

**THE CONTRIBUTION OF GAMES AND SPORTS ACTIVITIES TOWARDS  
ACADEMIC PERFORMANCE OF PUPILS IN UGANDA:**

**A CASE OF RIGHT TO PLAY-KAMPALA SCHOOLS**

**BY**

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**JAN 2014**

**DECLARATION**

I, Alice Kansime Twongyeirwe do declare that I have personally developed this research dissertation under guidance of my supervisors. It is original and is neither a duplication of another research study nor has it been submitted to any institution for any award or publication.

Sign: .....

Date: .....

**APPROVAL**

We certify that Alice Kansiime Twongyeirwe developed her research dissertation under our supervision and her research is about the contribution of games and sports towards academic performance of pupils in Kampala-Uganda. We therefore confirm her work and approve its submission for examination.

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Sign: .....

Date: .....

Dr Namara Rose

Supervisor

Uganda Management Institute

## **DEDICATION**

I dedicate this piece of work to Johann Olav Koss the President and C.E.O of Right To Play International from whom I conceived the unique concept of Sport for Development that has not only shaped my life but has helped me to positively impact on the lives of others most especially children, youth, fellow staff, my family, my community and my country Uganda.

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To God be the Glory Honor and Praise.

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## ACCRONYMS

GPA	Grade Point Averages
ICSSE	International Council for Sports Science and Education
ILO	International Labor Organization
IOC	International Olympic Committee
PESSCL	Physical Education School Sport and Club Links
RTP	Right To Play
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNGA	United Nations Games Association
MINERS	Children
HIV	Human Immune Virus
AIDS	Acquired Immune Deficiency Syndrome
STDS	Sexually Transmitted Diseases
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
MoES	Ministry of Education and Sports
UK	United Kingdom
US	united States
LC	Local Council

## **ABSTRACT**

In Uganda, games and sports have not been optimally utilized to enhance education despite the fact that physical Education time is embedded in the education curriculum. Games and sports are very critical in preventing poor performance in class, reducing absenteeism from school and in general contributing to the future success of the child. Currently, only 30% of the pupils participate in games and sports hence posing a challenge on how to use Games and sports to attain academic achievement while putting special emphasis on Free Education for all. This study investigated the factors affecting Academic Performance in Uganda with focus on Kampala schools from Nakawa Division, Makindye Division and Rubaga Division. The objectives were to find out how packaging of sport, a conducive sport environment and attitude affect academic performance. The field study took a cross sectional survey design and adopted qualitative and quantitative approaches. It drew a sample of 85 respondent's .Quota and stratified sampling techniques were used to select study locations, local council chairpersons, education officers, and head teachers, inspectors of schools, teachers, parents and guardians. The findings revealed that the way games and sports are packaged had a significant impact on academic performance while a conducive sport and games environment was found to be insignificant yet attitude that was gained through games and sports by the pupils does not affect their academic performance. It was concluded that the way games and sports are packaged is very important in improving the academic performance of a child and interactive out of class sessions are extremely relevant in improving child confidence while attitude maybe reflected in a winning spirit towards other areas in life. The study recommended that elements of academics should be embedded in games and sports to a greater extend to so as to archive more reasonable results. Similarly, teachers should be involved in games and sports so that they transfer



the knowledge acquired through games and sports into the classroom setting applying it to normal subjects like science, mathematics, social studies and English.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0. Introduction**

This study presents the contribution of games and sports activities to the Academic Performance of primary school pupils in Kampala through using a case study of Right To Play, Uganda. Right To Play is a global organization that uses the transformative power of play - playing sports, playing games - to educate and empower children facing adversity. The two main variables of the study were 'Sports and game activities' as the independent variable, while 'Academic Performance' was perceived and studied as the dependent variable. The study conceptualized the independent variable as: Sport and games and how they enhance the 5 areas of Holistic Development if well packaged with a life skill attached on every game and sport and the conduciveness of the Sport Environment while Academic Performance was conceptualized in terms of school grades, active participation in school, regular school attendance. This chapter presents the background to the study, statement of the problem, purpose of the study, specific objectives, research questions, hypotheses of the study, conceptual framework, significance of the study, scope of the study, and operational definitions.

#### **1.1. Background to the study**

##### **1.1.1. Historical Background**

Sport and Games now occupies a firm place on the Education Policy agenda and even skeptics admit that sport enhances behavior change and hence making a significant contribution and is a motivational factor towards achieving education objectives. Sports and academic performance development has a history that dates as far back to 1922, with the formation of International Labour

Organization (ILO) and International Olympic Committee (IOC). In October 1993, United Nations General Assembly (UNGA) resolution 48/11 was adopted, with the ideal of building a peaceful and better world through sport and the Olympic. In 2001, when the then UN Secretary General appointed Mr. Adolf Ogi, he succeeded in having the topic of games and sport included their deliberations and raising awareness of all actors, about the considerable possibilities of sports and how it enhances academic performance. Later in 2003, the first International Conference on Sport and Games and Education with emphasis to Academic Performance was held and the 1<sup>st</sup> UNGA resolution was passed, focusing on sport as a means to promote education, health and peace, with a later focus on sport for Academic Performance.

From the historical perspective of it, it is noted that Sport and games as a recreational and fun aspect represent fundamental human values such as respect for the opponent, acceptance of rules, fair Play and teamwork. It is universal in the best sense of the word in that its rules are simple, easy to understand and the same everywhere. More than any other activity, it can bring people together regardless of cultural differences. Moreover, the use of sport and games is not restricted to individual spheres. It can be used to promote Individual personality development of children, adolescents and adults, the social, cultural and Economic development of groups or peaceful interaction between cultures. Therefore sport is no luxury for a society but an important investment.

The 1909 Syllabus of Physical Exercises by G.A Gleeson Cheltenham, VIC was one of the earliest official syllabi Produced by the Board of Education in Australia. It mapped out, with great clarity, the contribution Sport and Games was expected to make to the academic performance of pupils, and the benefits identified have endured for just short of a century. Moreover, the Syllabus marked the beginning of the production of a series of syllabi, culminating in the influential The

Green Book (1933), which outlined two main effects of sport and games: the physical and the educational. The physical effect was three-fold, according to the Syllabus writers. It was manifest in benefits to general health development through efficient functioning of the body, remedial benefits such as correcting poor posture, and developmental benefits in terms of assisting the natural pattern of growth of the child. The educational effect was, in the writers' view, primarily for intellectual development hence moral and mental. This involved the inculcation of habits of self-discipline, decision making, organizational skills, leadership, self-expression, numeracy and order, and the allied qualities of concentration, manual dexterity and determination leading to improved grades. The Syllabus writers claimed that, properly taught, physical exercises should be a means of fostering a joyous spirit, a healthy outlet for emotions and a source of aesthetic sensibility. However, as would become clear through this review, claims made for the benefits of sport and games have changed over time, as new circumstances have shaped the priorities of educationalists and the perceived needs of society and of pupils.

The link between sport, child and academic performance was first formalized, on the international stage in 1952. The United Nations Educational Scientific and Cultural Organization (UNESCO) recognized sport as a tool for education leading to better grades and incorporated sport into its program at the seventh session of its General Conference in Paris. Then, in 1959, the UN *Declaration of the Rights of the Child* recognized every child's right to play and recreation, stating that: "...The child shall have full opportunity for play and recreation" and "...society and the public authorities shall endeavor to promote the enjoyment of this right."<sup>28</sup> .In 1978, UNESCO echoed this sentiment, declaring sport and education a fundamental right for all in its *International Charter of Physical Education and Sport*, adopted by the General Conference at its twentieth

session in Paris.<sup>29</sup> This right was reinforced by the UN General Assembly's adoption of the Convention on the Rights of the Child in 1989.<sup>30</sup> Article 31 of the Convention recognized the right of every child to "rest and leisure, to engage in Play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts." The Convention states that "parties shall respect and promote the right of the child to participate fully in cultural , educational and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational, and leisure activity." In the last two decades, numerous intergovernmental processes have acknowledged the need to ensure child and youth access to Play, physical activity, and sport and recreation opportunities.

In 1999, the third International Conference of Ministers and Senior Officials. Responsible for Education (MINEPS III) put forward the *Declaration of Punta Del Este*, which committed to a focus on sport and games for all, with particular attention to the participation of children and women.<sup>31</sup> Governments again acknowledged the right of pupils to sport and recreation in 2002 when the UN General Assembly adopted "*A World Fit for Children*". This resolution called for governments, multilateral agencies, civil society, the private sector and the media to ensure children's enjoyment of all human rights and fundamental freedoms. The resolution articulated the need for equal access to educational and recreational services, and accessible sport and recreational facilities in schools and communities worldwide. Following the report of the UN Inter-Agency Task Force on Sport for Development and Peace in 2003, the UN General Assembly passed a series of resolutions entitled Sport as a means to improved grades in Education, Health, Development and Peace in 2003, 2004 and 2006. Development can be categorized according to the 5 areas of human Holistic Development and also the bigger picture of Education. These 5 areas

include: Sport and games enhances intellectual development through skills like; problem solving, decision making, organizing, planning, concentration, attention, numeracy, perception, creativity and strategic thinking b) Physical Development that enhances respect for their bodies, physical health, active lifestyles, strength and flexibility, the 5 senses, body education like heart, lungs c) feelings and emotional development that enhances skills like cope with hardships, live happy lives, self-esteem confidence, winning and losing with grace, hope, optimism, sense of humor, expressing, d) Social Development that enhances skills like peace and conflict resolution, communication, cooperation, teamwork, leadership, respect for self, respect for others, building good relationships with family friends and community, empathy, trust and e) health development that entails knowledge about HIV and AIDS, STDs, disease prevention, good hygiene, good nutrition, dangers of drugs, environmental protection, healthy choices and avoiding stress. Development in these 5 areas of human life has a direct correlation with academic performance of pupils.

### **1.1.2. Theoretical Perspective**

Theoretically, sporting is a school which gives the individual the opportunity to learn, in a playful, fun manner, fundamental social skills such as teamwork, dealing with rules, organizational abilities, and structured use of free time and handling strong emotions.

Research in human movement domain has been conducted in games and sports context. This research heavily relies on the Achievement Goal theoretical framework, particularly the underpinnings of Morgan and Adamson (1961) who popularized the notion of holistic development i.e. intellectually, socially, physically, emotionally and health wise and this was supported by Hartmann (2008).

The Framework (Roberts, Treasure, & Kavussanu, 1997) has been used in most research in education setting. Adopting this framework assumes that students possess social-cognitive based thought in physical education across elementary and secondary school years. It is assumed that children's ability to learn in education and achieve better grades presumably is determined by their self-perceptions of ability, their goal orientation and match of goal orientations with instructional motivation climate (Papionnau, 1998). Games and sports hence motivate them to take off their shelves and face the world with a winning and overcoming spirit. From this theory, we realize that the need to incorporate life skills in the sport and games activities would help equip pupils with the necessary skills they need to face education with an optimistic spirit and positive attitude which would otherwise not been achieved in a classroom setting alone.

The disadvantages however with this theory is that not all the pupils who succeed in games and sports actually perform well in class and secondly not all who excel academically are active in games and sports. This implies that there are so many other significant factors that have to be considered.

### **1.1.3. Conceptual Background**

United Nations Office for the International Year of Sport and Physical Education, Geneva (2005) shows that exercise, games and sport are central to the socialization and education of young people. The report also notes that sport alone does not automatically promote the moral education of children and adolescents, but it offers a basically suitable environment. A professionally and socially responsible direction of sports and games activities by trained coaches is of primary importance to enable sport to develop its positive potential for personality development and social

integration. The report further shows that decisiveness in successful projects is not the choice of sport and games but its concept and presentation. Correctly packaged sport and games promotes the constructive handling of success and failure and increases conflict skills. It further observes that sporting rules, rituals and symbols can help forge confidence and identity and increase the sense of community and group integration, and that organized sports activities create a basis for civil society structures which reinforce cohesiveness and peaceful co-existence between communities.

In an Education context, the definition of sport usually includes a broad and inclusive spectrum of activities suitable to people of all ages and abilities, with an emphasis on the positive values of sport. In 2003, the UN Inter-Agency Task Force on Sport for Education, Improved Academic Performance and Peace defined sport, for the purposes of development, as “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as Games, recreation, organized or competitive sport, and indigenous games and sports.”<sup>1</sup> This definition has been accepted by many proponents of Sport for Education and Peace and is the working definition of sport for the purposes of this research. Sport is increasingly recognized as an important tool in helping the United Nations achieve its objectives, in particular the Millennium Development Goals. By including sport in educational programs in a more systematic way, the United nations can make full use of this cost-efficient tool to help us create a better academic world says Ban Ki-moon, United Nations Secretary-General. Wilfried Lemke, the Special Adviser to the Secretary-General on Sport for Development also emphasized that Sport has a crucial role to play in the efforts of the United Nations to improve the lives of people around the world. Sport builds bridges between individuals and across communities, providing a fertile ground for sowing the seeds of academic achievement.



#### **1.1.4. Contextual Background**

A number of claims are made about the broad educational impact of sport and games upon young people. There is a prevailing belief that engagement in games and sports is automatically a ‘good thing’. Robust evidence is needed to support some of the claims but the accumulation of evidence suggests that sport and games can have some/many benefits for some/many pupils, given that it’s well packaged, in a conducive environment and conducted with the outcome of enhancing academic performance; Different – or better – research is needed to focus on the contexts and processes that are most likely to exploit the potential of the learning environment for young people’s educational benefit. In particular, questions are raised about those academic performance benefits for which sport and play might be held accountable, and how a focus on accountability might influence future research agendas.

This study is carried out at a time when all countries are aiming towards achieving the 2<sup>nd</sup> Millennium development goal of Universal primary education. Progress for net enrolments in primary education is expected to be 84%, 90 %, 84%, 100% in the years of 2000, 2003, 2005/6 and 2015 respectively and Literacy rate of 15-24 year-olds of 78.8%, 80 % and 84% over the same period as above. However the big question is how relevant is this education in achieving success in life? This then calls for the need of integrating life skills attained through games and sports to be able to add value to our education. A trawl through PESSCL policy documents reflects the prevailing belief that young people can gain a wide range of physical, social, affective and cognitive benefits from participation in games and sports. So academics alone is not a solution in itself, it’s facilitated by other variables. For example, since the introduction of UPE in Uganda in 1997, Primary education enrolment has been steadily increasing and government has directed its attention towards improving performance and quality of education. Government has provided

more education inputs such as additional teachers, classrooms, text books, staff houses and toilet facilities in order to improve teacher- pupil performance. Despite the increased supply of education inputs to primary schools, the quality of education in UPE schools has continued to decline (MoES, 2008).

**Table 1: Primary Leaving Examination results for Kampala' 2006 -2010**

<b>Year</b>	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>Failed</b>	<b>Total</b>
<b>2006</b>	812	4,896	3,714	2,277	3,626	16,787
<b>2007</b>	759	3,938	2,813	1,630	2,996	13,045
<b>2008</b>	381	2,799	3,820	1,941	4,465	14,158
<b>2009</b>	788	4,472	3,836	2,454	3,628	16,050
<b>2010</b>	851	4,535	3,656	2,332	4,860	16,234

*Source: Ministry of Education and Sports, 2010. Table 1*

From the baseline survey conducted by UNEB in 2008, findings revealed that although a good number of well qualified teachers and more teaching resources, the actual outcomes indicate a reverse trend in academic performance. While there are several factors attributed to pupils' performance in schools, not much has been mentioned and researched on how life skills trainings through games and sports enhance academic performance. This then calls for the need to integrate games and sports in a well packaged manner with a conducive environment to be able to archive excellent academic grades.

## **1.2. Problem Statement**

Morgan and Adamson (1961) popularized a notion that health development, intellectual development, social development and emotional development due to games and sports contributing significantly to academic performance are what is termed as Holistic Development.

This was supported by Hartmann (2008) who presented a comprehensive review of past studies done on the link between games and sports and academics. He found out that studies demonstrated a high degree of correlation between the two and that the correlation should not be questioned. In fact, isolating the causal factors connecting the two is the goal of more recent studies. Despite the widespread knowledge about the importance of Sport and games to enhance academic performance Morgan and Adamson (1961) , there is still a gap in the packaging of sport and games and providing a conducive environment which involves experience sharing and providing an interactive and educational component to utilize the skills gained form games and sports into a classroom setting .The value addition of games and sports to academic performance is what my research is aiming at achieving.

In Uganda, games and sports are perceived as a onetime event during second term in primary and secondary schools hence all schools organize sports days in this term. However it's a one term event as opposed to being a routine outdoor academic integrated activity (Fairclough & Stratton, 2005). In the Hind marsh Experiment, a study of daily sport and games activities in an Adelaide primary school in the late 1970s (Tinning & Kirk, 1991) revealed that children in the experimental group who spent more time on Sport and Games scored higher compared to those in the control group on academic tests. Recent studies , Singh (2009) stated that Sports and academic achievement, found that students who are involved in games and sports benefit in a variety of ways, like increased academic grade point averages (GPA) and also gain greater school Involvement, better self-esteem and social skills. Games and sports are perceived as an outdoor leisure activity for people who don't have what to do or those who are talented in this field yet the reason it was embedded in the school curriculum was because of the holistic benefits it brings

about, Morgan and Adamson (1961). So if games and sports is not well packaged and conducted in a conducive learning environment, then it would not archive the intended academic benefits.

### **1.3. Purpose of the Study**

The purpose of the study was to find out whether games and sports have an effect on the academic performance of pupils in primary schools in kampala.

### **1.4. Objectives of the study**

- i) To analyze whether the packaging of games and sports can enhance Academic performance of pupils in primary school.
- ii) To analyze how a conducive sport and games environment already defined in the conceptual framework contributes to better academic grades.
- iii) To analyze how a positive attitude gained from participating in games and sports activities can be translated to classroom setting to enhance academic performance

### **1.5. Research Questions**

The study was guided by the following research questions.

- i) Is there a relationship between packaging of Sport and Games and Academic performance of pupils in primary schools in Kampala?
- ii) Is there a relationship between conducive sport and games environment and Academic performance of pupils in primary schools in Kampala?
- iii) Is there a relationship between the positive attitude gained through sport and game activities and academic performance of pupils in primary schools in Kampala?

## 1.6. Research Hypotheses

Based on the research questions, the researcher tested the following hypotheses.

- (i) Packaging sport and Games by incorporating life skills is significant in enhancing Academic performance of pupils in primary schools in Kampala
- (ii) A conducive sport and game environment is significantly related to academic performance of pupils in primary schools in Kampala
- (iii) There is significant relationship between positive attitude gained through sport and games and academic performance of pupils in primary schools.

## 1.7. Conceptual Framework showing the Relationship between Games and Sports and Academic Performance

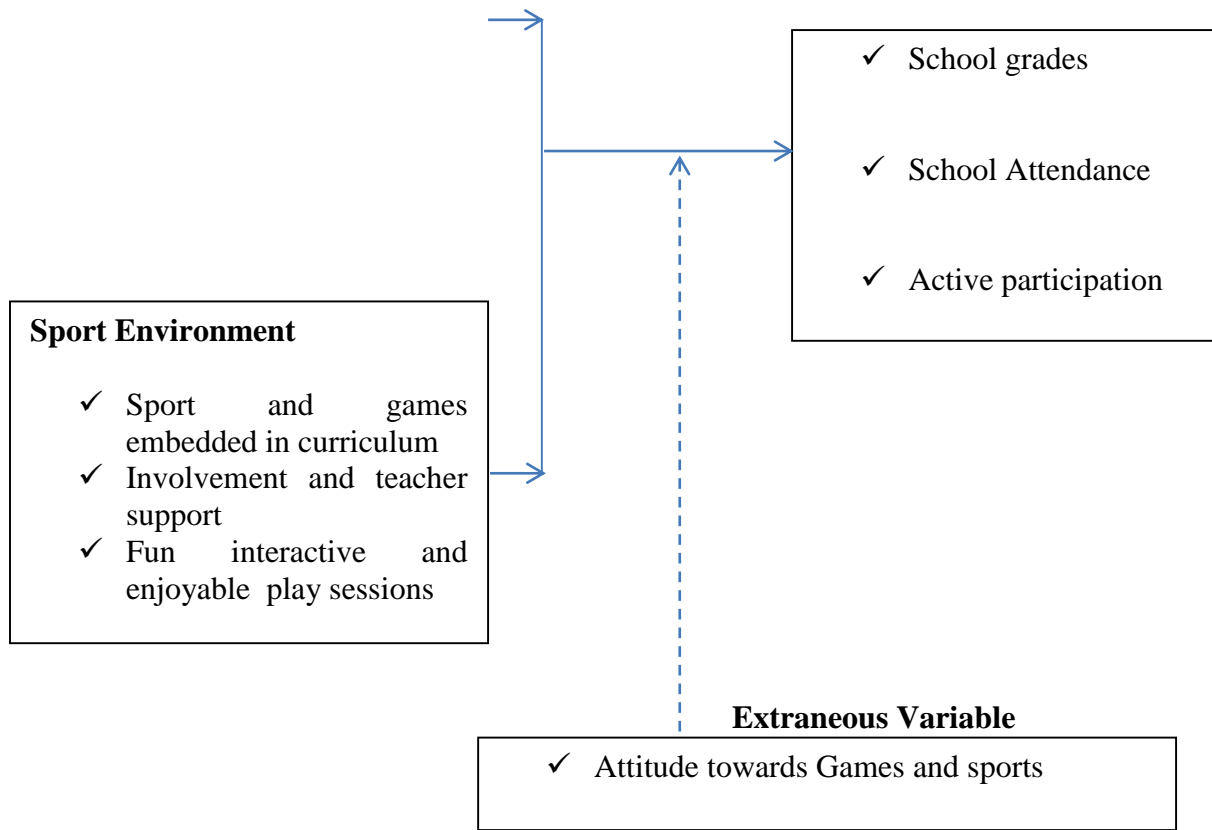
Figure 1: Conceptual Framework

**Independent Variable**  
**SPORT AND GAMES ACTIVITIES**

**Dependent Variable**  
**ACADEMIC PERFORMANCE**

**Packaging of Games and sports with a life skill**

- ✓ Each game integrated with a life skill
- ✓ All forms of Physical Activity
- ✓ Experience sharing and



Source: Adapted and modified by the researcher from the works of Morgan & Adamson (1961)

The Framework shows the conceptual relationship between life skills attained through games and sports and how they enhance academic performance. The conceptual framework shows the packaging of games and sports and a conducive sport and game environment as the independent variable and how these enhance Academic performance as the dependent variable. Academic performance can be viewed in terms of improved school grades, increased school attendance and active participation in activities.

### **1.8. Scope of the Study**

This study mainly focused on sport and games activities that were tracked from 2010-2012 because of the intervention of sport and games activities within this period in Kampala central. The researcher carried out the study in schools within 3 divisions of Kampala namely: Nakawa Division, Makindye Division and Rubaga Division.

### **1.9. Justification of the study**

Conducting this study has helped individuals, communities and government to increase the resilience of pupils to be able to face the difficult challenges and yet go through life successfully regardless of the education challenges and life struggles that can never be avoided. This study was also justified because it was carried out at a time when the relevance of education to address the needs of life was being questioned and whether education was actually appropriate given the increased unemployment levels and yet there were increased numbers of graduates annually. There was also an argument that improved academic performance and good quality education does not necessarily determine success in life .Academic performance was also affected by other variables like poor teaching methods, inappropriate school curriculum, heavy corporal punishments , teasing and bullying, natural disasters, poverty , disease, corruption, bad politics nepotism, religious divisions, and violence in homes .Therefore all these require an intervention that would break these entire barriers and improve the relevance of academic performance . Games and sports therefore was an affordable avenue that could be accessed by all at no cost and it helped break the barriers mentioned above and provided a conducive environment to share experiences and find possible solutions life's challenges and build resilience to enable pupils to value academics amidst the challenges of life.

### **1.10. Significance of the study**

The findings of this study may help to inform communities, governments, Civil Society and all other stake holders who will use the findings to redesign programs targeting the pupils in order to improve academic performance and the overall quality of Education.

This study may also be used by beneficiaries to advocate for value added games and sports i.e. sports with a life skill so that their education becomes relevant and appropriate to bring about Holistic Development.

It may again be used to improve on the already existing programming and influence decision making at different levels. To the Policy makers, this would help to reinforce the relevance of Games and sport and how it significantly contributes to better performance in class and build teacher pupil relationship, and also helps children unleash their potential.

To the Academicians, this may provide a basis for evidence – based recommendation so that physical education time is well planned for and well utilized as it was intended to do.

### **1.11. Operational Definitions of Key Concepts**

**Life skills:** This refers to both the level 1 and level 2 skills and values attained with continuous participation in sport and Games activities.

**Sport and Games:** Both core sports and unstructured Play that includes local Ugandan Games are designed in such a way that every game has a message pertaining a particular need to be addressed.

**RTP:** Right To Play is the leading international humanitarian and development organization using the transformative power of sport and Games to build essential skills in children, thereby driving



social change in communities affected by war, poverty and disease. It uses specially designed games and sport to be able to impart life skills required to meet the day to day needs children and young people. Through these games, participants are given chance to share experiences and provide possible solutions to the different life encounters.

**Holistic Development:** This refers development of the 5 areas of human development that include Mind, Body, Spirit, Emotions and Health hence developing as a whole

**Intellectual Development:** These skills include: Problem Solving, Decision Making, Organizing, and Planning, Concentration, Attention, Numeracy, Perception, Creativity, Strategic Thinking

**Physical Development:** These Skills include: Respect for their bodies, Physical health, and Active lifestyles, Strength and Flexibility, The 5 senses, Body education like heart, lungs

**Feelings and Emotional Development:** These skills include: Cope with hardships live happy lives, Self Esteem, Confidence, Winning and losing with Grace, Hope, Optimism, and Sense of humor, expressing emotions

**Social Development:** These skills include: Peace and Conflict Resolution, Communication, Cooperation, Teamwork, Leadership, Respect for self, Respect for others, Building good relationships with family, friends and community, Empathy, Trust

**Health and state of wellbeing:** These skills include: Knowledge about HIV and AIDS, STDs, Disease Prevention, Good hygiene, Good nutrition, Dangers of drugs, Environmental Protection, Healthy Choices, Avoiding stress

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter presents review existing literature on how games and sports enhances a positive attitude that has an impact on academic performance. The literature is reviewed according to the

objectives i.e. packaging games and sports and academic performance, conducive sport environment and academic performance and attitude gained from sport and games and academic performance.

## **2.2. Theoretical Review**

This study took into consideration Morgan and Adamson's (1961) theory which popularized a notion that health development, intellectual development, social development and emotional development obtained due to participating in games and sports contribute significantly to academic performance. This is development in the 5 areas of human development i.e. mind, body, spirit, social and emotional is what is termed as Holistic Development. This was supported by Hartmann (2008) who presented a comprehensive review of past studies done on the link between games and sports and academics, "The educational benefits claimed for physical education: An Academic review by Bailey (2006)". According to these findings, there is a positive correlation between games and sports and academic performance. The framework for this review made up of four broad domains: physical, social, affective and Cognitive. The limitation of these findings is that it's basically focusing on competitive games and sports yet competition may not necessarily be the interest of every child given their different abilities. Again not every child participating in these regular sport and games activities would emerge as champions in the Olympics hence the need for games and sports to be packaged in a more holistic way to also address the need of the majority who may never turn out to be Olympic champions.

## **2.3. Packaging of Sport and Games and Academic Performance**

Without doubt, there is a broad understanding that the distinctive contribution of Sport and Games to a Child's Academic performance is within the Intellectual domain. This study was aimed at

enhancing sports to have a more holistically developed child since they will have developed in all the 5 areas of human life (Papionnau, 1995, 1998).

**Table 2: The five areas of Human Holistic development**

<b>Thinking and intellectual Development</b>	<b>Physical Development</b>	<b>Feelings and Emotional Development</b>	<b>Social Development</b>	<b>Health and state of wellbeing</b>
These skills include:  Problem Solving Decision Making Organizing Planning Concentration Attention Numeracy Perception Creativity Strategic Thinking	These Skills include:  Respect for their bodies Physical health Active lifestyles Strength and Flexibility The 5 senses Body education like heart ,lungs	These skills include:  Cope with hardships live happy lives Self Esteem Confidence Winning and losing with Grace Hope Optimism Sense of humor Expressing emotions	These skills include:  Peace and Conflict Resolution. Communication Cooperation Teamwork Leadership Respect for self Respect for others Building good relationships with family friends and community Empathy Trust	These skills include:  Knowledge about HIV and AIDS, STDs Disease Prevention Good hygiene Good nutrition Dangers of drugs Environmental Protection Healthy Choices Avoiding stress

Source: *Developed by the researcher with guidance from Bailey (2006)*

In the UK, the move towards performance-related Physical Education came about primarily as a result of a heated debate between those holding a scientific motor learning understanding of Sport and Games and those following the more cognitive/intellectual and expressive movement education approach (Kirk, 1992). Interestingly, the limited research being undertaken at this time focused on how teachers could facilitate children’s motor skill learning, that is, how they could help children perform better in class using the skills gained in Sport and games. Most of this research was positivist, reductionist and largely removed from the specific Game and sport context and made little impact upon teaching practice in schools (Nixon and Locke, 1973). Since those

early research days, the awareness that the teaching and learning process is more complex and situation-specific has resulted in more studies investigating broader academic objectives employing constructivist and situated learning paradigms (Rovegno, 2006) and often considering the sport environment/ecological setting in which learning is taking place (Hastie, 2006).

However, the findings that sport and games experiences set the foundation for lifelong physical activity is scarce (Trudeau et al., 1999), hence the need to do more research in this field. With recent studies revealing limited tracking of physical activity patterns from childhood through the adolescent years.

An important outcome of increased attention on physical activity/inactivity has been the development of age-appropriate national physical activity guidelines for children, youth and, more recently, pre-school children (HEA, 1998; NASPE, 1995, 2002). From a sports perspective, it has become important to realize that children are sporadic and transitory in their physical activity behavior and therefore do activities in different ways than adults (Corbin, 2002, p. 132). As such, the key recommendation is the accumulation of at least one hour of physical activity per day and twice-weekly. Children who have a negative attitude towards small things like catching a ball would find it difficult to participate successfully in physical activities that require catching and this can even translate them in classroom setting. If a child is uncooperative and has no teamwork skills during a physical activity, then most likely this child would not even ask for assistance from a classmate on how to do a mathematical number, and the reverse was also true.

Over the years however, there has been a prevailing belief that children's basic movement foundations develop naturally through maturation, and this has resulted in few new developments in early years as regards Physical Education (Gallahue & Ozmun, 1998). Subsequent studies

mostly in the US and Australia, reported low levels of basic movement skills in children, with differences between boys and girls being low to moderate, only changing after puberty when boys tend to outperform girls. On the contrary however, In Uganda findings reveal that boys tend to outperform girls in games and sports after the puberty stage, yet academic results show that girls are tending to perform better than boys in these higher institutions of learning. Hence the need to do more researches to identify the correlation between this increased girl academic performance with low performance in games and sports.

#### **2.4. Sport Environment and Academic performance**

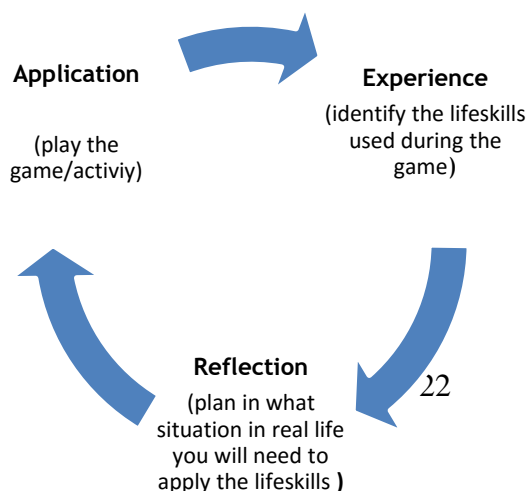
When building a conducive sport environment that enhances academic performance, role models, family, teachers, and peers play an important role in helping one another to make this happen, and facilitate a good academic atmosphere that directly impacts on good grades. This environment involved elements like, time, appropriateness of the life skill packaged in the games and sport, timeliness of the life skill packaged in the games and sport to address need at that time, enough time to play have fun and learn the message from the games, express their opinions on how this life skill gained can be used in their daily life. In this particular research life skills to address academic performance include: problem solving, decision making, organizing, planning, concentration, attention, numeracy, Perception, creativity, strategic thinking.

Our assumption here was that there is a routine timetable for games and sports imbedded in the school timetable (Fairclough and Stratton, 2005)so that whenever they go outside to play, they get a chance to learn and adopt different life skills that would help them make good decisions which would impact directly on their academic performance. Those involved knew when it would be games time and they would plan and package the play session based on the need of the pupils at

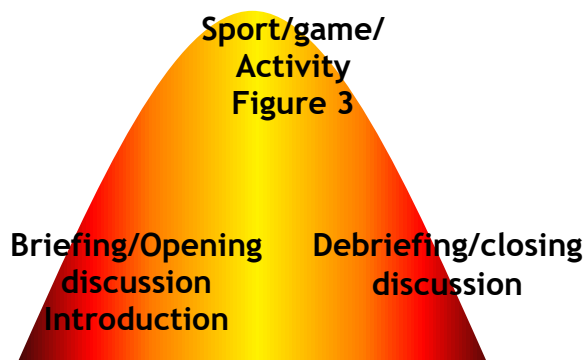
that particular time. After the actual game/activity were done, there was a small closing discussion for the pupils to share experiences from the game and how these related to real life and then explore what life skills they had applied in the game/sport played and plan in what situation in life they would need to apply that life skill. This is what was called the experiential learning cycle. Experiential learning models are a way to gain a better understanding of how learning takes place. These models are effective when using games and sport as a teaching tool because unlike other models of learning such as behavioral or social learning models, in this model, they consider the learner's subjective experience as central to the learning process and that they suggest that a repetitive or iterative series of stages bring about the learning.

Experiential learning opportunities are considered semi-structured learning opportunities. The facilitator allows participants to play and to experience freely while they facilitate a discussion designed to guide participants to think about their experience. The classic and most commonly experiential learning cycle is that 4-stage model that was developed by Kolb (1984). This model is perhaps too rigid and too cumbersome for children's games and sport programs. Instead of the 4-stage model, the researcher opted to use a 3-stage model as developed by Greenaway (2002). The three stage model is described in the illustration below:

**Figure 2: Kolb Experiential Learning Cycle**



It is important for us to understand the relationship between the theory of experiential learning and the practical application in Games and sports .One of the criticisms of the experiential learning models is that the learning stages are too rigid and that a fluid process such as learning cannot be



divided into distinct stages. A trainee coach might have difficulty with the intent of the conceptual framework, to serve as a guide for understanding the learning processes, thus reducing the stages into a fixed plan of how to teach and be stuck in a continuous loop of experience-reflection-application. An alternative to the experiential learning cycle is the adventure wave (Schoel, Prouty & Radcliffe, 1988) a visual representation of the three stages of the Adventure-based Counseling approach that is widely used in outdoor educational program design. The adventure wave is a bell shaped curve in which energy rises through briefing, climaxes during the height of the activity and lowers during the debriefing. The adventure wave is depicted in the diagram below: In simple terms the stages of the adventure wave are as follows:

**Briefing:** Briefing a group about an activity before it takes place. This involved telling the group a story or pointing out the relevance of the activity. The briefing was also the time when the teacher discussed any safety considerations and gave instructions for how the activity was to occur.

**Activity:** Doing the activity itself, with guidance and supervision from a coach.



Debriefing: Reviewing and discussing what took place. Participants reflected on their own experience and shared feelings and insights with other group member's and explore how the experience and learning related to their own life and in particular, improving academic performance. In addition to providing a more workable model for leaders and facilitators the adventure wave is based on psychological theories of cognitive-behavioral-affective learning, the basis of behavioral change theory.

Space; This implied that the pupils had a common place, open safe place where they conduct their routine play sessions without interruptions. Resources referred to the materials required to facilitate games and sports .Some games did not require any resources at all while other games required small materials like balls, whistles, skipping ropes, to mention but a few. Availability of teachers to facilitate the planning and also participate in the games and sports activities together with the pupils.

These teachers were very important in ensuring discussions were conducted in a more respectful way where all children felt physically and emotionally safe. Ground rules were set that created a safe atmosphere for pupils to openly share experiences from the games that related to their real life situations. Discussions were successful because pupils felt that it was safe for them to speak. None suggested in any way, and none was allowed to suggest, that someone's comment was stupid or out of place. In one of your first discussions, had pupils help to set ground rules like these: Everyone has a right to speak, Everyone was expected to contribute Everyone should listen respectfully to others even if they disagree, Only one person should speak at a time, No one should be made fun of and Everyone must listen to the person speaking. Teachers' participation helps to bridge the gap between teachers and their respective pupils or facilitators and their participants. The reasoning behind was that if pupils have a chance to play with their teachers, this would make

them more comfortable with them and they would be free to even ask for guidance from teachers when they need clarification in a classroom. Pupils usually tend to like the subject if they are free and comfortable with a given teacher and the reverse was also true for those who hate particular teachers and even fail that subject (Fairclough & Stratton, 2005) . Encouraging games Environment both from home and school where both the teachers, facilitators and parents encourage pupils to participate in Games and Sports routinely inform them of the benefits of involving in physical activity and relating this to academic performance and holistic development of human life (Papionnau, 1995, 1998). In a few places like Mary learning Centre, Lubyia village Rubaga Division, Red stars Primary School, Hoima District, Nakivale Primary school, in Nakivale Refugee settlement, Mbarara District and Nyakasura Primary school located in Kyenjojo district where games and sports have been embedded in the routine school curriculum, the teachers' recorded high attendance levels of children on the days designated for games and sports. Crispin (2010) a Primary school teacher testified that,

*“Increased attendance levels have been realized after the introduction of Games and sports on the respective days, even me as a teacher, I believe in the saying that goes; Work without Play makes John a dull boy...”*

## **2.5. Attitude of the Child and Academic Performance**

In this context, the researcher used attitude towards games and sports and academic performance as a moderator variable. It was widely acknowledged that one's physical performance in a sport can be hampered or enhanced by one's attitude. That was based on the assumption that, if an athlete anticipates that he or she would not do well in an event, that pessimistic attitude can harm the performance even if they are in the best physical condition compared to the other athletes. A

research from the Notre Dame University revealed that sports enhance a positive and winning attitude which can be applied in all areas of life including academics.

**Table 3: The mathematical formula for Attitude**

What equals 100% in life hence causing Excellent Academic Performance of Pupils? This mathematical formula might help to answer this Question:	
If: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	
Is	represented as:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 respectively	Then:
<b>H-A-R-D-W-O-R-K</b>	
<b>8+1+18+4+23+15+18+11</b>	<b>= 98%</b>
And	
<b>K-N-O-W-L-E-D-G-E</b>	
<b>11+14+15+23+12+5+4+7+5</b>	<b>= 96%</b>
But,	
<b>A-T-T-I-T-U-D-E</b>	
<b>1+20+20+9+20+21+4+5</b>	<b>= 100%</b>
AND, look how far the love of God will take you	
<b>L-O-V-E-O-F-G-O-D</b>	
$12+15+22+5+15+6+7+15+4 = 101%$	
<b>Therefore, one can conclude with mathematical certainty that: “While Hard work and Knowledge will get pupils close to good grades, and attitude will take them to achieving excellent academic performance level. And the love of God will even make them exceed their expectation.”</b>	

**2.6. Summary of the Literature**

In this review, the authors explored approaches to increased academic performance through Sport and Games. Morgan & Adamson (1961) popularized a notion that health development, intellectual development, social development and emotional development due to games and sports contributing significantly to academic performance are what was termed as holistic development and this remained influential well beyond the postwar period, though it was supplemented from

the early 1960s in the US, and increasingly elsewhere by the 1970s, with the notion that not only do games and sports enhance academic performance, they also help in ameliorating the effects of what were perceived to be increasingly sedentary lifestyles among children, youth and citizens of western countries, this of which was trickling down to African countries and Uganda in particular.

In their explanation, having the time to play, space where to play from and the materials to use in playing creates a conducive environment for games and sports from which life skills are culminated into daily life and these later influence the attitude one has towards anything including academics (Fairclough and Stratton, 2005). A winning Attitude in Games and sports would certainly affect the same attitude in the academic struggle to perform well. One writer quoted “It might take you 5 years to truly understand a partner /spouse but you can discover the partner’s hidden character in just 30 minutes of actively participating in Games and sports”. Whereas academic Performance was important, Games and sports help to uncover the potential in an individual to be able to realize they can make it and given a positive attitude, they can get there. This study was carried out with these assumptions in mind:

- a) If young people have compulsory physical education lessons at school, they would come to enjoy/love Games and sports and increased school attendance would enhance academic performance
- b) School was an appropriate context in which to introduce pupils to physical activity;
- c) If young people are taught about the importance of physical activity for health development, intellectual development, social development and emotional development at school, they would wish to remain physically active for life (ICSSPE, 2001)
- d) If young people are exposed to a range of different activities, they would find something they like or are good at and would choose to continue being active after school hours and beyond

School life; and this will instill in them a positive attitude in whatever endeavors life unleashes

e) If young people have sessions after every game to identify what life skill(s) they used in the games and how this applies to their daily life, they would be better informed, more resilient to negative situations and great decision makers to issues that concern their daily lives. They would also more likely continue with physical activity (Jess 2003; Welk 1999). In the long run while pursuing their academic endeavors, they would have also gained the relevant life skills and the ability to face, overcome, cope or be strengthened by stressful events in life. Resilience was more than surviving difficult situations. It was showing inner strength and resisting the negative effects of life situations.

The main gap not addressed by all the writers however was the experiential learning cycle after the games where those who have participated in the sport and games have a few minutes/hours to sit down in a shade and reflect on the game, connect the lessons learnt from the game to real life situations and adopt the relevant life skills to be able to face a similar situation in life. This was going beyond Sport and games where it ceases to become a game but now becomes a learning moment and hence talking about Holistic value added games and sports to another level.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the research design, study population, sample size and selection, data collection methods, validity and reliability of findings, research instruments, data analysis of qualitative and quantitative data and the measurement of variables as justified by Mugenda and Mugenda (2009) were handled.

#### **3.2. Research Design**

This study used a correlation design by Pearson to describe in quantitative terms the degree to which variables were related. The degree of relationship that was expressed using the correlation coefficient was used to determine the extent to which two variables under the study were related.

#### **3.3. Study Population**

This Population included 4 local council Chairpersons<sup>1</sup> from each division ie Makindye Nakawa and Rubaga Division,<sup>3</sup> Education Officers 1 from each of the divisions,<sup>3</sup>Headteachers each from the different schools in the different divisions,<sup>3</sup> Inspectors of schools from the respective divisions 40 Parents and 40 teachers in the respective schools.The reason for this target population was because it comprises of the biggest number of beneficiaries.

### 3.4. Determination of Sample Size

In the study, the sample size was made of 82 respondents and this sample size was determined using (Morgan & Krejcie, 1970)

**Table 4: Sample size table**

	<b>Personnel</b>	<b>Population</b>	<b>Sample Size</b>	<b>Sampling Strategy</b>
1.	LC Chairpersons	4	4	Quota Sampling
2.	Education Officers	3	3	Quota Sampling
3.	Head teachers	3	3	Quota Sampling
4.	Inspector of schools	3	3	Quota Sampling
5.	Teachers	40	36	Stratified Sampling
6.	Parents/Guardians	40	36	Stratified Sampling
	<b>Total</b>	<b>95</b>	<b>85</b>	

*Source: Sample size based on R.V Krejcie and D.W Morgan (1970) as cited in Amin (2005)*

The reason as to why the researcher selected the local council chairpersons, parents/guardians and the teachers was because they live within these same communities and because they parent the same children who participate in games and sports, they can easily realize an impact created in their children. The head teachers, Inspectors of schools and Education officers are knowledgeable about the school statistics and receive feedback from the respective schools in their divisions hence making it easy to track the impact of games and sports on academic performance.



### **3.5. Sampling Procedures and Techniques**

Doscombe (2000) explains that a sample needs to be carefully selected so that it's exactly representative of the results of the population under investigation. The information from the sample needs to be reliable and valid to build confidence that similar results would have been obtained if the whole population had been interviewed. In this study, the focal persons were Inspectors of schools, Head teachers, Education Officers who were selected using the quota system because their population was small and equal to the sample population and again their expertise in this field of Education. For the teachers and parents, the researcher used stratified sampling technique to help deal with the high number of respondents where the interview technique was not viable.

### **3.6. Data Collection Methods**

#### **3.7. Data collection Instrument**

In this study, observation, interviews and questionnaire survey were adapted so that data was captured accurately, systematically and comprehensively. An interview gave us an insight on what the person being interviewed thought, or appeared to be thinking so as to have a good understanding of variables being researched about. The questionnaire was used to gather information in a streamlined manner, so that the information gathered was helpful to concentrate on a sample size of the population to be studied and also helped in interacting with the respondents in a more cohesive manner. Observation methodology happened concurrently with the interview and the questionnaire.

### **3.8. Instruments of Data Collection**

#### **3.8.1. Interview Guide**

As common with quantitative analyses, there are various forms of interview design that can be developed to obtain thick, rich data utilizing a qualitative investigational perspective (Creswell, 2007). There are three formats for interview design namely: Borg (2003): (a) informal conversational interview, (b) general interview guide approach, and (c) standardized open-ended interviewing this study. The three methodologies were applied interchangeable where necessary to attain as much information as possible.

#### **3.8.2. Questionnaire**

The importance of the questionnaire can be viewed from two broad perspectives i.e. the self-administered questionnaire and interview-administered questionnaire. This study focused on the self-administered questionnaire, the questions were to extract valuable information for the purpose of research. They formed the basis of the data that was analyzed at later stages to reach at concrete solutions to the research queries and frame relevant recommendations for the maintenance and improvement of academic performance. The interview-administered questionnaire on the other hand aimed at gauging the capacity of the participant in performing a particular job. The importance of the questions lied in the fact that fundamental concepts of the participant's knowledge of a specific stream were reviewed.

#### **3.8.3. Observation Checklist**

This was a significant and qualitative method of collecting information that involved assessing behavior, events, and physical attributes in natural settings. This method focused on the way people

express themselves, the feelings and emotions, confidence and other life skills attained as a result of games and sports.

#### **3.8.4. Focus Group Discussion guide**

The researcher administered this instrument for the FGD in which community members such as parents were given a chance to voice out their views and opinions on the impact games and sports on academic performance. Women group discussions were held separately to enable them freely air out their opinions and perceptions without fear from their counterparts. The parents live with the children and so they easily detected the changes happening in their children.

### **3.9. Quality Control**

#### **3.9.1. Reliability**

Reliability of results was enhanced by triangulation and the researcher performed a pre-test data collection exercise to ascertain the quality of the data collection tools for both qualitative and quantitative data. This exercise initially informed the study of the accuracy and consistency with which the questions were answered. This attribute showed stability of the instrument hence a high stability shows high reliability. For quantitative data, a Cronbach's alpha was computed in SPSS 16.0 for scale data to determine reliability. The researcher considered data to be reliable if Cronbach's alpha was 50% and above 50% was great. The questioners' were examined by supervisors before they were administered in the field.

In the pretest, the researcher sampled 10 people from whom Cronbach's alpha results were 0,931. Since it was above 0.5, it showed that the questioner was reliable and its results were credible.

**Case Processing Summary**

		N	%
Cases	Valid	10	100.0
	Excluded	0	.0
	Total	10	100.0

a. List wise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.931	19

### **3.9.2. Validity**

To ensure validity of the instrument, the drafted questionnaires were pretested with different respondents and feedback was utilized to fine tune the final copy. Their responses helped to inform the researcher on the relevance of particular questions. The content validity index was thereafter computed and was found to be above 0.5, the instrument was valid for the study. Reliability was achieved through use of simple descriptors for internal reliability while external reliability was achieved by clearly specifying the researchers' expectations to the respondents to give them a clear understanding of what was expected of them all being guided by Amin (2005).

### **3.10. Procedure of Data Collection**

On completion of proposal defense and having been given a go ahead, the tools mentioned above were tested to check validity and reliability and Cronbach's alpha determined. Based on the results, corrections were made and then a plan for actual field work was drawn and data collection commenced. Documentation review was done by the researcher to ensure quality control. The

researcher started with St Jude primary school in nakawa division, then to top care primary school in makindye division and to red stars primary school in rubaga division. Focus group discussion were conducted separately in the same respective schools.

### **3.11. Data Analysis**

#### **3.11.1. Qualitative Data Analysis**

This type of data was analyzed by forming themes and statements that were used to measure the relationship between the two variables. This analysis was done concurrently with data collection. Observation was used alongside data collection to relate quantitative data to qualitative data.

#### **3.11.2. Quantitative Data Analysis**

Raw data from questionnaires and interviews was continuously checked for accuracy, completeness, edited, coded and entered into the computer using SPSS software. It was verified and using a tabular form, responses to questions were tallied and thereafter the researcher made cross tabulations for responses to questions on dependent and independent variables. Pearson Correlation was computed to guide, analyse, describe, compare and summarize data. Using SPSS the researcher established frequency for responses, percentages, cross tabulations and correlations of findings as justified by Serantakos (1998). Data was processed and results presented in form of tables, graphs and pie charts. Correlations and regressions were done to determine relationships between variables.

### **3.12. Measure of Variables**

Amin (2005) describes measurement as the process of transforming abstractly conceived concepts into numerical qualities. Academic performance was measured basing on the class grades and contribution of sport and games broken down into the packaging of sport and games to address routine life situations and the impact of a conducive sport Environment on Academic Performance.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.0. Introduction

This chapter presents, analyzes and interprets the results. It is divided into five major sections. The first section presents results about the response rate. The second section presents results on demographic characteristics of the respondents. The third section presents results on packaging of games and sports and academic performance. The fourth section relates sports environment and academic performance and the final section investigates how attitudes relate to academic performance.

#### 4.1. Response Rate

Response rate (also known as completion rate or return rate) in survey research refers to the number of people who answered the survey divided by the number of people in the sample. It usually expressed in the form of percentage. A low response rate can give rise to sampling bias if the non-response was unequal among the participants regarding exposure and/or outcome. In this study, the sample for teachers and parents was 72 respondents but the study managed to get 56 respondents of them. This was because some parents and teachers could not be easily accessed during the time of the interviews as they had other engagements. The table below gives the breakdown of all the categories of respondents interviewed.

**Table 4.1.1: Response rate**

<b>1</b>	<b>Respondent Category</b>	<b>Sampled size</b>	<b>Responses received</b>	<b>Percentage %</b>
2	LC Chairpersons	4	3	75%
3	Education Officers	3	2	66.7%
4	Head teachers	3	3	100%
5	Inspector of Schools	3	2	66.7%
6	Teachers	36	30	83.3%
7	Parents/Guardians	36	26	72.2%
	Total	85	66	78%

**Source:** Data from field

According to Amin, (2005) and Mugenda and Mugenda (1999) the response should be a minimum of 50%. Therefore, the results were considered representative of what would have been obtained from the population.

## **4.2. Demographic characteristics**

The demographic characteristics of respondents considered in this section included: their location, age, category and education.

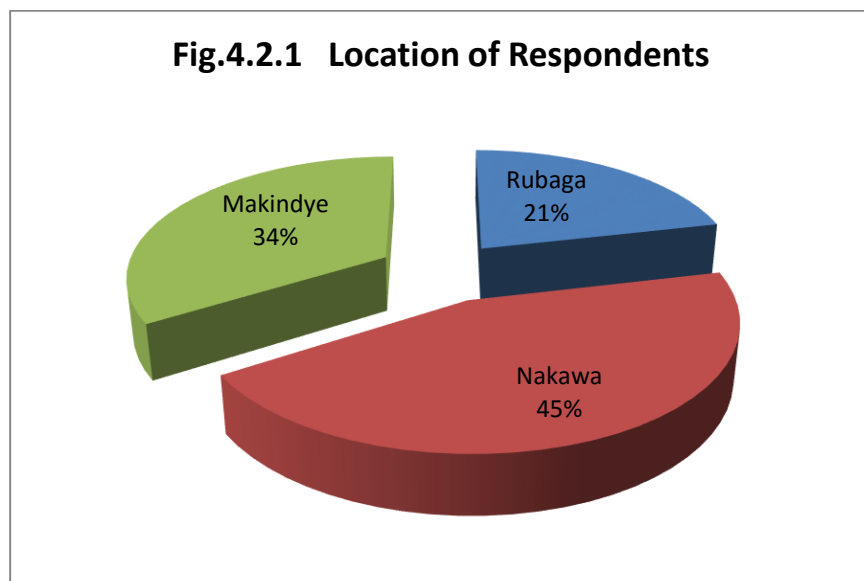
### **4.2.1. Location of the respondents**

Information concerning the location of the respondent was collected. This was collected according to the division of Kampala district in which the schools were situated. The corresponding results were presented in table and fig 4.2.1 below.



**Table 4.2.1 The areas where the respondents were located**

	<b>Division</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Rubaga	12	21.4
2	Nakawa	25	44.6
3	Makindye	19	33.9
	Total	56	100.0



**Source:** Data from field

From the above table, majority of the respondents in this research came from Nakawa division (44.6%) followed by Makindye with (33.9%) and lastly Rubaga with 21.4%. The results imply that Nakawa division leads in integration of games and sport activities in the school curriculum hence more the teachers and parents were identified from schools in this division. This also implies that on average, Makindye schools have also tried to integrate games and sports activities in their

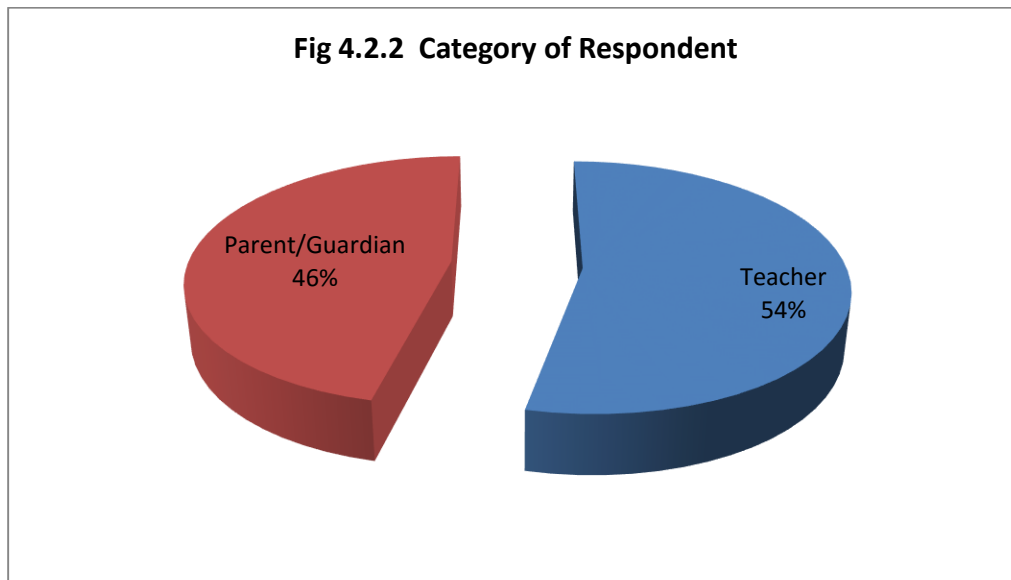
school curriculum and Rubaga division has the least number of schools which have embedded games and sports in their school curriculum.

#### 4.2.2. Category of respondents

Corresponding information was gathered on the different categories of respondents who were included in this study. These included teachers as well as parents/guardians. The results were then presented in table 4.2.2 below.

**Table 4.2.2 Respondent’s category**

	<b>Respondent Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Teacher	30	53.6
2	Parent/Guardian	26	46.4
	Total	56	100.0



**Source:** Data from field

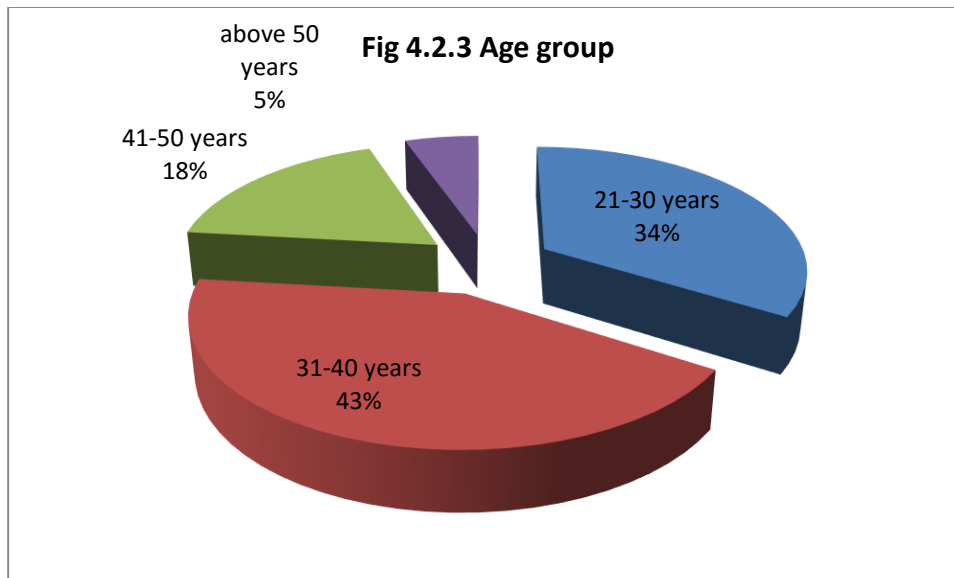
Observing these two categories of the respondents, the greater percentage (53.6%), came from teachers who directly engage with pupils during the biggest part of the day at school, while parents/guardians constituted 46.4%. This statistic implies that majority of the views on the influence of games and sports on academic performance among pupils were contributed by teachers. This consequently means that the effect on academic performance in this case was a result of views mainly obtained from teachers. This is authentic in the sense that teachers are also the ones who plan and implement the games and sports activities in schools.

#### **4.2.3. Age of the respondents**

Additionally, information concerning the age of the respondents in table 4.2.3 above was collected. The age of the respondent being an important factor in determining the information that they are to give, the results were tabulated in table 4.2.3 below.

**Table 4.2.3 Respondent's age**

	<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	21-30	19	33.9
2	31-40	24	42.9
3	41-50	10	17.9
4	above 50	3	5.4
	<b>Total</b>	<b>56</b>	<b>100.0</b>



**Source:** Data from field

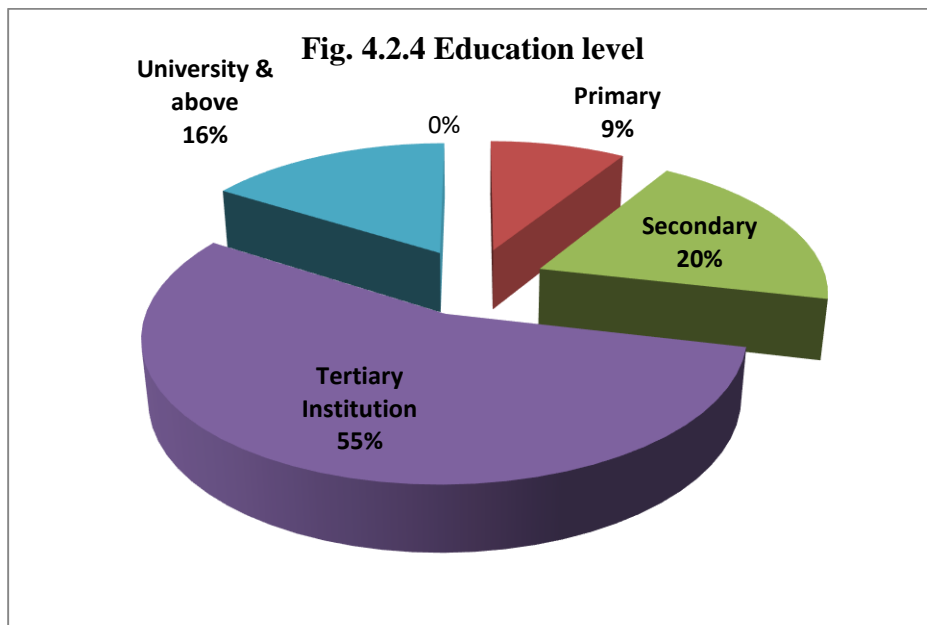
From table 4.2.3 above, the greatest percentage of the respondents came from age group 30-40 years (42.9%) which was a relatively mature age group, followed closely by the age group 21-30 years (33.3%). The age from 21 – 40 is the dominant age group in which a number of primary teachers fall. This means that the effect of games and sports on academic performance was largely graced by young teachers and parents who usually teach in those schools. This implies that the more youthful people are, the higher the levels of physical activity and hence the more the engagement in games and sports activities. No wonder most physical education teachers across the country lie within the youth age.

#### **4.2.4. Highest Education Attained**

This demographic characteristic was intended to establish the highest education level attained by the respondents. This would in turn impact on the quality of contributions in the study as per their awareness levels.

**Table 4.2.4 Education level attained**

	<b>Education Level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Primary	5	8.1
2	Secondary	11	19.6
3	Tertiary	31	55.4
4	University	9	16.1
	<b>Total</b>	<b>56</b>	<b>100.0</b>



Source: Data from the field

**Figure 4.2.4 Education level attained by the respondent**

As evidenced from the pie chart, the highest number of respondents figure (55%) had attained tertiary training. This was good enough to show that majority of the respondents had attained some kind of professional training and were thus responding with a reasonable level of knowledge to the questions asked which would not bias the

results. It essentially implies that the effect of games and sports on academic performance in this study was a result of views from mainly people who had attained some relevant level of education.

Research Question number one.

### **4.3. Packaging of Games and sports and Academic Performance**

It was recommended that when presenting the results of statistical tests, the researcher should give descriptive statistics before the corresponding inferential statistics (Plonsky, 2007). Thus, this approach was adopted in this study and the descriptive statistics that were used were frequencies and percentages. After presenting the descriptive statistics for each of the objectives, inferential statistics in form of Spearman correlation, coefficient of determination and partial correlation were computed and interpreted.

#### **4.3.1. Descriptive Results on packaging of games and sports**

Fifty six (56) people responded to the five-point Likert scale: “Strongly agree”, “agree”, “Not sure”, “Disagree”, and “Strongly disagree” regarding the nine items about monetary rewards as shown in Table 4.3.1 below. To analyze the findings, respondents who strongly agreed and those who agreed were combined into one category “Agreed” to the items. In addition, respondents who strongly disagreed and those who disagreed were combined into another category “Disagreed” thus the three categories Agreed, Neutral and Disagreed were compared.

Interpretation was then drawn from the comparisons of the three categories.

**Table 4.3.1 Findings on packaging of games and sports**

	<b>Packaging of Games and sports</b>	1	2	3
1	In my opinion each game is integrated with life skills	1.8%	23.2%	75.0%
2	When games are integrated with life skills, school becomes interesting to attend	.0%	5.4%	94.6%
3	When games have a component of life skills, it encourages every pupil to participate in the activities because life skills are relevant to every one	1.8%	23.2%	75.0%
4	It's important for schools to have all forms of sports and game activities	.0%	3.6%	96.4%
5	All forms of physical activity in school can encourage pupils to attend school more	1.8%	23.2%	75.0%
6	When pupils participate in sports activities, they tend to live active lifestyles.	.0%	7.1%	92.9%
7	Young people need opportunity to share experiences and interact with each other because it helps them to learn from each other as peers	1.8%	23.2%	75.0%
8	When pupils are given opportunity share experiences and interact with each other, it makes them look forward to coming to school daily.	.0%	7.1%	92.9%
9	When pupils are given the opportunity to share and interact with each other during sport activities, it helps them to actively participate in school.	1.8%	10.7%	87.5%

**Key: 3 = Agree 2 = Neutral 1 = Disagree**

**Source:** Data from the field

Results show according item 1, 2, 5 and 6 that generally games can be more relevant when integrated with life skills (75%). When games are integrated with life skills, schools become more interesting to attend. The study also reveals that all forms of physical activity encourage pupils to attend school (75%) and when they participate in these sports activities, this makes them to live active lifestyles (92.7%). This means that games and sports have a potential in skills development which may later transform into academic performance.

According to item 3, when games have a component of life skills, it encourages every pupil to participate in the activities because life skills are relevant to everyone (75%). On the other hand, 23% were neutral which was a highly reasonable number to have no clue on this. Item 4 also shows

that it's important for all schools to have all games and sports (96.4%). This means that games and sports should be implemented in all schools as part of their curriculum, better still when these games and sports are integrated with life skills.

Correspondingly, the affirmations for items 7 to 9 were 75%, 92.9% and 87.5% respectively. This means that pupils need opportunities to interact with each other and this can be done through games and sports. This improves on their interest towards coming to school on a daily basis. This would reduce on the levels of absence from school which is likely to positively impact on academic performance.

In an interview with the key informants on how sharing and interaction among pupils promotes participation in school, these noted that it promotes experience sharing necessary for their growth. One headmaster was quoted saying, *“Games and sports activities help pupils to share and reflect on experiences faced by a fellow young people thus encouraging them to understand that they are not alone in the struggle and all children everywhere go through similar challenges.”*

#### **4.3.2. Descriptive results on Academic performance**

The items presented under this variable were three (3) and the corresponding descriptive statistics are presented in table 4.3.2 below.

**Table 4.3.2 Findings on academic performance**



	<b>Academic Performance</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	The attendance of pupils in the school is very good	.0%	7.1%	92.9%
2	Pupils are gradually performing better every other year	1.8%	7.1%	91.1%
3	Both boys and girls actively participate in all school activities	1.8%	8.9%	89.3%

**Key: 3 = Agree 2 = Neutral 1= Disagree**

**Source:** Data from field

Relating to the attendance of the pupils in the school, an overwhelming 92.8% affirmed that the attendance of pupils in the school is very good, 7.1% were neutral and none (0%) opposed this statement. Those who were neutral were mainly found to be mainly guardians who did not take keen interest in the affairs of the schools where their pupils went. It is also paramount to note that pupils are gradually performing better every other year (91.1%) while both boys and girls actively participate in all school activities (89.3%) according to items 2 and 3 respectively. All the statements under the variable *Academic performance* are affirmed to. Those who were neutral to these items were found to be mainly parents/guardians who did not take keen interest in the affairs of the schools where their pupils went.

On the overall, this means that attendance has improved in these schools where games and sports had been integrated with life skills and consequently academic performance has improved as well.

After establishing respondents' views on each of the variables under the first objective, the next step was to test the first hypothesis using inferential statistics. Findings are presented in section 4.4.3. below.

### 4.3.3. Testing the first hypothesis

The first hypothesis stated, *there is significant relationship between packaging games and sports by incorporating life skills to enhance Academic performance of pupils in primary schools*. Spearman's correlation coefficient (*rho*) was used to determine the strength of the relationship between packaging of games and sports and academic performance. The coefficient of significance (*p*) was used to test the findings by comparing *p* to the critical significance level at (0.05). This procedure was applied in testing the second and third hypotheses and thus, lengthy introductions are not repeated in the subsequent sections of testing hypotheses.

**Table 4.3.3 Correlation between Packaging of Games and sports and Academic Performance**

			Packaging of games and sports	Academic Performance
Spearman's <i>rho</i>	Packaging of games and sports	Correlation Coefficient ( <i>rho</i> )	1.000	.386**
		Sig. (2-tailed)	.	.003
		N	56	56
	Academic Performance	Correlation Coefficient ( <i>rho</i> )	.386**	1.000
		Sig. (2-tailed)	.003	.
		N	56	56

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Data from the field

The findings show a relatively weak positive correlation ( $rho = 0.386$ ) between packaging of games and sports and academic performance. The corresponding coefficient of determination

( $\rho^2 = 0.148$ ) was computed implying that packaging of games and sports accounted to about 14.8% change in academic performance of pupils.

The corresponding test of significance (p) of 0.03 was obtained which was less than the recommended standard p value of 0.05. This means that the effect of one variable on the other was significant. Conclusively, the hypothesis *there is significant relationship between packaging games and sports by incorporating life skills to enhance Academic performance of pupils in primary schools* was accepted. The findings implied that the way games and sports are packaged has a significant impact on academic performance.

Affirmation was received from one education officer who was quoted saying:

*The life skills attained through sport and games are relevant in situations of life including academics. A child who develops a life skill of good decision making will also make good decisions when it comes to academic related issues.*

Research Question number two.

#### **4.4. Creating a conducive games and sports environment and academic performance of pupils in primary schools**

Before testing the second hypothesis, descriptive results (percentages) relating to the sports environment were presented and interpreted. Findings are presented in the following subsection.

#### 4.4.1. Descriptives on creating a games and sports environment

**Table 4.4.1 Findings on the state of the games and sports environment**

	<b>Sports and the Environment</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Embedding sports in the school curriculum increases attendance	3.6%	12.5%	83.9%
2	A school curriculum that integrates sports enhances active participation of young people	.0%	7.1%	92.9%
3	When teachers participate in sports activities with their pupils, it helps them to build pupil teacher relationships	.0%	7.1%	92.9%
4	When pupils have fun and enjoyable sports sessions in school, then school becomes a wonderful place to be	.0%	7.1%	92.9%

**Key: 3 = Agree 2 = Neutral 1 = Disagree**

**Source:** Data from the field

It is important to note from table 4.4.1 above that 45 (83.9%) of the respondents affirmed that embedding sports the school curriculum increases the school attendance of pupils while 12.5% and 3.6% were neutral and disagreed respectively. This essentially confirms that schools that have games and sports as part of their curriculum have high pupil attendance levels. An interview with key informants (inspectors of schools, education officers and headmasters)

Affirmed the truth of this statement. Indeed emphasizing the importance of this, one Inspector said:

*Games and sports encourage children to freely participate and interact with their peers irrespective of the cultural traits and backgrounds thus increasing their attendance and participation at school.*

Similarly, one education officer had this to say:

*Games and sports increase school attendance as those pupils who have the talent and love for games and sports are forced to go to school because they see their future in sports.*

Similarly, 52(92.9%) of the respondents affirmed that a school curriculum that integrates sports enhances the active participation of young people followed by 7.1% who were neutral and no one disagreed. This is likely to improve on their active participation in class which may improve on their performance. Item 3 also shows that when teachers participate in sports activities with their pupils, it helps them to build pupil-teacher relationships 52(92.9%) while 7.1% were neutral and no one disagreed. This means that pupils would positively relate with their teachers which would improve their performance. The same goes for item 4 where an overwhelming 92.9% affirmed *that when pupils have fun and enjoyable sports sessions in school, then school becomes a wonderful place to be.*

On the overall, respondents highly affirmed to the items in this variable. Then the researcher went on to test how the responses to questions in this variable affect the academic performance of pupils.

#### 4.4.2. Testing of the Second hypothesis

**Table 4.4.2 Correlation between a Conducive Sports Environment and Academic Performance**

			<b>Sports Environment</b>	<b>Academic Performance</b>
Spearman's rho	<b>Sports Environment</b>	Correlation Coefficient	1.000	$\rho = .262$
		Sig. (2-tailed)	.	0.051
		N	56	56
	<b>Academic Performance</b>	Correlation Coefficient	$\rho = 0.262$	1.000
		Sig. (2-tailed)	0.051	.
		N	56	56

**Source:** Data from the field

Findings show that there was a weak positive correlation ( $\rho = 0.262$ ) between sports environment and academic performance. Since the correlation does not imply causal-effect, the coefficient of determination, which is a square of the correlation coefficient ( $\rho^2 = 0.068$ ), was computed and expressed as a percentage to determine the variance in academic performance due to sports environment. Thus, findings indicated that the sports environment accounted for only 6.9% variance in academic performance. These findings were then subjected to a test of significance ( $p$ ) and results indicated that the significance of the correlation ( $p = 0.051$ ) was above the recommended critical significance at 0.05. Thus, the effect was insignificant. Therefore, the hypothesis “*There is a significant relationship between creating a conducive sport and game environment and academic performance of pupils in primary schools*” was rejected.

The implication of these findings is that though the respondents were positive as regards the items on the environment, a conducive sports environment did not have a significant effect on academic performance of pupils in primary schools. The weak correlation implied that a change in sports environment was related to a very small change in academic performance. The positive nature of the correlation implied that the change in the sports environment led to a minimal improvement in academic performance.

Research question number three.

#### **4.5. Attitude gained through Games and sports and Academic Performance of pupils in primary schools**

#### 4.5.1. Descriptive on Attitude attained through games and sports

**Table 4.5.1 Findings on the Attitude attained by pupils**

	<b>Attitude towards Games and sports</b>	1	2	3
1	When pupils have enjoyable and fun sports activities, it helps them develop a positive attitude towards winning and losing in all issues related to life	1.8%	3.6%	94.6%
2	Value added Sports are a fun way of learning	1.8%	3.6%	94.6%
3	Work without play makes me a dull child	1.8%	3.6%	94.6%

**Key:** 3 = Agree 2 = Neutral 1= Disagree

**Source:** Data from the field

Regarding the attitudes attained by pupils, the results show that *when pupils have enjoyable and fun sports activities, it helps them develop a positive attitude towards winning and losing in all Issues related to life* (94.6%) followed by 3.6% who were neutral and no one disagreed.

It is also evident that value added sports are a fun way of learning (94.6%) followed by 3.6% who were neutral and the same applies item 3 in table 4.5.1 above.

This means that games and sports improves the attitudes of the pupils as they interact with each other which is likely to lead to an improvement in their academic performance.

To determine the strength of the relationship between attitudes and academic performance, a test of the relationship was performed as seen it table 4.5.2 below.

#### 4.5.2. Testing the third hypothesis

**Table 4.5.2 Correlation between pupils Attitude attained and Academic Performance**

			Attitude	Academic Performance
Spearman's <i>Rho</i>	Attitude	Correlation Coefficient ( <i>rho</i> )	1.000	0.069
		Sig. (2-tailed)	.	0.614
		N	56	56
	Academic Performance	Correlation Coefficient ( <i>rho</i> )	0.069	1.000
		Sig. (2-tailed)	0.614	.
		N	56	56

**Source:** Data from the field

In order to ascertain the relationship between the attained attitude by the pupils and academic performance, the spearman's correlation coefficient (*rho*) was run and the value obtained above ( $rho = 0.069$ ) shows that there is an extremely weak correlation between attitude and academic performance. Otherwise stated, attitude accounts for a very negligible 0.4% in academic performance, ( $rho^2 = 0.0047$ ).

Subject to a test of significance, a p value of 0.614 which far greater than the standard p value of 0.05 re-affirms that attitude gained through games and sports by the pupils doesn't in any way affect their academic performance. Therefore the hypothesis, *There is significant relationship between positive attitude gained through sport and games and academic performance of pupils in primary school* was rejected.



This essentially means that though these games and sports activities are good at raising the attitude of the pupils, this does not directly influence the academic performance of the pupils.

The same was confirmed in an interview with one of headmasters who had this to say:

*Pupils who normally have strong positive attitude in games and sports sometimes fail to balance their time and end up performing poorly in class. This instead makes them get a negative attitude towards academic performance.*

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0. Introduction**

This chapter presents the summary, discussion, conclusions and recommendations. It is divided into four major sections. The first section presents the summary. The second section presents the discussion. The third section presents the conclusions. The fourth section presents the recommendations.

#### **5.1. Summary of Major findings**

The purpose of the study is to find out whether Games and sports have an effect on the Academic performance of primary schools in Uganda. Presented here is the summary of the findings based on the objectives of this research.

##### **5.1.1. Packaging of Games and sports and Academic Performance**

The findings revealed that the way games and sports are packaged had a significant impact on academic performance. In this study, games and sports sessions were packaged to include interactive sessions. This packaging accounted to 14.8% change in academic performance of pupils.

##### **5.1.2 Creating a conducive games and sports environment and Academic Performance of pupils in primary schools.**

The findings in this study revealed that a conducive games and sports environment accounted for only 6.9% variance in academic performance. Pupils were supported by their teachers and the school administration to exercise their right to play by actively engaging in games and sports in

the school. After a test of significance between the two variables, it was found out that schools that had a conducive games and sports environment were likely to have a high academic performance of pupils than those who didn't.

### **5.1.3. Attitude gained through Games and sports and Academic Performance**

The attitude gained through games and sports by the pupils doesn't in any way affect their academic performance according to the results in this study. Attitude accounted for very negligible 0.4% change in academic performance ( $\rho^2 = 0.004$ ,  $p = 0.614$ )

## **5.2. Discussion**

### **5.2.1. Packaging of Games and sports and Academic Performance of pupils in Uganda**

The first hypothesis stated, *there is significant relationship between packaging games and sports by incorporating life skills to enhance Academic performance of pupils in primary schools*. The Spearman correlation index indicated a significant positive correlation between packaging of games and sports and academic performance. Similar findings were found by Videon (2002) who concluded that sports participation in different packages taught students discipline, expressed higher educational aspirations (Marsh & Kleitman 2003) and played an important role in developing a student's commitment to education (Coakley, 2006).

Similarly, Corbin (2002) asserts that young people who have are not responsive towards small things like catching a ball during games and sports would find it difficult to participate successfully in physical activities that require catching and this can even translate them in classroom setting. If a child is unco-operative and has no teamwork skills during a physical activity, then most likely

this child would not even ask for assistance from a classmate to on how to do a mathematical number.

### **5.2.2. Creating a conducive games and sports environment and Academic Performance of pupils in primary schools**

The second hypothesis stated, *there is a significant relationship between creating a conducive sport and game environment and academic performance of pupils in primary schools*. Spearman correlation index indicated an extremely weak or no correlation existed between the learning environment and academic performance. Also the interactions between teachers and pupils improved the confidence of the pupils. The findings contradict an earlier assumption that, if pupils have a chance to play with their teachers, this would make them more comfortable with them and they would be free to even ask for guidance from teachers when they need clarification in a classroom subjects. Pupils usually tend to like the subject if they are free and comfortable with a given teacher and the reverse is also true for those who hate particular teachers and even fail that subject (Fairclough & Stratton, 2005)

In this study, the teachers were assumed very important in ensuring discussions are conducted in a more respectful way where all children feel physically and emotionally safe. Set ground rules that create a safe atmosphere for pupils. For successful discussions, pupils had to feel that it was safe for them to interact and share experiences. The findings however indicated that though the above assertions had been proven true in a number of researches, this did not translate into academic improvement in the primary schools where this research was conducted.

Another divergent view to the findings in this study was held by Pianta, Steinberg, & Rollins (1995) who stated that: *As children enter formal school settings, either in preschool or*

*kindergarten, relationships with teachers provide the foundation for successful adaptation to the social and academic environment. From the first day of school, young children must rely on teachers to provide them with the understanding and support that would allow them to get the most out of their daily interactions in the classroom.*

With that in perspective, the interactive environment created through sports and the games in this study was appreciated but the results did not directly translate into academic performance. The underlying factor could be because there was need in making an assessment of individual pupils as a case by case study and not to generalize.

### **5.2.3. Attitude gained through Games and sports and Academic Performance**

The outcomes of this study indicated that *there was no significant relationship between positive attitude gained through sport and games and academic performance of pupils in primary school.*

Similarly, a study by Coakley and Hughes (1991) revealed that the close bonds often created in team sports could lead to deviant behavior and were less likely to affect the academic spheres. In 2006, Coakley used the word *hubris* (overbearing pride or arrogance) to describe student athletes. In his work, he found that student athletes more often thought of themselves as unique and extraordinary when compared to non-athletes (Coakley, 2006). He asserts that this attitude was often displayed in acts of pride driven arrogance and an increased sense of power within themselves arising out of their attained superiority.

The findings contradict the results of a research from the Notre Dame University that revealed that sports enhances a positive and winning attitude which can be applied in all areas of life including academics. However these findings were not proved in relation to the academic performance of the subjects being investigated.

The findings on pupil's attitudes in this study showed that value added sports were a fun way of learning and that work without play was deemed to make the pupils dull. However the fun may not be translated into the academic spheres of the particular students.

Din (2006) argues that sports activities deflect time away from the classroom, sports diverted talent from academic programs and the students who put their energies into sports and have a positive attitude are less likely to pursue academic objectives. They do not have time or energy to achieve excellence and satisfaction in both roles.

### **5.3. Conclusions**

In view of the findings of this study, and in regard to the literature reviewed earlier in chapter 2 the researcher made the following conclusions.

#### **5.3.1. Packaging of Games and sports and Academic Performance of pupils in Uganda**

The findings of this study showed the importance of packaging of games and sports in improving academic performance amongst primary school children in Uganda. There is conclusive evidence to suggest that physical activity improves children's concentration and arousal which in turn has an indirect link to their academic performance.

#### **5.3.2. Creating a conducive games and sports environment and Academic Performance of pupils in primary schools**

The findings of this study showed that there was a general consensus that the interactive sessions between teachers and pupils during games and sports improved the confidence of the pupils. However, despite that though, this kind of environment played no important role in increasing the academic performance among primary school pupils. In conclusion therefore, games between

teachers and their pupils showed be encouraged so that outdoor activities are an extension of classroom learning.

### **5.3.3. Attitude gained through games and sports and Academic Performance**

Interestingly, the study findings revealed that games and sports were key in raising the attitude of the pupils towards winning in life which concurs with Bailey (2006). However, the attitude towards winning in life may be reflected in other areas of life, but the findings in this study show that it doesn't cross over directly to the individual academic performance of the pupils. The researcher therefore concludes that this should be carried out on a case by case study.

## **5.4. Recommendations**

The recommendations for this study took into account all the views and options of the respondents in the study that are summed up in the findings of the study.

### **5.4.1. Packaging of Games and sports and Academic Performance of pupils in Uganda**

A lot is still desired in the packaging of the games and sports if it is to greatly improve academic performance to a more reasonable extent. All schools should emphasize elements of academics during the sports & games sessions. The researcher recommends therefore that all schools showed have the time for physical education optimally utilized in games and sport activities if quality education is to be realized.

### **5.4.2. Creating a conducive games and sports Environment and Academic Performance**

The atmosphere created during games and sports should be replicated during the academic sessions when pupils are learning other subjects like mathematics and English. Also more teachers should be involved in the games and sports sessions so that they transfer their acquired knowledge when

teaching normal subjects. This is what is called integrated learning. The researcher therefore recommends that teachers should have more fun and interactive ways of conducting lessons so as to make them enjoyable but without losing the key learnings.

#### **5.4.3. Attitude gained through Games and sports and Academic Performance**

Value added sports should include the attitude towards academic excellence in their curriculum. Parents should also be given more training on the need for their children to participate in games and sports. In so doing, the atmosphere at school would be transferred to their respective homes which would improve their self-esteem even in relation to academics. The parents should also be encouraged to have play sessions with their own children so as to build the parent – children relationship. This quality time spent with parents impacts a lot on the upbringing of children who and may result into greater academic achievement.

#### **5.5. Area for Further Research**

Although the study was primarily based on games and sports and academic performance in primary schools in Kampala, research should be done in other districts of the country other than Kampala for comparison and triangulation purposes.

Also, research should also be done on the impact of games and sports at all levels including secondary schools ,tertiary institutions , university, post graduate and even working class because the benefits of games and sports go beyond the field level and impact on the individual interpersonal skills.



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## APPENDICES

### Appendix I: Questionnaire

#### CONTRIBUTION OF SPORTS AND GAMES TO ACADEMIC PERFORMANCE

Dear Respondent, iam a research Student from UGANDA Management Institute pursuing my Masters in Management with specialty in Project Planning and management. This questioner is therefore designed in an effort to analyze the contribution of sports and games on academic performance. The information given will be regarded as confidential and be used only for academic purposes.

Yours faithfully

Kansiime Alice

Researcher.

**Please tick the one that most applies to you.**

**Location:** \_\_\_\_\_

**Gender:**            **Male** \_\_\_\_\_ **Female** \_\_\_\_\_

**Marital status:** -----

**Religious Affiliation:** -----

**Profession:** -----

Age Category	Tick	Education Level	Tick
20 - 30 years		Primary level	
31-40 years		Secondary	
41 – 50 years		Tertiary Institution	
Above 50 years		University and above	

Please tick the ranking that best suits your response.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		1	2	3	4	5
	<b>Packaging of Sports and Games</b>					
1	In my opinion each game is integrated with a life skills					
2	When games are integrated with life skills, school becomes interesting to attend.					
3	When games have a component of life skills, it encourages every pupil to participate in the activities because life skills are relevant to everyone.					
4	It's important for schools to have all forms of sports and game activities.					
5	All forms of physical activity in school can encourage pupils to attend school more.					
6	When pupils participate in sports activities, they tend to live active lifestyles.					
7	Young people need opportunity to share experiences and interact with each other because it helps them learn from each other as peers.					
8	When pupils are given opportunity share experiences and interact with each other, it makes them look forward to coming to school daily.					
9	When pupils are given the opportunity to share and interact with each other during sport activities, it helps them to actively participate in school.					
	<b>Sport Environment</b>					

10	Embedding sports in the school curriculum increases attendance					
11	A school curriculum that integrates sports enhances active participation of young people					
12	When teachers participate in sports activities with their pupils, this helps to build the teacher pupil relationship.					
13	When pupils have fun and enjoyable sports sessions in school, then school becomes a wonderful place to be.					
	<b>Attitude</b>					
14	When pupils have enjoyable and fun sports activities, it helps them develop a positive attitude towards winning and losing in all issues related to life.					
15	Value added Sports are a fun way of learning					
16	Work without play makes me a dull child.					
	<b>Academic Performance</b>					
17	The attendance of pupils in the school is very good					
18	Pupils are gradually performing better every other year					
19	Both boys and girls actively participate in all school activities					

**Thank you for your time in providing feedback.**

## Appendix II: Interview Guide

Assessing the impact of games and sports on Academic Performance

Tick	Category of respondent	Period of Involvement in Sport and Games
	Inspector of schools (4)	
	Education Officer (3)	
	Headmaster	
	Teacher/Parent	

### Questions;

1. How do sports and games increase school attendance?

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2. How does Physical activity contribute to active participation in and outside class setting?

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3. Do you think giving young people a chance to share experiences and interact in sports and games activities can improve their academic grades?

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4. Does experience sharing and interaction through sports and games promote active participation?

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5. Can involvement and support from the teacher in sport and games improve student and pupil academic grades?

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6. Can you describe how Sports and games improve teacher pupil relationship?

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7. Can this improved teacher pupil relationship enhance good grades?

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---

8. Describe how a negative attitude towards sports and games affects attitude towards academic performance.

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9. Do you support the idea that if every sport is packaged with a life skill, then young people will be equipped with enough skills that can help them excel in their academic grades? Explain

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**Thank you for your time in providing feedback.**

### Appendix III: Focus Group Discussion Guide

<b>Total Attendance</b>	
<b>Males</b>	
<b>Females</b>	

**Questions:**

1. How do sports and games increase school attendance?
2. How does Physical activity contribute to active participation in and outside class setting?
3. Do you think giving young people a chance to share experiences and interact in sports and games activities can improve their academic grades?
4. Does experience sharing and interaction through sports and games promote active participation?
5. Can involvement and support from the teacher in sport and games improve student and pupil academic grades?
6. Can you describe how Sports and games improve teacher pupil relationship?
7. Can this improved teacher pupil relationship enhance good grades?
8. Describe how a negative attitude towards sports and games affects attitude towards academic performance.
9. Do you support the idea that if every sport is packaged with a life skill, then young people will be equipped with enough skills that can help them excel in their academic grades

**Thank you for your time in providing feedback.**

## **Appendix IV: Documentation Checklist**

Useful Write ups

Class Attendance sheets
Academic performance reports
Indiscipline records
Records of Girl Participation

### **Analysis Criteria**

1. Obtaining information
2. Comparison of records
3. Information authentication

**Thank you for your time in providing support.**

### Appendix V: Budget

	<b>Item description</b>	<b>Lump sum Amount (UGX)</b>
1	Transport (to UMI and to the field)	800,000
2	Printing and Binding	400,000
3	Research Assistants (04)	200,000
4	Communication	300,000
5	Accommodation &Feeding	800,000
6	Tuition and other fees	6,500,000
	<b>Total</b>	<b>9,000,000</b>