

**FACTORS AFFECTING PARTICIPATION IN SPORTS AMONG
SECONDARY SCHOOL STUDENTS IN KILOSA DISTRICT –
MOROGORO REGION**

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**FACTORS AFFECTING PARTICIPATION IN SPORTS AMONG SECONDARY
SCHOOL STUDENTS IN KILOSA DISTRICT.**

By

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**A dissertation submitted in partial fulfillment of the requirement for the Award of the
Degree of Masters of Public Health of**

Muhimbili University of Health and Allied Sciences

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Muhimbili University of Health and Allied Sciences a dissertation entitled, *Factors affecting participation in physical activities among secondary school students in Kilosa District* in partial fulfilment of the requirements for the Degree of Master of Public Health of Muhimbili University of Health and Allied Sciences.

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(Supervisor)

Date

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DEDICATION

This work is dedicated to my mother Dorice Kisanga and my sister Rehema Omari Saidi.

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ABBREVIATIONS

CBO	Community Based Organization
DSSDPs	District Secondary School Development Plan
ESDP	Education Sector Development Program
MICAS	Ministry of Information, Culture, Arts and Sports
MUHAS	Muhimbili University of Health and Allied Sciences
NGOs	Non-Governmental Organizations
NSC	National Sports Council
PA	Physical activity
PE	Physical Education
SEDP	Secondary Education Development Program
TDHS	Tanzania Demographic Health Survey
UN	United Nations
UNICEF	United Nations Children's Emergency Fund
WHO	World Health Organization

ABSTRACT

Sports is important for lifelong health ,however participation have been observed to be lower in rural compared with the urban settings and it declines rapidly during adolescent stage. This quantitative study examined adolescents in secondary schools in Kilosa District in regards to the factors affecting their sports participation. Five schools were selected; Mbumi, Dendego, Kutukutu, Mazinyungu and Kimamba secondary schools.

Methods: A cross sectional survey was done involving 525 students. Questionnaire was used to gather information on demographic characteristics, individual factors, peer factors and school environment factors affecting their participation. The data was analyzed with the Statistical Package for Social Sciences (SPSS) version 20.Descriptive statistics were used to summarize demographic characteristics. Univariate and Multivariate regression analysis was used to analyse factors associated with participation in physical activities. Odds ratios and 95% confidence intervals were computed.

Results:

The age of the study participants ranged from 12 to 19 years with a mean of 15.5 (SD = 1.49) years. Students aged 12-15 years had lower odds of participating in sports compared to those in age group 16-19 years(OR =0.47,95 CI(0.32-0.68),P<0.001) thus active participation increased significantly with age. The findings also revealed that students with sports partner had a higher chance of being physically active compared to students who had no sports partners. Findings also revealed that majority (61.2%) of the students were not taught physical education subject and even the schools that were teaching this subject were only taught once per week. The results also showed that 4/5 schools under study had no sports facilities hence increasing the likelihood of limited participation in sports activities. Factors that were significantly associated with participation in sports were older age 16-19 by 60.4%, town residency by 74.4%, social acceptance by 81.3% and sports partner by 79.7%.

Conclusion and Recommendation: Knowledge on the importance of physical activities is limited and access to sports and physical activity facilities is still unsatisfactory. There is a need to address individual, peer and environment influences to student's participation in physical activities in order to address public health problems caused by sedentary behaviors. The government and other stakeholders need to come up with effective interventions to address this public health issue in secondary schools

DEFINITION OF TERMS

Sports

These are organised, competitive/non-competitive and skilful physical activities which asks for devotion and fair play regulated by rules and customs like football, basketball ,hockey, running, swimming and volleyball(Borce Boev.,2011). They are a social –cultural system which has a high level of development in different segments of its action.

Physical Education

This is an educational course related to maintaining the human body through physical exercises (Casey et al., 2009; Johnson, 2006) .In Tanzania physical education is taught early from primary schools to secondary schools and encourage psychomotor learning to promote health.

Health

Health is defined as a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity(United Republic Of Tanzania, 2007). Health may also be defined as the ability to adapt and manage physical, mental and social challenges throughout life. In 1986, the WHO further clarified that health is a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities.

Health-related behaviours

Refers to habits, practices and activities or personal attributes that either enhance or put at risk the overall functioning of the participants including physical, mental and psychosocial wellbeing now and in the future(Pate et al., 2000). That is, individual choices for life can enhance or jeopardize his /her optimal functioning and development at ones true and highest potential.

Secondary School aged Children/Adolescents

In Tanzania the education system is divided into three formal levels which are primary education level, secondary education level and tertiary education level. For a child to be registered in primary schools he/she must have reached 6 years old. Therefore the age that most students in Tanzania enter and finish secondary school is from (12-17); Ordinary secondary level (12-15) and Advanced education level (16-17)

During this period there will be onset of puberty to the termination of physical growth and attainment of final adult height and characteristics that occur during the second decade of life (Wilmore et al., 2006).It is the period of greatly enhanced awareness of and attention to physical status and wellbeing.

Peer Influence

Is the effect on an individualist who gets encouraged to follow their peers by changing their attitude, values or behaviors to conform to those of the influencing group or individual (Salmon J., 2007). This can result in either positive or negative effect or both

Sports Partner

Is a person of the same age who give each other chances to assist in improving their sports skills, prepare for upcoming competitions and develop meaningful relationships (Taylor et al., 2015)

Equal Chance

The principle of treating all people without discriminating in terms of race, sex, religion etc. (Francis, 2016) or the state of fairness in sports and play activities in which people with or without disabilities take part together (Maternal et al., 2013)

Sports Participation

This refers to the respondent actively taking part in the activity (*Background Paper on Taking Part and Active People Survey*, 2012). This is a means of increasing educational engagement and attainment through organized or unorganized activities. It is also a means of encouraging young people to engage in additional learning activities such as football, netball and volleyball

Good Relationship

According to (Rae, 2002) a good relationship is a friendship built on a strong foundation of trust and respect. It is full of collaborations cooperation, fairness, just and sensitivity.

CHAPTER ONE

1.1 Introduction

This study was centered on studying the barriers of sports participation in Kilosa district among secondary school students. There are about 3500 secondary schools in Tanzania where physical education is a stand-alone subject.

This chapter consists of six sections, background of the problem, statement of the problem, objectives of the study, research questions, significance of the study and finally the conceptual framework.

1.2 Background to the problem

Sports significance is being experienced in all levels ranging from individual, organizational, national and international level. The number of overweight adolescents in the United States has increased by 45% over the past 11 years thus becoming a major and global public health concern. Currently almost 17.1% of children are classified as at risk of overweight globally (*Physical education policy and practice: Issues and controversies in Tanzania secondary schools*, n.d.) .One of the primary factors believed to influence the increasing rates of childhood overweight is lack of participation in adequate amounts of physical activity. Sports has numerous health benefits including greater cardiovascular fitness, bone mineral accrual(Vandorpe et al., 2012) improved blood pressure and lipids profiles and improved self-esteem(Strausset al., 2001) The Government of Tanzania recognized the significance of physical activities right after independence and they established the National sport council under the Ministry of Education in 1967. Sports are widely accepted as links towards good health (Peacock et al., 2007). It is also acknowledged that they should play the main role in the promotion of health among the youth (Telama et al, 2016).Policies promoting sports activities in schools are very important in combating several health crises. Educating to become physically active means teaching skills, values and knowledge's regarding healthy ways and how to take care of personal health. Therefore it is possible to teach emotional and communication skills through sports activities as well as ethical thinking (Cuenca-García et al., 2013).

There is a growing consensus that sports plays a meaningful role in adolescent lives. Beyond the clear physical and health benefits ,participation programs provides them with the opportunity to develop new skills, to learn, lead, expand and deepen social support networks. It is suggested

that well designed and carefully implemented sports programs can provide safe space in which to build assets, challenge traditional scripts and breakdown gender stereotypes, transform the way adolescents think about themselves and the way communities perceive them, build leadership skills, expand social support networks and access to resources (Brady, 2011). According to (Pate et al., 2000) physical activities may help safeguard the youth against obstructive and negative influences that can steer to misconduct and drug abuse. In addition team rules and guidelines often promote health-enhancing behaviors, such as proper nutrition and avoidance of cigarette smoking.

It is to be noted that sports activities can affect an individual physical, social and psychological growth. Compared to active physical subjects, inactive subjects such as Language and Mathematics had a relative risk of 1.5 to 2.4 of developing Cardiovascular diseases (Baumert et al., 1998). Therefore the engagement in physical activities is associated with quality of life. Through this the United Nations organized the international year of sports in 2005.

The emotional, physical, social and cognitive benefits of short and long-term sports activities on adolescents are well documented. Given that students spend nearly half (40-45%) of their waking hours in schools, it has been suggested that these institutions could play a crucial role in adolescents physical activities (Fairclough et al., 2016; Vinson et al., 2012)

There are several factors that has been shown relating to the amount of sports participation among adolescents including: Parental influence (Epstein et al., 2008; Salvy et al., 2008) the physical environment (Kelly et al., 2011) fun (Fairclough et al., 2016; Pate et al., 1995) and self-efficacy for physical activity (Troost et al., 2002)

Inactiveness in sports remains among the most prevalent chronic disease risk factors worldwide. Although the disease prevention and health promotion benefits of regular physical activity undertaken even at moderate intensity have been increasingly recognized, 60% or more adolescents are not regularly active enough. Reviews of secondary school students physical activity determinants (Troost et al., 2002) generalized that adolescent's participation in physical activities is influenced by a diverse range of personal, social and environmental factors.

1.3 Statement of the problem

Sports Inactivity is a major underlying cause of death and disability (Salmon et al., 2007). There is an increasing concern at the rapidly decreasing level of fitness in adolescence and youth. According to WHO among the 10 risk factors leading to global causes of death and disability sedentary lifestyle was identified with more than 2 million deaths each year.

Previous study (Guthold et al., 2010.) which was done based on investigating sports participation level and sedentary behaviors among school children found that two third of the children met public health recommendation while the remaining one third spent 3 or more hours per day on sedentary activities. Overall, the variation levels and percentage of schoolchildren not engaging in sufficient amount of sports activities were found to be very high. It was found that Tanzania has an 81% prevalence of physical inactivity among adolescents (Rica C., 2016). Poor participation in sports activities is an unhealthy lifestyle that contributes to the rising prevalence of Non-Communicable Diseases (NCD) worldwide and identified as the fourth leading risk factor for mortality.

Based on the WHO recommended Physical Activity cut-off (<600 MET- minute/week) it was found that a high prevalence of insufficient physical activity in Urban areas compared to Rural settings. In Africa higher prevalence of diabetes, hypertension, obesity and Cardiovascular Diseases (CVD) is in urban than rural settings and it was reported by Forbes Africa in 2017 that Tanzania is the 3rd out of 143 countries in the world with a high prevalence of Depression and stress (57%). In the Tanzanian context rural settings face many challenges with regards to access to information, facilities, equipment's and amenities relevant to sporting and physical activities. Previous studies on physical activity among secondary students have focused on the effect of physical activity on academic achievement. In addition, factors affecting student participation in physical activity are not well documented particularly in rural settings of Tanzania. There is limited evidence on factors affecting participation and this study therefore seeks to investigate individual, peer and school physical environmental factors affecting participation in physical activity. The results may inform strategies to address barriers to participation and thereby contribute to managing illnesses related to sedentary behaviors and other unhealthy life styles. (Baker et al., 2003).

1.4 Research questions

1.4.1 Main research question

What are the factors affecting participation in sports among secondary school students in Kilosa District?

1.4.2 Sub Research questions

- i. What Individual factors affect sports participation among secondary school students in Kilosa District?
- ii. What are the peers factors affecting sports participation among secondary school in Kilosa District?
- iii. What are school environment factors affecting sports participation among secondary school students in Kilosa District?

1.5 Objectives of the study

1.5.1 Broad Objective

The broad objective of the study was to determine the barriers of sports participation among adolescents in Kilosa District.

1.5.2 Specific Objective

- i. To assess individual factors affecting participation in sports among secondary school students in Kilosa district.
- ii. To investigate peer influence on secondary school students participation in sports in Kilosa district.
- iii. To determine how the school environmental factors affect participation in sports among secondary school students in Kilosa district.

1.6 Significance of the study

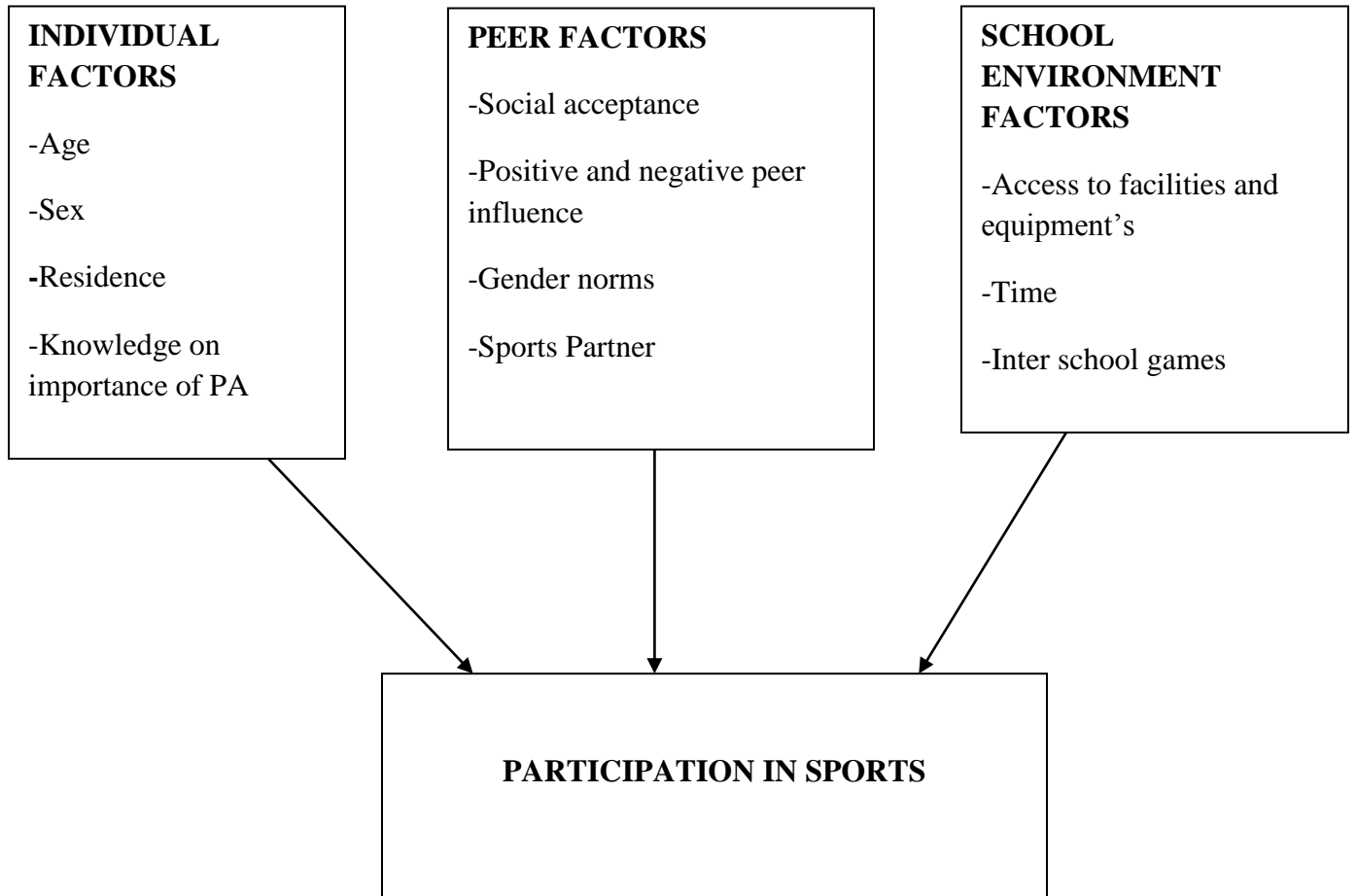
The results of this study are expected to be of use in guiding the next course of action towards making sports beneficial to the adolescents. This study will provide vital information for the District Educational officer, policy makers, donors, sponsors and other relevant development partners that are involved/intended to be involved in sports programs. Thus, it will be a roadmap towards interventions to save the adolescents from the adverse health and education consequences that are associated with the problem.

1.7 Conceptual framework

In this study the Ecological theory developed by Urie Bronfenbrenner will be adopted. This model has five systems which are the Microsystem, Mesosystem, Exosystem, Macro system and Chronosystem. Nevertheless this study will focus on the Microsystem as it has immediate and direct impact on a child's development and adoption of certain lifestyles including sports activeness.

Participation in sports is associate with many factors. In this study ,three sets of factors (informed by ecological model) are considered as major predictors for participation among secondary school students in Kilosa ;these are Individual factors, peer influence and school environment .The diagram below shows the relationship between independent (individual, peer, environmental) and the dependent (participation)variables explaining participation in physical activity.

Figure 1: Conceptual framework illustrates the factors affecting participation in sports among adolescents.



CHAPTER TWO

2.0 Literature Review

2.1 Introduction

This chapter attempts to capture and review the relevant literatures related to sports participation as expressed from different perspectives especially the factors that lead to poor participation at school levels. The barriers in physical activities can reduce an individual's frequency, intensity and quality of participating in recreational activities (Khan M, 2016; Rintaugu et al., 2013). The factors leading to poor participation in sports activities are experienced in a hierarchy manner. These three factors are classified as intrapersonal, interpersonal and Institutional

2.2 Individual constraints to sports participation

Individual constraints are the internal psychological states of a person such as anxiety , attitude and self-esteem (Marques.,2017).Mental instabilities are estimated to contribute to 13% of the total global burden of diseases and most of adolescents diagnosed with mental illnesses experience significant distress and loss of productivity. Persons with mental illnesses are significantly less active than the general population, for whom they are known benefits of sports, and are at a higher risk of diseases associated with sedentary behavior. Adolescents with anxiety, fear over their safety and poor self-esteem encounter difficulties advancing their involvement in physical activities because of bio-psycho-social barriers arising from their mental and physical conditions.

Students do not participate in physical activities as they lack knowledge (Bradley et al.,2013;Hashim et al.,2014) .Hence this became the reason likely to influence their decision about participating in sports. The knowledge on sports guideline among adolescents is very low globally with statistics showing that Nigerian students were knowledgeable by 32%, India by 9% and England by 15%.The possible reason for this variation was a result of unequal information dissemination about physical activity across countries. It was found that adolescents choose to watch television and spend time on computer instead of participating in sports activities as they do not know these programs were available hence serving as constraints to participation. Knowledge of benefits of sports may motivate initial involvement but feelings of fun and enjoyment are stronger motives for continuation of participation

In a study done by (Gómez-lópez et al., 2010) they concluded that students normally lack the stimuli to participate in sports after attending academic classes. It was observed that students are motivated to perform activities that they believe to have highly valued outcomes, hence due to this they ignore physical activities participation and put more effort, energy and time in academic activities.

Age and gender continue to be the two most consistent demographic correlates of sports participation among adolescents. Most studies that involved both boys and girls who had diversity in age it was observed that participation was consistently higher in boys than in girls (Salmon et al., 2007). Sex differences in sports activities can also be seen from several studies (Maro, 2018; Trost et al., 1996). It is shown that female have lower rates of participating in sports activities in schools and the society in general. However other studies on gender and healthy behaviors have shown that women have more positive health behaviors than males (Sjogren, 2013)

Adolescent girls will be positively influenced when sports are fun and when they are supported by families and teachers through role modeling and positive feedbacks (Casey et al., 2009). Through this study it was found that traditional norms and roles prevented girls from participating in sports and physical activities because they had duties and domestic chores to perform such as cooking, taking care of younger siblings and gardening. Hence due to this they had no free time after school to engage themselves with sports activities.

2.3 Peer influence to participation in sports

Peer influence is emerging as a potential powerful factor towards sports participation. The majority of the limited available data has examined the effects of peer influence on physical activity pattern via self-reported data and by observational analysis. According to the self-reported data both lean and overweight adolescent who participate in more intense physical activity when in the presence of peers or close friends versus alone or with neutral counterparts (Epstein et al., 2008). Overweight adolescents reported spending time alone and consequently accumulating less physical activity than their lean counterparts.

Previous research has demonstrated that in schools overweight students tend to withdraw from physical activity so as to avoid peer victimisation (Faith et al., 2004). The relationship between

overweight status and sports may be mediated by peer rejection as the overweight students are always picked last in physical activities. The rejected and victimised students often respond to negative treatment by disengaging from the social environment to avoid additional pain (Storch et al., 2007). Friendship offers important opportunities for companionship and physical active alternatives to eating and sedentary behaviour. Furthermore depressive symptoms and loneliness mediate the relationship between peer victimisation and physical activity (Storch et al., 2007)

Lack of partners have also been found to affect the participation of students in sports activities (Tammy & Biobele, 2015).It was found that female students attempting to take part in sports and PA are more constrained by the lack of partner compared to boys.(Hashim et al., 2008; Mazuki et al., 2016)reported that students are more constrained by having few or no partners to participate in sports.(Michael M., 2017)reported that social inclusion is an ongoing relational process in which institutions and the community in general are collaborative agents. Policies and practices set the scene for the success or failure of subsequent interactions between students and the institutions Participation in sports in schools mostly depend on the relationship between the students and the environment (Lee et al., 2007).A student with high self-perceived ability to perform certain skills in physical activity is motivated more when the coach and fellow students encourages him or her .The students can also be positively influenced if the experience is interdependent and there exist an opportunity for dialogue and negotiation. Nevertheless in most African countries sports teachers only dictate to students on what sport to play without giving them options or motivation.

Female in developing countries experience additional barriers to sports participation linked directly to issues like male domination of world of sport, body image and culture(Taylor et al., 2015).The double burden of discrimination increases more when an individual either female or male have a disability. In 2005, it was globally estimated that female make up only about one third of athletes with disabilities in international competitions.

There is a consensus that girls acknowledge their personal level of physical activity incompetency. The main reason of this incompetency is that they would enjoy participation in single sex classes or programs more than in mixed gender structure. This was due to the differences in motor skills levels between the sexes; boys teasing, being too competitive, being

stronger, not including girls and girls feeling intimidated because of these issues (Eime et al., 2010)

Peers criticizing their fellows weight often leads to overweight students not enjoying sports activity (Salmon et al., 2007). Overweight peers have exhibited lower self-efficacy for physical activity as a result of teasing and hence this enhances peer rejection. This tendency makes students feel as if they are not skilled enough thus excluding themselves from many activities (Epstein et al., 2008). Also this concept of self-efficacy makes students befriend peers who are similar to themselves thus overweight students are likely to become friends with other overweight peers in order to be free of weight related criticisms (Muhihi et al., 2013)

2.4 School Environment factors affecting sports participation among secondary school students

These are the external reasons that intervene between sports preferences in a certain environment (Tammy & Biobele, 2015). The physical environment constraints include finances, time, resources and access to /lack of facilities (Hashim et al., 2008). Financial circumstances and access to sports facilities are cited to be the leading causes of poor or non-participation globally (Michael M., 2017). Academic workload, lack of equipment's, transport resources and facilities exacerbated non-participation in school campus physical activities.

Various studies have shown that adolescents participation in sports is positively associated with transport infrastructure and local conditions such as crime area deprivation which are negatively associated with participation in physical activity (Bratland-Sanda et al., 2019)

Researchers have investigated the direct and indirect effects of environment on sports participation among adolescents and a large class size have been found to be negatively associated with activeness levels (Bocarro et al., 2012). It was thought that numerous factors such as lesson context, skill drills game plays, size of instructional space and level of students disruptive behavior are all likely to influence the impact of students Physical activity levels. Also outdoor lessons have been found to have more active participation than those taught indoors.

A limited number of qualified coaches, few varieties of programs offered and inadequate number of facilities, equipment's being too old, lack of financial support from government and parents were also the reasons behind poor performance of sports in school (Tammy & Biobele,

2015). Other studies (Michael M., 2017) supported this statement that limited access to facilities accelerated poor performance and participation in sports activities in schools.

In a study on social inclusion and exclusion (Trost et al., 1997) found that ill-health and unwelcoming behaviors hinders participation in sports and physical activity among students who come from low income families. Cost, lack of time and low awareness were also identified as key barriers to physical activity participation based on the account of people living on low income. Nevertheless addressing psychological and social issues need to be increased in order to increase participation levels because lack of social support accelerates depression and risky behaviors among the adolescents.

Limited access to physical information and the issue of doping are increasingly becoming problematic (Johnson, 2006). Developing countries also face a range of issues that hugely impact on sports participation in schools; language, and the lingering influence of colonialism in many parts of the world.

The teachers of physical education in schools have the responsibility of providing opportunities for structured and systematic practices within the education process. However negligence in elaborating the content of the programs have been indicated in the previous studies (Dos Santos et al., 2017). Hence due to this children demonstrate lower motor coordination and control levels which consequently leads to lower engagement in organized physical and other school activities.

Educational Institutions are likely to help the youth establish life long, healthy and physical activity patterns (Sallis et al., 1999). Almost all experts and health professionals recommend vigorous physical activeness among the adolescents and youth (National Center for Health Statistics Health, 2011) yet many youth do not engage in the quality and quantity of physical activities as recommended due to lack of trained aerobic/sports instructors. The general positive relationship between sports participation and health behaviors depends on teachers, parents and communities contribution and encouragements to the youth so as to take advantage of the opportunities and join sports teams.

2.5 Research Gap

For the past decade it has been observed that sports participation in schools have significantly declined and there are different meanings and consequences for different ethnic groups and that the benefits have been underestimated among the adolescents. No previous studies in Tanzania have examined specifically the factors affecting physical activity participation of students in rural settings by observing multiple roots and realms.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a detailed idea on how the research was conducted (methodology). It provides a systematic way to solve the research questions on the hurdles of sports participation in Kilosa District. The important aspect in this chapter include research design, research area, target population of the study, sample size, sampling procedures, research instruments validity and reliability, data collection procedures and data analysis techniques.

3.2 Study design

This study used a descriptive cross-sectional design with a quantitative approach in assessing factors affecting participation in sports among secondary school students in Kilosa.

3.3 Study area

The Study was conducted in Kilosa district within five (5) public secondary schools (Mbumi, Dendego, Kutukutu, Mazinyungu and Kimamba secondary schools). Kilosa District is on the eastern part of Tanzanian mainland among the six districts in Morogoro region which covers 14,918 square kilometers. The district is located in the north western part of the region which lies between latitude 6°S and 8°S and longitude 36°30'E and 38°E.) Kilosa district is divided into nine administrative divisions with 46 wards and 164 villages).

According to the National Census of 2012 Kilosa district had 105,635 households and a population of 489,513 people. The District has 223 primary schools and 38 secondary schools. By 2014 there were observable changes in the schools administration such as improved enrollments and attendance of pupils, mastery of the 3Rs (Reading, Writing and Arithmetic) resulting from vibrant school clubs and teachers improved access to learning and teaching resources.

3.4 Study population and target

The study population were Secondary school students but the targeted population in this study were secondary school students (form 1-4) both boys and girls from the five (5) selected schools within Kilosa District.

3.5 Sampling techniques and sample size

3.5.1 Multistage sampling

Kilosa district has 46 wards and 38 public secondary schools. On the first stage the researcher selected 5 wards through systematic random sampling (every 9th ward on the list of 46 wards). Second stage in each of the five wards one school was selected randomly. The third stage involved division of total sample of 525 by 5 schools to obtain sample of each school, therefore total number of 105 students were selected as a sample from each selected school. The classes involved were form 1, form 2, form 3 and form 4. In each class 26 students were selected by simple random method (Numbers were used: 1, 2, and 3 were given to each student and those who had number 1 were given the questionnaires). Moreover, in classes where there were streams like A, B, C etc., the researcher divided the number of total class sample (26) by the number of streams in order to get proportionate number of students in every stream of classes.

3.5.2 Sample size

The proportion of Sports and Physical inactivity among adolescence is 81 % (WHO-Global Health Observatory data)

Sample size was calculated from the formula below

$$N = \frac{Z^2 P(100-P)D}{e^2}$$

Whereby

N=Desired sample size

T=standard normal deviate set at 1.96 corresponding to 95% confidence interval

P= proportion will be 81 % (WHO-GHO, 2016)

Σ=margin of error of 5

D=Design effect of 2

Z= critical value for the standard normal distribution with 95% confidence interval around the mean of 1.96

With the 10% of non –response rate

$$N = \frac{Z^2 P (100-P) D}{\Sigma^2}$$

$$N = \frac{1.96^2 \times 81(100-81) \times 2}{5^2}$$

$$N = 472$$

Non -response rate 10%

Therefore the sample size was 525 students.

3.6 Data Collection Methods

The data used in the study was collected through Questionnaires

3.6.1 Questionnaire

In order to accomplish the research study, the researcher used questionnaire as a tool of collecting data from the respondents. The respondents in this method were the secondary school students in Kilosa District from form one to form four of the selected 5 schools. Self-administered questionnaires were developed designed to have both open and close ended questions on socio demographic information , involvement in different types of sports, the state of facilities in each school ,peer influence and the time allocated for sports in the school time table. The questionnaires were self-administered to students during class hours from 30th July -5th August 2019. The questionnaires had instructions to allow study participants to fill the information .The students that were given questionnaires were dispersed (scattered) far from each other so as to avoid coping of answers. The lead researcher gave additional instructions prior to filling the questionnaire. The researcher used questionnaires since the tool provides quantifiable answers which are relatively easy to analyze, a large number of respondents can be reached and it is not expensive.

3.7 Validity and Reliability

Validity has to do with how accurately the data obtained in the study represents the variables used in the study. To enhance validity of the instrument, a pre-test was conducted at Kizunguzi Secondary School in Kilosa district. This was necessary in order to measure the clarity of the items and the language used in the instruments.

Reliability refers to the degree to which a measure supplies consistent results. The study focused on the data gathered from the research instrument. The instrument went through serious modifications to enable it to gather as accurate data as possible.

The issues that brought validity and reliability concerns in the study were the time given for the data collection and the effect of the research environment. On the issue of time for data collection the researcher used not more than 2 days in each school for distributing and collecting the questionnaires. Since the research area had primitive infrastructures (roads), scattered schools and poor transportation system the researcher used private transportation in order to move around easily and within the timeframe.

3.8.1 Inclusion Criteria

The collection of data and information was collected only from the full time registered students (both girls and boys) within the age of 12-19 from form 1 to form 4.

3.8.2 Exclusion Criteria

During data collection the students who were absent on the first day of data collection were excluded from the study

3.9 Study Variables

3.9.1 Independent Variables

In this study, the independent variables are the factors affecting sports participation among secondary school students which include individual factors variables (age, sex, residence) peer influence variables (social acceptance, gender norms, sports partner) and school environment factors variables (facilities, equipment's, time).

3.9.2 Dependent Variable

In this study the dependent variable is participation in sports. The variable was measured using self –reported questionnaires from public secondary school students. Participation was measured by focusing on how many activities/sports performed (there was a scale of 1-7 games :1-2 unsatisfactory, 3-5 active, 5-7 very active), how many days per week(Scale of 1-7 days per week: 1-2 days unsatisfactory,3-5 days active,5-7 days very active) and at what intensity or period of time(there was a scale of 30-60 minutes and above : <30 minutes unsatisfactory, 30-60 minutes active,>60 minutes very active).

3.10 Data Analysis plan

Data in the questionnaires was reviewed for accuracy and completeness before processing. Double data entry was used for capturing the data accurately. The Statistical Package for Social Sciences (SPSS) was used for statistical data analysis. Frequencies, percentages and regression analytical methods were employed.

Descriptive statistics was used to summarize demographic characteristics .Frequency table was used to summarize categorical data. For continuous data mean and its corresponding standard deviation were computed.

Specific objectives (1, 2 and 3) are all used to find the association between the independent variables (individual factors, peer influence factors and school environment factors) to the dependent variable (participation in sports). Logistic regression was used to determine the factors associated with low participation in sports. Variables that showed association's at a 5% significance level at univariate logistic regression analysis were included in the multivariate logistic regression analysis so as to determine the factors that are independently associated with the dependent variable. The statistical test that was used is the level of significance was at 95% confidence interval.

3.11 Ethical Issues and Consideration

The researcher sought ethical approval from Muhimbili University of Health and Allied sciences (MUHAS). Permission to conduct the study was requested from the District Executive Officer (DED) of Kilosa District .Then it was taken to the District education officer to seek a permit for conducting the research. Permission letter obtained from the District Education Officer (DEO) were given to the Heads of participating Schools, before briefing them about the objectives and importance of the study. Moreover, informed consent and assents were given to respondent's parents and participating students respectively after giving them sufficient information. Participation to the study was voluntary, and no risks were associated with the involvement of participants in this study.

CHAPTER FOUR

4.0 RESULTS

4.1 Background characteristics

The study included 525 respondents (participation rate = 100%). Their age ranged from 12 to 19 years with a mean of 15.5 (SD = 1.49) years. The findings show that majority (54.9%) of students were aged 16 - 19 years, with female students leading (58.3%) followed by 41.7% of males. The majority were living in kilosa inner villages ; Mbumi, Dendegu and Kutukutu (82.1%) while 17.9% were living in kilosa town; kimamba and Mazinyungu (Table 1).

Table 1 Distribution of study participants by demographic characteristics(n=525)

Characteristics	Number(525)	Percentage (%)
AGE		
12-15	237	45%
16-19	288	54.9%
SEX		
Male	219	41.7%
Female	306	58.3%
RESIDENCE		
Inner villages	431	82.1%
Town	94	17.9%
NAME OF SCHOOL		
Kutukutu	105	20%
Mazinyungu	105	20%
Dendegu	105	20%
Mbumi	105	20%
Kimamba	105	20%
TYPE OF SCHOOL		
Day	315	60%
Boarding + Day	210	40%

FATHERS EDUCATION

No formal education	53	10.1%
Primary education	189	36.0%
Secondary education	183	34.9%
Tertiary education	70	13.3%
Don't know	30	5.7%

MOTHERS EDUCATION

No formal education	59	11.2%
Primary education	226	43.0%
Secondary education	159	30.3%
Tertiary education	54	10.3%
Don't know	27	5.1%

FATHERS OCCUPATION

Government employee	87	16.6%
Private sector employee	67	12.8%
Petty business	274	52.2%
Others	80	15.2%
Don't know	17	3.2%

MOTHERS OCCUPATION

Government employee	49	9.3%
Private sector employee	48	9.1%
Petty business	332	63.2%
Others	84	16.0%
Don't know	12	2.3%

4.2 Individual factors on participation in sports

The analysis on individual factors affecting the participation of sports among secondary school students showed that 77.4% were aged 16-19 years and their participation level was high due to their knowledge on importance of physical activities, energy and stamina to participate in intense activities while 61.6% were aged 12-15 years and they were reported to be less active in physical

activities especially those in boarding schools as they preferred sedentary activities such as watching television in the evening after classes. Furthermore the analysis reported that male students were more active in physical activities by 81.2% compared to female students 62.4%.

Table 2 levels of Participation in sports by age, sex and residence categories (n=525)

Item	Frequency	Percent (%)
AGE		
12-15	146	61.6
16-19	223	77.4
SEX		
Male	178	81.2
Female	191	62.4
RESIDENCE		
Rural	299	69.3
Urban	70	74.4

Study participants were asked about their awareness on the importance of sports .Majority were knowledgeable with respect to the fact that sports helps gain good health status (82.3%) abstain from drugs and alcohol (71%) ,leads to weight loss (72%) and improvement of academic performance (63.8%)

Table 3 Awareness on importance of sports among study participants (n=525)

Sports knowledge item	YES		NO	
	n	%	n	%
Have many friends	343	65.3%	182	34.7%
Improvement of academic performance	335	63.8%	190	36.2%
Unexplainable weight loss	378	72%	147	28%
Confidence gain and cooperative	396	75.4%	129	24.6%
Good health status	432	82.3%	93	17.7%
Abstain from drugs and alcohol	373	71%	152	29%
Loss of appetite	109	20.8%	416	79.2%

4.2.1 Univariate and Multivariate Regression Analysis on Individual factors on participation in sports

On a univariate regression analysis that was analyzing the individual factors that affect the participation in sports among secondary school student's results showed that the highest age group were more active in physical activities than the participants of the lower age groups (OR=0.47, 95 CI (0.32 – 0.68), P<0.001) as the older students had more knowledge , energy and stamina compared to students in the age group 12-15 years .It was also found that male students had higher odds of participating in physical activities compared to female students (OR=2.61, 95 CI (1.73 – 3.94), P<0.001).

On a multivariate regression analysis of individual factors associated with participation in sports among secondary school students in Kilosa District shows that older students aged 16-19 were more active participants in sports than the younger students aged 12-15 years old with the odds of participation in sports for students aged 12 - 15 years being 0.49 times significantly lower compared to students aged 16 - 19 years, after adjusting for other factors (OR=0.49, 95 CI (0.34 – 0.74), P<0.001). Moreover, the odds of participation in sports among male students is 2.5 times significantly higher than female students after controlling for other factors.

Table 4: Univariate and Multivariate Regression Analysis Individual factors on participation in sports (n=525)

ITEM	Crude OR	Adjusted OR
AGE		
12-15	0.47(0.32-0.68)	0.49(0.34-0.74)
16-19	Ref	Ref
SEX		
Male	2.61(1.73-3.94)	2.46(1.62-3.72)
Female	Ref	Ref
RESIDENCE		
Inner Village	Ref	Ref
Town	0.78(0.47-1.29)	0.78(0.47-1.33)

4.3 Peer factors on participation in sports

The study assessed some key aspects in the peer factors that could affect participation in sports. The aspects included the nature of relationship among students, having a sports partner, social acceptance and equality to participation. Findings revealed that majority of the students who

were active in sports had very good relationships with their fellow students by 47.2%, those who were socially accepted and not bullied were more active in sports by 81.3% compared to those who were bullied as they were only active by 17.7%.

Table 5: Participation in sports by peer factor variables (n=525)

Item	No	Percent (%)
NATURE OF RELATIONSHIP		
Very good	174	47.2
Good	97	26.3
Normal	94	25.5
Bad	4	1.1
EQUALITY TO PARTICIPATION		
Yes	255	69.1
No	114	30.9
BULLIED		
Yes	69	18.7
No	300	81.3
SPORTS PARTNER		
Yes	294	79.7
No	75	20.3

4.3.1 Univariate and Multivariate Regression Analysis on Peer factors affecting the participation in sports

The univariate regression analysis found that the variable of equality to participate in sports among peers in secondary school students was significant as both male and female students who were given equal chances to participate in physical activities had a 69.1% of being physically active compared to the students who were not given these opportunities by having accessibility to sports fields and equipment's and opportunities to participate in interschool competitions had higher odds of participating in sports compared to students who are not given these opportunities (OR=4.23, 95 CI (2.84 – 6.28), P<0.001). Students who had neither bad nor good relationships with their fellow students and peers had higher odds of participation in sports compared to those who have bad relationship (OR=4.5, 95 CI (2.85 – 7.05), P<0.001). It was also reported that by having accessibility to sports facilities and opportunities to participate in interschool competitions there were higher odds of participating in physical activities compared to students who had no these opportunities (OR=4.23, 95 CI (2.84 – 6.28), P<0.001).

The study also analyzed peer factors affecting the participation in sports by using the multivariate regression analysis and it was found that having a sports partner increased the

possibility of being physically active by 79.7% compared to those students who had no sports partner 20.3% hence increasing the risk of being unhealthy and weak . Findings shows that the odds of participation in sports for students who have sport partners is 5.3 times significantly higher compared to students who have no sport partners, after adjusting for other factors (OR=5.27, 95 CI (3.13 – 8.88), P<0.001).

Table 6: Univariate and Multivariate Regression on peer factors affecting participation in sports (n=525)

ITEM	COR	AOR
NATURE OF RELATIONSHIP		
Very good	Ref	Ref
Good	1.07(0.61-1.93)	0.81(0.43-1.52)
Normal	4.48(2.85-7.05)	1.56(0.87-2.77)
Bad	3.43(0.74-15.98)	0.74(0.14-3.88)
EQUALITY TO PARTICIPATION		
Yes	4.23(2.84-6.28)	1.36(0.79-2.45)
No	Ref	Ref
BULLIED		
Yes	Ref	Ref
No	0.25(0.17-0.37)	0.74(0.44-1.27)
SPORTS PARTNER		
Yes	8.56(5.61-13.06)	5.27(3.13-8.88)
No	Ref	Ref

4.4 School Environment factors on participation in sports

The study also assessed some key aspects in the school environment that could affect participation in sports. The aspects included school curriculum on physical education, time allocation, availability of teachers in physical education, and availability of sports facilities and inter-school games. Findings revealed that majority of the students were not taught physical education subject in their schools by 61.2% and even the schools that were teaching this important subject were only taught once per week with a 67.1% .The results also showed that 4/5 of the schools under study had no sports fields and equipment's hence improving the possibility of students being physically inactive by 78.6%.

Table 7: Participation in sports by school environment factors (n=525)

Item	No	Percent (%)
PHYSICAL EDUCATION		
Yes	143	38.8
No	226	61.2
TIME TAUGHT		
1	106	67.1
2	22	13.9
>2	13	8.2
Depends	17	10.8
PRESENCE OF PE TEACHER		
Yes	257	69.6
No	82	22.2
Don't know	30	8.1
SPORTS FACILITIES		
Yes	79	21.4
No	290	78.6
INTERSCHOOL GAMES		
Yes	285	77.2
No	84	22.8

4.4.1 Univariate and Multivariate Regression Analysis on School Environment factors affecting the participation in sports

The study results on univariate analysis of school environment factors associated with participation in sports among secondary school students in Kilosa District showed that Students who are given physical education were more active in physical activities than those not taught this subject hence having a had higher odds of participation compared to those who are not taught (OR=1.56, 95 CI (1.04 – 2.34), P=0.03). It was also found that students in schools that have interschool games had higher odds of participating in sports activities compared to students who are not (OR=4.51, 95 CI (3.02 – 6.72), P<0.001).

On a Multivariate logistic regression analysis, the study found that a lot of students reported to have no physical education subject in their schools by 61.2%. Many of the students gave the reason that their school surroundings were very small hence the possibility of having sports facilities and teachers was very small. The odds of participation in sports for students who have physical exercise teachers is 3 times significantly higher compared to students who do not have (OR=3.07, 95 CI (1.23 – 7.70), P=0.02). Moreover, the odds of participation in sports among

students in schools that do not have fields and equipment's is 0.4 times significantly lower than students in schools that have fields and equipment's after controlling for other factors(OR=0.35, 95 CI (0.17 – 0.71), P=0.004).

Table 8: Univariate and Multivariate Regression Analysis on school environment factors affecting participation in sports (n=525)

ITEM	COR	AOR
PHYSICAL EDUCATION		
Yes	1.56(1.04-2.34)	3.16(1.25-8.001)
No	Ref	Ref
TIME TAUGHT		
1	Ref	Ref
2	0.38(0.12-1.15)	0.31(0.09-1.04)
>2	0.64(0.19-2.059)	0.94(0.27-3.21)
Depends	1.1(0.46-2.64)	1.13(0.37-3.43)
PRESENCE OF PE TEACHER		
Yes	Ref	Ref
No	4.53(2.97-6.9)	3.07(1.23-7.70)
I don't know	2.91(1.53-5.53)	3.13(0.93-10.56)
SPORTS FACILITIES		
Yes	Ref	Ref
No	1.02(0.64-1.61)	0.35(0.17-0.71)
INTER SCHOOL GAMES		
Yes	4.51(3.02-6.72)	3.62(1.47-8.93)
No	Ref	Ref

CHAPTER FIVE

5.0 DISCUSSION

5.1 Individual Factors affecting the participation in sports

The findings revealed that older age was significantly associated with participation in physical activities as students aged 16-19 years had a significantly higher odds of participation compared to students aged 12-15 years. This meant that active participation in physical activities increased significantly as class level increased.

Male students in public secondary schools in Kilosa district were found to have higher odds of physical activity participation compared to female students. These findings were consistent with the study conducted by (Biddle & Asare, 2011; Cavill et al., 2011) as boys were found to be more physically active compared to girls .

Research done by (Kubaisyet al., 2015) had different results as female participants exhibited higher rates of physical activeness than males with most of their motivating factors being to have more energy to go about their daily chores, feel happier and connect with friends in a fun social setting. In a study done by (Brady, 2011) conducted in Afghanistan and Zimbabwe found that more girls were participating in physical activities than ever before .Even in most unlikely settings, girls were stepping onto playing fields and participating in ways that were unprecedented decades ago. Through this study sports were considered a tool in promoting gender equity and social inclusion and platforms for delivering health messages and development of skills.

According to (Christiana et al., 2014)female students participate more in physical exercises and experience a sense of guilt or shame if they do not exercise. This was found to be due to the fact that females were more interested in their body images specifically most of them were either controlling their body weight or decreasing their body weight as observed in this study. Research done by (Biddle & Asare, 2011; Cavill et al., 2011) boys were found to be more physically active compared to girls contrarily to this study findings.

The findings of the present study reported that students residing in Kilosa town areas had significant higher odds of participation in sports compared to students living in inner Kilosa village areas. A study done by (Humbert et al., 2015) has similar findings as it was reported that

the adolescents living in rural areas spent most of their time doing family obligations rather than sports activities. Nevertheless these adolescents in rural areas do most of their activity outdoors such as football without quality facilities required to do these activities. The main reason towards lack of sports facilities and equipment's was due to vandalism and poor financial support. The difference between rural and urban secondary school students regarding the importance of school environment factors have been found that physical activities among the adolescents is positively correlated with having access to convenient play spaces (Pate et al., 1995b). It was reported that the adolescents in rural areas did not have the same physical activity and recreation opportunities compared to children in urban areas.

The prevalence of physical inactivity identified among adolescents enrolled in public schools was high with girls being more inactive than boys (Esteban-Cornejo et al., 2015). The greater involvement with more vigorous activities can be partly explained by gender norms as boys are encouraged to participate in competitive activities while girls are encouraged to participate in activities that require less physical effort believing that certain types of activities may contribute to bodily changes in girls hence affecting their femininity.

5.2 Peer Influence on participation in sports

The findings in the present study revealed that students in public secondary schools in Kilosa district who had sports partners in had a higher chance of being physically active compared to students who had no sports partners. There are other studies that found similar findings and some different. In a study conducted by (Kirby et al., 2013) among Scottish adolescents showed that boys reported higher physical activeness, peer support, peer socializing and independent play than girls. Within both boys and girls, peer support in sports decreased with age centrally different from what was observed in the study.

Peer support has been acknowledged as an important correlate of sports participation among students as observed by (Beets & Alderman, 2010; Duncan et al., 2005). It was found that the perception of support from friends was associated with higher levels of sports activities among the adolescents. Social acceptance and support was considered a well-established factor for active sports participation (Troost et al., 2002). It was suggested that peers are particularly influential on adolescents physical activity behaviors as they contribute to enjoyment through recognition of accomplishments, companionship and esteemed support.

In a study done by (Laird et al., 2016) it was found that adolescents received more support from their peers than families. It was demonstrated that peers became influential during adolescence as parents mainly from rural areas do not bond much with their children since they spend most of their time at their farms. Therefore due to this adolescents seek affiliation like companionship from their peers

5.3 School Environment factors affecting participation in sports

The study found that the odds of participating in sports among students with a physical education teacher to be 3 times significantly higher compared to students who do not have a physical education teacher

These findings are consistent with the study conducted by (Ericsson, 2016) and (Rasberry et al., 2011) as they examined increasing amount of physical education and level of sports activeness in classes and then compared student's daily performances. This study showed a positive association between physical education and cognitive skills and attitudes as extending physical education lessons from two days to daily was positively associated with test scores and attention in class.

Results from the studies done by (Bergeron, 2007) and (Shapiro et al., 2010) are contrary to these findings as they found out supervision from physical education teachers in sports programs did not appear to have a significant impact on adolescents levels of activeness but suppressing their physical activity levels. This was because students were more relaxed and free around themselves rather than under the guidance of an adult.

A study by (Sallis et al., 1999) examined an intensive two year health related physical education programs taught by trained classroom teachers which were designed to increase students sports activeness levels. They found the program taught by well trained teachers had a positive impact and scored better than students not enrolled in the program. Another study done by (Kirby et al., 2013) in 53 secondary schools in Scotland were Physical education classes are recommended to be provided at least two hours per week to all students, it was found that young people desired to adhere to these recommendations as they believed physical education time is needed and was important. Students were generally satisfied with the availability of school sports facilities despite not all schools having on site facilities. But it was found school sports facilities had no

significant impact on physical activity levels among girls but rather the provision of sports clubs and extra curriculum activities were likely to have a stronger effect.

(Dagkas & Stathi, 2007)emphases on the importance of sports and participation in physical education. From his findings it was observed that students in private schools participated in sports activities on a daily bases due to structured provisions while participation levels to students in public schools were very low even in compulsory settings. This reflects the comments provided by (Bailey, 2018) which suggested that structured provision of physical activities in deprived areas is limited to common activities such as football for boys and netball for girls as it was observed in this study. Also perceived expectations and lack of positive reinforcements of teachers was identified as a factor influencing levels of involvement in physical activities in public schools especially those from rural settings.

Findings from the study conducted by (Strauss et al., 2001)show that school sports facilities are important to facilitate physical activities among adolescents but are only valuable when they are being used. (Fairclough & Stratton, 2016; Hume et al., 2005) findings show that sports facilities at schools were under-utilized with 68% of designated sport areas being vacant in the afternoon periods. A survey done by (Duncan et al., 2005) reported that adolescents never or rarely use playing fields at schools.

5.4 Limitation of the study

Despite the interesting and valuable findings, potential limitation need to be discussed: the use of cross-sectional study limited the study because it did not allow the establishment of causality inferences. Thus the association s reported in this study should not be interpreted as such.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Conclusion

The purpose of this study was to assess the factors affecting the participation in sports among secondary school students in Kilosa district .These findings provide a unique insight into adolescent's use of their environments in relation to their physical activity. It is clear that individual factors are either facilitated or constrained by wider aspect of the social and physical environment. Participation in different types of sports activities was constrained by the availability of and access to appropriate facilities and equipment's. It was also found that the public secondary schools in Kilosa district gave equal chances and opportunities to both boys and girls in sports participation. Findings revealed that access to physical education teachers is still low hence putting students at a greater risk to poor knowledge on importance of sports and health problems such as obesity and overweight.

6.1 Recommendations

- We recommend the government, CBOs and NGOs to increase coverage on the importance of sports through media, provision of books and sports professionals as it was observed from the results that adolescents have contradicting or wrong perceptions on this matter.
- We recommend establishment of adolescent-friendly services: As adolescents are spending considerable time at school, teachers, friends and parents should be encouraged to be supportive of their participation in sports.
- We recommend the enactment of strict laws and punishment against Gender and Age disparities in Sports participation. Through this all bad traditional believes, norms and unfairness will be abolished thus equality regardless of sex, age, race, religion and etc.
- Furthermore, we recommend more qualitative studies on the Peer Influence Factors of topic as it should be conducted in order to complement the quantitative findings obtained from this study.

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**APPENDIX I
PARENTS / GUARDIANS CONSENT FORM.**

Consent for your child to participate in study

Greetings! My name is Hilder Erick Mushi. I am a University student pursuing Master’s degree in Public Health at Muhimbili University of Health and Allied Sciences. On behalf of Muhimbili University of Health and Allied Sciences (MUHAS), I am conducting a research to assess factors affecting the participation in sports among public secondary school as part of my studies.

Purpose of the study: The purpose of the questionnaire is to collect information on individual, peer and school physical environment factors affecting the participation of students in sports .You are being asked to allow your child to participate in this study because we believe that their particular experiences/information that may be important to the study.

Methods of the study: As part of the study, questionnaires will be administered so that they can be filled at their convenient time.

Procedures of the study: Participation to this study is voluntary that is you may decide to participate or not. You may refuse to allow your child to respond to a question that you feel is not important to respond to. All responses will be kept confidential and will be used only for the purpose of this study. Only people working in this research study will have access to the information. Your name will not be written on this form, and will never be used in connection with any of the information as code number will be used to identify your responses.

Benefits: There are no direct benefits for you participation however information you provide will help to know the participation of students in sports activities. No harm is expected as a result of participation in this study and you can ask the researcher questions any time during the study.

Whom to Contact : In case of any question or query concerning this study, please contact the principal investigator, Hilder Erick Mushi(MPH) mobile number 0715 647415. If you have any questions/concerns about your rights as a participant you may contact Dr. Bruno Sunguye, Chairman of MUHAS Research and Publications Committee. P.O.BOX 65001 Dar es Salaam. Tel 0221503026

I have read the contents of this form and understood it, my questions have been adequately answered. I agree to participate in this study.

Signature of participant..... Date.....

Signature of researcher Date.....

**APPENDIX II: INFORMED ASSENT FORM FOR STUDENTS.
MUHIMBILI UNIVERSITY COLLEGE OF HEALTH SCIENCES
DIRECTORATE OF RESEARCH AND PUBLICATIONS, MUHAS**



CONSENT FORM.

ID NO.....

Consent to participate in study

Greetings! My name is Hilder Erick Mushi. I am a University student pursuing Master's degree in Public Health at Muhimbili University of Health and Allied Sciences. On behalf of Muhimbili University of Health and Allied Sciences (MUHAS), I am conducting a research to assess *“factors affecting the participation in sports among public secondary school students in Kilosa district”* as part of my studies.

I am kindly inviting you to participate in a survey assessing factors affecting sports participation among secondary school students in Kilosa. Together with this leaflet is the Informed Consent Form .Please read carefully the information in the leaflet, and in case you agree to the participation please sign the designated area in the Informed consent form.

Purpose of the study: The purpose of the questionnaire is to collect information on individual, peer and school physical environment factors affecting the participation of students in sports .You are being asked to participate in this study because we believe that you have particular experiences/information that may be important to the study.

Methods of the study: As part of the study, questionnaires will be administered so that they can be filled at your convenient time.

Procedures of the study: Participation to this study is voluntary that is you may decide to participate or not. You may refuse to respond to a question that you feel not to respond to. All responses will be kept confidential and will be used only for the purpose of this study. Only people working in this research study will have access to the information. Your name will not be written on this form, and will never be used in connection with any of the information as code number will be used to identify your responses.

Benefits: There are no direct benefits for you participation however information you provide will help to know the participation of students in sports. No harm is expected as a result of participation in this study and you can ask the researcher questions any time during the study.

Risks: This study involves no invasive procedures so we expect that no harm will be done to any participant.

Whom to Contact : In case of any question or query concerning this study, please contact the principal investigator, Hilder Erick Mushi(MPH) mobile number 0715 647415. If you have any questions/concerns about your rights as a participant you may contact Dr. Bruno Sunguye, Chairman of MUHAS Research and Publications Committee. P.O.BOX 65001 Dar es Salaam. Tel 0221503026

I have read the contents of this form and understood it, my questions have been adequately answered. I agree to participate in this study.

Signature of participant..... Date.....

Signature of researcher Date.....

Appendix 1IB: Taarifa kuhusu utafiti na ushiriki wa hiari kwa wanafunzi

VISABABISHI VINAVYOCHOCHEA USHIRIKI KWENYE MICHEZO NA SHUGHULI ZA KIMWILI KWA WANAFUNZI WA SHULE ZA SEKONDARI ZA SERIKALI. CHUO KIKUU CHA AFYA NA SAYANSI SHIRIKISHI MUHIMBILI

Habari

Unaalikwa kushiriki katika utafiti tajwa hapo juu. Kipeperushi hiki unachosoma kina maelezo kuhusu utafiti huo na kimeambatanishwa na fomu ya uhiari wa kushiriki katika utafiti. Tafadhali soma kwa makini kipeperushi hiki na kama utaridhia mwanao/mwanafunzi kushiriki, weka sahihi yako au majina yako kwenye fomu ya uhiari wa kushiriki. Kama unahitaji maelezo ya ziada au ufafanuzi zaidi una karibishwa kuniuliza.

Mtafiti anaitwa Hilder Erick Mushi, ambaye ni mwanafunzi wa shahada ya uzamili kwenye afya ya jamii (Master of Public Health) katika chuo kikuu cha afya na sayansi shirikishi Muhimbili.

DHUMUNI NA MAELEZO KUHUSU UTAFITI

Utafiti huu unalenga kuangalia visababishi vinavyochochea kutokujihusisha kwa mazoezi na michezo kati ya wanafunzi wa shule za sekondari za serikali. Unaweza kupata majibu ya utafiti huu kupitia njia za kutoa taarifa ya utafiti huu zilizopangwa.

JINSI UTAFITI UTAKAVYOFANYIKA

Maswali yameandaliwa kwenye karatasi, mtafiti atakuuliza maswali na kujaza kwenye karatasi. Utatakiwa ujibu kulingana na maelezo ya kila swali.

UHIARI WA KUSHIRIKI UTAFITI HUU

Tafadhali elewa kwamba ni hiari yako kushiriki ama kutoshiriki katika utafiti huu. Kama ukihiari kushiriki, una haki ya kujitoka katika ushiriki katika hatua yoyote ile ya utafiti kama utaamua hivyo.

FAIDA ZA KUSHIRIKI

Hautapata faida za moja kwa moja kwa ushiriki isipokuwa majibu ya utafiti huu yatasaidia kuleta mabadiliko katika afya za wanafunzi na mifumo ya shule za serikali.

MBADALA

Mbadala ni kutoshiriki

MADHARA YA KUSHIRIKI AU KUJISIKIA VIBAYA

Hakuna madhara yoyote utakayoyapata kwa kushiriki utafiti huu.

USIRI WA USHIRIKI WAKO NA TAARIFA UTAKAZOTOA

Jina lako halite onekana mahala popote katika dodoso hili, ushiriki wako na taarifa utakazotoa ni siri.

MAPITIO NA KIBALI CHA UTAFITI

Mapitio ya andiko la utafiti huu na utoaji wa kibali cha kufanya utafiti vimefanywa na kamatiya utu katika masuala ya utafiti ya chuo kikuu cha afya na sayansi shirikishi Muhimbili.

MAJIBU YA UTAFITI

Taarifa ya utafiti huu itachapishwa katika jarida la kisayansi kwamadhumuni ya kitaaluma pekee. Itapatikana pia katika kitabu cha utafiti kitakachopelekwa katika chuo kikuu cha afya na sayansi shirikishi Muhimbili kama hitaji la kupatashahada ya uzamili katika sayansi ya afya ya jamii.

MAWASILIANO KWA MAELEZO YA ZIADA

Kama unamaswali zaidi kuhusu namna utafiti huu unavyofanyika tafadhali wasiliana na:-

Dr. Bruno Sunguya,

Mkurugenzi waTafiti na machapisho,

Chuo kikuu cha afya na sayansi za afya Muhimbili,

S. L. P 65001,

Dar es Salaam.

Simu: 022 -2152489

Kama umehiari kushiriki, baki na kipeperushi hiki kwa maelezo zaidi wakati wa utafiti.

FOMU YA UHIARI WA KUSHIRIKI

Nadhibitisha kwamba nimesoma/somewa na nimeielewa taarifa iliyokwenye kipeperushi na ninakubali kwa hiari kushiriki katika utafiti huu. Naelewa kuwa nina haki ya kuacha kushiriki wakati wowote nitakapoamua kama nitaona kuna haja ya kufanya hivyo.

Saini _____

Tarehe _____

Saini _____ (mtafiti/mtafitimsaidizi)

Tarehe _____

APPENDIX III: QUESTIONNAIRE FOR STUDENTS IN ENGLISH VERSION.

FACTORS AFFECTING PARTICIPATION IN SPORTS AMONG SECONDARY SCHOOL STUDENTS IN KILOSA DISTRICT.

SECTION A: Demographic Characteristics(Cycle the correct answer)

1. Age in years.....
2. Sex.....(male/female)
3. Area of residence: Inner village.....
Town.....
4. Fathers education
 - 0) No formal education
 - 1) Primary education
 - 2) Secondary education
 - 3) Tertiary education
 - 4) Don't know
5. Mothers education
 - 0) No formal education
 - 1) Primary education
 - 2) Secondary education
 - 3) Tertiary education
 - 4) Don't know
6. Fathers occupation
 - 0) Government employee
 - 1) Private sector employee
 - 2) Petty business
 - 3) Other.....
 - 4) Don't know
7. Mothers occupation
 - 0) Government employee
 - 1) Private sector employee
 - 2) Petty business

- 3) House wife
 - 4) Other.....
 - 5) Don't know
- 8 What is the total number of individuals living in your household including your parents?.....
9. Do you usually participate in sports activities?
- 0) Yes
 - 1) No
10. If yes, what type of sports do you usually play?
- 0) Football
 - 1) Cycling
 - 2) Running
 - 3) Swimming
 - 4) Others (specify).....(10 maximum : 1-2 unsatisfactory,3-4 active ,5-7 very active)
11. If yes, on average how many times per week do you usually participate in sports and physical exercises?.....days per week.(1-2 unsatisfactory,3-5 active,5-7 very active)
12. How long do you participate in sports activities per day?..... (Minutes/hours <30 minutes unsatisfactory,30-60 minutes active,>60 minutes very active)
13. What other activities (house chores) do you usually perform while at home?
- 0) House cleaning
 - 1) Laundry
 - 2) Taking care of siblings
 - 3) I don't do anything
 - 4) Others (specify).....
14. Have you ever felt very unhappy and depressed due to your physical appearance?
- a) Yes
 - b) No
15. If yes, how did you overcome the situation.....

16. Which of the following are you trying to do about your weight?

- 0) Lose weight
- 1) Gain weight
- 2) Maintain weight
- 3) Others (specify).....

17. For those who want to lose weight do you use the following methods?

- 0) Vomiting
- 1) Laxatives
- 2) Diet pills
- 3) Others (specify)

18. Which of the following are the importance of sports and PE? (Tick the responses, may tick more than one responses)

Importance:	Yes(0)	No(1)
a) Have many friends		
b) Improvement of academic performance		
c) Unexplained weight loss		
d) Confidence gain and cooperative		
e) Good health status		
f) Loss of sexual desire		
g) Abstain from drug and alcohol		
h) Loss of appetite		
i) Risk management		
j) Any other importance? (specify)		
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		

19 . What are your opinions on sports and physical exercises in schools? (Tick the responses, may tick more than one responses)

Opinions:	Yes(0)	No(1)
It is a waste of time		
It is good for their health		
Leads to unexplained weight loss		
Increase their academic capacities		
Girls should not participate		
They should only take a small portion on their academic curriculums		
Leads to tiredness and bad peer groups		
Loss of appetite		
Persistent development of risky behaviors		
Any other opinions (specify)		
1.		
2.		
3.		
4.		
5.		

SECTION B: PEER FACTORS AFFECTING PARTICIPATION IN PHYSICAL ACTIVITIES.

20 How do you describe your relationships with fellow students/classmates?

- 0) Very good
- 1) Good
- 2) Normal/Moderate
- 3) Bad

21 Are girls and boys given equal chances and opportunities to participate in sports and physical exercises?

- 0) Yes

1) No

22 If no, what are the reasons behind?.....

23 Have you ever been bullied in school due to your physical appearance?

0) Yes

1) No

24 If yes, who normally does the bullying and how did you handle the situation.....

25 Do you have a sports /physical activity partner?

0) Yes

1) No

26 If no, what are the reasons behind?.....

SECTION D: SCHOOL ENVIRONMENT FACTORS AFFECTING PARTICIPATION IN PHYSICAL ACTIVITIES.

27 In your school do you have physical education subject in your daily timetable?

0) Yes

1) No

28 How often are PE classes and sports activities provided in a week?

0) Once

1) Twice

2) More than twice

3) Depends (specify).....

29 Does your school have a coordinator for sports and PE?

0) Yes

1) No

2) Not sure

30 Are sports fields and equipment for sports and physical exercises available in school?

0) Yes

1) No

- 31 Does your school (co)-organize after-school sports and physical exercises?
 - 0) Yes
 - 1) No
- 32 Extracurricular activities (none sports)performed at school
 - 0) Cleaning
 - 1) Farm work
 - 2) Gardening
 - 3) I don't do anything
 - 4) Others (specify).....
 - 3) Bad
- 33 .Do you usually walk to school and back?
 - 0) Yes
 - 1) No
- 34 .If yes, what is the distance covered per day?.....
- 35 If you don't usually walk to and from school, how do you usually commute?
 - 0) Car
 - 1) Public transport
 - 2) School bus
 - 3) Others (specify).....

APPENDIX IIIB DODOSO (SWAHILI)

KICHWA: SABABU ZINAZOCHOCHEA KUTOKUSHIRIKI KATIKA MICHEZO NA MAZOEZI KATI YA WANANFUNZI WA SHULE ZA SERILAKI ZA SEKONDARI WILAYA YA KILOSA.

KIPENGELE A: TAARIFA BINAFSI YINAYOCHOCHEA KUTOSHIRIKI KATIKA MICHEZO NA MAZOEZI (Tafadhali zungusha jibu sahihi)

1. Umri wako.....
2. Jinsia yako.....
3. Mahali unapoishi.....
4. Kiwango cha elimu ya baba yako
 - 0)Hajasoma
 - 1)Elimu ya primary
 - 2)Elimu ya sekondari
 - 3)Elimu ya chuo kikuu
 - 4)Sijui
5. Kiwango cha elimu ya mama yako
 - 0)Hajasoma
 - 1) Elimu ya primary
 - 2) Elimu ya sekondari
 - 3) Elimu ya chuo kikuu
 - 4) Sijui
6. Kazi anayofanya baba yako
 - 0)Serikalini
 - 1)Kwenye kampuni binafsi
 - 2)Biashara ndogondogo
 - 3)Yinginezo.....
 - 4)Sijui
7. Kazi anayofanya mama yako
 - 0)Serikalini
 - 1)Kwenye kampuni binafsi
 - 2)Biashara ndogondogo
 - 3)Yinginezo.....
 - 4)Sijui
8. Ni watu wangapi unaishi nao nyumbani ukihesabia wazazi wako?.....
9. Je,huwa unajihusisha na michezo na mazoezi?
 - 0)Ndio
 - 1)Hapana

10. Kama jibu ni ndiyo, ni michezo ipi hupendelea kucheza?
 0) Mpira wa miguu
 1) Kuendesha baiskeli
 2) Kukimbia
 3) Kuogelea
 4) Zinginezo (zitaje)..... (zisizidi 10: 1-2 hairidhishi, 3-4 anashiriki vizuri, 5-7 anashiriki vizuri sana)
11. Kwa ujumla, mara ngapi kwa wiki huwa unashiriki mazoezi na michezo? Siku..... kwa wiki. (siku 1-2 hairidhishi, 3-5 anashiriki vizuri, 5-7 anashiriki vizuri sana)
12. Kwa muda gani huwa unashiriki /unafanya mazoezi kwa siku?..... (dakika/masaa : chini ya dakika 30 hairidhishi, dakika 30-60 anashiriki vizuri, Zaidi ya dakika 60 anashiriki vizuri sana)
13. Ni shughuli gani zingine za kimwili huwa unazifanza ukiwa nyumbani?
 0) Kufanya usafi
 1) Kufua
 2) Kuangalia wadogo zangu
 3) Sifanyi kitu chichote
 4) Zinginezo (Zitaje).....

14. Ushawahi kujisikia vibaya /kuchukia/kuwa mnyonge kwa sababu ya muonekano wako wa kimwili?
 0) Ndio
 1) Hapana
15. Kama jibu ni ndio, ulitatu/epuka vipi hiyo hali?.....

16. Ni kipi kati ya hivi unafanya juu ya uzito/kilo zako za mwili?
 0) Kupunguza uyito
 1) Kuongeza uzito
 2) Kubaki kama nilivyo
 3) Zinginezo (zitaje).....

17. Kwa wale ambao, mnataka kupunguza uzito/mwili ni njia gani kati ya hizi mnazitumia?
 0) Kujitapisha
 1) Dawa za kujipunguza
 2) Mazoezi
 3) Zinginezo (zitaje).....

18. Ni zipi kati ya hizi ni faida za mazoezi na michezo?(Weka tiki kwenye majibu yako,unaweza tiki Zaidi ya jibu moja)

FAIDA	NDIO(0)	HAPANA(1)
Kuwa na marafiki wengi		
Inasaidia kwenye matokeo yangu ya kimasomo		
Kupunguza uzito		
Kunamfanya mtu awe jasiri na kushirikiana na wenzake		
Kuwa na afya nzuri		
Kuepukana na madawa ya kulevya na pombe		
Kupoteza hamu ya kula		

19. Mtazamo wako ni upi kuhusu mazoezi na michezo mashuleni? (Weka tiki kwenye majibu yako,unaweza tiki Zaidi ya jibu moja)

MTAZAMO WAKO	NDIO(0)	HAPANA (1)
Ni upotevu wa muda		
Ni nzuri kwa afya		
Waichana hawatakiwi kujumuishwa na kuhusishwa		
Mazoezi zachukuwe nafasi ndogo sana ya muda kulingana na masomo mengine		
Hupelekea kuchoka sana na kujiingiza na makundi mabaya		
Hupoteza hamu ya kula		
Hupelekea kuanzisha tabia hatarishi		

**KIPENGELE B: SABABU ZA KIMAKUNDI ZINAZOCHOCHEA
KUTOKUSHIRIKINKWENYE MICHEZO NA SHUGHULI ZA KIMWILI**

20. Unamahusiano ya namna gani na wanafunzi wenzako?
 0)Mazuri sana
 1)Mazuri
 2)Kawaida
 3)Mabaya
21. Je,wasichana na wavulana hupewa nafasi sawa katika kushiriki michezo/mazoezi na shughuli za kimwili?
 0)Ndio
 1)Hapana
22. Kama jibu ni hapana,je sababu zake ni zipi?.....
23. Je,ushawahi kuonewa au kutengwa kisa muonekano wako wa kimwili?
 0)Ndio
 1)Hapana
24. Kama jibu ni ndiyo,huwa unatatua vipi hili tatizo?.....
25. Je,una rafiki yako ambaye hushirikiana nae katika michezo/mazoezi yote?
 0)Ndio
 1)Hapana
26. Kama jibu ni hapana,ni sababu zipi zimekufanya ukose mtu /rafiki wa kushirikiana nae kwenye michezo na mazoezi?.....

**KIPENGELE C: SABABU ZA MAZINGIRA YA SHULE YANAVYOCHOCHEA
KUTOKUSHIRIKI KWA MICHEZO NA SHUGHULI ZA KIMWILI KWA
WANAFUNZI**

27. Je, shuleni kwenu mnasomo la mazoezi za kimwili na michezo katika ratiba zenu za masomo kila siku?
 0)Ndio
 1)Hapana
28. Kama ndiyo,je somo hilo hufundishwa mara ngapi kwa wiki?
 0)Mara moja
 1)Mara mbili
 2)Zaidi ya mara mbili
 3)Inategemea(Elezea).....

29. Je,shule yenu ina mwalimu wa michezo na mazoezi?
 0)Ndio
 1)Hapana
 3)Sijui
30. Je, shule yenu ina viwanja na vifaa vya michezo na mazoezi(jezi,mipira,raba?)
 0)Ndio
 1)Hapana
31. Je,shule yenu huwa ina andaa michezo/mazoezi/mechi na shule zingine za jirani?
 0)Ndio
 1)Hapana
32. Ni shughuli gani yingine za kimwili huwa mnafanya shule ukiachana na mazoezi?
 0)Kufanya usafi
 1)Kazi za shamba
 2)Kazi za bustani
 3)Zinginezo(zitaje).....
33. Je,huwa unatembea kwenda na kurudi kutoka nyumbani mpaka shuleni?
 0)Ndio
 1)Hapana
34. Kama jibu ni ndio,ni umbali gani huwa untembea kwa siku?.....
35. Kama huwa hutembei kwa mguu kutoka nyumbani mapaka shukeni,je hutumia usafiri gani?
 1)Gari binafsi
 2)Usafiri wa jumuiya
 3)Basi la shule
- 4)Zinginezo(zitaje).....

Budget and its Justification

S/N	Particulars	Unit Cost	No of days	Total
1	STATIONARIES 2 reams of A-4 Paper, printing, photocopying, notebooks, binding ,pens	300,000	1	300,000/=
2	INTERNET Reading and downloading relevant materials.	3,000	120	360,000/=
3	TRANSPORT Fuel for the whole period of data collection and emergence car services.	50,000	5	250,000/=
4	DATA COLLECTION Research assistance allowance	56,000	5	280,000/=
5	MISCELLANEOUS			200,000/=
TOTAL				1,390,000/=

