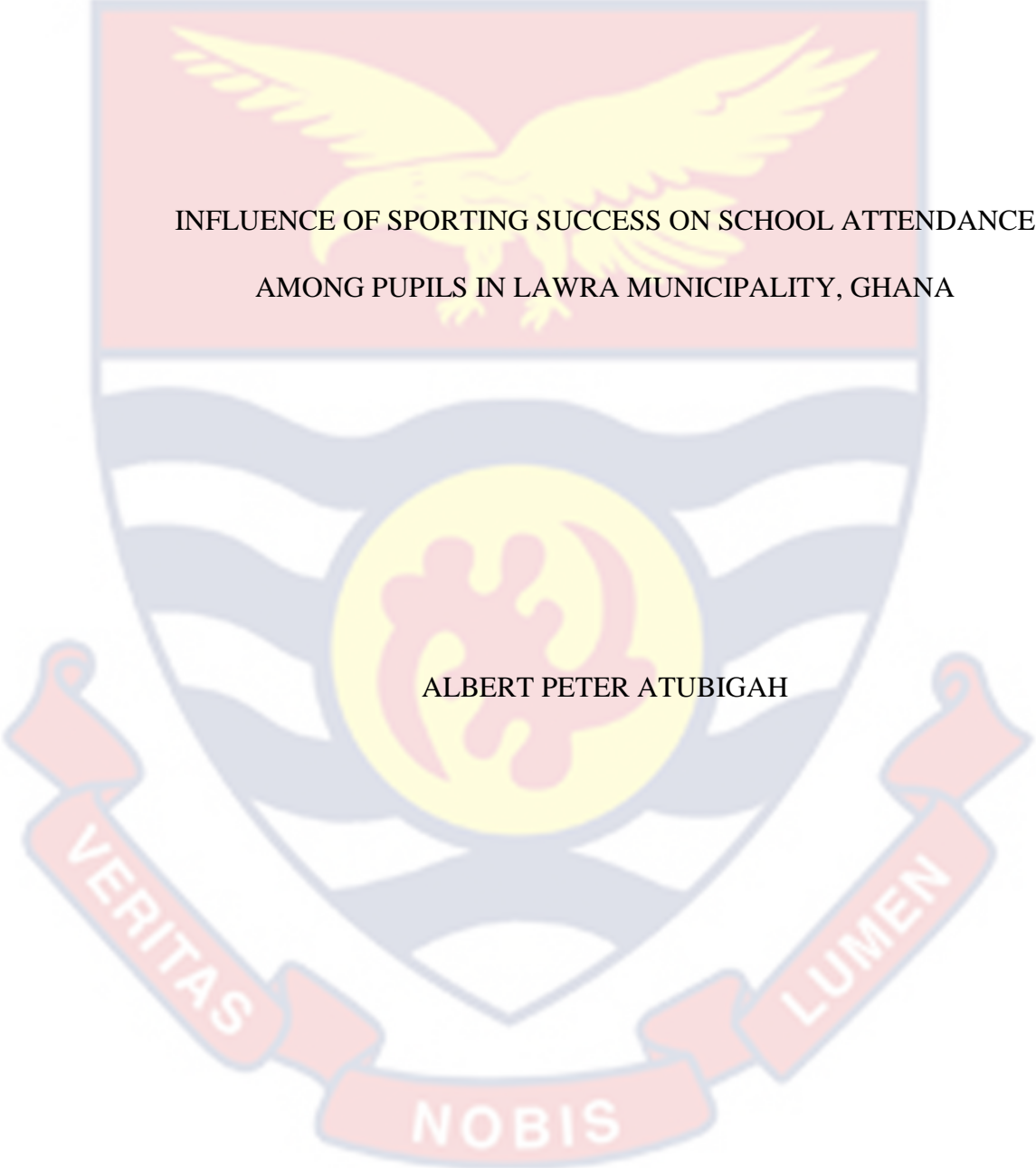


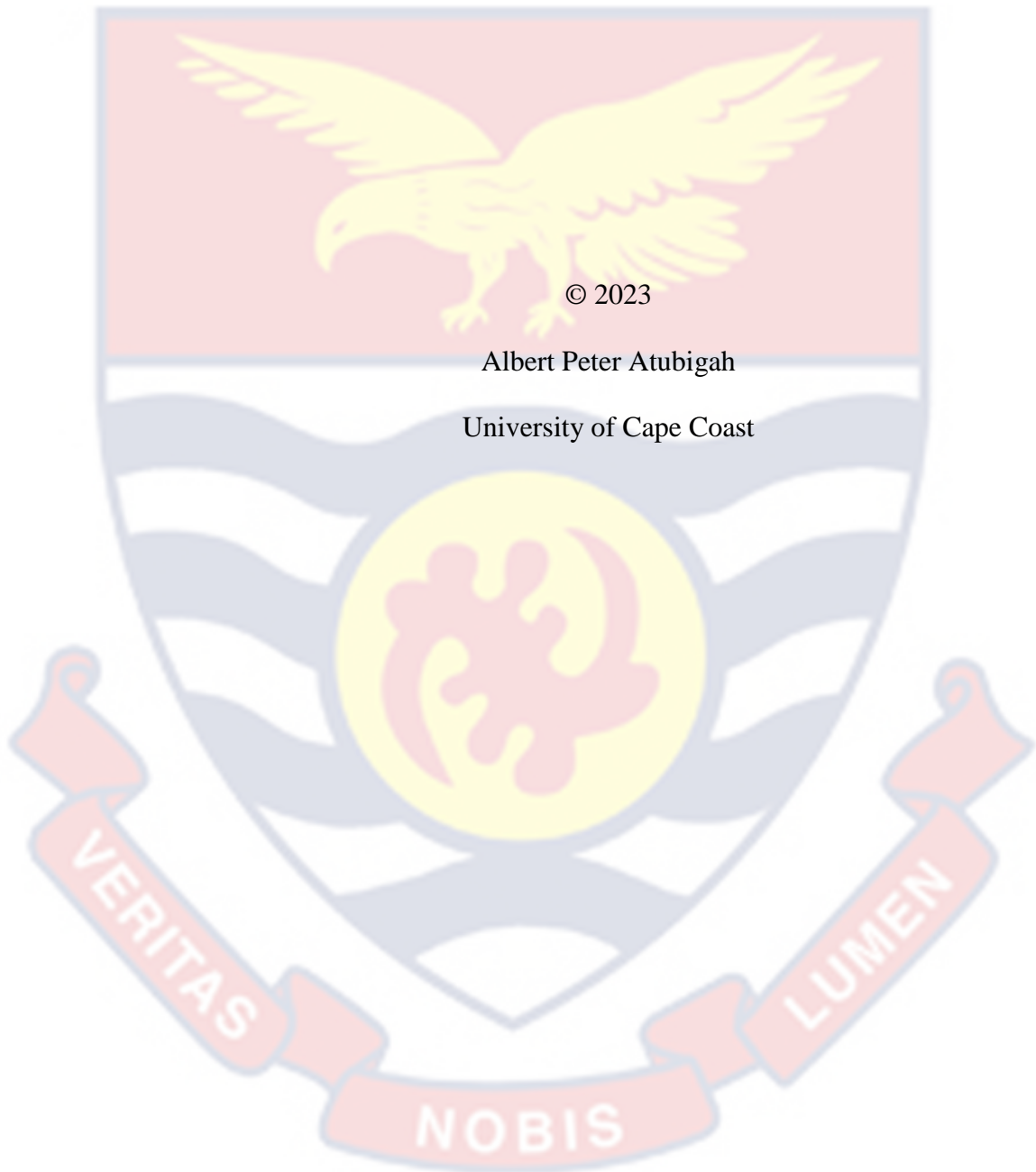
UNIVERSITY OF CAPE COAST



INFLUENCE OF SPORTING SUCCESS ON SCHOOL ATTENDANCE
AMONG PUPILS IN LAWRA MUNICIPALITY, GHANA

ALBERT PETER ATUBIGAH

2023

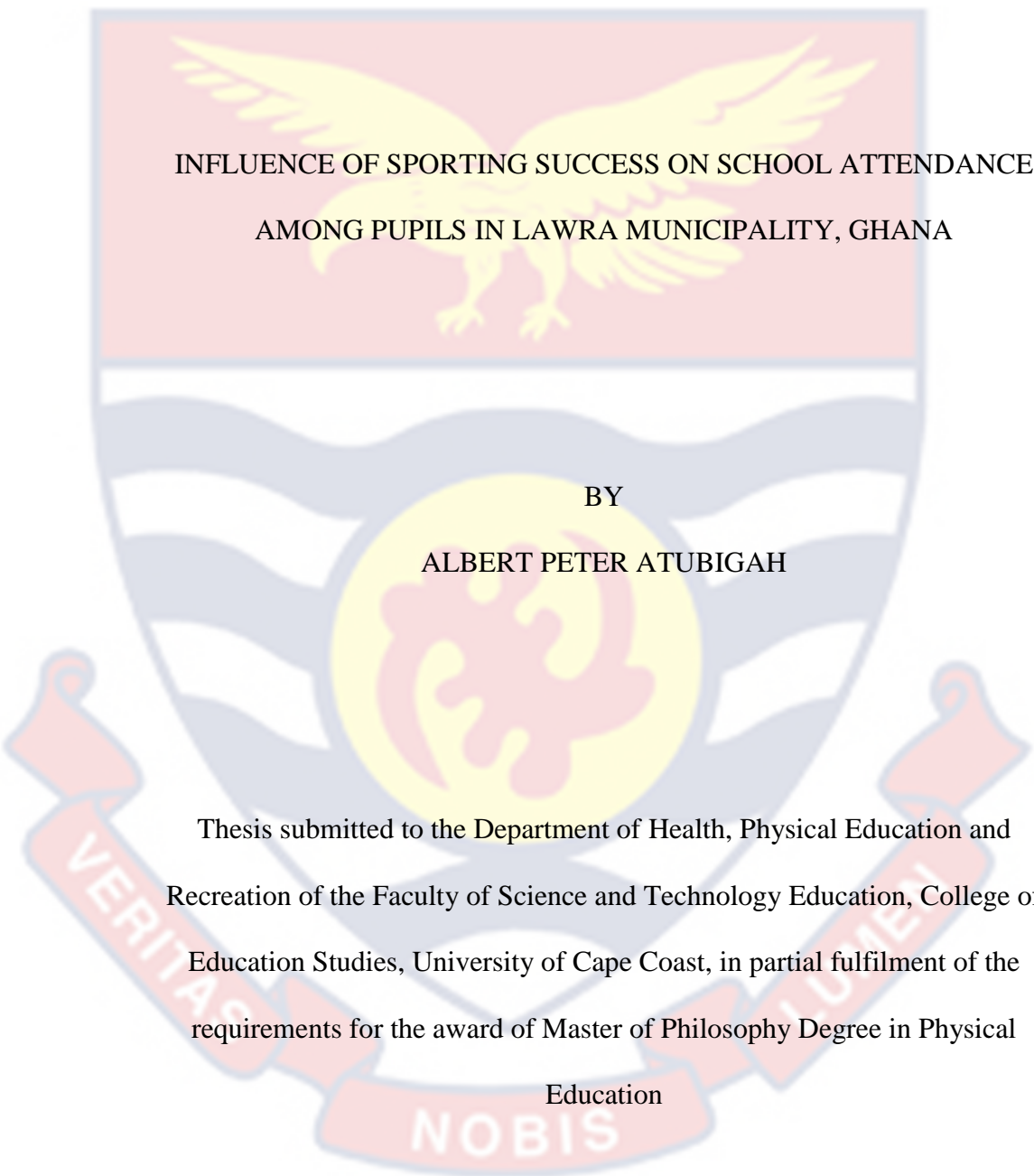


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INFLUENCE OF SPORTING SUCCESS ON SCHOOL ATTENDANCE
AMONG PUPILS IN LAWRA MUNICIPALITY, GHANA

BY

ALBERT PETER ATUBIGAH

Thesis submitted to the Department of Health, Physical Education and
Recreation of the Faculty of Science and Technology Education, College of
Education Studies, University of Cape Coast, in partial fulfilment of the
requirements for the award of Master of Philosophy Degree in Physical
Education

JULY 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original thesis and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

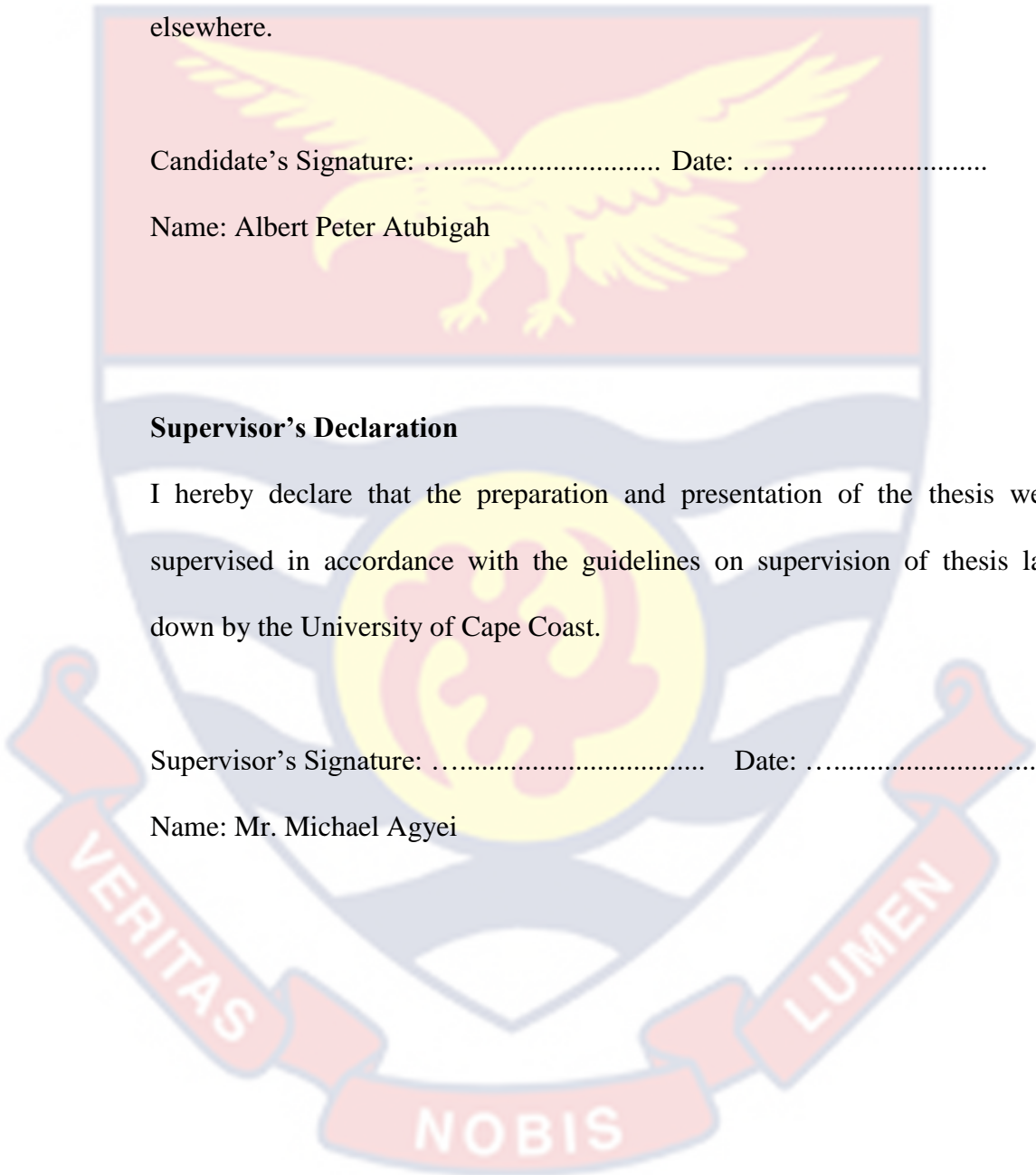
Name: Albert Peter Atubigah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name: Mr. Michael Agyei



ABSTRACT

This study's primary goal was to determine how sporting success influences school attendance among pupils in Lawra Municipality in Upper West, Ghana. The study used a descriptive cross-sectional research approach. In all, 2,047 students took part in the study. The pupils were chosen using a census sample technique. Secondary data was collected on the participants in relation to the research questions. Inferential statistics (correlation and independent sample t test) and descriptive statistics (frequency, percentages, mean, and standard deviation) were employed to analyse the findings. The research revealed that an increase in level of sporting success corresponds to an increase in school attendance among pupils of Lawra Municipality. Significant differences existed in school attendance between successful and unsuccessful sports participants. Successful sports participants attended school ($M = 43.99$) more than unsuccessful sports participants ($M = 42.92$). Significant gender differences existed in school attendance between male ($M = 42.32$) and female ($M = 44.75$) sports participants with females attending school more than males. It was suggested that GES and school administrators should offer students adequate opportunities or competitions so they can excel in sports, which will have a beneficial impact on their attendance at school.

KEYWORDS

Sporting Success

School Attendance

School Sports

School Sports Competition

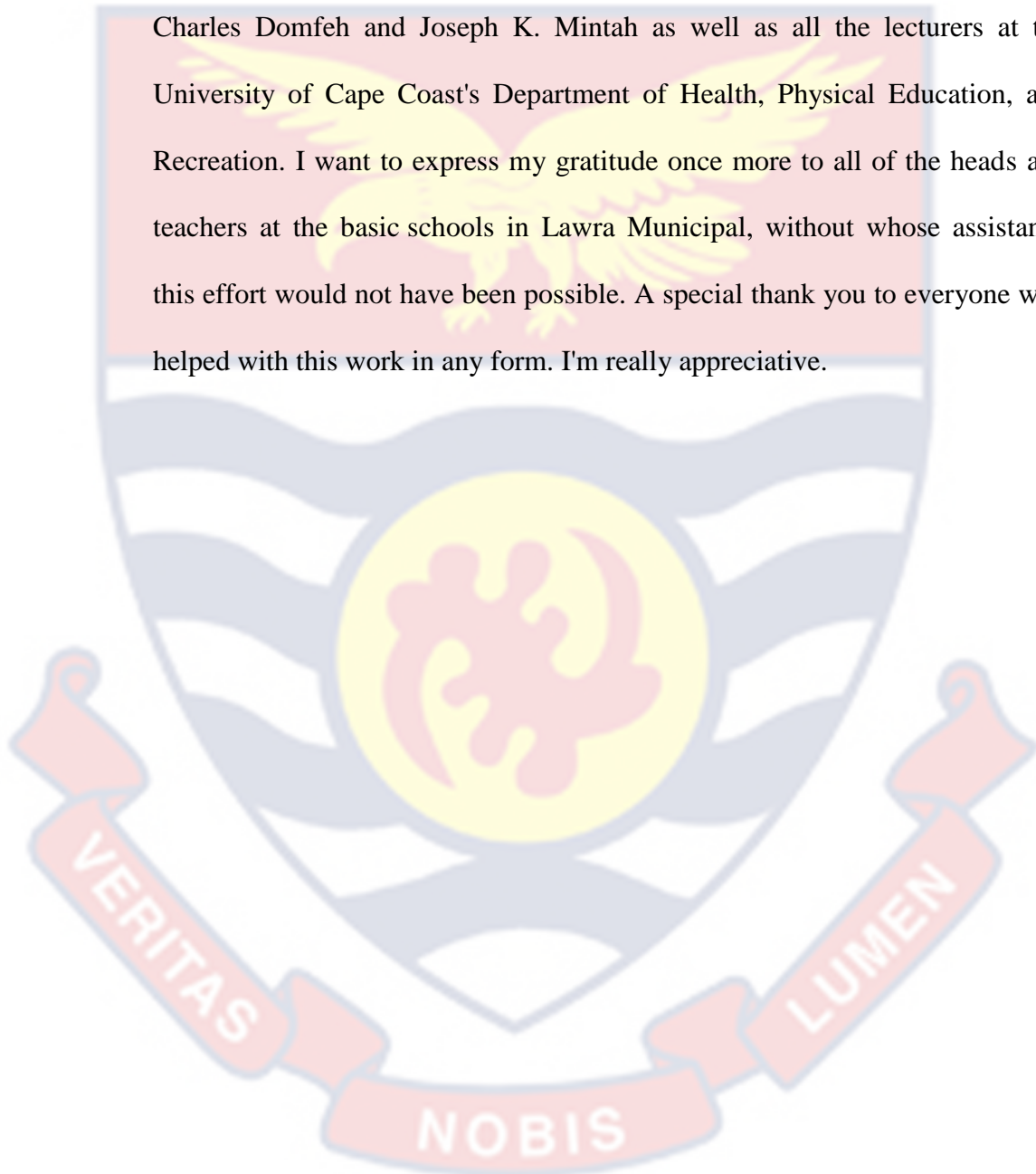
Intramural Sports

Extramural Sports



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I would want to sincerely thank Mr. Michael Agyei for his help during my study. He had a significant role in the accomplishment of this thesis. For their kind assistance in improving my work, I am also grateful to Professors Charles Domfeh and Joseph K. Mintah as well as all the lecturers at the University of Cape Coast's Department of Health, Physical Education, and Recreation. I want to express my gratitude once more to all of the heads and teachers at the basic schools in Lawra Municipal, without whose assistance this effort would not have been possible. A special thank you to everyone who helped with this work in any form. I'm really appreciative.



DEDICATION

To my Parents: Madam Monica Pambila and Mr. John Arthur Atubiga, my siblings, Francisca and Enoch, my friend, Madam Grace Dassah and my daughters, Bernice and Moda.



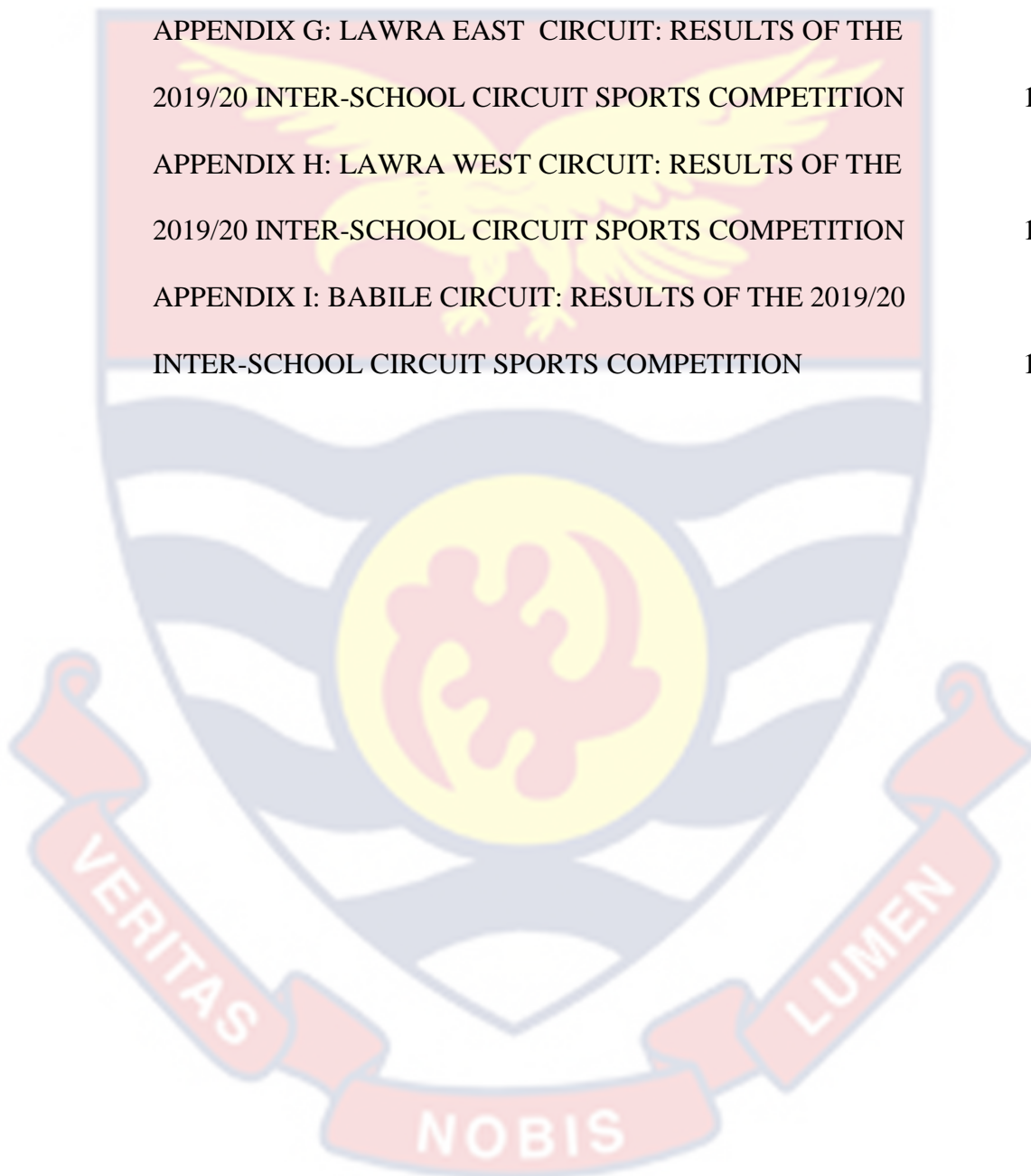
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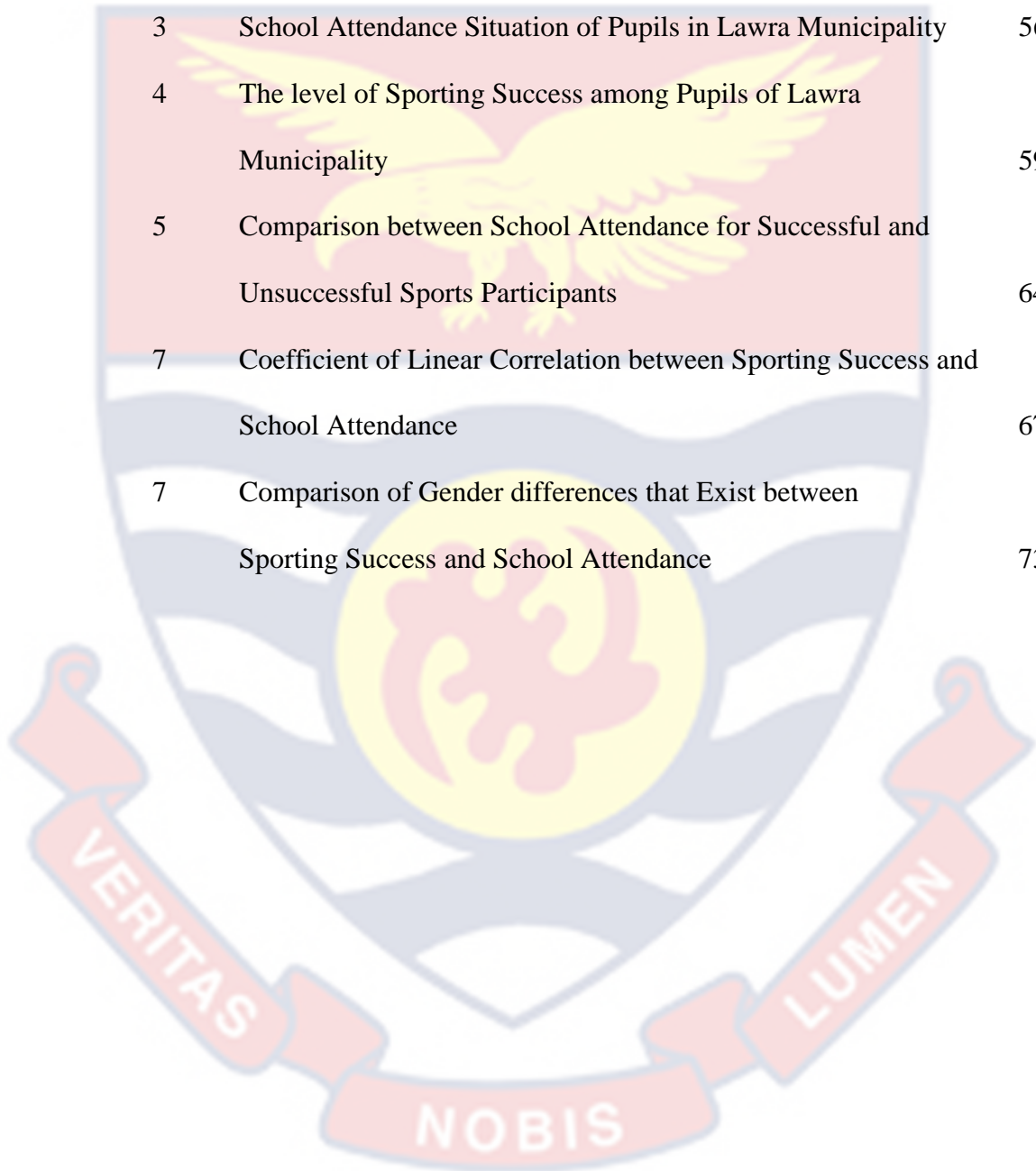
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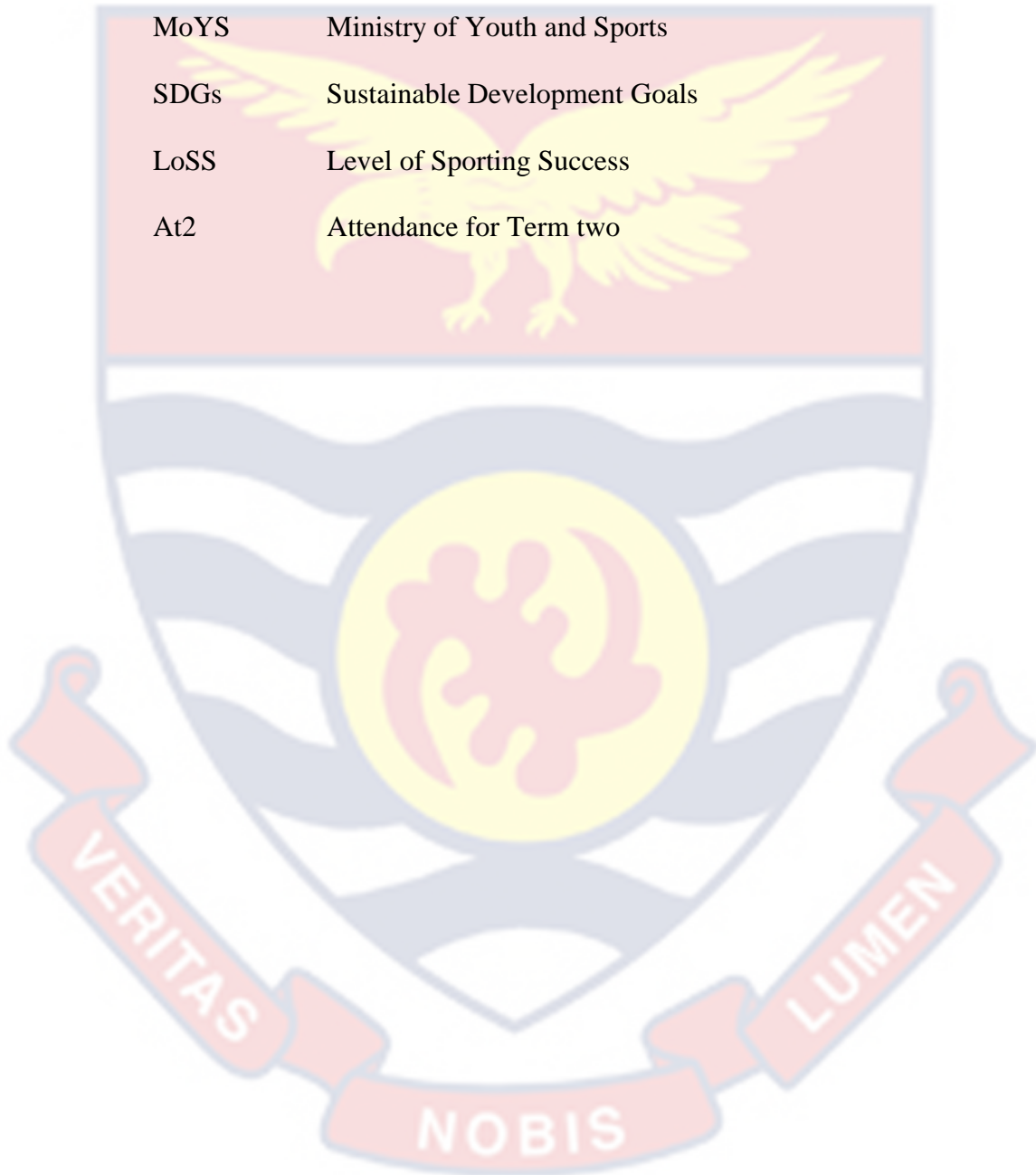
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LIST OF ABBREVIATIONS

GES	Ghana Education Service
SPSS	Statistical Package for Social Sciences
PE	Physical Education
MoYS	Ministry of Youth and Sports
SDGs	Sustainable Development Goals
LoSS	Level of Sporting Success
At2	Attendance for Term two



CHAPTER ONE

INTRODUCTION

The government of Ghana introduced a youth strategy in August 2010 after realising the need to take a comprehensive approach to youth development throughout the country (Gyampo & Obeng-Odoom, 2013). Priority areas included education and skills training (Ministry of Youth and Sports (MoYS), 2019). Most theorists support education as a tool for young development and believe that it is vital for the advancement of any society (Frimpomaa-Afrane, 2023). However, school dropout has recently been a significant issue in Ghanaian society, and Lawra Municipality is not an exception.

Some significant causes of student departing were noted by Perprem and Yiridomoh (2020). This includes having academic difficulties, failing to meet educational and professional objectives, and being unable to engage in the academic and social activities of the institution. Perprem and Yiridomoh stressed that the likelihood that a student will graduate from college increases when they socially integrate into the school community. Schools should therefore deliberately create opportunities for extracurricular activities including sports to help keep students in schools. This study examined how sporting success can impact school attendance among pupils in Lawra Municipality of Ghana. The history, problem statement, purpose, research questions, significance, delimitations, limitations, definition of terms, and organisational structure of the research will all be covered in this chapter.

Background to the Study

The Sustainable Development Goals (SDGs) seek to improve gender equality, abolish hunger and poverty, and ensure that everyone has access to basic education (Agarwal, 2018). The SDGs place a strong emphasis on basic education availability as the engine that propels all economies (Adam, Adom, & Badiako, 2016). This is why the Ghana government has put policies in place to ensure that every citizen of school age enrolls in school and stays there continuously until they graduate (Iddrisu, 2016).

These programmes and tactics, according to Osei-Fosu (2011), included paying capitation grants, providing free school uniforms, free exercise books, and providing lunch or breakfast for learners at school. These strategies raised enrollment, but research has shown that a learner's choice to depart school can be influenced by a wide range of elements, such as their character traits and how much they are given access into the academic, social, and environmental life of the school (Connolly, 2016). Their social integration appears to be predominantly enhanced through sports activities (Höglund, & Bruhn, 2024).

Sports are physical activities including leisure, recreation, organised or competitive sports, as well as native sports and games that improve social connection, mental health, and physical fitness (Adesoye, 2015). Sports participation is an intervention that engages students in sports as a means to increasing educational engagement and attainment (The Educational Endowment Foundation, 2016). Sporting success is the point where an athlete is able to achieve or accomplish the desired results in a sporting contest (Weimar & Schauburger, 2018). It therefore shows how sports participants

have the potential to elevate their athletic performance to the next level (Mycoe, 2012). It is an important element of the procedures of making plans in several facets of life activities, such as job, educational pursuits, and cultural endeavours (Yakubu, Olalekan, Ikazuagbe, Williams & Khadijat, 2019).

In Ghana, schoolchildren take part in sporting competitions at all levels, from the school to the national (Charway, & Houlihan, 2020). Some of the disciplines that they compete in during school sports are; football, handball, volleyball, netball and athletics. School sports have developed into one of the key educational initiatives utilised to support the holistic development of elementary school students and to encourage those who show an interest in participating in sports to do so all the way through.

Sports in the Ghana Education Service (GES) are organised under two main categories that is intramural and extramural. According to Olusola, (2022), intramural sports are competitions organised within the walls of a school or an institution. Examples of this type of sports are inter-class, inter-department and inter-house. In addition to offering the chance for physical activity and togetherness while encouraging wellness and the use of leisure time, these events are organised primarily to choose players for the various school teams. Extramural sports are competitive sports that are organised outside the walls of a school or an institution. This type of sports would involve competitions with teams outside of one's own institution or school. Examples are inter-school, inter-zonal and inter-district competitions. These types of sports help students to manage their time very well, learn teamwork

and promote and build interpersonal relationships. Participation in these sports competitions seem to be a means for most pupils' attendance to school.

The number of children who go to school and how long they stay there are measured by their attendance (Arthurs, Patterson, & Bentley, 2014).

Another option is to take part in a schedule of educational activities that the school has planned and approved (Duke, 2020). It is simply the foundation of student's ability to receive education and the benefits that such provides. Being present at any recognised schooling programme or institution, whether publicly or privately operated, for planned study at any stage of learning at the point of the count, or, if the count is taken during the vacation period at the end of the school year or during the previous school year, is what Kearney, Benoit, González, and Keppens (2022) define as "school attendance." Legally, parents and guardians are obligated to guarantee that their children who have reached the age of obligatory education receive a good, full-time education. Additionally, it is crucial that they support their children's regular and on-time attendance at school. If a youngster is enrolled in school, it is crucial that they go there frequently (Arthurs et al., 2014).

According to research by Schultz (as cited in Ahiakpor, 2014), education and skill development have a favourable effect on economic development and growth. Even though there is evidence that investing in education has good results, household spending on education in developing nations is still lower than in industrialised nations (Donkoh, & Amikuzuno, 2011). This is partly because parents believe that there are uncertain financial benefits to investing in education. In Ghana various governments from the first republic till date have, in one way or the other, attempted to bridge the gap in

school attendance, especially at the basic level by formulating and implementing policies aimed at encouraging school attendance. According to empirical evidence (Basu as cited in Ahiakpor, 2014), the primary factors affecting attendance are direct educational costs like tuition, books, and uniforms. Surprisingly, sports participation was not included in the list.

Many researchers, argue that sports participation is very important in terms of aiding children's development. For instance, positive youth experience has been attributed to organised sports in a study by Hansen et al. (as cited in Nicole, 2013). Again, Bailey's Human Capital Model (as cited in Super, Hermens, Verkooijen & Koelen, 2018) suggest that competencies, skills and knowledge that are acquired when children participate in sports can result in youth development.

Nicole (2013) found that, in comparison to children from wealthy households, children from households with limited resources are more inclined to have low self-esteem, experience rejection from their peers, and have socioemotional problems like anxiety and depression. The study found a need to strengthen low-income children's social skills through sports engagement, which affords them the chance to do so while lowering their risk of engaging in antisocial behaviour. The most effective way for students from low socioeconomic backgrounds to get acceptance and recognition is through athletics, according to Buhrmann (cited in Nicole). This will encourage them to stay in school until they graduate in order to achieve academic success and better scholarships.

Research indicates that participating in sports by children provide opportunities that enhance learning, yet most parents believe that doing sports

is just a waste of time and contributes to failure rate (Mugari & Masocha, 2015). The main reason why parents send their wards to school is to see them excel well in their academic subjects that may pave way for better employment in industries. Families frequently overlook the fact that one of the goals of teaching, learning, and engaging in physical education (P.E.) is to give children the chance to discover their abilities, develop them, and explore career alternatives (Ministry of Education (MOE), 2010). This necessitates exposing pupils to a wide range of P.E. related experiences. P.E. exposure enables persons with skills to pursue jobs in teaching, coaching, officiating, and sports performance (Almeida, Dias, Corte-Real, Menezes, & Fonseca, 2023).

Khan, Jamil, Khan and Kareem (2012) observed that participation in sports can lead to mental and physical alertness. According to the authors, children who are both cognitively and physically awake always perform better, accomplish more, and tend to continue their education. According to the authors, student attendance has become a problem since it is used as a metric by all stakeholders to assess a school's effectiveness, including policymakers and parents. It therefore suffices to state that student attendance is not all about the school but rather a combination of attendance strategies, personal issues, and circumstantial factors. One of these attendance strategies can be sports participation.

The theoretical basis underpinning this research was built on Bronfenbrenner's theory of ecological system (Darling, (2007). Tinto model of institutional departure (Samoila, & Vrabie, 2023), and Deci and Ryan (2013) self-determination theory was also used to support the main theory

(ecological system theory). The significance for the various settings in which pupils devote time in is outlined by the notion of ecological system of development (Neal & Neal, 2013). This idea explains in depth how a student's environment and cultural background influence their development. According to Tinto's institutional departure model, for students to stay enrolled, they have to be included into both formal (academic performance) and informal (interactions between faculty and staff) academic systems as well as formal (extracurricular activities) and informal (interactions between peer groups) societal structures (Samoila, & Vrabie, 2023). Deci and Ryan's (2013) theory of self-determination states that three inborn and universal psychological requirements drive humans to adapt and grow. These are requirements for autonomy, connection, and competence.

Putting the child at the centre of four systems that divide the many surroundings that influence development, according to Bronfenbrenner (as stated in Neal & Neal, 2013), is the ideal. These structures are the micro system, mesosystem, ecosystem, and macro system. The connections that a child develops at each stage and how those connections impact one another are the main topics of this method. The option to remain in school or leave school, according to Tinto (as cited in Samoila, & Vrabie, 2023), is influenced by ongoing goals and institutional obligations, which are in turn influenced by academic and social integration. Later, this model was updated by including responsibilities outside of the school and plans to continue taking classes.

Fan and William (2010) found that parental policies that restrict television viewing and other sedentary activities have a favourable effect on adolescents' academic engagement and work ethic. Furthermore, parental

support of children playing school sports, leads to better academic performance. This is because student-athletes must perform academically well in order to play (Marsh & Kleitman, 2002). Therefore, schools must offer an extensive range of appealing and constructive extracurricular activities for teenagers, such as involvement in athletics, student government, drama, and debate (Hill & Den Dulk, 2013).

According to Frederick and Eccles (2008), involvement in such school activities and the success that results from it is linked to higher college aspirations, better grades, stronger relationships with pro-social peers, fewer risky behaviours, and higher perceived values of schools. Even while it is debatable that extracurricular activities at school are a distraction from academic work, participants really have a tendency to perform better academically, partly because they are more dedicated to their studies (Stewart, 2008).

Several Grade 12 and postsecondary outcomes (including academic performance, course preference, homework, aspirations for higher education and employment, self-confidence, application to university and successive college admission, and final educational success) were positively impacted by high school athletes, according to a study by Marsh and Kleitman (2002). This was proven after adjusting for background characteristics and comparing Grade 8 and Grade 10 outcomes over the course of a significant, representative 6-year longitudinal study in Sydney, Australia. According to the study's findings, engaging in competitive athletic participation is associated to greater levels of academic success and commitment to education. Once an individual is committed to school then they are likely to overcome the major

reasons why students depart from school which are academic difficulty, inability to achieve educational and employment goals, and failure to become or remain involved in the institution's intellectual and social life (Kuh, Kinzie, Buckley, Bridges, & Hanek, 2006).

According to research on the impact of athletic activity on absenteeism gathered from Seattle Public Schools, male athletes who compete in school experience a drop in truancy and unexcused absences; the effects are more pronounced in earlier grades (Cuffe, Waddell, & Bigwell, 2014). The study also showed that there were significant game-day effects in both boys and girls. Higher rates of absenteeism the next day were noted while truancy decreased on game days.

Thouin et al. (2022) found that regular participation in school-based extracurricular activities (ECA) is linked to a lower chance of dropping out of school. This study looked at the relationship between involvement in extracurricular activities and high school dropout among at-risk children. Those who stopped participating during this time (due to cancellations or exclusions, for example) ran the same risk of dropping out as those who did not take part at all. Results suggest, among other things, that keeping students out of ECA (due to No Pass/No Play restrictions) may increase their chance of dropping out. This implies that participation in organised sports can lead to a better probability of attending school (Scott, McAlyster-Kenny, & Locker, 2018). These advantages according to Scott et al. are crucial for low-income families and can undoubtedly increase enrollment retention.

The prevalence of truancy was estimated to be 31% using the data from the 2012 Global School-based Student Health Survey (Seidu et al.,

2020). The findings showed that teenagers whose parents or guardians checked their schoolwork had a lower likelihood of being truants than those whose parents did not. This supports the idea that academic work may either directly affect attendance or may affect another factor that directly affects attendance. There were children who struggled to pass classes, but had a reason to keep working hard and continue coming to school. These students earned the chance to participate in school sports; they would not have continued their education in college or would have dropped out otherwise.

During school sports activities, the attendance of students to school usually increases because most of these student athletes would want to come and participate for the school (Apaak, & Yawson, 2022). Coalter (2013) in his research on the social benefits of sports stressed that sporting activities can be used to motivate students who struggle academically to participate in educational programs. The author mentioned ICT, arithmetic, and football practice.

According to Oduro-Ofori and Yeboa-Gyapong (2014) study, several schools in the Kwaebibirim district of Ghana saw an increase in basic school attendance as a result of the Ghana school feeding program. The research revealed an increment in school attendance by at least 1% and at most 15%. Participation in sports seem to be another avenue which has gotten a lot of youngsters who might have otherwise quit school to enroll. The usage of sports as a means to help enroll these students is highly possible because one who is interested in participating in sports will be motivated to enroll in school as recommended by Apaak, & Yawson, (2022).

Nicole (2013) referenced "Rainer Athletic," a non-profit organisation in the US, in her research on the benefits of youth sports participation and academic accomplishment. This organisation leverages sports' inherent attraction to support young people's academic and social growth. Anecdotal records refer to a P.E. teacher who selected student-athletes based on their academic performance before they were allowed to join the school team. The kind of extrinsic motivation he gave them made sports participation more attractive, therefore student-athletes needed to work hard and improve their academics in order to be part of the school team at Bolga Girls Senior High School (SHS), in the Upper East Region of Ghana.

Statement of the Problem

It is not a good idea to drop out of elementary school because, according to Barimer and Pauli (as quoted in Imoro, 2009), people who do so are unlikely to have improved their core literacy skills and are hence more likely to relapse into illiteracy. In Lawra Municipality school attendance keeps reducing as students' progress to the higher levels making dropout rate very high (Ghana Education Service, 2020). However, during sports in the municipality, school attendance increases as students who never came to school suddenly shows up to take part in the competition. They are usually regular and punctual throughout the whole period of sports without any absenteeism.

According to research (Adams, Adom, & Badiako, 2016; Braimah & Oduro, 2005; Imoro, 2009), truancy still occurs at the elementary school level, where the dropout rate is high (around 20% of males and 30% of females), and at the Junior High School (JHS), where it is 15% for boys and 30% for girls.

Empirical evidence (Foraker as cited in Imoro, 2009) shows that dropout rate was comparatively low among German schools due to institutional differences, children's abilities, and interests. The situation in Ghana is different as educational programmes target academics without considering the individuals' abilities and interest (Owusu, 2020).

Numerous studies (Bjelica, & Jovanović, 2016; Turkson, Britwum, & Yeboah, 2021; Van Boekel, Bulut, Stanke, Zamora, Jang, Kang, & Nickodem, 2016) conducted in the past have looked at how participation in sports affects academic and social performance. A number of studies (Isariah, 2020; Ishihara et al., 2020; Nicole, 2013; Turkson, 2017) have also revealed the influence of sports participation on academic and attendance in schools. Not much is known about sporting success and its influence on attendance, particularly the elementary educational institution in Ghana. Given this context, this study sought to focus on how sporting success can influence school attendance among pupils in Lawra Municipality.

Purpose of the Study

The goal of this study was to ascertain how sporting success influences school attendance among pupils of Lawra Municipality in Upper West, Ghana.

Research Questions

This investigation was based on a number of concerns:

1. What is the level of school attendance situation among pupils in Lawra Municipality?
2. What is the level of sporting success among basic school pupils in Lawra Municipality?

3. What differences exist in school attendance between successful and unsuccessful sports participants of Lawra Municipality?
4. What gender differences exist in the relationship between sporting success and school attendance among pupils of Lawra Municipality?

Significance of the Study

The results of this investigation will support inclusive learning and help reduce school dropout rates in the Lawra Municipality. It will also give an insight to the importance of sporting success on attendance in the basic schools in Lawra Municipality.

The results will assist sports coordinators and headmasters at the basic educational institution in addressing issue with student dropout rates. The research will have an impact on how basic school attendance policies are developed.

The results will serve as a resource for P.E. curriculum developers to encourage sports participation among the youth. The results also act as a benchmark for prospective researchers in the study of sports participation.

Delimitations

The study was delimited to selected basic school pupils in the six circuits of the Lawra Municipality. Each circuit consist of a cluster of schools numbering 6-10. Additionally, the research was restricted to descriptive cross-sectional research design, census sample methods, and the attendance register (2019/20 academic year). Furthermore, the study was also delimited to sports activities organised at the basic school level. This includes handball, netball, handball, soccer, and table tennis. In this study athletics and table tennis will not be part because the focus is not on individual sports but rather team sports.

Limitations

Untruthfulness on the part of sports teachers for poor record keeping as well as the use of ineligible athletes for school sports could affect the generalisation of the findings. In order to compare and make sure that there is little or no impact on the findings' ability to be applied generally, the results were verified twice using data from additional sources, such as circuit sports organisers. Again, Athletes who met the eligibility requirements but whose names did not appear in the attendance register were also excluded from the data set. Incongruence of data compared to school register also became a limitation.

Definition of Terms

Sports: This includes a variety of physical activities that promote one's health, mental well-being and social interaction, such as play, recreation, organised or competitive sports and indigenous sports and games (Adesoye, 2015).

Athletics: This sport involves competing in track and field events, which also include different leaping and throwing competitions in addition to running races (Christison, 2016).

Social skills: Any ability that promotes social interaction and communication, where social norms and relationships are established, falls under this category (Strawhum et al., 2014).

Life skills: This is the abilities needed to handle the demands and difficulties of daily life (Fisher, 2020).

Sports participation: Sports participation is an intervention that engages students in sports as a means to increasing educational engagement and attainment (The Educational Endowment Foundation, 2016).

Sporting success: Sporting success is winning a game, championship, medal or trophies (Barkoukis, Lazuras, & Tsorbatzoudis, 2014)). For the sake of this research, sporting success is any school that placed from first to third in all disciplines that were competed for in the 2019/20 inter-school sports competition.

School attendance: The percentage of children that attend school and the amount of time they spend there is known as school attendance (Kearney et al., 2022).

Physical education: Physical education, which is taught in elementary and secondary schools, promotes health and physical fitness by fostering psychomotor, cognitive, and effective learning through movement exploration and physical activity (Sun, Li, & Shen, 2017).

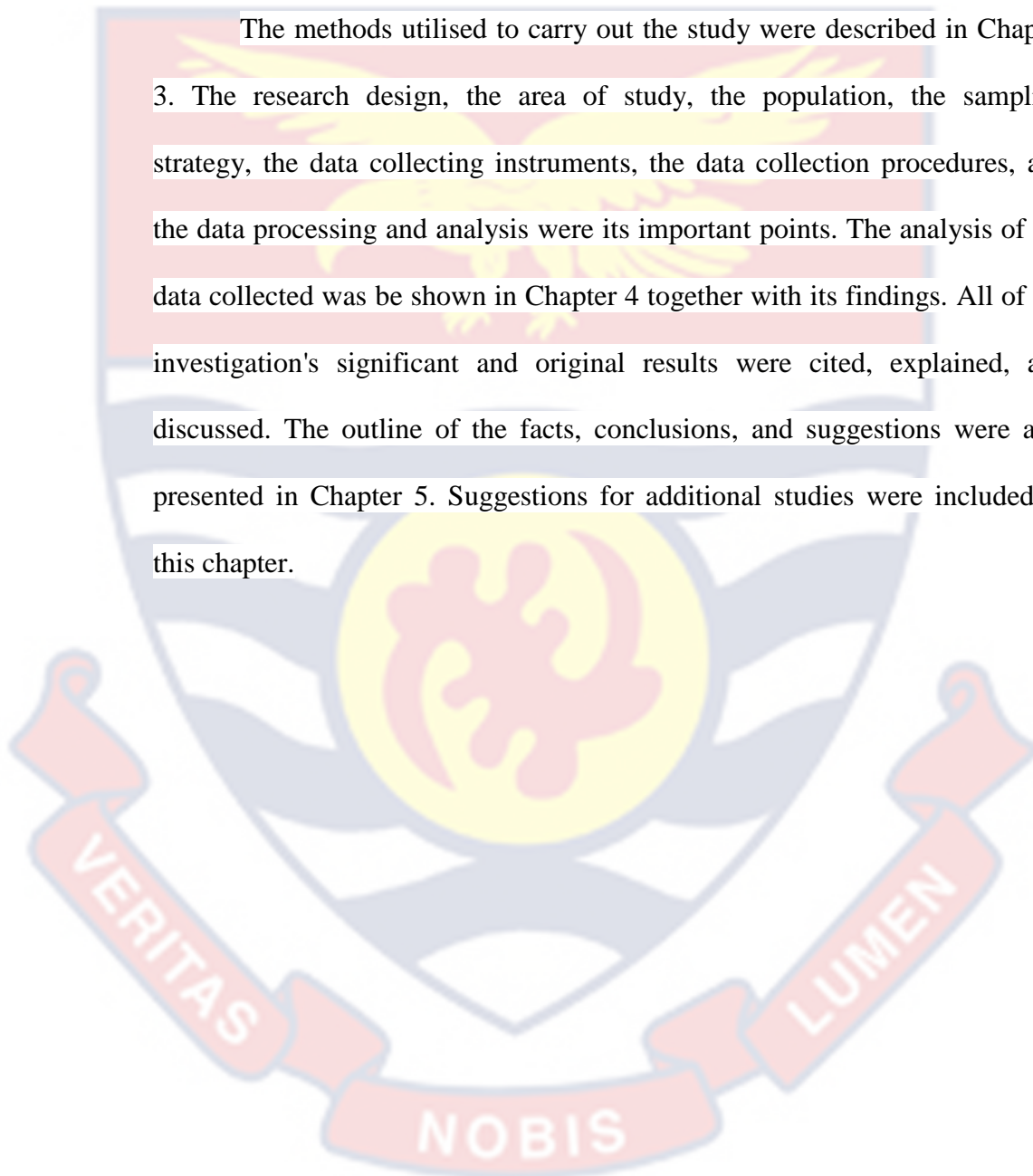
Basic school: In Ghana, basic education is mandatory and consists of preschool, primary classes 1-6, and junior high school forms 1-3 (Takyi, Amponsah, Asibey, & Ayambire, 2019).

Organisation of the Study

There are five chapters in this work. The focus of Chapter 1 was the introduction. The background data, problem description, purpose, research questions, significance, delimitations, limitations, and term definitions were all presented in this section. In Chapter 2, a summary of the relevant literature was presented. To support the arguments provided in the study, past researchers' opinions, discoveries, and recommendations were examined. The

subject of study topics include the importance of sports participation on school attendance, the impact of organised sports in elementary schools, and gender and sports participation. This section further looked at the investigation's philosophical and theoretical foundations.

The methods utilised to carry out the study were described in Chapter 3. The research design, the area of study, the population, the sampling strategy, the data collecting instruments, the data collection procedures, and the data processing and analysis were its important points. The analysis of the data collected was be shown in Chapter 4 together with its findings. All of the investigation's significant and original results were cited, explained, and discussed. The outline of the facts, conclusions, and suggestions were also presented in Chapter 5. Suggestions for additional studies were included in this chapter.



CHAPTER TWO

LITERATURE REVIEW

The goal of this investigation was to ascertain how sporting success influences school attendance among pupils of Lawra Municipality in Upper West, Ghana. In this chapter the literature surrounding sporting success and its influence on student's attendance was examined. The effects of organised sports in basic schools, the impact of sports on school performance, the importance of sports participation on school attendance, as well as gender and sports participation were the main topics of this literature study. The theoretical and conceptual frameworks underpinning this study was also reviewed.

Effects of Sports on Academic Achievement

Academic achievement and student athletic prowess have long been debated topics. School sports advocates assert that participation in athletics raises children's educational aspirations, helps their grades and academic performance, and keeps them enrolled in schools and universities (Isariah, 2020; Ishihara et al., 2020; Nicole, 2013; Turkson, 2017). Critics claim that participation in sports diverts children's attention from academics and takes time away from the classroom (Ullah, Muhammad, & Usman, 2022). The detractors claimed that it was impossible for children to prosper and be happy in both their academic and athletic pursuits. Academic achievement and student participation in sports have long been discussed topics, but no consensus has yet been reached.

It is common to make statements regarding the effect of high school athletics on academic achievement without citing any relevant empirical

studies. In this study, Bowen and Greene (2012) conducted an empirical investigation of the impact of high schools' winning sports teams, diverse sports offerings, and facilitation of student participation in athletics on the overall academic accomplishment and attainment of the school. According to Bowen and Greene, academic achievement does not seem to be negatively impacted by high school athletics. In fact, the researchers concluded from the data that a focus on sports involvement and performance is linked to greater graduation rates and standardised test scores.

Samuelson (2011) investigated whether student athletes were more successful academically than non-athletes at two middle schools in the same Western North Carolina school district. Both schools serve students in grades 6–8, but only data from grades 7 and 8 were collected because grade 6 students are not allowed to participate in athletics at the middle school level. Testing variables included the number of days missed from school, percentile scores on math and reading end-of-grade tests, final grades in math courses, and final grades in reading courses. Grouping variables were students in the same cohort with data from 7th grade during the 2009–2010 school year and data from 8th grade during the 2010–2011 school year. Analysis was done using independent samples t-tests. According to Samuelson, middle schoolers who participated in interscholastic sports missed fewer days of class than their non-athletic counterparts. A significant difference in final math and reading course grades was seen between student athletes and non-athletes based on the pooled data from both institutions. When comparing student athletes to non-athletes, student athletes often had higher grades in every subject. Samuelson concluded that high-quality competitive sports provide a route toward

educational success, better marks, a greater likelihood of entering college, and successful employment.

Burns, Brusseau, Pfladderer, & Fu (2020) used data from the 2017 U.S. National Youth Risk Behavior Survey to investigate the relationships between academic achievement and sports involvement. A multiphase cluster sampling technique was utilised to acquire a representative sample of American teenagers numbering up to 14,765. Using weighted logistic regression models, Burns et al. discovered that teenagers who played on one or more sports teams in the previous year also reported higher academic achievement (A's and B's) when compared to teenagers who did not play on any sports teams (odds ratio [OR] = 1.39 to 2.40, $p < .001$). Burns et al. concluded that being a member of more than one sports team (i.e., >3) shown a greater correlation with academic achievement than being a member of only one sports team ($p < .001$). Chen, Li, Yan, and Ren (2021) conducted a study that was similar to the U.S. Youth Risk Behavior Surveillance 2019 cycle. They used a self-reported questionnaire to evaluate the participants' academic performance and sports involvement. The study's results, which were obtained using a binary regression model, indicated that individuals who played on one, two, three, or more teams had a higher likelihood of self-reporting better academic performance than individuals who did not play any team sports (1 team: odds ratio [OR] = 1.48; two teams: OR = 2.34; three or more = 2.72).

The study of the relationship linking sports achievement and academic success in Ethiopian government colleges was done in 2012 by Khan, Jamil, Khan, and Kareem. The research found a connection between athletic involvement and academic achievement. Khan et al. discovered that

involvement in athletics enhanced students' ability to achieve academically, grade point average (GPA), class test scores, and mental or cognitive growth. This demonstrates how sports are extremely beneficial and helpful in boosting intellectual qualities that enhance a person's capacity to meet scholastic expectations. The exercises also emphasise how a student's personality, motivation, and temperament affect their desire to satisfy these requirements.

In a related study, Stephens and Schaben (2002) investigated the impact of intercollegiate sports on Omaha, Nebraska, middle school students' academic achievement. 136 students took part in the activity, 73 of whom played a sport, 63 of whom did not, and there were roughly equal numbers of male and female students. GPA, mathematics grade, California Achievement Test score in mathematics, and gender were all taken from students' school records. Students who participated in athletics had GPAs that were significantly higher (mean = 3.15) than students who did not (mean = 2.40), according to the data. These findings held true when comparing players of both sexes to non-athletes of the same sex. This study emphasised how playing sports might help kids improve their self-discipline, goal-setting, time management, and confidence. Athletes can increase their success in the classroom once they learn to apply these qualities to academics which will lead them to decide to stay or drop out.

Sports engagement is positively linked to healthier behaviours, better academic achievement, greater subjective health, and increased well-being in young people, according to a wide body of research (D'Andrea, Bergholz, Fortunato & Spinazzola, 2013; Vella, Cliff, Magee & Okely, 2015). Very little is known of studies investigating how sports success influences school

attendance among socially vulnerable youth groups. Strong evidence suggests that students' initial motives, as reflected by their enrollment goals, aspirations, and expectations, do not materially differ between those who stay in school and those who drop out (Martinez, 1997).

Yarkwah & Agyei (2020) investigated the influence of participation in sporting activities on the academic performance of pupils in mathematics at the senior high school level in the Cape Coast Metropolis. To identify the major purpose of the study, descriptive survey design was adopted. The study used 100 senior high school students comprising 59 student-athletes and 41 non-student athletes. For data collection, each respondent was supplied with the research questionnaire prepared for the study. The study indicated that, there is no statistically significant difference between the performance of student athletes and non-student athletes in mathematics. Yarkwah & Agyei reported that, sports participation has no negative consequences on students-athletes' academic performance in mathematics. The research further concluded that, parents and mathematics teachers should not stop adolescents from participating in sporting activities with the concern that involvement in sports lowers academic achievement.

In a similar study, Turkson et al.'s (2021) looked at how junior high school pupils in Cape Coast Metropolis, in Ghana's Central Region, performed academically in relation to organized and unstructured activities. Using a sample of 364 pupils chosen from six public junior high schools in Cape Coast, a descriptive survey design was used. The information was gathered using a questionnaire. The instrument's dependability was indicated by a Cronbach's alpha coefficient of 0.76. The data was analyzed using statistical

procedures such as simple linear regression. The results, according to Turkson et al., showed that children's academic performance is influenced by both scheduled and unstructured activities. Turkson et al. also suggested that because decisions have an impact on children's academic achievement, parents, guardians, and educators should be aware of the kind of after-school activities their wards/students are involved with in order to assist them in making better decisions.

Importance of Sports participation on school attendance

Student-athletes' attendance might be affected in several ways by their participation in sports. Numerous research findings point to a beneficial correlation between school attendance and participating in sports (Apaak & Yawson, 2022; DiSalvo & Che, 2022; Yawson, Apaak, & Baidoo, 2023). While some academics contend that participation in sports can result in higher absenteeism, research shows that student-athletes typically have good attendance records when participating in sports (Montecalbo-Ignacio, Iii, & Buot, 2017). Furthermore, research has demonstrated that athletes' judgments of their own academic achievement and school attendance can both be improved by participating in sports (Ullah, Muhammad, & Usman, 2022). But because outside influences might have a negative impact on student-athletes' academic performance and attendance, it is imperative that schools and other stakeholders make sure these circumstances don't negatively affect the athletes. Overall, better academic results can result from supporting student-athletes in their participation in sports while highlighting the value of consistent attendance in class.

The relationship between involvement in school sports, school connectedness, and school attendance was investigated by Widdowson (2021). The study design employed by the researcher was mixed-methods. Using an anonymous questionnaire, 1153 male and 1245 female students between the ages of eleven and seventeen from four high schools self-reported information on their involvement in school sports, attendance, and sense of community. Focus group interviews were conducted with a subset of the student body (N=93). A significant interaction between truancy and sport participation was found in the study on quantitative data analyses ($p < .001$); occasional truants were more likely to play sports ($p = 0.01$), whereas frequent truants were less likely to participate in school sports ($p < 0.00$). The study also found that involvement in school athletics was linked to higher school connection ratings: students who regularly skipped class had significantly lower school connectedness scores than students who skipped class occasionally and students who had not skipped class ($p < 0.000$). Once more, the study's qualitative analysis showed that students believed that playing sports at school improved their physical, social, and psychological wellbeing as well as their sense of community and connection to learning. It also gave them incentive to attend class on a regular basis. Based on the data, Widdowson proposed a relationship between involvement in school sports and increased frequency of attendance and school connectedness.

Among other things, Dick (2010) looked into potential connections between extracurricular activity involvement and attendance. The high school activities office and the school district's student management system provided information for 275 of the district's 2007–2008 and 2008–2009 high school

graduates. Based on the study's findings, pupils who took part in extracurricular activities attended school more frequently than their non-participating peers. In a related study, Reed (2014) reported that academics, attendance, and behavior all were perceived to be positively related to extracurricular participation in a study that examined the relationships between participation in extracurricular activities, ACT scores, GPA, and attendance in select public high schools in Mississippi.

Over the past 20 years, sport for development (SFD) has been used more and more globally to address issues associated to education; major international organizations like the United Nations and the Commonwealth have even acknowledged it, according to Moustakas (2020). Guo & Meyerhoefer (2016) evaluated the connection between middle school athletic involvement and the development of human capital in a different study. Using information from the Kindergarten Class of 1998–1999 Early Childhood Longitudinal Study, the researcher aimed to close this gap in the literature. The results, which were obtained using the instrumental variables method, showed that involvement in school sports raised test scores in reading, arithmetic, and science by roughly 24–36 percent. The effect was also mediated by a decrease in student absences.

In order to compare extracurricular activities and sports with male secondary school students' attendance and dropout rates, Aslam, Ashfaq, and Channa (2019) conducted a study. A random selection of 200 respondents was made to take part. To ascertain this occurrence, a questionnaire with fifteen statements was employed for an opinion survey. To analyze the data, standard deviations, means, and percentages were employed. According to Aslam et al.,

extracurricular activities and sports have a good correlation with attendance and dropout rates. The study's findings indicated that high school students' involvement in extracurricular activities and sports is favourably correlated with attendance at school and inversely correlated with dropout rates.

Apaak and Yawson (2022) examined the correlation between academic performance and absenteeism in 203 student-athletes enrolled in two public senior high schools located in the Obuasi Municipality of Ghana. To collect information from all of the student-athletes in forms two and three, a census was used. The primary tool utilised to collect the data was a produced form that asked student-athletes about their attendance for two semesters and their end-of-semester performance in the core subjects. Data analysis techniques included correlation and percentages. Student athletes had strong academic achievement in addition to a high rate of attendance in class, according to Apaak & Yawson. The researchers further suggested that in order to help students do better academically, senior high school administrators and other Obuasi Municipality stakeholders should figure out how to motivate students to play school sports and show up to class on a regular basis. In a related study, Nyame (2010) discovered a substantial correlation between student attendance in class and learning outcomes.

Effects of Organised Sports in Basic Schools

Students must be able to focus, regulate their emotions, and adapt to change in order to excel in school. One's success in a variety of societal domains is seen to be influenced by their ability to self-regulate. Piché, Fitzpatrick and Pagani (2015) investigated the relationship between kindergarten-age self-regulation behaviours and skills and fourth-grade

participation in active and non-physical extracurricular activities, both organised and unorganised. A stratified sample of 2,694 Canadian births in Québec between 1997 and 1998 was used to choose participants at random at birth. Inclusion criteria for the study involved having comprehensive information on parent assessments of sports activity and teacher evaluations of student self-regulation as determined by classroom engagement ($n = 935$).

Piché et al. (2015) discovered that kindergarten children who participated in organised sporting events consistently also appeared more engaged in their fourth-grade classrooms ($r = .061$, 95% CI: .017, .104). Higher classroom engagement in kindergarten was connected with more frequent engagement in organised sporting events and collaborative sports in fourth grade ($r = .799$, 95% CI: .405, 1.192), according to the study. This displays the child's high cognitive abilities, which are suggestive of self-control and access to supervised physical activity possibilities. Additionally, it implies that joining a sports team could aid children in forming positive character traits and decision-making behaviours as they approach puberty.

Huston and Ripke (2006) addressed the importance of extracurricular activities, such as organised sports, because children can learn skills that go beyond what they learn in school. They stressed the need of structured activities in teaching children group goals and organisation at their earliest years. Through involvement in these ventures, children can develop mentoring connections with adults (such as coaches), embrace collective value systems, and begin to form their own identities as they eventually migrate to a larger world outside of their homes. The activities that children engage in during middle childhood influence what they do during early adolescence. As a

result, the study concluded that if children do not participate in sports during middle childhood, they are less likely to participate later adolescent.

The classroom behaviour of children is favourably correlated with physical activity. Less is understood, though, regarding the ways in which various forms of physical activity influence these results. Children in primary school were studied by Watson, Timperio, Brown, Hinkley, and Hesketh (2019) to determine the relationships between playing sports and classroom behaviour. Sports involvement and classroom conduct (school functioning, a lack of focus classroom conduct (fidgetiness), taking action without reasoning, and poor focus) were reported by parents of 568 children aged 9 to 11 years. Participation in sports was broken down by kind (individual, team, and team and individual) and duration (hours/week).

The links between sports participation and behaviour in the classroom were examined making use of regression analysis (Watson et al., 2019). The analysis was modified for mother education and dispassionately assessed the general physical activity, and took into consideration clustering by recruitment center. As an additional purpose, gender discrepancies in affiliations were studied. After controlling for overall physical activity, Watson et al. discovered that children who got involved in sports had fewer instances of lacking of focus /hyperactive (individual sport: $B = -1.00$; 95% CI: -1.90, -0.00; team sport: -0.88; 95% CI: -1.73, -0.03) and less taking action without reasoning (individual sport: OR = 0.35; 95% CI: 0.13, 0.98). The connections showed no sex distinctions.

In addition to the impacts of total levels of physical activity, the findings revealed that participating in sports, a sort of physical activity, was

associated with reduced inattention/hyperactivity and behaving without thinking (Watson et al., 2019). As a result, while organised sports have little to no effect on classroom behaviour, parents may still consider sports as a way to boost their child's overall levels of physical activity.

Findlay and Coplan (2008) looked at how organised sports activity affected the associations between shyness and psychological maladjustment in young people. Three hundred and fifty-five elementary school students ($M_{\text{age}} = 10.1$ years, $SD = 0.6$) participated in time 1; in time 2, a year later, 201 students (56%) were still present. In both times, the children were made to complete a self-respond questionnaire about their sports activity, psychosocial adjustment, shyness, and aggressiveness. Parents also evaluated their children's social abilities.

Overall, results indicated that sports participation was positively related to indices of positive adjustment (e.g., social skills, self-esteem) (Findlay & Coplan, 2008). Shyness, on the other hand, was associated with a lack of social skills and internalising difficulties. However, there exists some evidence to back up the claim that participating in sports provides shy children with a unique type of safety. Over time, shy children who played sports reported having significantly less anxiety.

Murphy, Sweeney, and McGrane (2020) looked into the connections between mental health and anxiety and depressive symptoms as well as the frequency of physical activity and participation in sports. A cross-sectional study design was used for this. 5,661 youths from the Irish Republic enrolled in post-primary education completed surveys. The results of the study indicated that the degree of exercise was positively connected with general

health and negatively correlated with symptoms of anxiety and depression. The data also revealed that men reported lower levels of anxiety and depressive symptoms, as well as improved health across all subgroups. Murphy et al. also demonstrated that teens who participated in sports experienced lower levels of anxiety and depression as well as enhanced wellbeing; team sports provided even greater benefits. In addition, the researchers recommended that future physical activity for children and teenagers should support both their physical and mental health.

The role of motor ability in facilitating adolescent sports engagement has been highlighted by Drewatz and Greier (2019). As a result, it is critical to provide children with a variety of movement experiences at an early age in order to foster motor development, which may determine how successfully they participate in sports in the future. Each sport and activity offer a unique set of these talents that are necessary. Being successful in one sport does not guarantee success in another since several elements must work together and interact properly for success to occur.

Frederick and Eccles (2008) also investigated children's development during early adolescence. According to the study, around the middle school transition, children go through fast transformations related with regard to adolescence, gaining independence from family, a sense of self investigation, and transformations in society. The researchers identified numerous reasons why participation in organised activities could be beneficial during the middle school years. To begin with, early adolescence is a period in which children start making their own judgments concerning how they should spend their hours after school, and such decisions may have significant consequences for

years to come. According to Frederick and Eccles, engagement in supervised and organised activities during after-school hours is connected with beneficial outcomes, whereas participation in unsupervised or unstructured activities is associated with less favourable adjustment.

Second, as middle school students begin to distance themselves from their parents, they seek emotional support from loving persons outside the family (Frederick & Eccles 2008). As a result, coaches can have a tremendous impact on the life of an infant and serve as crucial mentors and motivators. Finally, Frederick and Eccles pointed out that it is critical that the adolescents feel linked to their peers throughout this period. Thus, organised sports create a separate setting in which children can build relationships and emotions of belonging to a group.

Similar research was conducted by Vandorpe et al. (2012), who looked at the connection between childhood motor coordination levels and sports engagement. The findings revealed that participation in club sports and fundamental motor coordination both predicted future participation in sports strongly. Vandorpe et al., concluded that the stability of motor coordination levels during childhood and its significance in influencing involvement in organised sports may have an impact on the identification of talent. Another study (Chagas, Leparace, & Batista, 2016) revealed that middle school students' writing performance and academic accomplishment are both substantially correlated with their level of gross motor coordination. Chagas et al. reported that children who originally chose to attend school for sports may have a different perspective on academics. The researchers further stressed that sports engagement can be utilised as a technique to increase school

attendance since it improves motor coordination, which in turn improves writing performances and academic attainment.

Gender and Sports Participation

Sexuality plays a crucial element in remarkable accomplishments and world records. Thibault et al. (2010) examined 82 measurable occurrences from the inception of games at the Olympics. While accounting for gender difference, it was feasible to compare male and female records in swimming, athletics, speed skating, track cycling and weightlifting. This research of the top ten competitors revealed that, despite a large increase in female participation from both eastern and western countries, women still cannot jump, run, swim, or ride as fast as men. However, the study showed no difference in male and female level of sporting success, which indicates an improved female sporting success.

Senne (2016) looked at the background of the debates over gender equality in sports, the steps that have been made to give women in sports equitable opportunity, the problems that women in sports are currently dealing with, and the research on these debates. The study's findings demonstrated that sports are still overwhelmingly masculine and skewed toward men. However, the Title IX which was introduced in the United States to give equal opportunity to male and female sports participants has seen a rise in the number of women competing in collegiate sports from 32,000 to over 200,000. The outcomes of the present research contribute to the ongoing discussion about the effect of gender stereotypes on taking part in sports, as well as the controlling impacts of peer attitudes and self-consciousness.

Solomon (2002) examined females' participation in athletics as an important means of averting adolescent pregnancy. The researcher emphasised the connection between participation in sports and teen pregnancy prevention while acknowledging the challenges that have prevented sports from being employed in teen pregnancy prevention. Solomon maintained that many young women who are at risk of teen pregnancy and who might not have access to other forms of empowerment—such as girls of color and girls from low-income families—benefit greatly from participating in athletics. Additionally, the study proposed that sports can significantly contribute to the prevention of teen pregnancy by instilling in girls and young women a sense of power, discipline, and self-worth. Solomon offered a number of suggestions to school administrators and staff, such as the following: parents and other non-school related individuals should take the initiative to ensure girls' rights to participate in sports; schools and legislators should ensure that girls do not "stand on the sidelines" during physical education; and sports programs should hire more women coaches and athletic directors.

Yenilmez & Celik (2020) contend that society ought to recognise and appropriately portray the global movement for gender equality. With an additional focus on the average Turkish woman, is even more crucial in the realm of sports. According to Yenilmez & Celik, women's position in sport and other domains has improved, as evidenced by the sharp increase in female participation in sport in Turkey during the past ten years. The researchers did concede, though, that there is a glaring difference in the ways that men and women engage in sports. The level of success women gain from actively participating in athletic activities is limited by their different physical

composition from males and the different expectations society places on male and female participation in sport. The origins, theories, and background of women in sport in Turkey were studied by Yenilmez & Celik. Simultaneously, they assessed the existing state of affairs and considered forthcoming advancements concerning female involvement, leadership, and sports media.

While research shows that participation in interscholastic sports is linked to improved academic achievements, Veliz and Shakib (2014) noted that this relationship is rarely examined at a macro level (the school level). The report went on to say that no studies have been done so far to determine if rising rates of interscholastic sports engagement among male and female students at schools are linked to rising rates of advanced placement (AP) enrollment for both genders. In the 2009–2010 academic year, Veliz and Shakib tested a number of gender-specific hypotheses related to the relationship between school sports participation rates and AP enrollment rates (AP math, AP science, AP foreign language, and overall AP enrollment) using a national sample of 4,644 public high schools. The results of the study demonstrated a favourable correlation between the rates of female and male participation in athletics at schools and the enrollment rates for AP math, science, foreign language, and AP enrollment in general. The researchers further suggested that when it comes to the positive correlation between participation in interscholastic sports and AP enrollment, girls gain more than boys.

According to Yi-Hsiu, & Chen-Yueh, (2013), gender stereotypes, peer views, and anxiety over criticism influence a person's decision to participate in male- or female-dominated sports. The results showed that while women are

more inclined than men to take part in feminine sports, females are less likely than men to take part in sports that are masculine. Males who have favourable peer attitudes are more inclined to take part in masculine-style activities than males having unfavourable peer attitudes. Females who are increasingly afraid of criticism than other females are less likely to participate in male-dominated sports.

Theoretical Framework

The theoretical framework underpinning this study will be based on theory of integration, self-determination theory and ecological system theory.

Tinto's Theory of Integration

According to Tinto (1975), there are two dimensions—academic and social—along which student integration into a setting can take place. According to Tinto, kids are inclined to remain pursuing their studies in school when they partake in its educational and extracurricular endeavors. Educational integration takes place as learners are active throughout the school's academic activities, whereas as learners make friends as well as interact beyond their educational environment, they are said to be socially integrated. Despite being analytically different, these two ideas interact and benefit one another. Additionally, although both dimensions of student integration into the institution are necessary to maximise the likelihood that they will continue, not all students must be equally integrated along both. Similarly, Tinto observes that inside institutions, there are formal and informal structures that might promote integration and perseverance.

Although the phenomenon of dropout of learners continues to be an ongoing cause of worry among school organisations and teachers from the

inception of public schools (Habley, Bloom, & Robbins, 2012; Seidman, 2005; Tinto, 1975), the early 1970s saw the emergence of models of theory based on careful examination of the phenomenon (Berger, Ramirez, & Lyon, 2012). Berger et al. classified the evolution of student retention research into nine eras, which are given in Table 1.

Table 1: Eras of the Development of Student Retention Studies

Era	Period
Retention Prehistory	1600s-mid-1800s
Evolving towards retention	Mid-1800s-1900
Early developments	1900-1950
Dealing with expansion	1950s
Preventing dropout	1960s
Building theories	1970s
Managing enrolment	1980s
Broadening horizons	1990s
Early twenty-first century	Current and future trends

Source: Aljohani (2016)

The eras of student retention begin with the origins of retention, when retaining was not regarded as a problem because graduation turned out not to be the primary goal for learners. This has progressed from the early developments in 1900-1950, to the wider vista's phases of the 1970s and 1990s, to the present day, whereby the conceptual along with theoretical underpinnings behind these phenomena are still being determined, as well as their ramifications.

Berger et al. (2012) classified these time periods under two primary groupings. They classified each of those decades prior to the 1960s (four periods) as the first because they lacked a systematic approach to student attrition. The second group includes the last five time periods, which run from the 1960s until the present. According to the authors, student retention became a global problem during this time period, driving the creation of systematic and theoretical inquiries.

Makorani (2017) identified the variables influencing the percentage of students who remain in public elementary schools in Lamu West Sub-County's Hindi Division. The study used a survey research design, focusing on a subset of public primary schools. A total of thirty-two head teachers were given open-ended and closed-ended questionnaires to complete as part of the study. Makorani deduced from the data that the family background factors—parents' educational attainment, gender of the children in the family, family economic status, and family aspirations—have an impact on the retention rate of students in public primary schools.

Tinto's student integration hypothesis, according to Chrysikos, Ahmed, and Ward (2017), is successful in examining student retention, however it is responsible for a modest percentage of the diversity in retention. Nevertheless, utilising this unique technique to retention analysis, important connections between learners' early and later academic objectives and commitments were discovered. Furthermore, the data demonstrated how elements such as social and academic integration may impact retention of students' procedures. If the entire or a number of these encounters assist students, relevant programmes or services (like assistance for students' systems) can reap the most benefits.

Social and intellectual integration, according to the theory, is an important determinant of learners' perseverance and achievement in college or university programmes and courses. The investigation focuses on merging school activities and is based on models and ideas developed for both extracurricular and academic work. As the situation highlights the significant role of school attendance, academic accomplishment and education, the integration model was chosen for this research. Sekiwu, Ssempala and Naluwemba (2020) evaluated the association linking academic achievement and school attendance in Uganda's Rubanda district Universal Primary Education (UPE) schools. The research found a correlation between school attendance and academic success.

Other studies have looked at how school disengagement affects attendance (Railsback, 2004). Plavcan (2004) emphasised the shift from external reward system to a programme that highlights student's engagement in school. This will support a paradigm shift from problem residing within a child to perspective that recognises the child as part of the larger social system. According to Severiens and Schmidt (2009), formalised socialisation aided study progress while unstructured integration into academia hampered performance. By intervening at a young age, and using sports participation, the goal is to circumvent a gradual disengagement from school which may eventually result in students not achieving their potential or leaving school early.

Self-determination Theory

Three essential and fundamental behavioural demands, according to self-determination theory (SDT), propel humans to develop and evolve. SDT

focuses on the essential behavioural requirements of autonomy, competence, and relatedness along with its significance in self-determined incentive, satisfaction, and progress. Motivation from within, or participating in tasks because of the intrinsic advantages of the conduct alone, is paramount in SDT.

SDT bridges the gap between personality, human motivation, and peak performance. It proposes two types of motivation: internal and extrinsic motivation. Each of these incentives are powerful motivators in the development of personality and behaviour (Deci & Ryan, 2008). SDT also describes how the cultural and social setting can aid or impede individuals' basic psychological needs, perceived feeling of self-direction, and perceived sense of autonomy.

SDT arose from the research by psychologists Edward Deci and Richard Ryan, who actually presented what they discovered in their 1985 book "Self-Determination and Intrinsic Motivation in Human Behaviour" (Deci & Ryan, 2013). They devised a model of motivation whereby they proposed that individuals are motivated by an urge to progress and find satisfaction. SDT constitutes a broad concept of personality and human motivation which emphasises individual's developmental inclinations along with psychological requirements. This talks about the reasons that drive individuals to make choices when they are not influenced or interfered with from outside sources. SDT focuses on the degree to which human behaviour is self-motivated and self-determined (Deci & Ryan, 2000). In the 1970s, research on SDT evolved from studies comparing intrinsic and extrinsic motives, and from growing understanding of the dominant role that intrinsic motivation played in individual behaviour (Lacombe et al., 2022).

There has been a considerable increase in research utilising SDT in numerous sectors of social psychology as well as education since the 2000s. Key studies that led to the emergence of SDT included research on intrinsic motivation. With contrast to initiating a task to accomplish an outside target (extrinsic motivation), intrinsic incentive alludes to beginning an activity for the sake of excitement and gratification. Motivation is classified according to the degree to which it is internal. Internalisation is described as the active effort to transform an extrinsic motivation into individually approved beliefs and, as a result, internalise previously external standards of conduct (Lacombe et al., 2022).

In a longitudinal study, Niehaus, Rudasill, and Adelson (2011) investigated the manner in which academic self-confidence, motivation from within, and involvement with a programme after school influenced the educational attainment of 47 6th-8th grade Latino middle school students (from two public schools) throughout the span of one school year. According to normal least-squares regression analysis, intrinsic motivation was correlated positively with students' GPAs, self-efficacy was an excellent indicator of learners' attendance to school and standardised maths accomplishment scores, and attendance at the programme after school had a favorable relationship with students' math's achievement.

Intrinsically motivated behaviour is described as behaviour performed just for the enjoyment that is obtained from the action. According to research, the key pleasure linked with genuinely driven acts is competence, interest, and enjoyment (Deci & Ryan, 2013). Deci & Ryan sought to identify individuals with an intrinsic focus whose participation is primarily motivated by

competence (the want to participate in sports, exercise, and improve abilities) and satisfaction (the need to have pleasure and pursuing interests). Extrinsically motivated behaviours, on the other hand, are ones that are conducted in order to receive rewards or outcomes that are distinct from the behaviour itself. This study also considers sports participation which has self-regulatory related motives (desire to improve academic performance, subjective health and well-being) as a primary extrinsically focused phenomenon.

Ecological Systems Theory

This study's final theoretical framework is the Bronfenbrenner's (1979) concept of Ecological Systems. The ecological viewpoint to growth advocated by Bronfenbrenner emphasises the importance of the numerous surroundings in which pupils devote their time. The ecological system theory details how a student's culture and environment affect their development (Christensen, 2016). The concept categorises the numerous influences on growth into four different structures, with the child at the center of each. The microsystem, mesosystem, ecosystem, and macrosystem are these systems. This hypothesis is based on a child's relationships inside each level and how each level interacts with the others.

The microsystem and mesosystem will be the two levels studied in this study. The microsystem is made up of surroundings like home and school. This is the student's living environment, which includes their family, peers, and schools. The majority of social interaction takes place at this level. The student influences the microsystem, and the microsystem affects the student (Bronfenbrenner, 1979). The mesosystem is the next level, and it deals with

the interactions between the microsystem parameters. According to research (Feinstein & Peck, 2008), children's settings and the connections that exist within them are critical to academic performance in school. According to studies (Feldman & Matjasko, 2007; Olsen, Baisch, & Monsen, 2017), external factors like engagement in sports along with academic achievement in the micro systems in which students reside, are also relevant. School sports constitute a vital part of children' micro systems and growth-related well-being. It has been associated to a number of favorable effects on students, such as increased career objectives, better school attendance, improved peer interactions, and decreased misbehavior (Darling, Caldwell, & Smith, 2005).

Bronfenbrenner (1979) questioned previously held conceptions of the growth of children. He argued that studies of children in unfamiliar laboratory environments with one other person, usually a stranger, were ecologically invalid (Ainsworth & Bell, 1981). Bronfenbrenner (1979) claimed most earlier studies were 'unidirectional', meaning that the laboratory studies observed the influence of A on B (e.g., a stranger/mother with a child, rather than looking at the possible influence of the child on the stranger/mother, or any other third party's influence). These lab characteristics for research, according to Bronfenbrenner, are not reflective to the situations where children truly reside and grow.

According to Bronfenbrenner (1979), several influences in the life of a child who is growing up connect together and influence their development. The studies he conducted extended beyond one's own growth and examined broader determinants in addition to the setting (or ecosystem) of growth. He

developed a theory called 'Ecological Systems Theory,' which depends upon changing relationships within the surroundings and a growing kid. Bronfenbrenner's perspective is akin to Albert Bandura's theory of social learning and Lev Vygotsky's theory of social culture since one's surroundings is acknowledged of being a vital activity during growth, either overtly or inherently.

Hannah (2020) investigated the impact of extracurricular activity participation on students' school engagement from the teacher's perspective in a qualitative multiple case study. Hannah's research was theoretically based on Bronfenbrenner's (1979) ecological system theory. The 11 individuals in the study were chosen using a deliberate sample. Two middle school instructors (those who coached co-curricular programme) in a remote part school system were among those who took part. Each participant took part in an open-ended, semi-structured interview. The information was examined with the use of NVivo 12, which is a qualitative data-analysis software, after which the interviews were transcribed. According to the data, teachers believed that extracurricular activities had a substantial impact on students' classroom participation. This finding has implications for further studies on extracurricular school engagement of pupils, especially sports to determine the influence of sports participation on attendance.

Conceptual Base of the Study

This study employed Bronfenbrenner's social ecological system theory to better explain both the immediate and subsequent environmental impacts that take place across every layer and have an impact on the pupils (Follari,

2007). This study focuses on the microsystem and mesosystem of the ecological system theory. Figure 1 presents the details.

As shown in Figure 1, the microsystem level refers to the student's living environment, which includes family, community, school, and personal aspirations. The mesosystem is the next level, and it deals with the interactions between the microsystems. This may include the person's attachment to his or her close family, neighborhood, school, and ambitions.

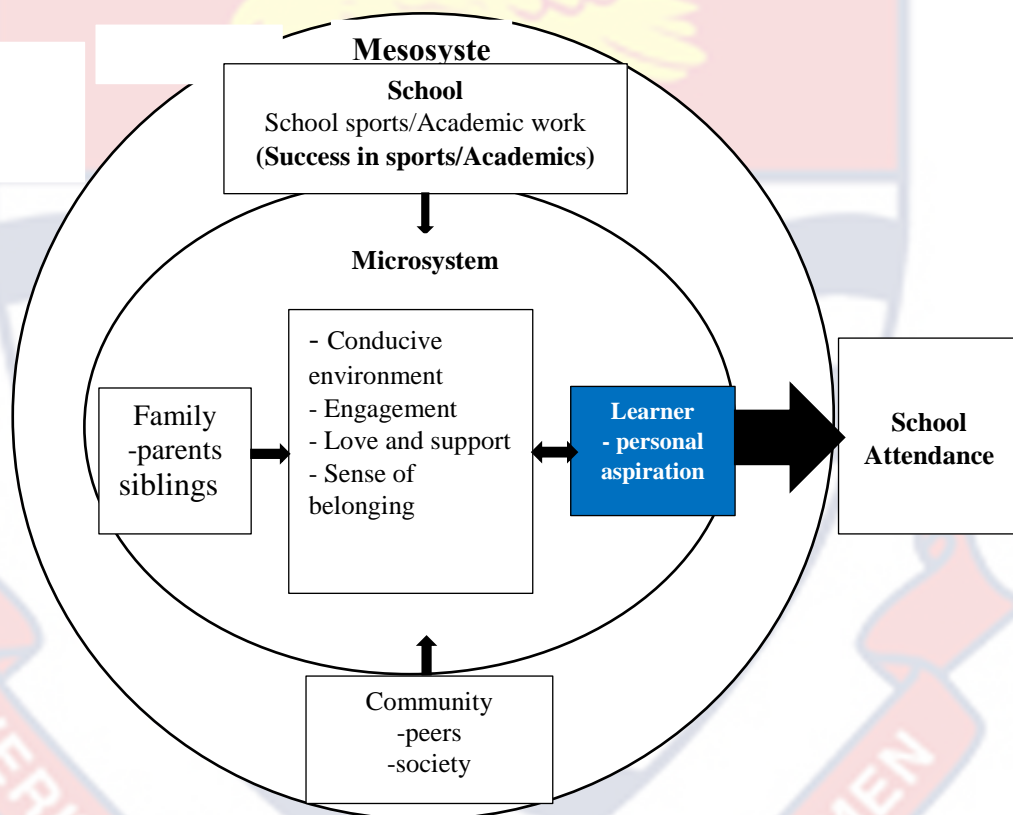


Figure 1: Conceptual Framework for Sporting Success on School Attendance

Source: Field Survey, Atubigah (2023).

The academic capabilities of individuals generally dictate the speed with which they can learn. A pupil with poorer ability and consequently a slower rate of learning is not necessarily a predictor of future failures. A low-

ability child may be less academically capable than their peers, but teachers should be aware that this learner may succeed in a more specialised field.

Figure 1 depicts how the link between these systems impacts the learners' abilities and interests. The school having that mindset creates two pathways that is academic and school sports to accommodate all children of school going age. Students who are academically brilliant pass through the academic pathway. Other students whose abilities and interest are in sports and also have the intrinsic desire to play sports pass through the sports pathway. As students in both pathways excel in their respective pathways, they get the love and support of the teaching body and the student body. This love they get creates an atmosphere where they experience an overwhelming feeling of being part of and involvement with the institution. This sense of engagement of the students by the school influences their attendance.

When desired behaviour is rewarded, they are likely to be repeated. The school can reinforce the student's behaviour of attending school regularly by ensuring that all resources that are needed in the sports pathway are provided. Other researches have also examined the influence of school attendance and academic performance (Oghuvbu, 2010; Stanca, 2006). This implies that as students attend school regularly, through the school sports pathway, they may eventually achieve academic excellence and thus remain in school.

Summary

The goal of this research was to find out how sporting success influences school attendance among pupils of Lawra Municipality in Upper West Region of Ghana. In this chapter the literature surrounding sporting

success and its influence on student's attendance was examined. For many years, the athletic and educational success of pupils has become a cause for discussion. Sports engagement enhances pupil test scores and accomplishment in school, elevates schooling objectives and reduces school dropouts.

Middle childhood has been described as a time of significant shifts in young people's skills and conduct, having a lasting impact for adolescent and adult behaviours (National Research Council, 2014). Students must be able to focus, control their emotions, and adapt to change in order to excel in school. Self-regulation is supposed to influence an individual's achievement in a range of societal areas. Participation in sports is influenced by so many factors which includes age, gender, physical structure, disability, ethnicity, social groupings, and family and friends.

This study's theoretical approach was founded on theory of integration, operant conditioning theory, self-determination theory and ecological system theory. The study employed Bronfenbrenner's social ecological system theory to better explain both the immediate and subsequent environmental effects that take place across each system that might influence a student's attendance at school (Follari, 2007).

CHAPTER THREE

RESEARCH METHODS

The goal of this study was to find out how sporting success influences school attendance among pupils of Lawra Municipality in Upper West, Ghana.

This chapter describes the methodologies and procedures utilised to carry out the research. It comprises of the following components: research design, study area, population, sampling procedure, data collection instruments, data collection procedures, data processing and analysis. Also, the summary of the chapter was provided.

Research Design

This research employed a cross-sectional descriptive study approach. A cross-sectional research study, as described by Oslen and St George (2004), selects the option of the whole group or a portion of it, and information is gathered from the participants to help answer the research issues of interest. This design enabled me to quickly discuss and explain the impact of sporting performance on school attendance among Lawra Municipality pupils. Inferences were then drawn about the phenomena based on data collected at a specific point in time (Wallen & Fraenkel, 2013).

Even though, cross-sectional descriptive research cannot analyse behaviour over a time frame, it captures a specific point and helps to remove assumptions. The data usually includes a large number of people with various characteristics, like age and gender. Many of the findings can be used to develop new theories/studies or conduct in-depth study (Cross-sectional Study: Definitions, Advantages, Disadvantages & Examples, 2016).

Study Area

The region of the Upper West Region is bordered by the Upper East Region from the east, the Savannah Region towards the south, and the Black Volta towards the north. Municipalities, districts, and towns make up the region. Lawra Municipal is one of the region's 5 municipal assemblies and 6 districts. The area was once part of the broader Lawra/Nandom District before June 28, 2012, when the district's northernmost half was severed to form the Nandom District. The remaining half was renamed Lawra District, and on March 15, 2018, it was upgraded to municipal assembly status, changing it into Lawra Municipal. Lawra is the Municipality's capital, and it is situated in the northwest corner of the Upper West Region (Lawra Municipal Assembly, 2022).

Lawra Municipality is located in the northwestern portion of the Upper West Region, within the longitudes $2^{\circ}25''\text{W}$ and $2^{\circ}45''\text{W}$ and latitudes $10^{\circ}20''\text{N}$ and $11^{\circ}00''\text{N}$. It is flanked to the east and south by the Jirapa/Lambussie District and the Lambussie-Karni District, respectively. It is also bordered by the Nadoli District to the west and the Black Volta to the north. The district's total size in 2014 was 483.6 square kilometers (Ghana Statistical Service [GSS], 2012). This amount accounts for around 2.6% of the Region's overall surface, which is projected to be 18,476 square kilometers. The indigenous people are mostly farmers and traders.

The Municipality is noted for numerous tourist sites. These include the Baa water spring, where Dr. Kwame Nkrumah, the first president of Ghana, was imprisoned, Wuleng mushroom rocks, Vil Lake (which never dries) and Eremon crocodile pond (Upper West Regional House of Chiefs, 2022). The

Municipality has 74 primary and junior high schools (JHS) (including Lawra R/C, Lawra E/A, Lawra Methodist, Babile M/A, Birifoh M/A, Gbier Baptist), three Senior High Schools (SHS) (including Lawra SHS, Eremon SHTS and Birifoh SHS) and Lawra Nursing Training College (GES, 2020). In terms of sports programmes in the Municipality, the basic schools compete in both athletics and games from the school level to the regional level for both under 15 for boys and girls and under 13 soccer boys.

Population

The population for this study involved all sports performers who took part in the 2019/20 inter-school sports competition at the basic school level in Lawra Municipality. The total number of sports performers at the 2019/20 basic school's sports competition was 2,861 (Ghana Education Service, 2020). From this figure, 1,259 were boys and 1,602 were girls. This study did not directly involve the students, but rather made use of secondary data or information with regards to their demographic data, various sports positions (2019/20 inter-school sports competition), and their termly school attendance.

With the help of the 2019/2020 school attendance register, which was obtained from school administrations, information with regards to each sports performer's school attendance during the 2019/2020 academic year was extracted into the data summary broadsheet in Appendix A. Again, information with regards to each sports performer's performance, during the 2019/2020 inter school sports competition, was also obtained from GES, Lawra Municipality. This was also recorded into the data summary broadsheet in Appendix A.

Sampling Procedure

A total of 2,047 sports performers from the schools in each of the six circuits was used for this study. To obtain this sample, the census sampling technique was used since, in comparison to other techniques, it confirms a higher degree of accuracy (Sutherland, 2006). The Census approach yields comprehensive data since every item is thoroughly examined. As a result, it is an extremely reliable technique for gathering data.

In this study, all students that participated in the interschool circuit sports tournament during the 2019–20 academic year make up the population. This covers every student who participated in the team sports (handball, football, volleyball, and netball) as well as the individual sports (athletics and table tennis). Only students who took part in the team games (handball, football, volleyball, and netball) are included in the study's sample. This technique leads to an in-depth information relating to sporting success and school attendance in the municipality. Table 2 displays the details of the number of participants from each of these circuits.

Table 2: Sampling Distribution of Respondents

Circuit	Females	Males	Total
Lawra East	214	223	437
Lawra West	205	206	411
Lawra Central	136	120	256
Lawra South	150	173	323
Babile	151	141	292
Dowine	152	176	240
Total	1008	1039	2047

Source: Ghana Education Service, Lawra (2020)

Data Collection Instruments

Secondary data from the Physical Education and Sports Programmes Coordinator's (PESPC) outfit of GES, Lawra Municipality and attendance register from various schools were accessed and used for the study. With the required information, data summary sheets were designed to capture demographic data, various sports positions and termly attendance of participants. The data sets were student's attendance registers from the schools, and the results of the 2020 inter-school sports competition. The attendance register is one of the record books in schools. The first page of the attendance register contains information about the school that is name of school, academic year, name of class teacher and the name of the headteacher/headmaster. The register is separated under four different parts on its inside. The first portion of its column contains the students' names, which are written according to their gender. The second section contains information about their birth date. The third section is where records of student's attendance are indicated; whether they were absent or present. The fourth section accumulates individual pupils' total attendance for the term. At the bottom of the register, the total attendance of pupils is recorded daily, weekly, monthly and termly according to gender.

The results from the 2019/20 inter-school sports competition were used to measure the level of sporting success among the pupils of Lawra Municipality. Handball, volleyball, football and netball are the sports disciplines competed for. In this study, a team receives 4 points for finishing first in each discipline, 3 points for finishing second, and 2 points for finishing

third. A team gains one point for each rank from fourth through seventh (in circumstances when there are more than six schools in a circuit).

Data Collection Procedures

The University of Cape Coast's Institutional Review Board (IRB) granted authorisation to collect data (see Appendix B). Following IRB permission, the Head of the Department of Health, Physical Education, and Recreation (HPER) provided an introductory letter to the sampled schools' headmasters/mistresses in order for me to access to the required information from their outfits (see Appendix C). This was after my supervisor gave the go-ahead for the collection of data.

Following the initial contacts, all of the sampled schools were visited. Contact information for the headteachers/headmasters was obtained, meetings with them were scheduled, and data collection was based solely on their convenience. They were met at their offices or in the staff common rooms. At each circuit, one week was set aside for data gathering, for a total of six weeks. Six research assistants were trained to help in the collection of the data. All six research assistants were deployed in each circuit at a time. Three of them were employed to take a school each at a time using one week for the entire circuit before moving to another circuit.

Sporting success was measured based on the performance of the last inter-school sports in Lawra Municipality (3rd to 22nd February, 2020) in the 2019/20 academic year. The results from the various circuits were collected from the office of PESPC, GES, Lawra Municipality (Appendix D to H). These results were utilised to assess successful and unsuccessful teams as well as the level of sporting success among those who took part. Sporting success

was measured by assigning points to the various positions attained by each team in each discipline. In this study, the first place for all disciplines gained 4 points, the second place gained a score of 3 and the third place gained 2 points. From fourth to sixth position (in some situations), 1 point was gained.

In grading the level of sporting success, the study modified the Saskatchewan grading system to rate the degree of sporting success, with 70-100% being high success, 50-69% being moderate success, and 1-49% low success (Hebert & LeNouail 2023).

With regards to categorising basic school's sports participants into successful and unsuccessful, the first three schools in each of the disciplines was considered as being successful. The fourth to the sixth (in certain cases) constituted the unsuccessful group. The list of all pupils for both successful and unsuccessful sports participants who represented their schools at the inter-school sports competition, was collected from their respective sports masters/mistresses. This was used to compare the successful and unsuccessful ones on school attendance using the attendance register of all schools that participated in the 2019/20 inter-school sports competition.

The data from each school was collected with the aid of a data summary broadsheet capturing demographic data, various sports positions and termly attendance of subjects (see Appendix A). Appendix A was completed by research assistants and not research participants. The list of sports performers who participated in the 2019/2020 inter-school sports with the classes/forms was obtained from the various sports teachers. The research assistants used the list of sports performers for the various schools and the 2019/2020 school attendance register to extract their demographic data (ages)

and their school attendance onto the data summary broadsheet. The results of the 2019/2020 sports performance were also captured on the data broadsheet. This information was analysed to help solve the research inquiries posed by the study.

Data Processing and Analysis

The collected data were tallied item by item. For the purposes of analysis, the data from the class register was coded. The data was then entered into the statistical software package for social science (SPSS) edition 27.0. Using statistical tools such as percentages, frequency count, mean, standard deviation, Pearson-Product Momentum Correlation and independent sample t test, the entered data was generated and analysed. The various sections of the school attendance register, which comprised the children background data (names and ages), records of student's attendance as well as accumulation of individual pupil's total attendance were examined in terms of frequencies and percentages.

Research question 1 aimed to find out the level of school attendance among pupils in Lawra Municipality. This was analysed using mean and standard deviation to compare school attendance averages and variability for terms 1 and 2 among basic school's sports participants in Lawra Municipality, respectively. The mean and standard deviation was selected because the mean makes it possible for the researcher to compile and comprehend the average value of a collection of data points whereas the form of the distribution and proximity of the individual data values to the mean value are other insights provided by the standard deviation (Livingston, 2004).

To answer research question number 2, frequency count and percentages were utilised, which tried to evaluate the level of sporting success. Frequency and percentage count were employed because they offer distinct means of conveying numerical data. Studies (Heiberger, Heiberger, & Burt Holland, 2015) have indicated that when asking questions that yield a percentage probability, subjective probabilities are less valid than when asking questions based on frequency. In grading the level of sporting success, the study modified the Saskatchewan grading system to rate the degree of sporting success, with 70-100% being high success, 50-69% being moderate success, and 1-49% low success (Hebert & LeNouail 2023).

Research questions 3 which sought to find out differences that exist in school attendance between successful and unsuccessful sports participants among pupils of Lawra Municipality. With regards to categorising successful and unsuccessful sports participants, all teams that obtained from first to third positions in each of the disciplines were classified as being successful while those teams that finished from fourth to sixth position were classified as unsuccessful. Data was analysed using independent sample t test. This was because successful and unsuccessful sports participants were measured on a nominal scale while school attendance was measured on an interval scale. The independent samples t test was used because it examines the means of two separate categories to see the possibility that there is a statistical indication that the averages of the corresponding populations differ appreciably (Banda, 2018).

Research question 4 attempted to investigate the association between sporting success and attending school. This was interpreted using Pearson

Product-Moment Correlation (PPMC). PPMC was employed to analyse research question 3 because it examines the amount and trend of connection that exists between two data points assessed on an interval scale. That is when both variables are continuous (sporting success and school attendance) (Puth, Neuhauser & Ruxton, 2014). Sporting success was measured based on the results (Appendix A-H) of the last inter-school sports in Lawra Municipality in the 2019/2020 academic year. Sporting success was measured by awarding points to the various positions that the competing teams achieved in each discipline to determine the level of performance in sports. In this research, a team receives 4 points for winning each of the disciplines, 3 points for placing second, and 2 points for placing third. In certain situations where the number of schools were greater than five, a team receives 1 point for moving up from fourth to sixth place. The attendance registers for the second term, during which pupils competed in inter-school circuit sports, was used to calculate the number of times each participant attended school.

Research questions 5 which sought to discover gender differences that exist in sporting success and school attendance was analysed using an independent sample t test. Data was measured on a continuous and nominal scale. This research question was analysed in two folds that is sporting success by gender where sporting success is continuous and gender is nominal and school attendance by gender where school attendance is continuous and gender is nominal. The independent samples t test was used because it examines the means of two separate categories to see if there is a statistical difference that the averages of the related populations differ significantly (Banda, 2018). The results were presented in tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

The goal of this study was to find out how sporting success influences school attendance among pupils of Lawra Municipality in Upper West, Ghana.

Chapter four contains the study's results and discussion.

Research Question 1: What is the Level School Attendance Among Pupils in Lawra Municipality?

The main goal of the research question was to investigate the level school attendance among pupils of Lawra Municipality. The study compared students' actual attendance for term one where there was no sports participation and term two where they participated in sports. Data was collected on a continuous scale. The data was analysed using mean and standard deviation. Table 3 presents the analysis of the data.

Table 3: School Attendance Situation of Pupils in Lawra Municipality

N=2047	Expected attendance of participants for term one	Actual attendance of participants for term one	Expected attendance of participants for term two	Actual attendance of participants for term two
Mean	71.0	63	51	44
Std Deviation	.000	13.255	.000	9.046

Source: Field Survey, Atubigah (2022)

Table 3 displays the difference between expected and actual school attendance in Lawra Municipality, Upper West, for terms one and two. The findings showed that the average values for actual attendance of participants

for term one was 63 out of the expected attendance of 71.00, and 44 out of 51.0 for term two. The standard deviation of expected attendance for term one and two were both 0.00 which indicates that data points are close to the mean.

From Table 3, the standard deviation for the actual attendance for term one and term two are 13.255 and 9.046 respectively. These figures are both above 0.00 which indicates a greater variability in school attendance. However, the standard deviation for term two was closer to the mean as compared to that of term one. This result indicates more than average towards school attendance for the two terms. However, there was a greater attitude towards school attendance for term one where there were no sporting activities as compared to term two where there was sporting activities. These findings contradict Marsh and Kleitman's (2002) study, which revealed that participation in competitive sports corresponds with improved school commitment.

To merit this contrasting situation, Coalter (2013) observed that sporting activities can be utilised to motivate academically underachieving students to participate in educational programmes. A number of studies (Feldman & Matjasko, 2007; Olsen, Baisch & Monsen, 2017) have shown the importance of environmental variables, such as participating in sporting activities and student's performance in the microsystems in which they live. According to Perprem and Yiridomoh (2000), learners who incorporate their social level with the school environment are more likely for graduation as well as remaining devoted to the school. They further asserted that schools should deliberately create opportunities for extracurricular activities including sports to help keep students in schools.

Buhrmann (as cited in Nicole, 2013) observed that athletics is the most significant way to help low-income pupils receive recognition and social acceptance, which will encourage children to stay in school until they graduate in order to achieve academic success and better scholarships. Khan, Jamil, Khan and Kareem (2012) observed that student attendance is not all about the school, but rather a combination of attendance strategies, personal issues, and circumstantial factors. One of these attendance strategies can be sports participation.

The results of this study suggest that students attended class more frequently during term one, when there was no sports competition, than during term two, when there was. This implies that sports participation does not necessarily increase during sports competition but rather the individuals whose interest and abilities are in sports and have the intrinsic desire to play sports will be punctual during this period. Such students are more likely to be socially integrated into the school through school sports pathway. As they succeed in the sports, the love and support shown to them by both the students' body and the teaching body creates an overwhelming sense of being part of and involvement in the school. This sense of engagement of the students by the school influences their school attendance.

Research Question 2: What is the Level of Sporting Success among Basic School Pupils in Lawra Municipality?

To ascertain the extent of sporting success for basic school pupils in Lawra Municipality, results from the 2020 inter-school sports competition for all team games was used (Football, Volleyball, Handball and Netball). This result was obtained from the office of the PESPC, GES, Lawra Municipality.

The level of sporting success was measured by assigning points to the various positions attained by each team in each discipline. In this study, a team receives 4 points for finishing first in each discipline, 3 points for finishing second, and 2 points for finishing third. A team gains 1 point for each rank from fourth through seventh (in circumstances when there are more than six schools in a circuit). In grading the level of sporting success, the study modified the Saskatchewan grading system to rate the degree of sporting success, with 70-100% being high success, 50-69% being moderate success, and 1-49% low success (Hebert & LeNouail 2023). Table 4 contains the specifics.

Table 4: The level of Sporting Success among Pupils of Lawra

Municipality				Valid	Cumulative
Cases	Points	Frequency	Percent	Percent	percent
Valid	1	796	38.9	38.9	38.9
	2	396	19.3	19.3	58.2
	3	384	18.8	18.8	77.0
	4	471	23.0	23.0	100.0
Total		2,047	100.0	100.0	

Source: Field Survey, Atubigah (2022)

In accordance with the data presented in Table 4, out of a total of 2,047 made up of 1,039 (50.8%) females and 1,008 (49.3%) males, 23% (n = 471) obtained first position, 18.8% (n = 384) obtained second position, 19.3% (n = 396) obtained third position, and 38.9% (n = 796) failed to obtain medals. Therefore, majority of the school pupils in Lawra Municipal who took part in

the 2020 inter-school sports competition obtained medals (61.1%, n = 1,251). The level of sporting success is therefore considered moderate. This moderate decision is made on the interpretation that high score = 70-100%, moderate success = 50-69% and low success = 1-49%.

The results of this investigation among children are congruent in comparison to earlier research in Austria (Drewatz & Greier, 2019). The research emphasised the function of motor ability in facilitating adolescent sports engagement among middle school pupils. As a result, a diverse range of movement experiences should be made available to children at a young age in order to improve motor development, which may determine future success in sports participation.

In accordance with a similar study, Vandorpe et al. (2012) evaluated a relationship involving childhood activeness in sports and motor skill coordination. Children who continuously participated in sporting activities in a club atmosphere demonstrated greater competence of coordination as compared to those who barely engaged in or did not take part at all. Furthermore, two years later, the fundamental state of motor control as well as the degree of team sports engagement strongly correlated with involvement in sports.

Weimar and Schauburger (2018) investigated the impact of professional soccer club promotion and relegation on student enrollment increase in a public university. Dynamic panel regression demonstrated that the promotion and relegation of the top soccer team to the next greater or lesser league has an enormous effect on the total number of learners admitted for the following semester, with a focus on public universities.

Bowen and Greene (2012) investigated the association involving the extent to which secondary schools produce successful sporting groups, provide a range of sporting choices, as well as permit students to participate in sporting activities and the school's total student achievement and attainment in a comparable study. The findings revealed that the more winning teams a school generates (by offering greater sporting options as well as increasing the total number of children who are able to engage in sports), the more effectively it performs intellectually. Bowen and Greene emphasised that athletic achievement and participation are connected with greater test scores and graduation rates.

This study's findings are congruent with those of Pope and Pope (2009), who evaluated the influence of school sporting accomplishment on the number as well as the caliber of applicants' registrations to school. Football and basketball achievements, according to the study's findings, significantly raised the number of applicants to the college. According to the report, private schools had a two to fourfold boost in application rates following athletic achievement as public institutions.

The outcomes of the research have consequences for positively impacting students' athletic lives and their ability to make a difference in school. This impact is necessary because success in sports provides a platform for all students to come together and support their school teams to continuously win and progress higher.

Research Question 3: What Differences Exist in School Attendance between Successful and Unsuccessful Sports Participants of Lawra Municipality?

The goal of this research question was to discover the differences in school attendance that exist between successful and unsuccessful sports participants. Data was measured on a continuous and nominal scale where school attendance was continuous while successful and successful sports participants are on nominal scale. An independent sample t test was employed to analyse the disparities that exist in school attendance for successful and unsuccessful sports participants in Lawra Municipality. This was used because it evaluates the averages of two distinct groups to check if there is an empirical proof that the averages of the related population differ significantly (Banda, 2018). The full details of this analysis are presented in Table 6.

Table 6 depicts the results of an independent sample t test that was employed to assess school attendance for successful and unsuccessful sports participants in Lawra Municipality's 2020 inter-school sports tournament. From Table 6, the mean score of attendance for successful sports participants (43.99) is slightly higher than that of unsuccessful sports participants (42.92). The standard deviation for both successful and unsuccessful is 8.207 and 10.106 respectively. The significance value for Levene's Test for Variance Equality is .006, which is less than .05, indicating that equal variances are not assumed. The degree of freedom (df) is 1536.546 and T statistics (t) is 2.520. The p-value is .012 and the magnitude of the mean differences is 1.064. The 95% confidence of interval is .236 to 1.892. The results indicate that there is a substantial difference in school attendance between successful and unsuccessful participants [$t(1536.546) = 2.520, p = 0.012$].

This result corroborates Marsh and Kleitman's (2002) who attested to the fact that participating in competitive sports corresponds with increased school commitment and achievement. The findings are also similar to those of Fredrick and Eccles (2008), who discovered that engaging in these type of school activities, and the success that comes with it, are linked with higher self-confidence, stronger connection with pro-social colleagues, lower dangerous habits, increased assumed values at school improved academic performance and higher university aspirations.



Table 5: Comparison between School Attendance for Successful and Unsuccessful Sports Participants

		Mea n		Levene's Test for Equality of Variances				t-test for Equality of Means				
		SD	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
At	Successful	43.9	7.460	.006	2.52	1536.546	.012	1.064	.422	.236	1.892	
2		9			0							
	Unsuccessfu	42.9	10.106									
1		2										

Source Field Survey, Atubigah (2022)

Darling et al. (2005) emphasised that sporting activities in school is an important element of students' microsystems and developmental well-being. It has been associated with several positive student outcomes, including higher career goals, better school attendance, improved relationships with peers, and reduced delinquenc. In another study, Nyame (2010) discovered a substantial correlation between student attendance in class and learning outcomes.

According to Samuelson (2011), high-quality competitive sports provide a route toward educational success, better marks, a greater likelihood of entering college, and successful employment. There were children who struggled to pass classes, but had a motivation to keep studying hard and coming to school because of their athletic achievements. These pupils would have dropped out or not continued on to college if they had not earned the opportunity to participate in school athletics. Coalter (2013) emphasised that sporting activities can be used to motivate academically underachieving students to participate in educational programmes.

This study's findings have ramifications for improved school attendance. Successful sports participants benefit the most from sports participation as they are able to develop skill, knowledge and network not only to succeed in class, but in their homes, in their communities and in their careers (MacNamara, et al., 2011). They are more likely to be committed to school and to be interested in and able to participate in educational programmes. Through sports participation, successful sports participants have an increased confidence compared to unsuccessful sports participants and are more likely to want and be able to seek higher education. They are able to

develop a shared feeling of identity, fellowship, and purpose through team-based sports.

Sports programmes in schools that are purposefully designed with specific development goals can also be used to improve learning in a wide range of areas, including gender. School sports and physical education can give diverse female role models, motivating young women and girls who are currently underrepresented in school sports and physical education.

Research Question 4: What is the Relationship between Sporting Success and Attendance among Basic School Pupils of Lawra Municipality?

The goal of this research question was to evaluate the association between sporting success and school attendance amongst basic school pupils in Lawra Municipality. Pearson Product-Moment Correlation (PPMC) was used to interpret and discuss this study question. PPMC was employed to investigate this issue since it assesses the degree and direction of association between two variables on an interval scale, i.e., when both variables are continuous (sporting success and school attendance) (Puth, Neuhauser & Ruxton, 2014). Table 5 contains information about the PPMC. Sporting success was measured based on the results (Appendix A-H) of the last inter-school sports in Lawra Municipality in the 2019/2020 academic year. In this research, a team receives 4 points for winning each of the disciplines, 3 points for placing second, and 2 points for placing third. In certain situations where the number of schools were greater than five, a team receives 1 point for moving up from fourth to sixth place. The attendance registers for the second term, during which pupils competed in inter-school circuit sports, was used to calculate the number of times each participant attended school.

From Table 5, across the diagonal, both figures are 1 and this is because if a variable is correlated with itself, it will be perfectly positively correlated. That is if actual attendance for term 2 is correlated with actual attendance for term 2 and level of sporting success is correlated with level of sporting success, both figures as indicated is 1 which shows a perfect positive correlation. Table 5's true correlation coefficient is .092, and this figure tells the magnitude that exists in the linear association between the variables. The degree of significance is set at .000.

Table 6: Coefficient of Linear Correlation between Sporting Success and School Attendance

		Actual attendance of participants for term two	The level of sporting success
Actual attendance of participants for term two	Pearson Correlation	1	.092**
	Sig. (2-tailed)		.000
	N	2047	2047
The level of sporting success	Pearson Correlation	.092**	1
	Sig. (2-tailed)	.000	
	N	2047	2047

** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, Atubigah (2022)

Table 5 reveals a correlation of 0.092, indicating a positive association between athletic success and school attendance. This shows that the direction is positive however, the magnitude is very weak. This means that the more successful a student is in sports the more they will regularly attend school.

Table 5 shows coefficient of determination of the correlation between the level of sporting success and school attendance, that is R^2 , which is $R \times R$, where $R = .092$. Therefore, coefficient of determination of the correlation = $.092 \times .092 = .0085$. The percentage of similarities between the level of sporting success and school attendance is $.0085 \times 100\% = .85\%$. This means that the likelihood of the level of sporting success improving school attendance is 0.85%. This means that the magnitude of the coefficient of determination of the correlation between the level of sporting success and school attendance is very weak even though the direction is positive.

This study's findings correspond with those of Weimar and Schauberge (2018), who evaluated the consequences of athletic achievement on the total number of learners enrolled. The advancement or demotion of the best school soccer clubs to the next higher or lower level, according to Weimer and Schauberge, has a major influence on the total number of students enrolled at public German institutions.

Active athletic competition in schools reduces unexplained absences and truancy among active male athletes, with the effects being greater in earlier grades, according to research data collected from Seattle Public Schools (Cuffe et al., 2014). The study also discovered that both boys and girls experienced significant game-day effects. As absenteeism reduced on game days, absences increased the following day.

In another study that examined the relationship between CRS involvement and undergraduate retention rates at a midsized Canadian university, Scott et al. (2018) revealed a strong connection between involvement in collegiate recreational sports (CRS) and retention as opposed with the larger group of students who did not participate in CRS. According to Samuelson (2011), high-quality organised sports serve as an entry point for educational excellence, improved scores, and enhanced prospects of admission to college, as well as labour-market success. Such advantages are particularly crucial to families with low incomes since they can lead to increased enrollment retention and attendance.

Marsh and Kleitman (2002) discovered that secondary school sports engagement had a favourable influence on variety of Grade 12 and higher education results (e.g., classroom scores, academic work selection, assignments, schooling and professional aspiration, self-confidence, higher education application and admission, and schooling and achievement attainment). This became obvious after correcting for background variables and comparing Levels 8 and 10 outcomes from a huge nationwide 6-year follow-up investigation in Sydney, Australia. According to the study, engagement in competitive sports corresponds with increased scholastic commitment and achievement. This implies that once a person is committed to school, they are more likely to overcome the three major reasons why students leave school, namely academic difficulty, incapacity for achieving academic and professional ambitions, as well as inability to join or stay as part of the various institution's academic and social circles (Kuh et al., 2006).

The implications of this results indicate that the level of sporting success has an immense influence on school attendance. Being physically active has been proven to possess a deep and favourable impact on mental welfare, as well as to supply various pivotal-like qualities like resilience, confidence, teamwork, and communication. Children with low self-esteem and those who are academically weak but very brilliant in other areas such as athletics are not willfully missing from school; rather, they are being forced out as a result of deep-rooted institutional policy. Policies where institutions only assess students theoretically without recourse to students' skills and abilities should be looked at again.

Research Question 5: What Gender Differences Exist between Sporting Success and School Attendance among Pupils of Lawra Municipality?

The goal of this research question was to discover gender variations that exist in athletic achievement and school attendance. Data was collected on a continuous and nominal scale. An independent sample t test was employed to examine the disparities in sporting success and school attendance that exist between boys' and girls' sports participants. This was used because it examines the averages of two separate sets to determine whether there is statistical proof that the averages of the related populations differ significantly (Banda, 2018). The results are presented in two folds. The first one is on sporting success by gender, and the second on school attendance by gender. Table 7 presents the results of sporting success by gender.

Sporting success by gender

Table 7 depicts an independent sample t test that was employed to examine male and female success in sports. The investigation sought to

ascertain the difference in sporting success between male and female sports participants for the 2020 Lawra Municipality inter-school sports tournament. The mean score for male sports participants ($M = 2.23$, $SD = 1.163$) was slightly lower than female sports participants ($M = 2.29$, $SD = 1.227$).

The overall strength of the mean variations (Mean difference = $-.063$, 95% CI; $-.166$ to $.041$) was not significantly different. This shows that there exists no difference in statistical significance in sporting success between male and female [$t(2043.825) = -1.183$, $p = .237$]. Therefore, male sports participants have no difference in sporting success compared to female sports participants. This result means that no gender difference exists in sporting success among the participants. Males and females were equally successful. This result corroborates Thibault et al. (2010) who reported no difference in male and female level of sporting success in selected sports events.

The findings of this study are compatible with those of Yenilmez and Celik (2020), who indicated a significant rise in women engagement in sports in Turkey during the last 10 years, showing an increase in women's position in sports. A comparable study conducted by Seattle Public Schools on the influence of athletic activity on absenteeism found significant game-day effects among boys and females (Cuffe et al., 2014).

The results have implications for boosting the confidence level of females to give it their all when participating in sports. This will provide females with access to public spaces where they can build confidence, learn new skills, support one another, and exercise their freedom of expression and mobility. It will also assist to break down gender stereotypes and raise awareness among children that they are all equal when it comes to game play.

This demonstrates to both young boys and girls that they can participate in the same sports in the same way at the same time. This finding has the potential to boost girls' self-esteem and empower them to make decisions about their life.

Table 7 also captures the results for school attendance by gender.



Table 7: Comparison of Gender differences that Exist between Sporting Success and School Attendance

		Mean	SD	Levene's Test for Equality of Variances				t-test for Equality of Means				
				F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Interval Difference Lower	Confidence of the Upper
At2	Male	42.32	10.506	65.071	.000	-6.103	1768.444	.000	-2.431	.398	-3.213	-1.650
	Female	44.75	7.148									
LoSS	Male	2.23	1.163	11.920	.237	-1.183	2043.825	.237	-.063	.053	-.166	.041
		Female	2.29									

Source: Field Survey, Atubigah (2022)

Note: At2 = attendance for term 2

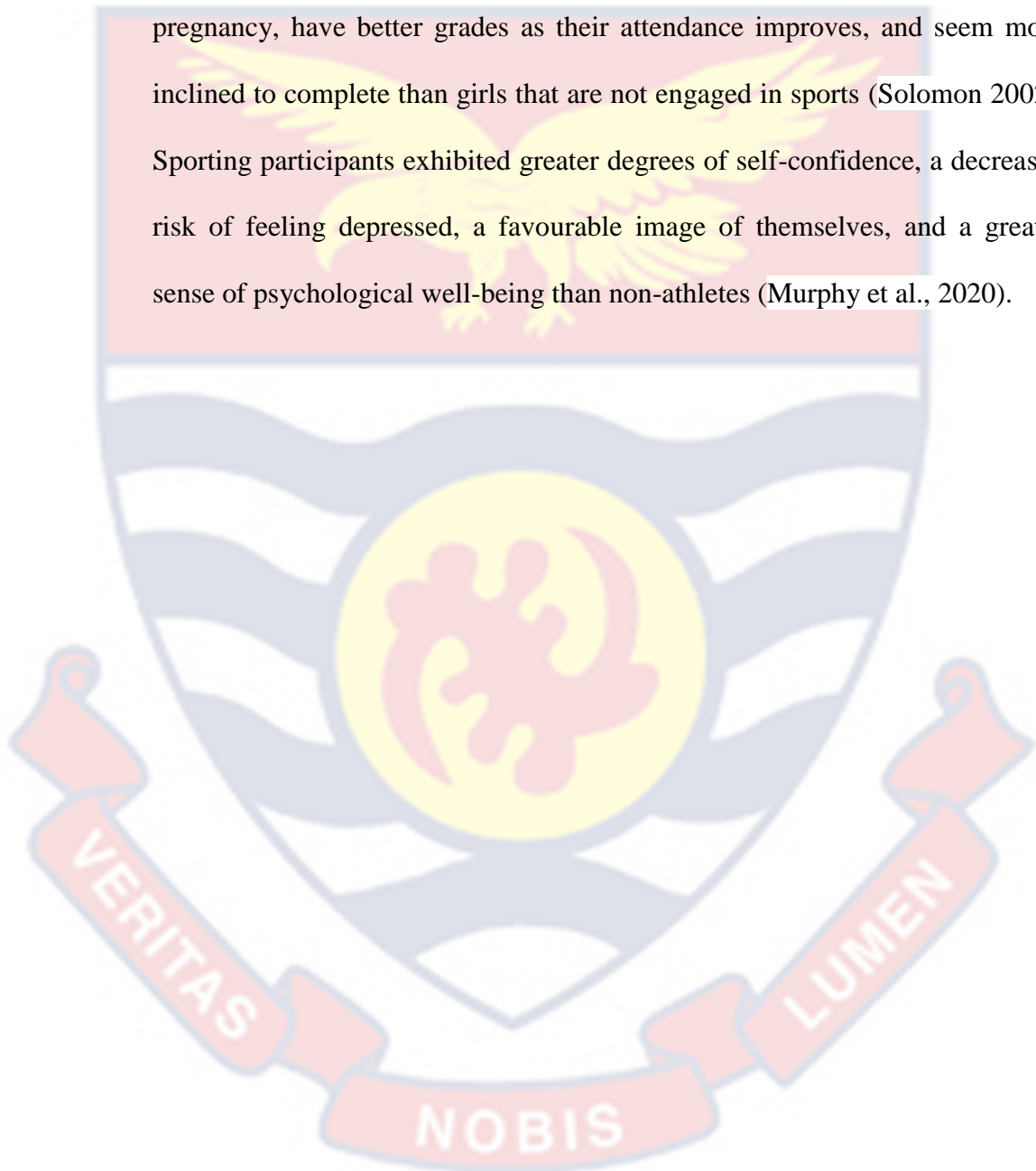
LoSS = level of sporting success

School attendance by gender

Table 7 further shows a comparison of school attendance between male and female sports performers. The analysis was designed to discover the distinction in school attendance between male and female sports participants for the 2020 inter-school sports competition in Lawra Municipality. The mean score for male sports participants ($M = 42.32$, $SD = 10.506$) was slightly lower than female sports participants ($M = 44.75$, $SD = 7.148$). The magnitude of the mean differences was significant (Mean difference = -2.431 , 95% CI; -3.208 to -1.654). In terms of school attendance, the information demonstrates a significant disparity between men and women participants in sports [$t(1768.444) = -6.103$, $p = .000$]. As a result, there was significant disparity in school attendance between male and female athletes. This means that gender differences exist in school attendance among the participants.

This result shows that school attendance of male and female sports participants is significantly different from each other. Female sports participants attended school more than male sports participants in the second term of the 2019/2020 academic year. This result corroborates the findings of Veliz and Shakib (2014). Veliz and Shakib investigated how rises in men and women interscholastic athletics involvement were related to increases in female and male enrolment levels. The study discovered that men and women athletic levels of involvement are positively related to male and female enrolment rates. In addition, the authors discovered that females gain more than boys from the advantageous relationship between school sports and enrollment.

This study's findings have ramifications for transforming boys' and men's perceptions of athletics as a socio-cultural learning experience. This study demonstrates that the same benefits should be extended to females as well. Girls who participate in sports are less probably to have an unplanned pregnancy, have better grades as their attendance improves, and seem more inclined to complete than girls that are not engaged in sports (Solomon 2002). Sporting participants exhibited greater degrees of self-confidence, a decreased risk of feeling depressed, a favourable image of themselves, and a greater sense of psychological well-being than non-athletes (Murphy et al., 2020).



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to find out how sporting success influences school attendance among pupils in Lawra Municipality in Upper West, Ghana. This chapter focuses on the summary of findings, conclusions, and recommendations. Suggestions for additional research will also be provided.

Summary

This investigation commenced by providing an overview of the study's motivations, highlighting the existing gaps in the literature through the problem statement, research questions that guided the investigation, study significance, delimitations, limitations, and definitions of terminology. To bolster the study's arguments, the opinions, conclusions, and recommendations of past researchers on the subject were also examined. A review of subjects including the impact of sports on academic performance, the value of introducing sports at a young age, the impact of organised sports in elementary schools, and the variables influencing sports participation will be conducted. This study also included an assessment of the theoretical and conceptual underpinnings that supported it.

Descriptive cross-sectional research methodology was chosen for the study because the primary goal of this investigation was to find out how sporting success influences school attendance among pupils in Lawra Municipality in Upper West, Ghana. This design was deemed ideal due to its low cost and utility while managing a huge number of people. The study's target audience included all sports participants who competed in the team

games (football, volleyball, handball and netball) during the 2020 inter school sports competition in Lawra Municipality in the Upper West Region of Ghana. The study included an aggregate of 2,047 students. The census sampling technique was employed to include all the students in the study.

Secondary data on the participants were collected. To do this, a data summary sheet was designed to capture demographic data, various sports positions and termly attendance of the participants. In response to the study questions, the data summary sheet was created. The instrument's dependability and accuracy were guaranteed based on the source of the information that was used for the study. Descriptive statistics; frequency, percentages, mean and standard deviation, as well as inferential statistics (correlation and independent samples t test) were utilised in analysing the results.

Key Findings

The results showed that;

1. Pupils in Lawra Municipal had a more than average towards school attendance for the two terms. A greater attitude towards school attendance was detected in term one where there was no sporting activity as compared to term two where there were sporting activities.
2. The level of sporting success among basic school pupils of Lawra Municipal was average.
3. Significant differences exist in school attendance between successful and unsuccessful sports participants. Successful sports participants attended school more than unsuccessful sports participants.
4. An increase in level of sporting success corresponds to an increase in school attendance among pupils of Lawra Municipality. This implies

that the more one becomes successful in school sports the more the person is committed to attending school.

5. No significant gender differences existed in sporting success among male and female sports participants. However, significant gender differences existed in school attendance between male and female sports participants with females attending school more than males.

Conclusions

The goal of this research was to discover how sporting success affects school attendance among pupils in Lawra Municipal in Upper West, Ghana. Participation in such school activities and its related success is associated with greater self-esteem and greater college aspirations, as such sporting activities can be used to encourage educationally under-achieving school pupils who are talented in sports to get involved in educational programmes. From the results it is concluded that;

1. School attendance does not necessarily increase during sports competition but rather success in sports.
2. Student's attitudes towards school attendance would be enhanced if educational programmes do not only target academics, but also student's interest and abilities.
3. Successful sports participants usually attend school regularly during sports in school. This can be a factor that can influence student's commitment to attending school. This implies that the more one becomes successful in school sports the more the person is committed to school attendance.

4. Success in sports participation influences school attendance. The success of the participants creates an atmosphere where they experience an overwhelming feeling of being part of and involvement with the institution. This sense of engagement of the students by the school influences their attendance.
5. Gender differences do not matter in determining sports success contrary to school attendance.

Recommendations

In light of the results and conclusions of the research, and keeping in mind its limitations, it is advised that:

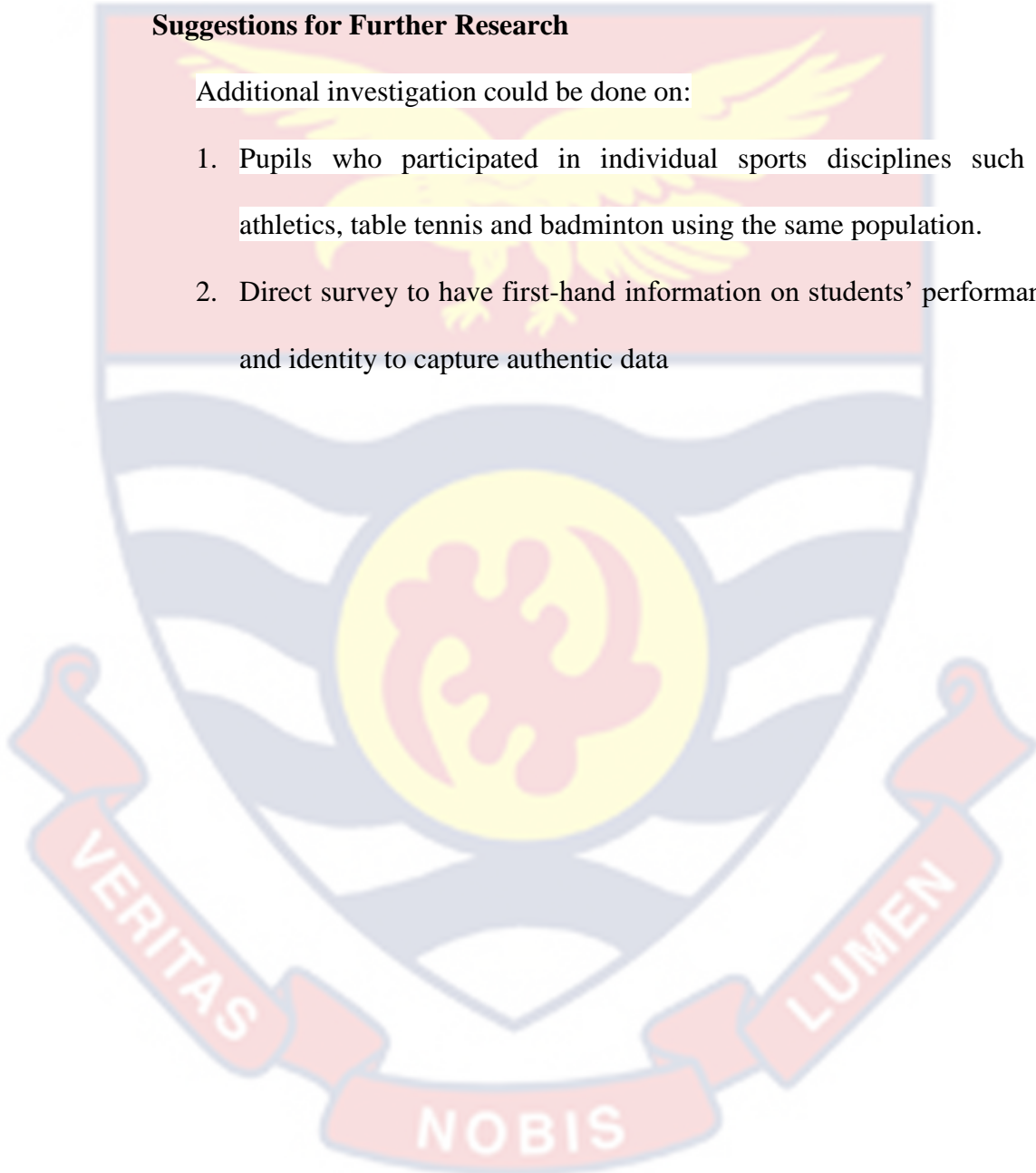
1. Educational administrators of Lawra Municipal must encourage pupils and further organise interesting teaching and learning, and co-curricular activities to sustain their interest and keep them in school at all times.
2. School authorities should provide enough opportunities or competitions to basic school pupils of Lawra Municipal to make them more successful in sports.
3. Ghana Education Service (GES) of Lawra Municipal should put measures in place to motivate pupils who excel in sports. Scholarships could be given to such pupils to enhance their attendance to school.
4. GES and school authorities of Lawra Municipal should give or provide equal opportunities to both sports participating and non-sports participating pupils, so they can all attend school.
5. GES of Lawra Municipal should come out with measures that will help remove gender stereotyping which does not only deny female athletes

to exhibit their sports potentials, but also impede their ability to develop other types of cognitive, physical and social skills. Male pupils should also be encouraged to attach importance to school attendance.

Suggestions for Further Research

Additional investigation could be done on:

1. Pupils who participated in individual sports disciplines such as athletics, table tennis and badminton using the same population.
2. Direct survey to have first-hand information on students' performance and identity to capture authentic data



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APPENDICES

APPENDIX A

DATA SUMMARY BROADSHEET CAPTURING DEMOGRAPHIC

DATA, VARIOUS SPORTS POSITIONS AND TERMLY

ATTENDANCE OF SUBJECT

Circuit						
School						
Discipline						
Partici pants	Age	Gender	Attendance			Sports Position
			T1	T2	T3	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Note: T=Term

APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1327
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

12TH APRIL, 2022

Mr. Peter Albert Atubigah
Department of Health, Physical Education and Recreation
University of Cape Coast

Dear Mr Atubigah,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/128)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Sporting Success on School Attendance among Pupils of Lawra Municipality in Upper West, Ghana**. This approval is valid from 12th April, 2022 to 11th March, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Samuel Asiedu Owusu'.

Samuel Asiedu Owusu, PhD

UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

TELEPHONE: +233 - (0)206610931 / (0)643021384 /
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TELEX: 2552, UCC, GH

Our Ref: **ET/PSE/20/0010/1**



EMAIL: hper@ucc.edu.gh

Cables & Telegrams:
UNIVERSITY, CAPE COAST

13th August, 2021

The Chairman
Institutional Review Board
University of Cape Coast
Cape Coast

INTRODUCTORY LETTER: PETER ALBERT ATUBIGAH (ET/PSE/20/0010)

The above-named person is a student of the Department of Health, Physical Education and Recreation of the University of Cape Coast. He is pursuing a Master of Philosophy degree in Physical Education. In partial fulfilment of the requirements for the programme, he is conducting a research for his thesis titled **"Sporting Success on School Attendance Among Pupils in Lawra Municipality, Ghana."**

He has defended her thesis proposal and has passed. I therefore kindly request that he is granted ethical clearance to enable him conduct the research.

Counting on your usual co-operation.

Thank you.

A handwritten signature in blue ink, appearing to read 'Edward Wilson Ansah'.

Dr. Edward Wilson Ansah
(For HEAD)

NOBIS

APPENDIX D

LAWRA SOUTH CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION

LAWRA SOUTH CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION							
Handball boys				Handball girls			
School	Position	Points	Successful/unsuccessful	School	Position	Points	Successful/unsuccessful
	1 st	4	Successful		1 st	4	Successful
Tanchara Kunyukuo	2 nd	3	Successful	Tanchara Kunyukuo	2 nd	3	Successful
Kunyukuo R/C Basic	3 rd	2	Successful	Kunyukuo R/C Basic	3 rd	2	Successful
Pavuu Baptist Basic	4 th	1	Unsuccessful	Pavuu Baptist Basic	4 th	1	Unsuccessful
Kalsagri M/A Basic	5 th	1	Unsuccessful	Kalsagri M/A Basic	5 th	1	Unsuccessful
Football boys				Football girls			
Tanchara M/A	1 st	4	Successful	Kunyukuo R/C Basic	1 st	4	Successful
Pavuu Baptist Basic	2 nd	3	Successful	Pavuu Baptist Basic	2 nd	3	Successful
Tanchara Kunyukuo	3 rd	2	Successful	Tanchara M/A	3 rd	2	Successful
Kunyukuo R/C Basic	4 th	1	Unsuccessful	Tanchara Kunyukuo	4 th	1	Unsuccessful
Kalsagri M/A Basic	5 th	1	Unsuccessful	Kalsagri M/A Basic	5 th	1	Unsuccessful
Volleyball boys				Volleyball girls			
Tanchara M/A	1 st	4	Successful	Tanchara Kunyukuo	1 st	4	Successful
Kalsagri M/A Basic	2 nd	3	Successful	Pavuu Baptist Basic	2 nd	3	Successful
Pavuu Baptist Basic	3 rd	2	Successful	Tanchara M/A	3 rd	2	Successful
Tanchara Kunyukuo	4 th	1	Unsuccessful	Kalsagri M/A Basic	4 th	1	Unsuccessful
Kunyukuo R/C Basic	5 th	1	Unsuccessful	Kunyukuo R/C Basic	5 th	1	Unsuccessful
Netball							
Tanchara M/A	1 st	4	Successful	Kunyukuo R/C Basic	1 st	1	Unsuccessful
Tanchara Kunyukuo	2 nd	3	Successful	Kunyukuo R/C Basic	2 nd	1	Unsuccessful
Kalsagri M/A Basic	3 rd	2	Successful		3 rd		

APPENDIX E

LAWRA SOUTH CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION

LAWRA CENTRAL CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION							
School	Position	Points	Successful/unsuccessful	School	Position	Points	Successful/unsuccessful
Handball boys				Handball girls			
Karbo M/A Basic	1 st	4	Successful	Lawra girls model	1 st	4	Successful
Lawra E/A Basic	2 nd	3	Successful	Lawra E/A Basic	2 nd	3	Successful
Bagri Baptist	3 rd	2	Successful	Lawra Methodist	3 rd	2	Successful
Lawra Methodist	4 th	1	Unsuccessful	Bagri Junction	4 th	1	Unsuccessful
Bagri Junction	5 th	1	Unsuccessful	Karbo M/A Basic	5 th	1	Unsuccessful
				Karbo M/A Basic	6 th	1	Unsuccessful
Football boys				Football girls			
Lawra E/A Basic	1 st	4	Successful	Lawra E/A Basic	1 st	4	Successful
Karbo M/A Basic	2 nd	3	Successful	Karbo M/A Basic	2 nd	3	Successful
Lawra Methodist	3 rd	2	Successful	Lawra girls model	3 rd	2	Successful
Bagri Baptist	4 th	1	Unsuccessful	Bagri Baptist	4 th	1	Unsuccessful
Bagri Junction	5 th	1	Unsuccessful	Lawra Methodist	5 th	1	Unsuccessful
				Bagri Junction	6 th	1	Unsuccessful
Volleyball boys				Volleyball girls			
Bagri Baptist	1 st	4	Successful	Lawra E/A Basic	1 st	4	Successful
Lawra E/A Basic	2 nd	3	Successful	Bagri Baptist	2 nd	3	Successful
Lawra Methodist	3 rd	2	Successful	Lawra girls model	3 rd	2	Successful
Bagri Junction	4 th	1	Unsuccessful	Lawra Methodist	4 th	1	Unsuccessful
Karbo M/A Basic	5 th	1	Unsuccessful	Bagri Junction	5 th	1	Unsuccessful
				Karbo M/A Basic	6 th	1	Unsuccessful
Netball							
Lawra girls model	1 st	4	Successful	Lawra E/A Basic	1 st	1	Unsuccessful
Bagri Baptist	2 nd	3	Successful	Bagri Junction	2 nd	1	Unsuccessful
Lawra Methodist	3 rd	2	Successful	Karbo M/A Basic	3 rd	1	Unsuccessful

APPENDIX F

DOWINE CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION

DOWINE CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION							
School	Position	Points	Successful/unsuccessful	School	Position	Points	Successful/unsuccessful
Handball boys				Handball girls			
Dowine M/A basic	1 st	4	Successful	Dowine M/A basic	1 st	4	Successful
Eremon Tangzu R/C	2 nd	3	Successful	Eremon Tangzu R/C	2 nd	3	Successful
Boo Naayiri Baptist	3 rd	2	Successful	Nabrunye M/A basic	3 rd	2	Successful
Boo R/C basic	4 th	1	Unsuccessful	Boo R/C basic	4 th	1	Unsuccessful
Nabrunye M/A basic	5 th	1	Unsuccessful	Boo Naayiri Baptist	5 th	1	Unsuccessful
Lyssah R/C basic	6 th	1	Unsuccessful	Lyssah R/C basic	6 th	1	Unsuccessful
Football boys				Football girls			
Boo Naayiri Baptist	1 st	4	Successful	Eremon Tangzu R/C	1 st	4	Successful
Boo R/C basic	2 nd	3	Successful	Boo Naayiri Baptist	2 nd	3	Successful
Eremon Tangzu R/C	3 rd	2	Successful	Nabrunye M/A basic	3 rd	2	Successful
Dowine M/A basic	4 th	1	Unsuccessful	Dowine M/A basic	4 th	1	Unsuccessful
Lyssah R/C basic	5 th	1	Unsuccessful	Boo R/C basic	5 th	1	Unsuccessful
Nabrunye M/A basic	6 th	1	Unsuccessful	Lyssah R/C basic	6 th	1	Unsuccessful
Volleyball boys				Volleyball girls			
Dowine M/A basic	1 st	4	Successful	Dowine M/A basic	1 st	4	Successful
Eremon Tangzu R/C	2 nd	3	Successful	Eremon Tangzu R/C	2 nd	3	Successful
Boo R/C basic	3 rd	2	Successful	Lyssah R/C basic	3 rd	2	Successful
Nabrunye M/A basic	4 th	1	Unsuccessful	Boo R/C basic	4 th	1	Unsuccessful
Lyssah R/C basic	5 th	1	Unsuccessful	Nabrunye M/A basic	5 th	1	Unsuccessful
Boo Naayiri Baptist	6 th	1	Unsuccessful	Boo Naayiri Baptist	6 th	1	Unsuccessful
Netball							
Eremon Tangzu R/C	1 st	4	Successful	Boo Naayiri Baptist	4 th	1	Unsuccessful
Dowine M/A basic	2 nd	3	Successful	Boo R/C basic	5 th	1	Unsuccessful
Nabrunye M/A basic	3 rd	2	Successful	Lyssah R/C basic	6 th	1	Unsuccessful

APPENDIX G

LAWRA EAST CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION

LAWRA EAST CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION							
School	Position	Points	Successful/unsuccessful	School	Position	Points	Successful/unsuccessful
Handball boys				Handball girls			
Tampie M/A Basic	1 st		4	Tampie M/A Basic	1 st		4
Zambo R/C Basic	2 nd		3	Dazuuri R/C Basic	2 nd		3
Dazuuri R/C Basic	3 rd		2	Zambo R/C Basic	3 rd		2
Zambo Tampour M/A	4 th		1	Nanyaare M/A basic	4 th		1
Nanyaare M/A basic	5 th		1	Eremon M/A basic	5 th		1
Eremon M/A basic	6 th		1	Zambo Tampour M/A	6 th		1
Football boys				Football girls			
Eremon M/A basic	1 st	4	Successful	Eremon M/A basic	1 st	4	Successful
Zambo R/C Basic	2 nd	3	Successful	Zambo R/C Basic	2 nd	3	Successful
Nanyaare M/A basic	3 rd	2	Successful	Tampie M/A Basic	3 rd	2	Successful
Tampie M/A Basic	4 th	1	Unsuccessful	Dazuuri R/C Basic	4 th	1	Unsuccessful
Dazuuri R/C Basic	5 th	1	Unsuccessful	Nanyaare M/A basic	5 th	1	Unsuccessful
Zambo Tampour M/A	6 th	1	Unsuccessful	Zambo Tampour M/A	6 th	1	Unsuccessful
Volleyball boys				Volleyball girls			
Eremon M/A basic	1 st	4	Successful	Eremon M/A basic	1 st	4	Successful
Zambo R/C Basic	2 nd	3	Successful	Zambo R/C Basic	2 nd	3	Successful
Tampie M/A Basic	3 rd	2	Successful	Nanyaare M/A basic	3 rd	2	Successful
Zambo Tampour M/A	4 th	1	Unsuccessful	Zambo Tampour M/A	4 th	1	Unsuccessful
Nanyaare M/A basic	5 th	1	Unsuccessful	Dazuuri R/C Basic	5 th	1	Unsuccessful
Dazuuri R/C Basic	6 th	1	Unsuccessful	Tampie M/A Basic	6 th	1	Unsuccessful
Netball							
Dazuuri R/C Basic	1 st	4	Successful	Tampie M/A Basic	4 th	1	Unsuccessful
Zambo Tampour M/A	2 nd	3	Successful	Eremon M/A basic	5 th	1	Unsuccessful
Zambo R/C Basic	3 rd	2	Successful	Nanyaare M/A basic	6 th	1	Unsuccessful

APPENDIX H

LAWRA WEST CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION

LAWRA WEST CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION							
School	Position	Points	Successful/unsuccessful	School	Position	Points	Successful/unsuccessful
Handball boys				Handball girls			
Lawra R/C	1 st	4	Successful	Lawra R/C	1 st	4	Successful
Kuoli M/A Basic	2 nd	3	Successful	Kuoli M/A Basic	2 nd	3	Successful
Yikpee M/A Basic	3 rd	2	Successful	Yikpee M/A Basic	3 rd	2	Successful
Gbier Baptist Basic	4 th	1	Unsuccessful	Gbier Baptist Basic	4 th	1	Unsuccessful
Tolibr/Mettoh Baptist	5 th	1	Unsuccessful	Tolibr/Mettoh Baptist	5 th	1	Unsuccessful
Berwong M/A Basic	6 th	1	Unsuccessful	Berwong M/A Basic	6 th	1	Unsuccessful
Football boys				Football girls			
Kuoli M/A Basic	1 st	4	Successful	Yikpee M/A Basic	1 st	4	Successful
Berwong M/A Basic	2 nd	3	Successful	Kuoli M/A Basic	2 nd	3	Successful
Gbier Baptist Basic	3 rd	2	Successful	Lawra R/C	3 rd	2	Successful
Yikpee M/A Basic	4 th	1	Unsuccessful	Gbier Baptist Basic	4 th	1	Unsuccessful
Lawra R/C	5 th	1	Unsuccessful	Tolibr/Mettoh Baptist	5 th	1	Unsuccessful
Tolibr/Mettoh Baptist	6 th	1	Unsuccessful	Berwong M/A Basic	6 th	1	Unsuccessful
Volleyball boys				Volleyball girls			
Lawra R/C	1 st	4	Successful	Kuoli M/A Basic	1 st	4	Successful
Kuoli M/A Basic	2 nd	3	Successful	Tolibr/Mettoh Baptist	2 nd	3	Successful
Gbier Baptist Basic	3 rd	2	Successful	Lawra R/C	3 rd	2	Successful
Tolibr/Mettoh Baptist	4 th	1	Unsuccessful	Berwong M/A Basic	4 th	1	Unsuccessful
Yikpee M/A Basic	5 th	1	Unsuccessful	Gbier Baptist Basic	5 th	1	Unsuccessful
Berwong M/A Basic	6 th	1	Unsuccessful	Yikpee M/A Basic	6 th	1	Unsuccessful
Netball							
Tolibr/Mettoh Baptist	1 st	4	Successful	Berwong M/A Basic	4 th	1	Unsuccessful
Kuoli M/A Basic	2 nd	3	Successful	Gbier Baptist Basic	5 th	1	Unsuccessful
Lawra R/C	3 rd	2	Successful	Yikpee M/A Basic	6 th	1	Unsuccessful

APPENDIX I

BABILE CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION

BABILE CIRCUIT: RESULTS OF THE 2019/20 INTER-SCHOOL CIRCUIT SPORTS COMPETITION							
School	Position	Points	Successful/unsuccessful	School	Position	Points	Successful/Unsuccessful
Handball boys				Handball girls			
Babile E/A Basic	1 st	4	Successful	Babile E/A Basic	1 st	4	Successful
Birifoh M/A Basic	2 nd	3	Successful	Babile M/A Basic	2 nd	3	Successful
Gombile M/A Basic	3 rd	2	Successful	Gombile M/A Basic	3 rd	2	Successful
Babile M/A Basic	4 th	1	Unsuccessful	Biro M/a Basic	4 th	1	Unsuccessful
Biro M/a Basic	5 th	1	Unsuccessful	Birifoh M/A Basic	5 th	1	Unsuccessful
Football boys				Football girls			
Birifoh M/A Basic	1 st	4	Successful	Babile M/A Basic	1 st	4	Successful
Babile M/A Basic	2 nd	3	Successful	Birifoh M/A Basic	2 nd	3	Successful
Gombile M/A Basic	3 rd	2	Successful	Biro M/a Basic	3 rd	2	Successful
Biro M/a Basic	4 th	1	Unsuccessful	Gombile M/A Basic	4 th	1	Unsuccessful
Babile E/A Basic	5 th	1	Unsuccessful	Babile E/A Basic	5 th	1	Unsuccessful
Volleyball boys				Volleyball girls			
Birifoh M/A Basic	1 st	4	Successful	Babile M/A Basic	1 st	4	Successful
Gombile M/A Basic	2 nd	3	Successful	Birifoh M/A Basic	2 nd	3	Successful
Babile M/A Basic	3 rd	2	Successful	Gombile M/A Basic	3 rd	2	Successful
Babile E/A Basic	4 th	1	Unsuccessful	Babile E/A Basic	4 th	1	Unsuccessful
Biro M/a Basic	5 th	1	Unsuccessful	Biro M/a Basic	5 th	1	Unsuccessful
Netball							
Babile M/A Basic	1 st	4	Successful	Babile E/A Basic	4 th	1	Unsuccessful
Gombile M/A Basic	2 nd	3	Successful	Biro M/a Basic	5 th	1	Unsuccessful
Birifoh M/A Basic	3 rd	2	Successful				