**THE INFLUENCE OF ATHLETE’S RECRUITMENT AND COACHES ON SPORTS PERFORMANCE AT NKUMBA UNIVERSITY:**

**BY**

**EKONE BRENDA**

**Nkumba University**

# Abstract

*The study was about the influence of athlete’s recruitment and coaches on sports performance at Nkumba University. A sample of 58 respondents was derived from a targeted population of 70 respondents of Nkumba University. All expected respondents filled in the questionnaires and answered the interview guide and returned the questionnaires for analysis. Both primary and secondary sources of data were used to gather data and the main methods of data collection used were the questionnaire and interview guide*

*The study findings revealed that the recruitment is not driven by the market for the available athletes and coaches because the university is not competing in a transfer window. But obtain the services of good coaches and athletes who are easily convinced to get to the university on university bursaries as they engage in competitions for the university.*

*The study concludes that the coaches are not solicited through being scouted around but are indentified and contacted so that they take on the opportunities for coaching, coaches are largely supported with allowances to motivate their performance, but there is no direct recruitment of the coaches using the standard recruitment procedures because the Games and Sport Union has no budget for this purpose*

*The study recommended that there should be improvement in the recruitment of coaches and athletes by ensuring that the successful candidates are scrutinized through a rigorous interview exercise and the successful ones are contracted for service in the games and sports union on permanent contracts. This enhances accountability and responsibility for their services. There should be appointment of successful athletes to become coaches in the various disciplines in the university. The idea is to give a chance to the Alumni to take over technical posts in the University.*

**Introduction**

This study examined influence of athlete’s recruitment and coaches on sports performance at Nkumba University. Nkumba University is chosen because sports management and performance is contingent upon many situational and personal factors that exist in the highly volatile environment in which High Performance Sport (HPS) operates.

Trevor Slack (1996) expanded on Weese's (1995) idea that sport management and performance research has not kept pace with the growth of the sport industry. The bulk of sport management research has been geared toward issues involving physical education and athletic administration, whereas little attention has been given to enterprises such as athletic equipment and apparel and sport organizations. Slack suggested that sport management academicians must broaden their areas of research, as well as the theoretical basis for this research; if they do not, he cautioned, the field of sport management will remain limited and lack generalizability. Slack (1996) suggested steps by which sport management researchers could improve in these needed areas. It is essential, he said, for researchers to be familiar with current management concepts, theories, and strategies. Such information can be obtained by reading management books and journals outside the field of sport management. The credibility in the field of sport management can be earned if sport management academicians teach outside of their respective domains for example, within business schools.

Sport management involves any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport or physical activity (DeSensi, Kelley, Blanton and Beitel, 2003). Blanton, and Beitel (1990) defined sport management in a broad sense as any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport and/or physical activity.

Bogle (2016) pointed out that some love sport which makes a winning combination for a career in sports management, which includes any and every business aspect of sports and recreation. The field is vast because sport managers can be found working for professional teams, their parent programs, colleges and universities, recreational departments and sports marketing firms.

They can be event managers, facility managers, sports economists, financial, promotion or information experts. They can run the front office, work behind the scenes or act as the interface between players, coaches and the media. In all of these sports management roles, energy, motivation, good sportsmanship and teamwork are considered strong assets.

According to Beitel (2003), sport performance is the manner in which sport participation is measured. Sport performance is a complex mixture of biomechanical function, emotional factors, and training techniques. When an athlete and the coach can isolate areas on which to focus in training, the ultimate result is likely to be improved. According to the North American Society for Sport Management (NASSM; 1990), sports implies a collection of separate activities such as golf, soccer, hockey, volleyball, softball, and gymnastics; items in a series that can be counted. This is the way most people define sports as sports activities. This reflects primarily two things; first of all, exposure to sports in our schools and colleges and secondly is exposure to sports every day through the media.

The National Association for Sport and Physical Education (NASPE; 2003) states that sport management involves any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport or physical activity (DeSensi, Kelley, Blanton and Beitel, 2003). Northouse (2010) and Fletcher and Arnold (2011) noted that managers lead and leaders manage', manager and management are used as general labels for positions such as manager, head coach, and performance director. Although conceptual and operational differences exist across each position, any instance of manager and management without further specific qualification therefore refers to any individual with direct responsibility for the vision, organization, preparation and performance of an on-field elite sport performance team.

In the context of this research, management process in organizations is done through the managers which mean to manage, to order, to train people, to explain, to coordinate, to influence, to integrate, to classify, to accept and to improve. A good manager will be able to implement practices and procedures in a variety of situations (Watts C.D, 2003) for example must consider the development organization, must have long-term strategic vision with objectives to be achieved.

Ilieset al., (2005) noted that effective managers are considered people of the team empowered by the will and active support of others, that of subordinates who are led by conflicts arising from their interests. They must anticipate creatively and promote actively new and bold directions into an ethical and sensitive manner.

Sports administration is not easy because it requires commitment, a tremendous amount of energy, but can be very rewarding if all people in the organization are involved (Watts C.D, 2003).Excellent sports management is becoming the core competitive advantage in the sports industry. The efficiency of Sport Management has a direct impact on Performance which in turn influences management decision making of an organization as regards sports. Sports Management is a costly venture. It is important that those costs are justified by the benefits of the Sport Management providing high quality Sport Management information because it will positively influence University Management and other stakeholders in making investment, sponsorship, and similar resource allocation decisions enhancing overall market efficiency.

According to the Sports and Games Manual (2010), the management and performance in this study is in the context of Nkumba University. Nkumba University is one of the chartered private universities in Uganda which has been operational since 1994. It is one of the leading private universities in the country especially in the area of competitive sport. It has produced thousands of top athletes and currently has a student's population slightly over 5000.

Under the Nkumba University Charter, the University Council may award annual Scholarship or Bursary for students with talents in sports as well as the Sports and Games Union under the Sports and Games manual 2016 for Sports Scholarship/Sponsorship. On top of that, a lot of funds are allocated through Nkumba University Sports and Games Union (NUSGU) as well as the Sports Vote and Sports and Recreation vote by the University to run several sports programs and activities which are both intermural and intramural as well as national and international events every year. Therefore, this makes the study of Sports Management and Performance in this university important.

In today's competitive environment, excellent sports management is becoming the core competitive advantage in the sports industry. These, among other purposes justify the need to study Sport management especially in universities given the importance of universities in the development of a country

**Problem Statement**

Nkumba University has put in place Sports Management tools that require the Sports Tutor to administer and meet modern management trends and standards in order to realize great performance of the teams and athletes alike. However, in the University, games and sports are one which makes it expensive as indicated in the numbers of the recently presented national budget for 2019/2020. There are few trained sports managers in the university because the university has not made any significant efforts to train and equip them with the relevant skills for effective management of sports. Failure by the university administration to repair the sports facilities like the courts, nets, poles, the pitch, the athletes are not catered for well because they hardly get lunch and supper from the University, the University does not cater for the welfare of the coaches, the coaches and athletes are not given adequate health care, failing to appear in the East African university games for the past three consecutive editions between 2015 and 2019, thus failing to defend the tiles and gains achieved in previous events. The day-today management of games in the University is crippled by the unavailability of funding from the university administration. This is grounding of the culture of sports in the university as the performance of the various University teams continues to decline with a series of poor results. The intra-University management of sports is weak as for the last eight and so years, no interschool’s competition have successfully taken place, talent identification is non-existent hence weak performance. Despite all the efforts, the University Sports department has not succeed in having in place better and technically proficient man power and technical personnel problems through recruitment of the best personnel.

**Purpose of the Study**

The purpose of the study was to examine the influence of athlete’s recruitment and coaches on sports performance at Nkumba University

**Objectives of the Study**

The following objectives guided the study;

1. To examine the how sponsored recruitment of coaches by the University’s Games and Sports Union influences performance
2. To examine whether sponsored recruitment of athletes by the University’s Games and Sports Union influences performance

**Justification of the study**

Sport is in a continuous and rapid development and in the same time we can state an increasingly growth of the various industries involved in this field according to Asembo, Njororai and Munayi (2000). By its nature and the stake that it represents, sport needs to develop a comprehensive strategy, coherent and completed by a report of various purposes, as well as by products that can promote it, and all this in a specific manner, to preserve autonomy by Asembo (2000). Management process carries on and develops in an internal and external environment of organizations, on stages that include: diagnosis of the situation, planning and taking decisions, organizing, coordinating activities, monitoring and evaluation of results according to Griffin, (1990).

Nkumba University has put in place Sports Management tools that require the Sports Tutor to administer and meet modern management trends and standards in order to realize great performance of the teams and athletes alike. However despite all the above efforts, the University Sports still struggles with man power and technical personnel problems, competition in recruitment and retention of the best athletes, low levels of motivation of coaching staff and players, dwindling facilitation of sports activities, low empathy between Nkumba University Management/staff and Sports/Games Union, as well as slow consideration and disregard of pressing Sports issues according to the Sports Tutor annual report (2012).

**Theoretical Framework**

The broader theoretical framework serves as a foundation to understanding the concept of Sports Management and performance. This research will be guided by institutional theory, principal-agent theory, the structural model, and the human capital theory. The five theoretical models that serve as a framework for staff remuneration are discussed below, human capital theory, equity theory, principal agency theory , institutional theory, and structural theory. Governments, international federations, and national federations have long been concerned about formulating policies that will promote the development of sport according to Mwisukha, Njororai and Onywera (2003). In recent years, this concern has prompted substantial research interest. Some studies have examined the social, political, and economic forces that have shaped particular sports systems.

This emerging body of scholarship has demonstrated that sport development has become a dominant concern of sport policymakers and sport managers worldwide. As a result, they have increasingly turned to researchers and the research literature to strengthen the quality of sport policy deliberations according to Munayi (2000). The resulting efforts have provided significant insight but have been ad hoc in so much as sport development has so far lacked a theoretical framework. This lack of theory has also impeded the progress of sport development research. Two overarching concerns manifest themselves when governments and sports governing bodies contemplate sports policies. One concern is to enhance the rate of sport participation as shown by Braddock, Sokol-Katz, Greene & Basinger-Fleischman (2005); the other is to enhance the competitive standards that sport participants attain.

Although concerns about the rate of sport participation are conceptually distinct from concerns about competitive standards, participation and competitive standard are linked by the endeavor to create a deep pool of athletes from which a corps of elite competitors can develop as written by Abbot and Collins (2002). From this standpoint, the objective is to recruit people (particularly children and adolescents) into sports and then to develop a percentage of them into high caliber performers. This is the origin of the often noted but rarely analyzed pyramid analogy. According to that analogy, high-performance peaks are supported by a broad base of participation. It is a measure of the analogy’s cultural power that it is common parlance among sport administrators and policymakers but lacks any sustained empirical or conceptual integrity.

It is possible to imagine ways of building high-level competition systems without relying on a broad participation base. Some winter sports in the United States, for example, rely primarily on recruitment of athletes initially developed for other sports. For example, the United States bobsled team has been built substantially from elite athletes in other sports whose physical skills and physiqueslend themselves to the event according to Gordon & Lavallee (2004). Thus, sports that depend on expensive and scarce facilities, like bobsledding, might not build their competitive excellence from a broad foundation of participation.

Nevertheless, those sports might require a broad foundation of participation in other sports to develop the bases of skill and conditioning that are prerequisites to excellence. It is nonetheless reasonable to imagine a high-performance sport system in which the athletes are identified and recruited for their performance potential (i.e., a system built via selection and conscription). Although in a pool of experienced athletes to examine as potential recruits is desirable, it is conceivable that talent identification could occur early enough in the athlete’s development to obviate the need for any system of broad participation. Research suggests, however, that performance potential in the long-term (i.e., several years hence) is neither readily nor accurately assessed as suggested by Bennett, Aston& Colquhoun (2000). Effective systems for training, motivating, and supporting athletes are better predictors of success than are any measures intended to identify talent Brodkin& Weiss (1990).

There are, of course, physical requirements for performance in many sports that are substantially determined by genetics, such as the need for height in basketball or the need for a high percentage of white muscle fibers in sprint events. Any system of sport built from early identification of talent, however, would have to predict more than size, physiology, and somatotype. It would be necessary to predict long-range skill potential. We do not have the requisite technologies to predict skill levels or potentials over long spans of time (Heyes, J. 1998). The limitations of our technologies for long-range forecasting of individual potentials counsel against an elite performance system based solely on early talent identification and conscription.

As the athlete’s skills and conditioning improve, the pyramid model of sport development prescribes that the athlete should move to more advanced levels of training and competition. This typically requires that the athlete move to more advanced teams or squads within the same club, or that the athlete move to another club altogether. Although there has been extensive psychological and sociological study of the processes by which athletes become involved in sport, there has been scant study of the processes of athlete advancement. Movement up the pyramid is by no means automatic, even if an athlete’s skills warrant such advancement. We know very little about what hinders or facilitates advancement.

**Literature review**

This section reviews what other people have written in relation to the topic under study. The chapter also identifies the gaps that have not been filled by other writers for purposes of addressing them during data collection. The section of this chapter is arranged according to the objectives of the study.

# The influence of athlete’s recruitment and coaches on sports performance at Nkumba University

# Sponsored recruitment; Normally, an athlete's initial interest occurs through sponsored recruitment (Stevenson, 2002), whereby significant others support and encourage the athlete's involvement (Kay, 2000). Stevenson (1990) found that although athletes' introductions to their sport are indeed sponsored by significant others, it is the new relationships and role identities the sport can provide that are influential in the decision to enter a given sport. Interestingly, new relationships might also be important to significant others. For example, Green (1997) found that relationships with reminded others were identified as a salient factor in parents' decisions to enroll their children in particular youth sport programs.

The importance of both the participant's relationship with the sponsor and the sponsor's valuation of associated role identities play a critical role in the involvement decision. New relationships and role identities however, can be insufficient in and of themselves to bring athletes into a sport because other forces (e.g., work, social life and other activities) pull athletes away. Research has shown that these conflicts increase as the athlete enters adolescence (Barker & Gump, 2004), Much of this friction can be avoided, or at least minimized, by recruiting young athletes and developing commitment to a sport before adolescence. Sports such as soccer, swimming, and baseball have pursued this strategy, forming leagues for children as young as 4 years- By the time an athlete reaches junior high school, he or she might have become committed to one or more familiar sports.

Throughout most of the country, volleyball, for instance, is rarely played before an athlete enters middle school or junior high school. By this time the pool of potential athletes has been reduced because many have made their commitments to sports such as basketball or soccer, which they have played since the first or second grade. It seems advantageous to introduce potential athletes to sports early in their athletic careers. Mere introduction to sport is, in and of itself, insufficient to obtain participation, as our high rates of nonparticipation and withdrawal show (Braddock, el al 2005).Opportunities to participate play a significant role in generating participation (Brodkin & Weiss, 1990). At the commonsense level, it is not surprising that some infrastructure is necessary if people are to participate.

The concept of supply-driven demand has been somewhat controversial in classical economic theory. The social-psychological forces generating demand for program participants are well understood, however, and have been extensively documented by ecological psychologists (e.g., Wicker, 1999). Programs require a minimum number of participants if they are to function adequately. Consequently, each participant or beneficiary encourages others to join, at least until the program is adequately manned. The likelihood that a community (e.g., school, church, and neighborhood) member will join a program increases as the ratio of potential participants to programs requiring participants goes down. Ecological psychologists call this phenomenon undermining. Anderson (2001), in particular the likelihood of becoming a starter or making some other significant contribution to the team is enhanced if there are several relatively small programs, rather than if those programs are amalgamated into a single large program. This suggests that, if the concern is to optimize recruitment and initial commitment to a sport, program planners should weigh the psychological disadvantages of seeking economic returns from increasing scale. It might be possible to create the benefits of smallness even in a large club by creating several teams or squads that are relatively independent (Barker &Gump, 2006), More work is needed to identify the optimal number of programs per capita and the most effective ways to divide large teams to obtain the recruitment advantages associated with undermining.

The effects of undermining can be amplified by increasing the social incentives and rewards for participating. Stone (1981) shows that sports teams often become significant as representatives of a community or social reference group. Anderson (2001) noted that representation can cause community members to behave in ways that increase the salience and value of team membership. This suggests the utility of affiliating teams with established social-reference groups such as neighborhoods, churches, unions, or schools. The consequent sense of communal representation might enhance both recruitment and socialization. Although there is a long history of research highlighting the effects of sport on national identities, more research is needed to clarify the effects of community representation on sport participation and commitment.

The importance of coaching is self-evident; Horn (2008) noted that coaches are responsible for developing athletes’ mental, physical, technical, and tactical abilities, and in addition to all of these responsibilities, they are also expected to win. The few individuals who meet all of these expectations emerge from their peers as superior coaches. The context of sport lends itself to the study of coaching greatness; however, no studies have directly explored this phenomenon.

A winning record may indicate that a coach is effective, but may not necessarily mean that a coach is great. According to Horn (2008), effective recruitment of elite coaches and athletes makes coaching enjoyable for better which is exemplified by successful performance outcomes (measured in terms of either win-loss percentages or degree of self-perceived performance abilities) or positive psychological responses on the part of the athletes (e.g., high perceived ability, high self-esteem, an intrinsic motivational orientation, high level of sport enjoyment).

The Leadership Scale for Sports (Chelladurai, P. and Saleh, S.D, 1980), for example, was developed according to knowledge extracted from industrial and organizational psychology. And, although the LSS is primarily administered among male and female athletes (who represent a variety of sports and competitive levels), the five dimensions which comprise the LSS were validated solely according to responses provided by physical education students and male athletes. As a result, the findings from studies which utilized this instrument must be examined with caution. The Coach Evaluation Questionnaire represents another one of the most widely used questionnaires to assess perceived coaching behaviors. While the criteria used to develop the Coach Evaluation Questionnaire is more sport relevant that is previous sport literature, pre-existing questionnaires, observation instruments, and expert opinions, the perceptions of coaches and/or athletes were not taken into account during its construction. When soccer scouts are looking for an attacking left wing-back, they may score a player on forward dribbling actions and on successful passes. If successful passes are considered more important, these can be weighted 60%, whereas dribbling actions can be weighted 40%.

**RESEARCH METHODOLOGY**

This chapter discusses the methods and procedures utilized in this study including the population, research design and procedures, data analysis procedures and the limitations of the methodology. The purpose of this study was to examine the influence of athlete’s recruitment and coaches on sports performance at Nkumba University. The data utilized for this study was secondary data. The descriptive study was undertaken to identify how recruitment of athletes and coaches has influenced sports performance. 50 samples were selected on a stratified random basis for the study.

**Survey Instrument**

**Questionnaire**

The questionnaire was developed. The questionnaire about how recruitment of athletes and coaches has influenced sports performance was divided into four sections: demographic data, section B, section C, D, E and F. The demographic information included sex, age, and educational level. The influence of athlete’s recruitment and coaches on sports performance at Nkumba University tasked recruiters to respond to the statements by using a 5 point likert scale.

**Survey Procedures**

The questionnaires were distributed. The questionnaires included a cover letter on the first page, which advised the participants of their anonymous response and the importance of the research. The questionnaires also included the researcher’s phone number and e-mail address in case the participants had questions regarding the questionnaire.

**Data source:**

**Primary Data:**

The first hand primary data was collected through questionnaires. In addition to it discussions were held with the immediate supervisors, the managers of each department.

**Secondary data**

The secondary data was collected through the organization (Nkumba University) profile, the University manuals, and previous year records.

**Data Analysis**

Results were analyzed using qualitative methods. The qualitative data was analyzed by attaching significance to the themes and pattern observed. Data was presented in form of tables to facilitate description and explanation of the findings of the study. Furthermore, this study used the thematic analysis to categorize the data. Themes refer to major topics or major subjects that come up in the discussions. This form of analysis categorized related topics; all materials relevant to a certain topic was placed together backed up by quotations, developed a summary report identifying major themes and the associations between them.

**Ethical Considerations**

All participants were contacted by the researcher to explain to them the purpose for the research. The researcher tried to obtain acceptance from the respondents through their verbal acceptance regarding their participation in the research. Participants were fully informed regarding the objectives of the study, while they were reassured that their answers were treated as confidential and used only for academic purposes and only for the purposes of the particular research. Participants were not harmed or abused, both physically and psychologically, during the conduction of the research. Further, the researcher attempted to create and maintain a climate of comfort.

**Limitations**

The respondents in this study were strictly limited to construction companies. The background information and the data collected relied on the self-reporting of the participants and it is not know if the data can be generalized to any other group of recruiters. This research is also limited because the responses apply only to Nkumba University and can only help the University better develop their curriculum. The research is also limited because the researcher used secondary data.

**DISCUSSION OF RESULTS**

The purpose of this study was to examine the influence of athlete’s recruitment and coaches on sports performance at Nkumba University. This chapter will present the results with background information first, followed by demographic data. The results were examined and analyzed by using SPSS (Statistical Program for the Social Sciences).

#

# Demographic characteristics of the respondents

The purpose of this section was to analyze the background information of the respondents in relation to their age, gender, current marital status, religious affiliation, highest level of education attained. The information was presented by the use of tabulation.

# Gender of the respondents

# Table 1: Gender of the respondents

|  |  |  |
| --- | --- | --- |
| Gender  | Frequency | Percent |
| Valid | Male | 41 | 70.7 |
|  | Female | 17 | 29.3 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

Table 1 shows the gender ratio of the respondents. The study revealed that 41(70.7%) of the respondents were male and 17(29.3%) were females. In the study, both male and female provided data which was relevant to dispute the numerical difference.

# Age bracket of the respondents

# Table 2: Age bracket of the respondents

|  |  |  |
| --- | --- | --- |
| **Age**  | **Frequency** | **Percent** |
| Valid | 15.29 | 32 | 52.2 |
|  | 30 - 39 | 18 | 31.0 |
|  | 50-64 | 08 | 13.8 |
|  | 65 and above years | - | - |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The study findings on the respondents’ personal variables revealed that majority of the respondents were youthful, that is 55.% of the respondents were aged 15-29 years while 31.0% were aged 30-49 years, 13.8% were aged 50-64 years and there were no respondents aged 65 and above years. Despite the differences in age, all the respondents availed data for this study upon which the analysis is based.

# Highest level of education attained by the respondents

**Table 3: Highest level of education attained by the respondents**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Pre-Bachelor | 08 | 13.8 |
|  | Bachelor  | 43 | 74.1 |
|  | Post graduate | 07 | 12.1 |
|  | Others  | - | - |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

Regarding the highest level of education level attained, it was discovered that 13.8% of the respondents had pre-Bachelor education such as certificate and diploma which, however, does not mean that they could not understand the intentions of the study, but provided data for the study as well. Further, 74.1% of the respondents had attained or were pursuing Bachelors education while 12.1% had Post graduate qualifications such as Post graduate Diploma, Master’s degree and Doctorate education qualifications. With this respondents’ level of education, it means that all respondents provided reliable data for this study.

# Table 4: Designation in the university

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Vice chancellor  | 01 | 1.7 |
|  | University Secretary | - | - |
|  | University BursarAccounts assistant Nkumba University Students’ UnionStudents in Nkumba University | 01031142 | 1.75.218.972.4 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The research study set out to establish and obtained data on the designation of respondents in the university, and discovered that 1.7% represents the Vice Chancellor, the University Secretary did not respond to the study, 1.7% agreed that University Bursar supported the study, 5.2% of the respondents comprised the Accounts Assistants, 18.9% were respondents from Nkumba University Students’ Union and 72.4% who were the majority were obviously the students in Nkumba University. These various categories of respondents provided data which supported the analysis and interpretation in this study.

**The period of service /study in the University**

# Table 5. The period of service /study in the University

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | 1-3 years | 33 | 56.9 |
|  | 4-7 years  | 14 | 24.1 |
|  | 8-10 years  | 07 | 12.1 |
|  | 11 and above years  | 04 | 6.9 |
|  | **Total** | **25** | **100.0** |

**Source: Primary data**

On the period of service /study in the University, 56.9% of the respondents had served or studied in the university for 1-3 years, 24.1% had served or studied for 4-7 years, 12.1% had served or studied for 8-10 years, while 6.9% had served or studied for 11 and above years. The majority had served or studied for 1 to 3 years in their various capacities, but much as the time was not so long, coupled with those who had served or studied for 11 years and above provided valuable data for this study.

**THE INFLUENCE OF ATHLETE’S RECRUITMENT AND COACHES ON SPORTS PERFORMANCE AT NKUMBA UNIVERSITY**

The study findings for analysis and interpretation on the influence of athlete’s recruitment and coaches on sports performance at Nkumba university were obtained through the questionnaires and interviews are revealed and presented below;

# There is sponsored recruitment of coaches by the University’s Games and Sports Union When respondents were interviewed whether there is sponsored recruitment of coaches by the University’s Games and Sports Union, their responses were summarized in table below.

# Table 6: There is sponsored recruitment of coaches by the University’s Games and Sports Union

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Percent** |
| Valid | DisagreeStrongly DisagreeNot sure  | 19203 | 32.834.5 |
|  | Agree | 11 | 18.9 |
|  | Strongly Agree | 5 | 8.6 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The findings of the study on whether there is sponsored recruitment of coaches by the University’s Games and Sports Union revealed that 5 (8.6%) of the respondents strongly agreed, 11 (18.9%) agreed, 3 (5.2%) were not sure, 19 (32.8%) disagreed and 20 (34.5%) strongly agreed. With 67.3% in agreement, it implies that the coaches are not solicited through being scouted around but are indentified and contacted so that they take on the opportunities for coaching, whereas 27.5% agreed that the best coaches are contacted and signed to take up assignments as employees though they seldom obtain salary, but are largely supported with allowances to motivate their performance, but there is no direct recruitment of the coaches using the standard recruitment procedures because the Games Union has no budget for this purpose.

# There is sponsored recruitment of athletes by the University’s Games and Sports Union

# When respondents were interviewed whether there is sponsored recruitment of athletes by the University’s Games and Sports Union, their responses were summarized in table below.

# Table 7: There is sponsored recruitment of athletes by the University’s Games and Sports Union

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Strongly disagree DisagreeNot sure | 1417 | 1.76.929.3 |
|  | Agree | 19 | 32.6 |
|  | Strongly Agree | 17 | 29.3 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The research findings on whether there is sponsored recruitment of athletes by the University’s Games and Sports Union show that 17(29.3%) of the respondents strongly agreed, 19(32.6%) agreed, 17(29.3%) were not sure, 4(6.9%) disagreed and 1(1.7%) strongly disagreed; selectively, with 61.95 of the respondents in agreement, it means that the games union entices the best athletes in Volleyball, Football, handball and netball which are given preferential consideration. They have been able to bring many students (athletes) on board and sponsor their education so that they can be able to take part in games and sports events representing the university.

# There is promotion of supply-driven demand for elite coaches and athletes

# When respondents were interviewed whether there is promotion of supply-driven demand for elite coaches and athletes, their responses were summarized in table below.

# Table 8: There is promotion of supply-driven demand for elite coaches and athletes

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Strongly disagree Disagree Not sureAgree  | 34394 | 5.26.965.56.9 |
|  | Strongly Agree | 7 | 12.1 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The research study discovered that there is limited promotion of supply-driven demand for elite coaches and athletes because 7 (12.1%) of the respondents strongly agreed, 4 (6.9%) agreed, 39 (65.5%) were not sure, 4 (6.9%) disagreed and 3 (5.2%) strongly disagreed. For 19.0% who agreed noted that the university’s policy on recruiting the athletes and coaches is dependent upon the availability of the talents on market, though on the other hand, 65.5% were not sure, and for 12.1% in disagreement, the recruitment is not driven by the market for the available athletes and coaches because the university is not competing in a transfer window. But obtain the services of good coaches and athletes who are easily convinced to get to the university on university bursaries as they engage in competitions for the university.

# There is provision of social incentives for athletes chosen to represent the University

# When respondents were interviewed whether there is provision of social incentives for athletes chosen to represent the University, their responses were summarized in table below.

# Table 9: There is provision of social incentives for athletes chosen to represent the University

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Strongly Disagree | 3 | 5.2 |
|  | Disagree | 2 | 3.4 |
|  | Not sure | 15 | 25.9 |
|  | Agree | 24 | 41.4 |
|  | Strongly Agree | 14 | 24.1 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The findings of the study on whether there is provision of social incentives for athletes chosen to represent the University revealed that 14 (24.1%) of the respondents strongly agreed, 24 (41.4%) agreed, 15 (25.9%) were not sure, 2 (3.4%) disagreed and 3 (5.2%) strongly disagreed. In critical analysis, 65.5%, it implies that the athletes are provided with accommodation and access to university amenities at no cost, there are those who qualify for waivers that even get free meals at the university; they are availed with kits for use and are sponsored for approved training camps. This has helped sports disciplines like basketball, volleyball and handball to win accolades for the university, while football and others are also giving the institution a credible position for better performance.

**There are rewards for coaches and athletes who participate in games and sports**

When respondents were interviewed whether there are rewards for coaches and athletes who take part or participate in games and sports, their responses were summarized in table below.

# Table 10: There are rewards for coaches and athletes who participate in games and sports

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Strongly Disagree | 5 | 8.6 |
|  | Disagree | 8 | 13.8 |
|  | Not sure | 7 | 12.1 |
|  | Agree | 22 | 37.9 |
|  | Strongly Agree | 16 | 27.6 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The study findings on whether there are rewards for coaches and athletes who take part or participate in games and sports revealed that 16 (27.6%) of the respondents strongly agreed, 22(37.9%) agreed, 7(12.1%) were not sure, 8 (13.8%) disagreed and 5 (8.6%) strongly agreed. With 65.5% of the respondents in agreement, the finings therefore imply that the coaches and players/ athletes are given allowances in form of out-of-pocket, lunch, transport and motivational allowances which implore them to work harder at every stage. This has resulted into having a motivated group of athletes and coaches, though since 2019 as noted by 22.4% of the respondents, the administrative changes which took place led to replacement of the management with less enthusiastic administrators which is seeing a steady and permeable decline in games and sports in the university. Though the university is still a fair sports power to reckon with, it is below the right course to be competent again.

**Table 4.11: The ways in which coaches are recruited by the Games and Sports Union**

|  |  |
| --- | --- |
| **The ways in which coaches are recruited by the Games and Sports Union** | **Distribution of responses**  |
| **Frequency**  | **Percentage**  |
| Coaches are indentified and approached for their services verbally  | 25 | 43.1 |
| Excellent athletes at the university are turned into coach players and eventually coaches  | 18 | 31.0 |
| The identified coaches are contracted | 15 | 25.9 |
| **Total**  | **58** | **100.0** |

**Source: Primary data**

The results of the study on the ways in which coaches are recruited by the Games and Sports Union showed that most coaches are indentified and approached for their services verbally as 25 (43.1%) as agreed because some of them may not meet the formal recruitment criteria for the employment manual which for the case of the university would naturally require someone to have a formal Bachelors degree at the minimum which could be not the case with many good and very good coaches yet they are excellent performers. In addition to that 31.0% agreed that there excellent athletes at the university are turned into coach players and eventually coaches which process eases the process of recruitment since many of these candidates are royal to the institution for example in the Volleyball team, all their coaches are former students or are still students serving as coach players. This has limited the expenditure on the recruitment process in this respect, and 25.9% agreed to the fact that there is identification of coaches and giving them work contracts that are obtained from elsewhere.

**Table 12: The ways the athletes are recruited by the Games and Sports Union**

|  |  |
| --- | --- |
| **The ways the athletes are recruited by the Games and Sports Union** | **Distribution of responses**  |
| **Frequency**  | **Percentage**  |
| Indentified and approached for their services verbally  | 23 | 39.7 |
| They are availed bursaries for studying as they engage in games and sports for the university  | 35 | 60.3 |
| **Total**  | **58** | **100.0** |

**Source: Primary data**

According to the study, the athletes are recruited through two major ways where 39.7% noted that the Games and Sports Union recruits athletes by indentifying the prospective athletes in the various sports disciplines who are influenced verbally for their services if they join the university and are ready to take part in games and sports. These students are recruited and become part of the students’ community, and to consolidate their stay in the university and take part in games and sports, 60.3% agreed they are availed bursaries for studying as they engage in games and sports for the university. This is guaranteed with awarding them annual contracts in which they become committed members/ subjected to the Games Union to participate and compete in games and sports while focusing also on learning/ academics which is why every year, the sports personalities both males and female are alternately rewarded under the Palamora Award and arrangements accompanied with Uganda Shillings, 500,000 (Five Hundred Thousand).

**Table 13: The ways in which the coaches are compensated**

|  |  |
| --- | --- |
| **The ways in which the coaches are compensated** | **Distribution of responses**  |
| **Frequency**  | **Percentage**  |
| They are paid allowances for training and competitions  | 42 | 72.4 |
| They are paid monthly salaries  | 16 | 27.6 |
| **Total**  | **58** | **100.0** |

**Source: Primary data**

Regarding the ways in which the coaches are compensated revealed that they are paid for activities, training and competition and statutory entitlements. Thus 72.4% agreed that the coaches are paid allowances for training and competitions because they need daily feeding and transport as well as allowances for competitions like transport, out of pocket, feeding and any other necessary entitlement. Furthermore, 27.6% agreed that they are paid monthly salaries and the money goes through the games and ;sorts union, but this arrangement is very temporary as many of them continue to demand areas which some wrote off in 2019 as bad debts when there was shuffling of the Games and Sports Union by the University Management/ Administration.

**The Games and Sports Union use evaluation questionnaire to evaluate athletes recruits**

When respondents were interviewed whether the Games and Sports Union use evaluation questionnaire to evaluate the new athletes recruits, their responses were summarized in table below.

# Table 14: Games and Sports Union use evaluation questionnaire to evaluate athletes recruits

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Strongly Disagree | 4 | 6.9 |
|  | DisagreeNeutral  | 915 | 15.525.9 |
|  | Strongly agree | 15 | 25.9 |
|  | Agree | 15 | 25.9 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The findings of the study on whether Games and Sports Union use the Coach Evaluation Questionnaire to evaluate the new athletes recruits, 15 (25.9%) of the respondents strongly agreed, 15 (25.9%) agreed, 15 (25.9%) were not sure, 9 (15.5%) disagreed and 4 (6.9%) strongly disagreed. With 51.8% of the respondents in agreement, it implies that the university runs randomized questionnaires during their meetings and occasionally with those at the Games Union offices, but also according to 22.4% of the respondents, the games union does not administer their own recognized questionnaires, but share a section in the graduating class’ questionnaire which helps them to evaluate the perception, the understanding and contribution games and sports can make to the university academic and non-academic development.

**There is scouting for potential coaches and athletes from across Uganda and outside**

When respondents were interviewed whether there is scouting for potential coaches and athletes from across Uganda and outside, their responses were summarized in table below.

# Table 15: There is scouting for potential coaches and athletes from across Uganda and outside

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Valid | Strongly Disagree | 10 | 17.2 |
|  | Disagree | 18 | 31.0 |
|  | Not sure | 10 | 17.2 |
|  | AgreeStrongly agree  | 137 | 22.412.1 |
|  | **Total** | **58** | **100.0** |

**Source: Primary data**

The findings of the study on whether there is scouting for potential coaches and athletes from across Uganda and outside revealed that 7 (12.1%) of the respondents strongly agreed, 13 (22.4%) agreed, 10 (17.2%) were not sure, 18 (31.0%) disagreed and 10 (17.2%) strongly disagreed. The study findings thus show that with 34.5% in agreement, the Games Union was before 2020 known to scout and get good coaches and athletes such as in Basketball and Volleyball, and specifically for Volleyball, the performance has always been good since they are able to maintain the national best coaches and players as a unit for at least every year. However, 48.2% did not agree because, other than Volleyball, other sports disciplines have not been able to get accomplished with the best coaches and well sustained or good performance. But the games Union has only been able to maintain good and potential coaches and athletes who can enable the teams to excel as they have done occasionally.

**Summary, Conclusion and Recommendations**

**Summary of findings**

The study discovered that the coaches are not solicited through being scouted around but are indentified and contacted so that they take on the opportunities for coaching. The best coaches are contacted and signed to take up assignments as employees, this is contrary to what Stevenson (2002) pointed out that although athletes' introductions to their sport are indeed sponsored by significant others, it is the new relationships and role identities the sport can provide that are influential in the decision to enter a given sport. The coaches are largely supported with allowances to motivate their performance, but there is no direct recruitment of the coaches using the standard recruitment procedures because the Games and Sport Union has no budget for this purpose.

The study discovered that the Games and Sport Union entices the best athletes in Volleyball, Football, handball and netball which are given preferential consideration. They have been able to bring many student (athletes) on board and sponsor their education so that they can be able to take part in games and sports events representing the university. The recruitment is not driven by the market for the available athletes and coaches because the university is not competing in a transfer window. But obtain the services of good coaches and athletes who are easily convinced to get to the university on university bursaries as they engage in competitions for the university.

The research study discovered that with 65.5% in agreement, the athletes are provided with accommodation and access to university amenities at no cost for those who qualify for waivers that even get free meals at the university and are also availed with kits for use and are sponsored for approved training camps. This had enhanced sports performance before the turn of 2020 which saw a gradual decline in recruitment of athletes and coaches as well as sustained decline in the various sports disciplines like basketball, volleyball and handball to win accolades for the university, while football and others are also giving the institution a credible position for better performance.

The study discovered that coaches are recruited by the Games and Sports Union showed that most coaches are indentified and approached for their services verbally because some of them may not meet the formal recruitment criteria for the employment manual which for the case of the university would naturally require someone to have a formal Bachelors degree at the minimum which could be not the case with many good and very good coaches yet they are excellent performers. The excellent athletes at the university are turned into coach players and eventually coaches which process eases the process of recruitment since many of these candidates are royal to the institution for example in the Volleyball team, all their coaches are former students or are still students serving as coach players. The athletes are recruited through two major ways, that the Games and Sports Union recruits athletes by indentifying the prospective athletes in the various sports disciplines who are influenced verbally for their services if they join the university and are ready to take part in games and sports.

The study discovered that athletes are recruited and become part of the students’ community, and to consolidate their stay in the university and take part in games and sports, the bursaries for studying as they engage in games and sports for the university. This is guaranteed with awarding them annual contracts in which they become committed members/ subjected to the Games and Sport Union to participate and compete in games and sports while focusing also on learning/ academics which is why every year, the sports personalities both males and female are alternately rewarded under the Palamora Award and arrangements accompanied with Uganda Shillings, 500,000 (Five Hundred Thousand). The study revealed that the coaches are paid allowances for training and competitions because they need daily feeding and transport as well as allowances for competitions like transport, out of pocket, feeding and any other necessary entitlement, They are paid monthly salaries and the money goes through the games and ;sorts union, but this arrangement is very temporary as many of them continue to demand areas which some wrote off in 2019 as bad debts when there was shuffling of the Games and Sports Union by the University Management/ Administration. With most respondents in agreement, recruitment of athletes and coaches has influenced sports performance at Nkumba University as such.

**Conclusion**

The study concludes that the coaches are not solicited through being scouted around but are indentified and contacted so that they take on the opportunities for coaching, coaches are largely supported with allowances to motivate their performance, but there is no direct recruitment of the coaches using the standard recruitment procedures because the Games and Sport Union has no budget for this purpose, the Games and Sport Union entices the best athletes in Volleyball, Football, handball and netball which are given preferential consideration, and the recruitment is not driven by the market for the available athletes and coaches because the university is not competing in a transfer window. The services of good coaches and athletes who are easily convinced to get to the university on university bursaries as they engage in competitions for the university, the enhanced sports performance before the turn of 2020 which saw a gradual decline in recruitment of athletes and coaches as well as sustained decline in the various sports disciplines like basketball, volleyball and handball to win accolades for the university, to motivate performance as an entitlement for the coaches and players/ athletes are given allowances which implore them to work harder. This leads to having a motivated group of athletes and coaches which have on the other hand experienced turbulent performance and its lack of sustainability. The administrative changes which took place led to replacement of the management with less enthusiastic administrators which is seeing a steady and permeable decline in games and sports in the university.

The coaches are recruited by the Games and Sports Union showed that most coaches are indentified and approached for their services verbally because some of them may not meet the formal recruitment criteria for the employment manual which for the case of the university would naturally require someone to have a formal Bachelors degree at the minimum which could be not the case with many good and very good coaches yet they are excellent performers. The excellent athletes at the university are turned into coach players and eventually coaches which process eases the process of recruitment since many of these candidates are royal to the institution for example in the Volleyball team, all their coaches are former students or are still students serving as coach players. The athletes are recruited through two major ways, that the Games and Sports Union recruits athletes by indentifying the prospective athletes in the various sports disciplines who are influenced verbally for their services if they join the university and are ready to take part in games and sports.

**Recommendations**

Having successfully carried out the influence of athlete’s recruitment and coaches on sports performance at Nkumba University, the following recommendations are given;

1. There should be improvement in the recruitment of coaches and athletes by ensuring that the successful candidates are scrutinized through a rigorous interview exercise and the successful ones are contracted for service in the games and sports union on permanent contracts. This enhances accountability and responsibility for their services.
2. There should be appointment of successful athletes to become coaches in the various disciplines in the university. The idea is to give a chance to the Alumni to take over technical posts in the University.
3. There should consistent motivation of athletes and coaches in order to consolidate them with the various University teams so that there can be consistent and continuous unbroken performance in sports, development of unrivaled games and sports management at team levels and establishment of a legacy which would motivate future managers to strive for higher accomplishments.

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