**SPORTS MANAGEMENT AND PERFORMANCE IN CHARTERED PRIVATE UNIVERSITIES IN UGANDA:**

**A CASE OF NKUMBA UNIVERSITY**

**BY**

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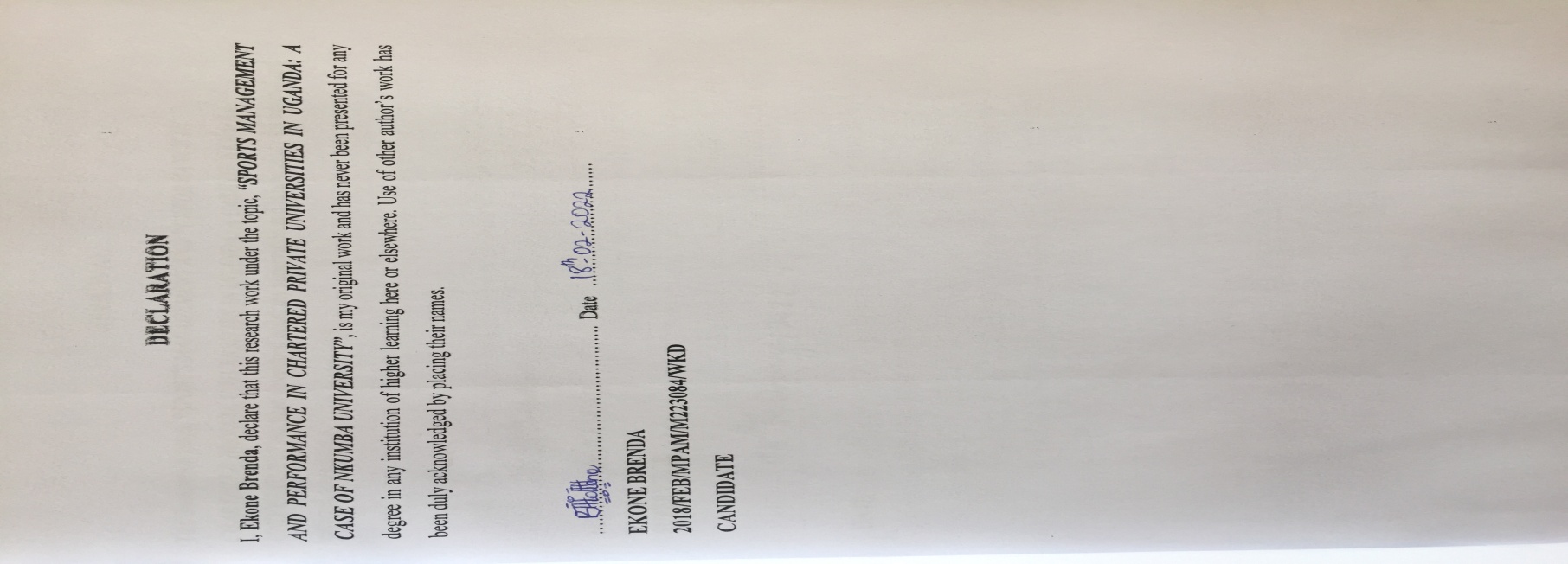
**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN PUBLIC ADMINISTRATION IN MANAGEMENT OF**

**NKUMBA UNIVERSITY**

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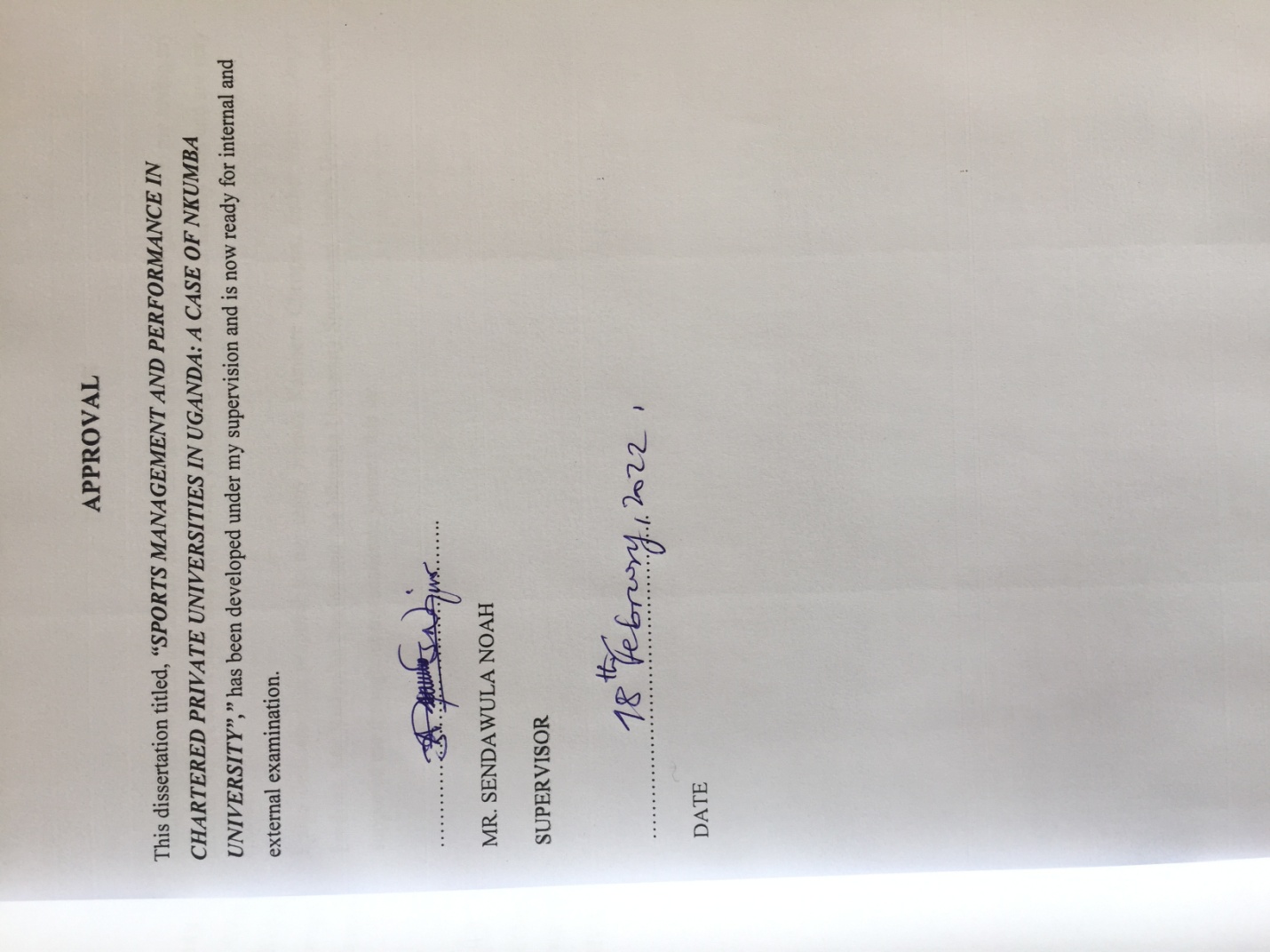
# DECLARATION

I, **Ekone Brenda**, declare that this research work under the topic, ***“SPORTS MANAGEMENT AND PERFORMANCE IN CHARTERED PRIVATE UNIVERSITIES IN UGANDA: A CASE OF NKUMBA UNIVERSITY”,*** is my original work and has never been presented for any degree in any institution of higher learning here or elsewhere. Use of other author’s work has been duly acknowledged by placing their names.



# APPROVAL

This dissertation titled, ***“SPORTS MANAGEMENT AND PERFORMANCE IN CHARTERED PRIVATE UNIVERSITIES IN UGANDA: A CASE OF NKUMBA UNIVERSITY”,”*** has been developed under my supervision and is now ready for internal and external examination.



# DEDICATION

I dedicate this work to my family and my friends. A special feeling of gratitude to my loving my parents, Mr. Ekone Robert and Mrs. Ekone Josephine who have never left my side and are very special.

I also dedicate this proposal to my many friends Kambere Chrispus, Esther Marion, Osapir Fredrick, Mr. Ssebuliba Patrick and the Nkumba University Sports and Games Union who have supported me throughout my academic journey this far.

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# ACRONYMS/ABBREVIATIONS

AAH : American Alliance for Health

CAH : Canadian Association for Health

CEQ : Coach Evaluation Questionnaire

CES : Coaching Efficacy Scale

EASM : European Association of Sport Management

EAUGs East African University Games

FUFA : Federation of Uganda Football Associations

HPS : High Performance Sport

LOM : London Olympics Marathon

LSS : Leadership Scale for Sports

MLS : Major League Baseball

MoES : Ministry of Education and Sport

NAoSSM : National Association of Sports Science and Management

NASPE : National Association for Sport and Physical Education

NASSM : North American Society for Sport Management

NBA : National Basketball Association

NCS : National Council of Sports

NFL : National Football League

NHL : National Hockey League

NUSGU : Nkumba University Sports and Games Union

NUSGUC : Nkumba University Sports and Games Union Constitution (

NUSM : Nkumba University's Sports Management

PMSD : Pyramid Model of Sport Development

SGM : Sports and Games Manual

SGUFs : Sports and Games Union Funds

SMAANZ : Sport Management Association of Australia and New Zealand

SMP : Sports Management and Performance

SMSP : Sports Management and Sports Performance

SPSS : Statistical Package for Social Science

UBTs : University Board of Trustees

UCAG : University Council's Annual Grant

USD : University Sports Department

YMCA : Young Men's Christian Association

YWCA : Young Women Christian Association

# OPERATIONAL TERMS USED

**Sport management:** According to DeSensi et al., (2003), 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. So, sport management is 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.

**Sport performance:** 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.

**Sports:** 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, andgymnasticsitems in a series that can be counted. Most people define sports as sports activities involving exposure to sports in our schools and colleges and exposure to sports every day through the media.

# ABSTRACT

*The study was about sports management and performance in chartered private universities in Uganda focusing on Nkumba University. The study was guided by the following objectives; i) to determine how recruitment of athletes and coaches has influenced sports performance at Nkumba University, ii) to examine the extent to which retention of coaches has influenced athletes performance atNkumba University and iii) to establish how the sports structure has affected the performance of athletes at Nkumba University.*

*From a sample of 58 respondents, the study discovered that coaches are not solicited through being scouted around but are indentified and contacted so that they take on the opportunities for coaching. Further, the Games and Sport Union entices the best athletes in Volleyball, Football, handball and netball which are given preferential consideration. 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. The existing coaches have built teams by gelling their players into potent teams in the various sports disciplines for sports competition and activities like Nkumba Open, Inter-Schools, Inter-University, and East African University Games, though over the past year the occurrence of the Coronavirus pandemic has made it impossible for such meeting to take place on the other hand, there are times when the teams and their respective coaches find themselves on holiday or relived of their duties temporarily when they cannot compete. The coaches help the athletes to promote coaching efficacy or usefulness during their stay at university. The games and sports are catered for, although variedly by the university through the Games and Sports Union who work on produce a workable work plan which is supported by the university administration to which the obliged to enable the various sports disciplines work. Through this, the university tries to uphold its mandate of sponsoring games and sports in the university. The Games and Sports Union is a potent department in the university which has set the pace for sports development and keep it afloat as well as giving the university credence in the country and internationally as for example in 2019, the university contributed to much of the team’s performance for example Uganda Universities with Nkumba providing many of the members won the world university netball championships and others.*

*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, there should be appointment of successful athletes to become coaches in the various disciplines in the university and 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.*

# CHAPTER ONE

# BACKGROUND TO THE STUDY

# 1.0 Introduction

This chapter contains the background to the study, problem statement, purpose of the study, study objectives, research questions, scope of the study, justification of the study, conceptual framework, operational terms and organization of the study.

# 1.1Background to the study

This study was about sports management and performance in chartered private universities in Uganda focusing on Nkumba University. The study is important 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. Within this environment the management of sports involves preparing through provision of logistics, training athletes tactically, physically, technically, and psychologically whilst also supporting the social well-being of the athlete (Becker, 2009). Sotiriadou and de Haan (2015) also highlight that an understanding about female athlete specific needs during their careers is rather limited leaving high performance managers to adopt and advance their educational and professional development activities and practices accordingly.

The background comprises the historical, conceptual, theoretical and contextual perspectives as shown below;

# 1.1.1 Historical perspective

Paton (1987) took the initiative to critically examine the progress of sport management research in the inaugural issue of the Journal of Sport Management concluded that the bulk of the research was descriptive in design and directed toward postsecondary institutions. Furthermore, major research emphasis was placed on leaders and leadership behavior, yet few concrete conclusions had emerged from such research. Researchers work to improve the theoretical base and strive to make the knowledge sensible and useful. He also recommended that sport management researchers broaden their horizons to examine non-educational organizations that are Projections suggest that we must turn our attention to other areas such as professional and amateur sport organizations and the increasingly diverse organizations in private enterprise. Although more research is available today on professional sport teams, a majority of research still focuses on collegiate teams, and only scant research has addressed amateur sport organizations.

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.

Slack (1996) also suggested areas of research that would help the field of sport management stay current among them, organizational strategy, the impact of technology on the sport industry, organizational culture, and the power and politics found in the sport industry. There has been some growth in research addressing the topics such as organizational culture, but many of the topics he suggested are still sparsely researched in the realm of sport.

Slack's (1998) suggestions for creating a unique aspectin the field of sport management from the overall management discipline include being reflective and critical of personal scholarly research and identifying voids in the field, especially as viewed from a theoretical or practical viewpoint. Also, he suggests that researchers must theorize their work and use sport organizations to test their own theories as well as more established theory. Slack suggests that sport management academicians must broaden the types of sport organizations they examine and expand upon the sub-disciplinary areas of sport management education.

Kimbugwe (2020) noted that without a doubt, the continued level of success of Sports more so since 2012 cannot be taken for granted. The success of the Uganda Cranes is not one to be taken for granted, the most notable and significant in legacy would have been the athletics center promised after Stephen Kiprotich’s dash to gold at the 2012 London Olympics marathon, which till to date lies very far from completion.The success of the Uganda national netball team who qualified for successive world cup tournaments , winning the world university championships in 2019, the success of the national basketball teams in 2016 and 2019 and the girls achieved this with challenges faced by sports in this country, such as inadequate funding, dilapidated facilities and administrative shortfalls, shows what a great feat their performance was as well as an unclear bonus distribution model by government to reward returning sports teams and personalities.

# 1.1.2 Conceptual perspective

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).

DeSensi, Kelley, 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 (such as the National Football League, National Basketball Association, Major League Baseball or National Hockey League), 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, andgymnastics; 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 sportmanagement 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.

# 1.1.3 Theoretical perspective

The study is guided by the Institutional theory

Institutional theory focuses on the roles of social, political and economic systems in which companies operate and gain their legitimacy. As explained by Scott (1997), institutions provide for the rules of the game and define the available ways to operate by discouraging, constraining or encouraging given behavioral patterns. They have an impact on the decision-making process in giving indications of what would be acceptable or not, and in determining the individual socialization of norms and behaviors in a given society. Scott describes the three pillars on which societies are built: the regulative, the normative and the cognitive. The regulative pillar is formal and legally codified, while the normative one includes non-codified attitudes present in societies. When normative expectations and attitudes are largely diffused in society, they are gradually internalized by individuals and become accepted as the norms to which everybody is encouraged to conform. Institutions give stability and predictability to social behavior. Pressures and expectations can be exerted by institutional constituents, such as the state, professions, interest groups, public opinion and family. The underlying logic of the regulative pillar is conformity to the rules and laws, whereas that of the normative pillar relates to what is considered appropriate. But responses to institutional pressures and expectations may range from passive conformity to active resistance, depending on the nature and context of the pressures (Goodin 1996). According to this theory, for effective management of sports, there are regulations and a systematic methodology of executing duty hence enabling the institution to perform.

# 1.1.4 Contextual perspective

In the context of this research, management process in organizations is done through the managers which means 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 developmentorganization, 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 Performancewhich 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 performancein 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.

Nkumba University has got Sports and Games Union Constitution (2015) as well as a Sports and Games manual 2016 which it uses as a basis for regulating and managing Sports and Games activities. The Sports Manuals show the structures of Sports Management, but uses majorly the Sports and Games Union manual as a basis for its Sports Management. Because of this, this study has used the Sports and Games Union Manual objectives as a basis on which Nkumba University's Sports Management objectives are built.The following are the objectives of Nkumba University Sports and Games Union Constitution as per the amendment -2015;

1. To introduce and stimulate internal and external Games and Sports of all possible kinds among the greatest number of students in the university
2. To engage technical personnel to prepare and assemble formidable University teams/clubs that can compete and bring honor to the university internally, externally, regionally and globally to encourage the highest possible standards.
3. To raise funds to augment the University Council's Annual grant.
4. To establish contacts, rapport and cooperation with other Games and Sports Organizations
5. To identify and recommend talented athletes for possible grant of scholarship or bursary
6. To administer all Sports and Games Union funds.
7. To produce performance reports and official publications of the Sports and Games Union

This study has used the framework of those objectives to study what has been happening in Nkumba University.It is through good sports management that an organization can be in position to measure its performances in sports generally. 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. According to "Definition of sport" by Sport Accord, Sport managers carry out these skills in a variety of organizational settings for example College Sports; Professional Sports; Amateur Sports, Sport marketing and management firms, Sport communications and news media firms, corporate sponsorship and advertising firms, sporting goods firms, arenas, stadium, and civic Centre’s, community recreation sports programs, social service agency sports programs like Young Men's Christian Association, Young Women Christian Association, private club’ sports programs, and military sports programs."

# 1.2 Problem statement

Nkumba University has put in place Sports Management tools that require the Sports Tutor toadminister and meet modern management trends and standards in order to realize greatperformance of the teams and athletes alike. However, in theUniversity, 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. Ssebuliba (2016) noted that much as education and sports are interlinked, education has been well managed while games and sports have not been well managed which has led to decline in the performance of the university in Uganda (Inter-University games), inadequate funding for the games union (Ssebuliba, 2017), failure by the university administration does not re[air 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 (Sebuliba, 2018), 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. Therefore, the current study examinedsports management and performance in Nkumba University.

# 1.3 Purpose of the study

Sport management assumes that a broad base of participation is required to produce athletes willing and able to progress to sequentially higher levels of competition. In order to obtain this base of competition, coaches and athletes must be recruited or sponsored into a sport. The purpose of the study is to examine sports management and performance in Nkumba University.

# 1.4 Objectives of the study

The following objectives guided the study;

1. To determine how recruitment of athletes and coaches has influenced sports performance at Nkumba University
2. To examine the extent to which retention of coaches has influenced athletes performance atNkumba University
3. To establish how the sports structure has affected the performance of athletes at Nkumba University.

# 1.5 Research questions

The study following research questions guided the study;

1. How has the recruitment of athletes and coaches influenced sports performance at Nkumba University?
2. To what extent does the retention of coaches influence athletes’ performance at Nkumba University?
3. How has the sports structure affected the performance of athletes at Nkumba University?

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# 1.6 Scope of the study

The study scope comprises the geographical, content/subject and time scopes;

# 1.6.1 Geographical scope

The study was geographically conducted in Nkumba University whose main campus is located on Nkumba Hill in Wakiso District, approximately 10 kilometres (6.2 mi), by road, north-east of Entebbe International Airport, along the northern shores of Lake Victoria. The coordinates of the university campus are 0°05'42.0"N, 32°30'27.0"E (Latitude: 0.095000; Longitude: 32.507500). The focus was on Nkumba University simply because it is the focal centre of concern to the researcher.

# 1.6.2 Content scope

The study is about sports management and sports performance in Nkumba University, and the researcher was able to collect data regarding how recruitment of athletes and coaches has influenced sports performance at Nkumba University, the extent to which retention of coaches has influenced athletes performance atNkumba University and how the sports structure has affected the performance of athletes at Nkumba University.

# 1.6.3 Time Scope

The study covered a period of ten years from 2011 and 2019 because it was long enough for the researcher to examine sports management the relationship to sports performance in Nkumba University, whereas the study was conducted over a period of three months between October 2020 and January 2021.

# 1.7 Significance of the study

This study will be of practical significance to the following stakeholders:

The research is significant in that it will reveal evidence as to whether using good sportsmanagement will boost the performance of athletes/coaches generally.

More to that, the study will benefit many universities/institutions of learning and sports clubs/organizations on sports management as little research has been done on the subject in Uganda. Also it will serve as a starting point for other researchers who will be interested in the subject of this research; it will also be beneficial to communities as more knowledge has been gained from the research. This will help to build on the body of existing literature.

University Management, University Council, Board of trustees and other interested parties would use the study finding as a stepping stone for their action processes related to enhancing sports management and sports performances with the view to enhance the image of the university and to attract more students and student athletes as well as partners for various activities and ensure organization sustainability.

The study may help University Board of Trustees to justify the investment on sports management. It is through sports management, that the accountability of the financial resources and human resources alike is justified hence sports performance.

Finally, the finding, conclusion and recommendations would bring about empirically generated facts which are expected to be of great value to the University policy maker, future researchers and students at various levels.

**CHAPTER TWO**

# LITERATURE REVIEW

# 2.0Introduction

This chapter 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.

# 2.1 Literature Survey

While literature abounds related to the themes of this study, none specifically addresses the objectives discussed by the current research- This section explores studies done in related field ofSports Management and Performancewith the aim of identifying the gaps left by suchstudies to be filled by the current study.

Ogen (2005) studied Leveraging knowledge for improved sport club Performance management, He used a sample of 46 respondents and employed a cross sectional design. The findings of thestudy revealed that in the university sport, marketing campaigns are inherently connected withthe beginning of each semester. Students are simply hungry for sporting after summer holidaysor winter exam period. The simplest but powerful management rule for sport organizations is to maximize the amount and satisfaction of customers, as well as the quality and capacity of services within the balanced budget. To be more precise, existence of widely understandable and sufficiently expressive knowledge-based framework for sport club performance identification and management can help decision makers establish and maintain appropriate and customizable internal structures and processes, maximizing both overall profit and sportsmen's satisfaction.

Though Ogen's study was sports clubs, the objectives addressed were completely different from the aspect of Sports Management in the current study and the study was done twelve years ago and the operating environment could have changed. The current study seeks to fill this gap.

Kabala (2007) carried out research on evaluation of the realization of sports management objectives by national council of sports.The objective of the study was to describe the status of monitoring and evaluation on the sports program. Target population for the study was 8 Directors of Sports in charge of sports, 7 sports officers at FUFA headquarters with a total of 140respondents. Purposive sampling was used. Data was analyzed using Statistical Package for Social Science (SPSS) to generate frequencies. The study findings revealed that Sports competitions are as old as humankind. Many participant nations in the international scene and individuals alike expect good performance as an outcome. However, Uganda's sport performance especially in team sports at the international scene has for long been wanting. Taking most Ugandan citizens as the consumers of sport performance as leisure, recreation, and work or occupation activity, under performance could be attributed to sports management supervision practices. The mandate to manage sports in Uganda belongs to Uganda Ministry of Education and Sport; National Council of Sports. They work through National Sports Federations who in turn work through sports clubs.

From his study findings it was recommended that the study will help to build national level insight on performance of sports management in Uganda with view to improving athleteoutcome, provide a reading resource to researchers and scholars in field of sports management and give insight to the sports management curriculum designers to incorporate Management by Objective as part of their course outline.

The previous study did not look at how funding has influenced sports performance, whether Sports Management facilitates the recruitment and retention of top athletes and coaches, how the internal structure of the Sports management affects Performancehence leaving the gap that will be filled by the current study.

# 2.2 Theoretical review

This section reviews presents a review of theories that have been developed in the important area of Sports Management and Performanceoutside Ugandan context with the view of establishing better Sports Management, the broader theoretical framework that serves as a foundation to understanding the concept of Sports Management and Sports performance. This research will be guided by institutional theory, principal-agent theory, the structural model, and the human capital theory. The five theoreticalmodels that serve as a framework for staff remuneration are discussed below, human capital theory, equity theory, principal agency theory , institutional theory, and structural theory.

# 2.2.1 Institutional theory

Institutional theory focuses on the roles of social, political and economic systems in which companies operate and gain their legitimacy. As explained by Scott (1997), institutions provide for the rules of the game and define the available ways to operate by discouraging, constraining or encouraging given behavioral patterns. They have an impact on the decision-making process in giving indications of what would be acceptable or not, and in determining the individual socialization of norms and behaviors in a given society. Scott describes the three pillars on which societies are built: the regulative, the normative and the cognitive. The regulative pillar is formal and legally codified, while the normative one includes non-codified attitudes present in societies.

When normative expectations and attitudes are largely diffused in society, they are gradually internalized by individuals and become accepted as the norms to which everybody is encouraged to conform. Institutions give stability and predictability to social behavior. Pressures and expectations can be exerted by institutional constituents, such as the state, professions, interest groups, public opinion and family. The underlying logic of the regulative pillar is conformity to the rules and laws, whereas that of the normative pillar relates to what is considered appropriate. But responses to institutional pressures and expectations may range from passive conformity to active resistance, depending on the nature and context of the pressures (Goodin 1996). According to this theory, for effective management of sports, there are regulations and a systematic methodology of executing duty hence enabling the institution to perform.

Governments, international federations, and national federations have long been concerned about formulating policies that will promote the development of sport according to Misukha, 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 sport 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).

# 2.2.2 Human Capital and Agency Theory

A connection between human capital and agency theory seems obvious enough. As Jensen and Meckling told it, principal agent theory (PAT) examines the difficulties facing principals (owners) investing in the economic activity of agents (managers) whose knowledge and interests differ from their own; they wondered why modes of corporate governance that separate ownership and control were so prevalent (Jensen and Meckling, 1976). When principal and agent are defined by their human capital (HC) the agency problem can be framed by the difference. Other economists, suggesting HC is information, define the agency problem in terms of information asymmetries between principal and agent (e.g. Arrow, 1991). But agency is about more than knowing and deciding on another’s behalf; it is also about acting knowledgably and intentionally in the world, bringing one’s own human capital to bear in a particular situation that is neither fully known nor fully determined by causes(e.g. Emirbayer and Mische, 1998) . People are then boundedly rational, their situations open to change through their action.

Human capital and agency theories explain different kinds of capital, that is financial (what owners put up) with human (what labor brings to the activity) to be enriched with social, organizational, and institutional capitals contributed from outside the principal-agent relationship. While Adam Smith’s mix of land, labor, and financial capitals leads to enterprise, treating human capital as different from financial capital raises questions about capital theory yet to be fully addressed (Dean and Kretschmer, 2007; Harvey, 1982). The theory thus applies to the study as it relates the agent principal relationship to sports management by the principle and the performance to the agent who are the athletes.

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 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 (presumably those with "talent") 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 commonparlance among sport administrators and policymakers but lacks any sustained empirical or conceptual integrity.

# 2.2.3 Pyramid Model for sports development

According to Anderson (2001), the pyramid model of sport development assumes that a broad base of participation is required to produce athletes willing and able to progress to sequentially higher levels of competition. In order to obtain this base of competition, athletes must first be recruited (or sponsored) into a sport. This, in turn, requires a proliferation of community-based programs catering to multiple motives and market segments. Program design must provide recruits with opportunities to learn about and to come to value both social and task rewards associated with participation. Thisincludes opportunities to undertake new and significant roles, as well as training in goal planning. In order to enhance the articulation between task and social benefits of participation,social support systems need to be designed into the program.

# Figure 2.1: Pyramid Model of sport Development

High performance sports

Competitive sports

Mass participation sports

**Source: Nkumba University Sports and Games Manual, 2016**

Mere provision of programs is inadequate. Sport programs are social systems with their owninternal dynamics (Anderson, 2001). They are embedded in a broader system of social relations. Adequate program design and implementation require meticulous planning and continuous evaluation of the internal social system, as well as its articulation with the wider social fabric within which it is embedded. Although the research literature suggests the broad outlines required for such planning, added research is needed, particularly to identify the benefits people perceive in sport, how they come to value *Green* particular benefits {and not others), how and why those values change, and how values and expectancies are affected by variations in program design and implementation.

Advancement as the athlete's skills and conditioning improve, the pyramid model of sport developmentprescribes that the athlete should move to more advanced levels of training and competition. Thistypically 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 scanty study of the processes of athlete advancement. Movement up the pyramid isby no means automatic, even if an athlete's skills warrant such advancement outlines required for such planning, added research is needed, particularly to identify the benefits people perceive in sport, how they come to value Green particular benefits and not others, how and why those values change, and how values and expectancies are affected by variations in program design and implementation.

Advancement 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 scanty 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.

# 2.3Influence of athletes’ and coaches’ recruitment on sports performance

This section is about the review of literature on how recruitment of athletes and coaches has influenced sports performance;

# 2.3.1 Sponsored recruitment

Normally, an athlete's initial interest occurs through sponsored recruitment (Prus&Irini? 1980; Stevenson, 2002), whereby significant others support and encourage the athlete's involvement (Brodkin& Weiss, 1990; 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 (1997a) found that relationships with reminded others were identified as a salient factor in parents' decisions to enroll their children in particular youth sport programs.

# 2.3.2 Participant's relationship with the sponsor and the sponsor's valuation of associated role identities

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 becauseother 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 significance of infrastructure, however, goes beyond mere opportunity. The key point is that programs themselves create a demand for participants and thereby increase the rate of participation.

# 2.3.3 Promotion of supply-driven demand

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.

# 2.3.4 Providing social incentives and rewards for participating

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. In addition, a clear definition of coaching greatness does not exist. In general, society identifies coaches as “great” based on two criteria: win/loss records and media attention. This narrow definition limits the study of coaching greatness in two ways. First, the media focuses its coverage on high-visibility sports and on coaches participating at only the highest levels of competition. If you ask any one individual in the USA to make a list of coaching greats, three primary sports are likely to be represented: baseball, basketball, and football.

# 2.3.5 Recruitment of elite coaches and athletes

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).

# 2.3.6 Use of Coach Evaluation Questionnaire

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 (Coach Evaluation Questionnaire; Rushall, B.S. and Wiznuk, K, 1985) 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.

# 2.3.7 Scouting for potential coaches and athletes

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%. Decisions are now based on combining the weighted scores on the dribbling and successful passes, and not on any implicit subjective impressions, such as whether or not the player has the X-factor (Larkin & O’Connor, 2017). To our knowledge, studies explicitly comparing clinical with actuarial judgment in sports have not been conducted yet. However, given that (a) expert judges in different sports are prone to cognitive biases (Findlay and Ste-Marie, 2004; Pappalardo et al., 2017), sport coaches tend to disagree on the quality of players when applying clinical judgment (Wiseman et al., 2014), and (c) predictions based on actuarial judgment often outperform those based on clinical predictions across different domains (Ægisdóttir et al., 2006; Grove et al., 2000), one could expect more accurate performance predictions in sports when decisions are made based on pre-specified decision rules (Egisdóttir et al., 2006).

The literature reviewed in this section on how recruitment of athletes and coaches has influenced performancehas attempted to adequately address the issue though not exhaustively, so the study will accomplish this task at the data analysis and interpretation stage, with a detailed discussion and summary of related findings.

# 2.4 The influence of coaches’ retention on athletes’ performance

This section is about the review of literature on the influence of coaches’ retention on athletes’ performance;

# 2.4.1 The coach ensures establishment of a social dimension to athletes

Parks et al. (2002: 20) pointed out that the social dimension and state that sports management comprises four key areas: "sports marketing, sports organizations funding, management of human resources and the impact of sport as a social category. In their definitions, they put forward both the direct and indirect power of sport, not only in economic terms but also in social and other non-economic areas. Thus, sports managers can either have a positive or negative influence on these impacts of sport in society. Kolar&Zaletel (2013: 6) interpret the concept of sports management from a functional point of view and determine it "as an organizational function and process of planning, promotion and control of the organization and functioning.

# 2.4.2 Co-ordination of sports activities

Plastovski (2012) in his study notes that the leading staff in the sports clubs coordinate work, manage, plan, acquire and transfer information, make decisions communicate, control, dispose of tangible and intangible resources, motivate, represent the club, introduce innovations and act enterprisingly. He further notes that there are no differences between the competences of Slovenian sports managers working in profit or non-profit sports organizations, although some experts. Plastovski (2012) believe that the differences in management exist both in terms of size, purpose, as well as the type of sport organizations. Plastovski (2012) describes the concept of a sport manager as the synergy of features and functions of a manager in his narrow definition of a planner, organizer and supervisor of the work processes, as well as the leader in the capacity of a catalyst and motivator of employees in the sports organization.

# 2.4.3 Role clarification

Clarifying roles can be achieved through effective program of targeting and clear communication of expectations of the coach for each team member. According to Fletcher and Arnold (2011), for the manager effectiveness is measured not only by won games, but also by the money that the team has won. From the normative point of view, performance is the skill or performance of a task completion as close to the maximum level proposed by considering the outcome dependence of current skills and existing skills (talent) of the subject (Onana Oana, 2005). Increasing the performance is driven by continuous improvement of selection strategies using model selection.

# 2.4.4 Streamlining and standardizing training programmes

Streamlining and standardizing the training facilities are measures of methodical process undertaken under the training and competitions objectification (Special Olympics, 2012). Sports information is the basis for inspiration and comparison to identify moments where performance is achieved and which provides benchmarks for defining the route of the athlete training. Sport performance requires athlete's/ trainer's consideration of all information of physical, technical or tactical nature about the potential opponent. Knowing the number of hours of training and work and restoration program, technical and tactical exercises in which the opponent is excellent represent starting points for living arrangements and training of the athlete.

Permanent competition against other teams can be quantified by points, wins, failure and provides a measure of success meeting goals. Sports team can win only if all members use their capability in a coordinated effort of all members of the team work. Planning sports activity requires consideration of the forecasting. It varies according to sports and correlates directly with the competitive calendar. An annual sports cycle contains preparatory steps, pre-competition stages, competitive stages and phases of recovery and rehabilitation. Recovery is occurring against fatigue during exercise, fatigue that reduces sports performance. Sports nutrition is designed to cover the effort required by the sport energy needs, providing biological support essential for maintaining health, performanceand achieving recovery from exercise. Indispensable prerequisite to living a game to play is motivation. For the development of playing capacity, the cognitive and social dimensions are crucial (Serban M.H, 1999).

# 2.4.5 Preparing athletes for competition

Competition is real testing ground to prepare athletes. During the competition athletes can test their level at a certain given time, can consolidate a technique and verify direct tactics against opponents. In the same time they learn how to use energy efficiently and to improve psychological traits, such as the will and perseverance (Bompa T., 2001). The main objective of sports competition is training coaches and athletes the ability to apply principles, methods and sports training facilities in concrete situations(Roman, 2004).The performance of sports organizations is based on the highly motivated, high quality professional work of the staff and/or volunteers who work in sport. Their work is planned, organized, led and controlled by experts in professional sports management that is sports managers who have, in addition to their capabilities, skills, knowledge and motivation, a number of other competencies ranging from managerial and technical to social.

# 2.4.6 Promoting coaching efficacy

Feltz et al. (1999) also found that among high school coaches, coaching efficacy was related to higher win/loss percentage and speculated that this is due to the fact that high-efficacy coaches may be able to provide relatively higher instruction and strategy information. Feltz and colleagues (1999) also proposed four sources from which coaches derive their feelings of efficacy; the extent of coaching experience, prior success within coaching, perceived skill of athletes, as well as social 6 support, specifically support from the school, parents, community, and administration. Feltz et al. (1999) created a framework (See Figure 1) which describes the sources from which coaches develop efficacy, the dimensions of that efficacy, and the results of coaching efficacy on overall coaching behavior. It is recognized that as Feltz' has defined "coaching behavior" can also be thought of as athlete outcomes as a result of coaching behavior.

Based on this framework, Feltz et al. (1999) also created the Coaching Efficacy Scale (CES), which measures the four constructs of coaching efficacy. This instrument initially included 41 items based on the four dimensions of coaching efficacy, but was reduced to 24 items. The CES has been analyzed using with first and second order factor analysis and found to provide solid evidence of goodness of fit (Feltz et al., 1999). The CES is an instrument by which researchers within the field of coaching efficacy are able to collect data and to analyze effects of and on coaching efficacy. By creating the original model as well as the CES, Feltz et al. (1999) laid the groundwork for research in sources of coaching efficacy information. This instrument has been employed in several investigations (Myers et al., 2005; Kent & Sullivan, 2003; Vargas-Tonsing, Warner & Feltz, 2003) has demonstrated its usefulness as instrument in determining coaching efficacy and the influence of coaching efficacy on outcomes in various aspects of sport.

Bandura (1997) notes that self-efficacy beliefs are what an individual believes about their abilities at a task not about general skills sets that one has. Self-efficacy relates to an individual's perceptions of their skill set in a specific situation, not necessarily their actual skill set for example, an individual may have a physical ability skill set for instance ability to shoot a free throw but lack belief in their ability to perform at a certain time (for example with 2 seconds to go in a game) and thus find themselves unable to perform that skill set, creating decreased self-efficacy at that particular time. Self-efficacy is tied to an individuals' belief in their particular skills at a particular time. The level of self-efficacy that an individual has in regards to a task will influence their behavior while performing that task. Research has shown (Bandura, 1997) that people with higher levels of self-efficacy tend to attempt more difficult tasks, persist at those tasks longer, and put more effort into that task than people with low self-efficacy. Thus well performing coaches are those whose self-efficacy levels are high.

# 2.4.7 Trainers or scouts or coaches make their decision rules explicit

In order to increase the quality of the selection process, trainers or scouts can make their decision rules explicit and possibly add a particular weight to certain athletic skills (Musculus & Lobinger, 2018). Using such rules for decision-making is called actuarial judgment. In many studies in the selection psychology literature, it has been shown that actuarial judgment results in better performance predictions than clinical judgment (for example Egisdóttir et al., 2006; Bishop & Trout, 2002; Dawes et al., 1989; Grove et al., 2000; Kuncel et al., 2013). Conveniently, the weights assigned to certain qualities included in decision rules do not necessarily have to be optimised based on statistical analyses of large datasets. The consistent application of a decision rule alone already improves predictions and decision-making, because it decreases the likelihood of biased judgments (Dana & Dawes, 2004; Benson & Newman, 2010; Bishop & Trout, 2002; Grove et al., 2000; Kahneman, 2011; Kuncel et al., 2013; Schwab, 2008; Swets, Dawes, & Monahan, 2000).

In sports, decision rules can be used to combine information from expert ratings (Musculus & Lobinger, 2018), but it is also possible to use these rules when direct measures of sport performance are collected (e.g. continuous position data, see Couceiro, Dias, Araújo, & Davids, 2016; Frencken, Lemmink, & Delleman, 2010; Link & Hoernig, 2017). Yet, for the majority of athletes, this type of data is often unavailable. Then, athletes may be asked to participate in more simple assessments that provide information on the skills considered to be important by the scout, coach, and/or club.

The literature reviewed in this section on the extent to which retention of coaches has influenced athletes’ performance has attempted to adequately address the issue though not exhaustively, sothe study will accomplish this task at the data analysis and interpretation stage, with a detailed discussion and summary of related findings.

# 2.5Effects of sports structure on performance of athletes

This section of the literature review focuses on how the sports structure has affected the performance of athletes;

# 2.5.1 Creation of an ideal operational environment for the coaches

According to Asembo et al., (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. 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). It has a universal character, the result of human thought and practice, with the main aim to achieve the objectives of development and welfare.

Management can be understood as a creative process, which allows an organization to reach the set goals of its owner. Particularly, in case of top athletes, it is no longer only a question of just the effective implementation of the organization's objectives, but also of achieving the objectives of the individual, the athlete, or the team. The differences between general and sports management are particularly noticeable in the area of human resources management, where unlike in sport, managers work both with employees and volunteers, which is typical for Slovenian sports market Cuskelly, G. & Auld, C. (2000).

# 2.5.2 Sports planning and management

Retar (2011) opine that management of sport means above all planning, leadership and control of business processes as well as the management of all key resources that are important for achieving the goals of sports organizations. "Sport actually has never been just a private good, or either only a public good, as it has been defended by certain social systems. Since it is increasingly becoming a complex and sensitive social and economic category, there is never enough knowledge of how to manage a sports organization. Of course, it is necessary to mention that sport is an integral part of the culture and traditions - both for the individual and society, and it is thus even more important to know the motives and attitudes of individuals entering the sports organization as well as the society that affects it.

Sports Management consists in coordinating sports organizations / actions, processes, situations, problems and quota issues arising from the administration of the existing of financial, matenal, human and information resources in order to achieve the objectives proposed for different operational intervals (Kearney, 2009). The managerial activity of sports teams and athletes seeks finally to get sports performance. These performances, whatever sports, are pursued at all levels, from parents to manager, from director to governmental forums and give the essence, purpose, satisfaction and generate new sports policy.A sport organization can be effective if it has a positive report on the results proposed. Sports games team's effectiveness is measured by the number of games won in a given period(championship), it may well improve if the players understand their roles and accept them.

# 2.5.3 Ensuring scientific developments and knowledge

Contemporary sport is run by a managerial system based on scientific developments and knowledge deriving from scientific studies that strive to be universally valid, as opposed to an intuitive management model. Unlike other industries, sport has certain distinctive characteristics which render the implementation of the management process unique in many respects. These distinctions are perhaps best described by Stuart and Smith (1999), with respect to the application of specific management techniques in sports organizations. Management is therefore a formal process that occurs within the sports organizations that direct and organize resources to meet the stated goals of sports organizations (Mullins John, 2002).

Zeigler (1987) on the future of sport management and performance concluded that the field still had an opportunity to relate significantly to the developing social science of management but that it needed to do so soon. Zeigler (1987) also emphasized that the vast enterprise that is sport must more effectively address the urgent need for qualified managers, and he highlighted the then-new North American Society for Sport Management as an entity that could make a significant contribution in this regard. He recommended that such developments should be carried out in full cooperation with the national association for sport and physical education within the American Alliance for Health, physical education, recreation, and dance and with the Canadian Association for Health.

# 2.5.4 Focusing on physical education and recreation

According to Jagodic (2010), internal organizational structure is coordinated by "the type of external environment that is by placing sports organizations within the system of sports governance at the national level. As a positive example in developing countries, Slovenia incorporated its national programs in sports, according to (Jagodic, 2010), particularly in relation to the importance of sustainable technical knowledge and management practices.

Jasemi (2012) noted that for competitive sports organizations it is very important to perform a comprehensive analysis of the current situation on which to base the changes and further courses of action. Following the substantial period of transition, the research in the present state of management in sports organizations, concerning the determination of the managerial system structure, financial resource allocation, ownership issues, human resources in sports management, primary and complementary professions, has yielded certain indications as to the parameters according to which sports organizations perform their business and sports activities.

# 2.5.5Sustaining a proper management structure in the sports organization

According to (Drucker, 1973 eds, 2004), maintains that titular issues in executive management bodies are a good indication of the change in the perception of the direction management is taking. Previously, it was the presidency that won over diverse titles offered for the executive management in sports organizations; nowadays, it is the managing committee. The data further imply that most sports organizations have entirely abandoned the past business practices, adjusting themselves to the conditions of the market economy. Ideally, in clearly defined ownership relations, it is the Assembly that would determine goals and development policies, while the executive committee and the management would define strategies and tactics, thus separating responsibilities and authorizations while supplementing one another at the same time.

# 2.5.6Composing and structuring the management teams

In the majority of the sports organizations included in the research by Mintzberg (1979 cited 1983 and 2003), the management teams were extended with the additions of the sports director, the marketing director and the finance director. The management teams were led by either the general manager or the secretary general. The present study shows that not all sports organizations have complete management teams but also that the situation from the starting period of transition has changed. Compared to (Coveil, 2003), a slight percentage growth is noticeable in the variables: the general manager and the secretary general.

According to Weese (1995), in addition to enhancing the field of sport management and performancefrom a theoretical perspective, sport management research should serve practitioners in professional and organizational sport settings and environments. Weese (1995) suggested that practical implications should be addressed in order to assist sport industry professionals, as the success of the innovation becomes more evident, more organizations follow the template with only moderate differences, modeling their innovation very closely to what seems to work. Similarity between organizations becomes more apparent, at least for the given innovation. This characterizes the semi-institutionalization phase where the increase in adoption that is mimetic behaviour leads to consensus and increased legitimation. When the innovation becomes taken for granted that is the norm and implementation variations decrease.

# 2.5.7Streamlining revenue and cost structures

Compared to what Noll and Zimbalist (cited in Zimbalist, 2007) concluded about the period of entering the transition process, when the state withdrew substantial financial support to sports organizations, that replenishment of funds in sports organizations has undergone significant changes in certain revenue variables. Higher percentage values are found in ticket sales revenues whereas lower values are found in the transfer of players, sponsorships, marketing activities, business space rentals and other sources. An equal percentage value can be found in private business initiative.

The review in this section shows that sports management differs from thegeneral concept of management, but the difference does not take away the similar peculiarities such as organizational structure for example associations, federations of associations, associations of federations, companies and so on, ownership structure for example private, public, public-private sports organizations and so on, stakeholder structure for example volunteers, parents, athletes and sports teams, sponsors, donors and so on, the structure of mission (profit and non-profit) and the structure of key products for example management of an event, an athlete, a sports facility and so on. The differences are pointed at by Bednarik et al. (1998), who stated that in sport management priority is given to the coordination and sports events management, management of sports facilities, management of human resources, finances.

# 2.6 Summary of the literature

Additionally, Vanderzwaag (1998) identified that sports management and performance include recreational sport programs, industrial and military sport programs, corporate-sponsored sporting events, sporting goods, developmental sport programs, sport news media, and sport management academic programs.Today, sport management is global, as organizations like the European Association of Sport Management and the Sport Management Association of Australia and New Zealand work to administrate sport management professionals in settings outside the U.S. In addition to playing a major role in facilitating athletic competitions, sporting professionals' roles have grown to include player and team management, sport marketing and fan engagement, sport finance, sport research and journalism and sport law, policy and ethics. Therefore, the sport management field has developed a great deal over the years. Organizations like National Association of Sports Science and Management help sport management professionals stay current on these issues and more, a necessity in such a complex and evolving field.

# 2.7 Conceptual framework

The conceptual framework focuses on the independent variable which is sports management and the dependent variable which is performance.

# Fig. 2.2 Conceptual framework

**Independent variable Dependent variable**

**Sports Management**

* Recruiting coaches and Athletes
* Retention of coaches and athletes
* Building structures for administration

**Performance**

* Taking part in Games and Sports events with competent athletes
* Well organized sports events
* Excelling in competition
* Sustaining performance

**Moderating variables**

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* Awarding excellent Sports men and Women
* The Influence of the University Administration
* The University Sports Policy

# *Source: model; Adopted from Anderson (2001) and modified by the researcher, 2020*

The conceptual framework comprises three variables which interact to form a synergy of spiral information flow whereby the independent variable which is Sports management consisting of recruiting coaches and Athletes who will compete in the various sports activities, retention of coaches and athletes, and building structures for administration for the success of the sports department. The dependent variable, performance consists of taking part in Games and Sports events with competent athletes within the university and outside it, well organized sports events internally and externally, excelling in competition as well as sustaining performance. These are moderated by awarding excellent Sports men and Women with bursaries to further their education, the Influence of the University Administration who ensure that sports is well sponsored and the prevailing University Sports Policy is crucial in ensuring that the university is vibrant in games and sports.

**CHAPTER THREE**

# METHODOLOGY

# 3.0 Introduction

This chapter explores the research design, study population, sampling design which will include the sampling method, sampling procedure and sample size, sources of data, data collection methods, data processing, analysis, validity and reliability of the research instruments and procedure for the research.

# 3.1 Research Design

The study applied a case study design, which according to Anastas (1999), is an in-depth study of a particular research problem rather than a sweeping statistical survey. It was often used to narrow down a very broad field of research into one or a few easily researchable examples. The case study research design was used in this study for obtaining data from a given section of the sample separate from the other at specific times intervals as well as testing whether the specific understanding of sports management applies to performance in Nkumba University as a Chartered University.

# The case study design supported the use of the qualitative research approach in a greater part, while the quantitative approach which was not common but was used, enabledattachment numerical values to respondents’ views/ narratives. The qualitative approach was widely more used as it helped in galvanizing respondents’ opinions, views and descriptions of the phenomena as it was observed by the respondents when it occurred.

# 3.2 Population of the area

According to Nkumba University Supplement (The New Vision, 12-July, 2014), Nkumba University’s students’ population is between 4,000 and 5,700, while the staff are about 200. This population provides the reliable source of the study population from whom the sample for this study was obtained.

# 3.3 Study Population

According to Henry (1990), Bickman & Rog (1998), study population is a subset of the target population from which the sample is actually selected. It was broader than the concept sample frame. It was appropriate to say that sample frame is an operationalized form of study population. Study population is the operational definition of target population. Researchers are seldom in a position to study the entire target population, which is not always readily accessible.The study used a population of 70 (seventy) potential respondents obtained from the administration and sports fraternity including 20 administration including the Vice Chancellor, University Secretary, University Bursar and the Accounts Assistants who have the administrative and financial information because sponsoring games and sports involves finances whereas also this number is manageable and can be easy to access for data collection considering the limited time for the study, 20 members from Nkumba University Students’ Union whonhave the technical and administrative expertise to manage games and sports in the University and 30 Students in Nkumba University since games and sports entertains them thus it is vital to get data from them. The numbers selected are that because the research needed to be carried out within very manageable parameters in terms of respondents’ numbers in order to cover the entire population chosen or selected through the manageable sample at hand. These provided the basis of the responses and the analysis on the study derived from these.

# Table 3.1: Study population

|  |  |  |
| --- | --- | --- |
| **Population Category** | | **Study population** |
| 1) Administration | i) Vice Chancellor | 01 |
| ii) University Secretary | 01 |
| iii) University Bursar | 01 |
| iv) Accounts Assistants | 17 |
| 2) Nkumba University Students’ Union | | 30 |
| 3) Students in Nkumba University | | 20 |
| **Total** | | **70** |

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# 3.4 Sampling

## According to Lance & Hattori (2016), sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population. Different sampling methods were widely used by researchers in market research so that they did not need to research the entire population to collect actionable insights. It was also a time-convenient and a cost-effective method and hence forms the basis of any research design. Sampling techniques was used in a research survey for optimum derivation of the facts about the responses of the given sample of study.

# 3.5 Sampling Methods

The process of selecting a portion of the population to represent the entire population is known as sampling (LoBiondo-Wood & Haber 1998; Polit and Hungler 1999). There were two sampling methods which were used in this study, namely probability and non-probability sampling.

# 3.5.1 Probability or Representative

A representative sample was a small quantity of something that accurately reflects the larger entity; an example was when a small number of people accurately reflect the members of an entire population. Cochran(1977) earlier noted that with probability sampling, the researcher will determine the chance or probability of an element being included in the sample. Probability sampling includes: Simple Random Sampling, Systematic Sampling, Stratified Sampling, Probability Proportional to Size Sampling, and Cluster or Multistage Sampling.The combination of these traits makes it possible to produce unbiased estimates of population totals, by weighting sampled units according to their probability of selection.These various ways of probability sampling had two things in common which are every element has a known nonzero probability of being sampled and involves random selection at some point. The researcher used a stratified sampling technique for obtaining the sample for this study from among the students and members of the Students’ community in the University.

**3.5.2 Non-probability or Non-representative**

A non-probability sampling method was adopted which, according to LoBiondo-Wood and Haber (1998), is less vigorous and tends to produce less accurate and less representative samples than probability or random samples. Non-probability sampling implies that not every element of the population had an opportunity for being included in the sample, such as convenience (accidental), quota, purposive and network sampling procedures. The non-probability sampling procedure had limited generalization of the findings. With non-probability sampling, the researcher determined only those elements she deemed important for the study to be included in the sample. Thus because the selection of elements was non-random, non-probability sampling did not allow the estimation of sampling errors. These conditions gave rise to exclusion bias, placing limits on how much information a sample could provide about the population. Information about the relationship between sample and population was limited, making it difficult to extrapolate from the sample to the population. Non-probability sampling methods included convenience sampling, quota sampling and purposive sampling. In addition, non-response effects turned any probability design into a non-probability design if the characteristics of non-response were not well understood, since non-response effectively modifies each element's probability of being sampled. This study obtained data through purposive sampling which was used on the administrators such as the i) Vice Chancellor, ii) University Secretary,iii) University Bursar and iv) Accounts Assistants as well as Nkumba University Students’ and Games Union.

# 3.6 Sampling techniques

Seema (2018) writes that sampling techniques are very helpful in research since they enable the researcher to obtain the sample for the study through a derivation process. There were lot of techniques which helped to gather the sample depending upon the need and situation. The sampling techniques which this study used include;

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# 3.6.1 Purposive Sampling

The researcher applied personal judgment about which respondents to choose, and pick only those who best meet the purpose of the study. In this study, purposive sampling was used because it was judgmental, allowing the researcher to handpick certain groups or individuals according to their relevance to the issue at hand (Aina and Ajifuruke, 2002). The use of purposive sampling aimed at getting as more relevant and valuable information for the research as possible from the Administrators and Members of NUSGU.

**3.6.2 Stratified random sampling**

Stratified Radom Sampling was used to select respondents from which the target population and sample was obtained. The various strata in the population was grouped, and from this various strata, the random sampling technique was applied to choose the sample for the population from among the middle level managers and students.

**3.7 Sample Size Determination**

According to Yin, Robert K. (2003), sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size was an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study was usually determined based on the cost, time, or convenience of collecting the data, and the need for it to offer sufficient statistical power. The sample for this study is chosen based on the formulae by Yamane.Yamane (1967) developed a statistical formulae for calculating or determination of sample size in relation to the population under study so that inferences and conclusions reached after the survey could be generalized to the entire population from which the sample was gotten.

The Taro Yamane statistical formular is thus:

n =     N/ 1+ N(e)2

In the formular above;

n is the required sample size from the population under study

N is the whole population that is under study

e is the precision or sampling error which is usually 0.10,0.05 or 0.01

n =     N/ 1+ N(e)2

N=70; e= 0.1; e2= 0.01

n =  70/1.2 + 70(0.1)2  n= 58

Therefore, a sample size 58 respondents out of the entire population of 70 respondents would therefore be the lowest acceptable number of responses to maintain a 95% confidence level.

# Table 3.1: Study population

|  |  |  |  |
| --- | --- | --- | --- |
| **Population Category** | | **Study population** | **Percentage** |
| 1) Administration | i) Vice Chancellor | 01 | 01 |
| ii) University Secretary | 01 | 01 |
| iii) University Bursar | 01 | 01 |
| iv) Accounts Assistants | 17 | 14 |
| 2) Nkumba University Students’ Union | | 20 | 17 |
| 3) Students in Nkumba University | | 30 | 24 |
| **Total** | | **70** | **58** |

# 3.8 Data collection methods

Being a case study research typically includes multiple data collection techniques and data were collected from multiple sources. Data collection under the case study design includes interviews, observations (direct and participant), questionnaires, and referring to relevant documents (Yin, 2014), and these were the methods that were applied to this study.

# 3.8.1 Interview

Another method that was used by the researcher used the interview method involving face-to face interview which had a distinguished advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. The interview method was hoped would yield high response rates in survey research since structured interview were used when all the questions were drafted and a respondent were asked to clarify incase an ambiguous answer was given and sought for follow up information hence the researcher obtained the best information.

It was a very good technique for getting the information about the complex, emotionally ladden subjects. The respondents adapted the ability to be interviewed, this was achieved through conversation with the respondent and there was frequent response from the respondent. The data collected by this method was more correct compared to the other methods that were used for the data collection. The interview method was good to use since the researcher went to the field herself and ask the respondents for more information that was necessary for the research thus yielding more information from the field compared to other methods.

# 3.8.2 Questionnaire method

According to Lavrakas (2008), the questionnaire often is administered in a standardized fashion, that was, in the same way to all the respondents of the survey. The logic behind the standardization of questions and answers is that only if a stimulus is the same for all the respondents of a survey.The questionnaire was the main instrument for collecting data in this case study research. Basically, it involved a set standardized questions or items which followed a fixed scheme in order to collect individual data about sports management and performance. The questionnaire comprised typically of close-ended and open-ended questions.

# 3.8.3 Observation method

According to Routio (2007), observation is a data collection method, by which the researcher gathered knowledge of the researched phenomenon through making observations of the phenomena, as and when it occurs. The observation method involved the systematicselection, watching, listening, reading, touching, and recording behavior and characteristics of living beings, objects, or phenomena.

# 3.8.4 Documentary review

According to Bartis (2002), documentary-method is the method used to categorise, investigate, interpret and identify the limitations of physical sources, most commonly written documents, whether in the private or public domain that is personal papers, commercial records, or state archives, communications and legislation. The researcher reviewed existing documents from the University and the University Games and Sports Union.

# 3.9 Data Collection Tools/ Instruments

This was the first hand information from the people concerned. A number of tools were used for data collection and these included i) self-administered questionnaires and ii) interview guides.

# 3.9.1Self-Administered Questionnaire

The researcher used the questionnaire technique or tool for collecting data that was constructed with open ended and close ended questions. The researcher opted to use the questionnaires because they were used to collect large amounts of information from a large number of people in a short period of time, and it was a relatively cost effective, quick and easily quantifiable by the researcher to analyze the data and to compare the findings for clarity. Furthermore, the researcher used close ended and open ended questions. Close ended involved questions/statements with determined answers from which the respondents were able to choose the most appropriate responses. Open ended questions enabled the researcher to obtain in-depth opinions of respondents. The open ended questionnaires involved questions that required the respondent to give an opinion.

The researcher chose questionnaires because the research contained variables that could not provide data through direct observation. Such data required the respondents to express their feelings and opinions.

# 3.9.2 Interview Guide

The researcher set questions to guide the oral/ mouth to mouth interactions between the researcher and the respondents. The data collected by this method was more correct compared to the other methods that were used for data collection. The interview method was good to use since the researcher went to the field herself and asked the respondents for more information that was necessary for the research thus yielding more information from the field compared to other methods.

**3.10 Data Collection Procedures**

My research got authorization in form of an introduction letter from the School of Social Sciences ascertaining that she was a bonafide student of the university with mandate to carry out a study. The researcher booked appointments with the Administration /Management of the University as well as members of NUSGU and explain to them the purpose of the study. Assurance on confidentiality of information was given and questionnaires were left for three days with the respondents to fill and return them to the researcher. And also in the process, a number of interviews were carried out to get data for the study.

# 3.11 Data Quality Control

The following criteria was applied to this qualitative study in order to make the research credible, that is reliability and validity. Respondents’ checking was undertaken to give credibility to the analysis, and it was now up to the reader to determine whether the text has sufficient credibility to qualify as quality piece of research.

# 3.11.1 Validity

According to Litwin (1995) validity is the degree to which an instrument measures what it is intended or the degree to which results obtained from data analysis present the phenomena under study. In this study, validity tests were not carried out widely, but were done with only three potential respondents prior to the administration of these instruments. This was done to find out whether the questions were capable of capturing the intended responses. The research used content validity to measure the degree to which data obtained from the research instrument was meaningful and accurate.

**3.11.2 Reliability**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Amin (2005) defines reliability as the measure of the degree to which a research instrument yields consistent results. It is an indicator of the suitability, repeatability and consistency with which the instrument measures concepts. The researcher conducted a pre-test of the instruments to help uncover and identify the inconsistencies that were corrected before the instruments were taken to the field for data collection.

# 3.12 Research Procedure

According to Bell (2000), the researcher is able to identify the research problem from which research objectives were developed. The study proceeded to collect data by use of a permissive letter from the Research Department of the School of Social Sciences for field data research to the field. This wasproceded by collection of data from the case study and one week was used to classify and records the findings for analysis by the research. The researcher thereafter visited the field and collect the information for editing and analysis.

# 3.13 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, pie charts and bar graphs 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.

# 3.14 Research Ethical Considerations

Bell (2000) observes that in undertaking ant research study, the researcher has observed certain stimulant and ethical research standards. In this case the researcher put into consideration issues pertaining to honesty, fairness, integrity, confidentiality, and discloser of methods, openness of intent, guarantees extra.

Accordingly, the researcher took upon the corresponding responsibility to protect the respondents from any psychological harm and damage. The researcher ensured and assured the respondents that participation in the study was voluntary and any respondent was free to withdraw from the study at any time.

The current study is subject to certain ethical issues. 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.

**3.15 Limitations and delimitations of the Study**

1. The researcher was aware that not all the respondents were willing to share all the information openly due to fear of stigma. To handle this, the researcher assured the respondents that any information given was treated with utmost confidentiality.
2. The research itself was costly especially the data collection and analysis exercise. The researcher tried as much as possible to be fast in collecting data.
3. Poor infrastructure made it impossible to reach some respondents within the time allocated. The researcher used the cheapest available means and work continuously without break for example use of secondary sources like library sources.
4. The outbreak of COVID-19 which slowed the process of the research. The researcher contacted the respondents by phone so as to save time and keep the Corona distance.

**CHAPTER FOUR**

**DATA ANALYSIS, PRESENTATION, AND INTERPRETATION AND DISCUSSION OF FINDINGS**

**4.0 Introduction**

The researcher set out to investigate and present, analyse and interpret the findings on sports management and performance in Nkumba University. The data was obtained from administrators such as the deputy Vice Chancellor, the University Bursar, some accounts assistants, members of Nkumba University Students’ Union at the main campus and Kampala campus s well as students in Nkumba University. The researcher contacted 58 respondents who all provided relevant data for this study, standing for 100% response rate. The findings include respondents’ personal variables, how recruitment of athletes and coaches has influenced sports performance, the extent to which retention of coaches has influenced athletes performance and how the sports structure has affected the performance of athletes at Nkumba University.

**4.1 Respondents’ Personal Variables**

The personal variables of the respondents as individuals and as a unit of the sample comprise the age, gender or sex, marital status, the highest education level attained, designation of the respondent in the university and the length of time one has worked in the University. These variables help to link the person’s perception and understanding of the items for response and how they link-up with the research. The findings on the respondents’ personal variables are presented, analysed and interpreted in this section;

**Table 4.1: Respondents’ personal variables**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Response** | **Frequency** | **Percentage** |
| **Age** | 15-29 years | 32 | 55.2 |
| 30-49 years | 18 | 31.0 |
| 50-64 years | 08 | 13.8 |
| 65 and above years | **-** | **-** |
| **Total** |  | **58** | **100.0** |
| **Sex/gender** | Male | 41 | 70.7 |
| Female | 17 | 29.3 |
| **Total** |  | **58** | **100.0** |
| Highest education level attained | Pre-Bachelor | 08 | 13.8 |
| Bachelor | 43 | 74.1 |
| Post graduate | 07 | 12.1 |
| Others | **-** |  |
| Total |  | **58** | **100.0** |
| Designation in the university | Vice Chancellor | 01 | 1.7 |
| University Secretary | - | - |
| University Bursar | 01 | 1.7 |
| Accounts Assistants | 03 | 5.2 |
| Nkumba University Students’ Union | 11 | 18.9 |
| Students in Nkumba University | 42 | 72.4 |
| **Total** |  | **58** | **100.0** |
| The period of service /study in the University | 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** |  | **58** | **100.0** |

**Source: Field data , 2021**

The findings on the respondents’ personal variables are thematically presented, analysed and interpreted below;

**4.1.1 Age groups in years**

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.

**4.1.2 The sex or gender**

Regarding the sex or gender of respondents, it was discovered that 70.1% of the respondents were male and 29.3% were female. In this case, most respondents were males since the administrators engaged in the study are males, most students who took part in the study were males and also majority of the members of Nkumba University Students’ Union comprised males. Despite the difference in the gender, but both the males and females who took part in the study availed data which cannot be declared feminine different from masculine but all vital for the study.

**4.1.3 Highest level of education level attained**

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.

**4.1.4 The designation of respondents in the university**

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 ViceChancellor, 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.

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

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.

**4.2 How recruitment of athletes and coaches has influenced sports performance at Nkumba University**

The study findings for analysis and interpretation on how recruitment of athletes and coaches has influenced sports performance at Nkumba University were obtained through the questionnaires and interviews are revealed and presented below;

**Table 4.2 How recruitment of athletes and coaches has influenced sports performance at Nkumba University**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response** | **Distribution of responses (frequency & percentage** | | | | |
| **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| There is sponsored recruitment of coaches by the University’s Games and Sports Union | 5 (8.6%) | 11 (18.9%) | 3 (5.2%) | 19 (32.8%) | 20 (34.5%) |
| There is sponsored recruitment of athletes by the University’s Games and Sports Union | 17 (29.3%) | 19 (32.6%) | 17 (29.3%) | 4 (6.9%) | 1 (1.7%) |
| There is promotion of supply-driven demand for elite coaches and athletes | 7 (12.1%) | 4(6.9%) | 39(65.5%) | 4 (6.9%) | 3 (5.2%) |
| There is provision of social incentives for athletes chosen to represent the University | 14 (24.1%) | 24 (41.4%) | 15 (25.9%) | 2 (3.4%) | 3 (5.2%) |
| There are rewards for coaches and athletes who take part or participate in games and sports | 16 (27.6%) | 22 (37.9%) | 7 (12.1%) | 8 (13.8%) | 5 (8.6%) |
| The Games and Sports Union use the Coach Evaluation Questionnaire to evaluate the new athletes recruits | 15 (25.9%) | 15 (25.9%) | 15 (25.9%) | 9 (15.5%) | 4 (6.9%) |
| There is scouting for potential coaches and athletes from across Uganda and outside | 7 (12.1%) | 13 (22.4%) | 10 (17.2%) | 18 (31.0%) | 10 (17.2%) |

**Source: Field data, 2021**

The study findings in table 4.2 above on how recruitment of athletes and coaches has influenced sports performance at Nkumba University are thematically analysed and interpreted below;

**4.2.1 Sponsored recruitment of coaches by the University’s Games and Sports Union**

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.

**4.2.2 Sponsored recruitment of athletes by the University’s Games and Sports Union**

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 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.

**4.2.3 Promotion of supply-driven demand for elite coaches and athletes**

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.

**4.2.4 Provision of social incentives for athletes**

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.

**4.2.5 Rewards for coaches and athletes who participate in games and sports**

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.

**4.2.6 Games and Sports Union use the Coach Evaluation Questionnaire**

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.

**4.2.7 Scouting for potential coaches and athletes**

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.

**Table 4.3: 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: Field data, 2021**

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 contractswho are obtained from elsewhere.

**Table 4.4: 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: Field data, 2021**

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 4.5: 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: Field data, 2021**

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.

**4.3 The influence of coaches’ retention of on athletes’ performance at Nkumba University**

The study findings for analysis and interpretation on the extent to which retention of coaches has influenced athletes’ performance at Nkumba University were obtained through the questionnaires and interviews are revealed and presented below;

**Table 4.6: The extent to which retention of coaches has influenced athletes’ performance at Nkumba University**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response** | **Distribution of responses (frequency & percentage** | | | | |
| **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| The coach ensures establishment of a social dimension to preparing athletes for competition | 13 (22.4%) | 23 (39.7%) | 9 (15.5%) | 7 (12.1%) | 6 (10.3%) |
| There is co-ordination of sports activities by the various coaches | 17 (29.3%) | 29 (50.0%) | 02 (3.4%) | 6 (10.3%) | 4 (6.9%) |
| The coaches ensure role clarification for the individual athletes and team players | 21 (36.2%) | 24 (41.4%) | 11 (18.9%) | 1 (1.7%) | 1 (1.7%) |
| The coaches have ensured better streamlining and standardizing of the training programmes | 8 (13.9%) | 14 (24.1%) | 22 (37.9%) | 13 (22.4%) | 1 (1.7%) |
| There is preparation of athletes for competition as they are planned and come in | 11 (18.9%) | 16 (27.6%) | 18 (31.0%) | 10 (17.2%) | 3 (5.2%) |
| Coaches help the athletes to promote coaching efficacy during their stay at university | 19 (32.8%) | 27 (46.6%) | 6 (10.3%) | 4 (6.8%) | 2 (3.4%) |
| The coaches make their decision rules explicitly basing on the prevailing competitiveness | 14 (24.1%) | 18 (31.0%) | 11 (18.9%) | 6 (10.3%) | 9 (15.5%) |

**Source: Field data, 2021**

The study findings on the extent to which retention of coaches has influenced athletes’ performance at Nkumba University are thematically analysed and interpreted below;

**4.3.1 Ensures establishment of a social dimension to preparing athletes for competition**

The findings of the study on whether the coach ensures establishment of a social dimension to preparing athletes for competition revealed that 13 (22.4%) of the respondents strongly agreed, 23 (39.7%) agreed, 9 (15.5%) were not sure, 7 (12.1%) disagreed and 6 (10.3%) strongly disagreed. This means that the coaches have ensured that the players gel together as team in the various sports disciplines and have coordinated approaches to competitions as agreed by 62.1% ranging from proper individual and team training, coordination in play and psyscho-logical preparedness for active sports seasons not forgetting academics.

**4.3.2 Co-Ordination of sports activities by the various coaches**

The findings of the study on whether there is co-ordination of sports activities by the various coaches revealed that 17 (29.3%) of the respondents strongly agreed, 29 (50.0%) agreed, 02 (3.4%) were not sure, 6 (10.3%) disagreed and 4 (6.9%) strongly disagreed. With 79.3% in agreement, the findings show that the various coaches prepare their athletes for sports competition and activities. The teams are then presented to the university administration for financial support, permission to represent the university and integration into the organisation culture which has overtime given credence to the university as an epitome of academic and sports excellence.

**4.3.3 Role clarification for the individual athletes and team players**

The coaches as mentors define the roles of the team players at individual level and team level, thus 21 (36.2%) of the respondents strongly agreed, 24 (41.4%)agreed, 11 (18.9%) were not sure, 1 (1.7%) disagreed and 1 (1.7%) strongly disagreed. For this case, 77.6% in agreement, the study discovered that the various coaches ensure that their players are in the right individual physical and individual mental as well as team shape to perform at the top level and achieve good results as has been the case with some athletes in Basketball, Volleyball and in other disciplines where they have won individual accolades in their multitudes at local, national and international levels as well as with the teams at all levels , participating and representing the university which has given it regional and international recognition.

**4.3.4 Coaches have ensured better streamlining and standardizing of the training programs**

The research study established whether the coaches have ensured better streamlining and standardizing of the training programmes, and thus revealed that 8 (13.9%) of the respondents strongly agreed, 14 (24.1%) agreed, 22(37.9%) were not sure, 13 (22.4%) disagreed and 1 (1.7%) strongly disagreed. For those who agreed, that is 38.0%, the coaches have tried to come up with streamlined programmes for preparing athletes through training, psycho-social support and physical abilities as. These programmes have distinguished purposefully s that the individual athletes can attain pinnacle performance. On the other hand though, 24.1% disagreed because there were few or no established work plans by the coaches since their work is determined by the programmes are determined by their superiors and as such can only have streamlined programme if the Games and Sports Union has guaranteed that they will have the opportunity to prepare their teams. But also lecture time robes them of the valuable time they would use for preparations because the athletes are meant to prioritize academics over sports. Given chance, the coaches have prepared their teams in systematic way which has led to goo performance with individual and team excellence.

**4.3.5 Preparation of athletes for competition**

The results of the study on whether there is preparation of athletes for competition as they are planned and come in show that 11 (18.9%) of the respondents strongly agreed, 16 (27.6%) agreed, 18 (31.0%) were not sure, 10 (17.2%) disagreed and 3 (5.2%) strongly disagreed. From 46.5% in agreement, it is deduced that the coaches prepare their teams and individuals for competitions including those which are internally organized like Nkumba Open, Inter-Schools, Inter-University, and East African University Games, though over the past year the occurrence of the Coronavirus pandemic has made it impossible for such meeting to take place. So for 22.4% in disagreement, it means that there are times when the teams and their respective coaches find themselves on holiday or relived of their duties temporarily when they cannot compete (off season). But during the competition calendar, each university sponsored team is adequately prepared for completion.

**4.3.6 Coaches help the athletes to promote coaching efficacy**

The findings of the study on whether the coaches help the athletes to promote coaching efficacy during their stay at university revealed that 19 (32.8%) of the respondents strongly agreed, 27 (46.6%) agreed, 6 (10.3%) were not sure, 4 (6.8%) disagreed and 2 (3.4%) strongly disagreed. With 79.6% in agreement, it means that the coaches help the athletes to promote coaching efficacy or usefulness during their stay at university which has enhanced the coaches’ capabilities to perform and get recognition and also maintain their positions (jobs). The athletes performance has enhanced the usefulness of their tutors because for example in Volleyball, the excellent performance which has been registered since 2009 has ensured that the Games and Sports Union hold on to the coach for example.

**4.3.7 Coaches make their decision rules explicitly basing on the prevailing competitiveness**

The findings of the study on whether the coaches make their decision rules explicitly basing on the prevailing competitiveness revealed that 14 (24.1%) of the respondents strongly agreed, 18 (31.0%) agreed, 11 (18.9%) were not sure, 6 (10.3%) disagreed and 9 (15.5%) strongly disagreed. With 55.1% in agreement, it means that the coaches make their decision based on rules explicitly basing on the prevailing competitiveness in order to become highly competent and achieve high competitiveness and accolades. On the other hand, 25.8% in disagreement, it means that the coaches do not wait for competition but during the course of the semester and in holidays, clinics are organized and training continues.

**Table 4.7: The ways in which the coaches promote athletes’ physical capabilities**

|  |  |  |
| --- | --- | --- |
| **The ways in which the coaches promote athletes’ physical capabilities** | **Distribution of responses** | |
| **Frequency** | **Percentage** |
| The coaches engage athletes in vigorous physical exercise at the training facilities | 38 | 65.5 |
| The coaches engage athletes in gym work | 20 | 34.5 |
| **Total** | **58** | **100.0** |

**Source: Field data, 2021**

The findings of the study on the ways in which the coaches promote athletes’ physical capabilities discovered that 65.5% of the respondents agreed that the coaches engage athletes in vigorous physical exercise at the training facilities at the University for example running at the pitch, on volleyball and basketball courts which stimulate high body physical development, muscular development and preparing them for competition, and 34.5% agreed that the coaches engage athletes in gym work mostly the males by encourage them to go to the gym and do work outs there, and for most female athletes as well as some men are encouraged generally to do aerobics. These all make it easy for the athletes to become fit and agile for better competition.

**Table 4.8: The ways in which the coaches ensure the streamlining of athletes’ management**

|  |  |  |
| --- | --- | --- |
| **The ways in which the coaches ensure the streamlining of athletes’ management** | **Distribution of responses** | |
| **Frequency** | **Percentage** |
| The coaches maintain hierarchy of leadership in the team | 45 | 77.6 |
| The coaches identify the competent athletes and recommend them for bursary extensions | 13 | 22.4 |
| **Total** | **58** | **100.0** |

**Source: Field data, 2021**

The study findings on the ways in which the coaches ensure the streamlining of athletes’ management revealed that the coaches maintain hierarchy of leadership in the teamas agreed by 45 (77.6%) because they appoint the captains, and the leadership committees in the team which streamlines operations in the various teams creating cohesion and team work . With this in place it has led maintenance of strong and enviable team in Volleyball (for Ladies which has been gelled together for enhanced performance), the football team, basketball team, handball and netball, Furthermore, the research study agreed that 22.4% accepted that the coaches are given powers to guide their teams and in the process identify the competent athletes and recommend them for bursary extensions which has attracted the best performing athletes in the country at that level.

**Table 4.9: The various ways of promoting coach’s self-efficacy**

|  |  |  |
| --- | --- | --- |
| **The various ways of promoting coach’s self-efficacy** | **Distribution of responses** | |
| **Frequency** | **Percentage** |
| The coaches have independent control over their teams | 22 | 37.9 |
| The coaches collaborate with their team members to enhance teamwork and performance | 36 | 62.1 |
| **Total** | **58** | **100.0** |

**Source: Field data, 2021**

The study findings on the various ways of promoting coach’s self-efficacy revealed that 37.9% of the respondents agreed that the coaches have independent control over their teams because they are able to decide on which athletes they need, they are involved in scouting and recommending the players they would work with and thus achieve the best performance. And in addition to that, 62.1% of the respondents noted that the coaches collaborate with their team members to enhance teamwork and performance for example they engage with the captain and their fellow team administrators and players to design and follow strategies and tactics which would bring in good results. No wonder, the university has always been among the top five performers in Ugandan Inter-University Championships wherever they are held.

**Table 4.10: The various ways of promoting players’ self-efficacy**

|  |  |  |
| --- | --- | --- |
| **The various ways of promoting players’ self-efficacy** | **Distribution of responses** | |
| **Frequency** | **Percentage** |
| The players are prepared physically and mentally for performance | 15 | 25.9 |
| The players are availed with allowances | 20 | 34.5 |
| The Games Union sponsors athletes education | 10 | 17.2 |
| The athletes are provided privileges of accommodation, feeding and treatment | 13 | 22.4 |
| **Total** | **58** | **100.0** |

**Source: Field data, 2021**

The study findings on the various ways of promoting players’ self-efficacy revealed that 25.9% of the respondents agreed that the players are prepared physically and mentally for performance through the vigorous training, individual talks between them and the team leadership, and team talk sessions which prepares their mental toughness and ability to compete. Furthermore, 34.5% agreed that the players are motivated with allowances when they set or take part in competitions at Inter-University levels, national leagues, National open and indoor championships and nay other competitions. The researcher discovered that 17.2%, agreed the Games Union sponsors athletes education with some on partial while others on full sponsorship or university waiver. This has encouraged many excellent athletes to stay with the university as their careers in games and sports as well as academics/formal education is furthered. The University’s various teams in this respect have maintained their competitiveness for a long time, though with the last years’ administrative changes and the decline in the sponsorship package from the university administration is pulling games and sports gradually down though not yet to desperate levels. And 22.4% agreed that athletes are provided privileges of accommodation, feeding and treatment for example the boys are housed in Mugejera hostel and girls are housed in Nabagereka Hall while others are given some allowances that enables them to pay for their feeding and accommodation (although this is not usually enough and is becoming dwindled). The privileged position of the athletes makes them fulfilled and happy competitors for the university.

**4.4 How the sports structure has affected the performance of athletes at Nkumba University**

The study findings for analysis and interpretation on howthe sports structure has affected the performance of athletes at Nkumba Universitywere obtained through the questionnaires and interviews are revealed and presented below;

**Table 4.11: How the sports structure has affected the performance of athletes at Nkumba University**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response** | **Distribution of responses (frequency & percentage** | | | | |
| **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| The University administration and management carries out sports planning and management | 20 (34.5%) | 20(34.5%) | 1(1.7%) | 16 (27.6%) | 1(1.7%) |
| The management of the University creates an ideal operational environment for the coaches | 7 (12.1%) | 14(24.1%) | 8(13.8%) | 21 (36.2%) | 8(13.8%) |
| The management of the University creates an ideal operational environment for the athletes | 14(24.1%) | 19 (32.8%) | 8 (13.8%) | 11(18.9%) | 6 (10.3%) |
| The management of Nkumba University Games and Sports Union creates an ideal operational environment for the coaches and athletes | 17 (29.3%) | 24 (41.4%) | 14 (24.1%) | 2 (3.4%) | 1(1.7%) |
| The University is coming up with the programme for promoting scientific developments and knowledge of sports | 2(3.4%) | 1(1.7%) | 38 (65.5%) | 15(25.9%) | 2(3.4%) |
| The coaches focus on physical education and recreation services at the training grounds/courts | 15 (25.9%) | 36 (62.1%) | 5 (8.6%) | 1(1.7%) | 1(1.7%) |
| The University sustains a proper management structure in the management of games and sports under Nkumba University Games and Sports Union | 23 (39.7%) | 31(53.4%) | 1(1.7%) | 2(3.4%) | 1(1.7%) |
| The teams are well composed and structured by the management teams | 11(18.9%) | 31 (53.4%) | 11 (18.9%) | 4 (6.9%) | 1 (1.7%) |
| The games and sports union engages in financial costing for sponsorship the various sporting disciplines and athletes | 25 (43.1%) | 33 (56.9%) | 00 | 00 | 00 |

**Source: Field data, 2021**

The findings on how the sports structure has affected the performance of athletes at Nkumba University are thematically analysed and interpreted below;

**4.4.1 Sports planning and management**

The study findings on whether the University administration and management carries out sports planning and management revealed that 20 (34.5%) of the respondents strongly agreed, 20(34.5%) agreed, 1(1.7%) was not sure, 16 (27.6%) disagreed and 1(1.7%) strongly disagreed. The study thus discovered that with 69.0% in agreement implies that the Games and Sports Union presents a work plan which is detailed enough and then it is debated and approved accordingly by the University administration that are according to the University policy obliged to provide by allocation and authorization for the necessary financial spending to enable the performance of the department (Games and Sports Union). On the other hand, 29.3% noted that the Games and Sports Union is availed inadequate funds which is why the number of students (athletes) and coaches they have been getting on board is steadily declining which spells failure for the department in the long run. But the university, however, tries to uphold its mandate of sponsoring games and sports in the university.

**4.4.2Creating an ideal operational environment**

The results of the study on whether the management of the University creates an ideal operational environment for the coaches revealed that 7 (12.1%) of the respondents strongly agreed, 14(24.1%) agreed, 8(13.8%) were not sure, 21 (36.2%) disagreed and 8(13.8%) strongly disagreed. For 36.2% who agreed noted that the necessary finances are released or disbursed to the games and sports union which enables them to motivate the coaches by paying them allowances and salaries which, however, as 50.0% disagreed shows that planning and management for Games and Sports is good but the University administration has not provided spacious office space and there is no office imprest.So, there has not been so good an approach by the management of the University to task themselves with creating an ideal environment, but what is in place is a conducive environment for the games and sports activities to thrive by supporting the coaches with allowances and materials they need for operational magnanimity.

**4.4.3 Creating an ideal operational environment for the athletes**

The findings on whether the management of the University creates an ideal operational environment for the athletes revealed that 14(24.1%) of the respondents strongly agreed, 19 (32.8%) agreed, 8 (13.8%) were not sure, 11(18.9%) disagreed and 6 (10.3%) strongly disagreed. With 56.9% of the respondents in agreement, it is ideal to state that the university has enabled the athletes to settle in and study as well as taking part in the games and sports; for 29.2% in disagreement means that on the contrary, the athletes are not given all the comprehensive package in academics and sports because some are required to pay part of their fees which is often cumbersome for those who can hardly afford, and as such some drop off in the process leading to the decline in performance of the sport for example in 2019 and 2020, some members of the handball and netball teams suffered this shock when some of their members who could not pay their part dropout and left the university and these teams weakened drastically.

**4.4.4 Creating an ideal operational environment for the coaches and athletes**

The findings of the study on whether the management of Nkumba University Games and Sports Union creates an ideal operational environment for the coaches and athletes show that 17 (29.3%) of the respondents strongly agreed, 24 (41.4%) agreed, 14 (24.1%) were not sure, 2 (3.4%) disagreed and 1(1.7%) strongly disagreed. With 70.7% in agreement, it indicates that the games and Sports Union ensures that the athletes are catered for in terms of the part they have to be paid for their school fees, that they have accommodation if they merit so, receive any other privileges as they merit at the various periods and by the constitution of the Games and Sports Union. And for 5.1% stated that some coaches are not contracted and in many cases do not receive their pay in time, but for those who agreed added that the coaches who had not received their pay in time asked the university to divert the money for their tuition and research. Therefore the Games and Sports Union is a potent department in the university which has set the pace for sports development and keep it afloat as well as giving the university credence in the country and internationally as for example in 2019, the university contributed the bulk of the team that won the world university netball championships, those who took part in various African and world cup netball tournaments.

**4.4.5 Coming up with the programme for promoting scientific developments and knowledge of sports**

The findings on whether the University is coming up with the programme for promoting scientific developments and knowledge of sports show that 2(3.4%) of the respondents strongly agreed, 1(1.7%) agreed, 38 (65.5%) were not sure, 15(25.9%) disagreed and 2(3.4%) strongly disagreed. Games and Sports has not yet been scientifically developed in Uganda, and as such the university as a unit cannot develop its own curriculum and as such this is amiss, whereas majority that is 65.5% were not sure, while 29.3% did not agree because there is no scientific approach in the promotion of knowledge and skills in the games and sports union, but what is on ground is that conventional sports knowledge is what is being applied.

**4.4.6 Coaches focus on physical education recreation services at the training ground.**

The results of the study on whether the coaches focus on physical education and recreation services at the training grounds/courts revealed that 15 (25.9%) of the respondents strongly agreed, 36 (62.1%) agreed, 5 (8.6%)were not sure, 1(1.7%) disagreed and 1(1.7%) strongly disagreed; thus 88.0% in agreement means that the coaches focus on making the athletes physically fit, strengthening their mental toughness and general ability to endure and persistently perform on the field. This had ensured that the university is among the top elite national and regional sources of talents more so in court games like netball, basketball, handball and volleyball. On the contrary but less significant though, 3.4% noted that physical training is not the only way coaches prepare their athletes, but also through session lessons on mastery of the game in their respective disciplines.

**4.4.7 Sustaining a proper management structure in the management of games and sports**

The findings of the study on whether the University sustains a proper management structure in the management of games and sports under Nkumba University Games and Sports Union revealed that 23 (39.7%) of the respondents strongly agreed, 31(53.4%) agreed, 1(1.7%) was not sure, 2(3.4%) disagreed and 1(1.7%) strongly disagreed. For 93.1% in agreement, it is clear that the university administration endorsed that the governance of games and sports in the institution should be in the hands of a semi-autonomous department which is funded and allowed to recruit the best talents for academic and sports excellency-against this background, the Nkumba University Games and Sports Union was constituted and has been at the forefront of ensuring that games and sports are developed, competent and suitably fitted into the university curriculum. With such arrangement, Nkumba University is among the top five icons of games and sports development in Uganda, a recognizable force in east Africa and in the world.

**4.4.8 Composition and structuring by the management teams**

The findings of the study on whether the teams are well composed and structured by the management teams revealed that 11(18.9%) of the respondents strongly agreed, 31 (53.4%) agreed, 11 (18.9%) were not sure, 4 (6.9%) disagreed and 1 (1.7%) strongly disagreed. Considering the fact that 72.3% of the respondents agreed, it means that the teams which are under the management of Nkumba University Games and Sports Union have clear structures in place for example there is the Chairperson for Nkumba University Games and Sports Union and his or her committee, the Sports Tutor and his or her technical team, the individual team managers, the coaches, captains, and athletes that function in a synergy which propels organized preparation and performance by those respective teams.

**4.4.9 Financial costing for sponsorship the various sporting disciplines and athletes**

The results of the study on whether the games and sports union engages in financial costing for sponsorship the various sporting disciplines and athletes show that 25 (43.1%) of the respondents strongly agreed and 33 (56.9%) agreed, while none were not sure, disagreed or strongly disagreed. for the 100% levels of agreement, it indicates that the Nkumba University Games and Sports Union has a certain budget allocation as they plan with the university administration to pay school dues for the athletes they sponsor, provide financial motivation for the athletes and the coaches and sponsoring the various sporting events they part in for example open league tournaments, galas and others in the same category.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.0 Introduction**

The summary, conclusion and recommendations of the study on sports management and performance in Nkumba University was guided by the following subthemes; how recruitment of athletes and coaches has influenced sports performance, the extent to which retention of coaches has influenced athletes performance and how the sports structure has affected the performance of athletes at Nkumba University.

**5.1 Summary of findings**

**5.1.1 How recruitment of athletes and coaches has influenced sports performance at Nkumba University**

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.

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 university runs randomized questionnaires during their meetings and occasionally with those at the Games and Sport Union offices, the Games and Sport 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. The Games and Sport 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. Volleyball, other sports disciplines have not been able to get accomplished athletes and the best coaches and good 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.

**5.1.2 The extent to which retention of coaches has influenced athletes’ performance at Nkumba University**

The study discovered that the existing coaches have built teams by gelling thei players into potent teams in the various sports disciplines and have coordinated approaches to competitions through individual and team training, coordination in play and mental preparedness for active sports participation. With 79.3% in agreement means that the various coaches prepare their athletes for sports competition and activities. The various coaches ensure that their players are in the right individual physical and individual mental as well as team shape to perform at the top level and achieve good results as has been the case with some athletes in Basketball, Volleyball and in other disciplines where they have won individual accolades in their multitudes at local, national and international levels as well as with the teams at all levels , participating and representing the university which has given it regional and international recognition.

And further, the study revealed that the coaches have tried to come up with streamlined programmes for preparing athletes through training, psycho-social support and physical abilities as. These programmes have distinguished purposefully s that the individual athletes can attain pinnacle performance. There were few or no established work plans by the coaches since their work is determined by the programmes are determined by their superiors and as such can only have streamlined programme if the Games and Sports Union has guaranteed that they will have the opportunity to prepare their teams. But also lecture time robes them of the valuable time they would use for preparations because the athletes are meant to prioritize academics over sports, but both are vital for excellence.

The study revealed that the coaches prepare their teams and individuals for competitions including those which are internally organized like Nkumba Open, Inter-Schools, Inter-University, and East African University Games, though over the past year the occurrence of the Coronavirus pandemic has made it impossible for such meeting to take place on the otherhand, there are times when the teams and their respective coaches find themselves on holiday or relived of their duties temporarily when they cannot compete. With 79.6% in agreement, the coaches help the athletes to promote coaching efficacy or usefulness during their stay at university which has enhanced the coaches’ capabilities to perform and get recognition and also maintain their positions, the athletes performance has enhanced the usefulness of their tutors because for example in Volleyball, the excellent performance which has been registered since 2009 has ensured that the Games and Sports Union hold on to the coach for example, their decision based on rules explicitly basing on the prevailing competitiveness in order to become highly competent and achieve high competitiveness and accolades during the course of the semester and in holidays. So games and sports are continuous with various trainings to sustain the insatiable appetite for success.

The study findings revealed that the coaches engage athletes in vigorous physical exercise at the training facilities at the University for example running at the pitch, on volleyball and basketball courts which stimulate high body physical development, muscular development and preparing them for competition, the coaches engage athletes in gym work mostly the males by encourage them to go to the gym and do work outs there, and for most female athletes as well as some men are encouraged generally to do aerobics to gain fitness.

The coaches ensure there has been improvement in sports management as clear hierarchy of games and Sports Union administration is used to ensure certainty in top-down and bottom-up, 77.6% agreed that the technical and captains of the teams help to streamline operations in the various teams creating cohesion and team work. There has been emergence of strong and enviable teams in Volleyball (for Ladies), handball and netball where the coaches have powers to guide the teams. The coaches collaborate with their team members to enhance teamwork and performance for example they engage with the captain and their fellow team administrators and players to design and follow strategies and tactics which would bring in good results. With this, the university has always been among the top five performers in Ugandan Inter-University Championships wherever they are held. To improve the performance of the teams further, it was discovered that the coaches are encouraged to galvanize the teams into formidable potent units that can compete favourably.

**5.1.3 How the sports structure has affected the performance of athletes at Nkumba University**

The study discovered that games and sports are catered for, although variedly by the university through the Games and Sports Union who work on produce a workable work plan which is supported by the university administration to which the obliged to enable the various sports disciplines work. Through this, the university tries to uphold its mandate of sponsoring games and sports in the university. Planning and management for Games and Sports is done quite well by the University administration has not provided spacious office space and there is no office imprest, thus they have not gotten a feasible approach by the management of the University to task themselves with creating an ideal environment, conducive environment for the games and sports activities to thrive by supporting the coaches with allowances and materials they need for operational magnanimity. The study revealed that the university has enabled the athletes to settle in and study as well as taking part in the games and sports, the athletes are not given all the comprehensive package in academics and sports because some are required to pay part of their fees which is quite unbearable for some which has marked a decline in games and sports performance since 2019 and 2020 for example the handball and netball teams have declined.

The study findings revealed that with 70.7% in agreement, indicates that the games and Sports Union ensures that the athletes are catered for in terms of the part they have to be paid for their school fees, that they have accommodation if they merit so, receive any other privileges as they merit at the various periods and by the constitution of the Games and Sports Union. Therefore the Games and Sports Union is a potent department in the university which has set the pace for sports development and keep it afloat as well as giving the university credence in the country and internationally as for example in 2019, the university contributed to much of the team’s performance for example Uganda Universities with Nkumba providing many of the members won the world university netball championships and so on. Games and Sports has not yet been scientifically developed in Uganda, and as such the university as a unit cannot develop its own curriculum and as such this is amiss, there is no scientific approach in the promotion of knowledge and skills in the games and sports union, but what is on ground is that conventional sports knowledge is what is being applied. With 88.0% in agreement, it means that the coaches focus on making the athletes physically fit, strengthening their mental toughness and general ability to endure and persistently perform on the field, and further for 93.1% in agreement, it is clear that the university administration endorsed that the governance of games and sports in the institution should be in the hands of a semi-autonomous department which is funded and allowed to recruit the best talents for academic and sports excellency-against this background, the Nkumba University Games and Sports Union was constituted and has been at the forefront of ensuring that games and sports are developed, competent and suitably fitted into the university curriculum. The teams which are under the management of Nkumba University Games and Sports Union have clear structures in place for example there is the Chairperson for Nkumba University Games and Sports Union and his or her committee, the Sports Tutor and his or her technical team, the individual team managers, the coaches, captains, and athletes that function in a synergy which propels organized preparation and performance by those respective teams. The sustainability of Nkumba University Games and Sports Union, as agreed by 100% is the conduit through which the University finances Games and Sports.

**5.2 Conclusion**

**5.2.1 How recruitment of athletes and coaches has influenced sports performance at Nkumba 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 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. 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. 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.

**5.2.2 The extent to which retention of coaches has influenced athletes’ performance at Nkumba University**

The study concludes that the existing coaches have built teams by gelling their players into potent teams in the various sports disciplines and have coordinated approaches to competitions through individual and team training, coordination in play and mental preparedness for active sports participation. The various coaches prepare their athletes for sports competition and activities. The various coaches ensure that their players are in the right individual physical and individual mental as well as team shape to perform at the top level and achieve good results as has been the case with some athletes in Basketball, Volleyball and in other disciplines. The study revealed that the coaches have tried to come up with streamlined programmes for preparing athletes through training, psycho-social support and physical abilities as. These programmes have distinguished purposefully s that the individual athletes can attain pinnacle performance. There were few or no established work plans by the coaches since their work is determined by the programmes are determined by their superiors and as such can only have streamlined programme if the Games and Sports Union has guaranteed that they will have the opportunity to prepare their teams.

The study revealed that the coaches prepare their teams and individuals for competitions including those which are internally organized like Nkumba Open, Inter-Schools, Inter-University, and East African University Games, though over the past year the occurrence of the Coronavirus pandemic has made it impossible for such meeting to take place on the otherhand, there are times when the teams and their respective coaches find themselves on holiday or relived of their duties temporarily when they cannot compete.The coaches help the athletes to promote coaching efficacy or usefulness during their stay at university which has enhanced the coaches’ capabilities to perform and get recognition and also maintain their positions, the athletes performance has enhanced the usefulness of their tutors because for example in Volleyball, the excellent performance which has been registered since 2009 has ensured that the Games and Sports Union hold on to a great coach.

The coaches engage athletes in vigorous physical exercise at the training facilities at the University for example running at the pitch, on volleyball and basketball courts which stimulate high body physical development, muscular development and preparing them for competition, the coaches engage athletes in gym work mostly the males by encourage them to go to the gym and do work outs there, and for most female athletes as well as some men are encouraged generally to do aerobics to gain fitness. The coaches ensure there has been improvement in sports management as clear hierarchy of games and Sports Union administration is used to ensure certainty in top-down and bottom-up. The technical and captains of the teams help to streamline operations in the various teams creating cohesion and team work. There has been emergence of strong and enviable teams in Volleyball (for Ladies), handball and netball where the coaches have powers to guide the teams. The coaches collaborate with their team members to enhance teamwork and performance for example they engage with the captain and their fellow team administrators and players to design and follow strategies and tactics which would bring in good results. With this, the university has always been among the top five performers in Ugandan Inter-University Championships wherever they are held.

**5.2.3 How the sports structure has affected the performance of athletes at Nkumba University**

The study concludes that games and sports are catered for, although variedly by the university through the Games and Sports Union who work on produce a workable work plan which is supported by the university administration to which the obliged to enable the various sports disciplines work. Through this, the university tries to uphold its mandate of sponsoring games and sports in the university. Planning and management for Games and Sports is done quite well by the University administration has not provided spacious office space and there is no office imprest, thus they have not gotten a feasible approach by the management of the University to task themselves with creating an ideal environment, conducive environment for the games and sports activities to thrive by supporting the coaches with allowances and materials they need for operational magnanimity. The study revealed that the university has enabled the athletes to settle in and study as well as taking part in the games and sports, the athletes are not given all the comprehensive package in academics and sports because some are required to pay part of their fees which is quite unbearable for some which has marked a decline in games and sports performance since 2019 and 2020 for example the handball and netball teams have declined. The games and Sports Union ensures that the athletes are catered for in terms of the part they have to be paid for their school fees, that they have accommodation if they merit so, receive any other privileges as they merit at the various periods and by the constitution of the Games and Sports Union.

The Games and Sports Union is a potent department in the university which has set the pace for sports development and keep it afloat as well as giving the university credence in the country and internationally as for example in 2019, the university contributed to much of the team’s performance for example Uganda Universities with Nkumba providing many of the members won the world university netball championships and others. The coaches’ focus on making the athletes physically fit, strengthening their mental toughness and general ability to endure and persistently perform on the field. It is clear that the university administration endorsed that the governance of games and sports in the institution should be in the hands of a semi-autonomous department which is funded and allowed to recruit the best talents for academic and sports excellency-against this background, the Nkumba University Games and Sports Union. The management of Nkumba University Games and Sports Union have clear structures in place for example there is the Chairperson for Nkumba University Games and Sports Union and his or her committee, the Sports Tutor and his or her technical team, the individual team managers, the coaches, captains, and athletes that function in a synergy which propels organized preparation and performance by those respective teams, the sustainability of Nkumba University Games and Sports Union continues to function as a powerful director of games and sports in the University.

**5.3 Recommendations**

Having successfully carried out sports management and performance in 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 exerciseand 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.

**5.4 Areas for further study**

1. The role of University management in enhancing the performance of games and sports in Uganda: A case of Nkumba University
2. Analyzing the challenges facing games and sports development in Uganda: a case of National Council of Sports
3. The impact of re-orienting games and sports towards commercial development in Uganda: A case of Uganda Premier League, 2018 to 2021.

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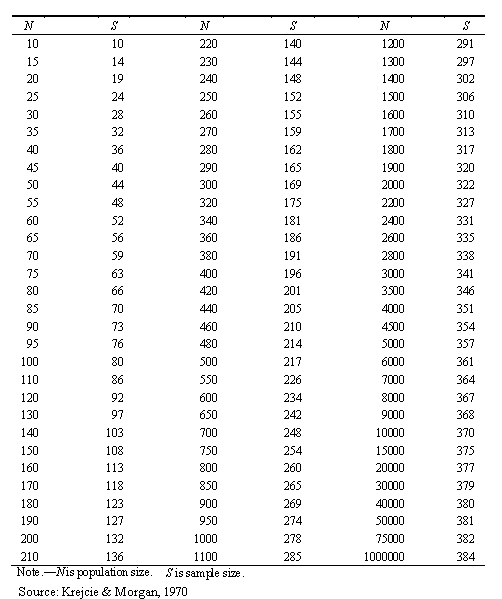
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**APPENDICES**

**Appendix 1: Table for Determining Sample Size for a Finite Population**

[](http://www.kenpro.org/wp-content/uploads/2013/08/krejcie-and-morgan-table-of-determining-sample-size.png)

# APPENDIX 2: QUESTIONNAIRE GUIDE FOR ADMINISTRATORS AND MANAGEMENT OF THE UNIVERSITY, AND GAMES UNION

**Date: December 2020**

**Dear respondent,**

I am Ekone Brenda, a student of Nkumba University and currently undertaking a Masters Research entitled, ***“SPORTS MANAGEMENT AND PERFORMANCE IN CHARTERED PRIVATE UNIVERSITIES IN UGANDA: A CASE OF NKUMBA UNIVERSITY”.*** As a requirement for obtaining a Master’s Degree in Public Administration and Management, I have to accomplish this research which is why I am greatly seeking for your support by providing responses to the question put before you.

There is no wrong answer, therefore provide the response you deem appropriate in any case. The information you provide shall be protected from piracy and ill-use. Therefore feel free to take part in the study without fear and doubt as your identity will not be jeopardized as well as the data you provide.

I will be so grateful for your support in this endeavour,

Yours truly,

…………………………………………..

**Researcher**

**Section A: Respondents’ Personal Variables(Tick the appropriate response)**

|  |  |  |
| --- | --- | --- |
| **Variable** | **Response** | **Tick** |
| Age | 15-29 years |  |
| 30-49 years |  |
| 50-64 years |  |
| 65 and above years |  |
| Sex/gender | Male |  |
| Female |  |
| Marital status | Single |  |
| Engaged |  |
| Married |  |
| Others |  |
| Highest education level attained | Pre-Bachelor |  |
| Bachelor |  |
| Post graduate |  |
| Others |  |
| Designation in the university | Vice Chancellor |  |
| University Secretary |  |
| University Bursar |  |
| Accounts Assistants |  |
| Nkumba University Students’ Union |  |
| Students in Nkumba University |  |
| For how long have you worked/lived in the University? | 1-3 years |  |
| 4-7 years |  |
| 8-10 years |  |
| 11 and above years |  |

**Section B: How recruitment of athletes and coaches has influenced sports performance at Nkumba University**

1) There is sponsored recruitment of coaches by the University’s Games and Sports Union

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

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

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

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

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

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

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

5) There are rewards for coaches and athletes who take part or participate in games and sports

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

6) The Games and Sports Union use the Coach Evaluation Questionnaire to evaluate the new athletes recruits

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

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

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

8) In what ways are coaches recruited by the Games and Sports Union?

i) ……………………………………………………ii) …………………………………………

iii) …………………………………………………iv) ……………………………………………

9) In what ways are athletes recruited by the Games and Sports Union?

i) ……………………………………………….ii) ………………………………………………

iii) ………………………………………………iv) ………………………………………………

10) In what ways are the coaches compensated?

i) ………………………………………………….ii) ……………………………………………………

iii) ………………………………………………..iv) ……………………………………………………

**Section c: The extent to which retention of coaches has influenced athletes performance at Nkumba University**

1) The coach ensures establishment of a social dimension to preparing athletes for competition

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

2) There is co-ordination of sports activities by the various sector or game coaches

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

3) The coaches ensure role clarification for the individual athletes and team players

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

4) The coaches have ensured better streamlining and standardizing of the training programmes

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

5) There is preparation of athletes for competition as they are planned and come in

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

6) Coaches help the athletes to promote coaching efficacy during their stay at university

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

7) The coaches make their decision rules explicitly basing on the prevailing competitiveness

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

8) In what ways do the coaches promote athletes’ physical capabilities?

i) …………………………………………………ii)……………………………………………

iii) ………………………………………………iv) ……………………………………………

9) In what ways have the coaches ensured streamlining athlete management?

i) …………………………………………………ii)……………………………………………

iii) ………………………………………………iv) ……………………………………………

10) What are the ways for ensuring standardized preparations for athletes?

i) …………………………………………………ii)……………………………………………

iii) ………………………………………………iv) ……………………………………………

11) What are the various ways of promoting coach’s self-efficacy?

i) …………………………………………………ii)……………………………………………

iii) ………………………………………………iv) ……………………………………………

12) What are the various ways of promoting players’ self-efficacy?

i) …………………………………………………ii)……………………………………………

iii) ………………………………………………iv) ……………………………………………

**Section D: How the sports structure has affected the performance of athletes at Nkumba University**

1) The University administration and management carries out sports planning and management

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

2) The management of the University creates an ideal operational environment for the coaches

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

3) The management of the University creates an ideal operational environment for the athletes

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

4) The management of Nkumba University Games and Sports Union creates an ideal operational environment for the coaches and athletes

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

5) The University is coming up with the programme for promoting scientific developments and knowledge of sports

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

6) The coaches focus on physical education and recreation services at the training grounds/courts

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

7) The organisation sustains a proper management structure in the management of games and sports under Nkumba University Games and Sports Union

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

8) The teams are well composed and structured by the management teams

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

9) The games and sports union engages in financial costing for sponsorship the various sporting disciplines and athletes

i) Strongly Agree ( ) ii) Agree ( ) iii) Not sure ( ) iv) Disagree ( ) v) Strongly Agree ( )

**=END=**

**THANK YOU**

# APPENDIX 3: INTERVIEW GUIDE TO THE MEMBERS OF THE GAMES AND SPORTS UNION AND STUDENTS

**Date: December 2020**

**Dear respondent,**

I am Ekone Brenda, a student of Nkumba University and currently undertaking a Masters Research entitled, ***“SPORTS MANAGEMENT AND PERFORMANCE IN CHARTERED PRIVATE UNIVERSITIES IN UGANDA: A CASE OF NKUMBA UNIVERSITY”.*** As a requirement for obtaining a Masters Degree in Public Administration and Management, I have to accomplish this research which is why I am greatly seeking for your support by providing responses to the question put before you.

There is no wrong answer, therefore provide the response you deem appropriate in any case. The information you provide shall be protected from piracy and ill-use. Therefore feel free to take part in the study without fear and doubt as your identity will not be jeopardized as well as the data you provide.

I will be so grateful for your support in this endeavour,

Yours truly,

…………………………………………..

**Researcher**

1. Who is responsible for the management of games and sports in the university?
2. Who is responsible for recruiting coaches and athletes in the University?
3. Under what terms are coaches and athletes recruited?
4. What is the criteria for recruiting coaches and athletes?
5. What factors attract elite coaches to the University?
6. How are the elite athletes attracted to the University?
7. In what ways does management promote financing for games and sports?
8. In what ways does management ensure the retention of the well performing athletes and coaches in the university?
9. In what ways does management ensure effective compensation for coaches?
10. In what ways does management influence the performance of the athletes and coaches?

**End**

**APPENDIX 4: OBSERVATION SCHEDULE TO BE USED BY THE RESEARCHER IN THE FIELD**

**Date: December 2020**

1. The operations of the Games Union at their office
2. Coaches and athlete activities
3. Performance in sporting activities
4. The managerial activities in the operations of sports in the university
5. Physical structures available for sporting activities
6. Athlete training and preparations
7. Tournaments held at the university
8. Students’ support for games and sporting activities
9. Any other related sports activities

**End**