



Programme and Book of Abstracts for the 8th International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER.SD) Africa Regional Conference 2024



Date: 11th - 13th September 2024
Venue: International Languages and Culture Centre, Kenyatta University - Main Campus

Theme: Enhancing Professional Practice and Sustainable Development in Physical Education and Sport-related Fields through Education, Research, Innovation, and Outreach

Partners



ICHPER-SD AFRICA EXECUTIVE



Prof. E. O. MORAKINYO
President International Council for Health,
Physical Education, Recreation,
Sports and Dance (ICHPER. SD) Africa Region



Prof. DELE OLADIPO
Secretary
ICHPER. SD Africa Region



Prof. Mercy A. C. ONWUAMA
Treasurer
ICHPER. SD Africa Region



Prof. EMMANUEL OSEI SARPONG
University of Education, Winneba,
Ghana
West Africa Coordinator



Dr. COMFORT J. MOKGOTHU
Coordinator Southern Africa Department
Of Sport Science, University of
Botswana

Local organizing committee members



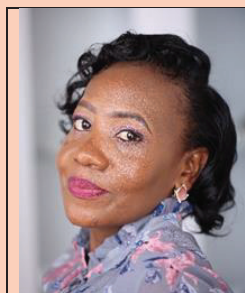
Prof. Waceke Wanjohi, Ph.D., FRSB, FKNAS
Ag. Vice-Chancellor, Kenyatta University and
Host of the Conference



Prof. Prof. Caroline Lang'at Thoruwa
Deputy Vice Chancellor, Research, Innovation and Outreach
Kenyatta University and LOC Advisor



Prof. Bonaventure Michael Okello Agina
Chairperson of the Local Organising Committee for
8th International Council for Health, Physical
Education, Recreation, Sports and Dance Africa
(ICHPER.SD) Regional Conference 2024 and
Executive Dean, School of Health Sciences









Dr. Juliah W. Githang'a
Co-Chairperson of the Local Organising
Committee for 8th ICHPER.SD Regional
Conference 2024 and Chairperson, Department of
Physical Education, Exercise and Sports Science



Dr. Francis Mundia Mwangi,
Chairperson, Scientific & Linkages
Committee



Dr. Jane Wanjiku Kamau
Chairperson, Resource Mobilisation
Committee

		
<p>Dr. Florence Gitau Member, 8th ICHPER.SD Regional Conference 2024 Local Organizing Committee</p>	<p>Dr. Lucy Kathuri-Ogola, Chairperson, Hospitality & Transport Committee</p>	<p>Mr. Gad Ndirangu Member, 8th ICHPER.SD Regional Conference 2024 Local Organizing Committee</p>
		
<p>Mr. Mutai Kibet Chairperson, Marketing, Publicity & Website Sub-committee</p>	<p>Prof. Elijah Gitonga Rintaugu, LOC Member</p>	<p>Dr. Richard Ndambiri Chairperson, Finance Committee</p>
		
<p>Dr. Lucy-Joy Wachira, Member, 8th ICHPER.SD Regional Conference 2024 Local Organizing Committee</p>	<p>Ms. Joan Otieno Member, 8th ICHPER.SD Regional Conference 2024 Local Organizing Committee</p>	<p>Dr. Hellen Muthomi Member, 8th ICHPER.SD Regional Conference 2024 Local Organizing Committee</p>
		
<p>Mr. Gabriel M. Mwandikwa Chairperson, Secretariat Committee</p>		

LOC Subcommittees

SUBCOMMITTEE	Name	Designation
Scientific & Linkages Sub-Committee	Dr. Francis Mundia	Chairperson
	Dr. Florence Gitau	Co-chair
	Prof. Elijah Gitonga	Member
	Dr. Luka Waiganjo	Member
	Dr. Mary Mwihaki	Member
	Dr. Benson Gathoni	Member
	Dr. Joy Wachira	Member
	Ms. Mary Mutua	Member
	Mr. Simon Gathua	Member
	Ms. Emily Cheruiyot	Member
	Mr. Lamech Bogonko	Member
	Mr. Nicholas Mwangi	Member
Resource Mobilization Sub-Committee	Dr. Jane Kamau	Chairperson
	Dr. Jane Mwangi	Member
	Dr. Charles Mucheke	Member
	Mr. Kevin Kipchumba	Member
	Mr. Evanson Kairu	Member
Marketing, Publicity and Website Sub-Committee	Mr. Kibet Mutai	Chairperson
	Mr. Gad Ndirangu	Co-chair
	Dr. Hellen Muthomi	Member
	Mr. Stanley Kagunda	Member
	Mr. Mickey Olutende	Member
	Mr. Moses Mumbo	Member
	Mr. Michael Omoro	Member
	Ms. Caroline Mwangi	Member
Mr. Paul Kabura	Member	
Finance Sub-Committee	Dr. Richard Ndambiri	Chairperson
	Ms. Mary Ngava	Co-chair
	Dr. Edwin Boit	Member
	Dr. Titus Kahiga	Member
	Mr. Ishmail Kirui	Member
	Mr. Paul Thairu	Member
Hospitality, Transport and Security Sub-Committee	Dr. Lucy Ogolla	Chairperson
	Dr. David Muigai	Co-chair
	Dr. Priscillah Gitonga	Member
	Mr. Elvis Okoth	Member
	Mr. Aggrey Kataka	Member
	Ms. Ellyjoy Nyagah	Member
	Mr. Naftali Mwangi	Member
	Mr. Hebron Adoli	Member
Secretariat Sub-Committee	Mr. Gabriel Mwandikwa	Chairperson
	Ms. Emmah Bundi	Member
	Ms. Joan Otieno	Co-chair
	Ms. Nancy Yvonne	Member
	Mr. Munuhe Muhoro	Member
	Mr. Robert Kamau	Member
	Mr. Johnson Mugo	Member
	Ms. Jane Gachungei	Member
Ms. Rose Munene	Member	

PREFACE

Kenyatta University (KU) is proud to host the 8th International Council for Health, Physical Education, Recreation and Dance (ICHPER.SD) Africa Region Conference, scheduled for September 11th – 13th, 2024. This event serves as a dynamic platform fostering scholarly interaction and growth, aligning perfectly with KU's commitment to excellence in teaching, research, innovation, and community service. The conference is organized by the Local Organizing Committee in collaboration with the Department of Physical Education, Exercise and Sports Science within the School of Health Sciences, along with various university stakeholders and the ICHPER.SD Executive. The planning and execution of this conference have been greatly supported by notable partners, including the Japan Society for Promotion of Science (JSPS), UNESCO, and GIZ, whose contributions have been instrumental.

Held under the overarching theme, *“Enhancing Professional Practice and Sustainable Development in Physical Education & Sport-related Fields through Education, Research, Innovation and Outreach,”* this conference will feature approximately 100 presentations across ten subthemes, showcasing the diversity of thought with contributors from around the globe. Participants from all ICHPER.SD regions and continents will engage in meaningful impactful dialogues. Recognizing the essential role that sports and physical exercise play in promoting health, wellness and economic development, the conference aims to disseminate knowledge and facilitate the exchange of experiences related to physical education, sports, and human performance. The conference will adopt a blended mode to leverage on online capabilities especially due to the circumstances precipitated by the global COVID-19 pandemic.

The hosting of the 8th ICHPER.SD Africa Region Conference 2024 signifies KU's regional leadership in the fields of Physical Education and Sports and highlights the university's unwavering commitment to its educational mandate. We anticipate that this conference will serve as a vital gathering for researchers, practitioners, policymakers, and industry stakeholders to share insights and best practices in physical activity, sports science, and recreation. Throughout the three days, attendees can expect interdisciplinary approaches, practical experiences, and collaborative research outcomes, alongside rich discussions on future directions that bolster sustainable development across diverse populations in Africa and beyond.

We wish all participants an enriching and memorable experience at the 8th ICHPER.SD Africa Regional Conference 2024.

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MESSAGE FROM THE CHIEF GUEST



The 8th International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER-SD) Africa Regional Conference 2024, hosted by Kenyatta University in partnership with the International Council for Health, Physical Education, Recreation, Sports, and Dance (ICHPER-SD), represents a unique opportunity to shape the future of health, physical education, and sports in Africa. This conference is a dynamic platform for advancing these fields both across our continent and globally.

Physical education, sports, recreation, and dance play a vital role in fostering holistic development impacting individuals physically, intellectually, emotionally and socially. These disciplines are essential for promoting health and well-being, enhancing social cohesion, and driving sustainable development. The discussions held and collaborations established during this conference are crucial for exploring innovative approaches and sharing best practices for addressing emerging issues in sports related fields.

This event is of great significance for Kenya and Africa as a whole. It brings together a vibrant community of researchers, practitioners, policymakers, and industry stakeholders to exchange ideas and chart the future of sports and physical education in our region. I challenge all participants to explore experiences, best practices, and innovative ideas that can propel Africa to the forefront of international sports, not only in athletics but across multiple disciplines.

Let us seize this opportunity to learn from one another; forge new partnerships; and work collaboratively to advance the sports allied fields. Together, we can make a significant impact on the health and well-being of diverse global populations, driving both professional practice and sustainable development forward.

Her Excellency Pastor Dr. Dorcas Rigathi, EGH
Spouse of the Deputy President of the Republic of Kenya

MESSAGE FROM THE VICE-CHANCELLOR - KENYATTA UNIVERSITY



As we convene for the 8th International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER-SD) Africa Regional Conference 2024, I am reminded of the tremendous potential this event holds for advancing our shared goals in physical education, exercise, recreation and sports science. This conference is not merely a meeting of minds, but a powerful catalyst for innovation, collaboration and sustainable development in these disciplines. At Kenyatta University, we are proud to host this prestigious event, which brings together educators, researchers, practitioners, and policymakers from across the globe. The theme of this year's conference— “Enhancing Professional Practice and Sustainable

Development in Physical Education and Sport-related Fields through Education, Research, Innovation and Outreach”—reflects our collective commitment to addressing the challenges and opportunities of our time. This conference provides a unique platform for forging new partnerships, sharing cutting-edge research and exploring innovative practices that will shape the future of health, physical education, recreation and sports. Through such collaborative efforts, we can elevate our professional standards, contribute to the well-being of our communities, and drive progress toward a more sustainable and equitable world.

As you participate in the sessions, discussions and networking opportunities over the coming days, I encourage you to think boldly and creatively. Let us work together to ensure that the insights and connections made here will lead to lasting impact in sports related fields and beyond.

Welcome to the ICHPER-SD Africa Regional Conference 2024, and thank you for your dedication to advancing this agenda of health and disciplines allied to sports.

Prof. Waceke Wanjohi, Ph.D., FRSB, FKNAS

Ag. Vice Chancellor, Kenyatta University

MESSAGE FROM THE DETUTY VICE-CHANCELLOR RESEARCH, INNOVATION, AND OUTREACH (RIO)



Welcome to the 8th International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER-SD) Africa Regional Conference 2024, where we have met to persistently strive to shape, for the better, the future of health, physical education, recreation, sports science and dance.

The 8th ICHPER-SD Africa Regional Conference 2024 represents a significant milestone for Kenyatta University. This conference not only celebrates our collective commitment to advancing these fields of study but also provides a platform for forging strategic collaborations and partnerships that will shape the future of health and sports disciplines.

As we welcome delegates from around the world, this event provides us with unparalleled opportunities to build networks that extend beyond our borders, enhancing our research capabilities and academic visibility on the global stage. The insights, discussions and innovations that will emerge from this conference are vital in driving forward our mission of global academic excellence.

Let us use this platform to explore pioneering research, embrace transformative innovations, and create lasting partnerships that will contribute to the well-being of communities worldwide. Together, we can harness the collective wisdom and innovative spirit present at this conference to make meaningful contributions to individuals and the society at large.

Prof. Caroline Lang'at Thoruwa

Ag. Deputy Vice-Chancellor, Research, Innovation and Outreach, Kenyatta University

MESSEGE FROM THE ICHPER-SD AFRICA PRESIDENT



It gives me great pleasure to welcome my dear colleagues to the 8th Congress being hosted by the Kenyatta University, Nairobi, Kenya.

The International Council for Health, Physical Education, Recreation, Sport, and Dance (ICHPER·SD) was an outgrowth of an idea first conceived in 1950 by the Board of Directors of the American Association for Health, Physical Education, and Recreation (AAHPER). Under visionary leadership of Dr. Dorothy Ainsworth, Smith College, and Dr. Carl Troester, Jr., Executive Secretary of AAHPER, ICHPER was founded in Rome, Italy, in 1958, by teaching professionals and representatives from 16 countries from the fields of health, physical education, recreation, sport, and dance from 16 countries. The Council now boasts a membership in 8 Regions including -- Africa, Asia, Europe, Latin America, Middle East, North America, Caribbean, and Oceania.

For those of us who have been following the activities of the Association in Africa Region, will quite agree with me that our congresses have always been insightful and intellectually stimulating. The present Congress holding from September 10 to 14 promises to be more stimulating and intellectually challenging thereby making it the best so far.

I sincerely appreciate all the participants, who in spite of the harsh world economic situation still find it expedient to be participating in this congress. I want to especially acknowledge our Lead Paper Presenter Prof. Nancy Williams from Penn State University, USA who will be speaking on: Energy Deficiency in Sports Performance and Athletes' Health: What's New?

I also appreciate all invited speakers who have agreed to be part of this program. Our sincere thanks go to the Vice Chancellor and other members of the management team for accepting the invitation to host this congress. I acknowledge and warmly thank the Local Organizing Committee members for devoting their time and energy to make this congress a reality. They have put in place:

- 1) Inspiring keynote speeches
- 2) Symposium
- 3) Scientific conference presentations by international and local researchers
- 4) Cultural exhibition of Kenya - and
- 5) Opportunities to network

I wish all attendees a happy stay in the beautiful city of Nairobi and I hope you will find time to explore the city of Nairobi. Once again, thank you for coming to this congress; we look forward to meeting you next time.

Hakuna Matata!

Prof. Ebenezer O. Morakinyo
President
[ICHPER.SD](http://www.ichper.sd) Africa Region

MESSEGE FROM THE CHAIRMAN OF LOCAL ORGANIZING COMMITTEE



It is with great excitement that I welcome you to the 8th International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER-SD) Africa Regional Conference 2024. This event marks a significant momentous, not only for Kenyatta University but also for the broader community of health and sports science in Africa.

This conference provides a unique platform for the convergence of ideas, where the disciplines of health sciences, physical education, recreation, sports and dance intersect to explore the latest research, share best practices, and discuss the future of our fields. As we delve into topics ranging from injury prevention and rehabilitation to performance enhancement and athlete well-being, we are reminded of the critical role that physical activity plays in promoting health across all levels of society.

This conference offers the opportunity to push the boundaries of knowledge and practice in sports science and health education. The discussions and collaborations initiated here will help shape the future of our disciplines, ensuring that they continue to evolve to meet the needs of our communities.

I encourage all participants to engage fully, share their insights, and take this opportunity to forge new partnerships that will drive innovation in our fields. Together, we can make significant strides in enhancing the health and well-being of individuals through the power of physical education and sports related disciplines.

Welcome to the ICHPER-SD Africa Regional Conference 2024. Let's make this a transformative experience for all.

Prof. Bonaventure Michael Okello Agina

Chairperson, 8th International Council for Health, Physical Education, Recreation, Sports and Dance Africa Regional Congress and Executive Dean, School of Health Sciences, Kenyatta University

MESSAGE FROM THE CHAIRPERSON, DEPARTMENT OF PHYSICAL EDUCATION, EXERCISE AND SPORTS SCIENCE



The 8th International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER-SD) Africa Regional Conference 2024 has brought together an esteemed community of researchers, practitioners, policymakers, and industry stakeholders, who are passionate about the transformative power of physical activity and related fields in Africa and beyond. Under the theme “Enhancing Professional Practice and Sustainable Development in Physical Education and Sport-Related Fields through Education, Research, Innovation and Outreach,” this conference will foster a vibrant space for knowledge exchange, critical thinking, and collaborative exploration.

Kenyatta University, through the department of Physical Education, Exercise and Sports Science with its long-standing commitment to excellence in teaching, research, and community service, is proud to host this important event as one practical way of staying true to this commitment. A diverse range of research, innovations and best practices being explored across the spectrum of Health and Sports related disciplines will be featured in the **Book of Abstracts**.

The key areas covered in the conference include: sports education, pedagogy, and training methods; the impact of physical activity on health promotion and athletic performance; the role of sports in achieving sustainable development; the influence of technology in physical activity; the potential of gamification and experiential learning to enhance engagement; talent management and strategies for elite performance; the connections between exercise, mental health, and psychosocial well-being; ethical considerations in sports; the role of state agents in promoting and regulating Health, Physical Education, Recreation and Dance; the importance of inclusive practices for individuals with disabilities; and the emerging applications of artificial intelligence in these fields.

Within the pages of the Book of Abstracts, you will find summaries of high-quality research papers, impactful presentations, and thought-provoking posters from the conference participants. These abstracts represent the culmination of dedicated researchers' efforts; and contribute to the advancement of knowledge and practice within our areas of specialization.

Let the 8th ICHPER-SD Conference experience be a starting point for further collaboration, research and impactful action in our ever-evolving health and sports related fields.

Dr. Juliah Githang'a, Chairperson, Department of Physical Education, Exercise and Sports Science, Kenyatta University

GUEST LEAD PAPER PRESENTER AND KEYNOTE SPEAKERS PROFILES

GUEST LEAD PAPER PRESENTER



Professor Bidemi Bilkis LAFIAJI-OKUNEYE

Title: Professional Health Practices and Mental Health for Sustainable Development

BIDEMI BILKIS LAFIAJI-OKUNEYE was born in Surulere, Lagos and is an indigene of Lagos state from the Lafiaji and Iginla Dynasties. She attended St. Paul Anglican Primary School, Ishaga, Isolo, Gbeleyi Primary School, Ishaga, Isolo and Metropolitan College, Isolo for her post-primary education. Her tertiary education started with a Diploma in Physical and Health Education at the prestigious Lagos State University. She obtained her first degree in the same university in 1995 where she graduated with a second-class upper division. She came top of her class and that earned her Graduate Assistantship position in the Department of Physical and Health Education. She is indeed the first product of the Department to be retained as a Lecturer. Her Master Degree Certificate in Health Education was obtained from the University of Lagos while her Ph.D Degree was from the University of Ibadan in 2005.

Her Teaching career started in 1997 at the Lagos State University, Ojo. She rose through the ranks to the position of Professor in the Health Education Unit of the Department. She has served the University in various capacities amongst which are the Ag. Dean of Student Affairs, Hall Warden, LASU Female Hostel, Sub-Dean, Faculty of Education, Chairman of various committees, Subject Coordinator, Sandwich Degree Programme, Class Advisor, University Honorary Badminton Coach, Examination Officer, Staff Secretary of the Department, Branch Treasurer, Academic Staff Union of Universities (ASUU), Member of Staff School Management Committee, Assistant Director, LASU Directorate of Advancement and Editor-in-Chief, Educational Perspectives (Official Journal of the Faculty of Education, Lagos State University) . She was Provost of the erstwhile Adeniran Ogunsanya College of Education, Oto/Ijanikin.

Professor Bidemi Bilkis LAFIAJI-OKUNEYE was an international handball player and had represented Nigeria in so many championships and competitions outside the shores of the country including Sweden, Denmark, France and Norway. She was the number one goalkeeper of the defunct Jegede Babes. Outside the University, she was the 2nd Vice President Cycling Commissaires' Association of Nigeria, the Chairman, Parents Teachers Association of Command Day Secondary School, Ojo, National President, Command Secondary Schools, Nigeria and an Ambassador for Girl Child Education, The Seraphine Outreach (Youth and Women Initiative).

She is a member of many Professional bodies like International Council of Health, Physical Education, Recreation, Sports and Dance (ICPHER S.D); Nigeria Association of Physical, Health Education, Recreation, Sports and Dance (NAPHER-SD); National Association Sports Science and Medicine (NASSM) and Nigeria School Health Association (NSHA). She has co-authored books, contributed chapters in books, and published in over fifty journals both locally and internationally. She had presented papers at different fora as Keynote Speaker and Lead Paper Presenter. She has also been External Assessor for promotion exercises and External Examiner for Ph.D viva voce in different universities among which is the University of Ibadan.

Her selfless service to humanity had earned her many awards of excellence from organisations, groups and stakeholders in the education industry where she had carved a niche for herself. At the Adeniran Ogunsanya College of Education where she was the Provost she had through her unique leadership style achieved so much in terms of infrastructure, friendly and peaceful atmosphere where every staff/student does his/her job with radiance, joy and happiness due to good welfare packages that ensures higher productivity.

She is currently the Vice Chancellor of the Lagos State University of Education, Oto/Ijanikin with a Campus @ Noforija, Epe. Through her commitment, dedication and unique leadership style, she played a crucial role in the transmutation of Adeniran Ogunsanya College of Education to Lagos University of Education. She equally put the needed framework in place to facilitate the approval of 66 programmes by the National Universities Commission (NUC) culminating into the admission of the pioneer set of undergraduates.

She is happily married to Professor Rafiu OlaOluwa Okuneye and they are blessed with children.

KEY NOTE SPEAKERS



Prof. Xiaojie Tian

Associate Professor

Institute of Sport and Health Sciences, University of Tsukuba, Japan

Xiaojie TIAN is an Associate Professor in the Institute of Sport and Health Sciences, University of Tsukuba, Japan. She has taught Olympic and Paralympic History and Movement in Africa at the TIAS (Tsukuba International Academy for Sport Studies) program in University of Tsukuba as an Assistant Professor until 2020. Currently, she is an Associate Professor at the Joint Master's program in International Development and Peace through Sport (IDS) in the same university, teaching Multicultural Coexistence since 2023. She is also teaching Sport Culture in National Institute of Fitness and Sports in KANOYA, and Basics of International

Development in Gakushuin Women's College as part-time lecturer.

Her research career includes serving as a Research Fellow (PD) at the Japan Society for the Promotion of Science (JSPS) from 2021 to 2022 and working as a Special Appointed Assistant Professor at Kyoto University since 2018. She has worked as a PI and has managed five competitive JSPS research grants and the 2020 Inamori Research Grants. Her work also involves collaboration with researchers in East Africa towards a better understanding of children and youth development and sport culture in East Africa. She has organized several international symposiums and workshops, including notable events such as International Symposium on "Partnership in Sports and Development for Tomorrow" in Kenyatta University in 2020. and the Internal Research Collaboration Colloquium "Expanding Research Collaboration on Sport, Physical Activities, and Bio-psycho-social wellbeing in East Africa" in Kyambogo Univesrity in Uganda, 2023.

Additionally, she has contributed as a guest editor for the journal of Technique and Culture, and co-edited the special issue "Waza on the Move: the ineffable art of learning." She was invited as a keynote lecturer in the Sport Anthropology Area during The 72nd Conference of the Japan Society of Physical Education, Health and Sport Sciences in 2022, and was invited as a guest to talk on Cultural Heritage and Diversity at the TAFISA Mission 2030 Workshop in 2023.

Xiaojie Tian holds a Ph.D. in Area Studies. She is an anthropologist with more than 10 years of research experience on pastoralist Maasai children and youth's socialization and development in Kenya. Currently, she is also expending her work on the physical activity and health of youth and children across cultures in countries in East Africa, through close collaborations with African researchers from different academic disciplines. Some of her recent publications include: Tian, X., Y. Yanohara, F.M. Mwangi, & N. Sado. 2022. Jumping is not just about height: Biosocial becomings as an integrative approach in understanding contextualized jump performance in Maasai society. *PLoS ONE* 17(12): e0278547. Tian, X, Kidokoro, T., Mwangi, FM. 2021. Sociocultural Dimensions of Children's Physical Activity in Contemporary Pastoralist Maasai Society. *International Journal of Environmental Research and Public Health*, 18 (16), 8337. doi: 10.3390/ijerph18168337. Tian, X. 2019. The Role of Social Norms and Interactions in the Process of Learning-by-Doing: From the Ethnography of Daily Work, Play, and School Participation of Children in Contemporary Pastoralist Maasai Society in Southern Kenya. *African Study Monographs*, 40(2-3): 77-92.



Prof. Peter Wisiuba Bukhala

Department of Health Promotion and Sport Science

School of Public Health and Biomedical Sciences (MMUST)

Prof. Bukhala is the African representative to the **International Federation of Adapted Physical Activity (IFAPA)** and was a member of the **International Paralympic Committee - Sports Science Committee**: 2010-2014 representing the African region. He was also a Eunice Kennedy Shriver Fellow and a member of the Global steering committee for the development of the Special Olympics International Strategic Plan: 2010-2015. He was the host for the 2017 American College of Sports Medicine (ACSM) International Team Physician Course that was held at Masinde Muliro University of Science and Technology (MMUST), Kenya from 15-18th

October 2017. Prof. Bukhala teaches disability sports and has supervised and mentored students in sports science at Masters and PhD levels.

Prof. Bukhala is currently the director Privately Sponsored Students Programme and Associate Professor in the Department of Health Promotion and Sports Science (MMUST). In this capacity he has attracted substantial grants to MMUST and developed networks between the community and the University. He is also a visiting Professor at Katholiek University - Leuven, Belgium. Locally, he is a member of the County Government of Kakamega Sports Committee where he chairs the Youth Empowerment Fund. He is also Chair to the Ikolomani Constituency Sports Committee. His current research interest is in the development of programmes targeting community awareness and response to the Covid-19 pandemic. Prof. Bukhala has published over 30 refereed research articles and book chapters in the area of sports. He is widely travelled and has attended many national and International conferences.



Dr. Nancy I. Williams

Professor of Kinesiology and Physiology.

Head of Department of Kinesiology, Penn State University, USA.

Dr. Williams is currently Professor and Head of the Department of Kinesiology at Penn State University. She earned her doctorate in anatomy and physiology from Boston University in 1992 and then completed postdoctoral work in reproductive sciences at the University of Pittsburgh. She is a Fellow of the American College of Sports Medicine and of the National Academy of Kinesiology.

The focus of Dr. Williams' research is to improve our understanding of the physiological mechanisms underlying the modulation of reproductive function via alterations in energy balance resulting from changes in diet and or physical activity. The clinical applications of this work relate to fertility and menstrual function, musculoskeletal health, exercise performance, the Female and Male Athlete Triad, and other women's health issues. Dr. Williams has published over

125 peer reviewed papers in these areas with a particular focus on randomized controlled trials in exercising women. Dr. Williams is the 2023 recipient of the Pauline Schmitt Russell Distinguished Research Career Award from the College of Health and Human Development, Penn State University.

Dr. Williams co-directs the Women's Health and Exercise Laboratory in the Department of Kinesiology. She has served as the President of the Female and Male Athlete Triad Coalition <https://femaleandmaleathletriad.org/>, an international 501c3 organization of physicians, researchers and practitioners who work to promote education and translate the latest research on the Athlete Triad in exercising women and men. She is also a Past President of the American Kinesiology Association <http://americankinesiology.org/> and served as the Director of the American Kinesiology Association Leadership Institute. Dr. Williams is the 2024 recipient of the Jerry R. Thomas Distinguished Leadership Award from the American Kinesiology Association.

GUEST SPEAKERS PROFILES

GUEST SPEAKERS



Prof. Mwangi Peter Wanderi (Ph.D.)

Principal Corporate Services & Communication/ Director Linkages, Partnerships and Collaborations

Overseer, Mount Kenya University's United Nations Academic Impact (UNAI) SDG 10

Prof. Mwangi Peter Wanderi is an Associate Professor at Mount Kenya University. Within the last 33 years, he has developed his university-based career which has involved teaching, supervision, research and community engagement. **He has implemented diverse externally-funded research projects and youth employability intervention programmes, capacity-building projects in various education-related fields, both in mainstream physical education as well as in sports entrepreneurship and youth empowerment.** He has supervised a total of 56 students in Physical Education and related disciplines at postgraduate level including

PhD and Master levels. He has also published widely. He served as the Acting Vice-Chancellor at Mount Kenya University between November 2019 and April 2020. He is currently coordinating a number of local and international, inter-disciplinary and multi-institutional projects at Mount Kenya University. He is also the Overseer of the Graduate Enterprise Academy which is a graduates and youth self-employment creation forum at Mount Kenya University. Some of his most outstanding grant projects that he has won so far are the Students Training for Entrepreneurial Promotion (STEP), the Erasmus + sponsored African Higher Education Leadership in Advancing Inclusive Innovation for Development (AHEAD) and the DAAD Collaboration of Entrepreneurial Universities (CEPU) and the DAAD sponsored African Center for career Enhancement and Skills Support (ACCESS). He was a key player in the establishment of the Chandaria Business Innovation and Incubation Center at the Kenyatta University where he served prior to joining Mount Kenya University. Currently, he is serving as the Principal in charge of Corporate Services and also as the Director In-charge of Partnerships / Linkages at Mount Kenya University. He is also the Overseer, Mount Kenya University's United Nations Academic Impact (UNAI) SDG 10 - Reduced Inequalities

Hub <https://www.un.org/en/academic-impact/unai-sdg-hub-10-reduced-inequalities>



Hunter Paris

Assistant Professor of Sports Medicine

Pepperdine University

hunter.paris@pepperdine.edu

Hunter Paris taught for two years as a secondary school teacher in Uganda, East Africa before completing a master's degree in exercise science at Colorado State University, USA. He then obtained a PhD in human performance from Indiana University. Paris is now an Associate Professor at Pepperdine University in Malibu, California. He works in the Exercise Physiology Laboratory alongside an exceptional group of undergraduate researchers, primarily investigating the interaction of high altitude and exercise on athletic performance and risk factors for chronic disease.

Research interests include; Metabolic responses to exercise and the environment; adjustments in resting metabolic rate and metabolic health following exercise, weight loss, dietary interventions; repercussions of living and training at high altitude; physiological responses to simulated high altitude; fatigue etiology and quantification; Investigating novel methods of high altitude exposure for performance and health, and techniques to recover from peripheral fatigue following strenuous exercise; Tested dietary interventions for exercise performance by manipulating macronutrient intake with resultant measures on pulmonary parameters, circulating metabolites, and performance outcomes. Generate research

process: inception of research ideas, grant writing and funding search, data collection, analysis and interpretation of findings; Received certification and training in CITI human research studies, DEXA use, indirect calorimetry, and phlebotomy instruction. Worked on variety of research projects regarding: pharmaceutical and nutraceutical interventions addressing oxidative stress as well as hypoxic exposure and exercise modality and environmental effects on short term high intensity sprint interval training; Studied exercise and nutritional interventions aimed at lessening the risk of obesity and improving metabolic health. Investigated the impact of combined diet and exercise on post-weight loss recidivism and the drive towards weight regain. Familiarization with techniques including measurement of energy expenditure, resting metabolism, and macronutrient oxidation rates and assays for circulating appetite hormones.



Dr. Martin Sisa Yauma

CEO; Africa Institute of Sports Studies, Technology and Entrepreneurship

He is a Sports Scientist Currently having attained a Doctor of Philosophy in Sports Science at Kenyatta University. Has master's degree in Sports Medicine from the United States Sports Academy (Alabama). Martin is currently working with athletes in Kenya, educating them on Anti-Doping and giving them alternative acceptable ways of competing clean including but not limited to Injury prevention and rehabilitation. **He's also a renowned researcher on doping issues in Kenya.** Martin previous worked as county director of sports in Manderu County and as a high performance trainer for the National Rugby teams both Sevens and Fifteen's in 2015 where both teams exemplary excelled in

performance. He has been a sports medicine lecturer in 4 universities, Kenyatta University, Masinde Muliro University, Laikipia University and Mt Kenya University.

Martin's responsibility lists a range of requirements that include managerial skills, vision for the future, health and fitness advocacy and maintaining practical professional engagement and impact creation to the sports professionals. Having been in the sports industry for the last 15 years, Martin prides himself on the skills acquired in management and administration, as well as organizational, dedication, and a positive attitude.



Professor Danladi I. Musa

**Department of Human kinetics and health Education,
Kogi State University, Nigeria.**

Danladi Ibrahim Musa earned his Ph.D. from Obafemi Awolowo University (OAU), Nigeria; Master's and Bachelor degrees from the Ahmadu Bello University (ABU), Nigeria. Professor Musa has taught for about 40 years and published over 80 scientific and research articles, thirteen co-authored books, eleven book chapters and conference papers that have been cited over 600 times.

He is the Co-ordinator of Human Performance Laboratory, Department of Human kinetics and health Education; Kogi State University, Nigeria. He had served in various positions, including Dean, Faculty of Education; Dean, School of Postgraduate Studies; Director, Research and Innovation, and presently, Director of Quality Assurance of the University. He was also a recipient of the prestigious Commonwealth Academic Staff fellowship at University of Exeter, UK where he undertook a post-doctoral-research in 2010/2011.

He is a member of the Editorial Boards of several reputed journals. He is a Guest Editor of the Open Public Health Journal (OPHJ) and the Review Editor of the Frontiers in Physiology Journal. Professor Musa is a member of many professional associations including the International Society for the Advancement of Kinanthropometry (ISAK). His area of research interest is Physical activity and paediatric health.



AGNES MICERE NJIRU

Director, Safari Yetu Adventures Limited

Agnes Njiru is the visionary Director of Safari Yetu Adventures, a leading adventure tourism company celebrated for curating unforgettable outdoor experiences. Armed with a degree in Recreation and Sports Management, Agnes has distinguished herself as an exceptional outdoor facilitator and a formidable leader in the adventure tourism industry.

Agnes Njiru's journey in the realm of recreation and adventure is driven by a profound passion for the outdoors and a steadfast commitment to promoting active and healthy lifestyles. Her academic training has endowed her with a thorough understanding of Sports Management, Recreation Planning, and the Principles of Experiential Learning, forming the bedrock of her

professional expertise.

At Safari Yetu Adventures, Agnes has harnessed her extensive knowledge to craft innovative adventure programs that appeal to a wide range of enthusiasts, from adrenaline junkies to nature lovers. Under her leadership, Safari Yetu Adventures has flourished into a trusted brand, renowned for its meticulously planned safaris, eco-conscious practices, and unwavering dedication to customer satisfaction. Her ability to create immersive and educational outdoor experiences has redefined industry standards.

Beyond her pivotal role at Safari Yetu Adventures, Agnes Njiru is a sought-after speaker on Gaming and Experiential Learning during the 8th Africa Regional Congress held in Kenyatta University. Her profound insights into the synergy between adventure activities and educational outcomes have made her a distinguished guest at industry conferences and seminars. Agnes captivates audiences with her compelling storytelling, practical wisdom, and infectious enthusiasm for the great outdoors.

Agnes Njiru's career is a testament to innovation, leadership, and an authentic love for nature. She continues to inspire others to explore the great outdoors and embrace the transformative power of adventure. Whether guiding a group through the wilderness or addressing a room full of professionals, Agnes is dedicated to fostering a deeper connection between people and nature through Adventure and Experiential Learning.



Associate Professor Constance A.N. Nsibambi,

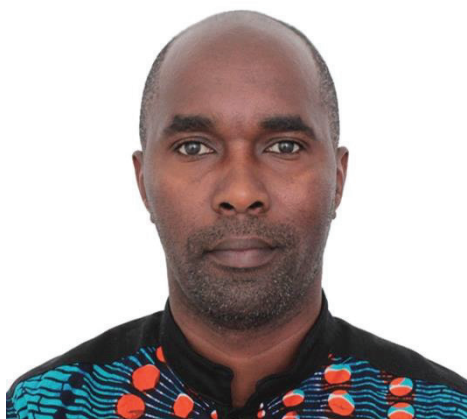
Department of Sportscience, Kyambogo University, Uganda.

Constance Nsibambi is a distinguished professor within the Department of Sportscience at Kyambogo University in Uganda. She earned her doctoral degree in Exercise Science from Kenyatta University in Kenya in the year 2010. With an extensive career spanning over 25 years, she has imparted knowledge to numerous students and guided the research of approximately 20 graduate scholars. Her scholarly works have been widely disseminated in the realm of physical activity, fitness, and health.

Nsibambi's presentation focus on **mental health and physical activity: planning and implementation in times of change.**

One of the primary factors impeding optimal bodily function is the contemporary sedentary lifestyle. According to the World Health Organization, a sedentary lifestyle is considered a significant public health hazard in today's society and has been associated with various health risks, including mental and emotional disorders. Regrettably, in 2018, the World Economic Forum projected that mental disorders will represent more than half of the economic burden of diseases in the next two decades. One potential approach to addressing this burden is by advocating for health-promoting physical activities. Physical activity has been demonstrated to possess therapeutic properties that can help alleviate and stabilize a wide range of mental and emotional imbalances. This discourse will shed light on the deteriorating mental health conditions, with a specific focus on low and middle-income countries. Detailed examination will be given to the social,

economic, cultural, and political factors that contribute to this public health crisis. Additionally, recommendations for engaging in suitable physical activities to enhance mental and emotional well-being will be provided.



DR. JEFF M. MAILU MBChB, FCSOrtho(ECSA), FCSPeadsOrtho, CPS(K), CPA, MA, Sports Fellow SICOT

Consultant Orthopaedic Sports Surgeon

President, Sports Medicine Society of Kenya

Clinical Lead, Sports Medicine Centre - The Nairobi Hospital

Dr. Mailu is the current president of SMSK and one of its founder team members. He serves as the lead clinician at Kenya's premier Sports Medicine Institute located at the Nairobi Hospital. He is Chief Medical Officer at Judo Kenya and Kenya Aquatics. He serves as Team Physician for Kenya Rugby, National Olympic Committee Kenya, Football Kenya Federation among others.

He founder and lead clinician at the Gertrude's Hospital. Prior to serving at the capital, Dr Mailu was part of the pioneer sports Med team at AIC Cure Hospital Kijabe and was Head of Innovation and Research and a program director for the orthopedic residency program

He is a graduate of University of Nairobi School of Medicine, a Fellow of COSECSA, Innovation for Health at INSEAD. He undertook his Sports Medicine fellowships at Asyut University Egypt, and Alabama Orthopedic Sports Medicine among other qualifications

Dr Mailu is passionate in advocacy and policy development for player welfare, sports health and training in the same.



WYCLIFFE W. SIMIYU NJORORAI

Department of Kinesiology and Health Science,

Stephen F. Austin State University,

P. O. Box 13015, SFA Station

Nacogdoches, Texas 75962

Email: Wycliffe.Njororai@sfasu.edu

(ORCID ID: <https://orcid.org/0000-0002-3164-4269>)

NJORORAI, Wycliffe W. Simiyu is a professor and chair of the department of Kinesiology and Health Science at Stephen F. Austin State University, Nacogdoches in Texas, U.S.A. He has a Ph.D. in Physical Education and Sport from Kenyatta University, Kenya and has a research focus on association football or soccer, track and field, physical activity, recreation and leadership in sport. He has taught at universities in Kenya (Egerton and Kenyatta University), Uganda (Kyambogo), and USA (Wiley, University of Texas at Tyler, Stephen F. Austin State University). He frequently writes opinion pieces for The Conversation on various aspects of soccer and athletics in Africa.

Njororai's presentation focuses on **bridging the gap between sport science and sport practice in Africa.**

Sport science is increasingly playing a significant role in improving sporting practice around the world. Participation in training and competitions are heavily data driven. However, there is a significant gap between sport science and sport practice in Africa. This presentation identifies some of the challenges and proposes solutions to bridge the gap and improve athletic performance. Some of the challenges include limited resources channeled into African sporting programs to accommodate sport science staff and equipment. This makes it difficult for coaches to access the latest scientific knowledge and for athletes to benefit from advanced training methods. This is exacerbated by lack of a seamless knowledge transfer mechanism. Oftentimes there is a disconnect between the research produced by sport scientists and the information that is most useful to coaches in the field. Research might be too theoretical or not presented in a way that is easily digestible for coaches. Finally, there is negative perception of sports scientists based in

'ivory tower' settings. Sometimes coaches are resistant to new ideas, or they may not see the value of sport science. Conversely, sport scientists might not understand the practical constraints that coaches face. Despite these challenges, there is a need for developing sport science infrastructure in Africa. Investment is needed to establish sport science facilities and train more sport scientists. This will make crucial expertise more readily available. Secondly, it is imperative that sport scientists present their findings in a way that is relevant and applicable to coaches. Workshops and seminars can help bridge the communication gap. Additionally, sports scientists must strive to build stronger relationships with coaches and sporting federations and leadership. Collaborative research projects that address the specific needs of African athletes can be particularly fruitful. The onus is on sports scientists to develop culturally-appropriate practices. The sport science findings need to be adapted to the specific contexts and needs of African athletes. This might involve considering factors like fitness assessments and monitoring, nutrition, training facilities, training regimens, player wellbeing and cultural beliefs. By addressing these challenges, Africa can create a closer link between sport science and sport practice. This will ultimately lead to better training methods, improved performance, and a stronger showing on the world stage.



Prof. Vincent O. Onywera PhD, ISAK 2, MACSM

Professor Vincent O. Onywera is a highly experienced Associate Professor in Physical Education, Exercise, and Sports Science at KCA University, Kenya, with a strong background in teaching and research, focusing on the performance of Kenyan middle and distance runners through genetics, nutrition, and sociocultural factors. He holds a PhD in Exercise and Sports Science and has been actively involved in university leadership and management for over 16 years. Prof. Onywera has played pivotal roles in various academic projects and initiatives, such as the establishment of the IAAF Academy and acquiring substantial research grants totaling over Ksh. 600,000,000. He has been extensively engaged in international collaborations, including fundraising projects with the European Union and fostering research uptake capacity in sub-

Saharan African universities.

Vincent is dedicated to promoting healthy active living and has been involved in numerous research projects focusing on physical activity, nutrition, and childhood obesity in countries like Kenya, Mozambique, Nigeria, Canada, and others. His involvement in alliances like KENFIN-EDURA and ISCOLE demonstrates his commitment to addressing the physical activity and nutrition transition, especially among school children. Prof. Vincent Onywera's impressive academic contributions are reflected in his extensive publication record of close to 200 publications, including articles, books, and conference proceedings. His research interests and engagements span various areas such as sports, health promotion, education, and childhood obesity, showcasing his multidisciplinary expertise and international recognition in the field.

Apart from his academic pursuits, Prof. Onywera is an active member of prestigious professional bodies like IUHPE, ACSM, and ICHPER·SD Research, highlighting his commitment to advancing health and sports education. He also serves as a mentor and academic advisor to numerous undergraduate and graduate students in the Eastern African Region, demonstrating his dedication to nurturing future professionals in the field.



Shane Pill (PhD)

Professor at Flinders University, Australia

Shane Pill (PhD) is a professor in education at Flinders University, Australia. He is the current Australian representative on the International Advisory Board of the AIESEP Teaching Games for Understanding Special Interest Group (TGfU-SIG) and a Fellow of the TGfU-SIG Executive. Shane is a Fellow (2007) and Life Member (2013) of the Australian Council for Health, Physical Education and Recreation (ACHPER), recipient of the ACHPER South Australia President's Award for distinguished service to the profession (2021), and the South Australian Football League (SANFL) Coach Award for distinguished service to coaching and coach education (2013). Shane is a former Oceania Secretary of the International Council for Health, Physical Education, Recreation, Sport, and Dance (ICHPER.SD).

Shane lectures in curriculum studies, physical education and sport. His research interests include curriculum design and enactment, and pedagogy for games and sport teaching, sport coaching and curriculum leadership. Shane is the author of four books on game sense teaching and coaching. Shane was a major contributing writer to the Cricket Australia S'Cool Cricket resource, the Tennis Australia Hot Shots Tennis resource and the revised AFL Sport Education program.



Ms. Dorcas Amakobe

Name of Organization: Moving The Goal Posts

Position: Executive Director

Conference Sub theme; Sports for sustainable development

Title of My Presentation; Advancing Gender Equality in Sport; **Case Studies;** Moving The Goalposts and Equal Play Effect Africa.

Brief Bio;

Dorcas is Community development change maker with experience implementing gender inclusive programs in Africa. She is the Executive Director of Moving The Goalposts, a global award-winning Sport for development organization that has since 2002 taken a rights based approach to create safe spaces in 52 communities for advance the rights of over 60,000 adolescent girls and young women through football in Kenya's Coastal communities; Kilifi, Kwale Mombasa and Tana River. Moving The Goalposts runs programs on open grounds, school and communities' fields in many villages in the coastal region. MTG conducts enrollment and parental consent at the start of each program and then girls are assigned to groups according to their age (9 – 10 years, 11 – 13 years, and 14 – 25 years). MTG conducts twice-yearly weeklong residential leadership camps for leaders who are assigned to each program venue to oversee day-to-day running and support of program delivery.

Dorcas also serves on the Coordination team for Equal Play Effect Project; Equal Play effect Africa is a Pan-African network with a goal of accelerating progress towards gender equality. The Collective effort was launched in 2023 led by Common Goal, Moving the Goalposts Kilifi and Soccer Without Borders Uganda, and funded by the Deutsche Gesellschaft für International. Dorcas holds a BSc Degree in Environmental Studies, Community Development option and Post graduate Diploma in Governance and Natural Resource Management, Project Management. She is an African Visionary fellow, 2019 Vital Voices-Fortune 500 and US state department Leadership fellow. 2013 alumni of Feminist leadership, movement building and rights institute East Africa.

PROGRAMME SCHEDULE OVERVIEW

DAY 1: Wednesday – 11 th September, 2024			
Time	Event/s	Venue	Theme/Sub-theme
8.30am-9.30am	Onsite Registration and Issuance of Conference materials	ILCC Reception Area	Main theme
9.30-10.00am	Delegates and Guests sited /Logged in	Main Hall A	Main theme
10.00-1.00pm	Opening ceremony	Main Hall A	Main theme
	Guest Lead paper presenter	Main Hall A	Exercise, sports and mental health
	Photo session	Main Hall A ILCC	Main theme
1.00-2.00pm	Lunch break	ILCC Restaurant	Main theme
2.00-2.40pm	Keynote Address1	Main Hall A	Biopsychosocial approaches to physical activity, exercise and sport
2.40-3.45pm	JSPS Symposium (Part I)	Main Hall A	Biopsychosocial approaches to physical activity, exercise and sport
4.00-5.30pm	JSPS Symposium (Part II)	Main Hall A	Biopsychosocial exercise and approaches to physical activity, sport
5.30-7.30pm	Welcome Dinner	KUBSSC Restaurant	Main theme
DAY 2: Thursday – 12 th September, 2024			
Time	Event/s	Venue	Theme/Sub-theme
8.30-9.00am	Guest Speaker Session1	Main Hall A	Exercise, sports and mental health
9.00-9.30am	Guest Speaker Session2	Main Hall A	Sports education, pedagogy and training
9.30-10.00am	Guest Speaker Session3	Main Hall A	Physical activity for health promotion and sport performance
10.00-10.30am	Guest Speaker Session4	Main Hall A	Physical activity for health promotion and sport performance
10.30-10.50am	Health break	ILCC Restaurant	Main theme
10.50-11.30am	Keynote Address2	Main Hall A	Adapted Physical Education, Exercise and sports
11.30-1.15pm	Break Away session2	Main Hall A	Adapted Physical Education, Exercise and sports Artificial Intelligence in physical activity, exercise, sports and recreation Technology in physical activity, exercise and sport
		Hall B	Physical activity for health promotion and sport performance
		Hall C	Sports for sustainable development Talent management, transition and elite performance
1.15-2.00pm	Lunch break	ILCC Restaurant	Main theme
2.00-2.30	Guest Speaker Session5	Main Hall A	Sports for sustainable development
2.30-3.00pm	Guest Speaker Session6	Main Hall A	Gamification and experiential learning
3.00-4.45pm	Break Away sessions3	Main Hall A	Exercise, sports and mental health

		Hall B	Physical activity for health promotion and sport performance
		Hall C	Sports education, pedagogy and training
4.45-6.00pm	Team building	ILCC Grounds	Main theme
DAY 3: Friday – 13th September, 2024			
Time	Event/s	Venue	Theme/Sub-theme
8.30-9.00am	Guest Speaker Session7	Main Hall A	Ethics and integrity in exercise and sports
9.00-10.25am	Break Away sessions4	Main Hall A	Physical activity for health promotion and sport performance
		Hall B	Ethics and integrity in exercise and sports
		Hall C	Sports education, pedagogy and training
10.25-10.45am	Health break	ILCC Restaurant	Main theme
10.45-11.30pm	Keynote Address3	Main Hall A	Main theme
11.30-12.00am	Guest Speaker Session8	Main Hall A	Physical activity for health promotion and sport performance
12.00-12.30am	Guest Speaker Session9	Main Hall A	Physical activity for health promotion and sport performance
12.30-1.00pm	Guest Speaker Session10	Main Hall A	Sports education, pedagogy and training
1.00-2.00pm	Lunch break and Networking	ILCC Restaurant	Main theme
2.00-2.30pm	Students Workshop	Hall B	Wearable Technology for Performance Assessment and Monitoring
2.30-4.00pm	Closing ceremony	Main Hall A	Main theme
4.00-6.00pm	Cocktail	KUBSSC	Main theme

PROGRAMME SCHEDULE

DAY 1: Wednesday – 11 th September, 2024				
Time	Event/Activity, Venue and Theme/Sub-theme	Session Chair/ In-Charge	Rapporteur	Duration
8.30am-9.30am	Onsite Registration and Issuance of Conference materials Venue: ILCC Reception Area	Dr. Richard Ndambiri and Mr. Gabriel Mwandikwa		30min
9.30-10.00am	Delegates and Guests sited and logged in. Venue: ILCC Main Hall A Link: TBA	Dr. Lucy Kathuri-Ogola / Hospitality and Corporate Affairs		30min
10:00am – 1:00pm	<p>CONFERENCE OFFICIAL OPENING CEREMONY Venue: ILCC Main Hall A Master of Ceremony: Dr. Mildred Nawiri</p> <p>Anthems National Anthem East Africa Anthem Kenyatta University Anthem</p> <p>Opening Prayers KU Catholic Chaplain and/or KU Muslim Chaplain</p> <p>Presentation/ Entertainment Facilitator Dr. Isaiah Oyugi Coordinator, University Entertainment</p> <p>Welcoming Remarks Dr. Juliah Githang'a</p>	Dr. Julia Githang'a	Dr. Boit Kiptolo	

		Co-Chair, Local Organizing Committee and Chairman of Host Department of Physical Education, Exercise and Sports Science		
	Welcoming Remarks and Introduction of the LOC	Prof. Bonaventure Michael Okello Agina Executive Dean –School of Health Sciences (Kenyatta University) and the Chairperson of Conference Local Organising Committee		
	ICHPER-SD Executive Member	Prof. Ebenezer Olatunde Morakinyo President, ICHPERSD, Africa Region		
	Sponsors	JSPS/UNESCO Representative/s Dr. Yumi Yamane Director, Japan Society for the Promotion of Science		
	Brief Remarks and Invites the Vice-Chancellor	Prof. Caroline Thoruwa, Ph.D. Deputy Vice Chancellor—Research, Innovation and Outreach (Kenyatta University).		
	Address and Invites the Chief Guest	Ag. Prof. Waceke Wanjohi, Ph.D., FRSB, FKNAS Vice- Chancellor –Kenyatta University.		
	Keynote Speech & Opening of the Conference	Chief Guest:		
	Guest Lead paper presentation	Presenter: Prof. Bidemi Bilkis LAFIAJI-OKUNEYE Sub-theme: <i>Exercise, sports and mental health</i> Title: Professional Health Practices and Mental Health for Sustainable Development		
	Vote of thanks	Dr. Jane Kamau Chair, Resource Mobilization Committee -LOC		
	Photo Session	Mr. Machua Koinange Director, Public Relations and Communication		
1:00-2:00am		Lunch Break Venue: ILCC Restaurant	Dr. Lucy Kathuri-Ogola	60min
2:00-2:40	Keynote Address1 Venue: ILCC Main Hall A Presenter: Prof. Tian Xiaojie Subtheme: <i>Biopsychosocial approaches to physical activity, exercise and sport</i> Title: Understanding African children's total wellness with multidisciplinary approach.		Dr. Luka Waiganjo	40min

2.40-5.30pm	<p>JSPS Symposia (Part I) Venue: ILCC Main Hall A Subtheme: <i>Biopsychosocial approaches to physical activity, exercise and sport</i> Title: Health and Bio-Ecological Wellbeing of Children, Youth and Athletes in Africa: Challenges and Good Practices Set 1 Presentations titles (6):</p> <ol style="list-style-type: none"> 1. Introduction to the JSPS Symposium: Bio-Ecological Health and Wellbeing of Children, Youth and Athletes in Africa. Xiaojie Tian -University of Tsukuba, Japan. 2. Competency-based education system and sports talent development: Opportunities, Challenges and Possible solutions. Mwangi Francis Munda, Kenyatta University, Kenya. 3. Safeguarding in sports talent development talent programmes: Comparing Uganda and other African countries. Namanda Hadija, Multisport Academy, Uganda. 4. Physical Activity Programmes and Mental Health among African Communities. Constance A.N. Nsibambi, Kyambogo University, Uganda. 5. Examination of Coaches' Doping Knowledge, Motivational Climate, Confrontation Efficacy and Attitudes towards Doping of Coaches in Selected Sport in Kenya: Preliminary Findings. Elijah G. Rintaugu, Kenyatta University, Kenya. 6. Long Term Athlete Development in Japan. Yasushi Enomoto, University of Tsukuba, Japan. (Virtual) 	Prof. Tian Xiaojie	Mr. Moses Mumbo	170min
Health break				

	<p>JSPS Symposia (Part II) Venue: ILCC Main Hall A Subtheme: <i>Biopsychosocial approaches to physical activity, exercise and sport</i> Set 2 Presentations titles (8):</p> <ol style="list-style-type: none"> 7. Psychological Science Beyond Western Cultures: Lessons from Studies on Face and Body Perception in Africa and Japan. Kohske Takahashi, Ritsumeikan University, Japan. (Virtual) 8. The Level of Application of Spirit of Sports Values in Kenyan basic level Education. Yauma Martin Sisia et al. ADAK, Kenya. 9. Dispositional Goal Orientation and Perceptions of Coach Motivational Climate on Attitudes towards Doping among Kenyan Endurance Runners. Kevin K. Kipchumba, Elijah G. Rintaugu, Francis M. Mwangi and Benson Gathoni. Kenyatta University, Kenya. 10. The Sustainable Development Goals (SDGs) Perspectives on the Biopsychosocial Model in Physical Education, Physical Activity & Sports (PEPAS): The African Situation. M. Peter Wanderi, Mount Kenya University, Kenya. 11. Relationship between self-evaluative components and moderating contextual factors among university student gymnasium exercisers. Francis M Mwangi, Elijah G Rintaugu, Abel Toriola, Johnathan Rotich, Michael Wilson, Xiaojie Tian, Kohske Takahashi. Kenyatta University, Kenya. 12. Influence of Commercialization of Talents on the Quality of Competitive Sports and physical activities: A Critical Analysis. Martin Erixon Wamalwa, Kohske Takahashi, Peter Wanderi, Francis M. Mwangi, Tetsuya Kono and Xiaojie Tian. Mount Kenya University, Kenya. 13. Challenges and Opportunities in Girls and Female Youth's Sport Training and Development in Botswana. Game Mothibi. TAFISA and Women Sport Africa Network (WSAN), Botswana. (Virtual) 14. Mental health and well-being of competitive young athletes in Kenya and America. Michael Wilson. Western Oregon University, USA. (Virtual) 		
5.30-7.30pm	<p>Welcome Dinner Venue: Kenyatta University Business Service and Students Centre (KUBSSC)</p>	Dr. Lucy Kathuri-Ogola	120min
DAY 2: Thursday – 12th September, 2024			
Time	Event/s, Venue and Theme/Sub-theme		
8.30 – 9.00am	<p>Guest Speaker Session1 Venue: ILCC Main Hall Presenter: Prof. Constance A.N. Nsibambi,</p>		
	Chair of Session	Rapporteur	Duration
	Dr. Micky Oloo	Ms. Mary Mutua	30min

9.00-9.30am	<p>Subtheme: Exercise, sports and mental health</p> <p>Title: Mental health and physical activity: planning and implementation in times of change.</p> <p>Guest Speaker Session2</p> <p>Venue: ILCC Main Hall A</p> <p>Presenter: Prof. Shane Pill</p> <p>Subtheme: Sports education, pedagogy and training.</p> <p>Title: Sport Literacy: Developing the functional use of sport knowledge in physical education (Virtual).</p>							30min
9.30-10.00am	<p>Guest Speaker Session3</p> <p>Venue: ILCC Main Hall</p> <p>Presenter: Prof. Vincent O. Onywera</p> <p>Subtheme: Physical activity for health promotion and sport performance.</p> <p>Title: Talent management, transition and elite performance.</p>							30min
10.00-10.30am	<p>Guest Speaker Session4</p> <p>Venue: ILCC Main Hall</p> <p>Presenter: Dr. Jeff M. Mailu</p> <p>Subtheme: Physical activity for health promotion and sport performance.</p> <p>Title: Policy Framework for Sports Medicine and Science in Kenya on behalf of the Sports Medicine Society of Kenya.</p>							30min
10.30-10.50am	<p>Health break</p> <p>Venue: ILCC Restaurant</p>						Dr. Lucy Kathuri-Ogola	20min
10.50-11.30am	<p>Keynote Address2</p> <p>Venue: ILCC Main Hall A</p> <p>Presenter: Prof. Peter Bukhala</p> <p>Subtheme: Adapted Physical Education, Exercise and sports.</p> <p>Title: Research in Adaptive Sports: A Kenyan perspective.</p>					Dr. Collins Aribamikan and Dr. Jane Kamau	40min	
11.30. – 1.15pm	<p>Break Away session1</p> <p>Venue: Main Hall A</p> <p>Subthemes: Adapted Physical Education, Exercise and sports</p> <p><i>Artificial Intelligence in physical activity, exercise, sports and recreation</i></p> <p><i>Biopsychosocial approaches to physical activity, exercise and sport</i></p> <p>Presentations titles:</p> <p>1. Physical Activity among University Students with Visual Impairment in Ghana: Perceptions, Willingness and Challenges. Regina Akuffo Darko, Yayra Kluboito, Francis Frimpong, Rahmat Mensah, Gifty Nana Yaa Rockson, Nana Opoku Acheampong, Nana Yaa Rockson</p>					Dr. Jane Kamau and Dr. Collins Aribamikan	105min	

	<ol style="list-style-type: none"> 2. Comparative effects of selected exercises on motor fitness of Non-deaf and deaf secondary school students in Katsina State. Sule Idris 3. Students' Perception of Artificial Intelligence on learning performance of Human Kinetics Programme in the University of Benin. Ighodaro V.O. Blessing Adesuwa Sado 4. Fair play and empathy experiences of a sensitization course among Kenyan student teachers. Gabriella Hideg-Fehér & Ilona Karácsony (Virtual) 5. Biopsychosocial approaches to physical activity, exercise and sport. Ilona Karácsony & Gabriella Hideg-Fehér (Virtual) 6. Relationship between Musculoskeletal injuries and Kinesiophobia in selected Ghana Premier League Clubs Footballers. Adarkwah Enoch, Brown Kofi Eleazer Raymond Amoakoh Agbewu Emmanuella Edmund Kwarteng Baah Monday Omoniyi Moses 7. Investigating empathy skills and sportsmanship among professional dancers. Gabriella Hideg-Fehér, Zsuzsanna Pótó & Viktória Kovácsné Bobály (Virtual) 8. Achievement Goal Orientation, Beliefs about Sports Supplements and Attitudes toward Doping among High School Athletes in Kenya. Eric Derrick Kipkoech Ngetich, Elijah Gitonga Rintaugu, Florence Gitau (Virtual) 		
	<p>Venue: Hall B</p> <p>Subtheme: <i>Physical activity for health promotion and sport performance Presentations titles:</i></p> <ol style="list-style-type: none"> 1. Participation of Secondary School Female Teachers in Leisure and Recreation in Nairobi, Province Kenya. Muthoni Mwangi 2. Concussion Prevention Practices Among Adolescent Rugby Players in Public Selected Secondary Schools in Three Counties in Kenya. Elijah G. Rintaugu, John Bosco Muamba & Francis M. Mwangi 3. Evaluating Physical Education Practices in Rural and Urban Kenya: A SOFIT-Based Assessment. Stanley Kagunda Kinuthia 4. Much Ado about Something: Circadian Misalignment in Exercise Performance. A. Ngang'a & G. Theuri 5. Prevalence of Rugby injuries among the Kenya Male Elite Rugby Football Clubs. Lamech Bogonko & J. Phillips 6. Prevalence of psychological indicators of overtraining in first team and substitute players among elite male hockey and soccer players in top national leagues in Kenya. Ndambiri K Richard, Bulinda Mugalla 7. Impact of Developmental Games on Balance Abilities of Basic School Children in Cape Coast Metropolis, Central Region, Ghana. Richmond Stephen Sorkpor, Daniel Apaak Amp & Edward Wilson Ansah 	Mr. Stanley Kagunda	Mr. Samuel Kataka

		<p>8. Effectiveness of the Lebed method therapeutic intervention on physical stability among elderly individuals in Kakamega County. Oloo Micky Olutende</p> <p>Venue: Hall C</p> <p>Subthemes: <i>Sports for sustainable development</i> <i>Talent management, transition and elite performance</i> <i>Technology in physical activity, exercise and sport</i></p> <p>Presentations titles:</p> <ol style="list-style-type: none"> Coaches as Key Mentors for At-Risk Youth - The Impact of Value-Based Sports Education in Kibera. Obiero, Keith An argument for studying the potential of indigenous traditional games as a training modality for modern sports. Eberhard Munetsi Tapera, Jimoh Shehu, Mass Tapfuma & Daga Makaza Discriminant analysis of anthropometric and biomotor variables among groups of male University athletes in three sports. Oloo Micky Olutende, Benson Gathoni & Charles Mucheke Structured talent management, physical fitness, and their combined impact on Nigerian elite athlete Success. Collins Gboyega Aribamikan & Oluwasogo Ruth Ogunleye Opportunities and challenges in talent identification and development in judo among primary school children in Nairobi County, Kenya. Richard Wambua Comparative analysis of high volume training vs sports specific training on VO2peak and Lactate threshold of Kenyatta university rugby players. Elvis Onyango Okoth, Jane Kamau and Gitahi Theuri Comparison of smartphone versus gold standard force plates and motion capture systems for measurement of movement impact caused by knee pain. Irfan Nanji 	Dr. Lucy-Joy Wachira	Dr. Charles Mucheke	
1.15-2.00pm	Lunch break Venue: ILCC Restaurant		Dr. Lucy Kathuri-Ogola		45min
2.00-2.30	Guest Speaker Session5 Venue: ILCC Main Hall Presenter: Prof. Mwangi Peter Wanderi Subtheme: <i>Sports for sustainable development.</i> Title: Potency of Sports and Allied Disciplines in Promoting Achievement of Sustainable Development Goals: The Kenyan Case.		Dr. Hellen Muthomi	Mr. Nicholas Mwangi	30min

2.30-3.00pm	<p>Guest Speaker Session6 Venue: ILCC Main Hall Presenter: Ms. Agnes Micere Njiru Subtheme: <i>Gamification and experiential learning.</i> Title: Experiential Learning and Gamification.</p>				30min
3.00-4.45pm	<p>Break Away sessions3</p>	<p>Venue: Main Hall A Subtheme: <i>Exercise, sports and mental health</i> Presentations titles:</p> <ol style="list-style-type: none"> 1. Investigation of Differences in Proactive Personality Characteristics among University Soccer Team Players. Edwin Kadima Wamukoya, Micky Olutende, Maximilla N. Wanzala 2. Twelve weeks Aerobic Exercise Reduces Anxiety and Depression in HIV positive clients on Arts in Uganda. Mwebaze Nicholas 3. Community Park Design Elements Promoting Adolescent Physical Activity in South African Townships. Dipolelo R. Malema 4. Awareness and Use of Mental Training Strategies among Amateur Boxers in Kenya. Michael M. Ngaru, Jane W. Kamau & Elijah G. Rintaugu 5. Overtraining and mental health of athletes. Ndambiri K Richard, Kamau J, Bulinda Mugalla 6. Impact of Competitive University Team Sports on Athlete's Happiness Level. Purity Kagwiria Mureithi 7. Online sports betting and demographic factors' effects on student-athletes' mental health. Gathoni Ndung'u Benson, Charles Muccheke, Mickey Oloo & Kevin Kipchumba 8. Exercise, sport and mental health. Ewurabena Manko Antwi-Boasiako 	<p>Dr. Hellen Muthomi</p>	<p>Mr. Nicholas Mwangi</p>	105min
		<p>Venue: Hall B Subtheme: <i>Physical activity for health promotion and sport performance</i> Presentations titles:</p> <ol style="list-style-type: none"> 1. Empowering Communities to be Physically Active, Lessons from Jamii Mini Gym Initiative at Murang'a County Fire Services and Disaster Management Unit: Kamau Jane Wanjiku, Munuhe Muhoro & Kirimi Betty Kajuju (Virtual) 2. Physical Activity and Built Environment Correlates Among School-Going Children in Nairobi. Joyce Mwangi 3. Incidence of lumbago among computer workstation users: a review. Christabel Ong'ayo & Issah W. Kweyu 	<p>Dr. Mary Mwihaki</p>	<p>Mr. Evans Kairu</p>	

	<p>4. Effects of Aerobic Dance on Percent body fat in Stage 1 Hypertensive Individuals in Uganda. Loyce Nahwera</p> <p>5. The Role of the Church in Community Health Promotion: Lessons from ACK Canon Hesbon Parish. Kamau Jane W.</p> <p>6. Aerobic-exercise training effects on Immunological Markers in individuals on Highly Active Antiretroviral Therapy) in Uganda. Mwebaze Nicholas</p> <p>7. Pre-workout supplements use in physical and cognitive performance. Mongina Joyce</p> <p>8. Mental Health Struggles of Athletes in High-Pressure Competitive Environments in Zimbabwe. Yvonne Utaumire</p>	Dr. Charles Mucheke	Mr. Simon Gathua	
	<p>Venue: Hall C</p> <p>Subtheme: <i>Sports education, pedagogy and training</i></p> <p>Presentations titles:</p> <ol style="list-style-type: none"> Sports Teachers' Pedagogical Competences and Implementation of Physical Education in the Selected Primary Schools in Iganga District. Opio Paul & Wamukoya Kadima Edwin Establishing the influence of pedagogical knowledge on the teaching of Quality PE in lower secondary schools in Central Uganda. Mpuuja Tom Mutebi Perception of University Coaches and Athletes on the Effect of Biopsychosocial Approaches to Physical Training on Sports Performance. Mohammed Abdul Effect of a Physical Literacy Intervention on Fundamental Movement Skills in Adolescents Aged 12-14 in Kenya. Oloo Micky Olutende, Juliah Githanga Factors influencing Student Participation in Competitive Sports in Secondary Schools in Nairobi City County, Kenya. Jedidah G. Munyua, Elijah G. Rintaugu & Hanington Mukala The use of mood states in identification of overtraining in sports. Ndambiri K Richard, Mwangi J. W, Bulinda Mugalla Aggression and Frustration as Predictor of Sports Performance among Athletes of Sports Commission in Edo State. Oriakhi Akugbe Unity 	Mr. Paul Thairu	Ms. Emily Cheruiyot	75min
4.45-6.00pm	<p>Team building</p> <p>Venue: ILCC Grounds</p> <p>DAY 3: Friday – 13th September, 2024</p>			
Time	Event/s, Venue and Theme/Sub-theme	Chair of Session	Rapporteur	Duration
8.30-9.00am	<p>Guest Speaker Session7</p> <p>Venue: ILCC Main Hall</p> <p>Presenter: Dr. Martin Sisia Yauma</p> <p>Subtheme: <i>Ethics and integrity in exercise and sports.</i></p>	Dr. Festus Kiplamai	Dr. Florence Gitau	30min

9.00-10.25am	Break Away sessions4	<p>Title: Doping Knowledge, Prevalence, and Predisposing Factors among Athletes in Dominant Olympic Sports in Kenya.</p> <p>Venue: Main Hall A</p> <p>Subtheme: <i>Ethics and integrity in exercise and sports</i></p> <p>Presentations titles:</p> <ol style="list-style-type: none"> 1. Advancing Gender Equality in Sport; Case Studies; Moving The Goalposts and Equal Play Effect Africa. Ms. Dorcas Amakobe, Executive Director, Moving The Goal Posts. 2. Investigation of fair play attitude among female soccer players. Patrícia Sallai, Gabriella Hideg-Fehér (Virtual) 3. Church as a transformational tool for moral values in sports science: A Theo-pedagogical approach to social ethics. Joseph Sanchez Nadimo 4. Doping Control, Providing Whereabouts and the Importance of Privacy for Kenyan Elite Athletes. Kevin K. Kipchumba, Elijah G. Rintaugu and Francis M. Mwangi 5. A General Framework for Exploring Ethical and Legal Issues in Mountaineering. David N. Muigai 6. Collegiate Athletes Supports Personnel's Anti-Doping Behaviours, Motivations And Barriers In Anti-Doping. Janet Wanjira & Laurie Patterson 	Dr. Festus Kiplamai	Dr. Florence Gitau	85min
		<p>Venue: Hall B</p> <p>Subtheme: <i>Physical activity for health promotion and sport performance</i></p> <p>Presentations titles:</p> <ol style="list-style-type: none"> 1. Incidence of work related low back pain among secondary school teachers in Nairobi, Kenya. Waiganjo L. Gitahit. Wabuyabo I. 2. Stress and Physical Activity as a predisposing factor to uterine fibroid growth among patients attending Murtala Muhammed specialist hospital Kano, Nigeria. Hauwa Umar Usman 3. Physical Activity Status of Gyms and Outdoor Based Group Fitness Program. Nicholas Mwangi 4. Yoga Program Impact on Well-being in People with Intellectual Disabilities: A Scoping. Mohammed Elmadani (Virtual) 5. Effects of a Twelve-Week Aerobic Exercise on Functional Work Capacity in HIV Positive Clients on Antiretroviral Therapy at General Military Hospital -Bombo in Uganda. Mwebaze Nicholas 	Mr. Elvis Okoth	Mr. Paul Thairu	
		<p>Venue: Hall C</p> <p>Subtheme: <i>Sports education, pedagogy and training</i></p> <p>Presentations titles:</p> <ol style="list-style-type: none"> 1. Student-Teachers' Concerns: Predictors of Pre-Internship Results among Level 300 Physical education students-teachers of university education. Munkaila Seibu 	Dr. Joy Wachira	Mr. Evans Kairu	

	<p>2. Influence of Participation in Competitive Co-Curricular in Kenya on self-concept of secondary school students. Agnes Wanjiku Kamau, Elijah G. Rintaugu & Mugala Hannington Bulinda</p> <p>3. Effects of 6-Week Upper Limbs Strengthening Exercises On Hand Writing Speed among Human Kinetics Undergraduates in Nigeria. Olusegun Adewale AJAYI (Virtual)</p> <p>4. The status of Physical education and barriers towards the teaching of quality Physical education, a Survey of Lower Secondary Schools in Central Uganda. Mpuuja Tom Mutebi: University. Otieno Steven Obiero</p> <p>5. Peer Counseling as a Bridge to Sports Education, Pedagogy and Training in Kenyatta University. Otieno Steven Obiero</p> <p>6. Competition Experience of the Coach and Team Performance in the Kenyan National Soccer and Volleyball Leagues. Mucheke Charles et al.</p>			
10.25-10.45am	Health break Venue: ILCC Restaurant	Dr. Lucy Kathuri-Ogola		20min
10.45-11.30am	Keynote Address3 Venue: ILCC Main Hall A Presenter: Prof. Nancy I. Williams Subtheme: <i>Physical activity for health promotion and sport performance.</i> Title: Energy deficiency in sport performance and athlete health: What's new? (Virtual)	Dr. Francis Munda Mwangi	Mr. Muhoro Munthe	45min
11.30-12.00am	Guest Speaker Session8 Venue: ILCC Main Hall Presenter: Prof. Danladi I. Musa Subtheme: <i>Sports education, pedagogy and training.</i> Title: The role of sport education, pedagogy and training in enhancing professional practice and promoting sustainable development in physical education. (Virtual)	Prof. Elijah Gitonga	Mr. Paul Kamau	30min
12.00-12.30pm	Guest Speaker Session9 Venue: ILCC Main Hall Presenter: Prof. Hunter Paris Subtheme: <i>Physical activity for health promotion and sport performance.</i> Title: Biopsychosocial approaches to physical activity, exercise and sports: The role of high altitude in human performance and chronic disease.			30min
12.30-1.00pm	Guest Speaker Session10 Venue: ILCC Main Hall A Presenter: Prof. Wycliffe W. Simiyu Njororai Subtheme: <i>Sports education, pedagogy and training.</i> Title: Bridging the gap between sport science and sport practice in Africa. (Virtual)			30min

1.00-2.00pm	Lunch break Venue: ILCC Restaurant	Dr. Lucy Kathuri-Ogola	60min
2.00-2.30pm	Workshop Session for Students Venue: Hall B Presenter: Prof. Dele OLADIPO, University of Health and Allied Sciences, Ghana. Title: Wearable Technology for Performance Assessment and Monitoring.	Dr. Jane Kamau	30min
2:30pm – 4:30pm	Closing Ceremony	Dr. Julia Githang'a	90min
	Master of Ceremony: Dr. Hamisi Babusa		
	Activity		
	Anthems		
	Prayer		
	Conference Communique		
	Opening Remarks		
	Remarks & Invites the VC		
	Address and official closing of the conference		
	Vote of Thanks		
	Photo Session		
14.30 – 16.30hrs	Cocktail and Networking Venue: Kenyatta University Business Service and Students Centre (KUBSSC)	Dr. Lucy Kathuri-Ogola	120min

14TH SATURDAY 2024: Post Conference Tour (Goes with Extra Cost / Extra Payment)

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1. ADAPTED PHYSICAL EDUCATION, EXERCISE AND SPORTS

1-12 Physical Activity among University Students with Visual Impairment in Ghana Perceptions, Willingness and Challenges.

Title: PHYSICAL ACTIVITY AMONG UNIVERSITY STUDENTS WITH VISUAL IMPAIRMENT IN GHANA: PERCEPTIONS AND WILLINGNESS

Authors: Regina Akuffo Darko, *Yayra Kluboito, Francis Frimpong, Rahmat Mensah, Gifty Nana Yaa Rockson, Nana Opoku Acheampong

Correspondence: ykluboito@uew.edu.gh

Abstract

Today, society views physical inactivity as a global health concern, irrespective of one's ability or disability. The World Health Organization has reported that 36 out of 217 million individuals with limited eyesight are blind globally. Visual impairment (VI) restricts the motor abilities of an individual, which eventually affects their independence and functionality. Hence, the purpose of this study was to determine the perceptions and willingness of students with visual impairment in engaging in physical activity (PA) at University of Education, Winneba. Using purposive sampling, 102 students with VI were selected for this descriptive survey. The data was collected using a designed questionnaire and was analysed using descriptive statistics (frequencies and percentages) and multiple regression. Findings suggest that students with VIs perceived PA is for everyone (90.3%), is a way of life (79.2%), helps to improve health (88.9%), and helps in socialisation (90.3%). 61.1% disagreed that their disability hinders their PA engagement and also PA makes them vulnerable to accidents (51.4%). The participants also indicated that they have access to safe exercise areas (66.6%), receive encouragement from friends (66.6%), and family (65.3%). Finally, the results showed that participants' level of impairment, duration of impairment and the level of education at which they experienced practical PE did not significantly predict their perception ($R^2 = .040$, $p = .49$) and willingness to engage in PA ($R^2 = .005$, $p = .95$). The study concludes that University students with VI have positive perception and willingness towards PA participation. Additionally, there was no significant predictor for students' perception and willingness to engage in PA. It is recommended that concerns of safety should be addressed by family, friends, social supporters and other stakeholders by giving VIs instructions on safe mobility and navigation to encourage them to participate actively in PA.

Key words:

Visual impairment, physical activity, willingness, perception, daily activities

1-14 Comparative Effects of Selected Exercises On Motor Fitness of Non-Deaf and Deaf Secondary Schools Students in Katsina State

Title: COMPARATIVE EFFECTS OF SELECTED EXERCISES ON MOTOR FITNESS OF NON-DEAF AND DEAF SECONDARY SCHOOLS STUDENTS IN KATSINA STATE

Author:

Sule Idris - Federal College of Education, Katsina, Nigeria

234-08035891385

sule.idris@fcekatsina.edu.ng

yaaboda@gmail.com

Abstract

The study was primarily designed to compare the effects of 8 weeks of selected exercises on motor fitness of non-deaf and deaf secondary school students in Katsina State. The study become necessary because of contradictory study on the effects of exercise on motor fitness of non-deaf and deaf people. A pre-test/post-test experimental design was used in this study; the population of the study comprised all the senior secondary school students of Katsina College, Katsina and all senior secondary school students of school for the deaf, Malumfashi, Katsina State with the population of three thousand, six hundred and nine students (3609). The sample size used for the study is sixty students; 30 students from each of the two schools. Subjects were randomly selected from volunteers. One major hypothesis and four sub-hypotheses were developed. The was conducted during the evening games between 4pm and 6pm on Mondays, Wednesdays and Fridays, making it a total 3 – training session per weeks. The instrument used is a modified standardize AAHPER1985 test battery Descriptive statistics of mean X and standard Deviation (SD) was used to analyse demographic information, while independent t-test was used to test the formulated hypotheses at 0.05 level of significance. The result of the study revealed that there was significant difference between non-deaf and deaf participants in their agility after 8 weeks of exercise training ($t = 6.873$ $P < 0.05$); in their balance ($t = 2.786$ $P < 0.05$), in their power ($t = 4.723$ $P < 0.05$), and in their speed ($t = 2.885$ $P < 0.05$). The implication of this study was that, selected exercise training had significant effect on both non-deaf and deaf subject. It was therefore, recommended among others that both non-deaf and deaf students should be involved in exercise training regularly.

Key word: Deaf, Motor Fitness, and Exercises Intervention

2. ARTIFICIAL INTELLIGENCE IN PHYSICAL ACTIVITY, EXERCISE, SPORTS AND RECREATION

2-15 Student's Perception of the Influence of Artificial Intelligence on Learning Performance of Human Kinetics Programme in The University of Benin

Title: STUDENT'S PERCEPTION OF THE INFLUENCE OF ARTIFICIAL INTELLIGENCE ON LEARNING PERFORMANCE OF HUMAN KINETICS PROGRAMME IN THE UNIVERSITY OF BENIN

Authors:

IGHODARO V.O. University of Benin, Benin City, Nigeria

Tel no: 08033775742

Email: egbegreat4life@gmail.com

&

SADO Adesuwa Blessing

Tel no: 09023070772

Sadoblessing01@gmail.com

Abstract

Due to the increasing complexity of education and learning, students are expected to have mastery of several concepts. This is a sequel to the differences in learning pace that each student has in the mastery of these concepts. A need for technological advancement to enhance the learning performance of these students through AI tools has become imperative. Human Kinetics as a body of knowledge is not exempted from the use of AI tools in enhancing the learning performance of students. Technological tools such as "Moodle" and "Canvas" which are online learning management systems that encourages visual and personalized leaning experiences, "Dartfish" and "kinovea" are video annotation tools designed for sports performance analysis, biomechanics, Gait analysis, Physical Education and physical therapy are essential AI tools needed in this field of study. The study adopted descriptive research design; the purpose of the study was to explore students' attitudes, experiences, and opinions regarding the integration of AI technologies into their educational environment;

The study aims to provide a nuanced understanding of the opportunities and challenges associated with AI adoption in human kinetics education. The instrument AIHKP Questionnaire ($r = 6.9$) was used to collect data online from the respondents. Stratified sampling technique was used to select 110 students from the total population of undergraduate students across the levels in the Department of Human Kinetics & Sports Science, University of Benin. The bio data analysis was done using regression analytic approach of simple percentage to determine between the dependent variable (Students' perception) and independent variable (Artificial Intelligence). Findings showed that 90.4% of the respondents agreed that the benefits of integrating artificial intelligence tools into Human Kinetics Education will lead to improvement on the provision of learning support, and practical skills.

Keywords: Artificial intelligence, Student Perception and Learning Performance

3. BIOPSYCHOSOCIAL APPROACHES TO PHYSICAL ACTIVITY, EXERCISE AND SPORTS

3-01 Health and Bio-Ecocultural Wellbeing of Children and Youth in Africa - Challenges and Good Practices

Title: HEALTH AND BIO-ECOCULTURAL WELLBEING OF CHILDREN AND YOUTH IN AFRICA: CHALLENGES AND GOOD PRACTICES

Symposium Organizers: Xiaojie Tian (University of Tsukuba, Japan) & Francis M. Mwangi (Kenyatta University, Kenya)

Correspondence:

tian.xiaojie.fw@u.tsukuba.ac.jp

mwangi.francis@ku.ac.ke



Prof. Xiaojie Tian

Abstract

Africa stands as the continent with the youngest demographic profile worldwide, with numerous nations reporting median ages below 20. The health and development of its children and youth not only shape immediate healthcare and educational strategies but also forecast the long-term development trajectory of the continent. Academic dialogues have increasingly prioritized these subjects, yet comprehensive understanding of the health and physical literacy of children and youth across African nations remains elusive. This symposium aims to bring together experts from diverse academic backgrounds and geographical locales who have conducted research related to the health (mental or physical), relevant parenting beliefs and practices, physical literacy, and the development of Africa's younger generations. It will provide a platform for sharing empirical findings, exchanging multidisciplinary perspectives, and delineating the primary challenges that persist. It endeavors to culminate in a comprehensive publication that reflects the shared knowledge and sets the agenda for future research and policy-making aimed at nurturing the robust potential of Africa's youth. The findings and collaborative efforts from this symposium are also poised to significantly inform and enhance the developmental programs for the Dakar 2026 Youth Olympic Games, marking a pivotal step towards nurturing the health, physical literacy, and overall potential of Africa's youth on an international platform.

Symposium Organizers:

Xiaojie Tian (University of Tsukuba, Japan) & Francis M. Mwangi (Kenyatta University, Kenya)

7-03 One Size Does Not Fit All: Planning and Implementation of Physical Activity Programmes among African Communities in Changing Times

Title: ONE SIZE DOES NOT FIT ALL: PLANNING AND IMPLEMENTATION OF PHYSICAL ACTIVITY PROGRAMMES AMONG AFRICAN COMMUNITIES IN CHANGING TIMES

Author: Constance A.N. Nsibambi,

Associate Professor, Department of Sportscience, Faculty of Science,
Kyambogo University, Kampala Uganda.

Correspondence: consibambi@gmail.com



Prof. Constance A.N. Nsibambi

Abstract

Physical fitness is an important social construct of the 21st century due to the positive health outcomes of an active lifestyle. Thus, many cross-cultural societies have adopted and promoted western cultural perspective of structured physical activity programmes in order to promote physical fitness. This perspective basically differs from the traditional African cultural engagement in physical activity. Many traditional African communities share similarities in the diverse nature of societies and these societies basically engage in unstructured physical activity. Such communities struggle to provide quality and equitable structured physical activity programmes. The cultural perception, practices and economic status of most African communities complicate the matter further. Also, access, maintenance and safety of facilities constrain engagement in such programmes. Thus, where possible, an approach that sustains the traditional African multi-physical, social and cultural environment in the implementation of physical activity programmes needs to be maintained. This will allow for appropriate planning and delivery of cultural relevant physical activity programmes that promote health and wellbeing of children and youth. On the other hand, Africa needs to embrace effective structured programmes for physical, mental and social wellbeing of her children and youth in the changing environment. This presentation provides an overview of the application of the cultural consonance theory in the implementation physical activity programmes. It further proposes possible alternatives that suit the changing physical, social, and economic environment that influence the implementation of structured programmes and promote health and wellbeing of children and youth.

Key words: Africa, Cultural consonance theory, structured physical activity programmes,

Title: FAIR PLAY AND EMPATHY EXPERIENCES OF A SENSITIZATION COURSE AMONG KENYAN STUDENT TEACHERS

Authors:

Gabriella Hideg-Fehér PhD.¹, Ilona Karácsony PhD.²

¹ Associate Professor- Faculty of Health Sciences, Institute of Physiotherapy and Sport Sciences, University of Pécs, Pécs, Hungary, e-mail: gabriella.hideg@etk.pte.hu

² Senior lecturer- Faculty of Health Sciences, Institute of Basic Health Sciences, Midwifery and Health Visiting, University of Pécs, Campus Szombathely, Hungary, e-mail: ilona.karacsony@etk.pte.hu



Gabriella Hideg-Fehér PhD

Abstract

The rapid development of technology, the spread of violent virtual games, online bullying, abuse of fellow students, and self-centered behavior are all characteristics of the lives of young people today. All this happens despite the fact that the school environment and the actors of the education system have a prominent role in the formation of the correct pattern of behavior. That is why we consider it important to assess and examine the attitudes and knowledge of future teachers in the field of fair play, sportsmanship, social conventions, and empathy.

The **aim** of our research is to investigate the effect of a university course related to the topic of fair play and empathy on future teachers' attitudes towards sportsmanship and empathy. The original theme was created by Sezen-Balcikanli (2012) what we partially adopted and implemented the theme.

Study methodology: We included 26 students in the study who took part in a 12-week course (once a week for 90 minutes). Both the first and the last time, we used two internationally validated scales/indexes (Multidimensional Sportsmanship Orientation Scale (MSOS-25) and Interpersonal Reactivity Index (IRI)) and examined the changes caused by the course. Applied statistical tests are the independent sample t test and the paired t test as well as correlation calculation.

Results: Measurement of input and output changes in the case of individual scales, the mean values of the MSOS scales increased as a result of the education, among which, respect for social conventions, respect for rules and organizations, care and respect for the opponent, negative attitude towards the practice of sport, the mean value changed significantly ($p < 0.05$). In the case of the IRI scale, the scale value did not change significantly as a result of education ($p > 0.05$). The change also had gender implications.

Conclusions: Our study proved that a university course related to the topic of fair play and empathy achieved a positive change among students.

Recommendation: The results also highlighted that it would be worthwhile to change the topic and include the issue of empathy in a larger number of lessons, because the IRI measuring tool, which measures empathy skills, did not yield positive results.

Key words: fair play, MSOS-25, IRI, empathy, Kenya

Title: BIOPSYCHOSOCIAL APPROACHES TO PHYSICAL ACTIVITY, EXERCISE AND SPORT

Authors:

Ilona Karácsony PhD¹, Gabriella Hideg-Fehér PhD.²

¹ Senior lecturer- Faculty of Health Sciences, Institute of Basic Health Sciences, Midwifery and Health Visiting, University of Pécs, Campus Szombathely, Hungary, e-mail: ilona.karacsony@etk.pte.hu

² Associate Professor- Faculty of Health Sciences, Institute of Physiotherapy and Sport Sciences, University of Pécs, Pécs, Hungary, e-mail: gabriella.hideg@etk.pte.hu

Objective: In our research, we examined the relationship between psychosocial resources (social support, school resources) and the regularity and intensity of exercise.

Research material and method: We conducted our cross-sectional research in Hungary, Western Transdanubia, using convenience sampling among high school students (n=331). Data collected with a self-edited and standardized questionnaire (MSPSS, HBSC school resources, school social support) were analyzed using the SPSS Statistics 22 program with t-test, ANOVA and χ^2 test ($p < 0.05$).

Results: Indicators of leisure-time physical activity were consistent with HBSC national survey data; examining the quantity, 20.8% of the students were in the sufficient range, 28.7% in the nearly sufficient range, while in terms of intensity, 62.5% were in the appropriate category. The average age of the respondents was 16.79 years, 1/3 of whom were boys, 39.3% lived in a village, 69.5% lived in a complete family, 44.7% of mothers, 32.9% of fathers - the higher education you have. The studied sociodemographic factors (type of residence, mother's / father's educational level, family type, number of siblings) did not influence either the quantitative ($p > 0.05$) or the qualitative ($p > 0.05$) indicator of movement. Among the responding high school students, social support from significant others ($M=4.77$) was the highest compared to friends ($M=4.48$) and family ($m=4.32$). Examining the intensity of regular physical activity, the average values of family social support were significantly higher ($p < 0.05$) among students who belonged to the appropriate range, but this could no longer be proven for social support from friends or significant others ($p > 0.05$). In the case of the amount of movement, neither family nor friends nor support from significant others was a differentiating factor ($p > 0.05$). The academic average of the students did not differ significantly based on the regularity and intensity of physical activity ($p > 0.05$). The level of attitude towards their school was higher for those students who performed adequate quality and quantity of physical activity ($p < 0.05$). Other examined school resources (teachers' assessment of school performance, the quality of the relationship with teachers) showed a correlation with exercise performed at the appropriate intensity ($p < 0.05$). Social support from classmates had no effect on exercise during free time ($p > 0.05$).

Conclusion: The regularity and intensity of physical activity during free time can be supported with family and school resources, which draws attention to strengthening the partnership between family and school, improving the school atmosphere and social support within the school, increasing students' attachment to their institution.

Keywords: school resources, family, physical activity, social support

Title: RELATIONSHIP BETWEEN MUSCULOSKELETAL INJURIES AND KINESIOPHOBIA IN SELECTED GHANA PREMIER LEAGUE CLUBS FOOTBALLERS

Authors:

Adarkwah Enoch, Brown Kofi Eleazer, Raymond Amoakoh, Agbewu Emmanuella, Edmund Kwarteng Baah, Monday Omoniyi Moses*
Department of Physiotherapy and Sport Sciences, Faculty of Allied Health Sciences, Kwame Nkrumah, University of Science and Technology, Kumasi, Ghana.



Agbewu Emmanuella

Correspondence

***Email:** momoses@knust.edu.gh

***Tel:** +233547336905

Abstract

Background: Kinesiophobia, fear of movement and re-injury, often accompany athletes with musculoskeletal injuries. The study establishes the relationship between kinesiophobia and musculoskeletal injuries (mski) among Ghana Premier League clubs' footballers..

Methods: A descriptive cross sectional research design approach was adopted. Tampa scale of kinesiophobia (TSK) questionnaire was administered to 52 (mean age = 24.02±3.66, years of experience = 5.44±3.43) footballers of two Ghana premier league clubs. Athletes' demographics, duration of professional career, training hours per day, and training days per week, and injury history for the season were collected and body mass index calculated.

Results: 94.2% experienced mski during the season. The ankle-foot (32.65%) and knee (34.69%) were the most injured anatomical landmarks. Crushing-bruising and sprain injuries were the leading mski types (30.61%). TSK was high among 27(55.10%) and low in 22(44.90%) athletes. Injured athletes had an average kinesiophobia score of 46.20%. Goodness-of-fit analysis showed significant divergence exist between kinesiophobia and mski (Pearson = 725.130, $P = .000$). Those with ankle-foot injuries and sprains had the highest kinesiophobia. Age, years of experience, and training duration negatively correlated with kinesiophobia level ($r = -0.323$, $P = 0.024$; $r = -0.024$, $P = 0.116$, and $r = -0.270$, $P = 0.060$) respectively.

Conclusion: High kinesiophobia relates to athlete musculoskeletal injury rates. Education, communication, psychological therapies, progressive exposure and graded exercise, physical therapy, support networks, technology, pain management, and setting achievable objectives may assist athletes overcome kinesiophobia.

Keywords: Kinesiophobia, Musculoskeletal injuries, Footballer

Title: INVESTIGATING EMPATHY SKILLS AND SPORTSMANSHIP AMONG PROFESSIONAL DANCERS

Authors:

Dr.habil. Gabriella Hideg-Fehér¹

Dr. Zsuzsanna Póto²

Dr. Viktória Kovácsné Bobály³

¹Associate Professor- Faculty of Health Sciences, Institute of Physiotherapy and Sport Sciences, University of Pécs, Pécs, Hungary, e-mail: gabriella.hideg@etk.pte.hu

² Senior lecturer- Faculty of Health Sciences, Institute of Physiotherapy and Sport Sciences, University of Pécs, Pécs, Hungary, e-mail: zsuzsanna.poto@etk.pte.hu

³ Senior lecturer- Faculty of Health Sciences, Institute of Physiotherapy and Sport Sciences, University of Pécs, Pécs, Hungary, e-mail: viktoria.bobaly@etk.pte.hu



Gabriella Hideg-Fehér PhD

Introduction, problem statement

Dance is both an art and a sport. On a mental level, the positive effects of movement reduce stress and anxiety and the risk of depression. It improves self-esteem, self-image and even intelligence and academic performance. Despite its artistic qualities, it can carry similar competitive and conflictual issues with fellow artists and judges as any other sport. Dancers are also exposed to verbal abuse, experience the psychological effects of competitive situations, whether it is a competition or a stage performance, and often confront their peers and partners, even for their professional advancement. In this respect, dancers are no different from participants in other sports.

Research goals:

The basic goal of our research is to reveal the empathy skills of the dancers, as well as their attitude towards sportsmanship, with the help of which we can get answers to the behavior patterns shown by the dancers in the above-mentioned situations.

Research methodology

In our study we use two measurement tools validated by Hideg (2022). The Interpersonal Reactivity Index-IRI (Davis, 1983) contains 28 questions and measures respondents' empathy on a 5-point Likert scale. This questionnaire was applied to the samples without modification. Our other measure is the Multidimensional Sportsmanship Orientation Scale-MSOS-25 (Vallerand et al., 1997), which contains 25 questions and uses a Likert scale similar to the IRI. The scale includes five subscales (respect for social conventions, respect for rules and representatives, respect for total commitment to participation in sport, care and respect for opponents, negative attitudes towards sport). We have supplemented this scale with characteristics and specificities of dance sport.

In addition to descriptive statistics, a two-sample T-test and correlation analysis were also used.

Expected results

The query is still ongoing. As an expected result, we can get a clearer picture of the empathy skills of those participating in dance as a sport and their commitment to sports-like behavior.

Key words: empathy, sportsmanship, MSOS-255, IRI, professional dancers

3-53 Psychological Science Beyond Western Cultures- Lessons from Studies on Face and Body Perception in Africa and Japan

Title: PSYCHOLOGICAL SCIENCE BEYOND WESTERN CULTURES: LESSONS FROM STUDIES ON FACE AND BODY PERCEPTION IN AFRICA AND JAPAN

Author: Kohske Takahashi (Ritsumeikan University)

takahashi.kohske@gmail.com



Prof. Kohske Takahashi

Abstract

As is known by the term “WEIRD psychology,” a large part of the concepts in psychological science has been developed explicitly or implicitly with a background in Western cultures. In particular, the empirical research in fields of experimental psychology that address human perception, cognition, and behavior, such as biological, behavioral, and cognitive psychology, is relatively limited outside of Western cultures. Revealing human universality and human diversity in the field of basic psychology will contribute to improving the living environment and reducing inequity for people outside of Western cultures. In this presentation, we introduce recent experimental studies on the perception of face and body conducted in regions of Africa and Japan, resulting from collaborations between psychologists and anthropologists. A series of psychological experiments demonstrated that the fashion of face and body perception, particularly the symbolization of faces, was more diverse than previously thought, which might lead to miscommunication between individuals from different cultural backgrounds. Based on this latest knowledge, we also discuss the impact and future direction of psychological science bridging Africa and East Asia.

3-54 Beyond Boundaries- Exploring The Diversity of the Physical Mental and Social-Cultural Dimensions of Human Life.

Title: BEYOND BOUNDARIES: EXPLORING THE DIVERSITY OF THE PHYSICAL, MENTAL, AND SOCIAL CULTURAL DIMENSIONS OF HUMAN LIFE

Symposium Organizers:

Kohsuke Takahashi (Ritsumeikan University, Japan): From psychology, from East Asia

Peter Wanderi (Mount Kenya University, Kenya): From sociology, from East Africa

Francis M. Mwangi (Kenyatta University, Kenya): From sports science, from East Africa

Martin Erixon Wamalwa (Mount Kenya University, Kenya): From philosophy, from East Africa

Xiaojie Tian (University of Tsukuba, Japan): From anthropology, from East Asia



Prof. Kohsuke Takahashi

Abstract

Physical activities are fundamentally influenced by our perceptions of the body and mind, while social-cultural dimensions play significant roles in shaping our behavior, health, and performance. The perception and experience of the physical, mental, and social-cultural environment vary greatly among individuals. Furthermore, academic discourse on human qualities diverges across disciplines; the conceptualization of the human is similar yet distinct within philosophy, psychology, anthropology, and sports science. This symposium is designed to transcend geographical and disciplinary boundaries to explore the complex and multifaceted nature of the human body. Adopting a collaborative, transcultural, and interdisciplinary approach, our goal is to illuminate the diverse ways in which the physical, mental, and social cultural aspects interact and influence our behavior and performance. Our goal is to bring together experts from a variety of fields to foster a holistic understanding of the body, encouraging the development of innovative methodologies and theoretical frameworks. These efforts are intended to address the complexities of human diversity and to advance research in areas such as physical education, health, and sports science, thereby enriching our collective understanding and engagement with the human body.

3-55 Achievement Goal Orientation, Beliefs about Sports Supplements and Attitudes toward Doping among High School Athletes in Kenya

Title: ACHIEVEMENT GOAL ORIENTATION, BELIEFS ABOUT SPORTS SUPPLEMENTS AND ATTITUDES TOWARD DOPING AMONG HIGH SCHOOL ATHLETES IN KENYA

Eric Derrick Kipkoech Ngetich¹

Email: kngetich2001@yahoo.com

¹Lecturer School of Business & Economics, Moi University, Kenya.

Elijah Gitonga Rintaugu (Prof)²

Email: elijahgitonga2001@yahoo.com

²Senior Lecturer School of Business, Economics & Tourism, Kenyatta University, Kenya.

Florence Gitau (PhD)³

Email: gitauf2003@yahoo.com

³Lecturer School of Business, Economics & Tourism, Kenyatta University, Kenya.

Abstract

While performance-enhancing substances (PESs)/doping seem common in high school sports, the reasons behind high school athletes' decisions to use these substances remain largely unclear. This study aimed to examine the achievement goal orientation (AGO) and attitudes toward doping (ATD) among high school athletes in Kenya and to explore the moderating effect of beliefs about sports supplements (BASS) on this relationship. The objective of the study was to evaluate the influence of AGO on ATD among Kenyan high school athletes. The study was informed by the theory of planned behavior. A sample of 685 athletes was obtained using a stratified simple random sampling technique. Primary data was collected through a structured self-administered questionnaire. SPSS version 23 was used to analyze the collected data, involving a combination of descriptive and inferential statistical methods. Specifically, the analysis incorporated the use of Pearson's correlation coefficient and a hierarchical moderated regression to analyze data and test the hypotheses. ANOVA and t-tests were also used to find the mean difference between ATD and the athletes' demographic characteristics. The findings indicated AGO ($\beta=0.429$, $p<0.05$, $R^2\Delta =.361$), and BASS ($\beta=0.092$, $p<0.05$, $R^2\Delta =.016$) influenced ATD. Furthermore, BASS moderated the relationships between AGO and ATD ($\beta=0.060$, $p<0.05$, $R^2\Delta =.005$). The findings indicated that sports supplement use enhances pro-doping attitudes among high school athletes in Kenya. Therefore, it is recommended AGO be introduced into curricula to support anti-doping efforts in high schools in Kenya. The study further, recommends that the Kenya Secondary School Sports Association (KSSSA), the anti-doping agency of Kenya (ADAK), sports federations, and the Ministry of Sports, Culture & Heritage adopt proactive measures to encourage, build, and uphold suitable achievement goal orientation among high athletes.

Keywords: Attitudes towards doping, achievement goal orientation, beliefs about sports substances, high School Athletes.

3-70 Relationship between Self-Evaluative Components and Moderating Contextual Factors among University Student Gymnasium Exercisers.

Title: RELATIONSHIP BETWEEN SELF-EVALUATIVE COMPONENTS AND MODERATING CONTEXTUAL FACTORS AMONG UNIVERSITY STUDENT GYMNASIUM EXERCISERS.

Authors:

Francis M Mwangi¹, Elijah G Rintaugu², Abel Toriola³, Johnathan Rotich², Michael Wilson⁴, Xiaojie Tian^{5,6}, Kohnske Takahashi⁷

Affiliation:

1Department of Physical Education, Exercise and Sports Science. Kenyatta University. Nairobi, Kenya.

2Department of Recreation and Sports Management. Kenyatta University. Nairobi, Kenya.

3Department of Sport, Rehabilitation and Dental Sciences. Tshwane University of Technology. Pretoria, South Africa.

4Department of Psychological Sciences. Western Oregon University. Monmouth, United States of America.

5Faculty of Health and Sport Sciences. University of Tsukuba. Tsukuba, Japan, Japan.

6Society for the Promotion of Science. Tokyo, Japan.

7College of Comprehensive Psychology. Ritsumeikan University. Japan.



Dr. Francis Mundia Mwangi

Corresponding email address: framwa@gmail.com mwangi.francis@ku.ac.ke

Abstract

Regular physical activity (PA) is known to improve psychological traits such as self-esteem (SE), body image (BI) and body satisfaction (BS). However, there are apparent mixed reports about the role of PA in promoting psychosocial wellbeing and moderating factors. This study investigated the relationship between SE, BI and BS of gym exercisers at a university and contextual factors of exercise principles; frequency, duration and types of activity, and participants' demographics variables. Rosenberg self-esteem scale, Body image questionnaire and Body satisfaction Scale were administered among randomly selected gym exercisers (n = 92); 60(65.2%) males and 32(34.8 %) females, aged between 15 and 30 years. Self-esteem showed significant correlations with BS ($r = 0.237$, $p = .023$) and with BI ($r = 0.287$, $p = .006$). Body satisfaction mean scores were significantly different across duration of exercise sessions ($F=3.672$, $p=.008$) in favour of 1.5-hour gym sessions compared to longer or shorter ones. Substantial differences were also observed in BI across favourite physical activities ($F = 3.224$, $p = .026$) with post hoc showing Zumba scoring highest. Regression analyses showed significant influence of exercise type (Adjusted R Squared = .040, Beta = .239, $p = .023$) and gender (Adjusted R Squared = .054, Beta = .239, $p = .023$) on BI scores. Type and duration of exercise and gender have moderating effects on self-evaluative components. Gym instructors and stakeholders should consider duration for each type of exercise in fitness programmes to optimize participants' wellbeing. Exercise counselling regarding participants' self-evaluative components and how these could affect their mental health and overall quality of life in different social-cultural settings need to be explored in future studies.

Keywords: Physical education, Body-cathexis, Body image, Body satisfaction, Physical activity participation, Self-esteem

4. ETHICS AND INTEGRITY IN EXERCISE AND SPORTS

4-06 Investigation of fair play attitude among female soccer players

Patrícia Sallai¹, Gabriella Hideg-Fehér PhD.²

¹ Student, Faculty of Health Sciences, Institute of Physiotherapy and Sport Sciences, University of Pécs, Pécs, Hungary, e-mail: sallaipati9@gmail.com

² Associate Professor- Faculty of Health Sciences, Institute of Physiotherapy and Sport Sciences, University of Pécs, Pécs, Hungary, e-mail: gabriella.hideg@etk.pte.hu

Introduction

Whether on weekdays or at various sporting events, the concept of fair play comes across us many times. But what does it mean? When do we use this expression and in what situations do we use it? Most of the time we can meet it in the field of sports, because it has more importance in sports than we might think at first. A match played with clean equipment, sportsmanlike behavior towards the opponent, the rules, referee decisions, the audience, team spirit, and our behavior after victory or defeat, as well as respect for the game itself. But how are we supposed to know what was fair and what wasn't? Whose job is it to teach them this? Perhaps the parents, teachers, coaches, or just ourselves have to experience this?

The **aim** of the research is to test the Hungarian-language validated version of the EAF scale, suitable for measuring the internationally validated fair play attitude, among female soccer players.

Research methodology

During the validation and adaptation procedure, we used the Fair Play Attitudes Scale (EAF) of Boixadós (1995), which was validated in Hungarian by Hideg (2022). Microsoft Excel and IBM SPSS 26.0 software were used for the analysis. In addition to the descriptive statistics of our statistical methods and tests, I examine independent sample T-tests, regression analysis, and association relationships. We conducted the study among female soccer players who have been playing competitive sports for at least 3 years and who have played at least once in the last six months and whose prime age is between 13 and 18 years old. We planned the research for responses with approximately 150 main items.

Results

Data collection is still in progress, so I cannot report on current results yet, but the expected results are as follows. It is likely that a child/young adult who received appropriate training (played competitive sports) already in elementary school will be more likely to know and follow the rules of fair play in the sport.

Conclusions

Differences can be shown in the fair play attitude of the interviewed women's kickers in relation to age and the position played.

Recommendation: In the light of the results, it can be concluded that education in the spirit of fair play must have a prominent role.

Key words: fair play, women soccer, attitude, EAF

4-22 Church as a Transformational Tool for Moral Values in Sports Science, a Theo-Pedagogical Approach to Social Ethics

Title: CHURCH AS A TRANSFORMATIONAL TOOL FOR MORAL VALUES IN SPORTS: A THEO-PEDAGOGICAL APPROACH TO SOCIAL ETHICS.

Author:

Pastor Joseph Sanchez Nadimo

School of Theology, Pan Africa Christian University, Nairobi Kenya

Email: nadimosanchez@gmail.com

Abstract

There is a growing number of dishonesties in sports today. This is serious such that athletes compete but, in the end, cannot defend their medals or trophies because the results of their races are not an accurate reflection of the reality. As a result, these athletes end up suffering mental related problems, drug and substance abuse among other vices. This is why the church needs to focus on both their spiritual nourishment as well as on matters of public relevance such as these. Psychologists argue that some of these topics come too late because when a habit is repeated several times, it ends up being part and parcel of a person. In view of this, this paper discussed how moral and ethical values are a necessary trait that should be encouraged from various socialization environments as a tool for touching peoples' lives in sports, and church is such a tool to bring such transformation. The paper was guided by observational learning theory which argues that behaviours are acquired through imitation and observation for learning to occur. The paper adopted the secondary method of data collections, which is evidence from various scholarly work and classical writings such as the bible, as the main method of data collection. Amunga (2019) notes that bible is the standard word of God written under the inspiration of the Holy Spirit. The paper argued that church is a crucial tool towards developing the right moral ethics and values for athletes with spiritual leaders playing a significant role. Arguably, this is how upright sportsmen and sportswomen are produced and become agents of change in sports hence reduce mental health issues among athletes today.

Keywords: Sports, Athletes, Ethics, Mental health, Church.

4-44 Examination of Coaches' Doping Knowledge, Motivational Climate, Confrontation Efficacy and Attitudes towards Doping of Coaches in Selected Sport in Kenya: Preliminary Findings.

Title: EXAMINATION OF COACHES' DOPING KNOWLEDGE, MOTIVATIONAL CLIMATE, CONFRONTATION EFFICACY AND ATTITUDES TOWARDS DOPING OF COACHES IN SELECTED SPORT IN KENYA: PRELIMINARY FINDINGS.

Authors:

Elijah G. Rintaugu¹., Francis M. Mwangi²., & Martin S. Yauma.³

¹Associate Professor, Department of Recreation and Sport Management, Kenyatta University, Nairobi, Kenya.

²Senior Lecturer, Department of Physical Education, Exercise and Sport Science, Kenyatta University, Nairobi, Kenya.

³Principal Research and Development Officer, Anti-doping Agency of Kenya (ADAK), Nairobi, Kenya.

Correspondence: rintaugu.elijah@ku.ac.ke

Abstract

Kenya has been placed in category “A” by the athletics integrity unit (AIU) suggesting high risk of doping and anecdotal evidence indicate that athlete support personnel (ASP) such as coaches are abetting doping in Kenya (Juma et al.,2021). The purpose of this study was to examine the coaches' knowledge on their anti-doping roles and actions, motivational climate (MC), doping confrontation efficacy (DCE) and attitudes towards doping. A cross-sectional analytical survey of coaches (n=457) in individual and team sport took part in the study. Standardized questionnaires such as perceived motivational climate in sport questionnaire (PMCSQ-2)(Newton et al.,2000) ,doping confrontation efficacy scale (DCE)(Sullivan et al.,2015) and performance enhancement attitude scale (PEAS)(Nicholls et al.,2016) were used for data collection. Results indicated that 236 (56.6%) of the coaches had attended anti-doping workshops ,80.6% had held discussions on anti-doping, and 47% felt that they were well informed about anti-doping. They had high percentage of maximum possible score (POMP) of (78.58 ±23.28) on their roles and responsibilities, coaches emphasized more on mastery motivational climate (MMC) (85.21 ±13.3) , had higher levels of DCE (78.24 ±19.46) and negative attitudes towards doping. It is concluded that coaches know their anti-doping roles and responsibilities, emphasize mastery motivational climate among their athletes, have higher DCE and negative attitudes towards doping. Findings have fundamental implications to the coaches, sport federations, ADAK, NOCK in their efforts to curtail doping and champion clean sport in Kenya.



Prof. Elijah Gitonga Rintaugu

Key words; Attitudes, Coaches, doping confrontation efficacy Kenya, Motivational climate.

4-67 Dispositional Goal Orientation and Perceptions of Coach Motivational Climate on Attitudes towards Doping among Kenyan Endurance Runners

Title: DISPOSITIONAL GOAL ORIENTATION AND PERCEPTIONS OF COACH MOTIVATIONAL CLIMATE ON ATTITUDES TOWARDS DOPING AMONG KENYAN ENDURANCE RUNNERS

Authors:

Kevin K. Kipchumba¹., Elijah G. Rintaugu²., Francis M. Mwangi¹ and Benson Gathoni¹

Affiliations:

¹ *Department of Physical Education, Exercise and Sports Science, Kenyatta University, Nairobi, Kenya.*

² *Department of Recreation and Sports Management, Kenyatta University, Nairobi, Kenya.*



Mr. Kevin K. Kipchumba

Correspondence: kipchumba.kevin@ku.ac.ke

Abstract

Changing athletes' attitudes towards doping has been shown as crucial in prevention efforts in combating doping in sports, with dispositional goal orientation and perceptions of coach motivational climate identified as factors shaping doping attitudes among athletes. The purpose of this study was to examine the relationships between dispositional goal orientation and motivational climate on attitudes towards doping among Kenyan Endurance runners. A cross-sectional survey design was used to collect data from 323 Kenyan runners with 215 males (66.6%) and 108 females (33.3%). The study assessed athletes' goal orientation through the Task and Ego Goal Orientation Sport Questionnaire, perceptions of coach motivational climate through Perceived Motivational Climate in Sport Questionnaire, and attitudes towards doping through Performance Enhancement Attitude Scale. Descriptive statistics, correlation analysis, Mann-Whitney U tests and Kruskal-Wallis H tests was used for data analysis. The study found significant inverse relationships between mastery climate and doping attitudes ($\rho = -.242$; $p < .001$), as well as between task orientation and doping attitudes ($\rho = -.158$; $p < .004$). Conversely, performance climate ($\rho = .362$; $p < .001$) and ego orientation ($\rho = .362$; $p < .001$) showed significant positive relationships with doping attitudes. There were no significant differences in doping attitudes based on age ($U = 11582.500$, $p < .191$), gender ($U = 11437.500$, $p < .827$) and athlete's length of experience ($\chi^2(2) = 1.359$, $p < .507$). The study concludes that fostering mastery-oriented coach motivational climate and promoting task-oriented goal orientation could effectively cultivate anti-doping attitudes among athletes and enhance clean sport.

Key words: Achievement motivation, Clean Sport, Doping, Performance- Enhancing Substances

Title: DOPING CONTROL, PROVIDING WHEREABOUTS AND THE IMPORTANCE OF PRIVACY FOR KENYAN ELITE ATHLETES

Authors:

Kevin K. Kipchumba¹, Elijah G. Rintaugu² and Francis M. Mwangi¹.

¹ Department of Physical Education, Exercise and Sports Science, Kenyatta University, Nairobi, Kenya.

² Department of Sports and Recreation Management, Kenyatta University, Nairobi, Kenya.



Mr. Kevin K. Kipchumba

Correspondence: kipchumba.kevin@ku.ac.ke

Abstract

Background: World Anti-doping Agency in its anti-doping preventive and deterrence measures have developed anti-doping programs including doping control testing and regulations for providing of athletes' whereabouts information. For these anti-doping programs to be effective and to enhance its efficiency in implementation, athletes' compliance and cooperation is crucial. The purpose of this study was to investigate perspectives of Kenyan athletes on the current anti-doping control measures including doping control testing and whereabouts information. In addition, the study examined how athletes view the importance of their privacy in doping testing and whereabouts information and how the same can be improved in the future. **Method:** This study utilized cross-sectional analytical survey design and 384 Kenyan elite athletes from athletics, boxing, rugby, and volleyball was selected using a combination of purposive and disproportionate stratified sampling methods. Data was collected using a self-administered questionnaire adapted from anti-doping perspectives of elite athletes' survey at the University of Gävle. Collected data was coded and analysed using SPSS version 26 software. Collected data was coded and analysed using SPSS version 26 software. **Results:** The study revealed that a majority (51.6%) of athletes had not experienced in-competition doping tests in the last 12 months, while 61.4% had had never experienced out-of-competition tests. Respectful treatment of athletes by doping control personnel was reported by 51.3% of athletes, while 48.2% felt comfortable providing urine samples during testing, while 28% felt somewhat uncomfortable. Negative perceptions towards doping control programs included difficulties in keeping updated on the prohibited list (mean=2.90±1.38) and perceptions of unfair application of doping controls across countries (mean=2.79±1.40). Positive perceptions included the belief that doping controls are essential for keeping drugs out of sports (mean=2.15±1.28). Concerning whereabouts information, 43.8% provided it themselves, while 31.9% did so as a team. Despite acknowledging its importance in keeping drugs out of sport (mean = 2.19±1.21), athletes expressed concerns over privacy (mean = 3.09±1.41) and the system's application across countries (mean=2.97±1.27). The future of doping regulations saw divided opinions, with 35.8% of athletes favouring liberalization under medical supervision, 34.5% supporting continued prohibition, (15.8%) indicating that doping should be allowed in the future and (14.0%) of the athletes did not have a definite answer on how doping should be dealt in the future. **Conclusion:** The current anti-doping control measures and whereabouts system need improvement to enhance athletes' perceived legitimacy of anti-doping system. While most athletes see anti-doping programs as essential in keeping drugs out of sports, they face challenges with updating the prohibited list, privacy concerns with the whereabouts system, and unfair application of regulations across countries. The study recommends that WADA and ADAK promote clean sport without further violating athletes' privacy and enhance anti-doping education on the prohibited list and fair application of anti-doping regulations across countries. These steps will likely improve athletes' views on the anti-doping system, boosting their perceived legitimacy and compliance.

Key words: Anti-doping policy, Whereabouts system, World Anti-Doping Code, Elite athletes' attitudes Doping Privacy

Title: A GENERAL FRAMEWORK FOR EXPLORING ETHICAL AND LEGAL ISSUES IN MOUNTAINEERING AND OUTDOOR PURSUITS ACTIVITIES

Author: David Muigai, Kenyatta University

Keywords: *law, outdoor pursuits, mountaineering, ethics*

Abstract:

Mountaineering and outdoor pursuits increasingly has become a popular sport, and the number of accidents increasing in parallel. This evolution is accompanied by increasingly pronounced presence of law in organization and practice of outdoor activities. Legal dilemmas faced by outdoor facilitators/providers differ from those of other sport officials in type and form of duty. There is a gap in the research and literature on how to approach the legal duty and rather mundane, but significant, facilitator's dilemmas. This, in the first instance consists the application of classic legal tools. Rapidly, it is becoming necessary to adopt regulations relating to these activities and today there's increased use of technical outdoor pursuits and mountaineering activities rules. As such these activities are submitted to the growing complexity of the legal system and applicable laws, which are, difficult to interpret, becoming a confusing source, contradictory and of considerable legal insecurity. Analysis of legal duty of outdoor pursuit's facilitators' attempts to remedy this situation. This article provides outdoor pursuit's provider's legal guidelines for determining legality and ethical fitness for an action, and offers physical educators a model for teaching. This paper analyzes emerging legal framework to establish extent to which enabling environment for outdoor facilitator's and physical educator's exits for enjoyment with reduced litigation. Analysis of various statutes and common laws regulating outdoor pursuits and mountaineering was done. Searches involved terms mountaineering, ethical practices and policy guidelines and laws. A framework for approaching legal challenges in outdoor pursuits and its application to scenarios that mountain facilitators often face. It's suggested that the profession formally addresses this literature gap with a standardized curriculum in mountaineering and outdoor pursuits.

4-75 Collegiate Athletes Supports Personnel's Anti-Doping Behaviours, Motivations and Barriers in Anti-Doping

Title: COLLEGIATE ATHLETES SUPPORTS PERSONNEL'S ANTI-DOPING BEHAVIOURS, MOTIVATIONS AND BARRIERS IN ANTI-DOPING

Authors:

Janet Wanjira - University of Nairobi

Laurie Patterson - Leeds Beckett University, UK

Correspondence: janet.wanjira@uonbi.ac.ke

Abstract

There is strong evidence demonstrating the influence of Athlete Support Personnel (ASP) such as coaches and team managers on athlete's doping attitudes and behaviors. The use of performance enhancing substances is not a new sporting phenomenon. World Anti-Doping Agency (WADA) has been updating their code and related documents that outline the official international anti-doping standards. The aim of the World Anti-doping programme and the set standards is to care for the athlete's fundamental right to participate in doping free sport and thus promote health, fairness and equality for competitions across the world. In Kenya, various substances are used by athletes across sports and levels of competition. This study focused on ASP working within collegiate system The coaches and team manages worked with teacher trainees who become the next generation of elite athletes and /or the next generation of ASP themselves. Targeting this population maximizes the chance of reaching the young sports enthusiast before they enter elite sport. Therefore, it is important to understand how ASP perceives their role in anti-doping and what factors in the ASP would influence their role in anti-doping. The study used qualitative method where four focus groups discussions were held with 12 coaches and 11 team managers. The study findings indicated that the ASP carried out various anti-doping activities to prevent doping, were motivated to play anti-doping role but they also faced a myriad of challenges as they played their roles. The study recommended that ASP be supported with resources and anti-doping education and to enhance their anti-doping role.

Key words: anti-doping, Athletes support personnel, drugs, practices/behavior, collegiate system

7-85 Doping Knowledge, Prevalence, and Predisposing Factors among Athletes In Dominant Olympic Sports In Kenya

Title: DOPING KNOWLEDGE, PREVALENCE, AND PREDISPOSING FACTORS AMONG ATHLETES IN DOMINANT OLYMPIC SPORTS IN KENYA

Authors: Marin Yauma¹, Rintaugu Elijah² and Francis Mundia²:

Affiliation:

¹Anti-Doping Agency of Kenya ²Kenyatta University.

Corresponding email address: myauma04@gmail.com



Dr. Martin

Abstract.

The Government of Kenya passed the Kenya Anti-Doping Act cap 5 of 2016 and established the Anti-Doping Agency of Kenya (ADAK) whose mandate is to provide education to athletes; value-based education and doping control in Kenya. Despite these efforts, doping cases (real or suspected) involving Kenyan athletes continue to be reported. Therefore, the objectives of the study were to examine the extent of use of performance-enhancing substances (PES), as well as doping knowledge, predisposing factors, vulnerability, and moderating socio-demographic factors amongst athletes in dominant Olympic sports in Kenya. Using a cross-sectional analytical design and questionnaires, 338 sampled athletes participated in the study. The findings of the study indicated that about half of the athletes considered doping as a problem, 21.9% of athletes self-reported having used performance-enhancing substances, while 36.1% of the athletes were aware of a colleague or friend who has used a performance enhancing substance. Findings revealed self-reported doping is the same across the dominant Olympic sports in Kenya ($p = .679$). Doping risk factors because of political ($p = 0.01$) and cultural ($p = 0.047$) factors significantly varied across the four reviewed Olympic sports in Kenya. In addition, male athletes doping risk is exacerbated by financial reasons ($p = 0.043$). Multiple regression showed that financial and cultural factors predicted doping behavior of athletes in dominant Olympic sports in Kenya ($B= 0.666, p=0.010$; $B=0.522, p < 0.001$). It was also established that athletes in the dominant Olympic Sports in Kenya have a sparse and irregular knowledge of prohibited performance-enhancing substances and manipulation, negative attitudes toward doping but perceive to have low vulnerability towards doping. The study concluded that self-reported doping in dominant Olympic sports in Kenya is similar and that the doping behavior is largely precipitated by political, cultural and financial factors. The study recommends that anti-doping policies should largely address political, financial, and cultural factors that influence the same. Additionally, a multifaced approach be employed with obligations of the Government, Sports Administrators, ADAK, Sports Federations, Sports Councils, and the National Governing bodies of sport on promoting Anti-Doping behavior in Kenya.

5. EXERCISE, SPORTS AND MENTAL HEALTH

5-08 Overtraining and Mental Health of Athletes

Title: OVERTRAINING AND MENTAL HEALTH OF ATHLETES

Authors: Ndambiri K Richard¹, Kamau, J¹ and Bulinda Mugalla

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University

Correspondence: ndambiri.richard@ku.ac.ke



Dr. Ndambiri K Richard

Abstract

Overtraining is a maladapted response that athletes exhibit when they are exposed to excessive training, usually physical, without giving the body adequate time to recover. The consequences of overtraining are decrements in sports performance, mood disturbances, hormonal disturbances, increased rate of developing infections, compromised concentration, fatigue and an inability to train. Exercise and sports psychologist define mental health as positive mood, general well-being, and relatively infrequent symptoms of anxiety and depression. Exercise has a potential to have a positive effect on mental health. The level of physical activity is positively associated with the reduction of stress and depression, increased self-esteem, enhancing of mood, improvement of self-concept and improved quality of life. Overtraining however is assumed to affect mental health and sports performance. To achieve maximal sports performance, it is vital that athletes should have strong mental health. Overtraining is characterized by serious long-term consequences, psychological disturbances, reduction in the psychological wellbeing of an athlete, serious deterioration in performance and it would probably take the athlete months or years to recover completely from the debilitating effects. Basing on this fact, overtraining has been grouped under athlete- specific stressors to mental health. In sports, other athlete-specific stressors to mental health have been documented and these include injuries that can lead to psychological stress, traumatic events and relationships that also affect general population. All these stressors can affect sports performance, influence training, interpersonal relationship and physical rehabilitation if not well addressed. This article however only discusses the association between overtraining and mental health of athletes.

Key words: Overtraining and mental health of athletes.

Title: THE USE OF MOOD STATES IN IDENTIFICATION OF OVERTRAINING IN SPORTS

Authors: Ndambiri K Richard¹, Mwangi.J. W¹ and Bulinda Mugalla

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University

Correspondence: ndambiri.richard@ku.ac.ke

Abstract

Mood is a situation specific, somewhat transient, psychological response to an environmental stimulus. Research has documented a relation between various forms of exercise and changes in mood states. The changes in mood states are in relation to the training load. Strong association between overtraining and mood disturbances has been documented and thus psychological variables associated with overtraining have been investigated as possible indicators of overtraining. Overtraining is not a function of psychological manifestation only since there are physiological, biomechanical and social factors that may affect mood states. While there is no single marker that can be used as an indicator of overtraining, the regular monitoring of psychological mood states seems to be the best strategy to identify over-trained athletes. Monitoring carefully the changes of mood states can be very useful as such fluctuations may be a sign of overtraining, a maladaptive response, that is associated with decrements in sports performance. Mood changes can be considered as early warning signs of overtraining. The purpose of this article is to describe the mood states that are used in identification of overtrained athletes. The article is limited to selected mood states of anger, confusion, depression, fatigue, tension and vigor that are applicable when assessing the mood states of athletes in exercise settings. Research in sports and exercise psychology has demonstrated that the aforementioned mood states are useful in the identification of overtrained athletes.

Key Words: Overtraining and Mood States



Dr. Ndambiri K Richard

Title: IMPACT OF COMPETITIVE UNIVERSITY TEAM SPORTS ON ATHLETE'S HAPPINESS LEVEL

Author:

Purity Kagwiria Mureithi

Mount Kenya University, Kenya

pmureithi@mku.ac.ke or puritykmm@gmail.com

Abstract

Team sports can be constructive in generating acquaintances and collectively connecting a group of persons. teammates are linked together through daily practice and team attachment involvements outside of training, active participation in active team sports lead to physical health which in turn results to happiness, this makes team sports athletes happier because they are in control over their private conditions and they are engaged in stimulating significant activities. This study delves to explore the impact of competitive team sports on university athlete's happiness levels. The study population consisted of Kenyan university students who participated in team sports during 2024 Kenya University Sports Federation (KUSF) Playoffs. The sample consisted of a total of 250 university students; 120 females and 130 males, who competed in Soccer, Netball, Hockey, Volleyball, Basketball and Handball sports from various public and private universities in Kenya. Personal Information Form bearing students' demographic information and the Oxford Happiness Questionnaire were used for data collection. Data was analyzed with descriptive statistics; SPSS package program version 24 was used for statistical analysis. one-way Analysis of Variance (ANOVA) was utilized to establish the inter sport differences while post-hoc test was used for extra analysis. the level of significance was set at 0.05. The study findings unveiled that team sports yields happiness, comfort, and contributes to mood enhancement. In conclusion, the study shows that participation in competitive team sports has a significant influence on the happiness levels of university students. In light of these findings, the study advocates for intense participation in competitive team sports to the members of the general population.

Keywords: *Happiness, Competitive Team Sports, Kenya University Sports Federation*

Title: ONLINE SPORTS BETTING AND DEMOGRAPHIC FACTORS' EFFECTS ON STUDENT-ATHLETES' MENTAL HEALTH

^{1*}Dr. Gathoni Ndung'u Benson ²Dr. Charles Mucheke, ³Mr. Mickey Oloo, ⁴Mr. Kevin Kipchumba

¹⁻⁴Department of Physical Education Exercise & Sport Science, Kenyatta University

Corresponding Authors E-mail: gathoni.benson@ku.ac.ke



Dr. Gathoni Ndung'u Benson

Abstract

Purpose: The objective of the study was to determine how the interaction between the volume of online sports betting and the demographic factors affects how student-athletes perceive the repercussions on their mental health. Cross-sectional survey research was used for this study.

Methodology: Thirty-eight universities both public and private were sampled. Self-reporting questionnaires, key interview schedules and an observation plan were all used by the researcher. With the help of the SPSS version 25 programme, the data were coded and examined. Testing the impact of demographic factors on the connection between dependent and independent variables involved regression analysis with an interaction effect. The link between the independent variables was investigated using correlation analysis. .

Findings: The findings demonstrate a substantial and positive correlation between the level of gambling and mental health ($r = 0.411$, $P > 0.0001$). The findings of the regression of coefficients showed a positive and significant relationship between the severity of gambling and students' mental wellness ($r = 0.576$, $P > 0.0001$). The R1 Squared value was greater than 0.169 (without interaction) at 0.10731 (with demographic factors interaction). The interaction impact of the demographic parameters was significant (p -value = 0.012).

Unique contribution to theory, practice and policy: This suggests that the association between the intensity of gambling and mental wellness is significantly influenced by the combination of demographic factors. According to study, regular bettors are more likely to attempt or commit suicide because they are more prone to feel anger, rage, and guilt after suffering significant losses. Particularly when students are under stress, this is true. Online sports betting has also been linked to high levels of addiction, just like alcohol, drugs, and items related to smoking. .

Key Words: *Online sports betting, gambling, mental health*

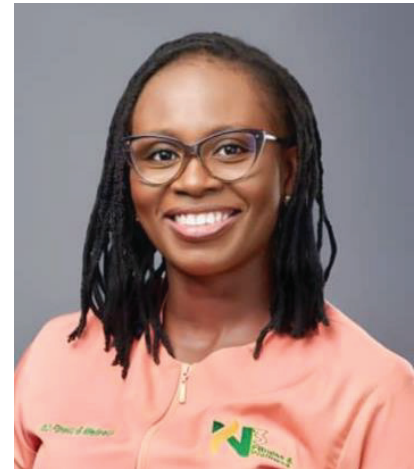
Title: EXERCISE, SPORT AND MENTAL HEALTH

Author: Ewurabena Manko Antwi-Boasiako

Institutional Affiliation: National Sports for all Association Ghana (Nasfaag)

Contact: +233 243501731 / +233 203356357

Email: owusuabena334@gmail.com



Ewurabena Manko Antwi-Boasiako

Abstract

A person's state of mind has implications for his/her stability and gives relevance to happenings in his/her immediate environment. Available statistics shows that every 40 seconds, a person commits suicide as a way of escape caused by various reasons such as imbalanced state of mind, anxiety and depression. Every individual is prone to the risk of being affected mentally, especially the younger generation.

This paper investigates the transformative power of exercise and sports participation in promoting mental health and how the integration of physical activities and sports can reduce psychological disorder better than orthodox medications. It posits that regular exercise and sports participation have the capacity to mitigate symptoms of anxiety and depression, enhance cognitive function, and foster resilience. It argues that the release of endorphins, dopamine, and serotonin during physical activity stimulates a natural happier and better mood that reduces stress levels. Moreover, the social aspect of team sports and group fitness activities provides a sense of community and belongingness, combating loneliness and isolation. Furthermore, exercise and sport offer a healthy coping mechanism for individuals struggling with mental health issues, providing an outlet for emotional expression and stress management. The discipline and structure of training and competition also instill a sense of purpose and direction, promoting personal growth and self-esteem. The paper recommends that individuals should really more on physical activities and sports to strengthen their mental health than relying on orthodox medications. It concludes that the relationship between exercise, sport, and mental health is intricate and multifaceted. By embracing physical exercises and sports participation, individuals can cultivate a holistic approach to mental health.

5-40 Mental Health Struggles of Athletes in High-Pressure Competitive Environments in Zimbabwe

Title: MENTAL HEALTH STRUGGLES OF ATHLETES IN HIGH-PRESSURE COMPETITIVE ENVIRONMENTS IN ZIMBABWE

Authors:

Yvonne Utaumire - Zimbabwe Open University

Fortunate Sithole and Maxwell Chufama - Namibia University of Science and Technology

Correspondence:

Email:

yutaumire@gmail.com

fortche4@gmail.com

mchufama@gmail.com

Phone number: +263783660210

Abstract:

Mental health challenges faced by athletes in high-pressure competitive environments are increasingly recognized as critical to their overall well-being and performance. In Zimbabwe, where sports play a significant role in national identity and pride, addressing these struggles is essential. Research has shown that elite athletes experience unique pressures, including demanding travel schedules, intense competition, and uncertainty about their future careers in sport¹. When left untreated, these challenges can lead to burnout, feelings of hopelessness, and even suicidal thoughts². To address this, we propose a comprehensive framework that emphasizes early intervention, self-management skills development, and collaboration among key stakeholders, including coaches, sports medicine professionals, and mental health specialists. The study investigates the underlying causes of these mental health struggles, highlighting factors such as the fear of failure, perfectionism, excessive training demands, injury rehabilitation, and the challenges of transitioning in and out of sports careers in one sport code in Zimbabwe. Additionally, it explores the consequences of these challenges, which extend beyond individual athletes to impact team dynamics, performance outcomes, and the overall culture of competitive sports.

By delving into the mental health struggles faced by athletes in high-pressure competitive environments and offering a comprehensive framework as intervention strategies, this study contributes to a deeper understanding of the complex interplay between mental health and competitive sports. The findings have practical implications for athletes, coaches, sports organizations, and mental health professionals, guiding them in developing effective policies, programs, and interventions to protect and enhance the mental well-being of athletes, ultimately fostering a healthier and more sustainable approach to competitive sports.

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5-42 Aggression and Frustration as Predictor of Sports Performance Among Athletes of Sports Commission in Edo State.

Title: AGGRESSION AND FRUSTRATION AS PREDICTOR OF SPORTS PERFORMANCE AMONG ATHLETES OF SPORTS COMMISSION IN EDO STATE.

Author:

Dr. Oriakhi Akugbe Unity

Department of Human Kinetics and Sports Science, University of Benin, Benin City, Nigeria.

Phone number: +2348074824847

E-mail: unity.oriakhi@uniben.edu

Abstract

The purpose of this study was to find out aggression and frustration as predictor of sports performance among athletes of sports commission in Edo state. Three hypothesis were formulated in this study at 0.05 level of significance. The correlation research design was adopted for this study. The population of the study comprised of 650 athletes of sport commission in Edo state. The sample size of the study was made up of 130 athletes and they were selected through multistage sampling procedure. The validity of the instruments was ascertained by three experts, two in the Department of Human Kinetics and Sports Science and one from the Department of Educational Evaluation and Counseling Psychology all from the University of Benin. The instruments was administered to 20 athletes at the University of Benin sports unit once. Data collected were analysed, using Cronbach Alpha statistics and a coefficient index of 0.68 was obtained indicating that the instrument was reliable. Data collected were analysed using Pearson Product Moment Correlation Coefficient to analyse hypotheses 1 and 2 while Hypotheses 3 was analysed with multiple regression. The findings of the study revealed that there is a significant relationship existing between aggression and sport performance among athletes of Edo State Sports Commission. It was concluded that there is a positive relationship existing among aggression, frustration and sports performance among athletes of sport commission in Edo state. It was therefore recommended that sports psychologist should be employed by Edo State commission in other to manage athletes' aggression and frustration before, during and after training and competition in other to enhance sports performance.

5-47 Twelve Weeks Aerobic Exercise Reduces Anxiety and Depression in HIV Positive Clients On Art in Uganda

Title: TWELVE WEEKS AEROBIC EXERCISE REDUCES ANXIETY AND DEPRESSION IN HIV POSITIVE CLIENTS ON ART IN UGANDA

Corresponding Author:

Mwebaze Nicholas¹ Ph.D Student Department of Sport Science, Kyambogo University, Kampala, Uganda. mwebazen17@gmail.com +256772924070

ORCID iD: 0009-0002-5893-2428

Authors:

Constance A.N. Nsibambi (*Ph.D*)², Department of Sport science, Kyambogo University, Kampala, Uganda (Asse Prof). consibambi@gmail.com +256772370848

ORCID iD 0009-0006-6036-9856

Edward Ojuka (*Ph.D*)³, Department of Physiology, Lira University, Lira Uganda (Asse Prof). edwardojuka277@gmail.com +256774923304

ORCID iD 0009-0008-5105-1103

Mshilla Maghanga⁴ Faculty of Business & Development Studies, Gulu University, Gulu City Uganda. mshilla2000@gmail.com +256 755 864642

ORCID iD 0009-0009-4143-1505



Mwebaze Nicholas

Abstract

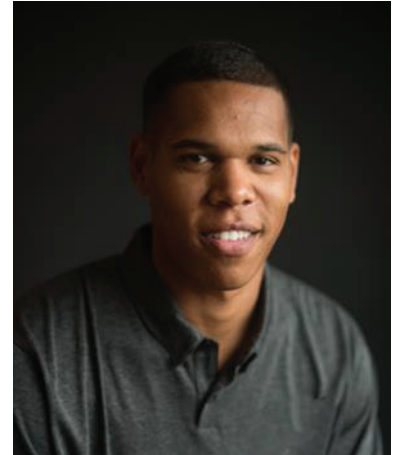
The advent of Highly Active Antiretroviral Therapy has significantly improved the health outcomes and life expectancy of PLHIV. However, challenges persist, including mental health issues and adverse effects associated with treatment. Uganda, grappling with a substantial HIV burden, seeks innovative approaches to enhance the overall well-being of PLHIV. Aerobic exercise, despite its proven benefits, has been underutilized in HIV management in Uganda. This study explored the potential of a 12-week aerobic exercise program as an adjunct therapy to reduce anxiety and depression and hence improve the quality of life of PLHIV and potentially reduce the overall cost of HIV treatment. Existing research underscores the positive impact of aerobic exercise on physical, mental, and immunological aspects of HIV management. The evidence supports the hypothesis that a structured aerobic exercise program can significantly reduce anxiety and depression in people living with HIV on antiretroviral therapy, offering a complementary approach to conventional treatment. The study employed an experimental design. A sample of 135 PLHIV on ART engaged in the study. Quantitative data was analyzed using t-tests, revealing significant reductions in depression and anxiety symptoms among participants. The findings demonstrated a 58.5% reduction in depression symptoms and a significant decrease in anxiety symptoms among participants engaged in aerobic exercises on average ($p < 0.001$). Both groups exhibited improvements, with the experimental group showing greater reductions. The results support the potential of aerobic exercise as a valuable adjunct therapy for people living with HIV on antiretroviral therapy.

Title: MENTAL HEALTH AND WELL-BEING OF COMPETITIVE YOUNG ATHLETES IN KENYA AND AMERICA

Author: Michael Wilson

Affiliation: Western Oregon University, USA.

Corresponding Email Address: wilson.miket@gmail.com



Mr. Michael
Wilson

Abstract

This paper explores the mental health and well-being of competitive young athletes in Kenya and America, focusing on the socioemotional challenges they face. Utilizing social learning theory, cognitive appraisal theory, and cognitive emotional theory, the study investigates how cultural, societal, and environmental factors influence athletes' mental health. By comparing the support systems, training environments, and societal expectations in both countries, the research highlights common stressors such as performance pressure, identity issues, and the impact of success and failure. The similarities include the role of coaches and parents in shaping athletes' psychological resilience, while differences arise from varying cultural attitudes towards sports and mental health. Future directions suggest integrating neurobiological psychology to develop tailored interventions that address the unique socioemotional needs of young athletes. Understanding the neurological underpinnings of stress and emotional regulation can inform more effective mental health support strategies. This subject is crucial as it not only affects athletes' performance but also their overall development and well-being. By applying social learning theory, we can see how athletes model behaviors from influential figures; cognitive appraisal theory helps us understand their perception of stressors; and cognitive emotional theory provides insight into their emotional responses. This multifaceted approach ensures a comprehensive understanding of the mental health challenges faced by young athletes and paves the way for more effective support systems.

Title: COMMUNITY PARK DESIGN ELEMENTS PROMOTING ADOLESCENT PHYSICAL ACTIVITY IN SOUTH AFRICAN TOWNSHIPS

Author: Dipolelo R. Malema

Discipline of Physical Education, University of KwaZulu-Natal, Durban, South Africa

E-mail: Malemad@ukzn.ac.za
Tel: +27 31 260 3452



Dipolelo R. Malema

Abstract:

Community parks play a crucial role in promoting physical activity.

However, despite their potential, adolescents rarely utilize these spaces due to various barriers, including inadequate maintenance and safety concerns, particularly in low-income neighbourhoods. This is particularly concerning given that over 80% of adolescents fail to meet the World Health Organization's recommended levels of physical activity. To address this, bio-ecological research models advocate for integrating the built environment into interventions aimed at promoting physical activity. The purpose of this study was to determine adolescents' usage of and existing perceptions of their community and identify park design elements which facilitate park-based physical activity for adolescents residing in townships. Using a mixed-method approach, focus group interviews were conducted with adolescents living in two townships in the JB Marks Municipality of the North-West Province. Additionally, we employed the Park Perception and Usage (PPU) instrument to assess their perceptions of community parks. Findings revealed that adolescents insufficiently use community parks and primarily have negative perceptions of community parks and find them to be poorly maintained, not adequately equipped with amenities, unsafe, and unattractive for physical activity engagement. However, parks were perceived to be accessible and considerably sized. Additionally, adolescents prefer park designs which include a variety of sporting facilities such as basketball, netball, soccer courts and running trails to attract adolescent users and promote park-based physical activity. It is recommended that park service providers invest in the design and re-design of parks to ensure that they include these preferences in urban city design to promote physical activity and aid in achieving the recommended guidelines for physical activity in this population and result in positive health outcomes.

Keywords: Adolescents, Park Design, Park Perceptions, Physical Activity, Township

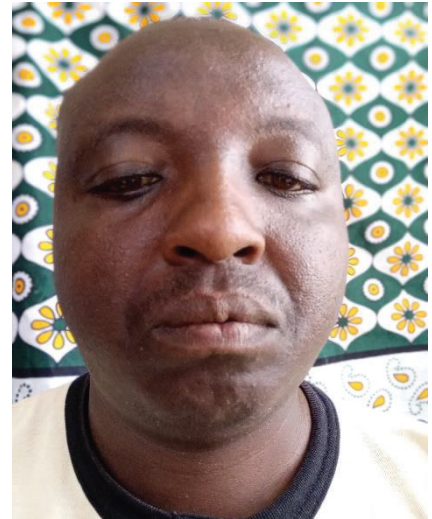
Title: AWARENESS AND USE OF MENTAL TRAINING STRATEGIES AMONG AMATEUR BOXERS IN KENYA.

Authors: Michael M. Ngaru¹., Jane W. Kamau¹ & Elijah G. Rintaugu²

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University

²Department of Recreation and Sport Management, Kenyatta University

Correspondence: mmngaru17@gmail.com



Michael M.

Abstract

Mental training strategies are the cognitive processes used to control learning and use of mental skills in sports. The purpose of this study was to determine the awareness and extent of use of MTS among Kenyan amateur boxers. It was predicted that MTS will vary based on gender, competition level and sport experience. A descriptive survey design was used, 147(120 male and 27 female) boxers took part in the study. A modified metacognitive awareness skill (MAS) for awareness and test of performance strategies (TOPS) for use of MTS were used for data collection. One sample t-test, Independent t-test and one –way ANOVA was used to compare differences in the means of awareness and use of MTS. Mean showed the level awareness and use of MTS was inadequate (mean<3.5).Based on adequacy levels of awareness and use of MTS, significant difference was found at ($t=190.7$, $df=146$, $p<0.001$) and ($t=97.4$, $df=146$, $p<0.001$) respectively. T-test showed revealed no significant difference ($p>0.05$) between male and female. There was a significant difference in awareness ($F=14.3$, $df=142$, $p<0.001$) and use ($F=3.68$, $df=142$, $p<0.001$) of MTS based on competition levels. Significant difference was found for awareness ($F=10.38$, $df=142$, $p<0.001$) and use ($F=5.42$, $df=142$, $p<0.005$) based on sport experience. Boxers' cognitive awareness of MTS was average (3.03-3.38) but ability to utilize it was below average (<3.0).Awareness and use of MTS was inadequate (<3.5). Awareness and use of MTS is the same across male and female gender. The study recommend that coaches should integrate MTS with physical training and more studies comparing awareness and use of MTS based on age and skill level should be conducted.

Key words

Awareness, boxers, mental training strategies, Kenya

5-84: Investigation of Differences in Proactive Personality Characteristics among University Soccer Team Players

Authors: Prof. Edwin Kadima Wamukoya¹, Micky Olutende², Dr. Maximilla N. Wanzala³

Contact: ewamukoya@mmust.ac.ke

Abstract

Background: Proactive behavior in sports, characterized by actions that athletes take to influence the course of events during competitions, has been a topic of interest due to its implications for both performance and sportsmanship. Understanding the factors that influence such behavior is crucial, particularly in university athletes who are often at the forefront of competitive sports.

Problem Statement: Despite the recognition of proactive behavior as a significant aspect of sports performance, there is limited understanding of the differences in proactive personality traits among university athletes, particularly soccer players. **Objectives:** The main objectives of the study were to determine the proactive personality scores of MMUST soccer team players and to examine the differences in these scores based on gender, age, socio-economic status, achievement level, and attitude towards sports. **Methodology:** The study utilized a descriptive cross-sectional design involving 67 soccer players from MMUST, selected through purposive and simple random sampling techniques. Data was collected using the Proactive Personality Scale (PPS), a validated tool comprising 17 items measured on a Likert scale. Statistical analysis was conducted using SPSS 25, with t-tests, ANOVA, and post hoc analyses applied to compare proactive personality traits across different groups. **Results:** The study found significant differences in proactive personality scores based on achievement levels and attitudes towards sports. Specifically, players with national and international success exhibited higher proactive personality scores compared to those competing at the university level. Additionally, athletes with a positive attitude towards sports demonstrated higher proactive personality traits than those with a negative attitude. However, no significant differences were found based on gender, age, or socio-economic status. **Conclusion:** The findings suggest that achievement level and attitude towards sports are critical factors influencing proactive personality traits among university soccer players. These traits play a vital role in sports performance and can be nurtured through targeted interventions. **Recommendations:** Sports administrators and coaches should focus on fostering positive attitudes and recognizing achievements at all levels to enhance proactive behavior among athletes. Further research is recommended to explore the underlying mechanisms that link personality traits with sports performance and success.



Key Words: Sports Administrators, Proactive behaviour, Proactive personality traits, Attitudes

6. PHYSICAL ACTIVITY FOR HEALTH PROMOTION AND SPORT PERFORMANCE

6-07 Prevalence of Psychological Indicators of Overtraining in First Team and Substitute Players among Elite Male Hockey and Soccer Players in Top National Leagues in Kenya

Title: PREVALENCE OF PSYCHOLOGICAL INDICATORS OF OVERTRAINING IN FIRST TEAM AND SUBSTITUTE PLAYERS AMONG ELITE MALE HOCKEY AND SOCCER PLAYERS IN TOP NATIONAL LEAGUES IN KENYA.

Authors: Ndambiri K Richard¹ and Bulinda Mugalla²

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University

Correspondence: ndambiri.richard@ku.ac.ke



Dr. Ndambiri K Richard

Abstract

At any rate, many athletes have a tendency of incorporating high levels of physical training and limited recovery periods into their training programmes, a situation that predisposes them to overtraining. General consensus in research supports the notion that overtraining is characterised by psychological disturbances. Consequently, studies in exercise and sports psychology have focused on identifying the psychological markers associated with overtraining as possible indicators of overtraining. The purpose of this study was to assess the prevalence of psychological indicators of overtraining in first team and substitute players in top national leagues in Kenya. The study assessed mood states of anger, confusion, depression, fatigue, tension and vigour that are useful in detecting mood fluctuations in exercise and sport settings. The population for the study consisted of all the elite male hockey and soccer players in top national leagues in Kenya. The sample for the study comprised 232 (100%) participants; 116 (50%) elite male hockey players and 116 (50%) of elite male soccer players. The Profile of Mood States (POMS) was used for data collection. T-test was used to determine whether there was any significant difference between the mood state profiles of starters and substitute players and the subscales of overtraining at a significance level of $P \leq 0.05$. Results showed in both sports, changes in the mood states of anger, confusion, depression, fatigue, tension and vigour as well as Total Mood Disturbance were not significant in either first team or substitutes. In conclusion, the psychological indicators of overtraining were not elevated to a level indicative of overtraining in either first team or substitute players of both sports.

Key Words: Overtraining, Mood States, Starters and Substitute Players

6-13 Impact of Developmental Games on Balance Abilities of Basic School Children in Cape Coast Metropolis, Central Region, Ghana

Title: IMPACT OF DEVELOPMENTAL GAMES ON BALANCE ABILITIES OF BASIC SCHOOL CHILDREN IN CAPE COAST METROPOLIS, CENTRAL REGION, GHANA

Authors: Richmond Stephen Sorkpor¹, Daniel Apaak² & Edward Wilson Ansah²

¹Department of Health, Physical Education, Recreation and Sports, University of Education, Winneba, Ghana.

²Department of Health, Physical Education and Recreation University of Cape Coast, Cape Coast, Ghana.

Contact Information:

Department of Health, Physical Education, Recreation and Sports

University of Education, Winneba

Email: rssorkpor@uew.edu.gh



Abstract

In an attempt to promote the Agenda 2030, which aimed at Physical Activity Engagement for all in order to reduce sedentary behaviour and enhance individual wellbeing, this school based Physical Activity intervention was designed. The intervention used developmental games which are known games played at various settings or communities to enhance selected motor skills and general wellbeing of individual participants. Using a quasi-experimental design, 30 school children, comprising of 15 boys and 15 girls, aged 10, to 12 years were randomly selected for the study. The participants participated in a 12-week motor skills intervention program designed for this study. Balance was measured among the school children at baseline (pretest), after four weeks (posttest 1), then eight weeks (posttest 2), and 12 weeks (posttest 3) using BOT-2 battery test. Two hypotheses were tested using repeated measure ANOVA, with gender as interaction variable. Using Bonferroni post-hoc analysis, the results indicated a significant difference in balance improvement between the pre-test ($M = 7.33$, $SD = 0.66$) and post-test 1 ($M = 8.57$, $SD = 0.68$), post-test 2 ($M = 8.70$, $SD = 0.59$) and post-test 3 ($M = 8.83$, $SD = 0.50$) scores. However, there was no significant gender interaction effect on balance after the intervention program ($F(5, 84) = 1.79$, $p = 0.174$, Pillai's Trace = 0.171, partial $\eta^2 p = 0.171$]. Based on the results obtained, it was concluded that, developmental games could be effective tools for improving balance among children aged 10-12 years, especially if they are given about three months' interval to practice. Thus, using these available games can reduce resource challenge in teaching and learning of PE and help improve physical activity engagement for all in order to promote the Agenda 2030, as well as help reduce sedentary behaviour and enhance individual wellbeing in the country.

Keywords: Developmental Games, Balance, School Children, 12-week Practice

Biography of Presenter

Richmond Stephen Sorkpor (PhD)

Graduate Coordinator

Department of Health, Physical Education, Recreation and Sports

University of Education, Winneba

Winneba, Ghana

6-16 Incidence of Work-Related Low Back Pain among Secondary School Teachers in Nairobi, Kenya

Title: INCIDENCE OF WORK-RELATED LOW BACK PAIN AMONG SECONDARY SCHOOL TEACHERS IN NAIROBI, KENYA

Authors:

¹Waiganjo L., ¹Gitahi T., and ²Wabuyabo I.

Waiganjo.luka@ku.ac.ke, theuri.gitahi@ku.ac.ke, iswabuyabo@yahoo.com

¹ Kenyatta University

² Masinde Muliro University of Science and Technology

Abstract

Low back pain is a major concern in many occupations; depending on workplace characteristics, some individuals are more at risk than others. Low back pain among teachers may be attributed to working conditions which involve long periods of standing, walking, bending, twisting, writing on the board as well as sitting. Teachers with LBP experience chronic pain that can affect their overall quality of life. This can lead to discomfort during prolonged standing, sitting, or walking, all common activities in a teaching environment. Persistent LBP is often associated with increased stress, anxiety, and depression. This mental strain can further exacerbate the perception of pain and decrease overall mental health which may negatively influence their teaching capacity. The study adopted an analytical survey design where 250 teachers from 15 public secondary schools were sampled. Data was collected using questionnaires and observation protocols and later analysed using statistical package for social sciences (SPSS, 20). Data was presented in charts and frequency distribution tables and the chi-square used to test the hypotheses. The results indicated that majority of the teachers (63.2%) suffered from low back pain where more female (36.4%) than male teachers (26.8%) reported the pain. Duration of employment significantly ($X^2(6) = 22.9, p=0.001$) influenced the occurrence of low back pain among the teachers with those who had worked for 16-20 years reporting the highest prevalence (14.8%). It was therefore, concluded that a large number of the teachers who took part in the study suffered from low back pain. It is recommended that health promotion campaigns to sensitise teachers on the challenges posed by LBP and available intervention modalities should be conducted. This would help the teachers cope with the challenge of Low Back Pain at their work place.

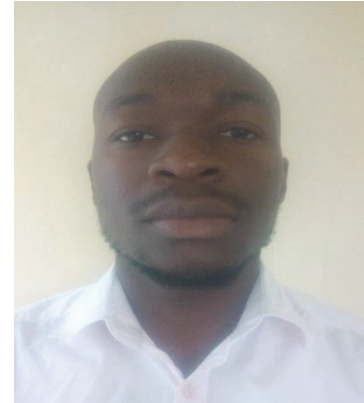
Keywords: Work-related low back pain; work place characteristics; working conditions;

Title: EFFECTIVENESS OF THE LEBED METHOD THERAPEUTIC INTERVENTION ON PHYSICAL STABILITY AMONG ELDERLY INDIVIDUALS IN KAKAMEGA COUNTY

Author: Oloo Micky Olutende¹

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University

oloo.micky@ku.ac.ke



Oloo Micky Olutende

Abstract

Background

In Kenya, falls among individuals over 60 years of age are a major concern. Despite physical activity being known to reduce fall risks, there are challenges like high drop-out rates and limited exercise types in existing studies. The Lebed Method, a dance programme originally developed for breast cancer survivors by Sherry Lebed Davis, has shown potential to improve physical and emotional well-being. This study aimed to explore its effectiveness in improving physical stability among the elderly in Kakamega County.

Methods

The study involved a community-based randomized control trial with 30 participants aged 60 and older, selected based on low social support scores. They were divided into intervention and control groups, meeting specific inclusion criteria. Baseline functional stability (mobility, and balance) was assessed by Timed Up and Go (TUG), Berg Balance Scale (BBS) scores, gait speed time and de Morton Mobility Index (DEMMI) score. Changes in physical stability between the groups were analyzed using the Analysis of Covariance, accounting for baseline differences, while within-group changes were evaluated using the dependent sample t-test. The threshold for statistical significance was set at $p < 0.05$.

Results

The findings also showed that the intervention group improved significantly in physical stability compared to the control group. Specifically, notable enhancements were observed on TUG times ($p < .001$, $\eta^2 = 0.53$, $d=3.38$), BBS scores ($p < .001$, $\eta^2 = 0.64$, $d=1.97$), gait speed ($p < .001$, $\eta^2 = 0.65$, $d=1.99$) and DEMMI score ($p < .001$, $\eta^2 = 0.38$, $d=1.94$).

Conclusions

The intervention significantly improved mobility and balance among participants, demonstrating the effectiveness of the Lebed method for elderly individuals. Future research could explore specific components of dance-based therapy that contribute to functional mobility and balance improvements

6-26 Stress and Physical Activity as a Predisposing Factor to Uterine Fibroid Growth Among Patients Attending Murtala Muhammed Specialist Hospital Kano, Nigeria.

Title: STRESS AND PHYSICAL ACTIVITY AS A PREDISPOSING FACTOR TO UTERINE FIBROID GROWTH AMONG PATIENTS ATTENDING MURTALA MUHAMMED SPECIALIST HOSPITAL KANO, NIGERIA.

Author:

Hauwa Umar Usman Ph.D

Department of Human Kinetics and Health Education

Faculty of Education, Bayero University, Kano, Nigeria

Lahawee001412@gmail.com / huusman.phe@buk.edu.ng

+2348033705893

Abstracts

This study investigated stress and physical Activity as a predisposing factor to uterine fibroid growth. The sample size of the study comprised 100 respondents who were both in and out patients with uterine fibroid in Murtala Muhammad Specialist Hospital, Kano, Nigeria and drawn using purposive sampling procedure from a population of 255 patients. The instruments for data collection was a researcher-developed structured questionnaire on stress and WHO global Physical Activity Questionnaire which was modified and adopted to determine physical activity level of patients and was validated by five experts in the department of Human Kinetics and Health Education Bayero University Kano. A reliability coefficient $r=0.75$ was obtained for the questionnaire. Descriptive statistics of frequency counts and percentage were used to describe the subject's demographic characteristics; while inferential statistics of Chi-Square was used to test the formulated hypothesis at 0.05 level of significance. The results of the study revealed a χ^2 of 34.160 df 3 $p<0.001$ for stress, while Physical Activity level χ^2 of 58.640 at df 3 $p= 0.001$. It was concluded that high stress level is a predisposing factor to uterine fibroid growth, as well as physical inactivity. It was recommended, among others, that in order for uterine fibroid growth to be controlled or prevented, women should try to reduce stress by controlling their emotional problems and women, especially those in their high reproductive age, should be encouraged and enlightened to modify their lifestyle through engaging in active physical activities like brisk walking, jogging and aerobic dance even at home.

Keywords: Stress, Physical Activities Uterine Fibroid and Patients

6-27 Physical Activity and Built Environment Correlates Among School-Going Children in Nairobi

Title: PHYSICAL ACTIVITY AND BUILT ENVIRONMENT CORRELATES AMONG SCHOOL-GOING CHILDREN IN NAIROBI

Author: Joyce Mwangi

Email. Wamuyumwangi78@gmail.com, muthonikid77@gmail.com

Abstract

Children and youth who engage in regular physical activities exhibit numerous health benefits, including improved bone health, better academic performance, lower stress levels, higher self-esteem, and reduced anxiety and depression. Despite these benefits, many children globally remain insufficiently active. This issue is particularly pressing in African countries where objectively measured physical activity data are scarce. This study aimed to objectively measure physical activity using accelerometers and determine

the association between parental perceptions of neighborhood-built environments and physical activity levels among school-going children in Nairobi. A cross-sectional study design was employed, involving 375 children aged 9-12 years, randomly selected from various neighborhoods in Nairobi. Physical activity levels were recorded using the Axivity AX3 accelerometer over seven consecutive days, complemented by daily activity diaries. Additionally, socio-demographic data and parental perceptions of the neighborhood-built environment were collected through questionnaires. Data analysis was performed using SPSS Version 28 and the R Statistical Programming Language. The results indicated that children predominantly engaged in sedentary and light activities, with television watching, walking, phone use, and video games being the most reported activities. Pearson Chi-Square tests revealed significant associations between physical activity levels and factors such as parental education, frequency of motorized transport use, and household income. However, no significant associations were found between built environment characteristics (e.g., land use, aesthetics, pedestrian provisions, street connectivity) and the minutes spent in different physical activity intensities. The adjusted regression model identified a weak correlation between street connectivity and moderate to vigorous physical activity (MVPA). Key challenges highlighted by the study included insufficient green spaces, inadequate garbage management infrastructure, and poor policy implementation regarding neighborhood amenities. The study concludes with recommendations for the county government to enhance green spaces, enforce stringent garbage control policies, develop playgrounds, and improve pedestrian infrastructure to foster a more walkable and active environment for children.

Keywords: Physical Activity, Built Environment, School-Going Children, Accelerometers, Nairobi

Title: PHYSICAL ACTIVITY STATUS OF GYMS AND OUTDOOR BASED GROUP FITNESS PROGRAM PARTICIPANTS AS A SUSTAINABLE HEALTH MODEL

Author: Nicholas MWANGI <https://orcid.org/0000-0001-5364-0878>, nickmwas92@gmail.com, 0740065724

Abstract

Health benefits of being physically active are well documented and accepted as a remedy for many non-communicable diseases (NCDs). Yet many people are reluctant to make lifestyle adjustments to adopt available fitness programs sustainably. The study assessed Physical Activity Status (PAS) among young adults in Nairobi County who participate in Gym Based Group Fitness Programs (GBGFs) and Outdoor Based Group Fitness Programs (OBGFs) to a sustainable health model guided by the 3rd SDG. The objective was to assess PAS between GBGF and OBGF participants and across socio-demographic characteristics. The study used a cross-sectional analytical survey research design and a GPAQ questionnaire. Tools used were; descriptive statistics, Cross tabulations, independent T-test and chi-square. The findings were gender distribution was 37.6% male and 62.4% female with 45.6% outdoor and 54.4% gym participants. PAS (Activity at work $t(240)=-7.562, p<.000$, Travel/cycle $t(313)=-6.176, p<.000$ and Recreational activity $t(295)=-6.273, p<.000$ showed a significant difference where outdoor had more participants than gym. However, Sedentary behavior $t(338)=-109, p<.913$ had more gym participants and showed no significant difference. There was a significant relationship between the mode of training and the social-demographic status age and marital status unlike gender. The conclusion of this study informed and advocated for more efficacious sustainable fitness programs and brought more knowledge to the different social classes on the need to indulge and sustain fitness for good health. They findings greatly assist design more appropriate programs in the world of fitness harnessing the benefits of outdoor and gym based programs.

Key Words

SDG Sustainable Development Goal

GPAQ Global Physical Activity Questionnaire

Title: YOGA PROGRAM IMPACT ON WELL-BEING IN PEOPLE WITH INTELLECTUAL DISABILITIES: A SCOPING REVIEW.

Authors:

Mohammed Elmadani¹, Orsolya Mate².

1Mohammed Elmadani, PhD student, University of Pécs, Faculty of Health Sciences, Doctoral School of Health Sciences, Pécs, Baranya, Hungary, elmadani88@gmail.com

2Dr. Orsolya Mate, Associate professor, University of Pécs, Faculty of Health Sciences, Doctoral School of Health Sciences, Pécs, Baranya, Hungary, orsolya.mate@etk.pte.hu

Abstract

Background: Yoga programs have gained recognition for their potential to enhance well-being across various populations. However, there remains a gap in understanding their impact on individuals with intellectual disabilities. The objective of this rapid review is to synthesize existing literature on the effects of yoga programs specifically tailored for individuals with intellectual disabilities.

Methods: A total of 158 studies were initially identified through the systematic search across electronic databases, including PubMed, Scopus, Medline, and Web of Science. The search terms included variations of "yoga," "intellectual disabilities," "well-being," and related keywords. After rigorous screening and assessment, a total of 11 studies were deemed eligible for inclusion in the rapid review.

Result: The effectiveness of various yoga programs in enhancing physical, psychosocial, and cognitive aspects of well-being among individuals with IDD is examined in present study. The findings suggest promising benefits of yoga interventions on different aspects of well-being among individuals with ID, including improvements in exercise behavior, psycho-motor abilities, functional fitness, balance, gait, self-determination, pulmonary function, cognitive functions, coping strategies, flexibility, psychomotor variables, self-esteem, and behavioral parameters. However, several limitations are noted across the studies, such as small sample sizes, lack of control groups, limited external validity, potential biases, absence of blinding, inability to statistically account for ID diagnoses and comorbidities, and scheduling limitations. Despite these limitations, the studies underscore the potential of yoga interventions in enhancing the well-being of individuals with ID.

Conclusion: Future research directions include the need for larger sample sizes, long-term follow-ups, diverse interventions, and rigorous methodologies to further explore the efficacy and generalizability of yoga programs for individuals with ID. Overall, this review highlights the potential of yoga as a therapeutic tool to enhance the quality of life and overall well-being of individuals with intellectual and developmental disabilities.

Keywords: Yoga, Intellectual disabilities, Well-being, Intervention.

Title: THE ROLE OF THE CHURCH IN COMMUNITY HEALTH PROMOTION: LESSONS FROM ACK CANON HESBON PARISH

Authors:

Dr Kamau Jane W.¹ & Thairu Paul Mari ²

Kenyatta University

Department of Physical Education, Exercise & Sports Science

Kamau.j@ku.ac.ke¹ & MARI.PAUL@ku.ac.ke²

Category: Delegate¹ & Student²

Research Question:

Does the church play a significant role in promotion of health in communities? What lessons can we learn from existing programs at ACK Canon Hesbon Parish?

Background:

The World Health Organization defines health as a state of complete physical, mental, and social well-being, extending beyond the mere absence of disease. The World Council of Churches further broadens this definition to include spiritual, economic, political, and social dimensions. This expanded view underpins the Ecumenical Global Health Strategy of 2018, which highlights the church's role as a healing community capable of initiating and sustaining health ministries through education, advocacy, practical action, and public empowerment. Churches, particularly in Africa, serve as central social units offering significant support and leadership, making them effective platforms for health promotion. In Kenya, 84.5% of the population adheres to Christianity in various denominations, thus leveraging churches for health initiatives ensures broad demographic inclusion.

Purpose: This study explored the multifaceted role played by churches in fostering community health by examining how churches contribute to physical, mental, and social well-being through various service provisions, health promotion initiatives, and social support networks.

Methodology: Taking ACK Canon Hesbon Parish as the case study, ecological research was conducted using Archival research design to retrieve secondary data from archival materials within the parish between 2019-2023. The archival materials included photographs, reports, statistics and special collections. The archival materials were observed and reviewed to document the approach/structure of the church in promotion of community health, the nature/type of community health promotion programs. The study also investigated how the church addresses social determinants of health, reaching underserved populations and promoting healthy behaviors. Additionally, the study explored the potential challenges and limitations of church involvement in community health, including issues of inclusivity and potential conflicts with medical advice.

Results: The results indicated that, ACK Canon Hesbon Parish has a comprehensive structure on health promotion not only for its congregants but also community members of her environs. Health and training are driven by a committee of the Paris Church Council (PCC), with a membership of nine. The health and training activities are funded through an annual budget allocation by the PCC as well as by sponsors and collaborators outside the church. Although training on various topics is done in single sessions throughout the year as guided by the Diocesan almanac, health promotion is given attention for a whole month (usually August). Each year, the health month is guided by need- based themes stemming from



Dr. Kamau Jane Wanjiku

congregants and specific topics delivered by experts. Two outstanding activities for the health month between 2019 and 2023, are a) 15 km walk aimed at challenging congregants and community members to embrace walking as a lifestyle for promotion of physical fitness, and b) medical screening camp aimed at enabling them to access annual screening for NCDs within their setting at a cheaper or no cost at all. This promotes health seeking behaviour for early detection which is not a common practice in communities. Within this period, with exception of year 2020 due to COVID-19 Pandemic restrictions, the walk has attracted a total of 800 participants in the and 892 participants in the medical screening camp.

Conclusion: By analyzing the interplay between faith and health practices, this study illuminates the significant contributions churches make and identify areas for collaboration with public health initiatives to improve overall community health outcomes. The study concludes that the church has a safe space and capacity to respond to the various health challenges affecting congregants tapping into the expertise and network within and outside the church and in so doing support the existing effort to promote health and wellbeing by the ministry of health in an organized manner. The church can provide a formidable platform for advocating and advancing health concerns for adoption by policy makers for the bigger good of the society. The church can provide a conducive environment to transform and empower congregants to become ambassadors of health and wellbeing in their spaces of influence.

Key words: *Health, health promotion, churches, health promotion programs, community health*

Related Theme: Physical Activity for health promotion and Sports performance

6-45 Aerobic-Exercise Training Effects on Immunological Markers in Individuals on Highly Active Antiretroviral Therapy in Uganda

Title: AEROBIC-EXERCISE TRAINING EFFECTS ON IMMUNOLOGICAL MARKERS IN INDIVIDUALS ON HIGHLY ACTIVE ANTIRETROVIRAL THERAPY) IN UGANDA

Corresponding Author: Mwebaze Nicholas¹ Ph.D Student
Department of Sport science, Kyambogo University, Kampala,
Uganda. mwebazen17@gmail.com +256772924070
ORCID iD: 0009-0002-5893-2428



Mwebaze Nicholas

Author's Constance A.N. Nsibambi (Ph.D)², Department of Sport
science, Kyambogo University, Kampala, Uganda (Assc Prof).
cnsibambi@gmail.com +256772370848
ORCID iD 0009-0006-6036-9856

Author's Name Edward Ojuka (Ph.D)³, Department of Physiology, Lira University, Lira Uganda
(Assc Prof). edwardojuka277@gmail.com +256774923304
ORCID iD 0009-0008-5105-1103

Author's Name Mshilla Maghanga⁴ Faculty of Business & Development Studies, Gulu University,
Gulu City Uganda. mshilla2000@gmail.com +256 755 864642
ORCID iD 0009-0009-4143-1505

Abstract

There is critical relevance in understanding the multidisciplinary management of HIV/AIDs among individuals obtaining health services in Uganda. The purpose of the study was therefore to assess the effects of aerobic exercise training on immunological markers as a clinical outcome of Human Immunodeficiency Virus positive clients attending a chronic HIV clinic at a General Military Hospital-Bombo. A pre-post experimental design was used to understand differences between the experimental and control groups. Participants were Human Immunodeficiency Virus positive clients who had been on treatment that is, Highly Active Antiretroviral Therapy for at least 12 months. They were randomly assigned to either a control group (Group 1): who did not participate in the aerobic exercise, or an experimental group (Group 2): where a 12-week moderate intensity aerobic exercise, for not less than 3 times a week, and for at least 45 minutes per session was administered. Both groups were assessed using a physical activity readiness questionnaire. Thereafter, assessment of the clinical outcomes that is, immunological measures using Clusters of differentiation 4 were assessed. While the experimental group participated in the exercise, the control group members were followed up during the 12 weeks to ensure that they remained in the study. After the 12 weeks post-test was done. The findings of this study revealed that aerobic exercises significantly increased Clusters of differentiation 4 count in both males and females by 29.7% on average ($p < 0.001$). Aerobic exercise is therefore likely to increase quality of life, reduce morbidity and mortality rates in Human Immunodeficiency Virus positive clients on Highly active antiretroviral therapy.

Keywords: Aerobic exercises; antiretroviral therapy; Clusters of Differentiation 4 count; Human Immunodeficiency Virus and Acquired immune Deficiency Virus; positive clients; Uganda.

6-46 Effects of a Twelve-Week Aerobic Exercise on Functional Work Capacity in HIV Positive Clients on Antiretroviral Therapy at General Military Hospital-Bombo in Uganda

Title: EFFECTS OF A TWELVE-WEEK AEROBIC EXERCISE ON FUNCTIONAL WORK CAPACITY IN HIV POSITIVE CLIENTS ON ANTIRETROVIRAL THERAPY AT GENERAL MILITARY HOSPITAL -BOMBO IN UGANDA

Corresponding Author: Mwebaze Nicholas¹ Ph.D Student
Department of Sport science, Kyambogo University, Kampala,
Uganda. mwebazen17@gmail.com +256772924070
ORCID iD: 0009-0002-5893-2428

Author's Constance A.N. Nsibambi (Ph.D)², Department of Sport
science, Kyambogo University, Kampala, Uganda (Assc Prof).
consibambi@gmail.com +256772370848
ORCID iD 0009-0006-6036-9856

Author's Name: Edward Ojuka (Ph.D)³, Department of
Physiology, Lira University, Lira Uganda (Assc Prof). edwardojuka277@gmail.com +256774923304
ORCID iD 0009-0008-5105-1103



Mwebaze Nicholas

Author's Name: Mshilla Maghanga⁴ Faculty of Business & Development Studies, Gulu University, Gulu City Uganda. mshilla2000@gmail.com +256 755 864642
ORCID iD 0009-0009-4143-1505

Abstract

Introduction/Background: The implications of aerobic exercise on functional work capacity of Human Immunodeficiency Virus (HIV) positive clients on Antiretroviral therapy (ART) in Uganda have been established. ART and the efforts to scale it up have significantly improved the quality of life and life expectancy of among people living with HIV.

Purpose of the Study: This study provides useful information to the Ministry of Health of Uganda on the implications of aerobic exercises on functional work capacity as a clinical outcome to HIV positive clients in Uganda. This will help in refining the existing information on aerobic exercises and their relevancy in care and treatment of HIV positive clients.

Methodology: An experimental study was conducted among HIV positive clients who had been on treatment for at least 12 months prior to the study. Volunteers were randomly assigned to: a control group (Group 1), where no treatment was administered, and an experimental group (Group 2), where a twelve weeks moderate intensity aerobic exercise was administered. Assessment of functional work capacity was done as a pre-test and there after the 12 weeks post-test was done to both groups.

Results: The results showed that aerobic exercises significantly improved in both heart rate and VO_{2max} with p-values of <0.001 indicating a significant improvement.

Conclusion: Aerobic exercise can, therefore, improve the quality of life, reduce the cost of management, and reduce mobility and mortality rates in HIV positive patients on ART in Uganda.

Key words: *Aerobic exercises, functional work capacity, heartrate, VO_{2max}*

6-49 Effects of an Aerobic Dance programme on Percent Body Fat in Stage One Hypertensive Adults aged 30-59 in Uganda

Title: EFFECTS OF AN AEROBIC DANCE PROGRAMME ON PERCENT BODY FAT IN STAGE ONE HYPERTENSIVE ADULTS AGED 30-59 IN UGANDA

Authors:

Loyce Nahwera^{1,2*}, Edwin Kiptolo Boit², Constance Adron Nakayiza Nsibambi¹, Mshilla Maghanga³, Lucy-Joy Wachira²

Author affiliations

1. Department of Sportscience, Faculty of Science, Kyambogo University, Kampala, Uganda.
2. Department of Physical Education, Exercise and Sports Science, School of Health Sciences, Kenyatta University.
3. Department of Accounting and Finance, Faculty of Business and Development Studies, Gulu University, Uganda

Corresponding Author:

Nahwera Loyce - Faculty of Science, Sports Science Department, Kyambogo University, Uganda.

Tel: +256-703891330 Email: loycenahwera@yahoo.com



Loyce Nahwera

Abstract

Hypertension stands out as a significant concern affecting approximately 1.5 billion individuals globally and it is responsible for around 10.8 million premature deaths annually. High percent body fat in humans can contribute to the development of hypertension. The prevalence of hypertension in Uganda is high and it is a major mortality hazard factor for Ugandans. This study aimed to investigate the effects of a 12-week aerobic dance programme on percent body fat in stage one hypertensive adults aged 30-59 in Ugandan university setting. This study employed pre-post-test experimental research design. The stage one hypertensive adults were randomly assigned to either the experimental or control groups. Percent body fat was measured using a Tanita body composition monitor (model BC-731) at baseline and post the programme. The experimental group participants trained for three days a week, 45 minutes per session, at a moderate intensity whereas the control group maintained their regular routines. Data were analysed using Statistical Package of Social Sciences (SPSS) version 20 with the significance level set at 95% level ($p < 0.05$). A paired sample t-test was used to compare mean differences between the two groups. The paired sample t-test results confirmed no statistically significant effects ($t(17) = .735$, $p = .472$) for the experimental group as well as the control group $t(17) = -.657$, $p = .520$. The study concluded that the aerobic dance programme did not trigger significant fat loss in this population. However, presence of high fat levels in the body still remains a key risk factor for hypertension and future studies on this population should investigate additional influencing factors such as diet to assess any other effects.

Key words Aerobic dance, blood pressure, percent body fat, stage one hypertension.

6-57 Prevalence of Rugby injuries among the Kenya Male Elite Rugby Football Clubs

Title: PREVALENCE OF RUGBY INJURIES AMONG THE KENYA MALE ELITE RUGBY FOOTBALL CLUBS

Authors: Lamech Bogonko² Prof J. Phillips¹

¹ Professor, University of Western Cape, South Africa and ² Sports Physiotherapist, Kenya Rugby Union and East Africa Physiotherapy and Sports Injury Clinic, Nairobi, Kenya

E-mail: lamech.bogonko@ku.ac.ke

Abstract

Background: Rugby is a well-known sport all over the world and it is only second to soccer. Injuries sustained to rugby players during rugby training sessions and competitions constitute a considerable risk to professional rugby union players; however, there is a shortage of detailed epidemiological information about these injuries in this population in Africa and specifically in Kenya and little has been done to minimize the incidences of these injuries specifically in Kenya.

Objective: To determine prevalence of rugby injuries in the Kenya Rugby Football Union (KRFU) league 2011-2012 season.

Study Design: A cross-sectional, descriptive, quantitative study design was used. **Research Setting:** The study was conducted in Nairobi, Kenya among seven elite male rugby teams participating in KRFU League during the 2011/2012 season;

Study sample/population: A total of 210 rugby players were approached to take part in the study

Instrument: a self-administered questionnaire for rugby players was used to collect data from the participants.

Results: A total of 162 (77%) rugby players participated in this study. A sum of 520 injuries was reported giving a prevalence rate of 94.4%. Out of these injuries the majority were sprains (17.5%) and strains (15%), with more than half (52.5%) being mild. The majority (55.4%) of the injuries were sustained during matches with the majority (55.6%) of players sustaining an injury during the second half of play. The lower extremity recorded a high prevalence of 48.7% while tackling and being tackled were the common cause of injury.

Conclusion: lower limb injuries are of great concern and training specifically targeted on injury prevention should be encouraged among coaches as it can reduce the injury incidences.

Key Words: Rugby, Injuries, Kenya, Risks, Players, Prevalence, Incidence

6-58 Participation of Secondary School Female Teachers in Leisure and Recreation in Nairobi Province: Kenya

Title: PARTICIPATION OF SECONDARY SCHOOL FEMALE TEACHERS IN LEISURE AND RECREATION IN NAIROBI PROVINCE: KENYA

Author: Muthoni Mwangi

Affiliation: Aga Khan Education Services

Email: muthonikid77@gmail.com; mwangi.joyce@akest.org

Abstract

Participating in sports and leisure activities is an effective method for relieving pressure, suggesting that teachers should actively engage in such activities to promote health, happiness, and social relationships, and to attain a sense of accomplishment that enhances teaching efficiency. However, several factors may militate against their participation in leisure and recreation activities, including constraints of time, income, overwork, lack of awareness, inadequate facilities, cultural impediments, domestic commitments, and gender discrimination. This study explores the relationship between age, marital status, type of school, and class taught—and their participation in leisure and recreational activities. It also examines barriers to participation, such as lack of interest, availability of facilities, teaching workload, traffic congestion, and domestic responsibilities, among secondary school female teachers in Nairobi Province, Kenya. Additionally, the study identifies the most popular leisure activities and preferred venues among the teachers. Data was collected from 291 female teachers from both public and private secondary schools through questionnaires. The analysis involved descriptive statistics, chi-square tests, multinomial regression, and one-way ANOVA. Findings revealed that the majority of participants were aged between 36-40 years, married, and held bachelor's degrees. Watching television emerged as the most preferred leisure activity, while church facilities were the favored venues for recreation. Teaching workload was highlighted as the most significant barrier to participation, whereas gender discrimination was deemed the least significant. The study underscores the need for diverse leisure opportunities and supportive infrastructure to enhance participation among female teachers. Recommendations include providing age-appropriate programs and facilities, offering childcare services, and increasing teacher recruitment to alleviate workload pressures. The insights gained can inform policy development aimed at promoting healthy and active lifestyles among female educators in Nairobi.

Keywords: Leisure participation, female teachers, Nairobi, recreation barriers, demographic factors, educational workload.

6-59 Pre-Workout Supplements Use in Physical and Cognitive Performance

Title: PRE-WORKOUT SUPPLEMENTS USE IN PHYSICAL AND COGNITIVE PERFORMANCE.

Author: Mongina Joyce

Name: M/S JOYCE MONGNA NYAKUNDI
Principal Curriculum Development Officer, Teacher Education
Department
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT (KICD)
KENYA
Contact email address: jmongina@kicd.ac.ke



Ms Mongina Joyce

Abstract:

The use of pre-workout supplements has surged in popularity among sports and fitness enthusiasts seeking to enhance physical and cognitive performance during exercise. These supplements, which often contain ingredients such as caffeine, creatine, beta-alanine, and amino acids, are marketed to improve energy, focus, strength, endurance, and recovery. However, this rapid growth has given rise to several ethical and integrity concerns. Issues surrounding the safety and efficacy of these products, potential health risks, and fairness in competitive sports are central to the ongoing debate. The lack of standardized regulations and quality control measures in the supplement industry exacerbates these concerns, potentially leading to harmful substances and misleading claims. This study aims to explore the ethical and integrity issues associated with the use of pre-workout supplements through a comprehensive documentary review. By analysing existing literature, regulations, and case studies, the research provides insights into how these supplements impact individual health, community well-being, and environmental sustainability. The study integrates two key theories: Deontological Ethics and Social Cognitive Theory (SCT). Deontological Ethics, proposed by Immanuel Kant, emphasizes adherence to rules and duties, focusing on the ethical implications of supplement use based on principles of honesty and fairness. Social Cognitive Theory, developed by Albert Bandura, explores how observational learning, social experiences, and reciprocal determinism influence athletes' decisions to use supplements. The findings underscore the importance of a balanced approach to fitness that includes responsible use of supplements as part of a holistic routine involving a balanced diet, regular exercise, and adequate rest. Recommendations include strengthening regulatory frameworks, promoting transparency and education, encouraging ethical practices in sports, and addressing the long-term health and environmental impacts of supplements. By fostering a culture of continuous improvement and innovation, the sports and fitness community can better align with ethical standards and enhance the overall well-being of individuals. This research aims to contribute to the ongoing discourse on effective regulation and ethical use of pre-workout supplements, providing valuable guidance for athletes, trainers, coaches, regulatory bodies, and health professionals. Implementing these recommendations will help ensure that supplement use supports fair play, health, and performance goals while promoting a responsible and sustainable sports and fitness environment.

Key words:

Pre-workout supplements, cognitive and physical performance, integrated approach

6-61 Concussion Prevention Practices Among Adolescent Rugby Players in Public Selected Secondary Schools in Three Counties in Kenya.

Title: CONCUSSION PREVENTION PRACTICES AMONG ADOLESCENT RUGBY PLAYERS IN PUBLIC SELECTED SECONDARY SCHOOLS IN THREE COUNTIES IN KENYA.

Authors: Elijah G. Rintaugu¹, John Bosco Muamba² & Francis M. Mwangi.³

¹Department of Recreation and Sport Management, Kenyatta University, Nairobi, Kenya.

²Tournament Manager, Rugby Africa.

³Department of Physical Education, Exercise and Sport Science, Kenyatta University, Nairobi, Kenya.

Correspondence: rintaugu.elijah@ku.ac.ke



Prof. Elijah Gitonga Rintaugu

Abstract

Rugby Union is one of the disciplines offered to students at both recreational and competitive levels in secondary schools in Kenya. Due to the physical nature of the sport, participation in the sport poses an inherent risk of sustaining injuries including concussions. The purpose of this study was to establish concussion knowledge and prevention practices among adolescent Rugby players in public secondary schools in Kenya. Through purposive and proportionate sampling participants were drawn from 45 secondary schools in Kenya and data was collected through self-administered questionnaires from players (n=906) and coaches (n=35). Results indicated that concussions were witnessed among players and coaches, less than 50% and 68% of the players and coaches, respectively had received concussion education. However, over 50% of the players had not received formal concussion education. Most of the rugby players had not taken SCAT test except 5%. Ninety-seven percent of the players were aware of the return to play guidelines after a concussion. The findings established that participants had limited knowledge about concussion prevention. Reporting concussion injuries and concussion education programmes were most evident concussion prevention practices. The findings of this study helps promote cost-effective concussion prevention practices among communities with limited resources within Kenya. Reduced risk of concussion would ultimately increase participation, performance and safety. In addition, it will enhance concussion prevention protocols and education in community rugby. Future studies need to document the prevalence and management of concussions at other levels of rugby competitions.

Key Words: adolescent, concussion, Kenya rugby union

6-71 Exercise Therapy Interventions for Lumbago among Computer Work Station Users: A Review

Title: EXERCISE THERAPY INTERVENTIONS FOR LUMBAGO AMONG COMPUTER WORK STATION USERS: A REVIEW

Authors: Christabel Ong'ayo¹ and Issah W. Kweyu¹

¹Department of Health Promotion and of Sports Science, Masinde Muliro University of Science and Technology, Kakamega, Kenya

Corresponding author email: ongayochristabel7@gmail.com



Ms Christabel Ong'ayo

Abstract

Lumbago is among the common causes of musculoskeletal disorders (Kim, et al., (2010). It is a neglected health problem responsible for serious sufferings and disabilities (Vos, et al. 2017). Research shows that low back pain affected 619 million people globally and it is estimated that the number of cases will increase to 843 million by 2050 (WHO, 2020). Computer workstation users typically spend a significant amount of their time working on a computer. It is estimated that one-third of the disability burden from low back pain is due to prolonged sitting and poor ergonomics (Manuela.et al., 2023).This review paper examines the prevalence of lumbago and explores the role of exercise as a therapeutic intervention for the past decade. Desktop review design was used. The search utilized electronic data bases such Google scholar, semantic scholar focusing on articles published in the last 10 years. Key words used included low back pain, computer users and exercise therapy. The results showed highest prevalence of Lumbago is among bank computer operators at 72% and lowest at 41.1% among university staff other groups. Predisposure was associated with age, gender, occupation, poor posture and pregnancy which presented as muscle and ligament strain, herniated discs, facet joint dysfunction, osteoarthritis , bone infection and degeneration disease. Exercise intervention was utilized as the frontline management strategy using walking, aerobic exercises and stretches or a combination of them (NICE, 2016). However, in most cases exercise is the last option in line of prescription to patients with lumbago. This review recommends detailed, experimental exercise therapy programme that can be used as an intervention to manage lumbago.

Key words: Low back pain, exercise therapy and computer users

6-77 Empowering Communities to be Physically Active: Lessons from *Jamii* Mini Gym Initiative at Murang'a County Fire Services and Disaster Management Unit

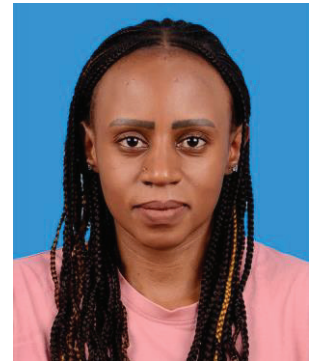
Title: EMPOWERING COMMUNITIES TO BE PHYSICALLY ACTIVE: LESSONS FROM *JAMII* MINI GYM INITIATIVE AT MURANG'A COUNTY FIRE SERVICES AND DISASTER MANAGEMENT UNIT

Authors: Kamau Jane Wanjiku¹ & Munuhe Muhoro², Kiriimi Betty Kajuju³

Kenyatta University, Department of Physical Education, Exercise and Sports Science, Nairobi, Kenya

Email: kamau.j@ku.ac.ke¹, muhoro.munuhe@ku.ac.ke², bettybridget7@gmail.com³

Category: Delegate¹, Student^{2&3}



Kiriimi Betty Kajuju

Abstract

Research Questions: How can communities be empowered to be physically active? Are there lessons to learn from the *Jamii* mini gym Initiative at Murang'a County Fire Services and Disaster Management Unit?

Background: Each county in Kenya has a fire services and disaster management unit with personnel designated as first responders to fires and other forms of disaster. The physically demanding nature of first responders' job requires that they carry heavy equipment, move and drag objects within restrictive and hazardous environments. As such, they need to have optimal fitness including a good cardiorespiratory function, percent body fat, flexibility, agility, muscular strength and endurance. This can be attained by engaging in appropriate levels of physical activities. For instance, the internationally recommended value for Cardiorespiratory endurance is 42ml/kg/min-1., which if not met, would compromise a first responder's ability to perform full-duty tasks and may result to cardiovascular events and consequently death especially during firefighting.

Purpose: The purpose of this study was to promote participation in PA among the first responders by providing convenient and inexpensive exercise facilities and equipment at their work-site. This was meant to eliminate barriers such as distance and cost that often hinder individuals from engaging in regular PA.

Methodology: This implementation science research used a quasi-experimental design to establish *Jamii* Mini gyms in three fire services and disaster management sub-stations in Murang'a county. The Mini gyms accommodated various types of exercises, including cardiovascular workouts, strength training, and flexibility exercises. To ensure sustainability and affordability, locally available materials were used to design the Mini gyms. These included recycled tires-used for flooring and equipment padding, plastic containers of different sizes-used to design different weights to mimic the common dumb bells in a regular gym and open spaces- used for cardiorespiratory training. Local artisans contributed their skills by assembling exercise equipment. This ensured reduction in cost of construction, promotion of local industries and reduction in environmental impact witnessed through dumping of unbiodegradable plastic containers.

Results:

The results indicated an increased uptake of PA from 38.1% observed in a previous study by Kamau, et al., (2021) to 100%. The result also indicated that the first responders met the guidelines for PA as prescribed in the National Action Plan on Physical Activity 2018-2023, whereby adults aged 18 -64 years should do at least 150 minutes of moderate intensity aerobic physical activity throughout the week, or do at least 75 minutes of vigorous-intensity aerobic physical activity throughout the week, or an

equivalent combination of moderate- and vigorous intensity activity. The first responders exceeded this requirement for health and wellbeing by engaging in moderate to vigorous intensity PA for 60 minutes three times per week. This was associated with the establishment of functional training equipment and facilities and design of a training program that the first responders were following three times per week. In addition, the training of peer fitness leaders (PFL) ensured adherence to the training program by the first responders thus promoting and sustaining participation in PA.

Conclusion:

The aforementioned results on participation in PA indicate that the intervention of the Jamii mini gyms, the training of PFL and establishment of a training regimen positively influenced the physical activity levels of the first responders in Murang'a County.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8103303/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC11042847/>

6-78 Evaluating Physical Education Practices in Rural and Urban Kenya: A SOFIT-Based Assessment

Title: EVALUATING PHYSICAL EDUCATION PRACTICES IN RURAL AND URBAN KENYA: A SOFIT-BASED ASSESSMENT

Author:

Stanley Kagunda Kinuthia

Department of Physical Education, Exercise and Sports Science, Kenyatta University, P.O Box 43844-00100, Nairobi-Kenya.

kagunda.stanley@ku.ac.ke



Stanley Kagunda
Kinuthia

Abstract

Purpose: Physical education (PE) is vital for children's growth and development, but is often sidelined in favour of other examinable subjects. However, the content of PE classes and how practices vary across contexts remains unknown. This study aimed to compare the duration of moderate-to-vigorous physical activity (MVPA), the quality of PE teacher instruction, in-class and out-of-class teacher interaction, and the relationship between PE practices and MVPA in urban and rural schools.

Methods: This cross-sectional study observed PE lessons in five rural and five urban schools using the System for Observing Fitness Instruction Time (SOFIT). Twenty, 30-minute third-grade PE classes were observed, accumulating 965 and 964 observation intervals in urban and rural areas, respectively. Absolute differences between student activity levels, lesson context, and teacher interactions were assessed using an independent sample T-test and Pearson correlation. A compositional data analysis approach was used to assess the relative differences in the composition of PE lessons.

Results: There were significant differences in PA promotion ($p = 0.039$) between urban ($M = 90.60 \pm 15.14$) and rural areas ($M = 125 \pm 27.28$). MVPA was negatively correlated with knowledge content ($p = 0.037$) and positively correlated with free play ($p = 0.015$).

On average, children in urban schools spent 3.5% more time in MVPA during PE class than the overall

average, while children in rural schools spent 5% less time in MVPA. Urban schools also incorporated more gameplay and fitness activities, exceeding the overall geometric mean by 21.5% and 17.7%, respectively. Conversely, rural schools devoted 10% more time to skill practice relative to the overall compositional mean.

Conclusions: The findings show disparities in PE practices between rural and urban schools in Kenya and underscore the need for equitable programmes that emphasise play-based learning to ensure appropriate MVPA for children.

Key Words: Physical education, Involvement, SOFIT, Motivation, schools

6-81 Much Ado about Something: Circadian Misalignment in Exercise Performance

Title: MUCH ADO ABOUT SOMETHING: CIRCADIAN MISALIGNMENT IN EXERCISE PERFORMANCE

Authors: A. Ngang'a & G. Theuri

Abstract

Circadian rhythm, our internal biological clock, regulates numerous physiological, behavioral, and biochemical processes across a 24-hour cycle. This rhythm, managed by the central pacemaker in the Suprachiasmatic Nucleus (SCN) of the hypothalamus, synchronizes peripheral clocks in various tissues and organs. It coordinates essential functions such as the sleep-wake cycle, hormone release, and metabolism. The SCN adjusts the internal clock based on external cues, primarily light, to maintain alignment with the environment. Disruptions to this rhythm, caused by factors like shift work, artificial light exposure at night, social jet lag, insomnia, and obstructive sleep apnea, can lead to circadian misalignment.

Circadian misalignment has significant negative effects on health and exercise performance: recent research has increasingly focused on how such misalignment disrupts key hormones: cortisol, growth hormone, testosterone, and melatonin, leading to impaired sleep quality, blunted stress responses to exercise, and altered glucose metabolism. Misalignment can affect glucose tolerance and insulin sensitivity, potentially reducing the availability of glucose as a fuel during exercise leading to impairment of muscle function.

The consequences of circadian misalignment on muscular strength, endurance, power, reaction time, and speed are profound. Understanding these effects is crucial for optimizing training regimens and developing targeted interventions to counteract the adverse impacts of circadian disruptions.

This review aims to synthesize current evidence on how circadian misalignment influences exercise performance. It will explore the intricate relationship between circadian rhythms and various aspects of muscular performance, highlighting the importance of maintaining circadian alignment for achieving optimal health and athletic outcomes. The paper will provide a comprehensive assessment of existing literature, discuss implications for training practices, and identify directions for future research to better address the challenges posed by circadian misalignment

Keywords: Circadian rhythm, suprachiasmatic nucleus, internal biological clock, exercise performance

7. SPORTS EDUCATION, PEDAGOGY AND TRAINING

7-11 Student-Teachers' Concerns: Predictors of Pre-Internship Results among Level 300 Physical Education Students-Teachers of University of Education, Winneba-Ghana

Title: STUDENT-TEACHERS' CONCERNS: PREDICTORS OF PRE-INTERNSHIP RESULTS AMONG LEVEL 300 PHYSICAL EDUCATION STUDENTS-TEACHERS OF UNIVERSITY OF EDUCATION, WINNEBA-GHANA.

Authors:

Munkaila Seibu ^{1*}, Richmond Stephen Sorkpor², Regina Akufo Darko³, Rahmat Mensah⁴, Yaya Kluboito⁵, Francis Frimpong⁶, Henry Augutine Pufaa (Jnr)⁷, Eric Ayine Aloko⁸

¹University of Education, Winneba, Ghana. mseibu@uew.edu.gh +223-20-363-2381

²University of Education, Winneba, Ghana. rsorkpor@uew.edu.gh +233-20-518-9579

³University of Education, Winneba, Ghana. radarko@uew.edu.gh, +233-24-402-9694

⁴ University of Education, Winneba, Ghana, ramensah@uew.edu.gh, +233-54-177-1029

⁵ University of Education, Winneba, Ghana. ykluboito@uew.edu.gh, +233-20-988-6403

⁶ University of Education, Winneba, Ghana. ffrimpong@uew.edu.gh, +233-24-462-6224

⁷ University of Education, Winneba, Ghana. hajpufaa@uew.edu.gh, +233-207-03-0073

⁸ Ghana Education Service, Talensi District, Ghana. ealoko@stu.ucc.edu.gh +233-24-453-4158

Abstract

Pre-internship is a crucial component of teacher education programmes which significantly contributes to the professional development of student-teachers. It is the first formal practical micro-teaching student-teachers experience under the supervision of their lecturers as a means of preparing them for a semester internship. However, student-teachers leave for internship with different levels of concerns that need to be resolved by the stakeholders during pre-internship for effective career development. This study aimed to determine which student-teacher concerns (self, task and impact) predict level 300 Physical Education (PE) student-teachers pre-internship results at the University of Education, Winneba-Ghana. A quantitative cross-sectional descriptive survey employing a census sampling technique were used to include all the 243 students who participated in the 2022/2023 academic year pre-internship in this study. Teacher Concerns Questionnaire (TCQ) was adapted and used for data collection. Data was analysed using independent sample t-test and multiple linear regression. The findings revealed that participants who were untrained teachers showed a higher self-concern ($M = 19.47$, $SD = 5.31$), task concern ($M = 18.26$, $SD = 4.28$) and a higher impact concern ($M = 26.91$, $SD = 6.55$), than their trained colleagues ($M = 17.18$, $SD = 4.87$), ($M = 16.67$, $SD = 4.05$), ($M = 24.51$, $SD = 6.22$) respectively. However, it was also found that self-concern, task concern and impact concern did not statistically predict pre-internship final scores ($F(3,234) = .77$, $p > .05$, $R = .099$, $R^2 = .010$). The study concluded that self, task and impact concerns for both trained and untrained student-teachers did not predict pre-internship scores because participants had not formally practised how to teach PE and therefore did not possess any pedagogical content knowledge of PE. It is recommended that a follow-up study on the same participants be carried out during their internship programme.

Keywords: *Concerns, Student-teachers, Predictors, Pre-internship, Physical Education.*

Biography

Munkaila Seibu (PhD)

Deputy Director, ITECPD

Department of Health, Physical Education, Recreation and Sports
Ghana

Short Bio

Munkaila Seibu is a senior lecture in physical education in the department of HPERS and deputy director for ITECPD in the University of Education, Winneba. He was the immediate passed head of HPERS department. His research interest are; PETE, curriculum development and assessment, and mentoring and career development.



Dr. Munkaila Seibu

Contact information

Department of Health, Physical Education, Recreation and Sports

P. O. Box 25, Winneba

+233 244091826

mseibu@uew.edu.gh

7-17 Influence of Participation in Competitive Co-Curricular Activities on Self- Concept of Secondary School Students in Kenya

Title: INFLUENCE OF PARTICIPATION IN COMPETITIVE CO-CURRICULAR ACTIVITIES ON SELF- CONCEPT OF SECONDARY SCHOOL STUDENTS IN KENYA

Authors:

Agnes Wanjiku Kamau^{1*}, Elijah G. Rintaugu¹, Mugalla Hannington Bulinda²

¹Department of Department of Recreation and Sports Management, Kenyatta University, Nairobi, Kenya

²Department of Physical Education, Exercise and Sports Science, Kenyatta University, Nairobi, Kenya

Abstract

Co-curricular activities are planned to improve on the attainment of the curriculum goals and objectives. Schools should aim for a holistic curriculum that develops a child mentally, physically, socially and morally to fit in the world of work and society. Many stakeholders in the education programme believe that co-curricular activities consume academic time and unnecessarily. Various studies have established that involvement in co-curricular activities is not entirely recognized in a number of schools and its influence on students' self-concept is not evidently expressed through evidence-based facts to the teachers, students and parents. The purpose of the study was to examine the influence of participation in competitive co-curricular activities (i.e. sports, music and drama) on the self-concept among secondary school students in Central Region, Kenya. The study adopted the Ex-post Facto research design and data was collected through a self-concept inventory questionnaire and examination of school records from students' participants (1,408) in the regional championships in central region Kenya. Data was analyzed using Independent t-test and Two-way ANOVA. The results indicated that participants had higher scores on self-concept (73.93 ± 13.56) than non-participants (54.15 ± 22.90), and t-test revealed that there was a significant difference between participants and non-participants self-concept level ($957 = 0.001$, $p < 0.001$). This implies that participation in co-curricular activities had a positive influence on students' self-concept in reference to gender, school type, class and parental economic status. The

findings also revealed that participants in drama had a higher self-concept compared to sports and music. Therefore, schools should encourage students to participate in competitive co-curricular activities.

Keywords Co-curricular activities, Self-concept, Participants, Non-participants, Drama, Music, Sports

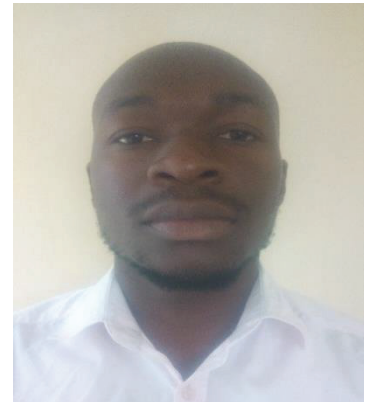
7-34 Effect of a Physical Literacy Intervention on Fundamental Movement Skills in Adolescents Aged 12-14 in Kenya

Title: EFFECT OF A PHYSICAL LITERACY INTERVENTION ON FUNDAMENTAL MOVEMENT SKILLS IN ADOLESCENTS AGED 12-14 IN KENYA.

Author/s: Oloo Micky Olutende¹, Juliah Githanga¹

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University

Contact email address: oloo.micky@ku.ac.ke



Oloo Micky Olutende

Abstract

Background: Physical literacy (PL) is essential for lifelong engagement in physical activities. Adolescents aged 12-14 in Kenya, come from diverse income backgrounds and have limited access to structured physical activity programs. This limited access leads to lower levels of physical literacy, negatively impacting their physical and mental health.

Objective: The primary objective of this study was to evaluate the effectiveness of a five-week physical literacy intervention program on improving fundamental movement skills (FMS) and self-perceptions of physical competence among adolescents aged 12-14 in Kenya.

Methodology: This quasi-experimental study employed a pre-post intervention design. The population included adolescents aged 12-14 who face various socio-economic barriers. A sample of 45 participants was recruited from a local primary school. The intervention involved education, demonstration and play. The study utilized the FMS assessment tool and the PLAYself Physical Activity Assessment for Youth. Data were analyzed using paired samples t-tests and ANOVAs to assess changes in FMS and self-perceptions of physical competence from baseline to post-program.

Results: The study revealed significant improvements in both FMS and self-perceived physical competence among participants. The mean total FMS score rose notably from baseline ($M = 160.32$, $SD = 25.47$) to post-program ($M = 178.42$, $SD = 27.91$), $t(44) = 4.25$, $p < .001$. Specific skills such as Running ($\Delta M = 2.65$, $p = .001$) and Balance ($\Delta M = 2.48$, $p = .001$) showed large increases. Upper Body Object Control ($\Delta M = 2.76$, $SD = 8.63$, $t(44) = 2.09$, $p = .041$) and Lower Body Object Control ($\Delta M = 2.78$, $SD = 7.59$, $t(44) = 2.39$, $p = .019$) also improved, though to a lesser extent. Self-perceived physical competence saw significant gains, with PLAYself scores rising from a baseline mean of 1289.74 ($SD = 268.92$) to a post-program mean of 1725.58, $p < .001$. Notably, low performers at baseline, mainly aged 12 and 13, had significant increases in total FMS scores ($p = .015$), while high performers at baseline showed an increase approaching significance ($p = .078$).

Conclusion: The physical literacy intervention effectively improved fundamental movement skills and self-perceptions of physical competence among adolescents aged 12-14 facing barriers in Kenya. This

study highlights the potential of structured physical literacy programs to enhance the physical and mental health of adolescents facing socio-economic challenges.

Key words

Fundamental Movement Skills (FMS), Physical Competence, Self-Perception, Skill Development, Physical Education, Adolescent Health, Motor Skills Improvement, Exercise Program Outcomes, Baseline Performance, Post-Program Evaluation

7-39 Effects of 6-Week Upper Limbs Strengthening Exercises on Hand Writing Speed among Human Kinetics Undergraduates in Nigeria

Title: EFFECTS OF 6-WEEK UPPER LIMBS STRENGTHENING EXERCISES ON HAND WRITING SPEED AMONG HUMAN KINETICS UNDERGRADUATES IN NIGERIA

Authors:

Olusegun Adewale Ajayi, O. A. (PhD)¹; Ogunsanya, J. O. (PhD)² and Adigun, O. O. (PhD)³

^{1,2,3}Department of Human Kinetics and Health Education, Faculty of Science Education, Emmanuel Alayande University of Education, Erelu, Oyo, Oyo State, Nigeria

Correspondence:

Olusegun Adewale Ajayi, O. A. (PhD)

Email: segxyajayi@gmail.com

Tel: +2348059556131

Abstract

University undergraduates' handwriting is an essential tool and major concern for higher institutions in Nigeria. It involves close coordination between musculoskeletal and nervous system as regards the complex process in higher institutions to have better outcomes in the field of academics. The purpose of this research work was to analyze the effects of upper limb strengthening exercises on the speed of handwriting among human kinetics undergraduate in higher institutions. The objective of the present research is that university undergraduates will be able to acquire skills in the creation and appreciation of handwriting. In an era of information technology where the value of handwriting is at risk the outcome of the study will also anticipate that human kinetics graduates will convey the importance of writing to future generations. The study adopted pretest-posttest control group quasi experimental design. Inclusion and exclusion criteria were used to determine the level of participants. Simple random sampling technique (fish bowl without replacement) was used to select and assigned 30 subjects each of experimental group (15) underwent strengthening exercises for upper while control group (15) underwent writing practice only. Structured upper and lower arm exercise were given for 2 days in 1st and 2nd week, 3 days in 3rd and 4th week and 4 days in 5th and 6th week to determine level of exercise intensity. Statistical analysis was done by using Student's t-test set at .05 level of significant. The results show that there were significant mean differences in baseline and post-treatment values of hand writing speed (131.28±13.95; 137.83±9.25) following upper limbs strengthening exercise intervention. It was also discovered that university undergraduate's handwriting skills were improved to meet their future academics performances. Upper limb strengthening exercise programmes was effective and improved the hand writing speed. In order to achieve the success of the research work, it therefore recommended that training the trainers and establishing writing units that are joined to the learning institutions and more study should be compared with the results of this study.

Key words: Hand writing, speed, upper arm, upper arm strengthening exercise, undergraduates

7-48 Perception of University Coaches and Athletes on the Effect of Biopsychosocial Approaches to Physical Training on Sports Performance

Title: PERCEPTION OF UNIVERSITY COACHES AND ATHLETES ON THE EFFECT OF BIOPSYCHOSOCIAL APPROACHES TO PHYSICAL TRAINING ON SPORTS PERFORMANCE

Authors:

Mohammed Abdul PhD, Dahiru Abdullahi Danasabe PhD and Jonathan Sunday PhD

Department of Human Kinetics and Health Education, Faculty of Education and Arts, Ibrahim Badamasi Babangida University, PMB 11, Lapai, Niger state, Nigeria.

Email. drabdulmohammed5@gmail.com

Abstract

This study investigated the Perception of University coaches and Athletes on the effect of biopsychosocial approaches to physical training on sport performance. One research question and a hypothesis were developed for the study. The population of the study were 56 Coaches and 128 Athletes drawn from Ibrahim Badamasi Babangida University Lapai and Federal University of Technology Minna. A survey research design was adopted for the study and 184 questionnaires were distributed to coaches and athletes in the two universities. Data collected was analyzed using mean and standard deviation to answer the research question and independent t test was used to test the hypothesis for the study. The results of the study revealed that there is significant effect of biopsychosocial approaches to physical training on sport performance among coaches and Athletes of Ibrahim Badamasi Babangida University Lapai and Federal University of Technology Minna, Niger State. It is therefore recommended that many more biopsychosocial approaches opportunities should be added to the ones on ground to complement effective sports performance among university athletes.

Keywords: Biopsychosocial Approaches, Physical Training, Sport Performance

7-52 Competency Based Education System and Sports Talent Identification and Development - Opportunities Challenges and Possible Solutions

Title: COMPETENCY-BASED EDUCATION SYSTEM AND SPORTS TALENT DEVELOPMENT: OPPORTUNITIES, CHALLENGES AND POSSIBLE SOLUTIONS

Author/s:

Mwangi Et al.

framwa@gmail.com mwangi.francis@ku.ac.ke

Abstract

The implementation of Competency-Based Education (CBE) in Kenya and neighboring countries emphasizes the significance of physical education and sports studies in schools. The 2019 basic education framework has made physical education a mandatory and examinable subject from early learning to senior secondary school, and also introducing a sports science track at the senior secondary level in Kenya. These initiatives not only promise to enhance the teaching and learning experiences in these subject areas but also offer increased potential for the identification and nurturing of sports talents. This review article delves into the curriculum content and structure of competency-based education in relation to physical education and sports, as well as talent identification and development models, with a particular emphasis on identifying opportunities, addressing challenges, and exploring potential

solutions. System-based and individual-based talent identification and development models are discussed and challenges highlighted. The lack of consistency and clarity in defining and interpreting talent development concepts and CBE has resulted in discrepancies within society and the scientific community, hindering their effective implementation by various stakeholders such as coaches, athletes, and administrators. To address the conceptual, structural, health, and resource-related challenges associated with talent identification and development programs, it is imperative to foster collaboration between the ministries responsible for education and sports, between national and local governments (among other stakeholders), as well as clarifying the multidimensional nature of talent, understanding athlete development and how sport evolve, and sampling a range of sports with transferable skills. It is recommended that an effective coordinated effort between the ministries of education and sports, as well as between national and local governments, be initiated to fully leverage the immense potential of the CBE system in enhancing talent identification and development in Kenya and the region.

Key words: nurturing of sports talents, physical education, sports science, talent identification and development models

7-56 The status of Physical education and barriers towards the teaching of quality Physical education, a Survey of Lower Secondary Schools in Central Uganda.

Title: THE STATUS OF PHYSICAL EDUCATION AND BARRIERS TOWARDS THE TEACHING OF QUALITY PHYSICAL EDUCATION, A SURVEY OF LOWER SECONDARY SCHOOLS IN CENTRAL UGANDA.

Authors:

¹Mpuuja Tom Mutebi - Department of Sport Science, Faculty of Science, Kyambogo University, Kampala, Uganda.

²Dr. David Ssekamatte - Department of Management, Uganda Management Institute

Corresponding email address: mpuujatommutebi@gmail.com



Mpuuja Tom Mutebi

Abstract

The status of physical education (PE) within the educational system significantly influence the quality of PE teaching. The study explored the status of PE and assessed the barriers towards teaching of QPE in lower secondary schools in Central Uganda. The study was conducted in thirty-seven (37) randomly selected secondary schools from the districts of; Mpigi, Wakiso, Mukono and Kampala, in a cross-sectional survey study with both qualitative and quantitative approaches; using a five Likert scale questionnaire, an observational checklist, an interview and discussion guides as well as a documentary review was also done to support other sources of data collection and analysis. It involved District education officers, Inspectors of schools, Commissioner of PE, PE teachers and headteachers who were purposively sampled. Random sampling was used to select Students and other teachers. Quantitative data was collected using questionnaires. Data was analysed to obtain frequencies, percentages, means and factor analysis was

done. Atlas-t software was used to analyse qualitative data using thematic content analysis. Findings revealed overall mean of 3.70 suggesting a generally positive perception of Physical Education (PE) status within lower secondary schools in Uganda. However, in terms of position of the PE subject in relation to other school subjects, shows that PE is in a disadvantaged position (70.5%). However, Marginalization of the PE subject emerged as a predominant barrier, explaining 42.3% of the variance, the study recommends prioritizing the recruitment and training of qualified PE teachers and implementing comprehensive policies and initiatives aimed at elevating the status of PE within the educational system, including advocating for the recognition and value of PE as a core academic subject at par with other subjects.

Key words: Status of PE, barriers to PE, teaching of QPE, PE marginalisation and resources.

7-65 Peer Counseling as a Bridge to Sports Education, Pedagogy and Training in Kenyatta University

Title: PEER COUNSELING AS A BRIDGE TO SPORTS EDUCATION, PEDAGOGY AND TRAINING IN KENYATTA UNIVERSITY

Authors: Otieno Steven Obiero, SNO Ann Afandi, Gabriel Waari & Ruth Wanjau

Affiliations: Kenyatta University, Department of Education, Nairobi, Kenya

Correspondence:

Email: otienoobiero19@students.ku.ac.ke

Tel: +254274087498

Abstract

This study explores the integration of peer counseling into sports education, pedagogy, and training at Kenyatta University, highlighting its role in enhancing student-athlete well-being, academic performance, and overall athletic development. The research addresses the significant challenge of balancing academic and athletic commitments, which often leads to stress and decreased performance in either area. The objective of this study is to examine how peer counseling can effectively bridge the gap between sports education and comprehensive student support.

Methods

Utilizing a mixed-methods approach, the study combined qualitative interviews with student-athletes and quantitative surveys to assess the impact of peer counseling programs. Data collection involved a sample size of 150 student-athletes, focusing on their experiences and outcomes related to the peer counseling initiatives implemented at Kenyatta University.

Results

Findings indicate a positive correlation between peer counseling participation and improvements in both academic and athletic performance. Students reported reduced stress levels, better time management, and enhanced motivation. Additionally, the presence of peer counselors contributed to a supportive community environment, fostering resilience and a sense of belonging among student-athletes.

Conclusion

The study concludes that peer counseling serves as a critical support mechanism in sports education, promoting holistic development. Recommendations include the integration of peer counseling into all

sports education curricula and the provision of training for peer counselors to address specific needs of student-athletes. These initiatives are essential for developing sustainable sports programs that prioritize student well-being and performance.

Keywords

Peer Counseling, Sports Education, Student-Athletes, Academic Performance, Holistic Development

Biography

Steven Obiero - Chairperson, Kenyatta University Peer Counsellors

Kenyatta University, Nairobi, Kenya

Biography: Steven Obiero has extensive experience in peer counseling and student support services. Since joining Kenyatta University, Steven has contributed at improving student welfare and academic success.

7-66 Bridging The Gap Between Sport Science and Sport Practice in Africa

Title: BRIDGING THE GAP BETWEEN SPORT SCIENCE AND SPORT PRACTICE IN AFRICA

Author:

Njororai Wycliffe W. Simiyu - Professor and Chair, Department of Kinesiology and Health Science, Stephen F. Austin State University, Texas, USA

Email: Wycliffe.Njororai@sfasu.edu

Abstract

Sport science is increasingly playing a significant role in improving sporting practice around the world. Participation in training and competitions are heavily data driven. However, there is a significant gap between sport science and sport practice in Africa. This presentation identifies some of the challenges and proposes solutions to bridge the gap and improve athletic performance. Some of the challenges include limited resources channeled into African sporting programs to accommodate sport science staff and equipment. This makes it difficult for coaches to access the latest scientific knowledge and for athletes to benefit from advanced training methods. This is exacerbated by lack of a seamless knowledge transfer mechanism. Oftentimes there is a disconnect between the research produced by sport scientists and the information that is most useful to coaches in the field. Research might be too theoretical or not presented in a way that is easily digestible for coaches. Finally, there is negative perception of sports scientists based in 'ivory tower' settings. Sometimes coaches are resistant to new ideas, or they may not see the value of sport science. Conversely, sport scientists might not understand the practical constraints that coaches face. Despite these challenges, there is a need for developing sport science infrastructure in Africa. Investment is needed to establish sport science facilities and train more sport scientists. This will make crucial expertise more readily available. Secondly, it is imperative that sport scientists present their findings in a way that is relevant and applicable to coaches. Workshops and seminars can help bridge the communication gap. Additionally, sports scientists must strive to build stronger relationships with coaches and sporting federations and leadership. Collaborative research projects that address the specific needs of African athletes can be particularly fruitful. The onus is on sports scientists to develop culturally-appropriate practices. The sport science findings need to be adapted to the specific contexts and needs of African athletes. This might involve considering factors like fitness assessments and monitoring, nutrition, training facilities, training regimens, player wellbeing and cultural beliefs. By addressing these challenges, Africa can create a closer link between sport science and sport practice.

This will ultimately lead to better training methods, improved performance, and a stronger showing on the world stage.

7-74 Factors influencing Student Participation in Competitive Sports in Secondary Schools in Nairobi City County, Kenya.

Title: FACTORS INFLUENCING STUDENT PARTICIPATION IN COMPETITIVE SPORTS IN SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA.

Authors: Jedidah G.Munyua¹ ,Elijah G.Rintaugu².,& Hanington Bulinda Mugalla

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University, Nairobi, Kenya.

²Department of Recreation and Sport Management, Kenyatta University, Nairobi, Kenya.

Correspondence:

Munyua-jedg006@gmail.com



Jedidah G.Munyua

Abstract

Motivation from social environment, playing experience and socio-economic background are the key components to participation in competitive sports among secondary school students. Therefore, the purpose of this study was to examine factors that influence involvement in competitive sports of secondary school students. It was hypothesized that the influence of significant others on involvement in competitive sports is mediated by the student-athletes gender, playing experience and household income level. Cross-sectional descriptive research design was utilized. Through purposive and random sampling, data was collected from secondary school athletes (n=382) (191 girls and 191 boys) in Nairobi city county. A questionnaire was used to collect data from students. Descriptive and inferential statistics of multiple regression analysis were used to test the hypothesis of the study. The null hypotheses stating that there is no significant influence of significant others (p-value=0.030<0.05),¹ gender (p-value=0.001<0.05), playing experience (p-value=0.000<0.05) and household income level (p-value=0.008<0.05) on student involvement in competitive sports in public secondary schools in Nairobi City County Kenya, were rejected ^{rel} It is concluded that gender and significant others had the greatest effect on participation in competitive sports among students in public secondary schools in Nairobi City County. To encourage sports participation by students, the Ministry of Education, Science and Technology and the Ministry of Sports, Culture and Heritage should make sure that all secondary schools have the necessary sports infrastructure. Schools should develop programs that educate parents about the benefits of sports participation and how to support their children. To curb stereotype associated with sports participation schools should ensure that equal opportunities are provided for both boys and girls to participate in a variety of sports, including equal access to facilities, equipment, and training programs.

Key Words: Involvement, motivation, secondary school, students, sports.

7-80 Sports Teachers' Pedagogical Competences and Implementation of Physical Education in the Selected Primary Schools in Iganga District.

Title: SPORTS TEACHERS' PEDAGOGICAL COMPETENCES AND IMPLEMENTATION OF PHYSICAL EDUCATION IN SELECTED PRIMARY SCHOOLS IN IGANGA DISTRICT

Author/s: Opio Paul¹ and Prof. Wamukoya Kadima Edwin².

¹Department of Health Promotion and Sports Science, Masinde Muliro University of Science and Technology; Kakamega, ²Department of Health Promotion and Sports Science, Masinde Muliro University of Science and Technology; Kakamega:

Email address: opiopaul1@gmail.com

ABSTRACT

The purpose of the study was to examine Sports Teachers' Pedagogical Competence and Implementation of Physical Education in the Selected Primary Schools in Iganga District. The study adopted descriptive survey research design with both qualitative and quantitative research approaches. The total target population was 2706 with a sample size of 338. A questionnaire, interview guide, focus group discussion and observation checklist were used for data collection. The data was analyzed using descriptive statistics using the SPSS version 29 (2022). Correlation findings showed positive significant associations between pedagogical methods ($r = .662, p < 0.01$) and P.E implementation. Regression findings showed 43.8% variations for pedagogical methods on P.E implementation. From the findings, it was evident that sports teachers have inadequate knowledge of the necessary steps for teaching P.E such as preparation, warm up, skill teaching, skill practice, game situation and cool down. Similarly, it was evident that such sports teachers do not have sufficient knowledge of the personal skills of a P.E teacher. They have inadequate knowledge on the methods used in the teaching of P.E such as divergent style, convergent style, practice style, reciprocal style, and individualistic styles among others. They also lack sufficient knowledge of the differences between Physical Education and Sports. As a result they confuse P.E to be sports and games and regard the latter to be a co-curricular activity. Correlation and regression findings showed positive significant association and prediction respectively between pedagogical methods and PE implementation. Lastly Pearson correlation revealed a moderate positive correlation ($r = .662, p < 0.01$), indicating a significant linear relationship between the two variables. This implies use of pedagogical methods tends to ensure proper implementation of PE. Furthermore a significant regression was obtained ($F=14.018, p < 0.01$), with R square of 0.438. This implies that respondents' use of pedagogical methods explained 43.8% variations of PE implementation and 56.2% was due to other factors

Keywords: Sports Teachers, Physical Education, Implementation, Competence, Primary Schools, Pedagogical, Iganga.



Name: Opio Paul

Title: Education official in Karamoja Region Uganda

Currently pursuing a PhD Degree Programme

Institution of Affiliation: Masinde Muliro University of Science and Technology.

Country: Republic of Uganda.

Email: opiopaul1@gmail.com

7-83 Establishing the Influence of Pedagogical Knowledge on the Teaching of Quality PE in Lower Secondary Schools in Central Uganda.

Title: ESTABLISHING THE INFLUENCE OF PEDAGOGICAL KNOWLEDGE ON THE TEACHING OF QUALITY PE IN LOWER SECONDARY SCHOOLS IN CENTRAL UGANDA.

Author:

Mpooja Tom Mutebi

Affiliation: Department of Sport Science, Faculty of Science, Kyambogo University, Kampala, Uganda.

Corresponding email address: mpuujatommutebi@gmail.com



Mpooja Tom Mutebi

Abstract

Pedagogy just as medicine or politics-is viewed as an applied science, a discipline geared towards the practical application of acquired knowledge.

Knowledge gives power and trust to teachers which mandates them the special obligation to share this knowledge and expertise appropriately in advancing the interests of students. Thus, teachers can effectively engage students in PE and help them develop the necessary skills and knowledge for a healthy and active lifestyle. There is need to pay enough attention to the specific pedagogical knowledge that is required for a teacher to provide quality teaching in PE. The study therefore established the influence of pedagogical knowledge on the teaching of quality PE in lower secondary schools in Central Uganda. The study was conducted in thirty-seven (37) randomly selected secondary schools from the districts of; Mpigi, Wakiso, Mukono and Kampala, in a cross-sectional survey study with both

qualitative and quantitative approaches, using a five Likert scale questionnaire, an interview and focused discussion guides as well as an observational checklist. The study specifically looked at the influence of PE teacher's pedagogical knowledge on the teaching of QPE in lower secondary schools in Kampala. It involved PE teachers who were purposively sampled. Quantitative data was collected using questionnaires, data was analyzed to obtain univariate statistics in form of frequencies percentages, means and standard deviations. From the findings it was revealed that 97.3% agree that a Physical Education teacher should possess relevant subject knowledge. Also, 97.3%, reported being aware of the new PE curriculum in lower secondary schools. Also, 100%, recognized the importance of a PE teacher having a clear knowledge of the expected learning outcomes of PE. In factor analysis, three factors contribute to 65.6% of all factors in Pedagogical Knowledge of teachers towards the teaching of quality PE in lower secondary schools in Uganda. There is a positive correlation between pedagogical content knowledge and quality teaching of PE ($r = .560, P = 0.000$). The research also reveals a strong positive correlation between curriculum knowledge and quality teaching of Physical Education ($r = .421, P = 0.010$). A combination of Content knowledge, Curriculum knowledge and Pedagogical content explain 25.6% of the variance in quality teaching of physical education (adjusted R Square = .256). Content knowledge, as indicated by the research findings had a significant positive correlation with quality teaching of PE in lower secondary schools in central Uganda ($r = .402, P = 0.014$). It was concluded that the purpose of physical education, subject knowledge, and understanding of student learning are critical factors influencing the quality of PE teaching, collectively contributing to 65.6% of the variance in pedagogical knowledge.

Key words: Pedagogical knowledge, PE teachers, teaching of QPE

7-86: The Level of Application of Spirit of Sports Values in Kenyan Basic Level Education

Title: THE LEVEL OF APPLICATION OF SPIRIT OF SPORTS VALUES IN KENYAN BASIC LEVEL EDUCATION

Author: Martin Yauma Sisia

Corresponding email address: myauma04@gmail.com

Basic Education Curriculum Framework (BECF) emphasizes core values such as integrity, respect, and social justice. Despite this focus, there is a concern about the limited awareness and application of these values among learners, leading to a broader issue of inadequate value-based education. The objective of the study was to examine the knowledge and application of values among learners in primary and secondary schools in Kenya, focusing on the curriculum role in nurturing ethical behaviour and responsible citizenship. The study employed a mixed method approach, incorporating both qualitative and quantitative methods. A cross-sectional survey design was used to collect data from schools across 24 counties, targeting school administrators, teachers, learners, and key informants. The sample included head teachers, teachers, learners, and stakeholders from various community sectors. Data collection instruments included questionnaires, interview schedules, and focus group discussions, with pre-testing to ensure reliability and validity. The main findings revealed that the majority of learners had limited awareness of core values, with integrity (39.9%) and respect (33.3%) being the most recognized. Despite



Dr. Martin Yauma

this, learners identified several practical scenarios where they applied values, such as cleaning school compounds and respecting school rules. Teachers emerged as the most significant influencers of learners values, followed by parents, while head teachers and relatives had a lesser impact. The study also noted that, while teachers and key informants generally agreed on the importance of nurturing values, there was uncertainty about the community role in promoting them. In conclusion, the study indicates a need for a more integrated approach to value-based education. Recommendations include strengthening the curriculum to emphasize value-based learning, enhancing teacher training, fostering school-community partnerships, promoting consistent reinforcement of values, and implementing ongoing assessment and evaluation mechanisms.

7-90: Sport Literacy: Developing the functional use of sport knowledge in physical education

Title: SPORT LITERACY: DEVELOPING THE FUNCTIONAL USE OF SPORT KNOWLEDGE IN PHYSICAL EDUCATION

Author/Presenter: Prof. Shane Pill

Affiliation: Flinders University, Australia.

Corresponding Email Address: shane.pill@flinders.edu.au



Prof. Shane Pill

Abstract

Physical education (PE) has faced challenges in many parts of the world, including conceptual and pedagogical interpretation and implementation. Stolz (2010) described PE as continually being in a state of crisis of legitimisation within education. Sport is a focus area of many PE curricula and provides PE with a curriculum legitimisation, but only if interpreted and implemented in particular ways. Sport literacy provides physical education teachers a principled position for sport teaching in PE and a process through which to frame that teaching as educatively purposeful. The “organisational musculature” required to achieve the objective of sport literacy will be explained. Sport literacy will be presented as both a praxis and implementation framework for sport teaching in PE to achieve education in, through, about and for sport to address the continuing challenge of constructing physical education curricula that is educationally defensible, rigorous, relevant, and legitimate. Sport literacy is not to be confused with physical literacy which conceptually draws from phenomenology, is a precursor of physical activity (Whitehead, 2001) often associated with fundamental movement skill development (Tompsett et al., 2014). Sports literacy draws on multi-literacies theory (Cazden et al., 1996) and is a framework for learning (Pill, 2012).

7-91: Competition Experience of the Coach and Team Performance in the Kenyan National Soccer and Volleyball Leagues

Title: COMPETITION EXPERIENCE OF THE COACH AND TEAM PERFORMANCE IN THE KENYAN NATIONAL SOCCER AND VOLLEYBALL LEAGUES

Author/s: Mucheke Charles, PhD ^{1*} Micky Oloo, Msc , PhD¹, Benson Ndung'u , PhD¹. Simiyu. Antony, Msc ².

Affiliation: ¹ Kenyatta University, ² Koitalel University college.

***Corresponding Author's Email:** kibua17@gmail.com



Dr Mucheke Charles

Abstract

Purpose: The objective of the study was to establish whether past competition experiences of the coach predicted team performance in the Kenyan national soccer and volleyball leagues. **Methodology:** The study adopted Cross-sectional survey design. The population of the study was 53 head coaches handling teams in the Kenyan national soccer and volleyball leagues. Census sampling was used to pick the 53 coaches for the study. Data collection instrument was a self-administered questionnaire for the coaches. The coaches' questionnaire was divided into sections which captured demographics and academic background. The study used Statistical Package for Social Sciences (SPSS Version 22) for data analysis. Chi-Square and Fisher's Exact test was used to show whether competition experience had an effect on the team's performance. Data was presented using tables Findings: For soccer, Chi square and Fisher's Exact Test results showed that coaches past competition experience had a significant effect on team performance ($\chi^2 = 30.292 \leq p 0.05$ 9df). The fisher's exact test had a p value of 0.003 which was also less than 0.05 confirming that there was a significant relationship between soccer coaches' past competition experience and team performance. For volleyball, Chi square and Fisher's Exact Test results showed that volleyball coaches past competition experience had a significant effect on team performance ($\chi^2 = 23.910 \leq p 0.05$ 9df). The fisher's exact test had a p value of 0.008 which was also less than 0.05 confirming that there was a significant relationship between volleyball coaches' past competition experience and team performance. **Recommendations:** Policy makers such as team managers, owners and other stake holders in sports to consider more experienced coaches. They should consider coaches who have long period of coaching experience as well as coaches with a long period of competition experience. This is because coaching knowledge comes from observations and experiences of other coaches. Team managers, owners and other stake holders in sports should also consider coaches with past playing experience from recognized local clubs. This will enhance team performance.

Keywords: Competition Experience, Team Performance, National League, Coach

8. SPORTS FOR SUSTAINABLE DEVELOPMENT

8-21: An Argument for Studying the Potential of Indigenous Traditional Games as a Training Modality for Modern Sports

Title: AN ARGUMENT FOR STUDYING THE POTENTIAL OF INDIGENOUS TRADITIONAL GAMES AS A TRAINING MODALITY FOR MODERN SPORTS.

Authors:

¹ Eberhard Munetsi Tapera, ² Jimoh Shehu, ³ Mass Tapfuma, ⁴ Daga Makaza

^{1,4}Department of Sports Science and Coaching, National University of Science and Technology, Zimbabwe.

² Department of Sports Science, University of Botswana.

³ Department of Publishing, National University of Science and Technology, Zimbabwe.

Correspondence: eberhard.tapera@nust.ac.zw

Abstract

Indigenous traditional games have in the past successfully served man in numerous ways. Although they are on the verge of extinction, these games still hold promise to benefit man in many ways, particularly in Physical Education and sports programs. The games therefore need to be urgently preserved and revived. This paper argues that one way of achieving this is to conduct studies on the games and use the research-based evidence derived from such studies to recommend relevant government ministries to incorporate indigenous traditional games in their programs. The paper does so by defining the games, tracing their evolution, highlighting some of their unique characteristics, identifying their status in different countries, outlining the research attempts in the area of indigenous traditional games, among other things. The paper then suggests how research in indigenous traditional games can be conducted.

Key Words: *indigenous traditional games, Physical Education, sports, programs*

8-38 Coaches as Key Mentors for At-Risk Youth- The Impact of Value-Based Sports Education in Kibera

Title: COACHES AS KEY MENTORS FOR AT-RISK YOUTH: THE IMPACT OF VALUE-BASED SPORTS EDUCATION IN KIBERA

Presenting Author: Obiero, Keith

Co-Authors: Bramson, Benjamin; Juma, Kennedy; Odhiambo, Nick

CFK Africa, Youth Leadership & Education, Nairobi, Kenya

keith.obiero@cfkafrika.org

Delegate / Practitioner

Abstract

While positive strides in youth opportunity in informal settlement communities have been made over the last few decades, youth in Kibera, Kenya's largest informal settlement, continue to face a multitude of barriers to education that include socioeconomic obstacles such as high rates of crime, drug use, gender-based violence, and school dropouts. Recent literature has emphasized the importance of

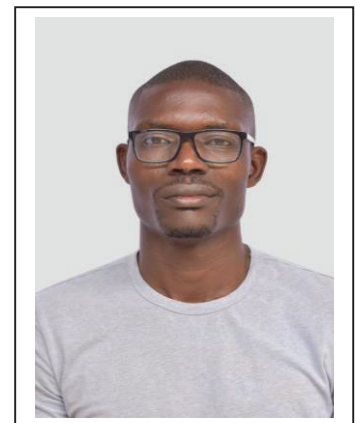
community engagement for bolstering educational participation and achievement among at-risk youth, which is key to sustainable development. This emphasis focuses on the parents and teachers of students but misses some of the most influential community members in students' lives: soccer coaches and athletes. CFK Africa's Sports for Development program harnesses the popularity of soccer among Kibera youth to increase school enrolment and combat obstacles to education, breaking cycles of poverty through the Value-Based Sports (VBS) approach that strategically targets coaches. VBS conducts extensive leadership trainings with coaches, referees, parents, and teachers to engage students in conversations that encourage participation in school and discourage drug use, crime, and violence. Soccer matches are paired with sideline discussions and followed up with forums that equip students from grade four to grade seven with resilience tools. Qualitative data including insight and feedback gained from focus group discussions with coaches, teachers, and students are analyzed in the paper to determine the effectiveness of the VBS approach. Quantitative survey analysis is also compared to a baseline report survey conducted in 2021. The findings conclude that VBS increases school attendance rate, engagement level, sobriety, and positive attitudes among Kibera youth participants. Therefore, the paper supports the employment of Value-Based Sports interventions in Kibera, utilizing the influence of coaches to improve the educational outcomes of youth in addition to the continued support of parent and teacher community engagement.

Keywords: coaches; Value-Based Sports; education; community engagement; at-risk youth; Kibera

Biography

Presenting Author:

Keith Obiero (B.S.)
Program Lead, Youth Leadership & Education
CFK Africa
Nairobi, Kenya



Biography:

As CFK Africa's Education & Livelihood Program Lead, Keith oversees the implementation and coordination of projects aimed at improving educational outcomes and economic resilience. Prior to CFK Africa, he served as a Project Officer for For Children's Sake Initiative, a Project Coordinator at Kenya Ports Authority, and a professional footballer.

Contact Information:

Program of Youth Leadership & Education
CFK Africa
P.O. Box 10763, Nairobi Postal Code: 00100 - GPO
Kibera, Nairobi, Kenya
Tel: +254 726 552870
Email: keith.obiero@cfkafrica.org

8-50 The Potency of Sports and Allied Disciplines in Promoting SDGs Achievement in Kenya

Title: POTENCY OF SPORTS AND ALLIED DISCIPLINES IN PROMOTING ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS: THE KENYAN CASE

Author:

Prof. M. Peter Wanderi,
Mount Kenya University, Kenya.

Corresponding email address: pwanderi@mku.ac.ke



Prof. M. Peter Wanderi

Abstract

The General Assembly of the United Nations member states in September 2015 institutionalized the 17 Sustainable Development Goals (SDGs) or the Global Goals (GGs) with a target of their achievement by 2030. Government agencies, Non-Governmental Organizations, private sector, individuals and communities across the world have been mandated to put their synergies together to ensure a timely achievement of the 17 crisscrossing SDGs by 2030. Unfortunately, by June 2024, a point in time beyond halfway since the pronouncement on SDGs, available records show their achievement across the world to be dismal especially in developing countries. This is despite the varied efforts that have been made in the past to accelerate the global communities' synergies in promotion of SDGs achievement. According to the 2030 Agenda for Sustainable Development A/RES/70/1, paragraph 37, "*Sport is ... an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives*". The paper is a desktop survey aimed at illustrating the extent to which sports and allied disciplines in Kenya are vital platforms for achievement of SDGs. The paper also aimed at availing relevant documentary evidence and sharing it on various platforms such as the United Nations Academic Impact (UNAI), among others, for a wide global reference for possible emulation by other institutions and organizations globally.

Key words: Sustainable Development Goals (SDGs), United Nations Academic Impact (UNAI), Sports and allied disciplines.

8-87: Influence of Commercialization of Talents on the Quality of Competitive Sports and physical activities: A Critical Analysis

Title: INFLUENCE OF COMMERCIALIZATION OF TALENTS ON THE QUALITY OF COMPETITIVE SPORTS AND PHYSICAL ACTIVITIES: A CRITICAL ANALYSIS

Authors: Martin Erixon Wamalwa*, Kohske Takahahi, Peter Wanderi, Francis M. Mwangi, , Tetsuya Kono and Xiaojie Tian

Affiliation: Mount Kenya University

* **Corresponding Email Address:** mwamalwa@mku.ac.ke

Abstract

Sport has been defined as an activity involving physical exertion and skill in which an individual or team compete against one another for entertainment. From the ancient civilizations, sports and physical exercises have characterized human gatherings carrying with them the display of talents in terms of culture, prowess, agility and bravery by participants. In the contemporary time, however, sports and physical exercises have been characterized by controversies such as match fixing, doping, politics, among others which points to a departure from the original objective. These controversies, not only affect the quality of sports, but also have social and cultural ramifications. This paper, therefore, seeks to interrogate how the commercialization of sports is linked to the controversies bedeviling sports all over the world. By adopting philosophical methods of inquiry, the paper aims to conclude that the deviation from treating sports as talents aimed at displaying culture, diversity, prowess, agility and bravery to sports as economic activities has affected its quality. The paper thus recommends for re-introduction of original values in sports to address the current challenges.



Dr. Martin Erixon Wamalwa

8-88: Challenges and Opportunities in Girls and Female Youth's Sport Training and Development in Botswana

Title: CHALLENGES AND OPPORTUNITIES IN GIRLS AND FEMALE YOUTH'S SPORT TRAINING AND DEVELOPMENT IN BOTSWANA

Corresponding Author/Presenter: Ms Game Mothibi.

Senior Manager, TAFISA and Co-founder, Women Sport Africa Network (WSAN), IWG Women and Sport Executive Board member, gmothibi@gmail.com, Phone: 0026771392317

Abstract

Girls and female youth in Botswana encounter numerous obstacles in their pursuit of sports training and development. Societal norms and gender stereotypes act as barriers, hindering their participation and progress in sports. Cultural expectations often prioritise domestic roles over athletic aspirations, leading to reduced support from families and communities. The lack of female role models and mentors in sports further hinders the development of young female athletes. While Botswana's sports infrastructure is improving, it still lacks sufficient resources dedicated to girls' and women's sports programs. Limited access to quality facilities, equipment, and coaching for female athletes exacerbates the issue. Additionally, financial constraints and inadequate funding for girls' sports initiatives result in fewer



Ms. Game Mothibi

opportunities for training and competition. However, there are notable opportunities for advancing girls' and female youth's sports training and development in Botswana. Recent policy changes and initiatives by the government and non-governmental organisations aim to promote gender equality in sports. Programs by the Women and Sport Botswana (WASBO) and the MEMPROW initiatives implemented by Sport Management Agency (SMA) are making strides in mentoring and empowering young female athletes. Efforts to integrate sports into the education system and community programs have shown promise in increasing participation rates among girls. Leadership training and capacity-building programs for female coaches and sports administrators are crucial steps toward sustainable development. By addressing the socio-cultural and economic barriers and leveraging these opportunities, Botswana can create a more inclusive and supportive environment for girls and female youth in sports. This paper seeks to explore the multifaceted challenges girls and female youth face in sports training and development in Botswana and highlight successful strategies and initiatives that pave the way for greater gender equity in sports. Through comprehensive analysis and case studies, it aims to provide insights and recommendations for enhancing the sports landscape for female athletes in Botswana.

8-89: The Sustainable Development Goals (SDGs) Perspective on the Biopsychosocial Model in Physical Education, Physical Activity and Sports (PEPAS): The African Situation

Title: THE SUSTAINABLE DEVELOPMENT GOALS (SDGS) PERSPECTIVE ON THE BIOPSYCHOSOCIAL MODEL IN PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORTS (PEPAS): THE AFRICAN SITUATION

BY M. PETER WANDERI
Mount Kenya University
pwanderi@mku.ac.ke



Prof. M. Peter Wanderi

Abstract

The contemporary evolution of knowledge has led scholars into interdisciplinary discourses as the case of the broad biopsychosocial model which is, in this paper, applied to the broad field of Physical Education, Physical Activity and Sports which are jointly abbreviated as PEPAS. This is a trans interdisciplinary model connecting the physical human body or its biological form to its psychological and socio-environmental factors. In other words, the discourse looks at a participant or PEPAS beneficiary in his or her entirety paying specific attention to the physical body, his/her mental health capacity and the environment that one is living in as a human being. One of the best inputs on PEPAS considered from a biopsychosocial model is provided by Masdeu Yelamos, Carty and Cardy (2019) in their publication in a journal of "*Sport, Business and Management; Vol. 9, Issue 4*, entitled, "*Sport: a driver of sustainable development, promoter of human rights, and vehicle for health and wellbeing for all*". According to Masdeu Yelamos, Carty and Cardy (2019), Physical Education, Physical Activity and Sports (PEPAS) when presented within the global, or biopsychosocial model, it contributes to the United Nations SDGs discourse, thus serving as a case of reference for this interdisciplinary paper. The paper delves on several Sustainable Development Goals (SDGs) and details on how they are related to PEPAS within the biopsychosocial model. PEPAS is shown to contribute to SDG number 3 on Good Health and Wellbeing; SDG number 4 on Quality Education for All; SDG number 5 on Gender Equality, SDG number 8 on Decent Work and Economic Growth; SDG number 10 on Reduced Inequality; SDG number 11 on Responsible Production and Consumption; SDG number 16 on Peace, Justice and Strong Institutions and SDG number 17 on Partnerships for the Goals. A deliberate effort is made to use examples drawn from the African setting.

Key Words: biopsychosocial, Sustainable Development Goals, trans interdisciplinary model

Masdeu Yelamos, G., Carty, C. and Clardy, A. (2019), "Sport: a driver of sustainable development, promoter of human rights, and vehicle for health and wellbeing for all", Sport, Business and Management, Vol. 9 No. 4, pp. 315-327.

9. TALENT MANAGEMENT, TRANSITION AND ELITE PERFORMANCE

9-02: Safeguarding In Sports Talent Development Programmes: Comparing Uganda and Other African Countries

Title: SAFEGUARDING IN SPORTS TALENT DEVELOPMENT PROGRAMMES: COMPARING UGANDA AND OTHER AFRICAN COUNTRIES

By: Namanda Hadija, Tena Multisport, Uganda.

Email address: hnamanda@yahoo.co.uk

Abstract:

Safeguarding in sports talent development programmes is paramount to ensure the well-being and protection of young athletes. "This unique athlete population has distinct social, emotional and physical needs which vary depending on the athlete's particular stage of maturation. The elite child athlete requires appropriate training, coaching and competition that ensure a safe and healthy athletic career and promote future well-being." (NSPCC, 2022)

This paper presents a comparative analysis of safeguarding practices in Uganda and other African countries within the context of sports talent development. Drawing upon existing literature, legal frameworks, and empirical evidence, the study examines key components of safeguarding, including child protection policies, safe recruitment practices, education and awareness initiatives, physical and emotional well-being measures, and supervision and monitoring mechanisms.

The comparative analysis reveals both commonalities and disparities in safeguarding practices across Uganda and other African countries. While most countries have established legal frameworks and policies for child protection in sports, implementation challenges persist, including resource constraints, limited capacity, and cultural considerations. The study identifies best practices and successful initiatives in safeguarding, highlighting the importance of community engagement, policy reform, and capacity building in enhancing safeguarding measures.

Cultural factors play a significant role in shaping safeguarding practices, with attitudes towards child protection and reporting mechanisms varying across countries. Strategies for addressing cultural barriers and promoting cultural sensitivity in safeguarding efforts are discussed, emphasizing the need for context-specific approaches tailored to local norms and values.

Based on the findings, the paper offers recommendations for improvement, including capacity building, community engagement, policy reform, and research and evaluation. By prioritizing safeguarding efforts and adopting collaborative approaches, stakeholders can create safe and supportive environments for sports participation, thereby ensuring the holistic development and well-being of young athletes in Uganda and across Africa.

NSPCC. (2022). *Safeguarding talented and elite athletes*. <https://thecpsu.org.uk/help-advice/topics/elite-athlete-welfare/>



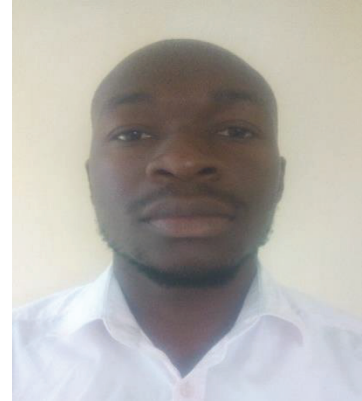
Ms. Namanda Hadija

Title: DISCRIMINANT ANALYSIS OF ANTHROPOMETRIC AND BIOMOTOR VARIABLES AMONG GROUPS OF MALE UNIVERSITY ATHLETES IN THREE SPORTS.

Author/s: Oloo Micky Olutende¹, Benson Gathoni¹, Charles Mucheke¹

¹Department of Physical Education, Exercise and Sport Science, Kenyatta University, Nairobi, Kenya.

Contact email address: Oloo.micky@ku.ac.ke



Oloo Micky Olutende

Abstract

Anthropometric and bio-motor variables are essential in identifying and developing talent among university athletes, as they reveal distinct physical and performance characteristics influenced by specific sports training regimens. The aim of this study was to identify anthropometric and bio-motor variables that discriminated among groups of university male athletes aged 21.4 ± 2.1 years (mean \pm s) from three different sports (soccer, $n = 53$; rugby, $n = 27$; basketball, $n = 31$). Anthropometric parameters included body mass, height and body fat percentage. The bio-motor variables included blood pressure and maximal aerobic power (VO₂max) measured using 40meter dash test. Using a cross-sectional design, discriminant analysis was used to determine field tests identifying male university athletes. Young men ($n = 111$) who were to participate in the East Africa Inter-university games volunteered as subjects (mean \pm SD age = 21.4 ± 2.1 years). Discriminant analysis revealed two significant functions ($P < 0.05$). After validation, the resulting regression equations correctly classified 83.8% of the soccer, rugby and basketball athletes. Six variables significantly contributed to the discriminant analysis (*Wilks A* = 0.231, $x^2 = 153.95$, $df = 14$, $p < 0.0001$, *adjusted R*² = 0.788). The interpretation of the obtained discriminant functions was also based on examination of the structure coefficients greater than 0.30. The athletes were discriminated mainly on height (structure coefficient, $SC=0.319$), percentage body fat ($SC=0.401$), Cooper test ($SC=0.482$), upper body strength ($SC=0.404$) and abdominal strength ($SC=0.253$). Our model confirms that university male athletes show physical and bio-motor differences that clearly distinguish them according to their particular sport. Generally, the athletes' anthropometric and bio-motor variables varied according to sport, probably because of the different training regimens in the different sports that conditioned the athletes differently. In conclusion, these discriminant models could help in player recruitment and improve training programs.

Key words

Talent Development, Anthropometric Variables, Bio-Motor Variables, University Athletes, Discriminant Analysis, Sports Performance, Physical Characteristics, Training Regimens, Athlete Classification, Sport-Specific Differences

Title: STRUCTURED TALENT MANAGEMENT, PHYSICAL FITNESS, AND THEIR COMBINED IMPACT ON NIGERIAN ELITE ATHLETE SUCCESS

Authors: Collins Gboyega Aribamikan¹ and Oluwasogo Ruth Ogunleye²

¹Department of Human Kinetics and Health Education, Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti
aribamikan.collins@bouesti.edu.ng

²Department of Human Kinetics and Health Education, National Open University of Nigeria
oogunleye@noun.edu.ng

Abstract

This study investigates how elite Nigerian athletes' performance is impacted by both physical fitness and organized talent management. To create great athletes who can compete on international platforms, it is imperative to comprehend the synergy between these two components in Nigeria, where sports play a vital role in the country's cultural and social structure. The research employs a survey approach, integrating qualitative interviews with sports managers, coaches, and athletes, and quantitative analysis of performance data from elite Nigerian athletes. Performance data of 100 elite athletes were collected over five years, including competition results, training records, and fitness assessments. The analysis revealed a significant positive correlation between structured talent management practices and athlete success ($r = 0.68, p < 0.01$). Athletes who benefited from systematic talent identification and development programs exhibited better performance outcomes. Specifically, athletes involved in structured programs won 60% more medals in national and international competitions compared to those without such support. Additionally, physical fitness is a critical determinant of success, with higher fitness levels correlating with superior performance metrics ($r = 0.72, p < 0.01$). Athletes with high fitness scores had 45% faster recovery times and 30% better performance metrics than their peers. The combined impact of structured talent management and physical fitness was particularly pronounced, as athletes who received comprehensive support in both areas demonstrated the highest levels of success, achieving 75% more top-three finishes. The success of Nigerian elite athletes has been reported to be significantly influenced by the connection between organized talent management and physical fitness. Therefore, there is a need for sports governing bodies, athletic organizations, and policymakers in Nigeria to implement integrated talent management and fitness programmes to sustain and enhance the country's reputation for producing world-class athletes.



Collins Gboyega Aribamikan

Keywords: Talent Management, Physical Fitness, Athlete Success, Nigerian Athletes, Sports Performance

9-69 Long Term Athlete Development in Japan

Title: LONG TERM ATHLETE DEVELOPMENT IN JAPAN

Author: Yasushi Enomoto, Ph.D.

Affiliation: University of Tsukuba

Contact email address: enomoto.yasushi.ft@u.tsukuba.ac.jp



Prof. Yasushi Enomoto

Abstract

Long term athlete development (LTAD) is a big issue for not only raising high-performance athlete but also enhancing sport culture and value in recent years. Recently Japanese athletes have been well developed and very active in the international level. In the past Japanese coach mainly gave athletes advice about spirit not about skill and training individualization. The purpose of this presentation would explain advantage and problem of athlete development of Japan in track and field and discuss rational style and future trend comparing to other countries.

Japanese traditional style of athlete development has been based on school activity. In elementary school (age 7 to 12) children take PE class three times in a week and extra sport activity join once in a week usually. But a lot of children join sport activities outside school provided by private company or regional group. In junior high school (age 13 to 15) most of school encourage students to join sport or cultural activity as extracurricular. These kinds of activities set a goal on not high performance but educational purpose such as raising up their discipline, humanity, and friendship. Of course, in Japan sometimes ethical problem has been happened. It is mainly caused by victory supremacy for a coach.

Japanese Athletic Federation (JAAF) made and renewed athlete development program. It described that JAAF 1) offer a variety of chances to challenge athletics for a kid, 2) support an activity which promote suitable development of fundamental movement skill, 3) encourage to have been competed a variety of events in track and field for a long time, 4) strategic and well-planned policies for a talented athletes to international level, 5) high quality coaching suitable for age in order to long term development.

Sport activity has double goals of aiming victory and bringing up humanity. In Japan coaches and athletes stand on difficult situation because of facing inconsistency and dilemma. But our traditional believe is “Bunbu-Ryodo” which means hard work for not only study but also sport and would lead a person to real victory in a whole life.

9-82 Opportunities and Challenges in Talent Identification and Development in Judo among Primary School Children in Nairobi County, Kenya

Title: OPPORTUNITIES AND CHALLENGES IN TALENT IDENTIFICATION AND DEVELOPMENT IN JUDO AMONG PRIMARY SCHOOL CHILDREN IN NAIROBI COUNTY, KENYA

Author:

Dr. Richard Wambua

Lecturer, Department of Educational Psychology, Kenyatta University

Patron, The Kenyatta University Judo Club

P.O. Box 43844 – 00100, Nairobi

wambua.richard@ku.ac.ke

+254792792632

Abstract

Early talent identification and nurturing is the cornerstone of the development of any sport. In this regard, the qualitative and quantitative growth of Judo depends on introducing the sport to learners in the basic education level. Most judo training in Kenya is provided to children in informal club settings in some parts of the country. The competency based curriculum which was introduced from the year 2017 has provided a platform for the launch of sports activities that complement the attainment of core competencies and values in Education. Since the year 2023, the Kenyatta University Judo Club has run a judo cadet programme at the Kenyatta University Comprehensive School. The programme involves weekly judo training, participation in external events and grading of skills. Views on the impact of the programme was collected from pupils using focus group discussion and from parents using the semi-structured personal interview technique. Data was analyzed using qualitative techniques. The programme was reported to provide a number of psychological and health benefits to participants. There however was concern about costs involved. The experience gained from this programme can provide lessons for growing Judo within the formal schooling system in Kenya.

10. TECHNOLOGY IN PHYSICAL ACTIVITY, EXERCISE AND SPORT

10-76 Comparative Analysis of High Volume Training Vs Sports Specific Training on VO₂peak and Lactate Threshold of Kenyatta University Rugby Players

TRAINING ON VO₂PEAK AND LACTATE THRESHOLD OF KENYATTA UNIVERSITY RUGBY PLAYERS

Authors:

Elvis Onyango Okoth, Jane Kamau and Gitahi Theuri

Affiliation: Kenyatta University, Department of Physical Education, Exercise and Sports Science, Nairobi, Kenya

Key words

Rugby, strength and conditioning, VO_{2peak}, Lactate threshold

Abstract

Rugby is a contact sport that requires excellence in all physical fitness components. The study focused on peak maximal oxygen consumption and lactate threshold associated with cardiorespiratory endurance. The study analysed elite collegiate rugby 15s players VO_{2peak} and Lactate threshold by playing positions and determined the effect of High-Volume Training and Sports specific training on VO_{2peak} and Lactate threshold of elite collegiate rugby 15s players following eight weeks of intervention. The study used pre-test post-test experimental design. The study recruited Thirty-one rugby players from Kenyatta University. Stratified random sampling was used to distribute the rugby 15s players by their playing positions in the two intervention groups and the control group. The Bruce protocol test was used in the testing of VO_{2peak} and Lactate threshold pre and post intervention. The study participants were segmented into three groups (SST group, HVT group and a Control group). After analysis an independent t-test indicated significant variances between the PRV_{O_{2peak}} ($p \leq .024$) the POVO_{2peak} ($p \leq .016$). On the contrary, t- test results did not record statistically significant difference between the PRLT ($p \geq .058$) and the POLT ($p \geq .211$). One way ANOVA, $p = .652$ showed no significant difference in mean V_{O_{2peak}} among the interventions. However, one-way ANOVA $p = .000$ showed a significant difference in mean LT among the three intervention groups. Tukey post hoc results showed that the means for HVT intervention group ($M = 1.2200$, $SD = 0.43153$) and the SST intervention group ($M = .5400$, $SD = 0.69793$) differed significantly with higher mean EFFECT_LT than the control group ($M = 0$, $SD = 0$). The study concluded that HVT was more effective than SST in eliciting V_{O_{2peak}} and LT changes in Blakblad rugby players during the eight weeks training period. The study recommended high volume cardio-based training to Rugby teams during off-season fitness development. Consequently, leading to the efficacy of the rugby training protocol.



Elvis Onyango Okoth

10-79 Comparison of Smartphone versus Gold Standard Force Plates and Motion Capture Systems for Measurement of Movement Impact Caused by Knee Pain

Title: COMPARISON OF SMARTPHONE VERSUS GOLD STANDARD FORCE PLATES AND MOTION CAPTURE SYSTEMS FOR MEASUREMENT OF MOVEMENT IMPACT CAUSED BY KNEE PAIN

Author: Irfan Nanji

Contact: irfannanji@gmail.com +254735659338

Abstract

Introduction: Knee pain impacts movement and is often assessed via sit-to-stand (STS) in clinical settings using the current gold standard force plates (FP) and motion capture systems. Smartphone accelerometer and gyroscope sensors can provide a cheaper and more accessible alternative to quantify these objective measures. Hence, this study seeks to investigate the effect of experimental pain during the concentric phase STS using a smartphone and FPs.

Methods: 40 participants performed 5 STS repetitions at normal speed at baseline and during experimentally induced knee pain. Ground reaction forces (GRF) were measured using FPs. Smartphone accelerometer and gyroscope data were collected using the free Phyphox app. Peak force, peak angular velocities (AVs) and weight distribution (WD) were reported and analysed in Microsoft excel. Statistical analysis took place using SPSS software, including paired t-tests, Intra class correlation coefficient (ICC) tests, Bland-Altman plots, linear regression, and correlation tests.

Results: Smartphones peak force data demonstrated a systematic bias in baseline (-228.7 ± 90.2 N, $p < 0.001$) and pain (-286.0 ± 111.4 N, $p < 0.001$) and a proportional bias at baseline ($\beta = -0.288$, $p < 0.001$) and during pain ($\beta = -0.402$, $p < 0.001$). An excellent association between smartphones and FPs at baseline (0.920 [0.849,0.958]) and a good association during pain (0.895 [0.800,0.945]) were observed. Pain resulted in a significant increase in peak force only in the smartphone data (-63.711 ± 14.699 N, $p < 0.001$) and a decrease in peak AV on the y-axis (7.753 ± 2.979 °/s, $p = 0.013$). No significant change was observed in WD and peak AV in the frontal and transverse plane. A poor correlation was observed between peak AV's and WD.

Conclusion: Despite the biases, smartphones produce highly valid measurement of peak force compared to FPs. Peak force and peak AV can serve as objective measures when monitoring the effect of pain. Hence, this study sets the basis for the potential integration of smartphones into biomechanical research, clinical practice, and rehabilitation programmes.