

**AN ASSESSMENT OF MAKERERE UNIVERSITY STUDENTS' PARTICIPATION IN  
SPORTS.**

**BY**

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**20/U/0180**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF NATURAL  
SCIENCES IN PARTIAL FULFILLMENT OF REQUIREMENTS.  
FOR THE AWARD OF BACHELOR'S DEGREE IN  
SPORTS SCIENCE IN MAKERERE  
UNIVERSITY**

**NOVEMBER, 2023**

## DECLARATION

I **Nyaketcho Peace Jesca**, declare that this proposal is my original work and has not been submitted for any other award of the degree or any other award in any university or institution of higher learning.

Signature:.....*NJ*.....Date:.....*13/11/2023*.....

**NYAKETCHO PEACE JESCA**

## SUPERVISOR'S APPROVAL

I confirm that the work presented in this dissertation stated as Assessment of Makerere University students' participation in sports was developed by the candidate under my supervision as the University supervisor.

Supervisor

Signature:.....*Winfred Nakazibwe*.....Date:.....*13<sup>th</sup> Nov / 2023*.....

**MS. NAKAZIBWE WINFRED**

## DEDICATION

I dedicate this work to my beloved parents: Mr. Obbo John Olweny and Ms. Akitwi Stella plus Ms. Nakayima Irene for the great support they have given me all my life and also for ensuring that I am educated.

## ACKNOWLEDGEMENT

This research becomes a reality with the kind support and help of many individuals, I would like to extend my sincere thanks to all of them. To begin with, I want to declare this study to the Almighty God for the wisdom, strength and peace of mind to finish my study.

I am highly indebted to my dear parents: Mr. Obbo John Olweny, Ms. Nakayima Irene and Ms. Akitwi Stella for the encouragement and financial support throughout the study.

I would like to extend my sincere thanks to my supervisor; Ms. Nakazibwe Winfred for her knowledge and expertise in this study which shapes the work.

Finally, my thanks and appreciation go to my friends and college mates especially Nantale Faziila Tendo, Erabu Emmanuel and Burega Rogers who have greatly helped me out in their different capacity.

## ABSTRACT

The purpose of this study was to assess students' participation in sports in Makerere University. The objectives of the study were; to assess the level of Makerere University students' participation in sports, to assess why the changes in the level of Makerere University students' participation in sports and to assess measures that can be taken to increase the level of Makerere University student's participation in sports. The study was conducted in Makerere University a public University in Uganda. Descriptive research design was applied using both qualitative and quantitative approaches, purposive sampling was used to locate the target population and stratified simple random sampling was used to reach the sample population. Data collection was done by administering online questionnaires to specific WhatsApp groups and individuals. This study targeted Makerere University students and 380 questionnaires were distributed to them basing on the Krejcie and Morgan table targeting. Data was presented using tables and charts. Microsoft Excel and SPSS were used for data analysis. The results showed low levels of Makerere University students participation in sports. Results revealed that, majority of the respondents (70.6%) were observed to participate in sports before joining Makerere University and they participated most in football (38%), running (16%) and volleyball (11.4%). The study revealed that majority of the respondents (56.6%) were not participating in sports, (19.1%) of the respondents participating in Makerere University sports participated once a month and the minority (3.1%) participated in sports daily. The study indicated that majority of the students (91.4%) did not participate in inter-halls competitions, most students participated in College galas (51.7%) and also (92.9%) of the respondents did not participate in National and International competitions. The study revealed that most respondents participated in Makerere University sports (31.4%) because of passion and (27.7%) participated because they had colleagues to participate with. Most of the respondents (37,4%) did not participate in University sports due to lack of time and followed by engagement with work (26.0%). (56%)Makerere University students suggested that sports should both be incorporated in the annual University program and sensitize students then (52.9%) suggested That scholarships should be given to outstanding participants. Investing more in intramural recreation University sports should be considered. Furthers studies should be done on assessment of University students' participation in public and private Universities. These include opportunities available and environment.

**Keywords:** Sports participation and University students.

To improve my academics.

I have facilities allocated near my place of residence.

List any other reason.

.....  
B . If no, why?

Circle all those that apply

I don't know about any sports program in the university.

I don't have time.

I am engaged with work

I fear injuries.

I am sick.

I don't have facilities near my place of residence.

I don't have money to buy the equipment.

List any other reason.

.....

**SECTION D: MEASURES TO INCREASE MAKERERE UNIVERSITY STUDENTS PARTICIPATION IN SPORTS.**

4.1. In your opinion, what do you think should be done by Makerere University to increase Makerere University students' participation in sports?

Circle all those that apply.

The University should advertise the sports programs.

The University should distribute facilities near residential places.

## LIST OF ABBREVIATION AND ACRONYMS

1. PES- Primary Education Studies.
2. HEIs- Higher Education Institutions.
3. SPSS- Statistical Package for the Social Science.
4. NPOs- Not for Profits Organizations.
5. YMCA- Young Men's Christian Association.
6. MoES- Ministry of Education and Sports
7. CONAS- College of Natural Sciences
8. CEES- College of Education and External Studies
9. CHUSS- College of Humanities and Social Sciences
10. CHS- College of Health Sciences
11. COBAMS- College of Business and Management Sciences
12. COCIS- College of Computing and Information Sciences
13. ACSM- American College of Sports Medicine
14. P A- Physical Activity
15. P E - Physical Education
16. MVPA- Moderate to Vigorous Physical Activity
17. FISU- International Federation of University Sports
18. SFIA- Sports & Fitness Industry Association
20. EAUSF- East African University Games
21. AUUS- Association of Uganda University Sports

## TABLE OF CONTENTS

DECLARATION.....	ii
SUPERVISOR'S APPROVAL.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
LIST OF ABBREVIATION AND ACRONYMS .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xii
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2. Statement of the Problem .....	2
1.3. Purpose of the Study .....	2
1.4. Objective of the Study.....	3
1.5. Research Questions .....	3
1.6. Significance of the Study .....	3
1.7. Scope of the Study.....	4
1.8. Definition of Operational Terms .....	4
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>6</b>
2.1. Introduction .....	6
2.1. Level of University Students' Participation in Sports.....	7
2.3. Why the Changes in University Students' Participation in Sport? .....	9
2.3.1. Motivation .....	11
2.3.2. Academic Performance.....	13

2.3.3. Sports Facilities .....	14
2.3.4. Attitude .....	15
2.4. Measures to Increase University Student’s Participation in Sports .....	16
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>18</b>
3.1 Introduction .....	18
3.2 Research Design.....	18
3.3 Study Area.....	18
3.4 Target Population .....	18
3.5 Sampling Size and Sampling Procedure .....	19
3.5.1 Sample Size .....	19
3.5.2 Sampling Procedure.....	20
3.6 Data Collection.....	20
3.6.1 Data source .....	20
3.6.2 Data Collection Instruments .....	21
3.6.2. Data Collection Procedures .....	21
3.6.3 Validity and Reliability of Instruments .....	22
3.7 Data Presentation and Analysis.....	22
3.7.1 Data Presentation .....	22
3.7.2. Data Analysis.....	22
3.8 Ethical Considerations.....	23
3.9 Anticipated Limitations.....	23
<b>CHAPTER FOUR: RESULTS .....</b>	<b>24</b>
4.0 Introduction .....	24
4.1 Social Demographics of the Respondents .....	24
4.2 Students’ Level of Participation in Sports.....	27
4.3 Why The Change in the Levels of Students’ Participation in Sports.....	31

4.4 Measures Taken to Increase Students' Participation in Sports .....	33
<b>CHAPTER FIVE: DISCUSSION.....</b>	<b>35</b>
<b>CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATION .....</b>	<b>38</b>
6.1 Summary .....	38
6.2 Conclusion.....	38
6.3 Recommendation.....	39
<b>REFERENCES.....</b>	<b>40</b>
<b>APPENDICES .....</b>	<b>47</b>

## LIST OF TABLES

Table 3.1: The Morgan table.....	19
Table 3. 2: Sample size description .....	20
Table 4.3: Characteristics of the Respondents' Age.....	24
Table 4.4: Mode of study and Year of study. ....	25
Table 4.5: Sports Participated in Before Joining Makerere University.....	28
Table 4.6: Frequency and Length of Participation of University Students in Sports .....	29
Table 4.7: Participation in Inter-halls, College galas and International and National competitions. .....	30
Table 4.8: Reasons for Students' Participation in Makerere University Sports .....	32
Table 4.9: Reasons Why University Students Do Not Participate in Sports .....	33

## LIST OF FIGURES

Figure 4.1: Distribution of Respondents by College .....	25
Figure 4.2: Distribution of Respondents by place of Residence.....	26
Figure 4.3: Distribution of respondents pursuing Undergraduates' degree versus Masters' degree .....	27
Figure 4.4: Participation by Students Before Joining Makerere University .....	27
Figure 4.5: Level of Students Participating in University Sports. ....	29
Figure 4. 6: Participating in University sports versus participation before joining the University .....	31
Figure 4.7: Suggested Solutions by Makerere University Students .....	34

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

Makerere University located in Kampala, Uganda, has a strong commitment to education, sports and overall student development. Sports play a significant role in holistic development of undergraduate and postgraduate students, offering opportunities for physical fitness, team work, leadership and personal growth. The participation of students in sports not only contributes to their well-being (Scitovsky, 1976) but also enhances the sense of community and pride within the University (Csikszentmihalyi, 1975).

AUUS, formerly NUSF (National University Sports Federation) of Uganda, was formed in 1992 by four universities and initiated by Era Mugisa, then the Principal Sports Tutor at Makerere University. AUUS is affiliated with Federation of Africa University Sports (FASU), and it has been a member since 1971. It became affiliated with FISU in 1999 and currently has 28 member universities with over 3,000 university students participating in events held annually across several Ugandan universities ([www.mak.ac.ug](http://www.mak.ac.ug)).

Students participation in sports is defined as purposeful active participation by students in sports related physical activities (Ineke 2018). University students participate in sport in two forms namely: casual and active participation (Hosea et al., 2022).

According to different researchers, there is a decrease in the level of University students' participation in sports. Hejin Wnag and Zihao Li (2020) revealed that most students in China colleges and Universities do not participate in sport due to fear of injury. Universities in Africa participate in National, Region, Continent and Global Universities Competitions. However, Africa Universities' performances are not comparable to other World Universities from America, Europe and Asia where many athletes represent their universities in Olympic Games and World events (Kaimenyi & Rintaugu 2014).

Participation of University students is influenced by various reasons such as time (Mthethwa 2017), engagement in work, passion (Karahana and Kuru 2015), availability and accessibility of facilities (Eime et al., 2017)

Students' participation in sports can be increased by; creating a positive and inclusive sports culture (Martin, Bruner, Eys and Spink .,2014) where all students feel welcome and valued in sports, offering a variety of sports will avail opportunity to students of what they like and can excel in, increasing awareness by informing students of the benefits of engaging in sports, providing adequate resources such as equipment plus free access of facilities and also recognize and celebrate student athletes through awards ceremony. The above can motivate university students to engage in sports thereby increasing the levels.

Knowledge gaps are to be bridged by using data from studies related to students' participation in various universities in and outside Uganda.

### **1.2. Statement of the Problem**

Participation in sports is very important in promoting students physical, mental and psycho-social health which enable better functioning of the body both mentally and physically. Also participation in sports increases marketability of the students for employment and leadership plus the fact students who participate in sports excel in academics, yet most students in Makerere University do not participate fully in sports. This was shown by poor representation of Makerere University and performance of athletes at different levels of competition. The decreased engagement in sports and decline in performance by Makerere university athletes especially in ball games at all levels of competition leaves a lot to be desired. This study was set out to assess Makerere University students' participation in sports.

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

The purpose of the study was to quantitatively assess Makerere University students' participation in sports.

#### **1.4. Objective of the Study.**

This study was guided by the following specific objectives:

To identify the level of Makerere University students' participation in sports

To explain why the changes in sports participation levels of Makerere University students

To identify measures that can be taken to increase Makerere University Students participation in sports.

#### **1.5. Research Questions**

The research sought to answer the following research questions,

What was the level of Makerere university students' participation in sports?

Why the change in the level of Makerere University students' participation in sports?

What measures that can be taken to increase Makerere university students' participation in sports?

#### **1.6. Significance of the Study**

This study is important in three ways:

The study provides new information and knowledge about the level of Makerere university students' participation in sports, which can be used by the authorities in charge of sports for students to see a way forward.

The study informs the University administration and policy makers on current practice, then policies and better plans to enhance Makerere university students' participation in sports.

The study is expected to stimulate further research on students' participation in sports in Makerere, Uganda, East Africa and Africa at large for assessment of sports participation levels of students at different education level and in different sports disciplines.

### **1.7. Scope of the Study.**

The study was geographically confined to Makerere University in Uganda, a public university. The study gathered information from students pursuing either a bachelor's degree or a master's degree from any of the colleges namely: College of Natural Sciences(CONAS), College of Education and External Studies(CEES), College of Humanities and Social Sciences (CHUSS), College of Health Sciences (CHS), College of Business and Management Sciences (COBAMS), College of Veterinary and Biosecurity Sciences (COVAB), College of Agricultural and Environmental science (CAES) College of Engineering, design, art and technology (CEDAT) and College of Computing and Information sciences (COCIS). The time frame of the study is April- November 2023.

### **1.8. Definition of Operational Terms**

**Sport:** this is any form of events involving body movement, organized, use of energy and skills that can be categorized under a particular game among Makerere university students.

**Sports program:** this means an event like inter- halls and college galas that Makerere university students engage in for recreational or competitive purposes.

**Sports facilities:** means enclosed areas of sports where Makerere university students assemble to engage in physical exercise and participate in sports competition for example netball courts, basketball courts, football pitch and swimming pool.

**Sports equipment:** means tools, materials, apparel and gear utilized to compete in a sport and vary depending on the sport.

**Intramural sports:** means recreational sports organized within a particular institution, usually an educational institution, for the purposes of fun and exercise

**Extramural sports:** this involves competition with teams outside of the institution.

**Participation in sports:** refers to taking part in a sporting activity whether in a formal or informal capacity.

Students: these are people pursuing either bachelor's degree or master's from any of the colleges attending either day or evening classes.

Physical activity: organized movement of large muscles rhythmically resulting in expenditure of energy and inability to talk while working out.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

Sports are structured form of physical activity guided by rules; it is competitive, fair and non-deviant human activity and nourishes physical and mental health and form social relationships. Sports and physical activities are an integral part of the everyday life of people (Faramaraz and Jafar, 2015). In the University, are adolescents and emerging adults of different cultures, ethnicity and beliefs pursuing various careers aiming to be successful with their academics which is the primary reason of joining campus. Adolescence and emerging adulthood is a time of physical, social, psycho-sociological and structural changes which may influence university student's participation in sports.

University students represent a subgroup in this period as they are particularly affected with the changing life circumstances with the start of their studies. University students lives constitutes of sedentary lifestyle e.g. attending lectures such as female students spend a large part of time in study or social media while they should participate in sports in their leisure time (Nxumalo & Beetge, 2017) and staying in hostels in their free time; however, structured physical activity in this age group is important in this group because future patterns of their health with aging are established at this stage. There have been some specific aspects affecting the participation such as low cost, lack of importance of winning and losing competitions, gender, status, time and space (Yildirim, 2021).

Behavioral and lifestyle choices that people make early in life are likely to influence their health status in later years. Past studies have reported that university-aged students have a high risk of unhealthy lifestyles (Bloemhoff, 2010; Van Niekerk & Barnard, 2011) reported that Canadian male and female students exercised significantly different lifestyle choices thus resulting in different health outcomes. Males were reported to engage in riskier behaviour (alcohol abuse) than females, whereas women were found to have lower levels of participation in physical

activity in particular. Similar patterns have also been reported in the South African context by Bloemhoff (2010), Burnett (2010) and Van Niekerk and Barnard (2011).

## **2.1. Level of University Students' Participation in Sports**

Participation in sports among university students is a global phenomenon with regional variations. This literature review aims to provide an overview of international, African, East African, and specifically Ugandan perspectives on the levels of university students' engagement in sports.

University students in Uganda participate in sports competition at different levels such as inter hall or interfaculty games, National level games organized by Association of Uganda University Sports (AUUS), East African University Games (EAUSF), and all Africa University games (FASU) and World University games (FISU). At the recently concluded Tokyo 2020 Summer Olympics, some competing athletes had previously represented Uganda at FISU World University Games. Four medals were won by former student athletes including long distance runner Joshua Cheptegei who was gold medalist in the 5000 metres. Participation in University sports has groomed some of these talents including Shida Leni, Winnie Nanyondo," (Fisu.net.com).

Rodgers (1977) argued that people who have an established familiarity with sports – what Rodgers calls 'sports literacy' – and have engaged regularly and deeply in sports as younger people ('sports careers'), will tend to carry on with sports later in life. For the rest, who are coerced into exercise at school but otherwise did not participate in sports, this is not the case, and their participation rates will fall.

(Oaten & Cheng, 2006) revealed that regular training in sports is required for good results to the participant. But this doesn't specify the extent of regularity in doing sports. According to Peace (2005) the minimum frequency for effective physical training should be three times a week and each work out should not be less than 30 minutes. Also, Haycock (2015) and Thivel et al (2018) supported that, students' effective participation in sports can be determined by considering

frequency, intensity, duration and context of training session. The intensity of work in a session should vary from moderate to vigorous.

Hosea (2022) study on factors influencing students' participation in university sports programs in Morogoro region (Tanzania) revealed that students' level of participation was low whereby the majority (87%) did sports less than two times per week. Also student's participation in sports was influenced by academic work loads and time table, lack of motivation, inadequate finance, religious values, inadequate sports facilities and equipment and little considerations for disabled students.

In the African journal for Physical Health, Recreation and Dance (2010), in the study trends in sport participation at South African Universities revealed high success rates in league competitions by students in institutions of higher education, ranging between 62.1 per cent and 86.6 per cent for finishing in the first three positions. With an adaptation to the exact figure of 7552, an estimated 10,000 students participated in league competitions (Burnet 2010)

In Saudi Arabia, levels of sport participation of undergraduate students are not as what expected by the government (Saudi University Sports Federation, 2010)(Alahmed et al., 2016).The government of Saudi Arabia, represented by Saudi University Sports Federation (SUSF), is seeking to improve the levels of competitive sports participation among undergraduate students in Saudi Arabia sports while maintaining their academic performance. To ensure good academic performance among undergraduate student athletes, the SUSF has gone as far as establishing a policy that only student-athlete with high academic achievement can participate in competitive sports (Saudi University Sports Federation, 2010).

The American College of Sports Medicine (ACSM) recommends that health adults should engage in physical activity of 3-5 times per week of moderate to vigorous intensity for 150 mins per week. According to different researchers, many adolescents do not achieve the recommended levels of physical activity. Globally, 80% of adolescents (aged 13–17) do not meet the moderate-to-vigorous physical activity (MVPA) physical activity guidelines of 60 min per day and 17% are overweight or obese (World Health Organization ,2019). It is widely acknowledged that to achieve substantive health benefits, physical activity should be of at least moderate intensity, and vigorous intensity activities provide even greater health benefits.

The Center for Research in USA considered the review done 2008 on sports games participation during the school day and students' academic performance. The researchers' report indicated that sports may have a positive outcome on students' academic performance. Additionally, the advisory committee on sports games reconsidered the review in 2007 on the health benefits from sports to the students, including the psychological condition advantage (Sabo et al., 2008)

The studies which were performed in USA, Canada and South Africa described the results of school-based intervention and was showed that relationship between sports games participation and students' academic performance are positively (Singh & Pathak, 2017).

Webber and Mearman (2009) noted that participating in sporting activities can be determined by considering the number of sports participated by an individual. This is contrary, since the quantity of time spent in one sport can reduce participation in other sports. Not only that but also, having other recreation, interest or hobbies like watching movies will automatically reduce the chances of participating in sporting activities. Therefore, this cannot be good measure in determining level of participating in sports rather than using frequency per week in consideration of exercise intensity.

### **2.3. Why the Changes in University Students' Participation in Sport?**

Universities in Africa participate in national, region, continent and global universities competitions. However, Africa universities performances are not comparable to other world universities from America, Europe and Asia where many athletes represent in Olympic Games and world events however the rate at which university students' show up has decreased

Emiola (1994) reported that, Nigerian Universities' managements complains that sport is very expensive as a result set little budget. Akpata (2013) support that, inadequate finances for university sports in Kenya and other African universities are among the biggest problems hindering the development of sports programs.

Emiola (1994) revealed that, academicians in the universities consider sports as entertainment activity which doesn't mix with academic issues. This is evidenced with the tight academic time

table as lectures run from Monday to Friday from 8:00 am to 8:00 pm with laboratory sessions running on Saturday. Even when some universities tried fixing time for sport, lecturers fixed lectures at that particular time and students are old to choose between their degrees or sports which have greatly hindered students' participation in sports.

Behavior of an individual is influenced by the environment in which they live. According to Kurt Lewin (Burnes 2004), environment is of three types which influence personality and behavior and these are; physical environment, social & cultural environment, for example the social environment looks at the relationships that encourage /support an individual who is participating in physical activity for example family, friends, peers, community (home, neighborhood), organizations like schools, safety issues. McNeill et al. (2006)

According to Gratton and Taylor, 2000, p.74; Thompson et al., 2002), showed that age is negatively correlated with sports participation. However, Rodgers (1977) argued that per se is not related with participation; rather, people who have established familiarity with sports 'sports literacy'- and have engaged regularly and deeply in sports as younger people (sports careers), will tend to carry on with sports later in life. For the rest, who are coerced into exercise at school but otherwise did not participate in sports, this is not the case, and their participation rates will fall.

Also, psychology has been influential in helping to explain sport participation. Several authors have highlighted the importance of sport in generating psychological well- being through stimulation (Scitovsky, 1976), so- called 'peak experiences' (Lipscombe, 1999), feelings of sport and of one's participation in it can be important. Examples would be perceptions of gender or ethnicity, or the perceptions of how great constraints, for example time, are on one's sports participation (Alexandris and Carroll, 1997). Furthermore, sport participation might be affected by gender (see Gratton and Taylor, 2000:75; Thompson, et al., 2002), ethnicity, and educational attainment (Thompson et al., 2002).

The factors that restrict an individual from participating in sports were called inhibitory factors. They include personal, familial, social, cultural, economic, facilities, equipment, media, job status and environmental factors (Faramaraz and Jafar, 2015). Subsequently, there is an impact of interpersonal and structural factors on sports participation (Rostami and Qasemi, 2016):

Sadeghzadeh and Maghami, 2012). The psychological states of personal inhibitory factors were stress, depression, anxiety, religious, sentiment, kinship, social preferences, personal skills, self-assessment, and different leisure activities (Sadeghzadeh and Maghami, 2012).

### **2.3.1. Motivation**

According to the survey of Sports & Fitness Industry Association (SFIA), “34.7% of children ages 6-12 were active three times a week in any sport activity, organized or unstructured; by 2014 that number had dropped to 26.9%. Among 13-17 year olds, it fell from 44.7% to 39.8%.” (Gable, 2015).

Students are motivated both intrinsically and extrinsically. It can be said that by identifying both intrinsic and extrinsic motivational factors of the athletes the universities’ managements can utilize same motivational factors for influencing regular students towards sports, we can increase their participation in the game and expect a wonderful achievement on national and international level.

Intrinsic motivation (IM) occurs when an individual motivates him/herself (Nicholas and Robert, 1992) and performs an activity for his/her own joy and satisfaction (Deci, 1975). Intrinsically motivated individuals feel an inner hunger for their own abilities and are usually able to manage themselves in order to achieve a certain goal (Nicholas and Robert, 1992). If an individual is intrinsically motivated, she/he will voluntarily display a certain behavior even if it is hindered by external factors and/or a lack of material (Deci & Ryan, 1985). This is because if an individual learns new things about a certain activity (sports), s/he will find it more interesting and thus feel an inner satisfaction, which will motivate him/her further and encourage him/her continue that activity (Deci, 1975; White, 1959).

Extrinsic motivation is usually initiated by other individuals and it may lead to some positive or negative effects. It may also increase or decrease the likelihood that a behavior will reoccur due to different material or spiritual values (Iğdir PDR Kom., 2016, 1-8). Unlike intrinsic motivation, extrinsic motivation often involves a variety of behaviors and efforts directed towards achieving a certain goal rather than the individual’s inner happiness. In other words, extrinsically motivated

individuals only display behaviors encouraged by an external factor such as a reward, appraisal, approval or compliment (Ryan et al., 1991).

Amorose and Horn (2001) analyzed the role of intrinsic motivation among the relationships of athletes' gender, scholarships and perception of their coaches. Up till now, many researches were conducted in order to describe the importance of intrinsic and extrinsic motivation for the athletes. Researchers describe that an intrinsic motivation basically refers to the participation of a person in an activity because of the internal reasons. On the other hand, extrinsic motivation defines as the participation of a person in an activity due to external reasons such as social status or rewards.

Deci and Ryan (1985) predict in the cognitive evaluation theory that rewards either enhance or weaken the intrinsic motivation of individuals by depending upon its perception for the performer. If the reward is given directly to the performer, then it will be a positive source of motivation and known as intrinsic motivation but if it will be given to the controller for his or her efforts then it even reduces the determination level of an athlete.

Reinboth and Duda (2004) studied the motivational climate, perceived ability, and athletes' psychological and physical well-being. For this purpose, achievement theory was used to examine the relationship. Moreover, 265 participants were selected for this research that play soccer and cricket. It was reported that self-esteem was the lowest in case of perceived ability in an environment which was supposed to be high. Physical exhaustion and self-esteem were positively predicted the ego-involving climate.

Hollembek and Amorose (2005) examined the coaching behavior and intrinsic motivation of college athletes. For this purpose, researchers used self-determination theory as a framework. In this study, perceived competence, relatedness and autonomy worked as a mediator among the selected variables. Male and female athletes were selected for this purpose and questions were asked from them. Results of the study indicated that all coaching behaviors with some exceptions of social support, predicts competence and autonomy with poor self-regulation were less likely to participate in sports.

In the study aimed to compare the sports participation motivation in male and female athletes.. Sirard, Pfeiffer, & Pate (2006) examined the motivational factors related to the students' physical

participation. The findings showed that there was no significant relationship between motivational factors of sport participation and physical activity level in girls. However, these differences were significant in boys. Konderic et al. (2013) found six factors (sport activity with a friend, popularity, fitness and health, social status, sports events, relaxation through sports) for taking part in sport. They also found significant gender differences in respect to motivation to participate in sport activities in all sports students.

Tsai, Lo, Yang, Keller & Lyu (2015) in a study concluded that the factors influencing enjoyment of recreational sports participation differ between men and women. Jakobsen & Evjen (2018) showed that the intrinsic motivations for participation in sports in Norwegian girls are greater than boys and they mostly participate in organized sports.

Gould (1982) states that studies focusing on motivation for sports participation will help coaches and sport managers in designing sports curricular meet the needs of participants in sports activities and contribute positively to the psychological and motor development of participants motivated for a certain sport activity. Similarly, in addition to young athletes, Gill and Williams (1996) stressed the importance of the determination and analysis of various motivations among adults for a physical activity. Thus, these studies will contribute to more productive sports curricula which will respond to adults' motivations for sports participation and help them achieve their individual goals in relation with these activities.

### **2.3.2. Academic Performance**

In the literature, the effect of sports participation on academic performance is ambiguous. Many studies found a positive association between competitive sports participation and academic performance. For example, Lipscomb (2007) reported that students' competitive sports participation is associated with five percent increase in Bachelor's degree attainment expectations, while Donnelly and Lambourne (2011) and Kuo-Ming, PengSheng, & Yi-Ching (2012) reported the link between physical activity, cognitive function, and academic performance.

Howie and Pate (2012) indicated that physical activity, including competitive sports, positively affect academic results and suggested that further studies should be done in order to scrutinize which kinds of activities and the dose needed to produce an improvement in academic performance.

Stearns and Glennie (2010) reported that competitive sports participation in certain kinds of sports mediated the relationship between the availability of sports activity and academic achievements. This means that competitive sports participation affects the academic performance directly. Accordingly, competitive sports participation is viewed as an indicator of several factors such as teamwork ability, self-confidence, and the ability to succeed in competitive situations (Lipscomb, 2007) which play a significant role in improving academic performance as well.

Students participation in sports spend more time doing homework (Marsh & Kleitman, 2002), and have a more positive attitude towards school (Darling et al., 2005) than non-athletes.

Participation in structured athletic activities is said to promote a wide range of “social, physical, and intellectual skills,” leading to better classroom performance ( Hunt, 2003, p. 866)

Studies were performed in USA, Canada and South Africa described the results of school-based intervention and was showed that relationship between sports games participation and students’ academic performance are positively (Singh, 2012).

In Germany, some schools have not prioritized to participate in sports games and researcher showed that participation of young learners in sports games effectively are related positively with student’s academic performance (Thomas, 2007).

### **2.3.3. Sports Facilities**

Governments across the world are spending huge amounts of money to establish contemporary schools that meet the needs of the modern generation. For instance, 21% of USA schools are more than fifty years old, with another 50% at least thirty years old, investments of hundreds of billions of dollars are now needed on new construction and retro-fitting of this school stock (USA Office of Education Research and Improvement, 2000; NEA, 2000). In KSA, although 40%

of schools are modern, characterized by high quality good lighting, comfortable chairs in all classrooms, libraries, laboratories for the computers and sciences, theatres, suitable air-conditioning and interactive playgrounds, \$1.5 billion dollars is still required annually to refurbish and modernize the remaining 60% of schools to be fit for purpose in the 21st Century.

Availability and accessibility of sports facilities affects students' participation in sports (Omar-Fauzee et. al., 2009 and (Sayyd et al., 2021). Lack of sports facilities and lack of institutional support in accessing them lowers University students' participation in sports as it results to loss of interest. Therefore, sports facilities need to be improved and increased to encourage students to actively participate in sports programs (Anon, 2018; Sayyd et al., 2021).

Sport England commissioned TNS BMRB to conduct a 3-year study to examine the impact of Active university lottery funding on sports participation and satisfaction amongst students in HEIs that are recipients of Active universities funding, it was found that students living in university halls were most likely to use only university provision (20%) and (14%) those in off campus halls also used university provision only. 9% of those renting privately used university sports provision only, falling to one per cent of those living at their permanent address. The most commonly cited reason for not using the university provision for their sporting activities was that university facilities are less convenient than going to local facilities (53%) (Report & Three, 2014).

#### **2.3.4. Attitude**

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in an individual's environment, and it can be formed from a person's past and present (Davis & Menard, 2013). The definition was then renewed as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1998).

Structure of attitude was explained for the first time by McGuire (1969) who introduced attitudinal bases theory. It was mentioned that an attitude consists of three attitudinal bases: cognitive, affective, and behavioral. It was explained that attitude can be formed by affective

(emotional feeling towards an attitudinal object), cognitive (logical reason in preferring an attitudinal object) and behaviour (frequency or habituation of a certain behaviour) elements (Aronson, Wilson & Akert, 2005).

Attitude has been reported (Omar-Fauzee et. al., 2009) as an important factor in college students' utilization of sports facilities and is one of the elements of competitive sports participation. Similarly, attitude is also reported to be a significant factor for academic performance (Bradley & Greene, 2013). Therefore, improving competitive sports participation without jeopardizing academic performance might be possible to achieve by modifying student-athletes' attitude.

The students' attitude and involvement to sports activities believed to be of great help to the health condition of the individuals particularly involving into sport and recreation activities produces significant benefits to students, even after graduating to college according to Henchy (2015).

In the study of Dwyer (1992) quoted in Bahram et al. (2012) showed that obese people have a less positive attitude towards sports compared to people who are normal weight and underweight. This negative attitude encourages them not to show any commitment to sports activities.

The results of a study by Salleh Nia et al. (2012), active physical has a relationship with the attitudes towards sports and physical activity. This relationship can be bilateral which having a strong attitude towards sports encourages one to be more involved in physical activity or engaging in sports and physical activity can lead to having a stronger attitude towards sports and physical activity.

#### **2.4. Measures to Increase University Student's Participation in Sports**

Students who are not engaging in sports should be encouraged to begin as participation in sports has a positive effect on sports performance (Bagaya & Sekabembe, 2012), and be encouraged to work hard to attain skill development (Hardman, 1985).

Emphasis on PA in schools stems from the World Health Organization (WHO) target to reduce the global prevalence of physical inactivity in adolescents and adults by 15% by 2030; as such, guidelines and policies have been written for countries to either adopt or develop their national

policies or action plans to help them meet the target (Mpalampa et al., 2023). However, despite the presence of international guidelines and targets, as well as the Ministry of Education and Sports' (MoES) promotion of physical education in Uganda, insufficient PA in children persists.

Individuals should be motivated both intrinsically for example praises, assurance and confidence and extrinsically by giving them medals, trophies, money and many others (Deci and Ryan, 1985 and Moran, 2017). Also with intrinsic motivation students attain problem solving skills as they acquire the natural desire of overcoming challenges and consistently enjoy performance of skills.

The body in charge of sports should come up with various ways of acquiring money to facilitate sports programs like car wash, lobbying funds, paying subscription fees, health clubs to overcome the challenge of inadequate finances for sports (Shehu, 2000).

Provisions of adequate facilities and equipment have shown good performance at all levels of university sports competitions. Carol and Alexandris (1997) added that, quality of sports facilities, is an external motivation that attempts to help individuals acquire an optimal level of stimulation.

Recently, charity sports events have become a major fundraising program for Non-Profitable organisations (NPOs) such the American cancer society's Relay for Life, comic relief's Sainsbury's sport relief mile and Educate an Orphan Run. These types of events involve some kind of physical activity such as five kilometer run or walk, a bike race or a golf tournament. The popularity of sports events with specific ties to charities has increased significantly (Scott and Solomon, 2003).

Realizing the importance of sports and active lifestyle in schools, the independent African countries including Uganda, recognized the need for incorporating components of physical education, sports and games in their education curricular. The National sports policy in Uganda was started in august 1999, as stated in the national PES Policy (2004). The policy states that physical education and sports is an important activity in the process of nations building. In 2009, ministry of education and sports reinstated PE in Uganda's secondary schools timetable and a policy of instruction was issued as one core curriculum subjects. Furthermore, MoES directed that PE be compulsory in all secondary schools in Uganda lower secondary classes as well as senior five with effect from 2010 (Kasoma, 2013)

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

Research methodology is a way of systematically solving the research problem. The methodology used was both quantitative and qualitative approaches which were employed to assess the participation of Makerere University students towards in sports. This chapter outlined methods and techniques which were used in carrying out the study and these included: research design, study area, target population, sample size and sampling techniques, instruments for data collection.

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

The study used descriptive research design that aimed to systematically obtain information about Makerere University students' participation in sports which described the population.

#### **3.3. Study Area**

The study was conducted in Makerere University main campus in Kampala. Makerere University had nine colleges namely; COCIS, CONAS, CHS, CHUSS, CAES, COBAMS, CEDAT, COVAB and CEES. Makerere University a public University with quite a number of students thereby availing higher chances of obtaining all the relevant data.

#### **3.4. Target Population**

The population of the study was students pursuing either bachelor's or master's degree at Makerere University including both day and evening students from all the eight colleges namely: COCIS, CONAS, CHS, CHUSS, COVAB, CAES, COBAMS, CEDAT and CEES. Makerere University has a population of 40000 students of male and female Students from all years of study namely; year 1, year 2, year 3, year 4 and year 5.

### 3.5. Sampling Size and Sampling Procedure

#### 3.5.1. Sample Size

Using Krejcie and Morgan (1970) table of determining sample size, the researcher used a sample size of 380 who were selected from a population of 40,000 students, where;

N= population of correspondents

S= sample size. The stipulated table below shows the total population of correspondents represented as N and sample size represented as s.

**Table 3.1: The Morgan table**

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

Note.—N is population size. S is sample size.  
Source: Krejcie & Morgan, 1970

#### Calculation of the number of participants per college

$$N = 40,000$$

$$s = 380$$

$$\text{Number of colleges} = 9$$

$$\begin{aligned} \text{Number of participants per college} &= s / \text{number of colleges} \\ &= 380 / 9 \\ &= 42 \end{aligned}$$

Therefore, 42 participants were expected per college in this study

**Table 3. 2: Summary of the sample size and sampling technique**

Category of respondents	Total population	Sample size	Sampling technique
University students	40,000	380 participants 8 colleges $380/8= 48$ 48 participants per college	Purposive sampling stratified simple random selection
Total	40,000	380	

### 3.5.2. Sampling Procedure

The sample size was 380 for the 8 colleges in Makerere University. The 380 respondents were divided by 8 to get 48 which was the number of participants per college and all years of study.

The researcher purposively located the target group which was Makerere University students.

Using stratified simple random sampling, the researcher located the colleges which were the strata and randomly selected the participants in the study from both sexes and from all years of study namely; year one, year two, year three, year four and year five.

### 3.6. Data Collection

#### 3.6.1. Data source

Data was obtained from primary source who were Makerere University students using an online questionnaire.

### **3.6.2. Data Collection Instruments**

In order to achieve the objectives of the study, only primary data was used and obtained by a questionnaire. The questionnaire consisted of both open ended and closed ended questions. Open ended questions allowed for unlimited responses, provided more details, gave sentiments and opinions and also offered deeper qualitative data. Closed ended questions are easy and quick to answer, reduces cognitive load and confusion of respondents and produced valid data if questions were well-designed and tested and was self-administered among correspondents. The questionnaire allowed respondents to give free and independent opinions. The questionnaire had four sections namely: Section A: Bio- data, Section B: Makerere University students level of participation in sports, Section C: why the changes in the level of Makerere University students' participation in sports section D: measures to increase Makerere University student's participation in sports.

### **3.6.3. Data Collection Procedures**

The researcher located the area of data collection which was Makerere University.

The researcher then purposively looked out for Makerere university students as the population of study.

This was followed by the distribution of consent forms and to those who accepted to be part of the study and then the questionnaire was given to them.

The researcher used stratified simple random sampling to locate the target group. Simple random stratified sampling was when the researcher gave the respondents questionnaires that she came across in their specific online WhatsApp groups. The respondents were grouped according to their colleges. The researcher distributed questionnaires to all colleges groups of all years of study so that the coverage was wide.

### **3.6.4. Validity and Reliability of Instruments**

Validity refers to the ability for an instrument to serve its purpose. The researcher used the content validity tool to rate if content collected provided enough content from data collection.

The researcher considered face validity to control data quality. Face validity showed the subjective views of my fellow students who helped identify if enough content had been used in the guides.

Reliability refers to the ability of a tool to consistently guide the researcher.

Pre-testing the questionnaire; by other people who were student athletes, though not part of my population to ensure reliability. This required the researcher to move to YMCA to pretest the tool guides if they were consistent.

Before going to the field to collect data, the researcher presented the drafted questionnaire to the lecturer (supervisor) for approval that both were proved valid and reliable that is from 70% content validity. Minimum 0.7 content validity tool was used to rate if the tool had enough content.

## **3.7. Data Presentation and Analysis**

### **3.7.1. Data Presentation**

The quantitative data was presented using tables and charts.

### **3.7.2. Data Analysis**

The researcher used descriptive approach in analyzing quantitative data. Description of statistical data started by assigning numerical values through tabulation which enabled the researcher to reveal trends of the observation distribution. The tests and analysis were carried out with the aid of statistical computing packages including Microsoft Excel and Statistical Packages of Social Sciences (SPSS).

### **3.8. Ethical Considerations**

In this study, the researcher sought permission from the supervisor allowing the researcher to start gathering data from student athletes and coaches.

Questionnaires had a non-disclosure statement that the information shared was confidential between the researcher and the respondent.

There was briefing of the respondents about the purpose of the study and methods of data collection.

In order to obtain ethical considerations in this research, respondents were allowed to withdraw from the study at any stage.

The researcher ensured that all names of the respondents were kept confidential during the filling of the questionnaires.

The researcher considered informed consent from the respondents and acknowledgement of all works of other authors using the APA style of referencing.

The questionnaires used were highly objective and unbiased as high levels of objectivity in the discussions and analysis were paramount.

### **3.9. Anticipated Limitations**

Biases from the respondents; some of the respondents were already biased about students' participation in sports which hinders the accuracy of data.

Time constraint; this has caused provision of minimal findings and less data about the proposed topic.

## CHAPTER FOUR

### RESULTS

#### 4.0. Introduction

The purpose of this study was to quantitatively assess Makerere university students' participation in sports. This chapter presents findings of the study in line with three study objectives namely;

To assess the level of Makerere university students' participation in sports

To assess why the change n levels of Makerere university students' participation in sports

To assess measures that can be taken to increase Makerere university students' participation in sports

This chapter is organized in five sections; section 4.1 considers social demographics of the respondents, section 4.2 consider the level of Makerere university students' participation in sports, section 4.3 focuses on change in levels of Makerere university students' participation in sports and 4.4 considers measures to be taken to increase Makerere university students' participation in sports.

#### 4.1. Social Demographics of the Respondents

A total of 380 students were involved in the study but data information considered in the analysis was obtained from 350 students who responded. Majority of the respondents from Makerere University student's fraternity were male 234(61.1%) and the minority were female 136(38.9%). The age of the respondents is shown in table 4.3

**Table 4.3: Characteristics of the Respondents' Age.**

Demographic	Age ranges	Frequency	Percentage (%)
Age	18 to 22	171	48.9
	23 to 26	173	49.4
	27 to 30	4	1.1
	>30	2	0.6
Total		350	100

Source: Primary data, 2023

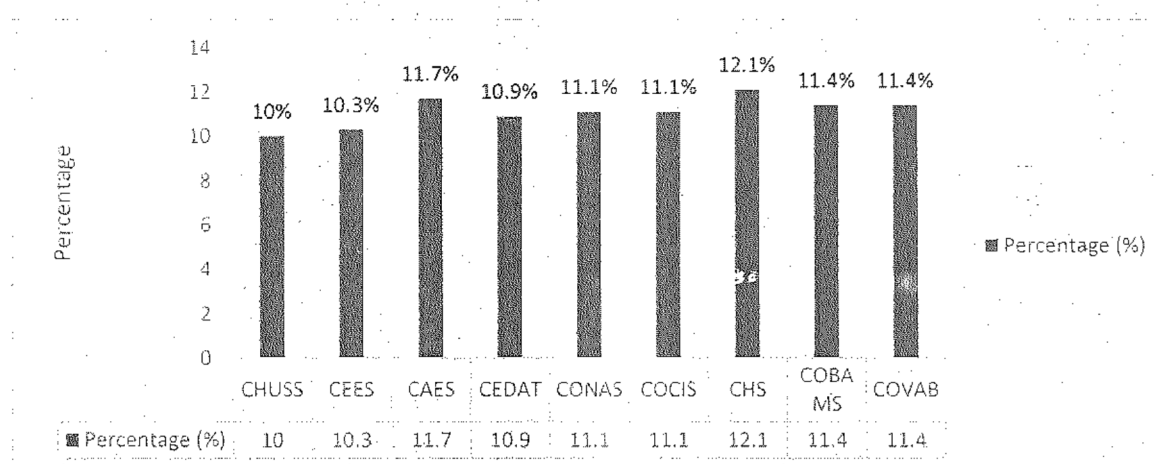
According to the Table 4.3, the age of the majority of the respondents was between 23 to 26 years which was 173(49.4%), followed by 171 respondents (48.9%) between 18 to 22 years then 4 respondents (1.1%) between 27 to 30 years and 2 respondents (0.6%) above 30 years. This implies that the students in this study were of an average of 25 years, which are youth ages and are able to participate in University sports effectively.

**Table 4.4: Mode of study and Year of study.**

		Frequency	Percentage (%)
Mode of study	Day	311	88.9
	Evening	39	11.1
Total		350	100
Year of study	Year 1	96	27.4
	Year 2	108	30.9
	Year 3	90	25.7
	Year 4	34	9.7
	Year 5	22	6.3
Total		350	100

Source: Primary data, 2023

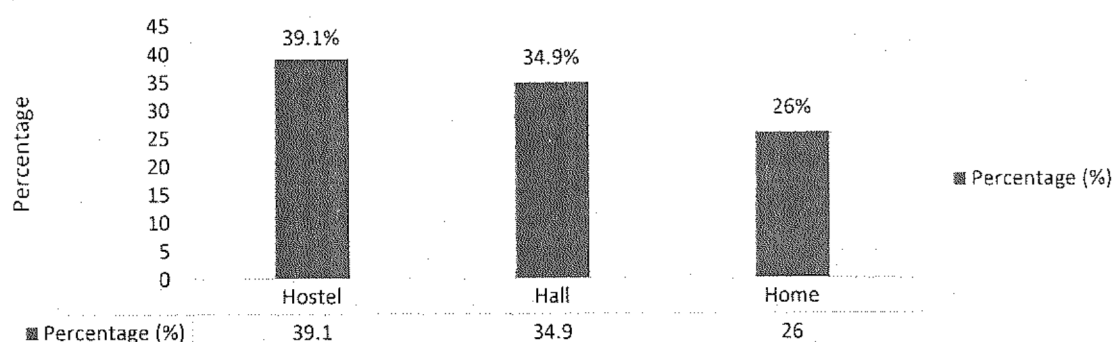
The highest percentage of 311(88.9%) respondents was studying during day whereas 39(11.1%) respondents were studying in the evening. And also majority of the respondents were in year two 108 (30.9%), followed by 96(27.4%) in year one, then 90(25.7%) respondents in year three, 34(9.7%) respondents in year four and the least were in year five 22 (6.3%)



**Figure 4.1: Distribution of Respondents by College**

Source: Primary data, 2023

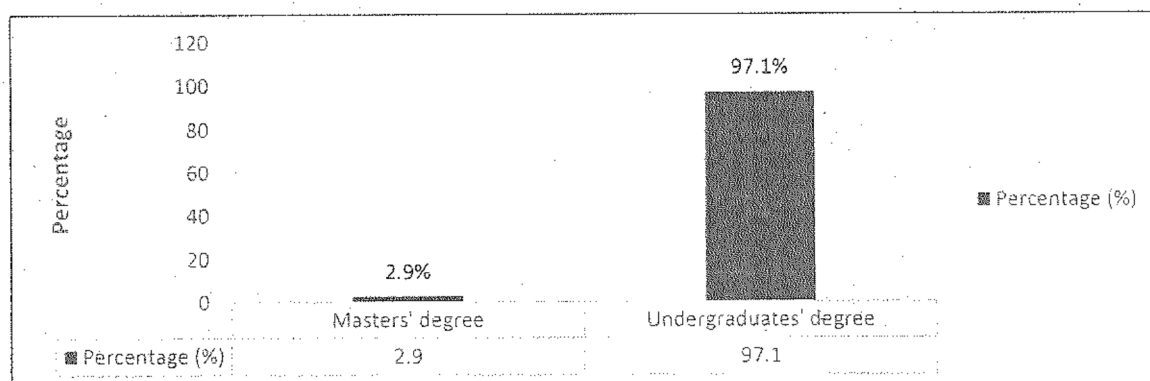
The data in Figure 4.1 indicate that most respondents 42(12.1%) were in the College of Health Sciences, 41(11.7%) were in the college of Agriculture and Environmental Sciences, 40(11.4%) were in College of Business and Management Sciences and College of Veterinary and Biosecurity, 39(11.1%) were in the College of Computing and Information Sciences and College of Natural Sciences, 38(10.9%) were in College of Engineering, Design, Art and Technology then 36(10.3%) were in College of Education and External Studies and 35(10%) were in College of Humanities and Social Sciences. In addition, the study sample of the respondents considered their respective place of residence as shown in Figure 4.2



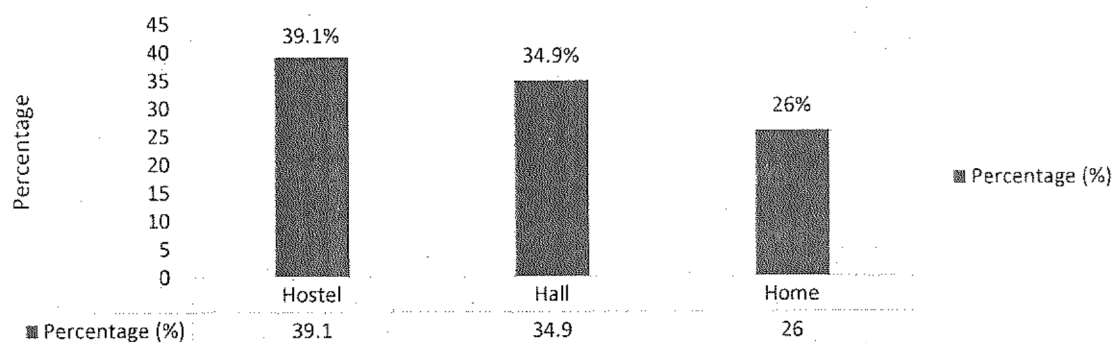
**Figure 4.2: Distribution of Respondents by place of Residence**

**Source: Primary data, 2023**

Figure 4.2 shows that respondents were from three places of residence with majority 137(39.1%) of the respondents from hostel, followed by 122(34.9%) from halls and the minority 91(26.0%) from home. The nature of the degree pursued was investigated as shown in the figure 4.3.



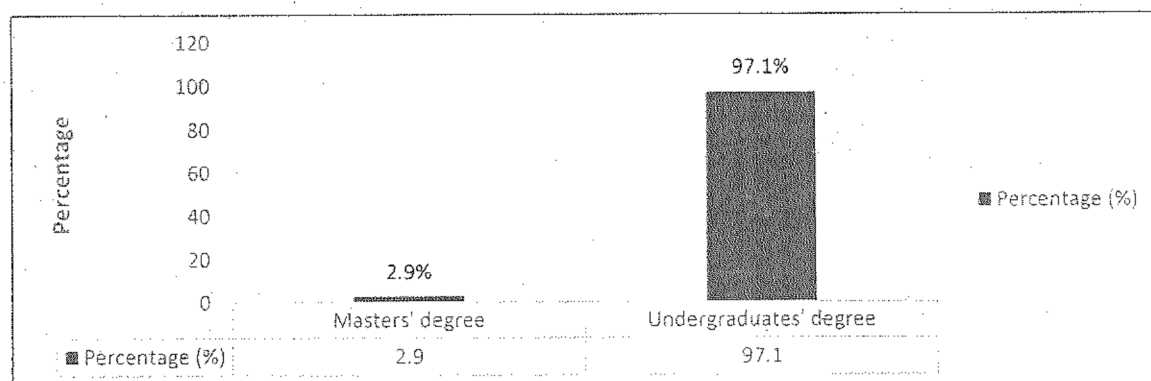
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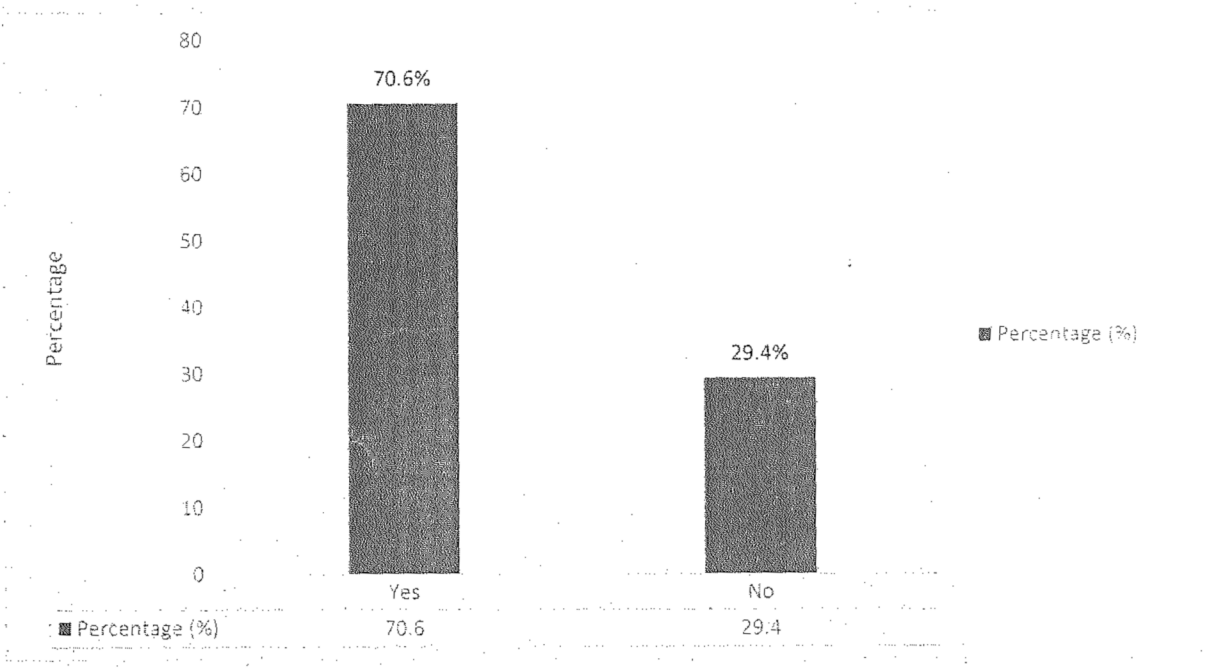


**Figure 4.3: Distribution of respondents pursuing Undergraduates' degree versus Masters' degree**

**Source: Primary data, 2023**

The study sampled population as shown in figure 4.3 comprised both undergraduate and masters' students; where by majority of the respondents about 340(97.1%) were pursuing the undergraduates' degree compared to the minority 10(2.9%) pursuing the masters' degree.

**4.2 Students' Level of Participation in Sports**



**Figure 4.4: Participation by Students before Joining Makerere University**

**Source: Primary data, 2023**

According to the findings, majority of the students 247(70.6%) were observed to have participated in sports before joining the University and 103(29.4%) didn't participate in sports before joining the University.

Therefore, the study investigated the sports participated in by the respondents 247(70.6%), who had participated in sports before joining Makerere University as shown in Table 4.5

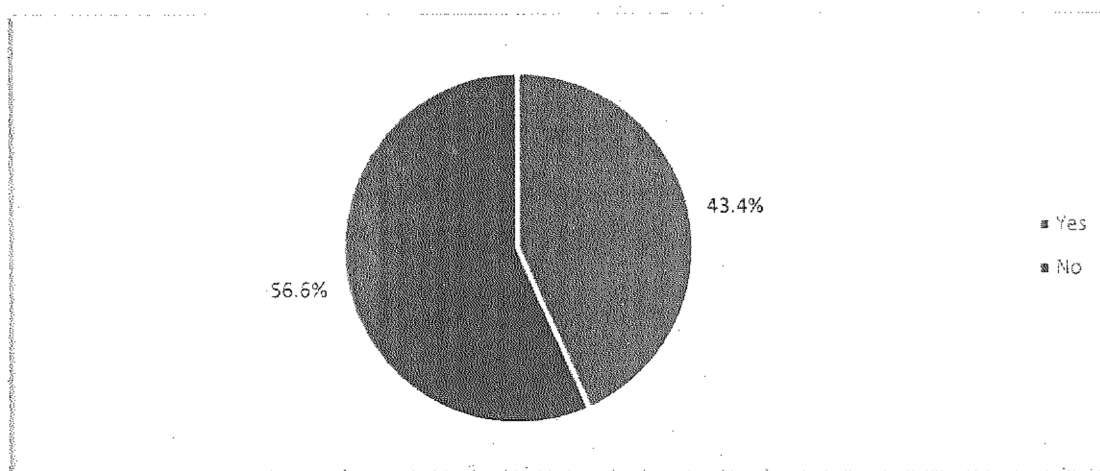
**Table 4.5: Sports Participated in Before Joining Makerere University.**

Sports participated in before	Frequency	Percentage (%)
Running	56	16
Football	134	38
Netball	34	9.7
Basketball	27	7.7
Volleyball	40	11.4
Chess	18	5.1
Handball	14	4
Rugby	7	2
Racket games	9	2.6
Swimming	11	3.1

*The percentage do not tally to 70.6% due to multiple responses.*

**Source: Primary data, 2023**

From Table 4.5, students were observed to participate in different disciplines whereby majority of the respondents that is 134(38%) participated in football both male and female, followed by running 56(16%) and then volleyball 40(11.4%). Therefore, the study investigated the respondents participating in University sports as shown in Figure 4.5



**Figure 4.5: Level of Students Participating in University Sports.**

**Source: Primary data, 2023**

From the Figure 4.5 majority of the students 198(56.6%) were not participating in sports and 152(43.4%) of the students were participating in sports. Therefore, the study investigated how long and how many times each respondent among 152(43.4%) participated in sports in the University as shown in Table 4.6.

**Table 4.6: Frequency and Length of Participation of University Students in Sports**

		Frequency	Percentage (%)
Frequency	Daily	11	3.1
	3 times	17	4.9
	At least once a week	57	16.3
	Once a month	67	19.1
Length of participation	<30 minutes	1	0.3
	30 minutes	9	2.6
	45 minutes	27	7.7
	>1 hour	115	32.9

**Source: Primary data, 2023**

The study revealed in Table 4.6 that, majority of the respondents 67(19.1%) participated in sports once a month, 57(16.3%) participated in sports at least once a week, 17(4.9%) participated in sports for three times a week and the minority 11(3.1%) participated in sports daily. Results revealed that, most of the respondents 115(32.9) participated for over 1 hour, followed by 27(7.7%) respondents who participated for 45 minutes, then 9(2.6%) respondents participated for 30 minutes and the minority 1(0.3%) participated for less than 30 minutes. The study, then investigated respondents' participation in inter-halls, College galas and Extramural competitions as shown in the Table 4.7

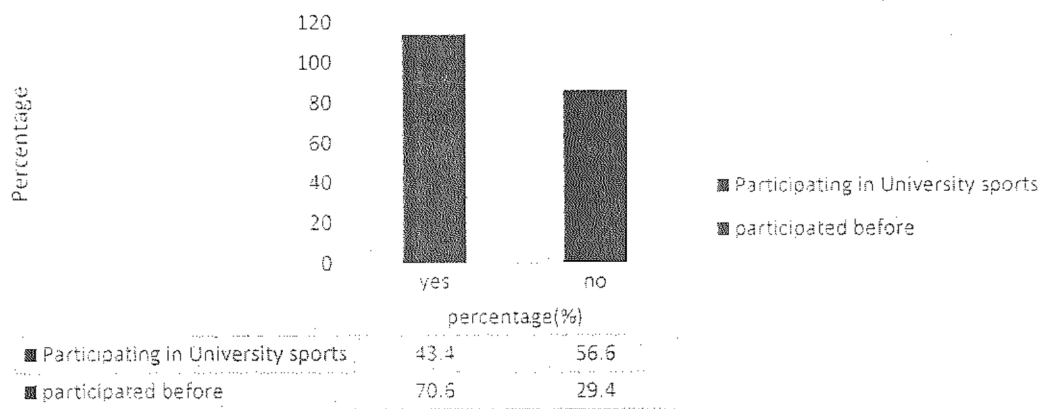
**Table 4.7: Participation in Inter-halls, College galas and International and National competitions.**

Students' participation		Frequency	Percentage (%)
Inter-halls	Yes	30	8.6
	No	120	91.4
College galas	Yes	181	51.7
	No	169	48.3
National and International competitions	No	325	92.9
	Yes	25	7.1

**Source: Primary data, 2023**

The study revealed that majority of the respondents 120(91.4%) did not participate in inter-halls, most of the respondents 181(51.7%) participated in College galas and majority of the respondents 325(92.9%) didn't participate in National and International competitions.

In order to investigate the change in the levels of Makerere University students, the researcher compared participation of students before joining the University with students' participation in Makerere University sports; the results are shown in Figure 4.6



**Figure 4. 6: Participating in University sports versus participation before joining the University**

**Source: Primary data, 2023**

From the figure 4.6, majority of the students 247(70.6%) participated in sports before joining the University and fewer students 152(43.4%) continued with sports when they joined Makerere University.

### **4.3 Why the Change in the Levels of Students' Participation in Sports**

This section consists of reasons for Makerere University students' participation in sports and reasons why Makerere University students don't participate in sports.

**Table 4.8: Reasons for Students' Participation in Makerere University Sports**

Reasons for participating in University sports	Frequency	Percentage (%)
Having colleagues to participate with	97	27.7
Having facilities near their place of residence	21	6
To compete and represent the University	29	8.3
Form of leisure	52	14.9
Student on a sports scholarship	2	0.6
To improve academically	12	3.4
To earn a living	4	1.1
To obtain the health benefits of participating in sports	85	24.3
Student is aware of the University sports program	28	8
Student has time for University sport	15	4.3
Student is passionate about sports	110	31.4

*The percentage do not tally to 100% due to multiple responses*

**Source: Primary data, 2023**

The study showed that majority of the respondents 110(31.4%) participated in University sports because they were passionate about sports, followed by 97(27.7%) who participated in University sports because they had colleagues to participate with and 85(24.3%) who participated in order to achieve the health benefits. The respondents not participating in sports University sports were asked to give reasons why; their responses are in Table 4.9

**Table 4.9: Reasons Why University Students Do Not Participate in Sports**

Reasons for not participating in University sports	Frequency	Percentage (%)
Unaware about University sports programs	73	20.9
Lack of time for participating in University sports	131	37.4
Engaged with work	91	26
Fear of injuries	25	7.1
Sick	6	1.7
Lack of facilities near place of residence	52	14.9
Lack of money to buy equipment	25	7.1

*The percentage do not tally to 100% due to multiple responses*

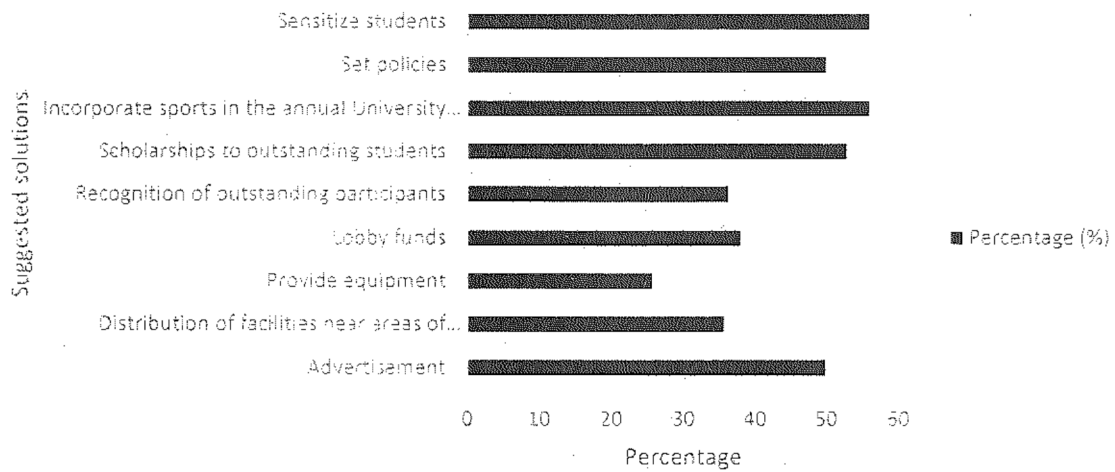
**Source: Primary data, 2023**

The study revealed that majority of the respondents 131(37.4%) did not participate in University sports due to lack of time, followed by engagement with work 91(26.0%) and then unawareness about University sports programs 73(20.9%).

#### **4.4 Measures Taken to Increase Students' Participation in Sports**

This section is in line with objective three of the study; to assess measures that can be taken to increase Makerere University students' participation in sports.

The study investigated suggested solutions by Makerere University students to increase students' participation in sports as stated in Figure 4.7



*Percentage do not tally to 100% due to multiple responses*

**Figure 4.7: Suggested Solutions by Makerere University Students**

**Source: Primary data**

Majority of the respondents 196(56%) suggested that sports should both be incorporated in the annual University program and that the University should sensitize students about the benefits of participating in sports, followed by 185(52.9%) that the University should give scholarships to outstanding students

## CHAPTER FIVE

### DISCUSSION

The study showed that majority of the respondents were males, most respondents were aged between (23-26) years which are youth ages and that participation before joining Makerere University was high among the respondents. The study went ahead to investigate the sports participated in before, supported by the findings by (Webber & Mearman, 2005). It was found that the most preferred sports were football, running and volleyball by both females and males. They participated mostly in football because of its popularity and wide spread in most secondary schools and most residential places as most schools at least has a football pitch. Football being the main sport participated in is in line with the findings of (Hosea et al., 2022) and (Mpalampa et al., 2023) who mentioned that football and volleyball are preferred sports by students.

It was also found that there was low participation of students in Makerere University sports and that even those participating in sports, most of them did not meet the ACSM recommended guidelines for youths of at least 150 minutes per week of moderate to vigorous physical activity (mvpa), as the highest percentage participated for over one hour in a period of one month, this finding is supported by (Haycock (2015) and Thivel et al 2018), who stated that that effective students participation can be determined by considering frequency, intensity and duration and Peace (2005). The low frequency participation in sports in reason of lack of time as respondents claimed to have other things to do, engagement in course works and also students reasoned that they had hard courses which required much more of their attention and focus.

The study revealed that Makerere University students' participation in inter-halls was very low and cases of participation were only found among students in year three, four and five. The after Covid 19 students did not get a chance of participating in inter-halls implying that there was a pause in the organization of inter-halls due to the consequences brought about by the pandemic like insufficient finances, social distancing, cancellation and postponement of sports events. The pandemic greatly affected the inter-halls and this is in line with the findings of (Maureen, 2021) who mentioned delay and cancellation of sports programs due to Covid-19.

Majority of the respondents participated in college galas in various disciplines namely; organizers, mobilisers, cheerleaders, athletes and officials, we see that only athletes were actively participating in sports for it is more of a fun and social sports event. The results revealed that even most respondents not participating in Makerere University sports said that they had participated in the college galas meaning they were engaged in the other disciplines. This indicates low students' participation in Makerere University sports and is in line with the study by (Unit & Campus, 2012) who stated that offering an opportunity to participate in sports does not always lead to participation and (Rebecca Boyce,2008) who mentioned that cheerleading is not a sport by Title IX standards. Majority of the respondents did not participate in National and International competition as these require a high athletic performance, training, training fees and commitment to the sport of interest. This is in line with the findings by (Mckay et al., 2022) mentioned that performance standards at national level is high.

The study revealed that participation in sports among University students decreased with increase in the year of study as students got busy with books, assignments and course works. In their last year, respondents reasoned that they had to improve their grades and those with good grades aimed at maintaining them so they allocated more time to their academics, this is in line with the findings by (Hosea et al., 2022). Also sports participation of Makerere University students coming from home was low due to lack of time as they have to travel home and help their parents with home administration, lack of facilities near their areas of residence, lack of money to buy equipment and even when travelling home they used passive means of transport like taxis. This is supported by the findings by (Urmi et al., 2023).

According to the results there is a negative change in Makerere University students' participation in sports, as majority of the Makerere University students participated in sports before joining Makerere University than now and this is in line with the findings by Mthethwa (2017), it was found that participation in secondary schools was compulsory as the schools having sports programs like inter-house competitions would even allocate students to participate in groups usually called houses and these students found pleasure and embraced the sports programs and the preparation process whereas participation in sports in Makerere University is free will and they embrace other hobbies like watching television, social media influencing and many others.

It was found that most respondents had reasons for participating in sports namely; passion, having colleagues to participate with, awareness, having facilities near and health benefits that motivated them to participate in University sports. The researcher found that passion is in built, it cannot easily be lost and it is more of a form of intrinsic motivation plus those who had passion in sport continued participating in University sport with even goals of competing to represent the University, this finding is supported by (Mohd Sofian Omar-Fauze et al.,2009), (Moradi et al., 2020) and (Sattar et al., 2020). Respondents also had reasons for not participating in sports namely; fear of injuries, unawareness, engagement with school work, lack of time, lack of facilities near places of residence and sickness that they perceived as barriers to their participation in sports, the findings is in line with the studies by (Januario and Carlos et al.,2009) ,(Unit & Campus, 2012) who stated that lack of time, financial resources and facilities were structural barriers to students participation in sports, Hejin Wnag and Zihao Li (2020) and Mwitwa and Mwakasangala (2009) who noted that inadequate sports facilities was a factor inhibiting students participation in sport

The study revealed that there are different measures that can be taken to increase students' participation in sports for example incorporating sports in the annual University program, sensitizing students and advertising University sports programs. The researcher found that issues of perceived barriers towards participation in sports other than actual barriers can be overcome by sensitization of Makerere University sports to unveil the fact that the benefits of participation in University sports outweigh the side effects of participating in sports, this finding is supported by (*GOOD SPORTS ARE WINNERS ! MAKE THE EDUCATED CHOICE* ; n.d.) Such findings call for immediate interventions like sports outreaches, conferences, sports campaigns, sports camps, reviving sports meets that collapsed, financing and promoting existing sports programs and many others that will try to increase Makerere University students' participation in sports.

With the International and National competitions, Makerere University is one of the Universities that embrace this, Makerere University students claim that it doesn't satisfy their needs because of the small numbers which qualify and much training required to excel and rather suggest that the University should facilitate and promote inter-halls, college galas and inter-college galas which avail opportunity for most students to participate in sports, builds social interactions and even relieves students from academic stresses.

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 6.1 Summary

The main objective of the study was to assess Makerere University students' participation in sports. The study revealed that most participants in University sports were males, the highest number of respondents were aged between 23-26 years which are youth ages and most students studied during day. The study showed that most respondents were living in hostels and that those participating in sports did not the recommended guidelines by ACSM as most of them participated for over one hour in a period of one month. The study revealed that most of the Makerere University students participated in sports before joining the University and recorded was the negative change in the level of Makerere University students' participation in sports. The study revealed that the most common reasons for participating in sports were; passion, having colleagues to participate with and to attain the health benefits and also the most common of the reasons for not participating we; lack of time and engagement with school work. Furthermore, majority of the students suggested that sports should be incorporated in the annual University program and also sensitization.

#### 6.2 Conclusion

This study showed that, Makerere University students participation in sports was very low. They participated because they were passionate about sports and also having people to participate with. Participation of students before joining Makerere University was high and more males are participating in Makerere University sports than females. Furthermore, students' year of study, mode of study, place of residence and college negatively affected Makerere University students' participation in sports. in addition, participation in sports was hindered by unawareness, lack of time and engagement with work.

### 6.3 Recommendation

In order to increase Makerere University students' participation in sports basing on the study findings, the researcher recommends the following adjustments by Makerere University;

Advertise sports programs to Makerere University students.

Construct and distribute facilities near Makerere University places of residence

Finance existing intramural sports programs and revive sports programs that collapsed

Inclusion of disabled students in Makerere University sports

Set policies that will push Makerere University students to participate in sports

Fix sports in the annual Makerere University program and budget

Sensitize Makerere University students about the benefits of participating in sports.

Provide scholarships and recognition of outstanding sports participants in Makerere University sports.

Provide equipment to Makerere University students.

During orientation for year one students, sports programs and sports facilities should be introduced to them

Makerere University should celebrate the World Physical Activity day in form of a sports day for all Makerere University students.

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APPENDICES

APPENDIX ONE: CONSENT FORM AND SURVEY QUESTIONNAIRE



CONSENT FORM

**An assessment of Makerere University students' participation in sports**

I.....agree to participate in the research project titled AN ASSESSMENT OF MAKERERE UNIVERSITY STUDENTS' PARTICIPATION IN SPORTS Conducted by Nyaketcho Peace Jesca who has discussed the research project with me.

I have had an opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research.

I understand that my participation is voluntary and I am free to withdraw from the project at any time, without having to give a reason and without any consequences.

I understand that any information from the investigation will remain confidential and no information that identifies me will be publicly available.

I consent to use of data in research, publications, sharing and archiving as explained by the researcher.

.....

Name of participant

signature

.....

Name of researcher.

Signature

## RESEARCH QUESTIONNAIRE



MAKERERE UNIVERSITY

### RESEARCH QUESTIONNAIRE TO MAKERERE UNIVERSITY STUDENTS

TITLE:

An assessment of Makerere University Students' level of participation in sports, why the change in Makerere University students' participation in sports and measures that can be taken to increase Makerere University students' participation.

Dear Student,

You have been selected to take part in the study about an assessment of Makerere University students' participation in sports.

*Please fill this questionnaire by providing the required information. You can tick, circle or write where necessary.*

**SECTION A**

1. Bio data

This information is required only for categorizing the respondents. Any information concerning the identity of the respondent will be kept confidential.

1.1. Sex/ Gender: Male.  Female

1.2. Year of study:  
.....

1.3. Age bracket: Below 18  18 to 22  23 to 26  27 to 30

Above 30

1.4. College .....

1.5. what are you pursuing ?  
undergraduate

Post graduate

1.6. What is your study mode: Day.  Evening.  Any other

1.7. If you have indicated "others", what is your mode of study?  
.....

1.8. What is your place of residence?  
Hall/University  Non-resident

## 2. SECTION B: LEVEL OF MAKERERE UNIVERSITY STUDENTS' PARTICIPATION IN SPORTS

2.1. Have you ever participated in any sport before joining Makerere University?

Yes

No

If yes, what sports?

.....

2.2. Do you participate in any sports activities?

Yes

No

If yes, why?

.....

If No, Why?

.....

2.3. How long do you spend participating in the sport identified in 2.2.a above?

Less than 30 minutes

30 minutes

45 minutes

over 1 hour

2.4. How often do you participate in the sport identified in 2.2.a above?

Daily

thrice a week

At least once a week

Once a month

2.5. Have you ever represented your hall in inter-halls competitions?

Yes

No

2.7. Have you ever represented your college in a sports gala?

Yes

No

Have you ever represented the university in any National or international sports competition?

Yes

No

### 3. SECTION C: WHY THE CHANGE IN SPORTS PARTICIPATION

3.1. Are you participating in sports in Makerere University?

Yes

No

If yes, why?

Circle all those that apply.

I am passionate about sports.

I have time for sports.

I am aware of sports programs.

I have colleagues I participate with in sports.

I love representing my University.

To earn a living.

To obtain the health benefits of engaging in sports.