



Influence of Sports Participation on Educational Achievement of Students in Secondary Schools in Arusha District

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Abstract: *The influence of sport participation on the academic achievement of students has been a topic of debate for decades. The study sought to evaluate the challenges facing students' participation in sports activities and assess the effects of students' participation in sports activities on their educational achievement in secondary schools in Arusha district. Green's Model of Sport Development Theory guided the study. A convergent mixed methods design was adopted to collect both quantitative and qualitative data concurrently using questionnaires and interview guides respectively. The sample size were 81 form four students selected using stratified and simple random sampling technique while 6 school heads and 6 sport teachers and one DEO purposively selected. Validity was established through experts' judgment whereas reliability test ($r = 0.856$) of the questionnaires was determined, after a pilot study through test re-test technique and results correlated at Cronbach Alpha coefficient. Qualitative data were analyzed thematically alongside research questions whereas quantitative data were analyzed using descriptive statistics and presented in tables. Findings established that inadequate playing ground, high cost of sports and games materials, lack of interest in sports from students and lack of qualified personnel in coaching pose challenge to smooth running of sports programmes in schools. The study further found that sports improve students' health, social, increase mental alertness and prepares students for future career. The study recommends that Ministry of Education should formulate good policies on sports, initiate sports academies, introduce games as a subject, provide physical facilities, train sport masters and mistresses as coaches.*

Keywords: Sports, Education, Achievement, Students, Schools, Arusha

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1. Introduction

Worldwide, educational scientists have been working for so long to determine the relationship between sports, games and educational achievement (Ademayo, 2017). In

most educational institutions, sports activities are not regarded as essential part of education and many people have believed that participation in sports negatively affects the education of the students (Khan et al., 2018). Din (2015) conducted a study to determine whether participating in sport activities had any impact on

students' academic achievement in rural high schools of Kentucky area of the Appalachian Mountains region in US. Results indicated that there were no significant differences between the students' pre-season and post-season grades, which suggest that participating in school-sponsored sports activities did not affect the educational achievement for the participating rural high school students.

Studies indicate two different views on the influence of sports on academic achievement. For example, study by Fung & Wong (2014) found that students' participation in sports and games influences their achievement in physics and positively relate to personality and peer acceptance. On the other hand, study by Shepherd and Trudeau (2018) reported that allocating up to an additional hour per day of curricular time to physical activities programs does affect the academic performance of primary school students negatively, even though the time allocated to other subjects usually shows a corresponding impact.

Participation in sports may also provide students with unique development opportunities that positively impact in the student's social self-concept (Wilson, 2019). A student's identification and involvement with school sports creates a social network, children who participate in sports have been shown to have better social skills and to be more socially mature than children who do not participate in sports (Fletcher *et al.*, 2015 as cited by Robert, 2018). It is also anticipated that sports activities not only leave a positive impact on mood, but also increase mental alertness (Khan *et al.*, 2018). Other researchers criticize games and sports programs in schools. Critics say that participation in sports deflects time away from the classroom and divert students' attention from study. They further say that it is not possible for students to achieve excellence and satisfaction in sports as well as in education (Adeyemo, 2017). Extracurricular, including games and sport activities, often cost money (Wilson, 2019). Participation in sports teams also correspond with greater rates of alcohol consumption and illicit drug use. In some educational institutions' sports activities are not regarded as essential part of education and many people have believed that participation in sports negatively affect the education of the students (Khan *et al.*, 2018).

According to Khan *et al.* (2018), sports activities not only leave a positive impact on mood, but also increase mental alertness of learners. However, facilities for games and sports are lacking in most schools. As a result, the positive impacts that could be brought about by effective participation in sports activities by secondary school students will remain poor in the context of Tanzania. Wilson (2019) reported that sports play a key role in reducing various diseases like diabetes, cancer, obesity, stroke and therefore keep students healthier. Consequently, this could significantly lead to better performance in secondary school level. However, many parents in Tanzania discourage their children from

engaging in games and sports with a thought that games and sports negatively affect students' performance. From these studies it can be concluded that effects of games and sports on students' academic effectiveness vary from one area to another and between types of games/sport. Singleton (2020) although games and sports have been included in Tanzania education curriculum for secondary school education but its implementation is still poor. In the perception of some parents, students' participation in games and sports are still considered unfavorable to their educational achievements. Daniel and Emmanuel (2015) observed that facilities for games and sports are lacking in most schools. The lacking facilities include playing grounds, balls, sports gears or kits and lack of competent sports trainers or (teachers). Many parents in Tanzania discourage their children from engaging in games and sport with a thought that games and sports affect students' performance. In short, the effects of students' participation in sports and games are not clear among education stakeholders. There is paucity of studies on effects of students' participation in games and sports on students' academic achievements in Tanzania.

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was anchored on the Green's (2005) Model of Sport Development.

2.1 The Green's (2005) Model of Sport Development Theory

The literature analyzed various theoretical models linking sports participation by various individuals. Grimaet *al.* (2017) critically analyzed the Green's (2005) Model of Sport Development in which the author examined the factors responsible for participation in sports. This model comprises three stages called recruitment, retention and transition. It aims to comprehend the factors which are critical to the development of sport, more precisely the combination of factors which impact participation rates and the commitment to sport of individuals. In every stage of this model, several motivations and available opportunities exist which directly influence an individual's decision to carry on or exit sport (Agnes, 2015). Recruitment is the first stage in the sport development model process which involves the individual, family and sport delivery system levels that influence an individual's decision to take part in sport. Motivations play an important role at the individual level which in addition to the availability of sports and sport programs, indicative of the system level, increase the likelihood that individuals move into a sport that better meets their needs and motivations.

Retention is a very challenging, but many times ignored stage in the process. Retaining and possibly increasing the involvement of individuals requires an in-depth analysis of what affects their decision to stay. Financial resources, skill level and social support are constraints that can affect the commitment of individuals towards a sport. Lack of sport programmes or coaching availability at the system level can disturb their commitment (Fletcher *et. al.*, 2015).

The Strengths of this Theory

The theory of the Green's (2005) Model of Sport Development is able to explain the factors responsible for sports participation at every stage of its three models of recruitment, retention and transition.

Weaknesses of the Theory

However, one of the weaknesses of this theory is that it does not give a linkage to the educational achievement especially for secondary schools students.

Application to the study

The relevance of this theory to this study was that factors cited by the models form one of the objectives of the study and hence, the model guided the researcher on the factors influencing sports participation by students at secondary schools.

The following research questions guided the study.

- i. What are the challenges facing students' participation in sports activities in secondary schools in Arusha District?
- ii. How does students' participation in sports activities affect their educational achievement in secondary schools in Arusha District?

2.2 Challenges Facing Students in Sports Participation in Secondary Schools

Hashim (2017) sought to examine the barriers that would likely hinder international and local college students from participating in sport activities in one of the colleges in Springfield, United States. Using purposive sampling, 64 college students participated in this cross-sectional survey study. Data were collected using a modified Leisure Barriers Scale. Using descriptive statistics and independent group t-test, the results revealed convenient facilities, time and information regarding available activities as the most hindering factors for international students from participating in campus sport activities. Parallel with the results, Raymore *et al.* (2013) suggested the need for greater efforts to promote greater awareness

with regard to facilities convenience, such as facilities operating hours, and availability of campus activities to the students. For international students, activities that promote the elements of social interaction and are sensitive to cultural and individual differences may encourage greater participation in campus sporting activities.

In addition, Lee (2011) explored the experiences of female college students who had disengaged from athletics. The study sought to identify factors that influence a young, female college student's transition out of athletics and better understand the ways that these individuals experience and perceive their transition. The study found that time commitment involved in being an athlete proved to be a major factor influencing participant's decision to disengage. At a global context, Billonid and Kibanoff (2020) used participation in athlete as a case of secondary schools' academic performance, and the findings indicated that athletes have the same academic activities and performance as non-athletes.

Moreover, Afshan *et al.* (2017) investigated challenges on female's participation in physical activities at secondary school level. The population of this particular study comprised all the Teachers, and the students in the Sargodha Division, Punjab, Pakistan. A sample of 51 selected from each district and the total sample from the whole division (3 districts) was 165. The result shows that there was significant effect of issues and challenges on female's participation in sports activities and also gender difference was observed. The research found that while the government has the biggest role to play in overcoming the barriers that exist, it was a combination of family, personal, culture, and education that help to completely overcome the barriers. In a corresponding study by Linda (2014) about students' relationships with sports activities, where the main goal was to determine how the sports activities are affecting students' identities and social interactions in USA. The study found out that there exist a pattern between students' devotion to exercise and that of their parents. Moreover, the students' benefited from the sports activities were improvements in mood and attitudes, social skill improvements, expansion of social networks and personality developments.

Furthermore, Daniel and Emmanuel (2015) examined internal challenges affecting academic performance of student-athletes in Ghanaian public universities, using a descriptive survey research design. Proportionate random sampling technique was employed to select 332 respondents for the study. Data collected were analyzed using chi-square (χ^2) statistical method. The findings from the study showed that time constraints and physical/emotional strain were significant internal challenges affecting the academic performance of student-athletes in Ghanaian public universities.

Kentiba (2015) conducted an empirical study to identify major challenges and problems affecting the participation of disabled children in physical education and extracurricular activities in selected schools of Arba Minch town administration in Ethiopia. The findings of the study showed that factors and challenges associated with materials, equipment, school compound, absence of disability sport competitions, poor pupil to pupil support, limited professional development trainings, and incomprehensive curriculum were found as challenges and problems which limit participation of disabled children in school physical education and extracurricular activities.

An empirical study conducted by Ibrahim and Kazuzuru (2020) to investigate challenges facing students who participated in sports and games also focused on the students' opinions on the roles of sports and games in academic performance. The study found that lack of facilities, including playing grounds was the main challenge facing students in sports and games.

In addition, Sanga (2017) conducted an empirical study to investigate the factors that prevent children from participating in traditional games in urban Tanzania. Based on data collected through interviews and focus group discussions with parents and children, the study revealed that parents' fear of child abduction and sexual abuse, parental emphasis on academic achievement, the pressure of family chores, and children's destructive behavior outdoors as responsible for children's non-participation in traditional games.

2.3 The Effects of Students' Participation in Sports Activities on their Educational Achievement in Secondary Schools

Singleton (2020) carried out a study to investigate the effects of athletic participation on the academic achievement of African American high school female students in Georgia. The study sought to determine if there was a statistically significant disparity between the grade point averages and graduation rates of student athletes and non-athletes and between single sport athletes and multiple sport athletes. Results indicated that there was no statistically significant difference in the grade point averages and graduation rate of student athletes and non-athletes. Findings suggested that participation in athletics should continue to be an area of focus for educational stakeholders as it related to academic achievement. In a related study Richard (2019), the student-athletes sampled had slighter better mean cumulative GPA than the non-student-athletes appears safe to conclude that sports participation at Offinso College of Education does not influence the academic performance of student-athletes adversely. Recommendation is therefore made that college authorities organize the college curriculum in such a way

that it will give sports the required place and time thereby encouraging all students to participate in sports.

Stephens and Schaben (2017) conducted a study on the effect of interscholastic sports on the academic achievement of middle school students in Omaha, Nebraska. Participants included 136 students, 73 participated in a sport and 63 did not participate in a sport, with an equal number of male and female students overall. School records were collected, which consisted of grade point average (GPA), grade in mathematics, and score on the California Achievement Test in mathematics, and gender. The results showed that students who participated in a sport had significantly higher GPAs (mean of 3.15) than students who did not participate in a sport (mean of 2.40). These results were also consistent when comparing male and female athletes to non-athletes of the same sex.

In a study to investigate the effects of engaging in sporting activities on the academic performance of students in mathematics at the senior high school level in the Cape Coast Metropolis, Ghana (Christopher and Emmanuel, 2020). The study used 100 senior high school students comprising 59 student-athletes and 41 non-student athletes. The study revealed that, there is no statistically significant difference between the performance of student-athletes and non-student athletes in mathematics. However, the study found that sports improve students' health, cognitive skills, mental alertness and prepares students for future career. Mthokozisi (2017) conducted a study on factors that affect local and international student's participation in sport and recreation, with the intention of providing pertinent information that the University of KwaZulu-Natal Sport Administration Office can utilize in imminent strategic plans for campus-based sport and recreation delivery. The study findings further advance knowledge on constraints and motives affecting sport and recreation participation among university students, revealing information for policymakers to consider when designing programmes for student services on campus.

Milambo and Pacho (2021) carried an empirical study on the effect of sports and games in enhancing students' academic performance in public secondary schools in Nyamagana district, in Tanzania. The study employed mixed research approach and convergent research design. The participants involved in this study were 87 students, 8 sports and games teachers and 4 head of schools making the total of 99 respondents. The findings of this study revealed that students' participation in sports and games brought positive impacts on their academic performance. In support of the findings, Fletcher et al. (2015) noted that sports and games promoted cooperation and good relationship between students, teachers and other academicians. Also, it was revealed that different challenges which faced public schools in implementing sports and games were, lack of expert teachers in sports, lack of funds, poor government support, lack of sports and

games facilities, lack of enough play grounds, and students' misbehavior. Also, the findings identified different strategies schools should employ to enhance sports and games successfully such as giving rewards, sports competition, well planning of sports and games programs and lastly but not the least dedicating enough time for sports.

3. Methodology

The study employed convergent mixed methods design. In this single-phase approach, a researcher collects both quantitative and qualitative data concurrently, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm to each other (Creswell, 2018). The sample size of the study was 81 form four students selected using stratified and simple random sampling technique while 6 school heads and 6 sport teachers and one DEO purposively selected. Questionnaires were used to collect quantitative data whereas interview guides were used to collect qualitative data from school heads and education officer. Validity was established through expert judgment, whereas reliability

was determined by conducting a pilot study through test re-test technique and results correlated at Cronbach Alpha coefficient, $r = 0.856$. According to Hynes et al. (2020), the instrument was reliable for data collection. Qualitative data were analyzed thematically alongside research questions and presented in narrative forms whereas quantitative data was analyzed using descriptive statistics in the SPSS version 22 and presented in tables and charts.

4. Results and Discussion

The findings were discussed with regard to research objectives.

4.1 The Findings on the Challenges Facing Students' Participation in Sports Activities in Secondary Schools in Arusha District Council

On the research objective to evaluate the challenges facing students' participation in sports activities in secondary schools, table 1 summarizes the findings.

Table1: The Findings on the Challenges Facing Students' Participation in Sports Activities in Secondary Schools

Statement	Students (n = 81) f(%)	Teachers (n = 6) f(%)	Total (n = 87) f(%)
Limited time is allocated to physical education	67(83)	3(50)	70(80)
There is inadequate budget for physical education in the school	78(96)	4(67)	82(94)
Most schools lack infrastructure to support sports	81(100)	5(83)	86(99)
Unstable sport policies in the country negatively affect our participation in sports	78(96)	6(100)	84(97)
Poor motivation to exemplary performers in sports discourages our participation	78(96)	5(83)	83(94)
Inadequate sports gears and kits negatively affect our involvement	78(96)	6(100)	84(97)

f = frequency, % = percentages, values in brackets are percentage of students and teachers who agreed with the statement. Hence, those with contrary opinion to the statement are implied.

Table 1 shows various responses from the students and teachers on the challenges facing students' participation in sports activities in secondary schools. For instance, 83% of students and 50% of the respondents (teachers) identified Limited time allocated to physical education. That is to say 80% of the total respondents agreed that Limited time allocated to physical education is a challenge to the development of sports in school while only 20% held contrary opinion. In this regard, Fletcher et al. (2015) observed that physical activity could be added to the school curriculum by taking time from other subjects without the risk of hindering student's academic achievement. That's why many European countries have built academies in their schools that enabled students to concentrate not only in their sports but also in their studies. During the current study, the researcher observed that different challenges which faced public schools in implementing sports and games were, lack of expert teachers in sports, lack of funds, poor government support,

lack of sports and games facilities, lack of enough play grounds, and students' misbehavior. Also, the findings revealed different strategies schools should put in place to enhance sports and games successfully such as giving rewards, sports competition, well planning of sports and games programs and lastly but not the least was dedicating enough time for sports. Kentiba (2015) pointed out that inadequate playing ground, high cost of sports and games materials, lack of interest in sports from students and lack of qualified personnel in coaching pose challenge to smooth running of sports programmes in schools.

On the sub – item there is inadequate budget for physical education in the school, 94% of students and 67% of teachers giving a total of 94% respondents who agreed while only 6% disagreed that it was a challenge to growth and development of sports in their school. This finding is relevant to the finding in the study by Daniel and Emmanuel (2015) who examined internal challenges

affecting academic performance of student-athletes in Ghanaian public universities, using a descriptive survey research design. The findings from the study showed that time constraints and physical/emotional strain were significant internal challenges affecting the academic performance of student-athletes in Ghanaian public universities. Similarly, the finding concurs with Green's (2005) Model of Sport Development Theory that emphasized on the factors influencing sports participation by students at secondary schools. The model or theory recognizes the role of motivation towards individual participation in sports. Therefore, the theory argues that the concept of motivation in relation to individual participation in sports in a sense that if exemplary students are given motivation, they will do better in sports and finally in educational achievement.

Most schools lack infrastructure to support sports was identified by 99% of the respondents, implying that only one percentage reported that their school has the necessary infrastructure to support sports activities. It is worth emphasizing that provision of infrastructure should be given the necessary attention by all stakeholders in education sector in order to develop youth talents courtesy of sports. In addition, Ibrahim and Kazuzuru (2020) conducted an empirical study to determine whether participating in sports and games had effect on students' academic achievement in Morogoro urban district secondary schools, in Tanzania. The study found that lack of facilities, including playing grounds to be the main challenge facing students in sports and games

Unstable sport policies in the country negatively affect our participation in sports was identified by 97% of the total respondents (both students and teachers) while only 3% observed that sport policies in the country do not affect them negatively. The challenge of policy was also cited by Kentiba (2015) who conducted an empirical study to identify major policy challenges and problems affecting the participation of disabled children in physical education and extracurricular activities in selected schools of Arba Minch town administration in Ethiopia. The findings of the study showed that factors and challenges associated with materials, equipments, school compound, absence of policy for disability sport competitions, poor pupil to pupil support, limited professional development trainings, incomprehensive curriculum were found as challenges and problems which limits participation of disabled children in school Physical education and extracurricular activities.

The sub – item Poor motivation to exemplary performers in sports discourages our participation in sports was

singled out by 94% while 6% did not have any problem with the level of motivation given to exemplary performers in sports. Lastly, 97% of the respondents agreed that inadequate sports gears and kits negatively affect their involvement in sports activities. The researcher found from the respondents that in order to develop sports to the anticipated standard, there is need to provide adequate sports gears and kits to the youths (students). The research found that while the government has the biggest role to play in overcoming the barriers that exist, a combination of family, individual and school initiative would help to address the barriers.

In addition, from qualitative findings during the interview of heads of schools, the study established the challenges facing students' participation in sports activities in Secondary Schools. In this regard, one respondent remarked that:

Inadequate playing ground, high cost of sports and games materials, lack of interest in sports from students and lack of qualified personnel in coaching pose challenge to smooth running of sports programmes (personal interview on 26th June, 2021)

These findings are supported by Sanga (2017) who conducted an empirical study to investigate the factors that prevent children from participating in traditional games in urban Tanzania. The hypothesis driving this inquiry initially proposed that access to televisions, digital video technology, computers and mobile phone games decreased the degree of children's active participation in traditional games. Based on data collected through interviews and focus group discussions with parents and children, the study revealed that this was not the case; instead, the findings identified seven other factors, including parents' fear of child abduction and sexual abuse, parental emphasis on academic achievement, the pressure of family chores, and children's destructive outdoors behavior as responsible for children's non-participation in traditional games.

4.2 The Findings from the Effects of Students' Participation in Sports Activities on their Educational Achievement in Secondary Schools in Arusha District

On the research objective to assess the effects of students' participation in sports activities on their educational achievement in secondary schools, the responses are shown in table 2.

Table 2: The Findings on the Effects of Students' Participation in Sports Activities on their Educational Achievement in Secondary Schools

Statement	Students (n = 81) f(%)	Teachers (n = 6) f(%)	Total (n = 87) f(%)
Participation in sports improves students' attention and concentration in class	81(100)	5(83)	86(99)
Sports leads to improved cognitive and brain function	81(100)	4(67)	85(98)
Participation in sports is good for Physical health of students	81(100)	6(100)	87(100)
Participation in sports enhances mental health of students	81(100)	5(83)	86(99)
Participation in sports prepares students for future career	81(100)	5(83)	86(99)

f = frequency, % = percentages, values in brackets are percentage of students and teachers who agreed with the statement.

Hence, those with contrary opinion to the statement are implied.

Table 2 shows various responses from the students and teachers on the effects of students' participation in sports activities on their educational achievement in secondary schools in Arusha district. The researcher found that participation in sports improves students' attention and concentration in class was cited by 99% of the respondents whereas only 1% disagreed. This finding is in agreement with the study theory that is; the Green's (2005) Model of Sport Development that explains the factors responsible for sports participation at every stage of its three models of recruitment, retention and transition. A similar study conducted by Buhrmann (2019) examined the relationship between academic achievement and boys' participation in interscholastic sports in 7th to 9th grade. The results revealed that athletes significantly exceeded non-athletes in all grade levels in Grade Point Average(GPA) and standardized tests. Thus, when Structural Equation Modeling (SEM) and previous scholarship were held constant, the positive relationship between athletic participation and academic achievement remained. The results further supported the claim that athletes achieved a higher level of academic success than non-athletes regardless of their SEM. Similarly, Milambo and Pacho (2021) carried an empirical study on the influence of sports and games in enhancing students' academic performance in public secondary schools in Nyamagana district, in Tanzania. The findings of this study revealed that students' participation in sports and games brought positive impacts on their academic performance. Sports and games promoted cooperation and good relationship between students, teachers and other academicians.

On the sub-item Sports leads to improved cognitive and brain function, 98% of the respondents agreed while 2% held contrary opinion. This should be done because of the numerous benefits associated with sports as reported by Ongong'a, Okwara and Okello (2010) that participating in physical education and sports activities has various associated benefits ranging from health, cognitive and interpersonal relationships. On the contrary, results by Singleton (2020) indicated that there was no statistically

significant difference in the grade point averages and graduation rate of student athletes and non-athletes. From the reviewed literature in the current study, the researcher found that there was no statistically significant difference in the grade point averages and graduation rate of student athletes who participated in a single sport and those that participated in multiple sports.

All (100%) of the respondents (students and teachers) observed that participation in sports is good for Physical health of students. Additionally, 99% of the respondents opined that Participation in sports enhances mental health of students. In this regard, Ocal (2016) also asserted that Students' engagement in sports is known to contribute to the developmental outcomes for healthy lifestyle, where they can learn about social and cognitive skills. This study agrees with a study conducted by Elijah et al., (2018) on the relationship between participation in competitive sports and academic performance of secondary school students in Kenya. Findings revealed that athletes consistently performed better than non-athletes. It was also found that SES, Kenya Certificate of Primary Education (K.C.P.E) and type of school correlated positively with academic performance while gender did not. It was recommended that competitive sports be emphasized in secondary schools because it is not detrimental to academic performance.

The researchers established that 99% of the respondents agreed that participation in sports prepares students for future career. This finding is supported in the study by Saybani et al., (2013) on the mediation role of athlete satisfaction on the relationship between transformational leadership style of Iranian high schools' coaches and sport commitment of Iranian high schools' football players and also to develop a coaching model. The results of the study indicated that there is a positive and significant relationship between transformational leadership style of coaches and athlete's satisfaction of football players. In addition, athlete satisfaction significantly mediated the

relationship between transformational leadership style of coaches and sport commitment of football players.

On the effects of students' participation in sports activities on their educational achievement in secondary schools in Arusha District, a respondent (Head of school) put forward the following views;

Fitness exercise improve students' health, sports improve relationship between teachers and students and is necessary for stimulus variation. Similarly, sports improve social, cognitive skills, and increase mental alertness. (Personal interview on 26th June, 2021)

From the Head of school, the researchers noted that sports also reduce the problem of indiscipline among students. During sports activities, students get time to release academic stress hence they resume studies while fresh. These findings are supported by Developmental Theory in which sports (athletics) are viewed as experiences that enhance total development of students (Green's, 2005). According to the developmental theory, student's sports participation will lead to the improvement of students' academic performance due to the fact that the students who engages in sports tend to increase interest in school, paying more attention to their coaches and teachers, desire to meet eligibility requirements and aspiration to attend for higher learning. Similarly, Stephens and Schaben (2017) conducted a study on the effect of interscholastic sports on the academic achievement of middle school students in Omaha, Nebraska. Once athletes learnt to transfer these skills to academics, they might further their success inside the classroom.

Mustafa et al. (2016) conducted a study on attitude, sports participation and academic performance of undergraduate student-athletes in Saudi Arabia. This study examined whether attitude towards sports participation might play a role in mediating the relationship between sports participation and academic achievement. Results showed there is a significant relationship between competitive sports participation and academic performance, mediated by the attitude towards competitive sports participation. This study found that the higher the subjects' participation in competitive sports, the higher their academic

performance, especially when they exhibit positive attitude towards their participation in competitive sports.

5. Conclusion and Recommendations

5.1. Conclusion

From the findings, the researchers concluded that the challenges facing students' participation in sports activities in secondary schools include inadequate playing ground, high cost of sports and games materials, lack of interest in sports from students and lack of qualified personnel in coaching that hinders smooth running of sports activities in the district. The researchers established that these are areas that should be given special attention in order to improve sport activities in secondary schools. Regarding the effects of students' participation in sports activities on their educational achievement in secondary schools in Arusha district, from the findings, the researchers advanced knowledge that Students' engagement in sports is known to contribute to the developmental outcomes for healthy lifestyle, social and cognitive skills. Similarly, sports improve good relationship between students; teachers and other academicians besides improving Students 'discipline and prepare students for future career.

5.2 Recommendations

Based on the research findings, the following recommendations are given forth;

- i. School management and Ministry of Education need to formulate good policies on sports.
- ii. The central and local government should support school in construction and maintenance of sports ground.
- iii. There is need to initiate sports and games programmes in schools.
- iv. Need to organize interschool competitions in order to strengthen sports.
- v. Need to establish sports and games academies.
- vi. Initiate games as a subject.
- vii. Reduce VAT for sports gears so that they are available at a reasonable price.
- viii. Lastly, there is need to train sport masters and mistresses as coaches.

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