachers	2	18	36	Purposive
2	Pupils in primary	12	18	216	Purposive, Simple random sampling
Total				252	

3.4.1 Games teachers

The researcher selected two (2) Games teachers per school because they are assigned with the responsibility organizing of sports and games activities within and outside School. They are in charge of training, selection of school teams in sports including kid's athletics.

3.4.2 Pupils

The researcher randomly selected twelve (12) pupils from each school to participate in the study because they have more information on the games teacher's competence in training KIDS ATHLETICS events since they participate in the programme.

3.5 Sampling Techniques

Soroti City was selected purposively because it's City that has had chance to Host the national Kids Athletics Championship in all Teso sub-region Games Teachers (Games Teachers). Additionally, Soroti City selected was purposely because it's the only City in Teso which has hosted KIDS ATHLETICS national championship in 2013, besides it serves Centre for most sports activities in the region.

Furthermore, Schools, classes, and Games teachers were selected using Convenience sampling because they were from the existing primary school in Soroti City.

From the target population, specific study participants were chosen using a systematic sampling procedure. Up until the necessary population size was reached, every even number admission in the units satisfying the inclusion criteria was chosen for the study. Finally, all unit in-charges were eligible for the study's Key Informant Interview. They were purposely selected for their technical and management expertise being the clinical managers of these units. Being only three in number, their selection was done by a non-probability purposive method.

3.5.1 Simple Random Sampling

Simple random sampling methods were used to choose pupils from their classes. A random selection of responders from a specific population is used in the sampling approach. In this study, simple sampling was adopted due to the fact that even Cohen et al. (2007a:115) support and it gave all pupils an equal chance of being chosen.

3.6 Data Collection Instruments and Tools

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

3.6.1 Questionnaire

Data from gaming teachers was gathered through the administration of questionnaires. Orodho (2009) asserts that a questionnaire enables measuring for a certain point of view and has the capacity to acquire a significant amount of data in a reasonable length of time.

Both closed-ended and open-ended questions were included in the questionnaire that was distributed. The questionnaire had all the responses completed. The preamble describing the researcher and the title was presented in Section A. Data on the Participants' demographics were collected using Section B. Information on the obstacles and solutions to those obstacles that limit games teachers' capacity to train participants in KIDS ATHLETICS events was sought for Section C. The questionnaire was chosen because it is simple to administer and allows the researcher to collect data from multiple Participants at once in a shorter amount of time (Mugenda & Mugenda, 2004).

3.7 Focus Group Discussion (FGDs)

The benefits and difficulties teachers encountered while instructing the Kids Athletics program were the main topics of the interviews. Before joining the group, each member gave their informed consent. The researcher gave participants an explanation of the informed consent forms' contents as suggested by Mack et al. (2005 pp 1,29-45) that in order to follow the specific study methodology, "you must gain informed consent from Participants before

initiating the focus group."

Data was obtained from Pupils through engaging them in interview for triangulation and enrichment of data relate games teachers' competence in training KIDS ATHLETICS events as the gave their opinions since they have been fully involved in Kids Athletics. According to Thomas (2009), a significant benefit of human contact during an interview is that it allows Participants to respond to the interviewer physically, as opposed to how they would respond to a questionnaire.

The researcher used interview field notes and tape recorder to capture the information as children discussed in English. Data was cleaned and transcribed into meaningful statements that backed up the study. During the focus group discussion, an atmosphere was created where participants felt at ease to express their views (Hennink et al., 2011).

3.7.1 Observation Guide

Observation guide with Likert scale was used to capture individual data from games teachers who participated in demonstrating selected KIDS ATHLETICS events to the children. When a researcher observes and partially engages in the action being investigated as it is taking place, this is referred to as observation, according to Lichterman (2002:120). Following Babbie and Mouton (2010), the researcher in this investigation maintained his position as an impartial observer.

During data collection, the researcher observed of practical demonstration from games teachers in demarcating the field, teach a particular Skill and how they were scoring and ranking the activity performance in KIDS ATHLETICS. Phone videos were captures during demonstration of practical activity so that it can be

reviewed.

3.7.2. Documentary Analysis

The researcher used observation checklist to establish the types of activities, materials or equipment, organizational procedures and activities recommended for particular age group involved in KIDS ATHLETICS events when training children. The (IAAF) KIDS ATHLETICS practical Guide for Kids Athletics Animators Manual documents was analyzed (Gozzoli et al,2006) and kids Athletics hand book training manual for Uganda (Gunter Lange,2012). The technique was good because it allows direct observation and accessibility of KIDS ATHLETICS content.

Secondary data was generated from a review of existing literature relating to teachers' competencies in kids' athletics. This included published books, newspapers, voice news and talks on radios and televisions, textbooks, magazines internet sources. The data obtained aided the justification and merging with the primary data collected. Bowen, (2009) claims that documents can be analyzed to confirm findings or validate evidence from other resources.

3.7.3 Quality Control

To acquaint research assistants with the study and data collection instruments to be utilized, a one-day training session was held. The Soroti District's primary schools were chosen for the pre-testing of the study instruments.

During the meeting, the researcher examined the Capacity to review understanding of the questions, as well as the ability to keep the debate on topic and adaptable. In an effort to gain understanding, the researcher spoke with participants in person before the interview to provide a calm and relaxed

environment on the day of the actual interviews and to explain the purpose of the meeting.

3.7.4 Data Processing and Analysis

The collected data was cleaned, coded. It was then double-checked and statistically analyzed using the SPSS software packages to produce averages and means. The results from both quantitative and qualitative were presented in graphs, tables and pie charts frequencies tables, graphs, pie chart and percentages, to show the tendencies and eventually complemented with the qualitative reports. Verified data was analyzed using descriptive statistics means/averages.

3.7.5 Data Condensation

Data obtained through observation was organized according to Games Teachers knowledge in selecting materials, organization and challenged affecting the training KIDS ATHLETICS events from pupils, and games teachers' viewpoint

3.8 Ethical Consideration

The Department of SportScience, of Kyambogo University provided the letter of introduction. The Principal Education Officer, whose consent was requested, acknowledged the receipt of the letter and granted permission for the study to be conducted in school of researchers' choice. Pseudo names were employed to conceal the identities of my Participants and the school where the study was done, and the researcher had to obtain the head teacher's and each participant's approval before beginning the interviews with them. The community's traditions and customs were respected.

3.8.1 Informed Consent

Adequate and correct data regarding the purpose and the manner of this study was availed to all potential candidates, or otherwise their next of kin, in a language they understood. All clarifications sought, questions asked, and concerns raised were addressed by the researcher, they then voluntarily accepted or declined to participate in the study inconsequently, with no coercion or enticement of any form.

3.8.2 Confidentiality

All study participants were uniquely identified with number codes only linking them to the study and remained confined to that. This kept them anonymous to any third party. No personal details were collected for any other purpose. All the documents and records generated from the study were kept safe and secure during and even after the study, and finally disposed of according to the commission for research policy.

3.8.3 Privacy

Participants were conducted privately and professionally, and documented without personal and identifying details, except as was required by the study using unique identifiers. No participants' data was disclosed by the researcher to any third party before coding.

3.8.4 Justice

The study population was treated fairly and equally. All members of the population in the study units had equal participation opportunity. The participants enjoyed no any extra benefits or privileges, nor suffered any harm. The non-participants were not disadvantaged either.

CHAPTER FOUR

PRESENTATION, AND DISCUSSION OF THE RESULTS

4.0 Introduction

In this chapter, the findings from data collected through observation, interviews, documentary analysis, and focused groups are presented, analyzed, and discussed. The findings are presented in demographic characteristics, Games Teachers' Knowledge in Selecting Kids' Athletics Materials, Ability to Organize and Demonstrate Kids' Athletics Events, challenges face by games teachers in training of kids' athletics events and Suggested ways of mitigating the challenges faced by games teachers in training Kids Athletics events

4.1 Demographic Characteristics

The questionnaire covered demographic details of participants. This included gender, sex, level of education and training experience. A total of thirty-six (36) games teachers from government elementary schools in Soroti City were chosen to take part in the study. However, only data from 86% (31) of teachers were collected. This number was found to be sufficient since it exceeded the minimum requirement 70% for survey research (Kathuri & PaIls,1993). The figure also represented the opinions of the game instructors.

Table 4. 1: Demographic Characteristics of Participants

Variables		Frequency	Percentage (%)
Gender	Women	11	35.5
	Men	20	64.5
Sub total		31	100
Education Level	Degree	3	10
	Diploma	21	68
	Grade III Certificate	7	23
Subtotal		31	100
Years as a game's teacher	1-3 year	3	10
	4-6 year	9	29
	7-9 year	6	19
	10 years and above	13	42
Subtotal		31	100

In the Table 4.1, results indicate that, 64.5% (n = 20) of the respondent games teachers were males while 35.5% (n = 11) were females. This means that there were more male who participated in this study compared to the females.

4.1.1 Gender

In the Table 4.1, results indicate that, 64.5% of the participants were males while 35.5% were females. This implies that there were more male who participated in this study compared to the females. This was attributed to that female teachers are less engaged in practical physical activity compared to males (Rodriguez, 2018). However, findings revealed that both male and female games teachers participated in the study. This is attributed to the fact that they have been conducting the trainings as their noble duty as assigned by District Service commission.

4.1.2 Educational Level

In addition, the study showed (68%) of participants had qualified with a Diploma in primary Education, (23%) had qualified as Grade III teachers' and (10%) of the games' teachers had Bachelors' Degrees in Education. This implies that a majority of games teachers who participated in this research were had qualification of Diploma in primary Education with a biased with physical Education. Additionally, findings revealed that the lowest educational level of participants was Grade III teachers' certificates. This agrees with the requirements of the education service commission (2013) of Uganda that mandates all primary school teachers to have undergone training in a primary teacher's college and thus must possess a minimum of Grade III certificate in education. Furthermore, the study observed that majority of the game's teachers had undertaken further studies to obtain Diplomas in primary Education/ Bachelor's Degrees with a bias in physical education (P.E). This is in line with the National Teachers Policy of Uganda that demands all teachers to have a minimum qualification Bachelor in Education.

4.1.3 Experience as a Games Teacher

Results from the table 4.1, revealed that most games teachers had experience in training Kids Athletics events. Three had 1-3 years, nine had 4-6 years, six had 7-9 years and thirteen had spent more than 10 years of experience in training Kids Athletic. Findings showed that a majority of participants had experience of more than 4 years in training the Kids Athletics event in Soroti City. Teachers' experience gained as games teachers were one of the key factors thought to impact competence in kids' athletics as suggested by Morgan & Bourke (2008). Consequently, a majority of the participants in this study were more experienced

in training of Kids Athletics events.

4.2 Games Teachers' Knowledge in Selecting Kids' Athletics Materials

The knowledge level was determined by assessing the games teacher's knowledge on; selecting appropriate activity, appropriate size of materials or equipment, appropriate procedures for developing materials and appropriate usage of material. The responses were categorized into four levels that are, very knowledgeable, knowledgeable, slightly knowledgeable, and less knowledgeable.

Table 4. 2: Games Teacher's Knowledge on Selecting Kids' Athletic Materials

Knowledge	Very knowledgeable	Slightly knowledgeable	Less knowledgeable	Total (%)	
Appropriate activities	10% (3)	16% (5)	48% (15)	26% (8)	100
Appropriate size of materials	of 26% (8)	39% (12)	26% (8)	10% (3)	100
Appropriate procedures	10% (3)	32% (10)	42% (13)	16% (5)	100
Appropriate usage of materials	of 10% (3)	16% (5)	32% (10)	42% (13)	100

Table 4. 3: Mean of Games Teacher’s Knowledge on Selection Kids’ Athletic Materials

Knowledge	Sum	Mean	Median	SE	SD	Outcome
Appropriate activities	61	2.03	2	0.155	0.850	Slightly knowledgeable
Appropriate size of materials	87	2.81	3	0.170	0.946	Knowledgeable
Appropriate procedures	73	2.35	2	0.158	0.877	Slightly knowledgeable
Appropriate usage of materials	60	1.94	2	0.179	0.998	Slightly knowledgeable

4.2.1 Knowledge on Selection of Appropriate Activities

From tables 4.2 and table 4.3 results show that the majority of participants 15(48%) were slightly knowledgeable, in the selection of appropriate activities to be presented to the participants. Similarly, in relation to table 4.2, 8(26%) of the participants were less knowledgeable. This implies that more games teachers were not able to select appropriate activities to be given to the particular category/age group of learners. This is attributed to limited experience they have in kids athletics training manual. A study by conducted by Darling, et al, (2007),revealed that a less knowledgeable teacher is unable to organize relevant content for the learners in any discipline.

4.2.2 Knowledge on Selection of the Appropriate Size of Materials or Equipment

The findings from table 4.2 results reveal that most participants were knowledgeable on selection of the appropriate size of materials in the respective age category. Results indicated that 8(26%) of the Participants were very

knowledgeable, 12(39%) were knowledgeable, 8(26%) slightly knowledgeable and 3(10%) were less knowledgeable in selecting materials that were suitable for the kids' age. In addition. Findings reveal that a majority of games teachers scored above average in percentage on selection of appropriate size of material/equipment to be used in training as indicated by mean in table 4.3. However, much as some game's teachers were knowledgeable about resources that are appropriate in size for the particular age of learners, others were demonstrating skills without the required instructional materials.

4.2.3 Knowledge on Application of Appropriate Procedures for Developing Kids' Athletics Materials

Findings from table 4.3 revealed that Games teachers were slightly knowledgeable in the application of appropriate procedures used in developing a material for specific event. In the table 4.2, results indicate that,3(10%) of participants were very knowledgeable, 10(32%) were knowledgeable,13(42%) were slightly knowledgeable and 5(16%) were less knowledgeable. In overall, finding reveal that majority of games teachers were not knowledgeable in applying appropriate procedures for developing the materials for particular events from environment. Furthermore, findings reveal that, some games teachers could not even improvise the simple materials like rings due to inadequate knowledge on measurement of materials.

4.2.4 Knowledge on Usage of Materials Appropriate Materials

In table 4.3 results indicate that majority of Games teachers were slightly knowledgeable in usage of appropriate material. Furthermore, findings from table 4,2 reveal that 3(10%) of Participants were very knowledgeable, 5(16%)

knowledgeable 10(32%) were slightly knowledgeable and Most of the Participants 13(42%) were less knowledgeable in usage of appropriate materials in kids' athletics. This implies that the games not were knowledgeable in usage of appropriate materials in training kid's Athletics events, a majority of them could not correctly use shot put implement and hurdles in demonstration of shot throw and 50m hurdle run respectively.

4.3 Games Teachers' Ability to Organize and Demonstrate Kids' Athletics Events

Table 4.4 and table 4.5 covers three (3) activities used to assess the ability of games teachers in kids' athletics events. The three different activities which include 50m hurdles sprint, shot put and multiple jump events. The responses were categorized into four levels that are, very competent, competent, slightly competent, and not competent. Data was collected specifically on the demarcation of the activity area, demonstration and execution of the particular skill.

Table 4. 4: Games Teacher’s ability in Organizing and Demonstrating Kids’

Athletic Events

Activity		Very competent	Competent	Slightly competent	Not competent
50 - meter hurdle run	Demarcation	16.1% (5)	19.4% (6)	29% (9)	35.5% (11)
	Demonstration	25.8% (8)	19.4% (6)	16.1% (5)	38.7% (12)
	Execution	12.9% (4)	25.8% (8)	38.7% (12)	22.6% (7)
Shot put	Demarcation	19.4% (6)	16.1% (5)	35.5% (11)	29.0% (9)
	Demonstration	35.5% (11)	32.3% (10)	22.6% (7)	9.7% (3)
	Execution	12.9% (4)	22.6% (7)	19.4% (6)	45.2% (14)
Multiple jumps	Demarcation	29.0% (9)	9.7% (3)	32.3% (10)	29.0% (9)
	Demonstration	12.9% (4)	16.1% (5)	22.6% (7)	48.4% (15)
	Execution	19.0% (6)	23.0% (7)	23.0% (7)	35.0% (11)

Table 4. 5: Mean ability of Games Teacher’s in Demonstrating Kids’

Athletic Activities

Activity		Sum	Mean	SE	SD	Outcome
50 - meter hurdle run	Demarcation	67	2.16	0.20	1.10	Slightly competent
	Demonstration	72	2.32	0.22	1.25	Slightly competent
	Execution	71	2.29	0.17	0.97	Slightly competent
Shot put	Demarcation	70	2.26	0.20	1.09	Slightly competent
	Demonstration	91	2.94	0.18	1.00	Competent
	Execution	63	2.03	0.20	1.11	Slightly competent
Multiple jumps	Demarcation	74	2.39	0.22	1.20	Slightly competent
	Demonstration	60	1.94	0.20	1.09	Slightly competent
	Execution	70	2.26	0.19	1.01	Slightly competent

4.3.1 Ability in Demarcating, Demonstrating and Executing the 50m Hurdles

Sprint

Demarcation

The table 4.5 results indicate that games teachers overall are slightly competent in demarcating the activity area as showed by the mean values ($M=2.16 \pm SE = 0.20$), the 50-meter hurdles run. Additionally, 5(16.1%) of the Participants were

very competent in demarcating the 50m hurdles sprint area, 6(19.4%) were rated competent, 9(29%) were rated slightly competent and the 11(35.5%) were less competent. This, therefore, means that majority of the game's teachers were not competent in demarcating the 50m hurdles in their different distances of 8 lanes of 1.2m with distances of 8m, 7m and 7m, mark starting and finishing lines and measure the correct width of the running lane as required in the kids' athletics training manual handbook (Günter, et al.2012)



Figure 4. 1: Games Teachers Demarcating the Activity Area

Demonstration

In addition, the findings reveal that games teachers were slightly competent in demonstrating the 50-meter hurdle run. Results indicates that 8(25.8%), of the Participants were very competent, 6(19.4%) competent, 5(16.1%) slightly competent and 12(38.7%) less competent. This implies that a majority of participants were not competent in demonstrating A 50m hurdles run, However, some games teachers had limited abilities in demonstrating the standing start, giving rhythmic start and clearing the hurdles. This was attributed to lack of proper training time and practice which would make the Games Teachers perfect to demonstrate the selected kids' athletics events.



Figure 4. 2: Games Teacher Demonstrating Particular Skill

On execution of the skills

The study revealed that games teachers were slightly competent in executing of skills 50m hurdle run as indicated by the mean values of ($M = 2.29 \pm SE = 0.17$). Furthermore, 4(12.9%) of Participants were very competent, 8(25.8%) were competent, while the 12(38.7%) were slightly competent and only 7(22.6%) not competent. This implies that a majority of participants were competent in executing 50m hurdles run compared to demonstration and demarcation. This was attributed to lack of technical knowledge in indicator “getting on your marks” from standing start and clearance of hurdles with a height of (43cm height).

4.3.2 Ability in Demarcating, Demonstration and Executing the shot-put Event

Demarcation

The study results in table 4.4 and table 4.5 above indicate that games teachers overall are slightly competent in demarcating and executing the shot-put event.

However, findings reveal that a majority of participants were competent in demarcating shot-put area. This is attributed to the direct measurements which are not very technical.

Demonstration

In addition, results from table 4.4 reveal that majority of the Participants were competent, in demonstrating shot put. Furthermore, findings reveal that only 3(9.7%) were not competent during the demonstration of the shotput. This implies that a majority of games teachers were competent in demonstration of standing shot-put technique.

Execution

Results from the table 4.4 reveal that only 4(12.9%) of Participants could execute the shotput event correctly compared to the rest. Findings reveal that a majority of participants were not competent in executing the shot-put event using the standing throw techniques. This is attributed to the technical skills that involve gripping of the implement.



Figure 4. 3: Pupils Demonstrating Shot-Put



Figure 4. 4:Teacher Demonstrating Standing Put

4.3.3 Games teacher's Ability in Demarcating, Demonstration and Executing the Multiple Jumps

Demarcating

The study results in table 4.4 and table 4.5 above indicate that games teachers overall are slightly competent in demarcating, demonstrating, and executing the multiple jumps as indicated in the mean values of table 4.5. Furthermore, table 4.4 revealed that 9(29%) of the Participants were very competent in demarcating the multiple jump area, 3(9.7%) were rated competent, 10(32.3%) were rated slightly competent and 29(9.0%) were not competent. This implies that a majority of participants were not competent in demarcating the multiple activity area. This is attributed to the inadequate knowledge on the distance required to mark rings for jumps.

Demonstration

From the table 4.4, results indicated that 4(12.9%) of the Participants were very competent, 5(16.1%) competent, 7(22.6%) slightly competent and most Participants 15(48.4%) were not competent. The findings reveal that a majority of participants were not competent in demonstrating multiple jumps. This is attributed to the difficulties of demonstrating left-left-right-right -left jump rhythm.

Execution

Results from the table 4.4 revealed that 6(19.1%) of Participants were capable of executing the multiple jumps, 7(23.0%) competent, 7(23.0%) were slightly competent while the majority 11(35.0%) of Participants were not competent. The overall findings imply that a majority of the participants were not competent in demonstrating and executing the multiple jumps during the training sessions. This attributed to the fact that the activities are for the under 12 category as recommended by the Gozzoli et,al, 2006.

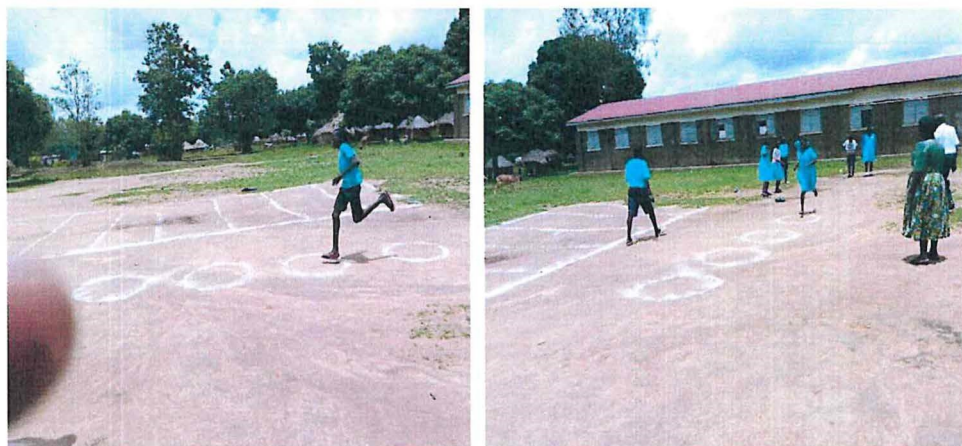


Figure 4. 5: Pupils Executing Multiple Jump Event

4.3.4 Pupils Responses from FGDs

Benefits of Kids' Athletics to Pupils

Kid's athletic skills should be realistic, they should put on factual spectacles, and this paints a clear picture of what is expected of pupils when they serve as supervisors. Furthermore, pp3 "reported that kids athletics training teaches us to understand how to succeed and associates with people during training". Pp4 claimed that youth sports teach kids all the necessary abilities they need to know in order to develop into valuable adults. Teachers of games backed this up by saying that "the employment of informative games is especially excellent in the training of kids' athletics, because it provides learners with a safe environment where learners can exercise their organizing skill." Furthermore, instructive game settings can be thought as assessment setting to learn organization skills in practice *in* training of kid's athletics events

"Learners who like learning by doing and learning by experimenting seem to profit from recreations and competitions," said Games Teachers who was interviewed. Ki's athletics offer opportunity for active learning.

Team work was mentioned as one of the benefits that pupils acquire while participating in the kids' athletics events. Pupils learn from each other and together during training sessions. One respondent backed this up by saying that "kids' athletics give students a shared group experience that they may effectively learn from. However, student feedback from training situations shows that participants were able to learn from one another as they engaged."

Many of the respondent mentioned that “Kids Athletics promotes learning of basic skills like jumping, throwing and running”. During Kids Athletics activities, basic organizational skills are frequently picked up in a natural way. Because children's sports employ the game as a teaching tool or a representation of reality, the Games Teachers stated that "reflection on training is necessary, and the connection to learning objectives needs to be developed during and after the training session.”

4.4 Challenges Affecting Games Teachers Training Kids’ Athletics Events

Seven inter-related factors emerged from the open-ended questionnaires, namely varying growth, and development among children, inadequate training of teachers, lack of endurance in children, inadequate athletics equipment and material, Negative attitude towards athletics little time and lastly limited financial resources to support kids’ athletics activities.

Table 4. 6: Challenges Affecting Games Teachers’ Competence in Training Kids’ Athletics Events

Response	Frequency	Percentage (%)
Varying growth and development among children	3	9.7
Inadequate refresher training of teachers	9	29.0
Lack of low endurance in children	1	3.2
Inadequate athletics equipment and material	9	29.0
Negative attitude towards athletics	2	6.5
Little time allocated for kids’ athletics	4	12.9
Lack of funds to facilitate the activities	3	9.7
Total	31	100

The results from the table 4.6 show that, inadequate training of games teachers and inadequate athletics equipment and material 9(29.0%) were the major challenges affecting the training of Kids' Athletics among the games teachers in Soroti City. lack of endurance in children 1(3.2%) came as the least factor that affects games teacher ability to train kids athletics events. The study findings indicate that inadequate training of teachers and inadequate athletics equipment and material are the major challenges affecting games teachers training in Kids Athletics events. This is corroborated by Hardman and Marshall (2000), who claim that limited government funding, subpar buildings and infrastructure, and insufficient training time were cited as the main challenges in primary schools.

Table 4. 7: Ways of Mitigating Challenges Affecting Games Teachers' Competence in Training Kids' Athletics Events

Response	Frequency	Percentage (%)
Provision of Appropriate size of activities to children	1	3.2
Provision of Refresher courses	10	32.3
Provision of more play activities to children	1	3.2
Provision of equipment and material	10	32.3
Sensitizing stakeholders on Kids Athletics	3	9.7
Allocation of more training time	2	6.5
Increase co-curricular budgetary funding	4	12.9
Total	31	100

The results from the table 4.7 show that provision of refresher courses and equipment and materials were major mitigation measures that would improve the games teacher's ability train kids' athletics events. Furthermore, few games

teachers suggested that children should be provided with more play activities so as to improve on their endurance. This implies that a majority of participants agreed that provision of equipment/materials and refresher courses kids' athletics were the major ways of improving teachers' ability in training.

During the interviews, some of the Participants stated that: "If pupils do not receive clear directions on how to take part in Kids Athletics in the activities", Kids Athletics events may frustrate them". When the Games Teachers are unfamiliar with the game training methods, this occurs. Games Teachers stressed the need for teachers to be well-prepared for Kids Athletics sessions in order to persuade students.

Kids Athletics programme is time-consuming as the durations training session can be difficult to predict as supported by (Boghian et al., 2019). "For learners, incomplete technical execution of Kids Athletics events might cause feelings of defeat".

Another concern that was disclosed by games teachers was the difficulty of training some kids athletics events. "Kids Athletics uses game method of training which might sometime be complex and demanding for pupils". In addition, the game method training is regarded as influential and attractive enough to bring the pupils together when participating. In addition, the game training session requires involving the knowledge to the kids' athletics activities which sometimes need to be modified activities for social skills.

One of the concerns raised by games was the way of scoring and grading kids' athletics results during competitions. Due to the unusual data entering technique,

they perceive a chance of incorrect or unjust grading of pupils as a consequence of the results.

According to games teachers, 'kids' athletics enables a memorable learning experience when Kids are involved in Athletics events. "They recall the training sessions where both child and instructor emotional emotions and excitement were involved," the Games Teachers claimed. Additionally, Games Teachers added that when students ask questions, they become intensely engaged and active, which boosts teachers' motivation and wellbeing at work.

4.5 Discussion of Results

Findings were reported on demographic characteristics, Selection of appropriate materials, organizing and demonstrating kids' athletics events, challenges and ways of mitigation the major challenges.

4.5.1 Demographic Characteristics

The study captured data on gender, educational level and years of experience.

Gender

Findings revealed that both male and female participated in the study despite of more male teachers participating in compared to their female counterparts. This was attributed to that female teachers are less engaged in practical physical activity compared to males (Rodriguez, 2018). However, findings revealed that both male and female games teachers participated in the study and reduced gender biasedness.

Educational level

The findings from the study indicated that a majority of games teachers who participated in the research were had qualification of Diploma in primary Education with a biased with physical Education. Additionally, findings revealed that the lowest educational level of participants was Grade III teachers' certificates and that they were still undertaking further studies as required by the national teacher's policy which stipulates that the minimum education level of Ugandan teacher by 2030 should be Degree level. This therefore confirms that the participants involved in this study were educated and knowledgeable.

Experience as Games Teacher

Findings from the study showed that a majority of participants had experience of more than 4 years in training the Kids Athletics event in Soroti City. This was confirmed by the tabulated data of 90%. The Games Teachers' experience gained was one of the key factors thought to impact competence in kids' athletics as suggested by Morgan & Bourke (2008). Consequently, a majority of the participants in this study were more experienced in training of Kids Athletics events. However, further findings revealed that 10% of the game's teachers in Soroti City had experience less than 4 years in the training Kids Athletics Events.

4.5.2 Findings on Games Teachers' Knowledge on Selection of materials

The study established the findings in games teachers' knowledge in selecting appropriate activities, Selection of the appropriate Size of Materials or Equipment, Knowledge on Usage of Materials Appropriate Materials and Appropriate Procedures for Developing Kids' Athletics Materials.

4.5.3 Knowledge on Selection of Appropriate Activities

The findings from the study revealed a majority of games teachers were not knowledgeable in selecting appropriate activities to be given to the particular category/age group of learners. This is attributed to limited experience they have in kids athletics training manual. (Gunter et al.2012). This was attributed to lack of capacity building in categorizing the Kids Athletics events which would enable games teachers to have knowledge on activities done by under 12, under 14 and under 16 respectively. Furthermore, findings revealed that some few of games teachers were slightly knowledgeable in the selection of appropriate activities to be presented to the participants.

4.5.4 Knowledge on Selection of the Appropriate Size of Materials or Equipment.

The findings from table 4.2 results reveal that a majority of participants were knowledgeable on selection of the appropriate size of materials in the respective age category. In addition. Findings reveal that the results on selection of appropriate size of material/equipment to be used in training of scored was above average in percentage. This implied that participants knew how to choose the right size materials and equipment to utilize while instructing a specific age group of students. The procedure of material selection entails gathering pertinent environmental materials, developing, making, and using them as instructed in the kids' sports instruction manual. Findings from interviews reveal that games teachers used the available materials from school's environment and borrowed others from neighboring schools as mentioned during focused group discussions.

4.5.5 Knowledge on Application of Appropriate Procedures for Developing Kids' Athletics Materials

In Soroti City, findings revealed that majority of games teachers were not knowledgeable in applying appropriate procedures for developing the materials for particular events from environment. This was so because most of the participants could not even improvise the simple materials like rings due to inadequate knowledge on measurement of materials. The teachers were majorly relying on the readymade materials neglecting exploration of available environment. This promotes the use of suitable training materials for children's athletic competitions to support the development of abilities while practicing.

4.5.6 Knowledge on Usage of Materials Appropriate Materials

The findings from the study, that a majority of participants were not knowledgeable in usage of appropriate materials in training kid's Athletics events. For example, most of participants experienced difficulties in using shot put implement and hurdles in demonstration of shot throw and 50m hurdle run respectively.

4.6 Games Teacher's Competence in Organizing and Demonstrating kids' athletics events

Findings in this section were revealed in demarcation, demonstration and execution of skills in three selected activities which include, 50m hurdles, shot-put and multiple jumps.

4.6.1 Ability in Demarcating, Demonstrating and executing 50m hurdles

From the results, finding indicated that majority of the game's teachers were not competent in demarcating the 50m hurdles in their different distances of 8 lanes of 1.2m with distances of 8m, 7m and 7m, mark starting and finishing lines and measure the correct width of the running lane as required in the kids' athletics training manual handbook (Günter, et al.2012). Similarly, a majority of participants were not competent in demonstrating 50m hurdles run, most of the participants had limited abilities in demonstrating the standing start, giving rhythmic start and clearing the hurdles. This was attributed to lack of proper training time and practice which would make the Games Teachers perfect to demonstrate the selected kids' athletics event. However, most of participants were competent in executing 50m hurdles run compared to demonstration and demarcation. This was attributed to lack of technical knowledge in indicator "getting on your marks" from standing start and clearance of hurdles with a height of (43cm height).

4.6.2 Ability in Demarcating, Demonstrating and Executing Shot put

Results from the study reveal that a majority of participants were competent in demarcating shot-put area. This was attributed to the direct measurements which are not so technical. Furthermore, findings show that most of games teachers were competent in demonstration of standing shot-put technique. This was so because this technique is appropriate for the beginners. Also, finding reveal that games teachers were able to demonstrate a particular skill in shot put using the selected materials or equipment appropriately.

However, findings from the study reveal that a majority of participants were not competent in executing the shot-put event using the standing throw techniques to the required distance. This is attributed to the technical skills that involve gripping of the implement vis-a-vis the actual weight of the implement.

In summary, the study findings reveal that games teachers were competent in demonstrating the shot-put throw technique compared to other techniques in 50m hurdles and multiple jumps where they were slightly competent.

4.6.3 Ability in Demarcating, Demonstration and Executing the Multiple jumps

From the study, data revealed that a majority of participants were not competent in demarcating the multiple activity area. This is attributed to the inadequate knowledge on the distance required to mark rings for jumps. Similarly, findings from most participants showed that they were not competent in demonstrating multiple jumps. This is attributed to the difficulties of demonstrating left-left-right-right -left jump rhythm that trainer must be well versed with when conducting the training. The overall findings indicated that most participants were not competent in demarcating, demonstrating and executing the multiple jumps during the training sessions. This is attributed to the fact that the activities are for the under 12 categories as recommended by the Gozzoli et al, 2006.

4.7 Challenges Affecting Games Teachers' Competence in Training Kids' athletics activities

The study findings obtained from objective 3 showed that inadequate training of games teachers in Kids Athletics events and inadequate Athletics

equipment/material are the major challenges affecting games teachers training in Kids Athletics events. This is corroborated by Hardman and Marshall (2000), who claim that limited government funding, subpar buildings and infrastructure, and insufficient training time were cited as the main challenges in primary schools. Teachers pointed out that the growth and development of children's age affects their participation due to the summation of unit measurement against weight in kids' athletics because it plays momentous roles in the selection of children to participate. The findings also reveal that due to Varying growth and development among children talented children have been cut off by age since most children in the upper classes are above 14 years and the required units are needed for participation. Also, the study showed that there's negative attitude towards athletics, by some stakeholders and little time allocated for kids' athletics activities in primary schools for games teachers to effectively deliver kids' athletics programme.

4.7 Ways of Mitigating Challenges Affecting Games Teachers' Competence in Training Kids' Athletics Activities

Findings from the study reveal that provision of refresher courses and equipment and materials were the major mitigation measures that would improve the games teacher's ability train kids' athletics events. Furthermore, few games teachers suggested that children should be provided with more play activities so as to improve on their endurance. This implies that a majority of participants agreed that provision of equipment/materials and refresher courses Kids Athletics were the major ways of improving teachers' ability in training

The study also revealed that all pupils should be allowed to participate and

enough time should be allocated for kids' athletics for teachers to train and practice kids' athletics events. To inspire both teachers and pupils, it was strongly recommended that the games department have adequate funding at both the national and school levels. It also brought forward the deployment of at least two games teachers in every school to help in the challenge of staffing but also encouraged school administrators to buy equipment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of Findings

Findings were reported on demographic characteristics, Selection of materials for Kids athletics organizing and demonstrating kids' athletics events, challenges and ways of mitigation the major challenges.

5.1.1 Demographic Characteristics

The study captured data on gender, educational level and years of experience. Findings therefore revealed that t both male and female participated in the study despite of more male teachers participating in compared to the female counterparts. This attributed to fear of female teachers engaging in practical physical activity due to a number of factors like being busy.

On Educational level, study observed that most game's teachers had obtained Diplomas and Bachelor's degrees with a bias in physical education (P.E). In addition, study findings revealed that game's teachers had experience of more than 10 years in training athletics activities.

5.2 Findings on Selection of materials for Kids Athletics

The study established the findings in games teachers' knowledge in selecting appropriate activities, Selection of the appropriate Size of Materials or Equipment, Knowledge on Usage of Materials Appropriate Materials and Appropriate Procedures for Developing Kids' Athletics Materials.

5.2.1 Selection of Appropriate Activities

The findings from the study revealed games teachers were not knowledgeable in selecting appropriate activities to be given to the particular category/age group of learners for under 12 and 14. However, findings revealed that some few of games teachers were slightly knowledgeable in the selection of appropriate activities to be presented to the participants.

5.2.2 Selection of the Appropriate Size of Materials or Equipment

The findings revealed that most participants were knowledgeable on selection of the appropriate size of materials in the respective age category. Findings from interviews reveal that games teachers used the available materials from school's environment and borrowed others from neighboring schools as mentioned during focused group discussions.

5.2.3 Application of Appropriate Procedures for Developing Kids' Athletics Materials

Findings from the study revealed that games teachers were not knowledgeable in applying appropriate procedures for developing the materials for particular events from environment. This was so because most of the participants could not even improvise the simple materials like rings due to inadequate knowledge on measurement of materials.

5.2.4 Usage of Materials Appropriate Materials

The findings from the study, that participants were not knowledgeable in usage of appropriate materials in training kid's Athletics events. For example, most of participants experienced difficulties in using shot put implement and hurdles in

demonstration of shot throw and 50m hurdle run respectively.

In conclusion, the study revealed that games teachers were knowledgeable on the selection of appropriate size of materials/equipment and they were not knowledgeable in selection of appropriate activities, application of appropriate procedures for developing materials and usage of materials.

5.3 Findings on Competence in Organizing and Demonstrating Kids' Athletics Events

The summary of finding in this section was revealed in demarcation, demonstration and execution of skills in three selected activities which include, 50m hurdles, shot-put and multiple jumps.

5.3.1 Demarcating, Demonstrating and Executing 50m Hurdles

Finding from the study indicated that most the game's teachers were not competent in demarcating 50m hurdles activity area and in demonstrating 50m hurdles run techniques to learners. This was attributed to lack of proper training time and practice. However, most of participants were competent in executing 50m hurdles run

In conclusion, most games teachers were competent in executing 50m hurdles compared to demarcation and demonstration skills where they were not competent.

5.3.2 Demarcating, Demonstrating and Executing Shot put

The study findings reveal that most participants were competent in demarcating and demonstrating shot-put area and techniques respectively. However, findings

from the study reveal that most participants were not competent in executing the shot-put event This is attributed to the technical skills that is involve gripping of the implement visa vis the actual weight of the implement.

In conclusion, most games teachers were competent in demarcating and demonstrating the shot-put throw techniques and they were not competent in executing the shot-put technique correctly.

5.3.3 Demarcating, Demonstration and Executing the Multiple jumps

From the study, most participants were not competent in demarcating the multiple activity area. This is attributed to the inadequate knowledge on the distance required to mark rings for jumps. Similarly, findings from most participants showed that they were not competent in demonstrating multiple jumps. This is attributed to the difficulties of demonstrating left-left-right-right -left jump rhythm that trainer must be well versed with when conducting the training. The overall findings indicated that most participants were not competent in demarcating, demonstrating and executing the multiple jumps during the training sessions.

In conclusion of objective 3, the study findings reveal that most games teachers were slightly competent in organising and demonstrating the shot-put throw and 50m hurdles run technique and most were not competent in multiple jumps.

5.2 Challenges Affecting Games Teachers' Competence in Training Kids' Athletics Activities

The study findings obtained from objective 3 showed that inadequate refresher training of games teachers in Kids Athletics events and inadequate Athletics equipment/material are the major challenges affecting games teachers training in Kids Athletics events who claim that limited government funding, subpar buildings and infrastructure, and insufficient training time were cited as the main challenges in primary schools. Also, growth and development of children's age, Varying growth and development among children. Also, negative attitude towards athletics, by some stakeholders and little time allocated for kids' athletics activities were some of the challenges raised.

5.3 Ways of Mitigating Challenges affecting Games Teachers' Competence in Training Kids' Athletics Activities

The study findings revealed that provision of refresher courses and equipment/materials were the major mitigation measures that would improve the games teacher's ability train kids' athletics events. Furthermore, findings revealed that all pupils should be allowed to participate and enough time should be allocated for kids' athletics for teachers to train and practice kids' athletics events, increased budgetary allocation to co-curricular activities, among others.

5.4 Conclusion

Regular refresher courses can improve games teacher effectiveness in training and practice Kids Athletics event. Games teachers need knowledge in the development of equipment and materials that can be used to facilitate the training of Kids Athletics events. As a solution to the improved kids' athletics program in Soroti City, games teachers should teach lifelong skills to reduce learners' resistance to change through regular assistance monitoring focused at enhancing their delivery.

5.5 Recommendations

5.5.1 Recommendations for Improvements

There is need for Government and development partners to conduct regular training to teachers to improve on the ability of mobilizing and utilize materials/equipment in Kids Athletics programme. The availability of facilities, equipment, and resources, as well as allowing teachers to advance their knowledge and abilities through additional training and education, are crucial for the successful implementation of the kids' athletics program in schools.

It was established that games teachers have varied individual differences in competence that require multiple approaches to capacity building support. The Ministry of Education and sports together with Uganda Athletics Federation to design training levels (basic, level 1, level 2 etc) recognized world athletics to improve on the competence of trainers on kids' athletics programme.

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APPENDIX II: DECLARATION OF THE PARTICIPANT

I have the above information/it has been read for me. I have had a chance to seek clarification. Having understood and been satisfied with the intent and manner of this study, and my right to withdraw at any point. I hereby voluntarily accept to participate in this study

Signature of Participant: Date:

.....

Signature of Observer:Date:

.....

**APPENDIX III: OBSERVATION TOOL FOR INDIVIDUAL GAMES
TEACHERS PRACTICAL TESTS**

*My name is Opio Nicholas student at Kyambogo University pursuing a master's degree of science in sports science as part of the requirement for completion of the programme. the title of the study: **Assessing games teachers' competence in training of kid's athletics events in primary schools in Soroti City-Uganda.***

Because you are considered informed about the issue, your participation in the study has been chosen, and the data we collect from you will be handled in the strictest of confidence and used solely for that purpose.

Thanks for accepting to take part in this study

SNO	Activity	Games teachers Competences(indicators)	Percentage Score	Competence level
1	50M Hurdles	Ability to <ul style="list-style-type: none"> • Demarcate the activity area. • demonstrate 50m hurdle running techniques. • Select and use correct size of materials. • Place the hurdles in the correct distances • Execute the 50m hurdles correctly 		
2	THROWING STICK	Ability to: <ul style="list-style-type: none"> • Demarcate the activity area for stick throw. • Demonstrate stick throw techniques. • Select and use correct size of materials. • Measure and read the valid distance thrown. • Execute the stick throw correctly 		
3	SHOT PUT	Ability to <ul style="list-style-type: none"> • Demarcate short put activity area. • Select and use correct size of implements. • Demonstrate standing throw (power position) techniques. 		

- Demonstrate gliding throw techniques.
- Execute standing and gliding throw.

4 MULTIPLES Ability to
(5) JUMPS

- Demarcate the activity area for multiple jumps.
- Select and use correct size of materials.
- Demonstrate multiple (5) jumps techniques.
- Measure and read valid jumps
- Execute the multiple (5) jumps correctly

APPENDIX IV: OBSERVATION GUIDE FOR SELECTED KIDS

THLETICS ACTIVITIES

*My name is Opio Nicholas student at Kyambogo University pursuing a master's degree of science in sports science as part of the requirement for completion of the programme. the tittle of the study: **Assessing games teachers' competence in training of kid's athletics events in primary schools in Soroti City-Uganda.***

You have been chosen to participate in this study because it has been determined that you are knowledgeable about the issue. All information gathered from you will be kept in strict confidence and used exclusively for the purposes of the study.

Thanks for accepting to take part in this study

SNO	SELECTED ACTIVITIES	Competence's indicators
1	50M Hurdles	<ul style="list-style-type: none">• 50m Track Start - / Finish-line• and 8 lanes of 1.2 m wide• Six (6) hurdles per lane• placed at distance of (8,7,7m)• On your marks" from standing start• Hurdles (43cm height)• INDIVIDUAL: TIME• TEAM: Sum of eight athletes.
2	THROWING STICK	<ul style="list-style-type: none">- Free running approach- Throwing stick (30 cm) forward rotational movement- Weight of stick: Female: 400g; Male: 500g- Zones (0.5m wide each) = points- TEAM: Sum of eight athletes / team- Best throw counted (1 right & 1 left arm)- How many points does the team collect?- Each team member 4 throws (2 throws with right arm & 2 throws with left arm)
3	SHOT PUT	Weight: Female: 2 kg; Male: 3 kg

Standing Throw (PowerPosition)

- a) 2 times right arm (best result counted)
- b) 2 times left arm (best result counted)
 - Gliding Throw
 - 2 times from the preferred side (best result counted)
 - Zones (0.5 m wide each) = points
 - After throwing child has to stay behind throwing line
 - After the throw the child has to leave the throwing sector via the cones (back)
 - TEAM: Sum of eight athletes / team per team member (6 throws) best 3 throws counted
 - (PP: 1 right & 1 left & 1 Gliding)
 - 10m x 20m throwing area
 - Zones-marker (tape)
 - Throwing line marking

- 4 MULTIPLES (5)
JUMPS
- 5 bicycle tires in one feet distance in front of sand pit
 - Starting line 30 cm before first the tire
 - 4 jumps per athlete
 - a) 2 jumps: right – right – left - left - right – landing (double foot)
 - b) 2 jumps: left – left – right – right – left – landing (double foot)
 - Measurement of last “Jump” by the cm (from outer edge of last tire to print in sand)
 - INDIVIDUAL: Sum of best right leg and best left leg jump
 - TEAM: Sum of 2 jumps (best r & best l) of ALL eight athletes / team (8jumps)

Key

1. Very competent
2. 2 Competent
3. 3.S lightly competent
4. 4. Not competent

APPENDIX V: OBSERVATION GUIDE FOR GAMES TEACHERS

*My name is Opiyo Nicholas student at Kyambogo University pursuing a master's degree of science in sports science as part of the requirement for completion of the programme. the title of the study: **Assessing games teachers' competence in training of kid's athletics events in primary schools in Soroti City-Uganda.***

You have been chosen to participate in this study because it has been determined that you are knowledgeable about the issue. All information gathered from you will be kept in strict confidence and used exclusively for the purposes of the study.

Thanks for accepting to take part in this study

No.	Question	Very competent	competent	Slightly competent	Not competent
1.	Ability to identify appropriate content for a particular event				
2.	Ability to interpret and follow appropriate procedure for delivering a particular event				
3.	Ability to identify appropriate and correct size of materials or equipment to be used for a particular event				
4	Ability to demonstrate a particular skill using the selected materials or equipment appropriately.				
5.	Ability to demarcate and set up a particular activity area appropriately				
6.	Ability to perform a particular skill in a particular event correctly.				
7.	Ability to award and score the performance of				

an individual/team in an
event

Key

1. Very competent
2. Competent
3. Slightly competent
4. Not competent

APPENDIX VI: INTERVIEW GUIDE FOR GAMES TEACHERS

PREAMBLE

*My name is Opio Nicholas student at Kyambogo University pursuing a master's degree of science in sports science as part of the requirement for completion of the programme. the tittle of the study: **Assessing games teachers' competence in training of kid's athletics events in primary schools in Soroti City-Uganda.***

You have been chosen to participate in this study because it has been determined that you are knowledgeable about the issue. All information gathered from you will be kept in strict confidence and used exclusively for the purposes of the study.

Thanks for accepting to take part in this study

1.What are the challenges affecting games teachers in teaching and training kids athletics programme in primary schools in Soroti City?

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

2. What are the possible ways of mitigating the challenges that affect games teachers in teaching and training kids athletics programme in primary schools in Soroti City?

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

APPENDIX VII: OBSERVATION GUIDE INDICATORS

Area of concern	Comment	Inference
Class control		
<ul style="list-style-type: none">• Motivation of children• Gaining learner's attention• Movements in the activity area		
Explain the activity		
<ul style="list-style-type: none">• Simple Language• Voice projection (loud, clear, and precise tone).• Logical step presentation.• Giving instructions, commands and orders <p>Pupils listening and watching</p>		
Demonstration of skills		
<ul style="list-style-type: none">• Teachers' position• Accurate technique• Correct teaching points• Trial and practice.		
Selection and use of appropriate materials		
<ul style="list-style-type: none">• Correct size and weight of materials/implements• Safety and care of instructional materials.• Handling/gripping of implements• Transportation and storage of materials during and after the activity		
Correction of errors		
<ul style="list-style-type: none">• Identification of errors• Stopping the activity• Demonstrate the activity• Correct the particular error• Giving the participate another trial		
Gaining Individual attention		
<ul style="list-style-type: none">• Giving Clear instruction• Feedback• Control the class• Eye contact		
Teachers' personal appearance		
<ul style="list-style-type: none">• Teachers' confidence• Appropriate sports wear• Free movements		
Organisational skills of the class		
<ul style="list-style-type: none">• Teaching formations• Grouping and regrouping		
Preparation of the activity area		
<ul style="list-style-type: none">• Safety of the area• Marking of the area• Size of the area		

Assessment of performance

- Scoring of points
- Awarding and grading of participants

Feed back

- Positive feedback
- Praising of participants

Teach the skill.

- Mastery of the content

Plan the activity

- Selection Proper activities content
- Selection of Simple activities
- Giving Proper warm up and cool down

APPENDIX VIII: FOCUS GROUP DISCUSSION FOR PUPILS

*My name is Opiyo Nicholas student at Kyambogo University pursuing a master's degree of science in sports science as part of the requirement for completion of the programme. the title of the study: **Assessing games teachers' competence in training of kid's athletics events in primary schools in Soroti City-Uganda.***

You have been chosen to participate in this study because it has been determined that you are knowledgeable about the issue. All information gathered from you will be kept in strict confidence and used exclusively for the purposes of the study.

Thanks for accepting to take part in this study

1. Do you participate in kids' athletics training both at schools and outside school competitions?
2. Do teachers demonstrate the activities to you during training of kids' athletics?
3. What equipment /materials do your teachers select to use when delivering kids athletics programmes?
4. Are you involved in the demarcation and the setting up of the kid's athletics field?
5. How do your teachers select participants at school level competition?
6. What challenges are your teachers facing in delivering kids athletics programmes at school?
7. How do you get first aid in case you a simple accident while participating in kids' athletics events at school?
8. How are teachers managing the challenges that they face in delivering kids athletics to learners?

APPENDIX IX MATERIALS/EQUIPMENT NEEDED FOR KIDS'

ATHLETICS EVENTS

Event	Material	Available
1 60m sprint	Electronic timers	Not available
	Start clapper	Available
2 50m Hurdles sprinting	Hurdles/cartons	Available
	Start clapper	Available
	Stop watches	Not available
3 4 by 50m relay	Stop watches	Not available
	Relay batons	Available
	Start clapper	Available
4 Throwing	Tape measure	Available
	Point indicator	Not available
	Throwing stick	Available
5 Shot put	Tape measure	Available
	Point indicator	Available
	Medicine ball	Not available
	Cones	Not available
6 Rotational throw	Tape measure	Available
	Point indicator	Not available
	Small Discoi(750g)	Not available
7 Long jump	Tape measure	Available
	Chalk/lime	Not available
	Rakes	Not available
8 High jump	Mats	Not available
	Bars	Not available
	Cones	Not available
	Tape measure	Available
9 Multiple 5 jumps	Tyres bicycles/ hoops	Available
	Rake	Not available
10 4 x1500 xc relay	Stop watch	Not available

Obstacles/logs	Available
Start clapper	Available
Bibs	Available
Relay batons	Available

APPENDIX X: INTRODUCTORY LETTER.

KYAMBOGO

P.O Box 1 Kyambogo
KAMPALA – UGANDA



UNIVERSITY

Phone: 285001/2
DIR Line: 285272
Fax No: 256-041-220464

*FACULTY OF SCIENCE
Department of Sportscience*

17th February 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER

This is to introduce OPPIO NICHOLAS.....Reg.No

1811/CMSO/19476/AA student of Kyambogo University Department of Sportscience.
He /she is conducting research for partial fulfilment of the requirement his/her Degree/Diploma
under the topic:

GAMES TEACHERS COMPETENCE IN
DELIVERING KIDS ATHLETIC EVENT
IN SONDIKI CITY-UGANDA.

The purpose of this letter is therefore to request you allow him/her conduct research in your Organisation.

Your cooperation in this regard will be highly appreciated.

Dr. Roland Mukana
Head of Department



SOROTI CITY

P.O. Box 109,
Soroti – Uganda
☎ 0752-647404
www.soroticity.go.ug



Our Ref. : CR/SC/152/04

Your Ref.:

Date: 08/06/2022

The Head teacher,

.....Primary School.

RE: INTRODUCTION OF MR. OPIO NICHOLAS

This is to introduce to you the above named person who is a student of Kyambogo University, Reg. No **18/U/GMSO/19476/PD** pursuing a masters degree of science in Sports science.

He is carrying out research as his part of requirement under the topic **GAMES TEACHERS' COMPETENCE IN DELIVERING KIDS ATHLETIC EVENTS IN SOROTI CITY-UGANDA.**

This is therefore, to request you to accord him the necessary support during this exercise.

Emokor, Patty.



PRINCIPAL EDUCATION OFFICER

Copies: File

KYAMBOGO UNIVERSITY

P.O BOX,1 KAMPALA

06 JUNE 2021

**TO THE PRINCIPAL EDUCATION OFFICER
SOROTI CITY**

P.O BOX, 109 SOROTI,

Dear Sir/Madam,

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SOROTI
CITY PRIMARY SCHOOLS.**

My name is Opio Nicholas a sports science master student of Kyambogo University Department of sports science. I wish to conduct my research in the primary schools in Soroti city under the topic **GAMES TEACHERS' COMPETENCE IN DELIVERING KIDS ATHLETIC EVENTS IN SOROTI CITY-UGANDA.**

This research work will be conducted under the supervision of Dr. Mukana Roland and Prof. Wamukoya Edwin.

The purpose of this letter therefore, is to request you to allow me conduct this study in your area of jurisdiction.

I look forward to your consideration.

Thank you.



Opio Nicholas

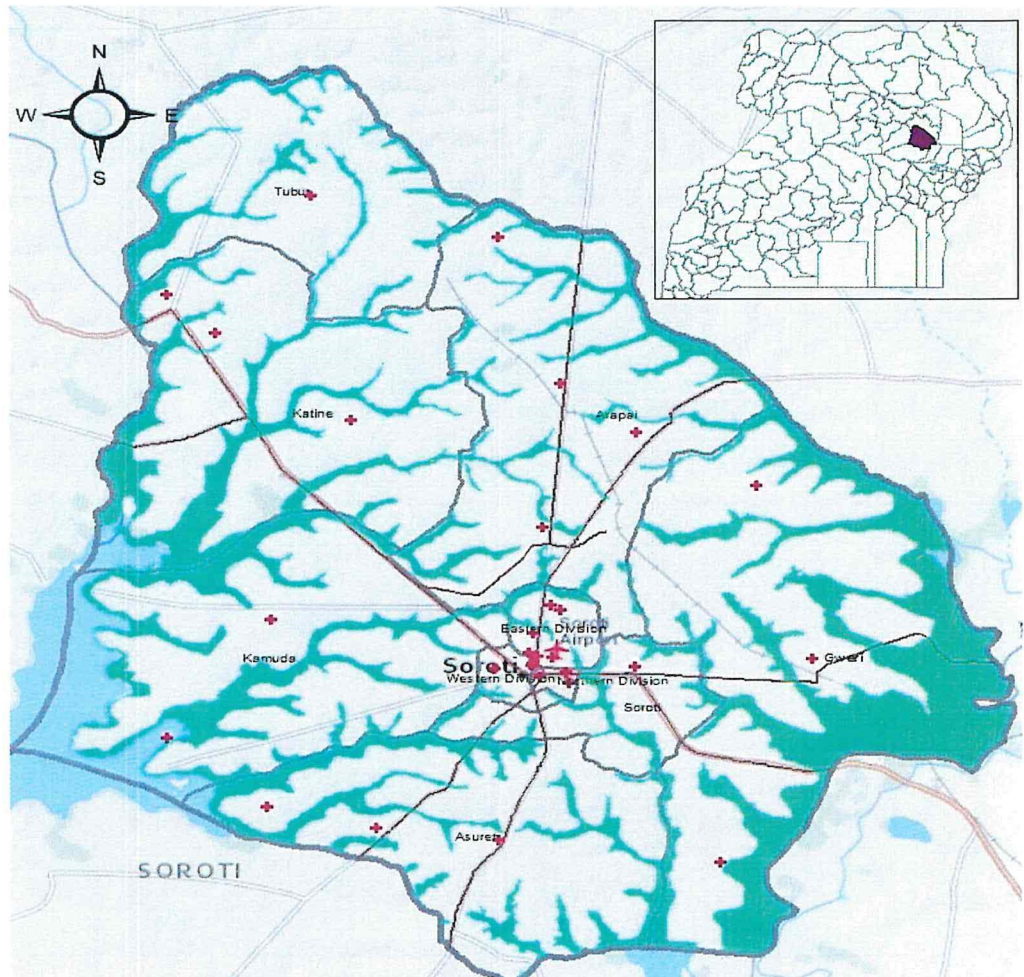
Email nicholasopio2016@gmail.com.

+256782150173.

No objection



APPENDIX XI: MAP OF SOROTI DISTRICT SHOWING SOROTI
CITY CATCHMENT AREA



APPENDIX XII: PROPOSED RESEARCH WORK PLAN

ACTIVITY	March	April	Dec	April	May	June	July	August	September
	2019	2019	2021	2022	2022	2022	2022	2022	2022
Topic identification									
Topic defense									
Proposal writing									
Proposal Defense at Department									
Proposal faculty defense									
Data collection									
Data organization analysis and interpretation									
Report writing presentation									
Report submission									

APPENDIX XIII: RESEARCH BUDGET ESTIMATED

SNO	ITEMS	QUANTITY	UNITY COST	EST. AMOUNT ugx
1	Reams photocopying paper	of 10	20,000=	200,000=
2	Printing & binding of books	300 pages	500=	150,000=
3	Pens	30 pens	600=	18,000=
4	Transport and accommodation	8 months	200,000=	1,600,000=
5	Field research assistants	3 people	100,000=	300,000=
6	Consultancy services	2people	200,000=	400,000=
7	Miscellaneous			375,000=
Total				3,043,000

**APPENDIX XIV: KREJCIE AND MORGAN 1970 TABLE FOR
DETERMINING SAMPLE SIZE**

TABLE 1
Table for Determining Sample Size from a Given Population

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

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

APPENDIX XV: KIDS ATHLETICS ACTIVITIES IN PHOTOS





Multiple jumps execution



Multiple jumps and stick throw demonstrations



Shot-put activity demonstration



Demonstration of 50M hurdle sprints