UNIVERSITY OF CAPE COAST

PERCEIVED FACTORS ON PERFORMANCE OF TEAMS AMONG FEMALE COLLEGES OF EDUCATION IN ASHANTI REGION, OF GHANA, DURING ASHBA GAMES

ERNEST OWUSU ADJEI

2022

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BY

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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

DECEMBER 2022

DECLARATION

Candidate's Declaration

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

Candidate's Signature..... Date.....

Name: ……

Supervisors' Declaration

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

Supervisor's Signature: ..... Date.....

Name: ……

ABSTRACT

It is important for one to note that sport is used to work towards numerous developmental goals, especially public health and wellbeing, enhancing leisure activities and education, that promotes stability, socialization, tolerance, community building, and employment opportunities. This made me to investigate perceived factors on performance of teams among female colleges of education in Ashanti region, of Ghana, during ASHBA Games. The study was rooted in the quantitative method using the descriptive survey design. For the sample, 312 respondents were selected from female Colleges of Education teams in Ashanti-Brong Ahafo (ASHBA). This study revealed that lack of Sports Skill Foundation negatively influences the performance of Female Colleges of Education teams in ASHBA Games. Again, it was found that the unavailability of facilities has a great influence on the performance of Female Colleges of Education teams in ASHBA Games. It was again found that the availability of equipment influences the performance of Female Colleges of Education teams in ASHBA Games. Attitude of students was found to have influenced the performance of Female Colleges of Education teams in ASHBA Games. Motivation of the students was found to influence the performance of female Colleges of Education teams in ASHBA Games. Finally, it was found that institutional policy on admission of students with sports background could determine the performance. It was recommended that Colleges of Education in Ashanti and Brong Ahafo (ASHBA) and other stakeholders should provide motivational packages for females who outshine in the sports.

KEYWORDS

Ashanti-Brong Ahafo (ASHBA)

Colleges of Education

Female

Games

Performance

Teams

ACKNOWLEGEMENTS

My sincerest appreciation goes to my Supervisor, Professor Charles Domfeh of HPER Department for his direction and inspiration in the realisation of this work.

Again, I am most thankful to my study colleague, Khalid Attah-Osei for his contribution to make the study successful. I am most grateful to Emmanuel Aboagye and all my friends who supported me.

DEDICATION

To my wife Jemima Osei and lovely daughter Ernestina Pokuaa Adjei

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LIST OF ABBREVIATIONS

UCC	University of Cape Coast
ASHBA	Ashanti-Brong Ahafo
CoE	College of Education
HPER	Health, Physical Education and Recreation
NGOs	Non-Governmental Organizations
COESA	College of Education Sports Association
SCCT	Social Cognitive Career Theory
PE	Physical Education
UNDP	United Nations Development Programme

CHAPTER ONE

INTRODUCTION

Sports over the years have been popular leisure activities for most countries and good performance has been the goal of every athlete and coaches. The ability to participate in one of the many sporting fields enhances a person's capability of being strong. Good performance does not occur out of the blue but it depends on some factors such as biomechanical function, emotional, psychological, and training techniques (Gale, 2007). However, Gee (2010) stated that psychological factors may have an adverse effect on the athlete's better performance, for example, in the area of concentration, and nerves. Furthermore, Amit and Kapil (2018) indicated that psychological factors are the most important features that contribute to the betterment of sports performance.

Background to the Study

The optimal performance of an athlete is measured on past performances as compared to current performances (Claudia, 2013). The current improvement in an athlete's performance can be attributed to technological advancement and research in sports (Hannin & Stambulova, 2004). An individual will be deemed to have performed well in sports, when past and current performances are compared so that those factors that contributed to his or her performances must be put into practice. Anxiety, motivation, arousal, personality, concentration and confidence are some of the psychological factors identified by Amit and Kapil (2018) while Parkhouse

and Williams (2010) found nerves, poor concentration, and self-doubt as some of the psychological factors. During sport competitions athlete should enter the competition with the proper mindset (Ohuruogu, Jonathan, & Ikechukwu, 2016) so as to achieve optimum performance. Psychological factors alone could not determine the performance therefore there is the need to look at the other factors (Pitman, 2016).

Kissinger and Miller (as cited in Apaak & Sarpong, 2015) indicated that students generally face six distinctive challenges in their sporting endeavours: combining both academic and athletic responsibilities, balancing athletic tasks with social activities, balancing athletic accomplishment or disappointments with emotions, combining physical health status and injury with the necessity to remain in competitions, combining the demands of associations with coaches, parents, colleagues and teammates, and bothering about the end of one's athletic career at the college (Adedeji & Ikpeme, 2016).

The primary factors impacting female engagement in physical activities and sports in Ashanti Region Colleges, according to Nkrumah (2015), were facilities and equipment, academic workload, lack of skills in sports, and social responsibilities. In effect, students find it difficult to participate in Physical Education and sports. Dumith, Hallal, Reis, and Kohl (2011) also agree that Physical Education teachers are important and linked to how children do in sports.

Environmental factors have also been investigated, and Kabunge (2012) found that they had an impact on athletic performance. Policy systems, social settings, and physical barriers or facilitators are examples of environmental elements that influence a person's participation in activities.

Environmental elements such as weather, equipment and facilities, administrative support, sports and games programmes adopted in schools, sports facilities and equipment availability, personnel, educators in games and sports programmes, and period allotted in the school schedule for games and sports (Kabunge, 2012). Sports performance has been discovered to be influenced by the weather. Ecological situations such as extreme heat or cold, higher altitude, and pollution of the air, according to Dochy, Segers, and Buehl (1999), is likely to increase heart rates, difficulty in breathing, and impact activity performance.

Peak performance of athletes, according to Lau, Yu, Lee, So, and Sung (2004), is the state of optimal functioning in which athletes are in the zone and everything is just great. Peak performance, according to Williams (2010), is that magical moment when an athlete brings it all together, both physically and intellectually, and the result is exceptional, seemingly transcending typical levels of play. During the sporting season, most Ghanaian Colleges and universities have students competing in various athletic activities (Adedeji & Ikpeme, 2016).

Students prepare all year round to ensure that they win laurels for their schools. In the competitions, the students' performances often result in personal best. In evaluating success in any human endeavour, a number of factors come to play. To perform well in sports, there should be availability of sports facilities and equipment. All playing avenues such as fields, courts, indoor halls, and all tools such as rackets, hockey sticks, balls, boots, nets, and javelins, as defined by Jamil (2010), can promote sports activities.

A seasoned athlete must possess the qualities of devotion, excitement, and a desire to succeed. Athletes must train and compete in a suitable environment, which includes appropriate preparation, good facilities and equipment, good coaching, and medical care (Jamil, 2010). It is worth emphasizing that without these fundamentals, the seasoned athletes' excitement, determination, and will to win will be missing. Jamil's stance on athletics is, once again, solely dependent on the environment. Furthermore, it is the responsibility of the coaches to train the athlete to overcome mental difficulties.

As a result, players have the most power and responsibility over every area of the sporting programme (Johnson, Wojnar, Price, Foley, Moon, Esposito & Cromartie, 2011). Different methods of coaching can be derived from personality, education, knowledge, skills in communication, team leadership, and inspiration strategies, all of which may have a direct impact on the same qualities in athletes (Barić & Bucik, 2009). Coaches with good knowledge of the skills of sport movements, according to Jonson et al. (2011), are well equipped to instruct players appropriately and reduce the number of casualties that may arise whilst carrying out an activity.

Sports, as practiced in higher educational institutions, could be best described as one of the oldest forms of civilization (Michael & Nancy, 2004). To know the full capabilities of student-athletes, intercollegiate sport programmes are organized for students on campuses (Michael & Nancy, 2004). Student-athletes who are motivated are more likely to continue participating than those who are not (Coakley, 2001). He went on to say that even if two athletes have the same skills, the one who is extremely driven is

more likely to provide a higher performance than the one who is not. This is true in every field of endeavour. In the view of Woods (2007), having a positive psychological mind will reduce mistakes and this would help the athlete perform in an optimal position. As motivation contributes in diverse ways to the performance of athletes in sports, Talented student–athletes in West African universities, according to Acheampong (2017), require incentives such as money, scholarships, insurance policies, media recognition, and material presents to keep them active in sports.

A lot of studies have suggested that girls should not participate in sports because of the negative effects of physical exercise on menstruation frequency and the possibility of damage to female reproductive organs. Females who are interested in gaming, on the other hand, frequently experience delayed menarche, which can have both positive and negative consequences (Greydanus, Patel, Luckstead, & Pratt, 2004).

In any sport, it is widely assumed that men are bodily tougher than women. Females are perceived as being weaker than males even during puberty. This, however, is a misconception that is incredibly deceiving. Females are always concerned about their body weight and can also be seen in their participation in sports. Females who gain too much weight do not want to engage in sports. Richard (2014) in a study found that because females are concerned about their body composition, they are negatively influenced to take part in sports and any physical activity.

Furthermore, age, gender, and marital status all play a role in students' attitudes toward sports. The aforementioned criteria are important aspects of personal characteristics that either enforce or restrict an individual's ability to

participate in sports. The importance of age in sports participation is undeniable, especially in competitive sports. Competitive sports, by their very nature, necessitate a great deal of energy, strength, and agility. This is one of the reasons why children have always been associated with competitive sports. There has been inconclusive evidence to indicate how females are affected by sport when it comes to gender and sport (Al-Munajjid, 2011).

ASHBA, is a body set up in the Ashanti and Brong Ahafo Regions to organize sporting activities amongst the various public Colleges of Education: St Louis, Wesley, Mampong Technical, St Monicas', St Josephs', Berekum, Atebubu, Agogo, Akrokeri, Agona S.D.A, St Ambruse, Alfaruk and Offinso every two years. For the past 8 years, sports athletes of female Colleges in Ashanti Region have been performing abysmally. They attribute their abysmal performances during these games to both environmental and psychological factors. The Table below shows the dwindling performance of the students of Female Colleges of Education in ASHBA Games.

Table 1: Positional Rankings in the ASHBA Games

Year	Colleges	Position
2000	Wesco	1st
	St. Monica's	2nd
	St. Louis	3rd
	Agogo	4th
	Offinso	5th
	Akrokerri	6th
	Atebubu	7th
	Bechem	8th
	Berekum	9th
2002	Wesco	1st
	St. Louis	2nd

Table 1: Continued

	St. Monica's	3rd
	Akrokerri	4th
	Agogo	5th
	Berekum	6th
	Offinso	7th
	Bechem	8th
	Atebubu	9th
2004	Bechem	1st
	Agogo	2nd
	Akrokerri	3rd
	St. Monica's	4th
	St. Louis	5th
	Wesco	6th
	Atebubu	7th
	Offinso	8th
	Berekum	9th
2006	Wesco	1st
	Agogo	2nd
	St. Monica's	3rd
	St. Louis	4th
	Offinso	5th
	Atebubu	6th
	Berekum	7th
	Bechem	8th
	Berekum	9th
2008	St. Monica's	1st
	Agogo	2nd
	St. Louis	3rd
	Wesco	4th
	Berekum	5th
	Offinso	6th
	Bechem	7th

Table 1: Continued

	Akrokerri	8th
	Atebubu	9th
2010	Wesco	1st
	Berekum	2nd
	Akrokerri	3rd
	Bechem	4th
	St. Monica's	5th
	St. Louis	6th
	Agogo	7th
	Offinso	8th
	Atebubu	9th
2012	Wesco	1st
	Akrokerri	2nd
	Atebubu	3rd
	Bechem	4th
	Agogo	5th
	St. Monica's	6th
	St. Louis	7th
	Offinso	8th
	Berekum	9th
2014	Wesco	1st
	Berekum	2nd
	Offinso	3rd
	Atebubu	4th
	Akrokerri	5th
	Bechem	6th
	St. Monica's	7th
	Agogo	8th
	St. Louis	9th
2016	Berekum	1st
	Offinso	2nd
	Wesco	3rd
	Atebubu	4th

Table 1: Continued

	Bechem	5th
	Akrokerri	6th
	St. Monica's	7th
	St. Louis	8th
	Agogo	9th
2018	Berekum	1st
	Wesco	2nd
	Offinso	3rd
	Akrokerri	4th
	Bechem	5th
	Atebubu	6th
	Agona S. D. A.	7th
	Al Farouk	8th
	St. Ambrose	9th
	St. Monica's	10th
	Agogo	11th
	St. Louis	12th

Source: ASHBA Records Book, 2019

Unsatisfactory or non-performance, according to the FSPG-PDM policy (2001), is described as someone consistently failing to reach an acceptable level of performance despite getting management support and developing opportunities. Managers or supervisors must therefore monitor work progress and provide constant remedial and methodical help to athletes in order for them to improve their performance (Thomas, 2017). It is in this regard that this thesis tries to examine the factors that affect the performance of female Colleges of Education Teams in Ashanti-Brong Ahafo Colleges of Education Games.

While there is extant literature on factors influencing the performance of female participation in sporting activities at various levels (Ampong, 2008; Domfe & Atikume; 2019; Nkrumah, 2015), little is known in Ghana about

those competing at the various Colleges of Education. When these challenges are identified and removed, it is envisaged that they can improve sports participation not only among females at Colleges of education but student-athletes at the basic and senior high schools. After graduation from Colleges, newly posted female teachers are going to encounter some of the challenges among their athletes at the basic and senior high schools. Once, they are aware of the solutions, they can easily assist these amateur athletes to overcome them.

Statement of the Problem

Effective athletic performance is defined as the greatest probable result grounded on self-referenced standards built on prior performance in the past and current performance state (Van Eekeren, 2006). With the advent of technology and sports research, the science behind athletic performance has evolved dramatically (Hannin & Stambulova, 2004). Athletes' ultimate goal when preparing for competition is to achieve peak performance in order to achieve excellence (Orunaboka & Nwachukwu, 2012). The result (outcome) achieved and the quality of the performance process are both indicators of a successful athletic performance.

In 2011, Ghana's Colleges of Education founded a sports association to promote and develop sports in the country's Colleges of Education. The College of Education Sports Association (COESA) aims to provide various sports development programs to satisfy the demands of the country's Colleges of education. The Colleges of Education games are organized biannually for five zones namely; Central and Western (CENWEST), Ashanti and Brong/Ahafo (ASHBA), Northern, Volta and Eastern and Greater Accra

(EGA). For the past few years and including the ASHBA games held in the year 2018 at Berekum, the performances of Female College of Education teams were not encouraging. Their performances keep falling while the performances put up by the other CoE have seen tremendous improvement.

Abuosi, Domfeh, Abor and Nketiah-Amponsah (2016) in a study on the level of participation in physical exercise by university of cape coast graduate students and factors associated with it found a high level of participation in physical activity by UCC graduate students however, they argued that the tendency for students to become complacent in doing physical exercise may be high. Ampong (2008) used university sportswomen from the University of Cape Coast, Kwame Nkrumah University of Science and Technology, University of Ghana, University of Development Studies, and University of Education, Winneba to find that the following reasons were connected with the low participation of females in Ghanaian University sports: attitudes of coaches towards female sports personalities, low skill level of females, low motivation of females, influence of peers, and sex morals (Abram & Jernigan, 2016).

According to the study, there are more coaches who are females are needed at universities to oversee females' sports, as well as for university authorities to provide more and modern sports facilities and equipment. On the contrary, institutions in the Ashanti Region of Ghana, Nkrumah (2015) highlighted facilities and equipment, academic load, lack of sports skills, and social role as major factors deciding and affecting female student teachers' engagement in sports and physical activities.

Based on the ASHBA records, it could be observed that female college teams were not performing well in subsequent years (2000 to 2018) as compared to their peers this could be attributed to several factors that can be identified only through research. Therefore, the current study intended to examine factors influencing the performance of female Colleges of education teams in ASHBA competitions and to make recommendations to the stakeholders.

Purpose of the Study

The key purpose of the study was to perceived factors on performance of teams among female colleges of education in Ashanti Region, Of Ghana, During ASHBA Games. Precisely, the study pursued to:

1. Find out how Sports Skill Foundation influence performance of Female Colleges of Education teams in ASHBA Games.
2. Explain how availability of facilities influences performance of Female Colleges of Education teams in ASHBA Games.
3. Explore how availability of equipment influences the performance of Female Colleges of Education teams in ASHBA Games.
4. Assess how the attitude of students influences the performance of Female Colleges of Education teams in ASHBA Games.
5. Find out how motivation influences the performance of Female Colleges of Education teams in ASHBA Games.
6. Find out the institutional policy on admission of students with sports background influences the performance of Female Colleges of Education teams in ASHBA Games.

7. Explore factors that best predict performance of female Colleges of Education teams in Ashanti-Brong/Ahafo Colleges of education games.

Research Questions

Specifically, the study tackled the following research questions:

1. How does Sports Skill Foundation influence performance of Female Colleges of Education teams in ASHBA Games?
2. How does availability of facilities influence performance of Female Colleges of Education teams in ASHBA Games?
3. How does availability of equipment influence the performance of Female Colleges of Education teams in ASHBA Games?
4. How does attitude of students influence the performance of Female Colleges of Education teams in ASHBA Games?
5. How does motivation influence the performance of Female Colleges of Education teams in ASHBA Games?
6. What is the institutional policy on admission of students with sports background influence the performance of Female Colleges of Education teams in ASHBA Games?
7. Which of the factors best predict the performance of female Colleges of education teams in Ashanti-Brong/Ahafo Colleges of education games?

Significance of the Study

Two criteria for conducting research were proposed by King, Keohane and Verba (1994). The research issue should be relevant to people's lives and add to the academic literature (King et al, 1994). This is an

exploratory project, and it is intended that it will add to existing research on the elements that determine tertiary institution game success. As a result, the findings might be used by the school administrations of the three female Colleges in the Ashanti Region to increase sports participation in their institutions. Also, the outcomes of this study will add to the present stock of knowledge in Ghana regarding female sports participation.

Delimitation

There are numerous variables that the researcher can investigate in relation to sports performance during the ASHBA games; however, the researcher's interest in investigating sports performance in the three female Colleges is solely his or her prerogative, believing that different factors are more likely to affect the performance of the three female Colleges of education. The research was limited to the 2018 batch of students that took part in the ASHBA events.

Limitations

The study looked into the elements that influenced female college education teams' performance in the Ashanti-Brong Ahafo (ASHBA) Colleges of Education Games. However, it's possible that the sample size was insufficient to establish conclusive generalizations. For fear of being victimized, some respondents were unable to submit information requested by the study. Another drawback was I am very informed about the subject of the study, which could impair objectivity.

Definition of Terms

ASHBA: a zonal competition organized by Colleges of Education in Ashanti and Brong/Ahafo Regions

Commitment: a willingness to give time and energy to something that one believes in or a promise or firm decision to do something.

Motive/s: a set of desires and needs that cause someone to act or is the source of a behaviour.

Physical Education: that aspect of the educational process in which there is both education of the physical and education through the physical.

Recreation: a guided process of voluntary engagement in any activity that improves the individual's and society's overall health, well-being, and abilities.

Team Sport: Any sport in which the participants interact with each other on the field of play.

Organisation of the Study

This research was categorised into five sections. Chapter one gives an outline of the background, which acts as the study's foundation. The problem as well as the study's purpose and research questions to be researched were clearly stated. The significance, delimitation, and limitations, and delimitation were discussed at the end of this chapter. Review of related literature was the main focus of Chapter Two. It covers a wide range of performance theories. Empirical research on performance and its impact on the individual worker were reviewed.

The third chapter concentrated on methodology, stressing the research strategy employed to complete the study. Sampling methods, data collection instruments, data validity and dependability, and data analysis statistical techniques were also looked at. In Chapter Four, the outcomes of the data analysis from the field work were presented. The results were then discussed,

with references to publications that backed up the conclusions of the current study. Chapter five covered the study's summary, results, and practical implications for counselling, as well as the study's suggestions and limitations. It concluded with suggestions for future investigation.

CHAPTER TWO

LITERATURE REVIEW

Overview

The study pursued to discover factors influencing the performance of female teams in Ashanti-Brong/Ahafo Colleges of Education Games. Related literature on all of the study's issues and variables, as well as a summary was reviewed in this chapter. The sub- topics that were reviewed under these three broad areas are:

1. Theoretical Review
2. Conceptual Framework
3. Empirical Review

Theoretical Review

Bem's Gender Schema Theory in Sports

Stereotypes and conventions shape society's expectations of persons and situational outcomes. Individuals may grow anxious if the norm is not followed. Schema theory is explained in this way. The schema theory explains how mental processes interact with social life (McVee, Dunsmore, & Gavelek, 2015). Individuals construct expectations or schémas to make sense of society. They then try to fit into the society norm both inside and externally, and stereotypes are based on such schémas (Adil & Yasin, 2018).

By distinguishing the ideals and inherent weaknesses of psychoanalytic, social learning, and cognitive developmental theories, Bem's Gender Schema Theory merged current views of sex type. Bem disagreed with

Freud's view that "anatomy is destiny," instead proposing that a person's gender identity is shaped by cognitive development and societal circumstances. The Lenses of Gender, published by Bem, aimed to "make those lenses (of traditional and socially accepted masculine and feminine features) visible rather than invisible, so that we might look at the culture's gender lenses rather than through them" (Bem, 1972, p. 2).

Gender schematics, according to Bem's research, exhibit three distinct characteristics: Gender schemas are formed as a result of a person's thought of social masculinity and femininity categories, which are reflected in anatomy of humans, societal roles, and physical features. People assimilate and classify fresh ideas in their settings differently. Self-authorship is demonstrated by a person's classification and adherence to elements that relate to either explanation of masculinity or femininity (Evans, 2014).

The gender schema theory claims that gender-based schematic processing contributes to sex-typing by resulting in a comprehensive willingness to receive and process data based on the sex-linked relations that form the gender schema. Schematic processing's selectivity enables us to assign meaning to a vast number of inputs while also allowing us to arrange incoming data. As a result, persons who are classified as masculine or feminine process information in accordance with people interpret issues about males and females (Kiouvula, 2016).

Individuals are unhappy when forced to participate in cross-sex physical activities because they realize the expectations are well beyond their capacities. This concept obviously shapes expectations and perceptions of "acceptable behaviour," as well as behaviour patterns. According to Gregson

and Colley, the adoption of sex 44 roles happens during adolescence (2014). These responsibilities may impact behaviour; for instance, teenagers whose moms participated in sporting activities are most likely to also participate as well. Gender schema development is influenced by the socialisation process. While it's crucial to note that gender hasn't been able to forecast performance consistently, undeniably another aspect that influences performance. Gender diversity starts at infancy, with females acquiring passive, submissive, and nurturing behaviours and boys adopting active, aggressive, and autonomous behaviours, according to Bem (as cited in Kiouvola,2016). Females and males are socialized in a different way in most houses.

Investigators who used this idea to gender came up with the Gender Schema Theory. According to Bem, people are more likely to identify behaviours, objects, traits, and attributes with their gender schemas. Levy (1988) divides gender schemas into those that depend on prior experiences and those that deal with how that experience or knowledge is managed. Many people are given different information depending on whether they are male or female, and actions are classed as gender-appropriate or inappropriate (Bem, 1972; Adil & Yasin, 2018; Friedmann & Lowengart, 2019).

Researchers use the words sex-typing and gender-typing interchangeably to describe the categorizing of gender behaviours (Jones & Greer, 2011; Hudak, 2014; Koivula, 2001). Gender stereotypes are formed as a result of the act of sex-typing (Woratschek, Horbel & Popp, 2014). According to Anderson and Bem (1972), sex-typed people mostly receive and classify information using gender schemas to engage in behaviours that are appropriate. The anxiety of actually perceived as weak because of their

slenderness, distress of developing muscles, cultural backgrounds that women are not to display their bodies, females are not to be touched by males in public, and the hysterical fallacy that women cannot give birth as a result of participating physical activities, which has not been proven scientifically but appears to have scared many females in Colleges of Education away from engaging in physical activities.

Social Cognitive Career Theory

The theoretical framework of Social Cognitive Career Theory (SCCT) guided this study. SCCT was created by Lent, Brown, and Hackett in 1994 and proposes that "career interests are a function of self-efficacy beliefs and outcome expectations, such that individuals are more likely to consider a particular career when they view themselves as competent in that domain and expect positive outcomes in the chosen career" (Moran-Miller & Flores, 2011, p. 109). Literally, this means that great competitors see athletic games as a feasible profession, as a result of their capabilities and ability in their chosen sport, acquire a goal to become an athlete.

Role models, according to Lent, Brown, and Hackett, are a key element of SCCT, predominantly athletes developing their career paths and objectives. According to the research of 368 female students, "role model influence adds to the prediction of profession choice above and above the contribution of self-efficacy" in the majority of cases (Quimby & DeSantis, 2006, p. 297). However, females who take athletics as a career do not consider it as an important option for some obvious reasons, which may include male supremacy in sports, and the perception of females' incompetence in athletic games due to their gender (Ahmed, Abo-Laban, & Ahmed-Shami, 2018).

SCCT, according to Moran-Miller and Flores, describes how career paths and objectives are formed, and how a person endures and succeeds in pursuing their target career. To measure athletic self-efficacy and interest in sports games, they utilized a path-model analysis to look at the number and quality of athletes, as well as working hours and perceived prejudice. Role models and working hours, according to Moran-Miller and Flores, projected an athlete's athletic games self-efficacy and athletic games outcome expectancies, and circumstantial characteristics like female athletic game role models, working rate, and felt segregated all impacted on athletic game participation. SCCT has never been utilized in a sports study to analyse an athlete's desires to become an athlete. SCCT was also utilized in a number of other studies to look into immigrants' professional choices and interests.

Flores and O'Brien (2012) employed SCCT and path analysis to investigate the impact of environmental and social cognition variables on Mexican American adolescent women's career aspirations, career choices, respect, and traditionalism. They discovered that these teenagers have more self-efficacy in traditional vocations, as well as smaller amounts of challenges, support from families, and healthier role models.

Gibbons and Shoffner (2014) used SCCT to look into the academic (college degree choice) and career choices of first-generation college students. SCCT was backed by the case study, which showed that by analyzing self-efficacy beliefs, SCCT can be used as an instrument in high schools to help learners select their academic and career interests. Other studies have looked at the impact of SCCT and self-efficacy on college students' academic choices (Lent, Lopez, Lopez & Sheu, 2008; Diegelman & Subich, 2001). Both

discovered in their studies that students with higher self-efficacy were more likely to find jobs in that field.

I used SCCT in this study to see if the gender of the athlete is a consideration for female athletes while deciding on a career in athletics. Other factors affecting the sports environment, such as team versus individual sport and male versus female-dominated sport, were next investigated. The SCCT was also utilized to look into incentive techniques for female athletes who wanted to compete in Canada. This study also attempted to demonstrate the impact of female sports role models in enhancing the social worth of women in sport. The model was also applied to volunteer choice rather than job choice in this study, which has not been done in earlier SCCT investigations. Because most athletic game chances for ladies and boys are voluntary positions, a volunteer component was vital.

Conceptual Review

Concept of PE and Sports in Ghana

All recreational, competitive, exercise and fitness activities are referred to as sports. Sport can be used for both exercise and recreation. Over the years, Sports have been recognized in Ghana as a powerful tool for fostering national solidarity and cohesiveness. Sports serve a variety of functions in society, benefiting many individuals. Lumpkin (2007) described sports as "physical activities governed by formal or informal rules that entail competition against an opponent or oneself and are undertaken for the purpose of enjoyment, recreation, or reward." He went on to say that the laws regulating a sport are strictly regulated, as are the participants, their required some level of skills.

According to Asagba (2014), the term athletics refers to all sporting competitions, including individual sports such as racquet sports, team games, water sports, and bout sports. Modern athletics, he added, have particular characteristics that regulate their performance, which includes explicit rules, guidelines, and regulations that have been clearly spelled out, documented, and obligatory on athletes of all levels.

According to Asagba (2014), expertise levels or performance is given at every step. He went on to say that the objective of these hierarchies is to certify that the outstanding individuals proceed to the highest level and that everyone has many opportunities to demonstrate their ability. People who participate in sports, whether physical activities, competitive sports, or recreational activities, are thought to be healthier. Physical fitness obtained via sports involvement is highly linked to both physical and mental development. Sports aid learning by keeping students' minds and bodies in condition, allowing them to be more productive.

Sport, according to Bucher and Krotee (2012), helps with character development, discipline, economy, ideology, patriotism, education, mental growth, human relationship, fitness, and wellness. Sports, according to Bucher (as stated in Onifade, 2003), is a planned competitive physical activity that requires participants to engage in significant physical exertion or use rather complicated physical skills. Individuals from different nations can exchange ideas and expertise through sports competitions, seminars, conferences, and various forms of events, which would be extremely beneficial in teaching their nations' inhabitants, resolved by Onifade. Local government is viewed as a geopolitical part near the people where they may assess authority. With so

many tasks to fulfil, the local government plays a unique role in the development of sports among its citizens.

The school does not only provide certain basic community level sporting facilities, but it as well ensures a lot of students are involved, as stated in the National Sports Policy (1994). Sports development goal at the grassroots level is not competition per such, but rather to provide more possibilities for every individual to partake in all physical activities (Onifade, 2003). Historically, Physical Education (PE) was seen to be a collection of sports and games activities that provided opportunities for fun during recess and free time in schools. P.E. has evolved into a well-organized field of study, resulting in it being a full-fledged academic discipline.

Female Education and Development

Individuals' lives and a nation's progress are both influenced by education. Individuals and nations alike benefit from education as a vital economic asset. Each year of schooling missed results in a 10 to 20% drop in future earnings for girls. They claimed that achieving gender parity in enrolment would boost the economic growth by around 0.3 percent each year, or 3 percent in the subsequent decades. When girls receive an education, it has ramifications for pre-schoolers and maternal health, as well as household income and nutrition (Psacharapoulous & Patrinos, 2012).

According to UNDP figures, Tanzania's and Ghana's high fertility rates in the early 1970s (1970-75) declined drastically between 2000 and 2005, from 6.8 to 5.1 and 6.9 to 4.1, respectively, due to continuous and sustained efforts in both countries to promote girls' involvement in education (UNDP, 2014). Education for women is crucial for a country's progress. Academics

have long recognized the importance of female education in Ghana's national development. According to Kwegyir Aggrey, when a man is educated, he is educated as an individual, and when a woman is educated, she is educated as a nation (cited in IBIS Survey Report on Female Education, 2017, p.1).

Females and Sports

In recent years, advocates of gender equality in female sports have opened an opportunity for women to engage in sports. More women have gained acceptance as athletes, with complete constitutional rights to express their competitive desires that were formerly stifled by a patriarchal society. These inequities trace back to the ancient Olympic Games, when men were the only ones allowed to compete. According to the Caribbean Community Secretariat (2011), policymakers must be guided with the fact that: females have the prospect to actively engage in sports in a supportive or safe environment that conserves their human rights, self-esteem, and respect, i.e. "The Brighton Declaration on Women and Sport," whose core goal is to nurture a sporting culture that enables and recognizes complete participation of women in all aspects of the sport.

UN Resolution 58/5 was issued in November 2003, urging states to embrace sport to enhance the development of education, healthcare, unity and peace. To that goal, the International Year of Sports and PE was declared in 2005. Professional, elite, and international sporting competitions, as well as games played inside communities and educational institutions, are all represented.

Human development, according to Sever (2015), comprises enhancing public health and well-being, as well as promoting education and recreational

activities. Promoting stability, tolerance, social inclusion, and community building are all examples of social development; fostering investment and employment opportunities is an example of economic development; and promoting stability, tolerance, social inclusion, and community building is an example of political development.

Sport is viewed as a cultural and social phenomenon influenced by notions of male dominance. Sport has traditionally been associated with masculinity. Many cultures forbid women from participating in sports, and those who do may be viewed as male. Unmanly men are those who do not participate in sports or are not talented in sports. Sport, on the other hand, has the ability to provide a space where masculinity and femininity can be re-negotiated rather than re-affirmed in their current forms (Sever, 2015).

Sporting activities are linked to a number of beliefs about work and recreation that people often hold in a different way. Taking care of the sick and elderly, raising children, and household chores (reproductive activities still primarily performed by women and girls) commonly considered to be employment. Productive activities outside the house that are recognized as employment–and especially when conducted by males– carry with them the right to devote time for recreation. Sport is considered productive in some societies because it improves the physical health of the workforce, especially those who work in manual labour. Despite the fact that women are increasingly making up the workforce in some areas, sports may be regarded as a waste of time when undertaken by men and as a valuable pastime when practiced by women (Sever, 2015).

People who engage in different physical activities have diverse views regarding the sport. Many sports' competitive aspects may be seen as the centre of the game for some, while for other people it is just a way to socialize. Being classified as a member of a specific culture, ethnic group, socioeconomic status, or caste has an impact on sports participation.

When it comes to sports, women, and eventually men, may face a range of practical challenges. In addition to a general lack of safe and suitable athletic facilities, skills, financing, and technical assistance, women may face considerable physical limitations. Women may be particularly vulnerable to physical and/or verbal sexual harassment, as well as other risks associated with participation in sports activities, due to the location and time of day. Saavedra (2015), for example, believes that there aren't enough female role models, such as female trainers.

Females are underrepresented in the administrative bodies of athletic organizations. Gender equity is one of the most fundamental and widely acknowledged civic, economic, political, and social rights. Around the world, females are not likely to participate in sports as their male counterparts. Sport has been shown to improve mental and physical health while also lowering the chance of chronic disease later in life. As a result, physical activity is recommended for both girls and boys. Women are likewise underrepresented in athletic institutions' decision-making bodies. More women participating would broaden the number of coaches, administrators, and officiating officials.

There are ways that sport can help promote larger gender equality goals in addition to striving toward gender equality it comes to sports involvement in many schools (e.g., rights and empowerment). Sport can

provide public venues for women and girls to congregate, acquire new abilities together, obtain support from others, and exercise their right to freely move and express themselves. Sports encourage women's empowerment by promoting education, communication, negotiation skills, and leadership. Sport can help girls and women gain control over their physiques, boost their self-esteem, and improve their ability to make decisions in terms of their lives, as well as sexual behaviour. This sense of control over one's physique is crucial under situations of scarcity and inequality (Saavedra, 2015).

According to Saavedra (2015), eight million 3rd-12th grade girls and 12 million males participate in sports in the United States. In urban and suburban areas, boys participate in sports at a higher rate than girls. In metropolitan regions, studies on 3rd-5th grade children indicated that 59 percent of girls took part in sports as against 80% of boys. In the suburbs, 81% of females participated in youth sports compared to 89 percent of boys, whereas in rural areas, 73% of girls participated compared to 69% of boys. In rural and suburban areas, gender equality for younger children improved than those in the city. Young urban girls have fewer opportunities to participate in sports than males, as well as girls from the suburbs and rural areas. One out of every four 9th-12th grade girls has never participated in organized or team sports, compared to one out of every six urban guys (Adeyanju & Alla, 2006).

According to Saavedra (2015), African-Americans account for 15% of all athletes who are females and 16% of all athletes who are males. Hispanic boys and girls make up 17% of female athletes and 15% of male athletes, respectively, whilst Asian girls and boys make up 8% and 12% of children who participate in sports, respectively. What men value, how they view the

world, and their experiences, according to Blinde (as cited in Saavedra, 2015), have defined and moulded girls' sports, all of which limit the growth and expression of female ideals. Sabo and Veliz report on the gender disparity in PE in the United States, where urban girls are the have-nots, with 84 percent apparently having no PE classes at all in the 11th and 12th grades (2008). Rural females in the same grades, according to the authors, aren't far behind, with 68 percent reporting no PE sessions. In terms of school-based Physical Education girls and boys are underrepresented across the country.

Concept of Motivation

Motivation is a powerful inner energy source that influences every part of an individual. Again, it also has an impact on our thoughts, feelings, and interactions with others (Karageorghis, 1999). Motivation, according to Wesson et al. (2015), is a unique source of behaviour that boosts, maintains, and directs a person's actions. As a result of motivation, people make decisions about how to best invest their energy and time from among the available options. To explain why people, engage in physical activity, Maslow offers a hierarchy of basic human needs (Wesson et al. 2015). When these requirements are met, people experience feelings of self-assurance, value, adequacy, and the ability to be useful and contribute.

The dissatisfied portions of these, in turn, give a basic sense of discouragement; that the foundation concept of motivation is 'needs,' which creates a driving force within humans to try to accomplish their desires. Those needs, according to Boachie-Mensah (2011), are drives or forces that launch behaviour, and what motivates people influences their activities. As a result, both learning and coaching require incentives. High motivation is often

viewed as a crucial requirement for athletes to realize their maximum potential in sports, according to Karageorghis (1999).

Karageorghis (1999) believes that among all the studies in motivation, self-determination theory of Deci and Ryan's (1994) is the most extensively applied in sports. The many types are as follows: A motive that indicates a deficiency to engage in behaviour. This goes with a lack of skill and disconnection between one's actions and the intended result. The extrinsic motivation that is not self-determined or controlled is represented by external and inserted regulations. Participation in order to obtain a prize, a trophy, or escape punishment or regulation. Because behaviour is launched out of choice, even if it is not always seen to be joyful, recognised and united restrictions constitute independent forms of extrinsic incentive.

Intrinsic motivation emanates from within, completely self-determined, and is defined by a desire to participate in sports and a sense of delight from doing so. Extrinsic and intrinsic motivation are both possible. During the progress of skill performance and change in behaviour, both extrinsic and intrinsic factors are relevant. The dissatisfied portions of these, in turn, give a basic sense of discouragement; that the foundation concept of motivation is needs,' which creates a driving force within humans to try to accomplish their desires. Those needs, according to Boachie-Mensah (2011), are drives, or forces that launch activity, and what motivates people influences their activities.

As a result, both learning and coaching require incentives. High motivation is often recognized as a crucial prerequisite for players to realize their maximum potential in sports. Except for a few students who are innately

motivated, external motivation is mainly used in college to urge learners to partake in sports. Extrinsic rewards are heavily utilised in sporting contexts, according to Wesson et al, (2005). Success performance enticements are related to a particular type of concrete reward scheme in many known sports. Students however, have demonstrated that extrinsic incentives can sometimes detract from intrinsic motivation (achievement motivation) (Wesson, et al, 2015; Deci & Ryan, 1994).

According to a recent study, genuinely driven athletes developed task-oriented (positive) coping methods during key competition. Extrinsically inspired athletes, on the other hand, tended to avoid problems and were less likely to achieve their objectives (Green & Hardman, 2015). According to Santrock (2000), the level of motivation required for the best results varies from person to person, but everybody has a performance threshold beyond which performance deteriorates.

According to Wesson et al., (2015), motivation and aspiration levels are linked to success and failure. The information gathered from these levels is then used to assess an individual's skill level or ineptitude. The higher a person's objective is set and the more motivated they are to reach it, the more successful they are. However, the more times one fails, the lower the aim becomes, resulting in a loss of interest (Bandura, 1997). According to Karageorghis (1999), an oppressive, unrealistic challenge might produce undue tension, meaning that the coach should guarantee that players establish realistic goals. On the other side, when an athlete exhibits highly skilled talent in an activity but the level of challenge is little, boredom might be the outcome.

Empirical Review

Institutional Policy and Female Sports

Government policy practices have a considerable impact on female involvement in education in the developing nations. The widespread belief that females are academically inferior to boys has a considerable impact on choices to exclude girls from educational instruction, employment, and power sharing. Women have been subjected to a variety of forms of discrimination, which has hampered their ability to advance in society. On the job market and in the workplace, women are sometimes subjected to discriminatory and segregated practices. Raj (2017) contends that a female's extensive periods of education and physical activity are not always momentous considerations in her ability to get work.

Despite having equivalent or higher qualifications than their male colleagues, most women face discrimination like placement in lower grade, less payment for equal work, and shorter employment terms (Raj, 2017; Al-Nozha, Al-Hazzaa, Arafah, M. R., Al-Khadra, AlMazrou, Al-Maatouq, Khan, Al-Marzouki, AlHarthi, & Abdullah, 2017). Women in underdeveloped nations are underrepresented or marginalized in labour issues due to a lack of sufficient female role models and work opportunities (Raj, 2017). According to Wray (2012), women's limited career opportunities affect their occupational aspirations and expectations, resulting in a lack of female role models and, as a result, female engagement in school (Wray, 2012).

Duncan (2018) has brought a great attention to the adverse effect of anti-women employment practices in Africa's teaching profession. While women make up the majority of elementary school teachers in developed

countries, the case is different in many African countries,' he says. At the secondary and higher levels, the proportions drop even more. Women in administrative jobs have less information available. Nonetheless, it is obvious that few principals are selected in most African countries. Segregating women into the lowest levels of employment, as well as school authority and staffing systems, reinforces the notion that women are second-class citizens in the workplace. Duncan (2018) is a man of many talents (as cited in Zewide, 1994, p. 9). According to a 2014 UNDP Human Development Report, female discrimination is widespread in industrialized countries, with females receiving fewer than two-thirds of job possibilities and around half of male's salaries.

Hussain, Ghani, Mahdy, Hussain and Maffulli (2014), on the other hand, claims that segregation towards females in the work market is not an issue that affects all types of jobs. Women were not discriminated against in domains of human endeavour such as medicine and science. Rather, they were given preferential treatment and higher pay than males. According to UNESCO statistics on Pakistani labour difficulties, women were paid much less in the disciplines of engineering and technology, as well as education (Hussain et al, 2014).

Ghana's 1992 Constitution guarantees that everyone has an equal opportunity to participate in all aspects of national life. In addition, the administration has ratified a convention calling for the elimination of all forms of discrimination against women and children (Awumbila, 2020, p.56). The Industrial Relations Act of 1965 provides equal pay for men and women in the workplace, and women have been entitled to three months of paid maternity

leave since 1971. (Aryeetey, 2013, p.338). However, a variety of entrenched socio-cultural institutions, practices and systems such as traditional conceptions that favour the education of male offspring, limit female participation in public life. Female access to the official employment market in urban regions, according to Oware, is extremely constrained. This is due to the fact that the majority of women lack the necessary skills and qualifications for admittance into Oware (as cited in UNDP Ghana Human Development Report, 2014, p. 112).

Lack of Sports Skill Foundation

This is a method of describing a performance for a duty that has a defined aim or objective to accomplish, or it is one way of describing work that has a definite goal to attain (Wesson, et al., 2015). This argues that competence is determined by natural hereditary attributes such as coordination, balance, agility, and reaction time. Physical activity is valuable to every person especially kids who may engage in planned sports as a form of fun and enjoyment. Sporting activities must be developmentally appropriate for the child. Registering youngsters in sports that are beyond their developmental abilities might lead to disappointment and premature dropout. Each year, 35% of children who partake in sports leave at an early age of 15 or less, and 75% of the youth do not participate in planned sporting activities (Harris, 2013).

Wesson et al. (2015) describe talents as closely connected to competence as "stable" and demanding capability, or attributes and features possessed by an individual. These abilities are thus innate, but they must be developed through practice or participation in an athletic activity in order to

perform coordinated movements. As a result, participation in physical exercise is a requirement for learning and performing movement skills. In support of this claim, Thompson, Brandfford, Watkinson, and Dunn (2015) wrote that if children do not participate fully, they may develop hypoactivity syndromes, which are well-explained by Bar-Or in Thompson et al. (2015) as a lower skill level of activity than healthy peers of similar cultural and socioeconomic backgrounds.

"Physical fitness, strength (static, dynamic, explosive trunk), flexibility, coordination, equilibrium, and stamina," according to Flieshman (2015). (p.538). "One should be aware that everyone contains all of the above-described abilities, but we do not possess them at equal or similar levels," he continued. As a result, if a person lacks the required levels of certain skills to do a specific activity, he or she is likely to fail and will not be an expert in that particular activity.

According to Flieshman (2015), finding a sport that fits one's individual abilities is essential. Wesson et al. (2015) argue that just because a person lacks the skills required to succeed in one activity does not rule out the possibility of success in a second activity needing somewhat different skills. This assumes that two people with differing levels of genetically determined ability will not achieve identical levels of physical activity performance.

There are several psychological and socio-cultural elements that influences performance levels, according to Wesson et al. (2015). "Motivation, early success opportunities, quantity of previous encouragement given, Coach/parental expectations, demand/interest, practice opportunities, availability of facilities, personality" are some of them (p.540).

Females' low engagement in collegiate sports can be linked back to their earlier skill levels. Physical Education in elementary and secondary schools has a significant part to play in the progress of young females in future (Asteri, 2016). According to research conducted by Wray (2012) and Perry (2012), a lot of schools in South Africa have inadequate, if any, PE facilities, physical educators are exceedingly scarce at elementary school levels, therefore PE sessions are almost absent (2007). "School teachers are assigned remote controls," according to Wray (2012), only give balls, "sit by a tree," or stay somewhere throughout the lesson, and then the teacher only ends the lesson by blowing his or her whistle for the children to return to class, having learned nothing meaningful.

The standard school curriculum in Ghana does not allow kids adequate time to master physical education skills. Many primary schools do not teach physical education, and some secondary school teachers are overworked. Rashid notices a large disparity between programme and practice of time allotted for teaching the content in the syllabus. PE is required, but the head teacher decides how to apply it. Physical Education is regarded as a non-academic subject.

Involvement and exposure in sports have a substantial influence on the acquisition of skills and, as a result, sport engagement. Physical Education classes and organized sports participation in high school are associated with a higher likelihood of participation in athletics at the College (Sports and Recreation South Africa, 2015). According to Cahpherd and Ahpherd (2016), absence of daily PE lessons in schools, combined with the continued drop-in

physical activity in the home, is contributing to the establishment of lifestyle patterns through adulthood.

Females underrate their potentials skill capabilities during the engagement of any physical activity from an early age, and in effect, their performance levels continue to lag as compared to their male counterparts (Canadian Association for Advancement of Women and Sport, 2014). Furthermore, girls' previous experiences have either made or prevented them from participating in sports. Because they lack the requisite skills, some students are unable to perform. For example, before going to school, a youngster may have engaged in various physical activities such as running, jumping, catching, climbing, or throwing. These core abilities are changed and taught during the standard Physical Education programme in schools, according to research.

As a result, the individual identifies certain abilities and interests in particular sports during the course of teaching. However, schools do not provide the opportunity to learn how to execute basic abilities correctly, therefore the female will be unable to perform when she matures. Some female students are not able to execute certain activities owing to a lack of abilities and capability throughout primary school, according to Keim (2014) and Dauer and Pangrezi (2014), which is regrettable. Mothers, according to Coakley (2001), enforce family limitations by seeing their girls as "mummy's little helpers." He went on to say that while he does not oppose to that fact but is only against it when it results to an overly reliant connection between their moms; and as such will rarely build on their athletic abilities and other sports skills.

According to Patrikson and Eriksson (2015), most African countries' primary and secondary PE curricula, especially in rural regions, were constructed to benefit males for engaging in sports than their feminine peers. Girls may avoid situations that show their lack of expertise because of they lack self-confidence in their ability to do strength demanding jobs, according to the Australian Bureau of Statistics (2001).

Thompson et al., (2015) demonstrated that children who are not competent in motor skills may not engage in movement activities. On the other hand, children who are motor skilled have positive feelings and are most likely to participate in activities that involve movements. Another study by the Australian Bureau of Statistics (2001) found that many girls shun sports participation due to the fact that they are conscious about their appearance and accept that they cannot perform any physical activity. Parents' socioeconomic status, according to certain studies, has influenced skill acquisition and, in particular, event choice.

Socioeconomic stratification, according to Abney (1999), leads to automatic participation in sports. Polo, he explained, is a pricey sport since it necessitates the purchase and maintenance of a horse. In Ghana, very few individuals can play golf or afford a hockey stick or tennis racket. Accessibility and mobility are the most critical elements that determine recreation participation (Griffiths, 2001). The socioeconomic level divided community participants from non-participants, according to Wuest and Bucher (2014).

Research on sports activity amongst young females in England, Cox, Coleman, and Rocker (2015) discovered that the majority of the young people

who always participated reported living in homes where family members served as role models and sport was routinely done also demonstrated that they could afford to pay for sports and its demands.

Msheilia (2015) backed up this claim, stating that a woman must be in a social context that is supportive of her interests in order to be involved and continue active participation in sports. Evans (2014) confirms that young people from different social classes may participate in many sports and activities. According to Green and Hardman (2015) this is so due to the fact that they are most likely to be presented to many sporting events by their own parents.

As a result of this societal inequity, some female students in Ghana's school system may be at a disadvantage in terms of skill acquisition. Rural citizens barely pay school fees the authorities to use part of the money to install and acquire facilities and equipment, but urban schools are more likely to have access to a wide range of sports through Parent Teacher Associations or corporate sponsorship. Because they lack the essential competencies, females from such metropolitan schools are less likely to participate in university activities, with the exception of athletics in a few cases.

According to Gorald, Taylor, and Fritz (2013), secondary school PE is finding it increasingly difficult to make a difference in adolescents due to increased social inequality in the public schools, with wage-earning people concentrating in "sink" or "ghetto" institutions. They indicated that an individual's socioeconomic status has a substantial impact on their physical skills, aptitude, and preferences in sports and physical activities. Another component in skill development that leads to sports participation is fear of

injury. Female athletes may stop engaging in sports for varied reasons, according to Weiss and Petlichkoff (2012), including fear of injury and failure to improve abilities.

Female athletes may quit sports because of male athletes' attitudes. Girls are denied space in schools to exercise or learn new skills, which may deter females from participating in sports in the future. Guys dominate space at school playgrounds and sporting arenas, according to the Australian Bureau of Statistics (2001), and commonly tell females that they are not allowed to play since it is just for boys. Unless extra safeguards are taken, they will have a monopoly on athletic equipment. In PE classes, males tend to dominate by keeping balls to themselves, causing girls to lack talent and decline to the bench, particularly in team activities or games.

More study backs up the assumption that there's a correlation between overlearning and how long a skill stays in muscle memory (Barrow, 2015). While some ladies succeed in sports and physical activity, others encounter barriers to involvement, including a lack of opportunity to engage and develop their talents, according to the Canadian Association for the Advancement of Women in Sports (2014). Athletes' physical ability are underestimated, and female athletes are mocked (Berger, 2015).

Despite evidence that all children have an inherent desire for physical activity, children do not love sports as a result of recurrent failure, which may limit their motivation to participate and build an unchangeable unfavourable picture of sports. Students' opinions of their competency, according to Dauer and Pangrezi (2015), have a greater impact on their ability to achieve,

especially when a student realizes that he or she is not skilled enough to thrive inactivity and withdraws altogether.

In addition, according to a study conducted by Sports and Recreation South Africa (2015), 78 percent of women claimed they were not concerned. Green and Hardman (2015), on the other hand, claim that physical experiences, including health, impact women's attitudes toward new and familiar activities, as well as their preferences for sports. An athlete can transform her perspective in order to feel stronger physically, capable, and assume an independent life (Nkrumah, 2016).

Female Students Attitudes towards ASHBA Games

Physical Education demands not just a high level of excitement for teaching but also a strong willingness to engage in physical activities because it comprises both teaching and actively participating in physical activities. According to Wagner and Sherwood (2014), values and attitudes are a tendency to react to something in a positive way. These authors argue that understanding a person's attitudes toward a stimulus is the most accurate way to predict how they will react to it.

Indeed, Hogg and Vaugan (2015) explained an attitude as "a relatively established structure of cognitive and emotional processes and behaviours related to a subject, or a disposition to those behaviours, or a relatively enduring organization of beliefs, feelings, and behavioural tendencies toward socially significant objects, events, or symbols," or "a relatively enduring organization of beliefs, feelings, and behavioural tendencies toward socially significant objects, events, or symbols." It was vital to find out what teacher

trainees in Ghana's Ashanti and Brong Ahafo Regions thought about participating in sports and games.

Physical activity and sport researchers split attitudes about why people choose to participate in various sports and physical activities into distinct groups. People participate in physical activities for a variety of reasons, according to different research findings, including health and fitness, social, psychological, leisure, and recreational advantages (Nkrumah, 2016). According to scientific evidence, participating in a variety of physical activities and sports improves one's quality of life by increasing cardiovascular and respiratory function, improving work performance, increasing feelings of well-being, reducing stress, anxiety, and depression, and lowering total body fat, blood pressure, and insulin requirements (Armstrong, Paternostro-Bayles, Conroy, Franklin, Richardson, & Kriska, 2018). Students' views about physical activity and sports participation are influenced by curriculum content, class atmosphere, teacher behaviour, dressing out, and self-perception (Krouscas, 2014).

Numerous studies (Wamukoya, 2015; Muindi, 2015) have been done to analyse teacher-trainee attitudes toward participating in physical activities and sports at various levels of education, but the results have been varied. Teacher trainees who take a PE class and become proficient in various activities may continue engaging throughout their lives, according to Hildebrand and Johnson (2001).

Similarly, kids have desirable attitudes toward partaking in sports, according to Koca, Asci, and Demirhan (2015), since they want to be successful or spend their time in PE courses without being pressured

academically. Positive attitudes encourage children to participate in physical activities that benefit their development not only physically but also emotionally, socially, and mentally, whereas negative views stifle such growth (Shamshoum, 2013). According to Tuckman, individuals develop strong attitudes toward physical activities as a result of the benefits of partaking in physical activities (2014).

Colleges according to Muindi (2015), secondary schools as well as Universities (Wamukoya, 2015) have all expressed disapproval of physical activity and sports participation (Njororai, 2015). Students participating in physical activities and sports programmes at university are seen as dull and dumb by their peers and the broader public, according to Njororai (2015), and this deficit decreases their capacity to offer many "intellectual courses." He again mentioned that learners had an adverse attitude about sports and physical activity (Njororai, 2015).

According to Njororai (2015), physical education is obligatory for all teacher trainees in all Colleges and must be taken irrespective of interest, physical condition, and gender even though student teachers hold the subject in low regard. They lack excitement, don't comprehend the importance of physical activity in child development, and have a limited understanding of the subject's goals and objectives. With the aforementioned contradicting findings in mind, the goal of this study was to explore the perspectives of Kenyan teacher trainees on Physical Education. In Kenyan teacher education Colleges, Physical Education is a required curriculum. Attitudes exhibited by students should guide physical educators to plan and implement appropriate teaching strategies and approaches that encourage learners to value physical activity

and cultivate the habit of participation in it, especially when they have graduated school.

Health professionals are pushing schools to give students information on the need to stay active physically for the rest of their lives, in order to counteract declining levels of sporting activity participation amongst women teacher-trainees (Krouscas, 2014). As a result, institutions should encourage and support proper attitudes in the direction of physical activity and involvement in sports (Wamukoya, 2015).

Motivational factors that influence females in ASHBA Games

Motivation is particularly essential in the field of Sport Psychology. Being compelled to act, to participate in focused, purposeful behaviour, even if it is not necessarily efficient or effective, is defined as motivation (Davies, 2015). Coaches frequently lament the reality that some athletes have the ability to be great if they were just motivated. The players appear to possess all of the physiological and skill components required for exceptional performance, but they lack desire, as seen by their frequent tardiness, failure to put forth their best effort during training, and other behaviours (Parker, 2012). Motivation study is crucial since, with the exception of a few sporting superstars, most young athletes appear to fall short of their full potential. Most young athletes could perform substantially better if given the chance. This occurs in all sports and is primarily due to a lack of motivation.

Athletes' improvements in various sports frequently get smaller as they progress. It becomes more difficult for athletes to achieve considerable progress, which often leads to a lack of motivation (Davies, 2015). Motivation does not only enhance performance levels but also aid in the acquisition of

skills, which will have an impact on performance quality (Parker, 2012). Athletes that are intrinsically motivated are individuals who are motivated to do something solely for the sake of doing it. These reasons are believed to be driven by an inner desire to attain great feat in sports. Extrinsically motivated athletes participate in activities only for the goal of earning money (Parker, 2012). Intrinsic motivation is frequently regarded as ideal, as it is linked to higher perseverance and dedication (Davies, 2015).

The following techniques could be used to boost an athlete's motivation: (a) Do not use performance results from competitive events as a criterion for achievement. These factors are beyond the athlete's control, therefore if he or she loses, motivation will suffer. Use individual comparisons that the athlete can manage instead. (b) Express gratitude. Positive, honest comments on one's performance are essential for all athletes. Intrinsic motivation is improved when individuals feel they have contributed to the team's success through their individual efforts. (c) Change the content, location, and order of practice periods. Monotony leads to decay and burnout, which leads to a decrease in motivation and the possibility of dropping out of the sport (Parker, 2012).

This exercise will help you enhance the efficacy of reinforcing positive self-talk, which is an important part of the motivation. (d) Set goals that are exact, quantifiable, affirmative, realistic, time-based, evaluated, and recorded using the S.M.A.R.T.E.R. concept. Goals should be specific, quantitative, affirmative, reasonable, time-based, assessed, and recorded. Goals for the short, medium and long term should all be covered. A sense of accomplishment is felt when athletes set realistic, attainable goals and achieve

them. This will help to boost motivation. I encourage athletes to employ mental imagery. Athletes are frequently encouraged by sports psychologists to utilize visualization to boost motivation (Martin et al, 2014). The following tactics may be used if a team was deficient in motivation: (a) Make a list of objectives.

During each practice time, have the team fill out a daily target sheet and make some short-, intermediate-, and long-term team goals. The S.M.A.R.T.E.R. idea should be used to set goals. Setting goals motivates the team to attain them, and once they've been achieved, they will be even more inspired to achieve more. It's critical that the athlete's goals are in his or her control, and that the focus is on attaining them rather than on winning (Rushall, 2013).

Availability of Facilities and Equipment Influence in ASHBA Games

Instructors and athletes identify the value of facilities and equipment in sports in the overall society and growth of sports in the nation as well as in specific institutions. Without it, even the most talented coach and players would be greatly limited. As a result, having access to facilities and equipment is a need for carrying out sports programmes. The provision of both qualitative and quantitative facilities and equipment, according to Onifade (2003), is critical for the achievement of any PE and sports plan. According to Trost, Kerr, Ward, and Patr (2001), the existence or lack of facilities and equipment, as well as their availability, value, price, construction, and procedure, could not have a significant impact on leisure involvement. Equipment and facilities in recreational centers are vital, according to Butler (2020), since they

contribute to physical development, inspire creative involvement, and provide opportunity for other activities.

Sporting facilities and equipment have an impact on students' recreational demands and interests. facilities, such as playing fields and gymnasiums, attract both men and women. The accessibility and quality of facilities and equipment are essential factors once again. In Onotago, Awosika (1982) agreed that facilities should be available throughout the year to allow students to rehearse skills imparted in PE and sports programmes. This indicate that people will be able to spend their free time doing recreational activities. According to Asabia (2012), Jimmy Corners' mother constructed a tennis court outside the house before he was even born. As a result, he was able to practice on a regular basis and finally win the World Championship.

This raises the question of socioeconomic class, as women from well to do homes have greater prospects to train from a young age to aspire and compete at higher levels (Burrow & Bammel, 2018). Nowadays, sporting products and equipment are extremely expensive. It may be necessary to dress appropriately for activities, and a lack of funds to do so may be a reason for non-participation in sports. Images of the above persons, according to the Women's Sports Foundation (2007), can promote the concept that unless you're dressed in right design clothes for a given sport, you'll look out of place.

According to Asabia (2012), the visual quality degrades as the distance between the user's home and the facility grows, but it improves for those who live close by. She used Frank Ofori, a national tennis player in Ghana, as an example, citing his father's proximity to the tennis court at Kaneshie Sports

Complex as a factor in his success. Burrow and Bammel (2018) discovered that where you live has a big impact on the kinds of opportunities you can get. The closeness of services and facilities may influence young people's participation in physical activity.

Many women may find it difficult to leave their Halls of residence to go to leisure and recreation centres if they are located in a distant location. If there are amenities nearby, females may be more interested in sports. A well-constructed facility for sports entices individuals and inspires them to use it, according to a study done by the NSW Department of Sports and Recreation (2013). People might be encouraged or discouraged from engaging in sports depending on how facilities are administered and the mindset they foster. Despite the fact that the Halls have limited indoor facilities for games, they are mostly engaged by males.

Intrigued women may not be brave enough to play with them, and those who are brave enough may be intimidated by the men. According to a 2001 poll by the Australian Bureau of Statistics, boys dominate space in school playgrounds and sporting stadiums, while girls are warned not to participate. Teachers will also divide responsibilities and handle equipment depending on preconceptions, according to Davis (2015). Female students, particularly those who are really talented, are usually excluded from gaming interactions, allowing male students to dominate the gaming environment.

According to Murray (1991), a well-known football coach claimed that permitting women and girls to play would emasculate his players. According to Spinks, Macpherson, Bain, and McClure (2007), female High Schools and College programs have historically had poor facilities. Males were typically

assigned the newer and later gymnasiums, while females were routinely given the older gymnasium. If females do not have access to the essential facilities, they are unable to participate in sports (Women's Sports Foundation, 2007). On the other hand, Sports and Recreation South Africa (2015) found that irrespective of human contact with sports clubs or sports equipment and wear, people will participate in sports or not. Some females may be put off by clothing that is so exposed. Some females are self-conscious about participating in sports while wearing this outfit, especially if they are being observed by others. Obese people and people who are self-conscious about their bodies are two examples.

Girls and women are highly hesitant to wear tight-fitting and exposing sportswear, according to the Women's Sports Foundation (2007). Some people would rather not participate in sports at all than risk shame. Furthermore, due to a lack of facilities and equipment, ladies who attended rural schools may have limited skill sets. Burrow and Bammel (2018) discovered in their research that towns constantly disregard the demands of recreation residence in the neighbourhoods, with insufficient leisure facilities and amenities for the poor in the city. He went on to add that just around 7% of outdoor recreation in the United States took place in remote or wilderness locations, with the rest occurring in urban areas. According to the Women Athletic Foundation (2015), higher social class is associated with greater affluence, education, better housing, and better facilities and equipment for engaging in recreational activities.

There is a certain amount of risk in all human endeavours. Some women may be apprehensive about their personal safety when using sports

equipment and facilities such as hockey rinks. According to the Women Sports Foundation, women and girls are underrepresented in physical exercise for a variety of reasons, one of which is that they do not feel safe or comfortable using sports facilities. When people believe the atmosphere is safe and adequate for their needs, they are more inclined to participate in sports (NSW Department of Sports and Recreation, 2013).

One of the challenges that sportsmen and women confront has been recognized as a lack of amenities. The current facilities are ancient and in bad condition, so this is the only option. Teaching, practicing, and participating in sports now necessitates sophisticated facilities and equipment. 'It is unfortunate to say that a park like Kaladan, where one of Ghana's greatest heroes, Abedi Pele, played, the Sekondi Gyendu Park, and the Tema Stadium cannot boast of any good playing fields,' said the former Youth and Sports Minister, referring to the country's lack of sports facilities and equipment (Osei, 2011). The boxing clubs in Bukom and James Town have produced champions, but they have nothing to show for it.' Physical Education and sports programs, of course, require adequate facilities and equipment to accomplish their goals.

Poor and non-existing infrastructure is a major problem and present structural barrier; community sporting infrastructure, there are definitely a number of areas that must be addressed if we are to increase the level of participation of women in sports," Lundy (2015) said in his speech on involvement and the basis of elite success (p.12). According to Rothberger, women are worried and certain about the style of attire they put on when partaking in physical activities and sports (2014). Wearing certain types of

apparel can either improve or drain their confidence in participating in sports and physical activities.

Chapter Summary

Three of the four participants interviewed stated that exposing one's body while wearing specific apparel makes them uncomfortable. The best choices for the participants were clothing that was not close-fitting, and that made the physique of the person seem smaller (Rothberger, 2014). Tight sportswear is commonly worn in training situations, perhaps causing feelings of inferiority and tension in those who are already uneasy about their personal appearance (Hart, Leary & Rejeski, 2016). Almost every study traced the issue back to the colonial period, when women's education was primarily focused on household duties and feminine beautification. Peer influence was also written with female university students in mind. As a result, gender disparities, as well as underrepresentation in schools, particularly at the higher levels, have significant implications for the growth of sports at the university and across the country. The relevance of women's sports involvement has been demonstrated in the literature, and as a result, policies have been developed by the government, women's movements, and non-governmental organizations (NGOs) to encourage females to participate in sports (Al-Nakeeb, Lyons, Collins, Al-Nuaim, Al-Hazzaa, Duncan, Nevill, 2012).

Males continue to outweigh females in university sports engagement, notwithstanding the usefulness of sports involvement and guidelines in place. Few students have been able to successfully integrate academics and sports engagement. This means that university female students in Ghana are yet to be at par with male university students in other industrialized countries.

CHAPTER THREE

RESEARCH METHODS

Overview

The study's major goal was to look into the elements that influence female college education teams' results in Ashanti-Brong Ahafo Colleges of Education games. The study's research design is described in this section. It delves into the research instrument's population, sample and sampling procedures, statistical techniques, research instrument, dependability, and validity. Finally, the techniques for data collection and analysis were explained.

Research Design

A quantitative descriptive survey was used in this study. To investigate scientific inquiry of phenomena, the quantitative technique is traditionally founded on a positivist approach. This research method delivers a scientifically sound solution to the research questions, which are specified objectively and measured using statistical tools and procedures (Leedy & Ormrod, 2010).

According to Kothari (2004), quantitative techniques can quantify specific features by applying coordinated data gathering procedures from large sample and projecting the results to the entire population. When a specific setting is only relevant to the study's issue, the quantitative findings can be generalized once more. The researcher's goal is to determine the elements that influence female college education teams' performance in ASHBA

competitions. Their performance was measured using the quantified replies as an index.

Population

The term "population" denotes to the entire set of people that are the subject of the study. According to Malhotra (2015), the group should have information that is useful to the researcher. The target population, according to Dattalo (2008), is the theoretically stated aggregate of study materials. According to Leedy and Ormrod (2010), it is the full collection of predetermined issues and set of standards. The target population for the study was three thousand six hundred and twenty-one (3,621) students of the three (3) Female Colleges of Education in Ashanti Region namely: St. Louis, St. Monica's, and Agogo, made up of one thousand three hundred and sixty-seven (1,367) level hundred (100) students, one thousand one hundred and fifty-four (1,154) level two hundred (200) students and one thousand one hundred (1,100) level three hundred (300) students.

However, the accessible population was therefore the three hundred and twelve (312) students who participated in the ASHBA games from the three Colleges, on the other hand, some of the students were perform more than one discipline. The three (3) Female Colleges of Education Institutions offer both Diploma and Degree Programmes at present. The ages of the students range from 18 – 35 years (Field Data Records).

Sampling Procedures

Sampling entails the practice of picking an appropriate number of elements from a population to generate a sample from which the population's properties or characteristics can be generalized by studying the sample and

grasping the sample subjects' qualities or characteristics (Brightbill, & Meyer, 2015). Sample is therefore a subset of the population chosen for research (Bryman & Bell, 2007).

Fink (2001) defines a sample as a fraction or subset of a larger group. The participants in this study were all the female athletes from the Ashanti Region's three female universities who competed in the ASHBA games in 2018. The students were purposively targeted and given the questionnaire. The sample size was three hundred twelve (312). It is made up of one-hundred and twenty (120) athletes (Filed and Track Events) eighteen (18) Cross Country athletes, fifty-four (54) soccer players, thirty-six (36) volleyball players, thirty-six (36) netball players, thirty-six (36) handball players and twelve (12) table tennis players.

Inclusion criteria: Sportswomen who have been in the college for over three years and have participated in the ASHBA games and are prepared to partake in the study.

Exclusion criteria: Sportswomen who are in the first year and also unwilling to participate in the study would be excluded from the study.

Purposive sampling was utilized to choose respondents for the study and elements that meet specific preset criteria, such as owning certain study-relevant qualities, were chosen (Nworgu & Ellah, 2015). Since the researcher is interested in a category of disciplines, it is therefore necessary to select an area where the respondents may possess the characteristics that the researcher needs for the study. This therefore makes the purposive technique appropriate to use.

Data Collection Instrument

The collection of data was done with the use of the questionnaire in order to establish the factors associated with performance of students of the three Female Colleges of Education in ASHBA Games. A questionnaire is a systematic framework made up of a series of questions and scores that are used to collect primary raw data (Ary, Jacobs & Razavich, 2002). To Ary et al (2002) a questionnaire is effective when a large number of respondents are involved and respondents' anonymity is guaranteed. When compared to other types of data collection instruments, the benefits of employing a questionnaire as a data collection tool are its affordability, less time commitment, and certainty of no interview bias.

According to Mouton and Marais (2015), employing a questionnaire allows a researcher to acquire data from large groups of people while still being simple to administer. The questionnaire began with an introduction section that stated the intent of the research was conducted as a form of an academic work. Participants were urged to submit honest answers by assuring them that their responses they give would be treated confidentially. The survey was split into two sections. The first includes demographic questions such as age, college, and religion. The second part was subdivided into different sections to deal with performance. An adapted questionnaire from Nkrumah (2015) was used for the study. Some aspects of the questionnaire were modified to suit the current study.

The responses were measured using a Likert scale and a Yes or No option. Likert-type scales, according to Tuckman (1994), enables a researcher to record the degree of agreement or disagreement with a certain statement of

attitude, beliefs, or judgment. Responses were measured with the use of a five-point gradation Likert–type response option. "Strongly Agree" 5, "Agree" 4, and "Neutral" 3. "Strongly Disagree" = 1, "Disagree" = 2.

Validity of the Instrument

The correctness and accuracy of assumptions based on study findings are referred to as validity (Mugenda & Mugenda, 2003). The equipment was evaluated during the pilot phase to confirm that the data collection devices were correct. According to Wiersma, van Albada, van Tiggelen, and Lagendijk (1995), study instruments need to be pre-tested prior to the real study is critical for standardisation and validation. The study's instruments were pre-tested for criteria and construct validity. This ensures that the data collection tools are appropriate.

The questionnaire was originally presented to colleagues to read through in order to improve the study's validity. It was given to some lecturers in the department to also put in their suggestion and finally it was given to my supervisor to read through and give his inputs. This confirmed that the items contained face and content relevant indication were connected to the research themes, and that the study was thoroughly covered. The content validity of the study was assured by clearly outlining the objectives (Fraenkel & Wallen, 2012). Language use, precision, and significance of the items, arrangement, organization, and substance were made to establish whether the research tools were suitable. It was suggested that questions be reworded, that new questions be added, and that some unnecessary questions be removed.

As a result, the questionnaire's format and content were altered in general. Any items that were deemed ambiguous were reworded. This ensured

that the items on the questionnaire instrument focused on the required information. The items in the instrument were evaluated for their presentation, structure, and form to ensure that they were appropriate. As a result, the study's face and concept validity have been established.

Reliability of the Instrument

The extent to which a construct metric is constant and reliable is referred to as dependability. Petters, Asuquo, and Eyo define consistency as the ability of measuring equipment to consistently produce specific results while the entity being tested has not changed (2015). To ensure the instrument's consistency, a number of actions were done. The term "reliability" refers to the assumption that the same results will be produced if the study's protocols are repeated (Mugenda & Mugenda, 2003). To guarantee that the research instrument was consistent, a reliability test was conducted. The research tools were improved by replacing or eliminating things. The instrument was pre-tested at OLA College of Education to ensure the instrument's dependability. The purpose of the pre-test was to increase the instrument's consistency.

Respondents were offered a draft of the questionnaire, and were asked to explain any ambiguity, doubt, incoherence, or incomprehension they had with any component of the instrument. Needed changes were made following the pre-testing. Based on the pre-test results, the Cronbach's alpha measure of internal consistency was utilized to determine the instrument's dependability. The SPSS (Version 25.0) was used to perform the calculations. All of the constructs (sections) had reliability coefficients greater than 0.6. (See Appendix B). The instrument's dependability coefficient is summarized in

Table 2: Reliability coefficient of the instrument

Construct	Reliability	Sample	Items
Effect of lack of sport scales foundations on sports performance	.834	30	13
Facilities	.885	30	11
Items on equipment	.765	30	9
Attitudinal factors	.725	30	15
Motivational factors	.669	30	13
Admission policy	.712	30	4

Source: Field Data, (2020)

Ethical Considerations

Every researcher must take ethical considerations into account when doing research. This is due to the fact that in order to establish a sound–ethical practice, social researchers must make preparations with respect to ethical considerations (Neuman, 2006). The respondents' anonymity is protected in this study by first obtaining their agreement, as required by social research where respondents must participate voluntarily. In this regard, I outlined the study's goals as well as the need of encouraging respondents to participate voluntarily.

There is a fear that forcing respondents to fill out questionnaire items would cause them bodily and emotional harm. As a result, items in the questionnaire are worded in such a way that respondents have a variety of possibilities and the freedom to choose themes that are meaningful to them. Anonymity and secrecy were also guaranteed to respondents. The researcher will expose his true name to study participants in order to dispel any

misconceptions or misinformation about the study. The study meticulously followed the required principles of scientific behavior to avoid scientific misconduct in research, sometimes known as plagiarism. Any ideas, works, or publications that the researcher used were properly credited and referenced.

Data Collection Procedure

An introductory letter from the Department of Health, Physical Education and Recreation (HPER) was delivered to the Colleges prior to data gathering. Respondents were briefed about the study's goal via internet media. The researcher personally administered the questionnaire to the students via WhatsApp and telegram platform where the students were expected to type their responses against the respective questionnaire numbers thus, No. 1-66. WhatsApp and Telegram were considered ideal as they assisted to reach participants at a different location and have been used as the most effective media to communicate to students virtually in the coronavirus pandemic.

Again, most of the students use these platforms and can access the questionnaire with ease. Electronic consent was generated at the introductory section before the beginning of the questionnaire where the participants were made to understand that they can print a duplicate of the agreement form for their archives. Additionally, it was indicated on the form that clicking "NEXT" meant the participants wanted to participate and had agreed that: They have read the information, they voluntarily want to participate in the study, and; they are 18 years or older. Again, it should be stated that participants should not spend more than 10 minutes of their time to complete the survey.

Data Processing and Analysis

According to Dattalo (2008), a unit of analysis is the 'what' or 'whom' being investigated or analyzed. This means that in research, observation units are frequently used as analysis units. He defined units of analysis as those that are researched so as to provide brief descriptions of all units and to clarify discrepancies between them, according to him. Cohen, Manion, and Morrison (2013, p145) defined data analysis as "working with data, organising it, breaking it into manageable units, synthesising it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others."

SPSS was used to examine the data (version 23). The survey's demographic data were evaluated with descriptive statistics like frequencies and percentages, while the research questions were answered with means and standard deviations. The findings were then organized into tables to correspond to the research themes. According to Dane (2011), determining the frequency of a specific occurrence, the mean average of the data acquired, and the degree of variability between variables is in the best interests of the researcher.

Additionally, descriptive statistics comprises the conversion of raw data that provides information that characterizes components of a certain scenario, which is performed by organizing and manipulating raw data gathered Sekaran (as cited in Dane, 2011). The inclusion of means and standard deviation in this study is also to make it easier to analyze the results and draw conclusions and recommendations based on the data.

Chapter Summary

The methods utilized in the study were examined in this chapter. It discussed the study design, population, data collection instruments, data analysis technique, and ethical considerations, and the next chapter looked at the results and findings of the work.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The procedure for the study was defined in the preceding chapter in accordance with the study. The results of the questionnaire analysis are presented in this chapter. The intention of the study was to examine factors that influenced the success of Female Colleges of Education teams in the Ashanti-Brong-Ahafo (ASHBA) Colleges of Education Games, and this chapter focuses on providing results that reflect that goal. The analysis was based on 312 students who constituted the sample for the study. It was made up of 120 athletes (Field and Track Events) 18 Cross Country athletes, 54 soccer players, thirty-six (36) volleyball players, 36 netball players, 36 handball players and twelve (12) table tennis players.

The study was based on data from all 312 students in Ashanti-Brong-Ahafo (ASHBA) Colleges' Female Colleges of Education teams, which had a 100% return rate. Inferential statistics (independent samples t-test and Pearson Product Moment Correlation-PPMC) and descriptive statistics were used to assess the quantitative data (means, standard deviations, frequencies, and percentages). The demographic features of the respondents are described in the first section of this chapter. In the second section, which is based on the study's research questions, the research findings are presented.

Description of the Respondents (Female Colleges of Education teams in Ashanti-Brong-Ahafo (ASHBA) Colleges)

The background information of the respondents is discussed in this section of the questionnaire (Biographical). The age ranges of participants, their college of education, the sporting discipline(s) in which they participate in college, and their religion are among them.

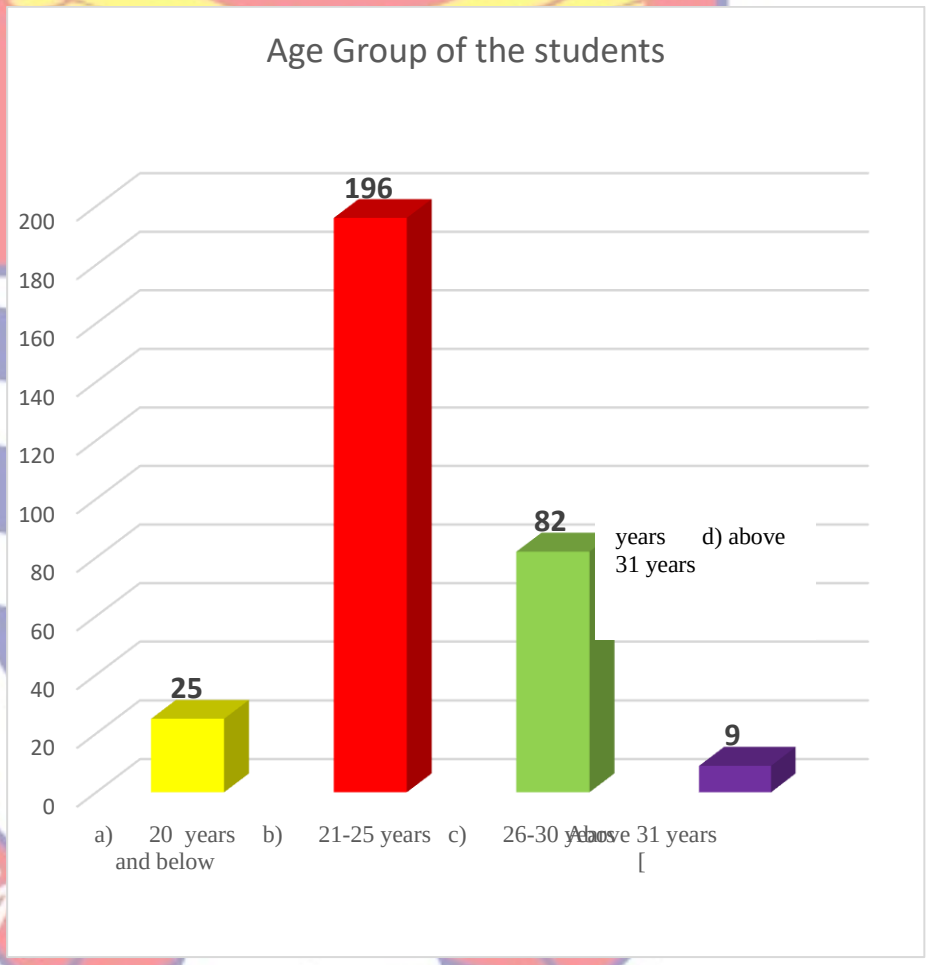

Figure 1: A bar chart showing the ages of the students

Source: Field Data, 2020

As represented in Figure 1, the results display that majority of the respondents were within 21-25 years (n=196). Those from 31 years and above were the least (n=9).

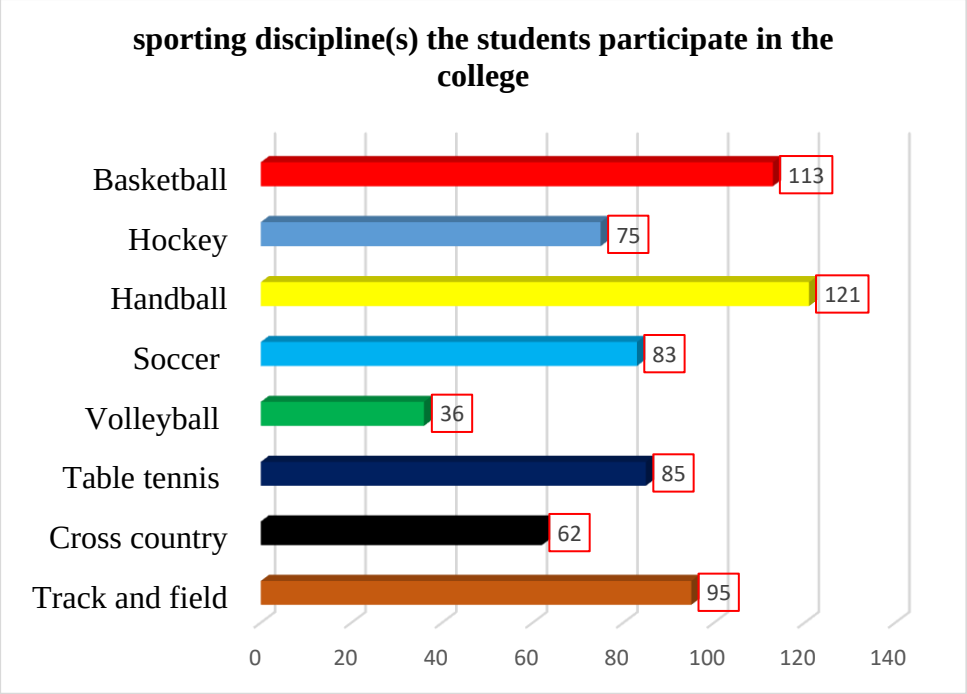

Figure 2: A Bar Chart Showing the SPORTING Discipline(s) the Students Participate in the College

Source: Field Data, 2020

As portrayed in Figure 2, the results show that most of the students love to participate in handball discipline (n=121). Those in the basketball category followed (n=113). Those who love the volleyball discipline were the least (n=36).

Analysis of Data on the Research Questions

Descriptive statistics were used to present numerical data in a logical and comprehensible manner. A variety of methods can be employed in a research project. Alternatively, any method can be used to evaluate a big group of people. Descriptive statistics assist us in making sense of large amounts of data. According to Gujarati (2013), descriptive statistics explore patterns in data using statistical, numerical, and graphical tools. It commonly displays data in a data collection by disclosing the average indicators of the

study's variables and displaying that information in a clear and understandable manner.

As a result, this section provides some measures of central tendencies and measures of dispersion of the study variables that aid in understanding the distribution of the variables, in line with Adam's (2015) assertion that the central purpose of descriptive statistics is to summarize or reduce data. As a result, descriptive statistics describe what the data reveals when the sample size is small. Means, medians, and standard deviations were used as measures of central tendency and dispersion. The minimum and maximum values give a sense of the range of the research variables. Panel data has the same statistical meaning as cross-sectional data when it comes to measures of central tendencies. Descriptive statistics were used to assess the research questions (Q1, Q2, Q3, Q4, Q5, and Q6) (means, standard deviation, maximum, minimum, and Kurtosis). The standard deviation shows whether students' replies were concentrated around the mean score or were dispersed across the investigation, whereas the mean sums up the responses.

Research Question One: **How does lack Sports Skill Foundation influence the performance of Female Colleges of Education teams in ASHBA Games?**

The major goal of this study was to see how the lack of a Sports Skill Foundation affects Female Colleges of Education teams' performance in the ASHBA Games. Means and standard deviations were utilized in the analysis to accomplish this. Table 3 shows the total number of outcomes.

Table 3: Lack of Sports Skill Foundation influence performance of Female Colleges of Education teams in ASHBA Games

Statements	*M*	*SD*
My physical education class attendance was not regular. It was as to how teachers wanted it.	3.924	1.334
I never played any sports in my secondary school.	3.873	1.403
Practical physical Education lessons were not part of my courses during my secondary education.	3.683	1.138
Physical Education as a subject was not taught during my secondary education.	3.326	1.698
There were no physical Education periods on my SHS. time table.	3.225	1.230
I was not taught any practical sports skills in basic school.	3.153	1.608
I was a member of the school sports team when I was in secondary school.	2.123	1.933

Source: Field Data, 2021 N=312

As presented in Table 3, the results on the descriptive statistics on how the lack of Sports Skill Foundation influences the performance of Female Colleges of Education teams in ASHBA Games are portrayed. Based on the results, the questionnaire had a maximum score of 5.00 (max.=5.00) and a minimum score of 1.00 (min.=1.00). As a result, mean values must fall between the least and maximum ranges (1.00-5.00).

Table 2 shows that, on average, all statements on how a lack of Sports Skill Foundation affects the success of female Colleges of education teams in the ASHBA Games scored higher than the criterion or test value of 2.50. This indicates that the majority of participants believe that the lack of a Sports Skill Foundation has an impact on the performance of female college education teams in the ASHBA Games. For example, it was found that in most Female Colleges of Education teams in ASHBA Games, physical education class

attendance was not regular and this was how teachers wanted it (M=3.924, SD=1.334, n=312). Also, most Female Colleges of Education teams in ASHBA Games asserted that they never played any sports in their secondary school, and this influence their performance (M=3.873, SD=1.403, n=312). In related results, it was found that practical physical Education lessons were not part of their courses during their secondary education, and this influenced their performance (M=3.683, SD=1.138, n=312).

In furtherance to the above, most of the female Colleges of Education teams in ASHBA Games pointed out that physical education as a subject was not taught during their secondary education, and this influenced their performance (M=3.326, SD=1.698, n=312). The results further show that there were no physical Education periods on their SHS. timetable and this could have influenced their performance (M=3.225, SD=1.230, n=312).

Adding to the above, it was found that female Colleges of Education teams in ASHBA Games were not taught any practical sports skills in basic school and this could have influenced their performance (M=3.153, SD=1.608, n=312). Finally, it was found that most female Colleges of Education teams in ASHBA Games were not members of the school sports team when they were in secondary school and this could have negatively influenced their performance in sports (M=2.123, SD=1.933, n=312).

Research Question Two: How does availability of facilities influence performance of Female Colleges of Education teams in ASHBA Games?

It is evident that the availability of facilities could influence performance of Female Colleges of Education teams. This made the researcher to assess the availability of facilities and how it could influence performance

of Female Colleges of Education teams in Ashanti-Brong Ahafo (ASHBA) Colleges of Education Games.

Table 4: Availability of facilities and its influence on the performance of Female Colleges of Education teams in ASHBA Games

Statement	M	SD
There are some games we do not do during our inter-hall due to lack of facilities	3.723	1.133
The non-availability of sports facilities at the Colleges discourages females from participating in sports	3.683	1.138
We normally borrow equipment during our inter-hall competitions.	3.441	1.422
We normally go to other schools or stadium for our inter-hall competitions.	3.345	1.129
Female trainees get the chance to utilize the facilities only during official class period.	3.326	1.698
The facilities at the Colleges of Education are closer to students making it easy for athletes to participate in sports.	3.225	1.230
During sports competition we always find it difficult to train due to inadequate facilities	3.153	1.678
The Colleges of Education have playgrounds for sports participation	3.124	1.134
The facilities are accessible.	2.173	1.234

Source: Field Data, 2021 n=312

The results of descriptive data on facility availability and its impact on the performance of Female Colleges of Education teams in the ASHBA Games are shown in Table 4. According to the results, the questionnaire had a maximum score of 4.00 (max.=4.00) and a minimum score of 1.00 (min.=1.00). This implies that mean values must decrease as the minimum and maximum ranges increase (1.00-4.00).

The results of constructing the kurtosis values demonstrate that the variables have a normal distribution. This is because the kurtosis values were under the permissible normal distribution limit of 2 (George & Mallery, 2011), implying that the data was normal (not skewed). Table 4 shows that, on average, all statements about the availability of facilities and their impact on the success of Female Colleges of Education teams in the ASHBA Games scored higher than the Criterion or Test Value of 2.50. This indicates that the majority of respondents believe that the availability of facilities has an impact on the performance of Female Colleges of Education teams in the ASHBA Games. For example, it was found that most female Colleges of Education teams in ASHBA Games believe they do not participate during our inter-hall due to lack of facilities which could have negatively influenced their performance (M=3.723, SD=1.133, n=312).

Again, it was discovered that the lack of sports facilities at Colleges discouraged girls from participating in sports, which may have harmed their performance (M=3.683, SD=1.138, n=312). Other findings revealed that most female Colleges of Education teams competing in the ASHBA Games borrow equipment for their inter-hall games, which could have harmed their performance (M=3.441, SD=1.422, n=312). Reporting further, it was asserted by the majority of the female Colleges of Education teams in ASHBA Games that they usually go to other schools or stadia for their inter-hall competitions and this explains how it could have negatively influenced their performance (M=3.345, SD=1.129, n=312).

Another finding showed that trainers for the majority of the female Colleges of Education teams in the ASHBA Games only have access to the

facilities during official class time, which explains how this could have harmed their performance (M=3.326, SD=1.698, n=312). The majority of the female Colleges of Education teams in the ASHBA Games also mentioned that the facilities at their Colleges are nearer to students, which makes it easier for athletes to participate in sports, and that explains how it may have influenced their performance (M=3.225, SD=1.230, n=312).

The findings also revealed that most female Colleges of Education teams competing in the ASHBA Games find it difficult to train due to insufficient facilities, which explains how this may have harmed their performance (M=3.153, SD=1.678, n=312). Adding to the above, it was found that Colleges of Education have playgrounds for sports participation how it could have positively influenced their performance (M=3.124, SD=1.134, n=312). Lastly, it was found that most female Colleges of Education teams in ASHBA Games facilities are not accessible and this could have negatively influenced their performance (M=2.173, SD=1.234, n=312).

Research Question Three: **How does the availability of equipment influence the performance of Female Colleges of Education teams in ASHBA Games?**

This question was to discover how the availability of equipment influences the performance of Female Colleges of Education teams in ASHBA Games. The ensued results have been shown in Table 5.

Table 5: Availability of Equipment influences the Performance of Female Colleges of Education teams in ASHBA Games

Statements	*M*	*SD*
There is not enough equipment for training during preparation for ASHBA games	3.993	1.443
Training for ASHBA games is not effective due to lack of equipment.	3.885	1.938
There are at times my team uses improvised equipment to train for ASHBA games, instead of the real equipment	3.742	1.319
Sport equipment is expensive so the college is not able to purchase enough for teams to train with.	3.651	1.922
My college sometimes borrows equipment from various places during preparation for ASHBA games.	3.483	1.234
There are some events/games my college does not take part in during ASHBA games due to lack of equipment.	3.424	1.334
There are more than five students to a ball during ASHBA games preparation in my college.	3.225	1.230
My college has many sports equipment to go around during preparation for ASHBA games.	1.326	1.698
Most females have personal sports equipment for training during preparation for ASHBA games	1.153	1.278

Source: Field Data, 2021 n=312

Table 5 shows results on the availability of equipment that influences the performance of Female Colleges of Education teams in ASHBA Games. From the analysis in Table 5, the highest score on the questionnaire was 5.00 (max.=5.00) and the least score was 1.00 (min.=1.00). This proposes that mean values must drop with the minimum and the maximum range (1.00-5.00).

The results in Table 5 display an indication to have confidence that largely, most of the statements on how availability of equipment influences the

performance of Female Colleges of Education teams in ASHBA Games recorded a means greater than the Criterion or Test Value of 2.50. This implies that most respondents have the idea that the availability of equipment influences the performance of Female Colleges of Education teams in ASHBA Games.

Dwelling on some of the individual items, it was found that most Female Colleges of Education teams in ASHBA Games asserted that there is not enough equipment for training during preparation for ASHBA games (M=3.993, SD=1.443, n=312).

In another related results, it was found that Training for ASHBA games is not effective due to lack of equipment and this could have negatively influenced their performance (M=3.885, SD=1.938, n=312). It was further found that there are at times the team uses improvised equipment to train for ASHBA games, instead of the real equipment could have negatively influenced their performance (M=3.742, SD=1.319, n=312).

The results further point out to the fact that Sport equipment is expensive so the college is not able to purchase enough for teams to train with could have negatively influenced their performance (M=3.651, SD=1.922, n=312). It was again found that the college sometimes borrow equipment from various places during preparation for ASHBA games apparently, this could have negatively influenced their performance (M=3.483, SD=1.234, n=312).

On a different tangent, it was found that most of the Colleges do not have many sports equipment to go round during preparation for ASHBA games and this affect their performance (M=1.326, SD=1.698, n=312). Finally, it was averred by most Female Colleges of Education teams in

ASHBA Games that most females do not have personal sports equipment for training during preparation for ASHBA games and this affect their performance (M=1.153, SD=1.278, n=312).

The findings back up claims that facilities and equipment are essential parts of students' leisure demands and interests. Sportsmen and women are drawn to facilities such as playing fields and gymnasiums. Again, the accessibility and the quality of facilities as well as equipment are critical considerations.

The findings corroborate the study of Awosika's (1982) in Onotago, which found that facilities allow children to practice skills learned in PE and sports programmes, and that these facilities and equipment should be provided throughout the year. These indicate that people will be able to spend their free time doing recreational activities. According to Asabia (2012), Jimmy Corners' mother constructed a tennis court around the house before he was even born. As a result, he was able to practice on a regular basis and finally win the World Championship.

Research Question Four: **How does attitude of students influence the performance of Female Colleges of Education teams in ASHBA Games?**

The fourth question of the study pursued to ascertain whether the attitude of students influences the performance of female Colleges of education teams in ASHBA Games. The ensued results are shown in Table 6

Table 6: Attitude of students influences the performance of Female Colleges of Education teams in ASHBA Games

Statements	M	SD
The college community holds a stereotype about girls who play sports. They think such girls are not serious in their academic pursuit.	3.981	1.938
The nature of the college time table does not allow all students to participate in sporting activities.	3.763	1.134
My peers in the college see those who play sports as odd and therefore this discourages many ladies from playing sports.	3.672	1.319
Attire worn when playing sports exposes too much of the individual's body part and discourages ladies in the Colleges from playing sports.	3.651	1.922
Playing of sports does not contribute anything positive to students of Colleges of Education.	3.513	1.234
Females are sensitive to comments from PE tutors and coaches that is why they don't play sports	3.512	1.232
Cultural believes have a great influence on my participation in sporting competition	3.453	1.278
Participation in sports promotes many religious values like character building, hard work, and perseverance.	3.396	1.698
My religion permits women to participate in sporting competitions.	3.125	1.230
The risk of injury is a major reason why ladies in the college of education do not play sports.	3.124	1.334

Source: Field Data, 2021 n=312

Table 6 indicates how student views influence the ASHBA Games performance of Female Colleges of Education teams. The questionnaire had a maximum score of 4.00 (max.=5.00) and a minimum score of 1.00 (min.=1.00), according to Table 4. As a result, mean values must be in the middle of the range between the minimum and maximum values (1.00-5.00).

The kurtosis values in the table show that the variables follow a normal distribution. This is because the kurtosis values were inside the two allowable bounds of the normal distribution, indicating that the data was normal (George & Mallery, 2011). (It's not skewed.)

Results in Table 6 show signal to be certain that mostly, the attitude of students influences the performance of Female Colleges of Education teams in ASHBA Games. The results imply that the performance of Female Colleges of Education teams in ASHBA Games is largely dependent on their attitude towards games.

For instance, it was found that most Female Colleges of Education teams in ASHBA Games asserted that the college community holds a stereotype about girls who play sports. They think such girls are not serious in their academic pursuit (M=3.981, SD=1.938, n=312). Similarly, it was found that the nature of the college time table does not allow all students to participate in sporting activities and this affect their performance (M=3.763, SD=1.134, n=312).

In another evidence, it was asserted that most Female Colleges of Education teams in ASHBA Games peers in the college see those who play sports as odd and therefore this discourages many ladies from playing sports (M=3.672, SD=1.319, n=312).

Owing to the above, it was further found that attire worn when playing sports exposes too much of the individual's body part and discourages ladies in the Colleges from playing sports and this discourage most of the females (M=3.651, SD=1.922, n=312). Related to the above, it was found that playing of sports does not contribute anything positive to students of Colleges of

Education and this discourages most of the females to participate in games (M=3.513, SD=1.234, n=312).

Furthermore, research suggests that socio-cultural norms have a significant impact on female engagement in sports (M=3.453, SD=1.278, n=312). Most of the Female Colleges of Education teams in the ASHBA Games believed that participation in athletics fosters numerous religious values such as character building, hard work, and perseverance. Most of the Female Colleges of Education teams in ASHBA Games were of the view that their religion permits women to participate in sporting competitions (M=3.125, SD=1.230, n=312). Finally, it was found that the risk of injury is a major reason why ladies in the college of education do not play sports (M=3.124, SD=1.334, n=312).

Research Question Five: **How does motivation influence the performance of Female Colleges of Education teams in ASHBA Games?**

The fifth research question was to assess how motivation influence the performance of Female Colleges of Education teams in ASHBA Games. The students were made to respond to the items on motivational factors. The ensued results have been displayed in Table 7.

Table 7: Motivation influence the performance of Female Colleges of Education teams in ASHBA Games

Statements	M	SD
A lot of ladies would have played sports if there were scholarships for those who played sports for the college teams.	3.889	1.238
Females would have participated in Colleges of education sports if they have had encouragement from their parents.	3.868	1.104
The benefit of being fit and healthy from playing sports is enough incentive to encourage ladies to play for their college teams.	3.773	1.119
One always has a backlog of academic work to cover after returning from sporting competitions.	3.612	1.132
Females would have participated in sports at the college if they were given incentives such as special diet.	3.551	1.823
The college does not recognize any special way ladies who play sports for the Colleges.	3541	1.882
Few prizes are available for distribution during Inter-hall sports competitions.	3.453	1.278
Organizers do not provide adequate incentives for students who participate in sports.	3.396	1.698
The college organizes End of year party for all sports ladies who go for ASHBA games.	3.239	2.122
The introduction of academic credit for playing sports for the Colleges will get more ladies to play for the college teams.	3.134	1.723
Better health services are not provided to Students who get injured during sports competitions.	3.125	1.230
There is generally low motivation for females to participate in sporting competitions.	3.124	1.334
The money paid to female students as incentive is one reason why I play sports.	3.113	1.134

Source: Field Data, 2021 n=312

Table 7 highlights the impact of motivation on female college education teams' success in the ASHBA Games. The highest score on the questionnaire was 4.00 (max.=5.00) and the smallest score was 1.00 (min.=1.00), according to the analysis in Table 7. As a result, mean values must fall between the least and highest ranges (1.00-5.00).

The results reveal that the variables follow a normal distribution, starting with the kurtosis values in the Table that checks normality. This is because the kurtosis values were within the permissible normal distribution limit of ±2, indicating that the data was normal (not skewed).

From the results in Table 8, it is evident that generally, motivation influences the performance of Female Colleges of Education teams in ASHBA Games. For instance, it was found that most Female Colleges of Education teams in the ASHBA Games asserted that a lot of ladies would have played sports if there were scholarships for those who played sports for the college teams (M=3.889, SD=1.238, n=312).

Females were also shown to be more likely to participate in College of Education sports if their parents encouraged them (M=3.868, SD=1.104, n=312). Similar research suggests that the benefit of staying active and healthy as a result of participating in sports is adequate to entice women to join their college teams (M=3.773, SD=1.119, n=312).

Reporting further, it was found out that one always has a backlog of academic work to cover after returning from sporting competitions and this could affect the performance of female students in sports (M=3.612, SD=1.132, n=312). The issue that females could have engaged in sports at the

college if they were given enticements such as a special diet was not left out (M=3.551, SD=1.823, n=312).

Also, it was found that the college organizes End of year party for all sports ladies who go for ASHBA games and motivation influence the performance of Female Colleges of Education teams in ASHBA Games (M=3.239, SD=1.122, n=312). The results further show that the introduction of academic credit for playing sports for the Colleges will get more ladies to play for the college teams and serve as motivation to influence the performance of Female Colleges of Education teams in ASHBA Games (M=3.134, SD=1.723, n=312).

Again, it was pointed out that better services are not provided to Students who get injured during sports competitions and this does not motivate and influence the performance of Female Colleges of Education teams in ASHBA Games (M=3.125, SD=1.230, n=312). It was further found that there is generally low motivation for females to participate in sporting competitions (M=3.124, SD=1.334, n=312). Lastly, it was found that money rewarded to female students as an incentive was another reason why they play sports (M=3.113, SD=1.134, n=312).

The findings support the theory that motivation can be separated into two types: inherent and extrinsic. Intrinsically driven athletes are those who are motivated to do something only for the purpose of doing it. The inward desire to acquire a high degree of proficiency in the sport is considered to drive these motivations. Extrinsically driven athletes engage in activities exclusively for the purpose of receiving a monetary benefit (Parker, 2012).

Inherent motivation is frequently regarded as the preferred sort, as it is linked to higher perseverance and dedication (Davies, 2015).

Research Question Six: **What is the institutional policy on admission of students with sports background influence the performance of Female Colleges of Education teams in ASHBA Games?**

The last research question was to assess institutional policy on admission of students with sports background influence the performance of Female Colleges of Education teams in ASHBA Games. The students were made to respond to the items on institutional policy factors. The found results are presented in Table 8.

Table 8: Institutional policy on admission of students with sports background influence the performance

Statements	M	SD
There are no special admission protocols for sports ladies seeking admission into the Colleges.	3.273	1.332
The college has special admission protocols for sports ladies who want admission to my college.	2.239	1.123
I was given a special admission because I was a sports lady.	1.234	1.249
Some ladies are given special admission to the college because they play sports.	1.219	1.832

Source: Field Data, 2021 n=312

Table 8 indicates how institutional policies on admitting students with athletic backgrounds affect the performance of female college education teams in the ASHBA Games. Finally, according to Table 4, the questionnaire had a maximum score of 4.00 (max.=5.00) and a minimum score of 1.00 (min.=1.00). As a result, mean values must fall between the minimum and maximum ranges (1.00-5.00).

The results reveal that the variables follow a normal distribution when the kurtosis values are reported in Table 6, which checks normality. This is because the kurtosis values were within the permissible normal distribution limit of 2, indicating that the data was normal (not skewed).

From the results in Table 6, it is apparent that generally, institutional policy on admission of students with sports background influence the performance of female Colleges of education teams in ASHBA Games. For instance, it was found that most female Colleges of education teams in ASHBA Games asserted that there are no special admission protocols for sports ladies seeking admission into the Colleges (M=3.273, SD=1.332, n=312).

Moreover, it was found that their Colleges have special admission protocols for sports ladies who want admission to their college (M=2.239, SD=1.123, n=312). It was asserted that most of the female students were not given a special admission because they were a sports lady (M=1.234, SD=1.832, n=312). Finally, it was found that some ladies are not given special admission to the college because they play sports (M=1.219, SD=1.832, n=312).

Research Question Seven

Which of the factors best predict performance of female Colleges of education teams in Ashanti-Brong/Ahafo Colleges of education games?

To achieve the study's goal, the researcher looked at which elements best predicted female college of education teams' performance in Ashanti-Brong/Ahafo Colleges of education games. Multiple regression was chosen as the best method for achieving this. The direction and amount of the impacts,

as well as the link between the covariates and performance, were determined using multiple regression. Certain assumptions, like as normality and multicollinearity, must be met prior to doing multiple regression. Before running the regression test, the researcher double-checked the assumption. Normality tests for the test variables are shown in the graphs (Figure 1).

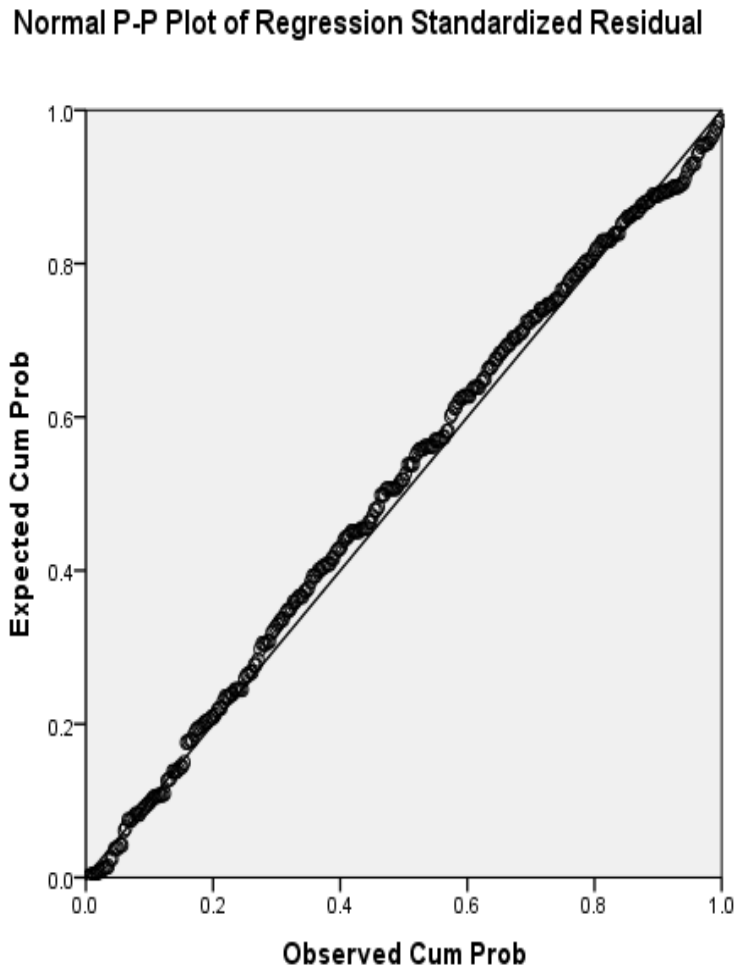

Figure 3: P-P plot for normality test

Figure 3 depicts the normality of the research variables. Because the variables travelled along the diagonal line, they were normal, allowing multiple regression to be performed.

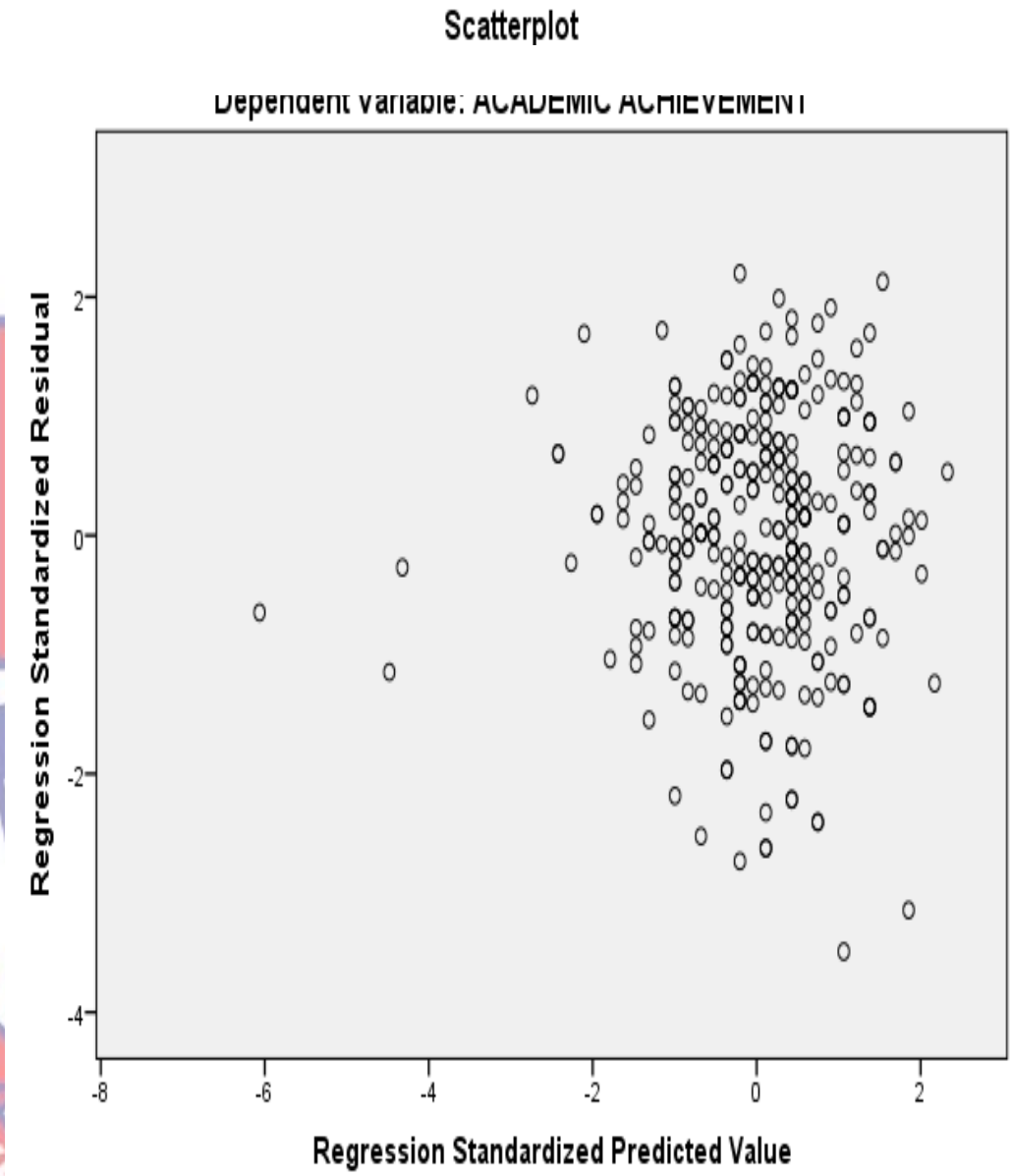

Figure 4: Scatter Plot

The data satisfied the requirements of homogeneity of variance and linearity, and the residuals were approximately normally distributed, according to a scatterplot of standardised projected values vs standardised residuals. The expected variables' mean and standard deviation are shown in Table 9 (factors affecting female students' performance).

Table 9: Descriptive Results of the Independent Variables (Factors influencing female students' performance)

No	Factors	Mean	Std. Deviation	N
1	Equipment Availability	19.079	2.0197	312
2	Institutional Policies	17.657	2.2495	312
3	Students' attitudes	17.648	1.6602	312
4	Motivation	17.125	2.4842	312
5	Sport skills	15.070	2.7500	312

Source: Field Data, (2021) n=312

The descriptive analysis revealed that the predictors/independent variables (motivation, institutional policies, students' attitudes, sports talents, and equipment availability) had different mean scores. Table 9 (mean=19.079, SD=2.0197, n=312) had the greatest mean and standard deviation (mean=19.079, SD=2.0197, n=312). The mean and standard deviation for Institutional Policies were (mean=17.657, SD=2.2495, n=312) and (mean=17.657, SD=2.2495, n=312). Student attitudes had the third highest average and standard deviation (mean=17.648, SD=1.6602, n=312). Motivation had the fourth highest mean and standard deviation (mean=17.125, SD=2.4842, n=312) and the fourth highest mean and standard deviation (mean=17.125, SD=2.4842, n=312) and the fourth highest mean and standard deviation (mean=17.125, SD=2.4842, n=312). The penultimate variable (sport talents) had the lowest mean and standard deviation (mean=15.0703, SD=42.75000, n=312).

The results of a multiple linear regression analysis between independent variables (motivation, institutional policies, students' attitudes, sports skills, and equipment availability) and dependent variables (students' performance) are shown in Table 9.

Table 10: Multiple Linear Regression Analysis between the predictors and female performance

Variables	Unstandardized Coefficients		Standardize Coefficients	t-value	p-value
	B	Std. Error	(β)		
(Constant)	57.40	3.50		16.381	.000*
Equipment Availability	1.221	.210	.345	5.824	.000*
Institutional Policies	1.067	.248	.279	4.305	.000*
Students' attitudes	.733	.171	.187	4.293	.000*
Motivation	.708	.195	.186	3.630	.000*
Sport skills	.627	.213	.123	2.431	000*
Multiple R value	.994[a]		F value		8.328
R Square value	.250		P value		.004*
Adjusted R Square	.220		Durbin-Watson		1.701

Predictors: (Constant), Motivation, Institutional Policies, Students' attitudes, Sport skills, and Equipment Availability

Dependent Variable: Female Students' Performance

Source: Field Survey, (2021) *significant @ 0.05 level

According to the results of the multiple regression research, the multiple correlation coefficient is 0.994. This metric measures the degree of correlation between the predictors and female students' expected performance. This indicates a strong and positive relationship between the independent variables and student achievement.

The estimated regression model's goodness-of-fit in terms of the proportion of variation in students' academic achievement described by the fitted sample regression equation has an R2 (R-square) of.250, as shown in Table 10. Thus, the variables (motivation, institutional policies, students'

attitudes, sports skills, and equipment availability) explain and account for roughly 25% of the variation in students' academic accomplishment, and the R2 value is significant at a 5% confidence level. The Durbin-Watson statistic is 1.701, and it checks for autocorrelation in the residuals of statistical regression analysis, indicating whether or not the assumption of independent errors is reasonable. The result is close to 2, indicating that the assumption is almost met in this data. The Durbin-Watson statistic, which is 1.701, looks for autocorrelation in the residuals of statistical regression analysis to see if the assumption of independent errors is reasonable. The result is close to 2, indicating that the assumption is almost met in this data. Because the Durbin-Watson statistic is 1.701, which is between the two crucial values of 1.5 d 2.5, the researcher assumed that the multiple linear regression data had no first-order linear auto-correlation, and thus no autocorrelation in the sample.

Table 8 shows the association between student performance and each predictor using multiple linear regression coefficients (b-values) (independent variables). The constant in the regression model is 57.405, implying that even if the independent variables (performance-influencing factors) are held constant or zero, female students' performance will remain at 57.405.

The equipment availability multiple linear regression coefficients are (=.345, t=5.824, sig. 000, n=312), which show the effect that equipment availability as one of the factors that has impact on female students' performance while holding other independent variables constant. Because the t-value is 5.824, the relative influence of openness as an equipment availability on performance is substantial at the 5% confidence level. As a result, one of the elements impacting female students' performance is

equipment availability, which makes a vital and important contribution to the students' performance.

The outcomes were similar in terms of institutional policies, but they differed in size. The institutional policies' multiple linear regression coefficients are (=.279, t=4.305, sig. 000, n=312), which show the effect of institutional policies on female students' performance while maintaining other independent variables constant. Because the t-value is 4.305, the relative influence of Institutional Policies as one of the determinants on students' performance is also significant at a 5% confidence level. As a result, Institutional Policies can be regarded to provide a valuable and considerable impact to students' performance.

The multiple linear regression coefficients of students' attitudes are (=.187, t=4.293, sig. 000, n=312), indicating the effect of students' attitudes on students' performance when all other independent variables are held constant. Because the t-value is 4.293, the relative influence of students' attitudes on their performance is also significant at the 5% confidence level. As a result, it is possible to conclude that students' attitudes have a significant impact on female students' performance.

The multiple linear regression coefficient (=.186, t=3.630, sig. 000) suggests that motivation has an impact on female students' performance without taking into account the other independent variables. Because the t-value is 3.630, the relative effect of motivation on student performance is likewise significant at the 5% confidence level. As a result, it's possible to conclude that motivation plays a significant role in female students' academic success.

Finally, the multiple linear regression coefficient for Sport skills is (=.123, t=2.431, sig. 000, n=312), indicating that Sport skills had an effect on students' performance when all other independent factors are held constant. Because the t-value is 2.431, the relative influence of sports skills on student performance is significant at the 5% confidence level. As a consequence of the findings, it appears that sports talent plays a substantial role in the performance of female College of Education teams in the Ashanti-Brong/Ahafo games.

Based on the magnitude of the t-statistic, it may be stated that equipment availability, institutional policies, and students' attitudes have a far greater impact or effect on students' performance than motivation and sport skills. The results suggest that equipment availability, institutional policies, and students' attitudes have a greater influence on the performance of female Colleges of education teams in Ashanti-Brong/Ahafo Colleges of education games.

Discussion of Results

Factor 1: Lack of Sports Skill Foundation

The results from the study revealed that skill foundation influences the performance of female Colleges of education teams in ASHBA games revealed that most female students have the belief that lack of Sports Skill Foundation influence performance of female Colleges of education teams in ASHBA games. For example, irregular class attendance, some never played any sports in their secondary school, practical physical education lessons were not part of their courses during their secondary education, Physical Education as a subject was not taught during their secondary education.

The results confirm that study of Flieshman (2015) who outlines proficiency abilities as, "physical fitness, strength (static, dynamic, explosive trunk), flexibility, coordination, equilibrium, and stamina". (p.538). He further identified that "one should be aware that everybody possesses all the above abilities identified, however, we do not possess them at equal or similar levels". As a result, if a person lacks the required levels of some abilities to do a specific sport, he or she will fail and will not be capable of performing that activity. Similarly, Flieshman (2015) discovered that finding a sport that fits one's individual abilities is necessary. Wesson et al. (2015) argue that just because a person lacks the skills required to succeed in one activity does not rule out the possibility of success in a second activity needing somewhat different skills. This assumes that two people with differing levels of genetically determined ability will not achieve identical levels of physical activity performance.

Factor 2: Availability of Facilities

On this factor, the study found out that most female students believe that availability of facilities influences the performance of female Colleges of Education teams in ASHBA games. For example, due to a lack of facilities, some games are not played during their inter-hall contests. In addition, the absence of sports facilities at Colleges discourages females from engaging in sports or traveling to other schools or stadiums for their inter-hall competitions.

The availability or lack of facilities and equipment, as well as their accessibility, quality, pricing, structure, and policy, could not have a significant impact on recreational participation, according to Trost, Kerr,

Ward, and Patr (2001). Equipment and facilities in recreational centers are vital, according to Butler (2015), since they contribute to physical development, inspire creative involvement, and provide opportunities for other activities.

Factor 3: Availability of Equipment

The study revealed that the availability of equipment influences the performance of Female Colleges of Education teams in ASHBA Games. For example, not enough equipment for training during preparation for ASHBA games, training for ASHBA games is not effective due to lack of equipment, there are at times my team uses improvised equipment to train for ASHBA games, instead of the real equipment, etc.

To back up this claim, the issue of facilities has been identified as one of the issues that sports personalities face. The reason for this is that the current facilities are antiquated and in need of repair. For teaching, practicing, and competition, the sporting world has progressed to the point where sophisticated facilities and equipment are required. It's pathetic to say that the Kaladan park where Abedi Pele, one of Ghana's greatest heroes, once played, the Sekondi Gyendu Park, and the Tema Stadium can't boast of any good playing fields, the former Youth and Sports Minister said, referring to the country's lack of sports facilities and equipment (Osei, 2011). The boxing clubs in Bukom and James Town have produced boxing legends, but they have nothing to show for it.' Physical Education and sports programmes, of course, require adequate facilities and equipment to achieve their goals.

Factor 4: Attitude of Students

The study further revealed that attitude of students influences the performance of female Colleges of education teams in ASHBA Games found that performance of Female Colleges of Education teams in ASHBA Games is largely dependent on their attitude towards games. For example, college community holds a stereotype about girls who play sports. They think such girls are not serious in their academic pursuit, nature of the college time table does not allow all students to participate in sporting activities, peers in the college see those who play sports as odd and therefore this discourages many ladies from playing sports, etc.

The findings support the hypothesis that male athletes' attitudes may cause female athletes to withdraw from the competition. Girls are denied space in schools to exercise or learn new skills, which may deter females from participating in sports in the future. Guys dominate space at school playgrounds and sporting arenas, according to the Australian Bureau of Statistics (2001), and commonly tell females that they are not allowed to play since it is just for boys. They also have a monopoly on athletic equipment unless additional precautions are made to prevent this. In PE classes, males tend to keep the ball to themselves, causing girls to lack talent and fade into the background, especially in team games.

More evidence supports the idea that there is a link between the amount of overlearning and the time a skill is retained in muscle memory (Barrow, 2015). While some ladies succeed in sports and physical activity, others encounter barriers to involvement, including a lack of opportunity to engage and develop their talents, according to the Canadian Association for

the Advancement of Women in Sports (2014). Athletes' physical ability are underestimated, and female athletes are mocked (Berger, 2015).

Several studies (Wamukoya, 2015; Muindi, 2015) have been conducted at various levels of the educational system to examine teacher-trainee attitudes about engagement in physical activities and sports, with mixed results. According to Hildebrand and Johnson, college students who take a PE class and become proficient in the activity are more likely to continue participating throughout their lives (2001). Students have good attitudes toward participation in physical activities and sports, according to Koca, Asci, and Demirhan (2015), since they want to be successful or spend their time in PE classes without the pressure of academic performance. Positive attitudes encourage children to participate in physical activities that benefit their development not only physically but also emotionally, socially, and mentally, whereas negative views stifle such growth (Shamshoum, 2013).

Factor 5: Motivation Influence

On this factor, the study found that motivation influence the performance of female Colleges of education teams in ASHBA games. For example, many more women would have engaged in college sports if there were scholarships available to those who played for college teams, and females would have participated in college sports if their parents encouraged them. The benefit of being fit and healthy from playing sports is enough incentive to encourage ladies to play for their college teams, one always has a backlog of academic work to cover after returning from sporting competitions, etc.

The findings back up other research that claims that a lack of interest in collegiate sports among girls can be traced back to prior motivational experiences. As a result, physical education in elementary and secondary schools is clearly important for young females' future development (Asteri, 2016). According to studies undertaken by Wray (2012) and Perry (2013), many black schools in South Africa have insufficient, if any, physical education facilities, and Physical Education teachers are extremely limited in elementary schools, resulting in almost non-existent Physical Education sessions (2007). "School teachers are assigned remote controls," according to Wray (2012), who provide a ball, "sit by a tree," or stay in the staff room throughout the session, and then the teacher blows his whistle and the youngsters return to their classes, having learned nothing meaningful.

According to Asabia (2012), image quality decreases as the distance between the user's home and the facility increases, and it improves for those who reside close to the facility. She used Frank Ofori, a national tennis player in Ghana, as an example, citing his father's proximity to the tennis court at Kaneshie Sports Complex as a factor in his success. Burrow and Bammel (2018) discovered that where you live has a big impact on the kinds of opportunities you can get. The closeness of services and facilities may influence young people's participation in physical activity.

It is reiterated that most females may be hesitant to leave their Halls to visit recreational centers, particularly if they are located far away. Females may be more interested in sports if there are amenities around. People are drawn to and encouraged to use a well-designed physical facility, according to a study done by the NSW Department of Sports and Recreation (2013). People

might be encouraged or discouraged from engaging in sports depending on how facilities are administered and the mindset they foster.

Factor 6: Institutional Policy on Admission

On the institutional policy on admission of students, it was found that institutional policy on admission of students with sports background influences the performance of female Colleges of Education teams in ASHBA Games. However, most of the students were not favoured by the institutional policy on admission.

The data backup Raj's (2017) allegation that, despite having identical or greater skills than their male counterparts, In the workplace, most women face discrimination in the form of lower grade placement, underpayment for equal effort, and shorter hiring/employment periods. Women in underdeveloped nations are underrepresented or excluded in labour issues due to a lack of female role models and employment opportunities (Raj, 2017). According to Wray (2012), limited career prospects for women have an impact on female occupational objectives and expectations, resulting in a lack of female role models and, as a result, female school attendance (Wray, 2012).

Factors that best predict the performance of female Colleges of education teams

Lastly, the study found that equipment availability, institutional policies, and students' attitudes highly predict female Colleges of education team performance. These findings clearly lend ample evidence to the work of Onifade (2003) who detected that the achievement of any planned PE and sports programme is largely dependent on equipment availability, institutional policies, and students' attitudes.

According to Armstrong, et al. (2015), the amount of sports engagement by female students is influenced by equipment availability, institutional policies, and students' perspectives. Participating in various physical activities and sports improves one's quality of life by improving cardiovascular and respiratory function, increasing work performance, increasing feelings of well-being, reducing stress, anxiety, and depression lowering body fat index, improving heart rates, and regulating sugar levels.

According to Rothberger (2014), women are concerned and specific about the type of clothing they put on when engaging in any physical activity and sports. The type of equipment available, institutional policies, and students' attitudes can all influence their confidence in participating in physical activities and sports.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

This chapter highlights the findings of the study, as well as the conclusions, recommendations, and research proposals for the future. As a result, the focus of the chapter is on the study's policy implications. The recommendations are based on the study's main findings and conclusions.

Summary of the Study

The study's goal was to explore the perceived factors on performance of teams among female colleges of education in Ashanti region, of Ghana, during ASHBA Games. Specifically, the study sought to explore how does lack of Sports Skill Foundation influence the performance of female Colleges of education teams in ASHBA Game, find out how the availability of facilities influence the performance of Female Colleges of Education teams in ASHBA Games, explore how does the availability of equipment influence the performance of Female Colleges of Education teams in ASHBA Games, measure how does attitude of students influence the performance of Female Colleges of Education teams in ASHBA Games, assess how does motivation influence the performance of female Colleges of education teams in ASHBA Games and finally institutional policy on admission of students with sports background influence the performance of female Colleges of Education teams in ASHBA Games.

The study was anchored and nested into the quantitative method using the descriptive survey design to achieve this goal. Purposive sampling was employed to choose the respondents for the study, resulting in a total of 312 participants. A total of 120 athletes (Filed and Track Events) responded, including eighteen (18) Cross Country athletes, fifty-four (54) soccer players, thirty-six (36) volley ball players, thirty-six (36) netball players, thirty-six (36) hand ball players, and twelve (12) table tennis players. A self-made questionnaire was used to collect the information. Before the data was collected, ethical concerns were considered. The collected data was examined using descriptive statistics (means and standard deviations). The analysis' findings were analyzed and discussed.

Key Findings

The following findings were established.

1. Data for research question one revealed that most female students have the believe that lack of Sports Skill Foundation influence performance of female Colleges of education teams in ASHBA games. For example, irregular class attendance, some never played any sports in their secondary school, practical physical education lessons were not part of their courses during their secondary education, Physical Education as a subject was not taught during their secondary education.
2. Data for research question two showed out that most female students believed that the availability of facilities influences the performance of female Colleges of Education teams in ASHBA games. For example, some games are not played during their inter-

hall competition due to lack of facilities at the Colleges dampen the interest of females from participating in sports, going to other schools or stadium for their inter-hall competitions.

3. Data for question three revealed that the availability of equipment influences the performance of Female Colleges of Education teams in ASHBA Games. For example, no enough equipment for training during preparation for ASHBA games, training for ASHBA games is not effective due to lack of equipment, there are at times my team uses improvised equipment to train for ASHBA games, instead of the real equipment etc.
4. With respect to research question four, data found that performance of Female Colleges of Education teams in ASHBA Games is largely dependent on their attitude towards games. For example, college community holds a stereotype about girls who play sports. They think such girls are not serious in their academic pursuit, nature of the college timetable does not allow all students to participate in sporting activities, peers in the college see those who play sports as odd and therefore this discourages many ladies from playing sports, etc.
5. The answer to research question five is that motivation influences the performance of female Colleges of education teams in ASHBA games. For example, many more women would have engaged in college sports if there were scholarships available to those who played for college teams, and females would have participated in college sports if their parents encouraged them to do so. The

benefit of being fit and healthy as a result of participating in sports is enough to urge women to play for their college teams; yet, after returning from sporting events and other activities, one always has a backlog of academic work to catch up on.

6. Data for research question six found that institutional policy on admission of students with sports background influence the performance of female Colleges of education teams in ASHBA Games. However, most of the students were not favoured by the institutional policy on admission.
7. Data for research question seven found that equipment availability, institutional policies, and students' attitudes highly predict female Colleges of education team performance.

Conclusions

The following conclusions are drawn from the study's findings:

1. Students with sports skill foundation from the secondary schools exhibit good performance in ASHBA Games.
2. Sports facilities enable Female Colleges of Education teams in ASHBA Games to perform well.
3. It was concluded that equipment influences the performance of Female Colleges of Education teams in ASHBA Games
4. It is again concluded that students` attitude influenced their performance in ASHBA Games
5. Students with sports skill foundation from the secondary schools exhibit good performance in ASHBA Games.

6. Sports facilities enable Female Colleges of Education teams in ASHBA Games to perform well.
7. It was concluded that equipment influences the performance of Female Colleges of Education teams in ASHBA Games
8. It is again concluded that students` attitude influenced their performance in ASHBA Games

Recommendations

Based on the study's findings and conclusions, and taking into account its limitations, it is suggested that:

1. It is recommended practical physical education lessons at the second cycle institutions will be taught so as to help acquire the fundamental sports skills.
2. The authorities of the Colleges of Education, Government, and other stakeholders in Education should provide facilities for the Female Colleges of Education.
3. The administrators in the female colleges of education should make equipment available for the students' preparation and participation in ASHBA games.
4. It is recommended practical physical education lessons at the second cycle institutions will be taught so as to help acquire the fundamental sports skills.
5. The authorities of the Colleges of Education, Government, and other stakeholders in Education should provide facilities for the Female Colleges of Education.

6. The administrators in the female colleges of education should make equipment available for the students' preparation and participation in ASHBA games.

Suggestions for Further Research

The following suggestions are made for further studies:

1. More research into the impact of the Physical Education curriculum programme on college students' attitudes and perceptions needs to be conducted.
2. To expand the literature, further studies can explore the impact of gender segregation in sports and how it influences sports participation in Ghanaian Colleges of Education.
3. Furthermore, other studies can explore the involvement patterns of female students towards sports among the departments in the various Colleges of Education in Ghana.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION

QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent

The study explores factors influencing the performance of female Colleges of Education teams in Ashanti-Brong/Ahafo College of Education Games. Your input will make up-to-date conclusions about **factors influencing performance of female Colleges of Education teams in the Ashanti-Brong/Ahafo College of Education (ASHBA) Games**. As a result, it would be greatly appreciated if you could respond honestly to all of the questions on the form. All information you enter will be saved confidentially as anonymous. Nothing about your name or school will ever be published or publicized in connection with your responses to the survey questions. As a result, do not indicate your identity on any part of the instrument. Whether or not you engage in this study is entirely up to you. The questions on this survey instrument have been thoroughly examined and deemed ethical for educational research by experts from the University of Cape Coast. By providing responses to items in the various sections of this questionnaire, you hereby consent to actively engage in this study. Thank you very much.

SECTION A

DEMOGRAPHIC CHARACTERISTICS

Instructions: Please tick (√) where appropriate to the statements provided.

1. **What is your age-group?**

   a) 20 years and below [ ]

   b) 21-25 years [ ]

   c) 26-30 years [ ]

   d) Above 31 years [ ]

2. **Which College of Education are you?**

   a) St. Louis [ ]

   b) St. Monica's [ ]

   c) A.P.C.E [ ]

3. **Which sporting discipline(s) to you participate in the college? (Tick as many as you participate)**

   a) Track and field [ ]

   b) Cross country [ ]

   c) Table tennis [ ]

   d) Volleyball [ ]

   e) Soccer [ ]

   f) Handball [ ]

   g) Hockey [ ]

   h) Basketball [ ]

SECTION B

SPORTS SKILLS FOUNDATION

Please Tick **[√] the option against the statement that is most appropriate to you.** ***Strongly Agreed is represented by 'SA', Agreed = 'A', Neutral = 'N', Disagree = 'D' and Strongly Disagree = 'SD'***

SN	Sports Skills Foundation	*SA*	*A*	*N*	*D*	*SD*
4	I never played any sports in my secondary school.					
5	Physical Education as a subject was not taught during my secondary education.					
6	Practical physical Education lessons were not part of my courses during my secondary education.					
7	I was a member of the school sports team when I was in secondary school.					
8	I was not taught any practical sports skills in basic school.					
9	There were no physical Education periods on my S.H.S. time table.					
10	My physical education class attendance was not regular.					

SECTION C

FACILITIES

Please Tick **[√] the option against the statement that is most appropriate to you.** ***Strongly Agreed is represented by 'SA', Agreed = 'A', Neutral = 'N', Disagree = 'D' and Strongly Disagree = 'SD'***

SN	Availability of Facilities	*SA*	*A*	*N*	*D*	*SD*
11	The Colleges of Education have playgrounds for sports participation					
12	The facilities are accessible.					
13	The non-availability of sports facilities at the Colleges discourages females from participating in sports					
14	Female trainees get the chance to utilize the facilities only during official class period.					
15	The facilities at the Colleges of Education is closer to students making it easy for athletes to participate in sports.					
16	During sports competition we always find it difficult to train due to inadequate facilities					
17	There are some games we do not do during our inter-hall due to lack of facilities					
18	We normally go to other schools or stadium for our inter-hall competitions.					

Indicate YES or NO to Questions 23 – 30 as to whether your Institution has the following Facilities or not

		YES	***NO***
19	Soccer pitch		
20	Basketball court		
21	Hockey pitch		
22	Volleyball court		
23	Tennis court		
24	Netball court		
25	Athletics oval		
26	Table Tennis Board		

SECTION D

EQUIPMENT

Please Tick **[√] the option against the statement that is most appropriate to you.** ***Strongly Agreed is represented by 'SA', Agreed = 'A', Neutral = 'N', Disagree = 'D' and Strongly Disagree = 'SD'***

SN	*Equipment*	*SA*	*A*	*N*	*D*	*SD*
27	There is not enough equipment for training during preparation for ASHBA games					
28	Training for ASHBA games is not effective due to lack of equipment.					
29	Sport equipment is expensive so the college is not able to purchase enough for teams to train with.					
20	There are times my team uses improvised equipment to train for ASHBA games, instead of the real equipment					
21	My college has many sports equipment to go round during preparation for ASHBA games.					
22	There is more than five students to a ball during ASHBA games preparation in my college.					
23	My college sometimes borrow equipment from various places during preparation for ASHBA games.					
24	I have my personal sports equipment for training during preparation for ASHBA games					
25	There are some events/game my college does not take part during ASHBA games due to lack of equipment.					

SECTION E

ATTITUDINAL FACTORS

Please Tick **[√] the option against the statement that is most appropriate to you.** ***Strongly Agreed is represented by 'SA', Agreed = 'A', Neutral = 'N', Disagree = 'D' and Strongly Disagree = 'SD'***

SN	*Attitudinal factors*	*SA*	*A*	*N*	*D*	*SD*
26	The non-performance of academic work does not allow me to participate in sports					
27	Tutors in on Colleges of education hold a stereotype about sports performance of ladies					
28	My peers in the college see those who play sports as odd and therefore this discourages many ladies from playing sports.					
29	Attire worn when playing sports exposes too much of the individual's body part and discourages ladies in the Colleges from playing sports.					
30	Playing of sports does not contribute anything positive to students of Colleges of Education.					
31	The risk of injury is a major reason why ladies in the college of education do not play sports.					
32	Sports performance in the college is an extracurricular activity which does not deserve any special attention in the college calendar					
33	Participation in sports promotes many religious values like character building, hard work, and perseverance.					
34	Ladies who plays sports are promiscuous					

SECTION F

MOTIVATIONAL FACTORS

Please Tick **[√] the option against the statement that is most appropriate to you.** ***Strongly Agreed is represented by 'SA', Agreed = 'A', Neutral = 'N', Disagree = 'D' and Strongly Disagree = 'SD'***

SN	Motivational Factors	SA	A	N	D	SD
35	A lot of ladies would have played sports if there were scholarships for those who played sports for the college teams.					
36	Females would have participated in Colleges of education sports if they have had encouragement from their parents.					
37	The benefit of being fit and healthy from playing sports is enough incentive to encourage ladies to play for their college teams.					
38	Females would have participated in sports at the college if they were given incentives such as special diet.					
39	The money paid to female students as incentive is one reason why I play sports.					
40	One always has a backlog of academic work to cover after returning from sporting competitions.					

41	Females are paid money as incentives for playing sports in my Colleges					
42	Few prizes are available for distribution during Inter-hall sports competitions.					
43	Organizers do not provide adequate incentives for students who participate in sports.					
44	Students who get injured playing sports for the Colleges are taking care of by the college					
45	There is generally low motivation for females to participate in sporting competitions.					
46	The introduction of academic credit for playing sports for the Colleges will get more ladies to play for the college teams.					
47	The college organizes End of year party for all sports ladies who go for ASHBA games.					
48	The college does not recognize any special way ladies who play sports for the Colleges.					
49	Students who get injured playing sports for the college are made to take care of themselves					

SECTION G

ADMISSION POLICY

Please Tick **[√] the option against the statement that is most appropriate to you.** ***Strongly Agreed is represented by 'SA', Agreed = 'A', Neutral = 'N', Disagree = 'D' and Strongly Disagree = 'SD'***

SN	Admission Policy	SA	A	N	D	SD
50	There are no special admission protocols for sports ladies seeking admission into the Colleges.					
51	The college has special admission protocols for sports ladies who want admission to my college.					
52	I was given a special admission because I was a sports lady.					
53	Some ladies are given special admission to the college because they play sports.					
54	The college did not know I play sports until I was admitted					

APPENDIX B

RELIABILITY OF THE INSTRUMENTS BASED ON SECTIONS

QUESTIONNAIRES

EFFECTS OF LACK OF SPORTS SKILLS FOUNDATION HAS ON SPORTS PERFORMANCE

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.605	0.834	13

FACILITIES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.685	0.885	11

ITEMS ON EQUIPMENT

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.691	0.765	09

ATTITUDINAL FACTORS

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.705	0.725	15

MOTIVATIONAL FACTORS

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded[a]	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.602	0.692	13

ADMISSION POLICY

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded[a]	0	.0
	Total	10	100.0

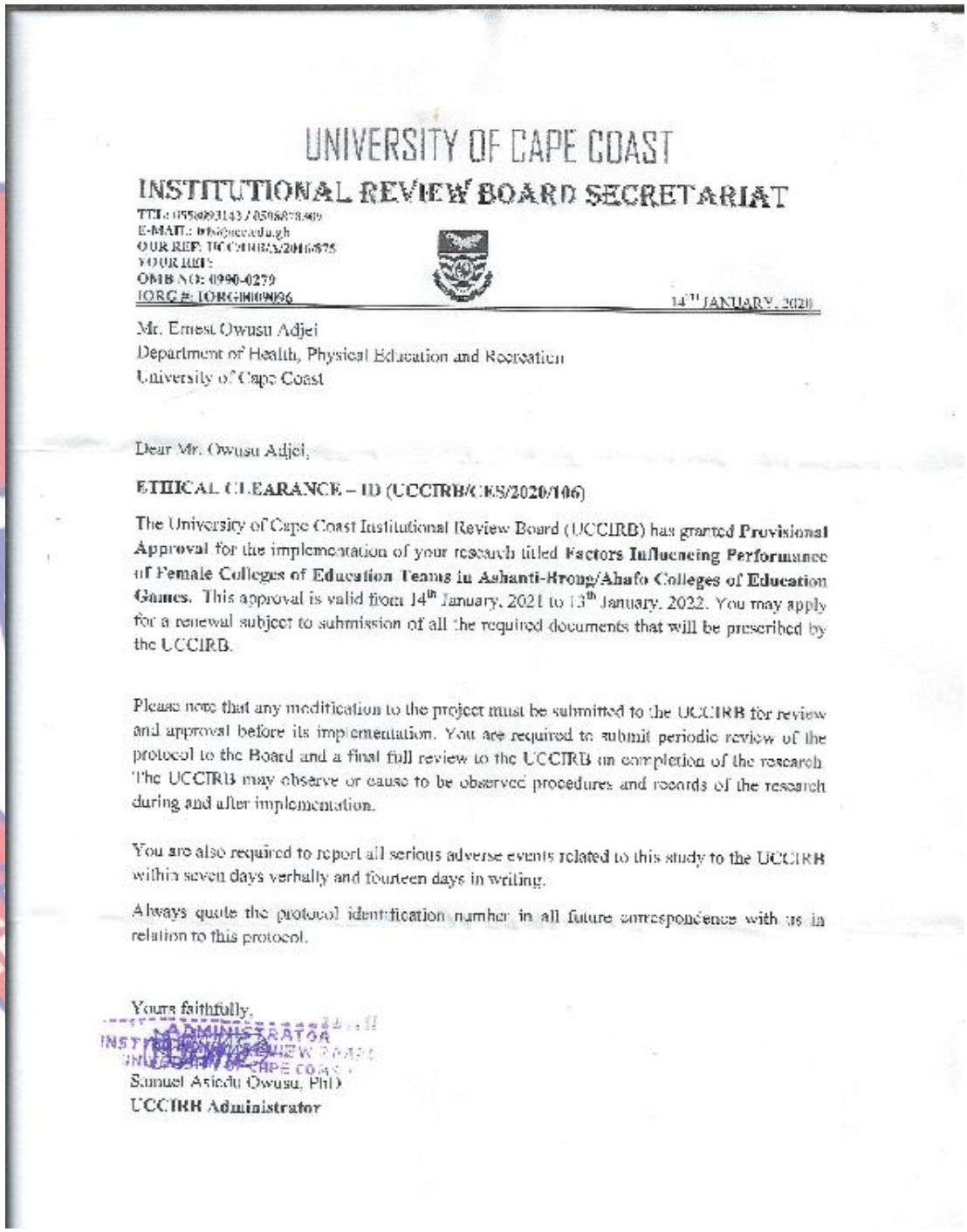
a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
0.611	0.712	04

APPENDIX C

ETHICAL CLEARANCE



UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508678469
E-MAIL: irb@ucc.edu.gh
OUR REF: UCCIRB/CES/2020/106
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

14TH JANUARY, 2020

Mr. Ernest Owusu Adjei
Department of Health, Physical Education and Recreation
University of Cape Coast

Dear Mr. Owusu Adjei,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/106)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research titled **Factors Influencing Performance of Female Colleges of Education Teams in Ashanti-Brong/Ahafo Colleges of Education Games.** This approval is valid from 14th January, 2021 to 13th January, 2022. 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,

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

Samuel Asiedu Owusu, PhD
UCCIRB Administrator