

**Bindura University
of Science Education**



BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF SCIENCE ENGINEERING
DEPARTMENT OF SPORTS SCIENCE

**DEVELOPING STRATEGIES to PROMOTE the USE of AGE-
APPROPRIATE SPORTS FACILITIES and EQUIPMENT in PRIMARY
SCHOOLS in Harare's high density.**

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DISSERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS OF THE
BACHELOR'S DEGREE OF SPORTS SCIENCE AND MANAGEMENT

JUNE 2025

DECLARATION

I declare that this dissertation, 'Developing Strategies to Promote the Use of Age-Appropriate Sports Facilities and Equipment in Primary Schools in Harare High Density', is my original work, and this dissertation has not been submitted to any other university or academic institution. All sources of information in the dissertation have been academically acknowledged and referenced according to the university's guidelines.

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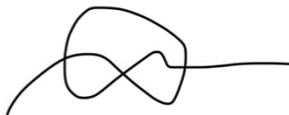
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I am honoured to have been given this opportunity to do the research, and my hope is that it will contribute to the establishment of effective strategies that promote use of age-appropriate facilities in primary schools.

DEDICATION

To the tireless educators, policymakers, and community leaders who work to improve sports development in primary schools across Zimbabwe. May this dissertation reach you; your efforts in providing age-appropriate facilities and equipment will shape the next generation of leaders, athletes, and citizens.

ABSTRACT

This dissertation examined the development of strategies that can enhance efficiency in utilisation of age-appropriate sports facilities and equipment in primary schools situated in the high-density areas of Harare in Zimbabwe. To support the notion, the study employed a mixed-method research design, combining quantitative and qualitative approaches, respectively to provide a comprehensive understanding of the current landscape of sports facilities and equipment available and their impact in primary schools. The study also identified significant challenges faced by primary schools, hindering utilisation of adequate sports infrastructure, access to resources, and community involvement. The research further analysed existing policies governing the provision of sports resources and their implications for primary physical activity engagement. Based on the findings, the study proposed a series of targeted strategies advocating for policy reforms, promotion of age-appropriate sports facilities and equipment, and student sports participation. These strategies were designed to empower school stakeholders, including educators, administrators, and policymakers, to address the existing gaps and enhance the overall quality of both sports facilities and equipment in primary schools. By promoting awareness and offering viable solutions, this research sought to support the establishment of inclusive and supportive environments that encourage students' active participation in physical activities, thereby contributing to the holistic development of sports in primary school.

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List of Abbreviations

- CBPR Community Based Participatory Research
- CAT Capability Approach Theory
- KPI Key Performance Indicator
- NAAZ National Association of Athletics of Zimbabwe
- NAPH National Association of Primary Heads
- NASH National Association of Secondary Heads
- SCT Social Cognitive Theory
- SDT Self-Determination Theory
- SRC Sports and Recreation Commission
- YASD Young Achievement for Sport Development
- ZIFA Zimbabwe Football Association

CHAPTER ONE: THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION

The chapter introduces the study by presenting the research problem and discussing the context upon which it is grounded. It comprises the Background of the Study, Statement of the Problem, Purpose of the Study, Research Questions, Research Objectives, Significance of the Study, Delimitation of the Study and Study Outline.

1.2 BACKGROUND OF THE STUDY

Schools are established for the purpose of academic, physical and mental development for the growth of students. Physical education and sports play a vital role in the development of children and adolescents as a whole. In Zimbabwe, many schools face a lot of challenges in providing adequate sports facilities and equipment that are age-appropriate for the development of sport. The lack of age-appropriate sports facilities and equipment is a major resulting factor for reduced physical activity and fitness, a decrease in student motivation, and limited opportunity for talent identification and also development. Zvapano (2017) reported that sport is believed to build character, provide essential training for success in the modern world and develop the individual value of teamwork, self-sacrifice, discipline and achievement.

The challenge of limited access to proper facilities and adequate equipment, especially in the less developed schools in Zimbabwe, promotes a significant negative impact on sports development and growth. As a result, the availability and conditions of sports equipment and facilities in most primary schools in Zimbabwe have fallen below standard, resulting in poor sports participation and performance and involvement and a noticeable lack of interest in sports-related activities as well. The government has a sports ministry assigned with the

responsibility of carrying out the duties to ensure the promotion and supervision of sporting activities in various sporting disciplines at all levels of education, from primary to tertiary, with the responsibility of sports development. The Ministry of Education, Sports, Arts, and Culture is involved in sporting organisations such as the Association for Primary Heads (NAPH) and National Association of Secondary Heads (NASH) in an effort to promote good governance of sports in primary schools and secondary schools with the mission of

promoting growth and development nationwide. Other associations that are accountable and responsible for sports development in Zimbabwe are the Sport and Recreation Commission (SRC), the Zimbabwe Football Association (ZIFA), and the National Association of Athletics of Zimbabwe (NAAZ). Vice President Kembo Mohadi (2023) once stated that the sports sector is currently facing a crisis over the deteriorating standards of facilities as the local councils that run them are struggling to sustain them. Moving forward there is the need not only to improve sports facilities and equipment but also to develop strategies that encourage the use of age-appropriate sports facilities and equipment in schools to boost competitiveness in schools.

Limited financial resources have been a major challenge throughout the years, and the problem has remained unsolved. The evidence of under-investment in schools leading to poor infrastructure and physical education programmes, which lead to a lack of sports participation, is worsened by Zimbabwe's economic struggles, including hyperinflation and sanctions, and this has significantly resulted in a shortage of age-appropriate sports facilities and equipment. An article in Herald News (2018) reported that "As lack of funding continues to haunt Zimbabwe's sporting fraternity, there has been a lot of blame-gaming with national associations crying foul over lack of support from the government and corporate sponsorship." Zimbabwe's reliance on external funding has created a cultural dependency, and this undermines local investment in sports development. Part of the reason why the issue remains unsolved is because there is a lack of sustainability and long-term planning in the development of sports infrastructure in schools. Cultural and societal factors have also played a significant role in why the issue of age-appropriate sports facilities and equipment remains unsolved in Zimbabwe schools. A survey undertaken by the British Broadcasting Corporation (BBC, 2024) shows that over half of people in the Black and minority ethnic communities worldwide do not do sport or physical activity. In Zimbabwe, sports are often viewed as an outside-normal-routine activity rather than being part of the education system, and this perception has influenced the culture, where people are not motivated to tackle the

challenges, contributing to a lack of age-appropriate sports facilities and equipment in schools.

This topic was of interest to research because it addressed the problems that are critical in the identification and development of talent and potential in sport; the literature focuses on strategies that improve age-appropriate sports facilities and equipment to influence sports participation. The topic also demonstrates potential strategies that are crucial to tackle the problems affecting sports in Zimbabwe schools due to lack of age-appropriate sports facilities and equipment.

1.3 STATEMENT OF THE PROBLEM

The primary problem addressed in this study is the lack of age-appropriate sports facilities and equipment in primary schools decreasing the rate of sport participation and physical development in Zimbabwe. Not only does this negatively affect sports participation and physical development, but it also impacts students' health and wellbeing negatively, ultimately affecting academic performance as a result. As many schools in high density areas are unable to provide sports infrastructure and physical education facilities, this leads to a narrow focus on academic achievement along with sidelining the importance of sports. As a result, in schools sports are viewed as non-essential, with many people believing they hinder academic performance, which contributes to the neglect and underinvestment of sports facilities in primary schools. This is evident in many ways, as previous research and studies have shown. Herald News (2018) highlighted a significant decline in sports participation due to a lack of adequate training facilities. Furthermore, to support this survey carried out by the BBC (2024) that "large segments of the population lack engagement in physical activity, reflecting a broader societal attitude that undervalues sports." Sports facilities and training facilities have fallen below standards over the years in primary schools, showing a lack of government intervention to improve these issues. This led to poor management in the utilisation and maintenance of sports facilities and equipment, which hindered the progress of sports development, leading to many investors regarding sports development as a low priority in primary schools.

Literature on the topic underlines the crucial role of sports development programmes and training programmes for teachers and staff in developing teamwork and discipline and motivating students to engage in physical activities. For example, Zvapano (2017) emphasised that sports as a whole develop inner values which are crucial for success in life, and it is worth noting that lack of adequate sports facilities hinders progression of that development. Significantly, theoretical frameworks surrounding sports programmes and sports development advocate for evidence-based decision-making in addressing the issues affecting access to age-appropriate sports facilities and equipment. NAAZ (2020) compliments that schools that provide students with adequate and appropriate training facilities and equipment experience higher levels of sports participation and performance. The current study aims to thoroughly investigate the current state of sports facilities and equipment and address the gaps through developing evidence-based strategies that will potentially improve the availability and accessibility of age-appropriate sports facilities and equipment in primary schools, particularly in high-density areas.

1.4 SIGNIFICANCE OF THE STUDY

The study was significant for the socio- economic, educational, policy, research and practical development of Zimbabwe. By exploring the strategies to promote the use of age-appropriate sports facilities and equipment in schools, it provided a clear objective that fosters a culture of sports participation and physical activity, improves student health and promotes community cohesion. The research is expected to provide significance to economic benefits. “Regular physical activity helps prevent and treat diseases (NCDs) such as heart disease, stroke, diabetes, breast cancer and colon cancer. It also helps prevent hypertension, overweight and obesity and can improve mental health, quality of life and well-being,” World Health Organization (2024). By addressing the knowledge gaps on age-appropriate sports facilities and equipment, the research was able to help align the policy with Zimbabwe’s National Sports Policy and Vision 2030, contributing to the achievement of sustainable development goals and boosting sports performance in schools. The practical applications of this research are substantial, offering actionable recommendations for educators, policymakers and stakeholders. Ultimately, the study sought to create a lasting impact on Zimbabwe’s socioeconomic development,

empowering decision-makers to prioritise youth health, education and well-being. This research has the potential to transform Zimbabwe's educational sporting sector system to ensure that students are physically active in sport and better equipped to guarantee success.

1.5 RESEARCH QUESTIONS

1.5.1 Primary Research Question

1.5.1.1 What strategies can be developed to effectively promote use of age-appropriate sports facilities and equipment in primary schools in Harare High-Density?

1.5.2 Subsidiary Research Questions

1.5.2.1 What is the current condition of sports facilities and equipment in primary schools in Harare high-density?

1.5.2.2 What challenges do primary schools in Harare high-density face in providing age-appropriate sports facilities and equipment?

1.5.2.3 How do existing policies impact the provision and use of sports facilities and equipment in Harare primary schools?

1.6 RESEARCH OBJECTIVES

1.6.1 Primary Research Objective

1.6.1.1 To explore effective strategies for promoting the use of age-appropriate sports facilities and equipment in primary schools.

1.6.2 Subsidiary Research Objective

1.6.2.1 To establish how the current condition of age-appropriate sports facilities and equipment affects students' participation in sports in high-density areas of Harare.

1.6.2.2 To determine the challenges faced by primary schools in Harare high-density in providing age-appropriate sports facilities and equipment.

1.6.2.3 To measure the effectiveness of existing policies on the provision and use of sports facilities and equipment in primary schools in Harare high-density.

1.7 DELIMITATION OF THE STUDY

The study was confined to Harare High Density Primary Schools. The choice of this area was because high-density schools in Harare offer enough resources in the area of research, which is crucial for the study.

1.8 SUMMARY

The chapter presented the research problem, emphasising the necessity to formulate strategies that promote the utilisation of age-appropriate sports facilities and equipment in Zimbabwean

schools. The Background of the Study and the Statement of the Problem emphasised the importance of sports participation and physical and mental development, as well as the challenges faced by primary schools in Harare High Density in providing adequate age-appropriate sports facilities and equipment. A review of literature revealed gaps in existing research, including a lack of effective strategies to promote the use of age-appropriate sports facilities and equipment. In addition, the chapter covered the significance of the study; the research objectives and research question were outlined for the purpose of the study. The delimitation of the study provided boundaries for geographical location and provided reasons why schools in Harare High Density are suitable for the topic. The next chapter presents an outline of the review of literature on the problem under the exploration of the topic.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The provision for age-appropriate sports facilities and equipment in primary schools is crucial for promoting physical activity, developing motor skills and fostering a lifelong love for sports among children World Health Organization (WHO, 2018). Despite the importance of physical activity for students' development, Primary schools within the region of Harare High Density face challenges in providing sustainable and age-appropriate sports facilities and equipment. The review provided an overview of the current state of sports facilities and equipment in Harare High Density Primary Schools so as to identify the challenges faced and strategies that can be developed to promote opportunities. The purpose of this literature review was to assess the effectiveness of various strategies in promoting the use of age-appropriate sports facilities in within Harare High Density. This study's findings help in improving physical activity and physical development by promoting sports participation in Primary Schools.

2.2 CONCEPTUALIZATION

The concept of providing age-appropriate sports facilities and equipment is crucial to promote a more conducive environment that favors sports participation and physical development in primary schools. In Zimbabwe, organizations like Young Achievement Sport for Development (YASD), the importance of implementing such sports development programs is because in targets children in schools and communities to foster a physical activity environment. The impact of sport for development program in Zimbabwean communities has been significant as these programs provide a safe and inclusive space for children and youth to engage in physical activities, fostering their physical and mental well-being (J Kuseka, 2024). The research identified the significance of promoting use of age-appropriate sports facilities and equipment to meet the needs of young students, considering factors such as physical ability, cognitive development and safety (UNICEF, 2019). According to Zimbabwe Ministry of Primary and

Secondary Education (2020), in primary school settings, the provision of suitable sports facilities and equipment plays a critical role in promoting physical activity, social interaction, and emotional well-being among pupils.

Physical activity, a broad concept encompassing bodily movement and energy expenditure is a vital for children's health and cognitive development (CDC, 2018). Scholars emphasize the importance of integrating physical activity into daily routines, particularly within primary school settings to cultivate lifelong habits and mitigate the risks of sedentary lifestyles (WHO, 2018). Effective sports development programs, therefore, prioritize participation, inclusivity and holistic development rather than solely focusing on elite performance (Sport England, 2019).

The study aimed to contribute to the body of literature that exists, which have been carried out by other authors with the intention of evaluating previous strategies that have been developed for promoting the use of age-appropriate sports facilities and equipment particularly in primary schools. By exploring the complex relationships between physical activity, sports development and primary school settings, the research target policymakers and primary school stakeholders in collaboration to invest in innovative age-appropriate sports facilities and equipment improvements that foster a supportive environment for physical development and sport development.

2.2.1 Age-Appropriate Sports Facilities And Equipment

Provision of age-appropriate sports facilities and equipment in primary schools encourages students' sports participation and foster a supportive environment in schools and communities that promotes social interaction, and emotion being that youngsters need growing up. According to WHO (2018), a tailored sports infrastructure that meets the needs of young students in primary schools improve development such as, cognitive and physical development. Suitable facilities and equipment not only enhance sports development and experience but also promote safety from risks of injuries and accidents than can negatively impact the childhood of the student or bring a bad reputation of the school legally, socially and financially. To promote efficiency in the use of age-appropriate sports facilities and equipment

in Harare High Density primary schools, the need of government intervention is crucial to impose policies that promote accessibility and usage of facilities and equipment, in collaboration with primary school stakeholders this influence students to shy away from cultural norms and background that maybe a negative factor hinder sports participation. Facilities should be designed to accommodate children with disabilities, ensuring equal sports participation (UN Convention on the Rights of Persons with Disability, 2006). Moreover, provision of adequate sports facilities and equipment influence students with different cultural background barriers that such as cultural sensitivity against sports participation Nhamo E (2019), hence the need of ensuring that sports facilities and equipment resonate with the students and communities' values and preferences. The benefits of age-appropriate sports facilities and equipment extend beyond physical health outcomes, they also contribute to cognitive development, social skills, and emotional well-being (CDC, 2018). With collaboration, the research is able to identify the relationship that exists between physical activity and academic performance. Addressing this profound information to primary school stakeholders will raise awareness on why they need to integrate physical development atmosphere in primary school setting.

In context of Harare High Density primary schools, the provision of age-appropriate sports facilities and equipment faces a lot of challenges. Limited resources, inadequate sports infrastructure, and lack of expertise hinder the development of suitable sports facilities (Zimbabwe Ministry of Primary and Secondary Education, 2020). This study was able to address those challenges that hinder sports participation in schools the existing strategies currently implemented in primary schools.

2.2.2 Physical Activity

Physical activity is a vital component of a healthy lifestyle, playing a critical role in promoting overall well-being particularly among children in primary schools. Promoting physical activity among primary school students in Harare High Density areas requires strategic utilization of age-appropriate sports facilities and equipment. Kohl HW (2013) describes physical activity practice shown numerous health benefits as it can improve mental health by decreasing or preventing conditions such as depression and anxiety and improves cognitive development and

brain health in children. To support this notion the research emphasized on the importance of age-appropriate physical activity as well, so by improving availability and provision of adequate sports facilities and equipment in a tailored way that meets the demands of students, this encourages sports participation and physical development in primary schools. The World Health Organization recommends at least 60 minutes of moderate to vigorous physical activity daily for children, incorporate aerobics exercises, strength training and bone strengthening activities (WHO, 2018). This is why use of age-appropriate sports facilities and equipment is important to nature young children in sports participation so as to create a culture of sports participation in primary schools. Schools play a critical role in promoting safe and beneficial environment for physical activity, providing opportunities for structured and unstructured play, ultimately promoting sports participation and physical development as well as physical education. The role of good governance and effective management practice is important in a school setting to promote sports participation and utilization of resources efficiently.

In Harare High Density primary schools, promoting physical activity faces challenges such as poor management and poor maintenance which is why most schools neglect investing in the sport department. This all leads to costs build up over time and with lack of funding and support from government as well as poor collaboration with communities and local businesses less fortunate primary schools particularly in high density area end up focusing on academic learning and neglecting sports which hinder sports development. Addressing these challenges requires innovative strategies that can incorporate community engagement, partnerships, and improved technology to promote physical activity and opportunities.

To overcome these challenges, schools can adopt multifaceted approaches, including infrastructure development, teacher training, community engagement, and policy advocacy (Sport England, 2019).

2.2.3 Primary School Setting

Primary schools serve as pivotal institutions for fostering young children's cognitive, social, emotional, and physical development. To boost sports participation among Harare High Density primary schools, educators and policymakers must prioritize providing adequate age-appropriate sports facilities and equipment that meets the demands of the students. This research intended to highlight the significance of primary schools in Harare High Density in promoting use of age-appropriate sports facilities and equipment so as to influence a sporting environment where physical activity, sports participation, and health education are the outcomes expected. Primary school setting should be able to offer an effective integration to physical activity, including physical education classes and sports programs for growth and development of young students, this recognition impact on cognitive function, concentration, discipline, and academic achievement.

In Harare High density primary schools, an effective school setting that promote use of age appropriate sports facilities and equipment face arising challenges from limited resources, overcrowding due to shortage of space which is why new schools do not invest in sports and it's not in their school culture because of lack of space for sports infrastructure. The Ministry of Primary and Secondary education since 2020 have addressed these issues whereby there is need of policymakers to counter some of these challenges. Addressing these challenges require innovative solutions, effective resource allocation, partnerships as well as community engagement to promote use of age-appropriate sports facilities and equipment in schools. According to the Ecological Systems Theory, individual, social, and environmental factors intersect to influence sports participation (Bronfenbrenner, 1979). By adopting these strategies, educators and policymakers can create conducive environment for students to engage in physical activity.

The primary school setting's influence extends beyond academic achievement, shaping students' social skills, emotional intelligence, and relationships. Positive school climates, characterized by supportive teacher-student relationships and inclusive environments that foster resilience, self-esteem, and mental well-being. This study examined the role of primary school settings in promoting physical activity, sports participation, and overall development among children in Harare High Density.

2.3 THEORITICAL REVIEW

2.3.1 Developing Strategies that Influence Utilization of Sports Facilities and Equipment in Primary schools.

The Self-Determination Theory (SDT), pioneered by psychologists Edward Deci and Richard Ryan (1980), revolutionized understanding of human motivation, motivation is crucial in the educational school, particularly in primary school setting. SDT put in place three inborn psychological needs, autonomy, competence, and relatedness, as essential drivers of human behavior. Research by Vallerand and Losier (1999) is critical to show validity of autonomy as it supports positive impact on intrinsic motivation in physical education and physical activity of students. A study by Ntoumanis (2001) found autonomy-supportive teaching behaviors enhanced students' enjoyment and physical activity levels. SDT illustrates effectiveness in a school setting like Harare's Lusitania Primary School, physical education department employs autonomy-supportive strategies, allowing students to choose activities and set goals, this help development of life skills as well as creativity of students. This approach has significantly boosted student motivation and engagement. Similarly, a study by Spitte and Morris (2013) showed competence promoting instructional design increased students' self-motivation and physical activity participation. SDT's relatedness component emphasizes social connections that boosts communication skills and networking, which is why physical activity and sport participation is important to invest in primary school setting. Research by Carron et al (2002) highlighted team cohesion's positive impact on physical activity adherence. A case study by O'Sullivan et al (2012) demonstrated cooperative learning activities fostered relatedness, enhancing student's motivation and enjoyment.

The Social Cognitive Theory, developed by Albert Bandura (2015), offers a comprehensive framework to understand the relationship and correlation between personal, environmental, and behavioral factors influencing physical activity in schools. SCT points out that learning occurs through observational experiences, social interactions, and reciprocal determinism, where individuals, environment, and behavior interact. In context of physical activity, SCT emphasizes the role of observational learning, social support, and empowering in shaping students' motivation and engagement in sport. Observational learning is a key component of

SCT, this is because influence from peers has a great impact on students learning new skills and behaviors by observing others. Observing physically active peers enhance students' physical activity levels and motivation. Social support from guidance and teachers is another crucial aspect of SCT, it highlights the importance of encouragement, feedback, and guidance from teachers, parents, and community members in fostering students' physical activity engagement. Individual's ability and belief, a critical personal factor in SCT, refers to individuals' is crucial for an individual to boost confidence so as to perform physical tasks and overcome challenges. By understanding these SCT components, educators and policymakers can develop strategies that promote use of age-appropriate sports facilities and equipment Harare High Density primary so as to influence physical activity and sport participation. Effective application of SCT principles can be seen in community-based physical activity programs, where local community do fundraising events at neighboring school to create a cultural environment, as well as local organization that promote sports participation by introducing tournament of various sporting discipline, which promote development of sport in schools and the country. These programs influenced by community engagement result in significant increases in students' physical activity levels and motivation.

The Community-Based Participatory Research (CBPR, 2020) Theory offers a collaborative framework for developing culturally relevant physical activity programs in primary schools. CBPR emphasizes equal partnerships between researchers, community members, and stakeholders to identify needs, design interventions, and evaluate outcomes (Israel et al, 2013). This theory recognizes community members' expertise and promotes co-learning, mutual benefits, and social change. In Harare's High-Density areas, CBPR has facilitated the development of physical activity programs addressing local needs and preferences. CBPR addresses the need for developing culturally tailored interventions that engage community members, stakeholders and students in designing and implementing physical activity initiatives. Similarly, the community-based program from the study by (Nhamo et al, 2018) demonstrated CBPR's effectiveness in enhancing community engagement and program sustainability for promoting physical activity. Several organizations like Coca-Cola, Dairy Board, Bakers-Inn, and many more have used CBPR to its effectiveness which they have partnered with neighboring local schools, community centers, and other organizations to promote physical activity among students.

2.3.2 Current Conditions of Sports Facilities and Equipment in Primary Schools

There is noticeable lack of sports resources especially in primary schools where age-appropriate sports facilities and equipment is biggest factor for lack of sports participation, an article from newspaper NewsDay Zimbabwe (2020), mentioned that there are challenges of sports infrastructure in schools which suggest a staggering figure that 75 percent of the schools lack sports facilities, including playgrounds, sports fields, and indoor facilities, while 60 percent have outdated or broken equipment, hindering effective physical education delivery. The most noticeable theme of schools which do not fit into this category is that there are mainly low-density area located schools outside of the red zone, which have managed to maintain their sports facilities and equipment and these schools include Lusitania Primary School, Gateway Primary School, Chisipite Junior School, Kirkman Primary School to name a few. Most of these sports developed schools are non-governmental showing a pattern on some of the challenges hindering provision of age-appropriate sports facilities and equipment in primary schools in high-density areas. The notion is fostered by the observations made by Nhamo and Muswazi (2018), which noted the significant correlations between school location, socioeconomic status, and facility quality with schools in low-income neighborhood facing the most severe facility shortages. For instance, a primary school in Harare High Density suburb of Glenview face severe lack of sports facilities and equipment including, playground or sports field which force students who have a passion for physical activity to play in nearby streets, as reported by The Herald News article (2020). Similar again to low-income schools in Mbare, some schools use community-donated equipment, highlighting resources constraints as noted by NewsDays in 2019.

The Zimbabwean government has acknowledged these challenges and allocated ZWL\$10 million for sports infrastructure development in sports, as reported by The Chronicle (2020). Additionally, the Harare City Council has initiated programs to rehabilitate sports facilities, including the construction of new playgrounds, as reported by Harare News (2020). Such interventions should be done on a regular with implemented policies that guide utilization of these resources but the challenge that primary schools are facing is these interventions are done when there is a crisis which results in poor crisis management and under-utilization of resources. International organizations such as UNESCO have also highlighted inadequate sports infrastructure and equipment as major obstacle to physical activity in Zimbabwe,

emphasizing the need for investment (UNESCO, 2019). The World Health Organization in relation to that also emphasized the importance of quality physical education facilities in promoting physical activity and health (WHO, 2018). Local stakeholders, including the Zimbabwe Schools Sports Associations, have advocated for improved sports infrastructure and equipment, recognizing the critical role they play in promoting physical education and sports development (The Sunday Mail, 2020).

Dube (2020), found that physical activity levels among schools in Zimbabwe are significantly lower than recommended. Ncube et al (2019) similarly noted that lack of appropriate sports facilities and equipment negatively impact physical activity and sports participation, emphasizing the need for urgent attention. To sum up references of these authors, the research can therefore consider an outcome of inadequate provision of age-appropriate sports facilities and equipment in primary schools leading to negative long-term consequences on students' health and wellbeing. Sibanda (2014), also correlates with this notion providing information on how students who don't have access to appropriate sports facilities and equipment are more likely to engage in sedentary behavior and have high rates of obesity.

The Capacity Approach Theory (CAT), developed by Amartya Sen (1999), focuses on the enhancement of individual's capability and freedom to achieve a positive well-being. CAT is crucial when it comes to age-appropriate sports facilities and equipment in primary schools because it emphasizes the impact of inadequate sports resources and how this affects capability and well-being of students. Inadequate sports facility and equipment can affect skill development and social interaction, this can result in reduced physical and mental development which affects cognitive in young students (Sen, 1999).

2.3.3 Challenges Prompting Unavailability of Age-appropriate Sports Facilities and Equipment in Primary Schools

Metzler's Physical Education Pedagogy Theory (2017) emphasizes the crucial role of effective teaching methods and learning outcomes in physical education. In context of primary schools in Harare High Density areas, this theory is particularly relevant. For instance, as mentioned earlier 75 percent of primary schools in Harare's High-Density areas lack adequate sports

facilities, forcing teachers to adapt to their instructional methods like the use of pictorial viewing and the use of written information as opposed to practical experience. This often results in limited physical activity opportunities for students, as observed by Nhamo and Muswazi (2018) in their study that's relating to physical education in Zimbabwe primary schools.

The lack of proper facilities and equipment and tools necessary for teachers and coaches to utilize to promote sports development in schools often hinders teachers' ability to provide high-quality physical education and develop sports programs, negatively impacting student learning outcomes (Metzler, 2017). This includes physical activity, decreased motivation, and limited social development opportunities (Coakley, 2015). Lack of proper facilities limit implementation of policies that control utilization of age-appropriate sports facilities and equipment in primary schools; therefore, teachers and staff are unaware of the responsibilities and duties to be carried out hence lack of sports development programs. This is supported by Metzler (2017), who suggested that even the most skilled teachers, coaches' staff will face significant challenges in delivering effective physical education programs and physical activity programs without access to proper facilities and equipment. Consequently, students may miss out on essential life skills, such as teamwork, communication, and problem-solving, which are typically developed through physical activity (Fraser, 2020).

2.3.4 Zimbabwe Context

Collins S (2018), Community Based Participatory Research Theory (CBPR) is a collaborative research approach that equitably involves community members, researchers and other relevant pupils. Therefore, CBPR is well suited in Zimbabwe context in term of developing strategies that promote the use of age-appropriate sports facilities and equipment in primary schools particularly in high density areas. As note by Ndlovu T (2023), "Participatory approaches are envisaged to deepen grassroots involvement in local planning and strengthen social networks", in this case collaboration of schools, communities and local businesses will encourage innovative strategies that promote use of age-appropriate sports infrastructure in primary schools. The CBPR theory fosters trust and inclusivity amongst local community members in

collaboration with researchers, local organizations and related stakeholders to develop effective solutions and innovations that help reduce challenges faced by primary schools in high density areas in Zimbabwe. According to Kamada A (2013), harnessing the power of CBPR can have a significant impact on improving the population's health and their wellbeing. This is relevant to the needs that primary schools should prioritize in students to influence physical development along with mental wellbeing. CBPR is very important so as to work cultural beliefs whereby some individuals do not consider physical activity to be part of cognitive development of a child, which is why collaborative approach with participating community members is important to raise awareness and educate local people on the benefits of physical activity and sports participation in school.

Israel BA (2006) notes that, lack of time and resources contribute to the loss of staff and structure that a center provides and lack of on-going funding for CBPR is experienced. This is some of the limitations that CBPR contains therefore the research notify stakeholders to consider both positive and negative outcomes of this theory.

2.4 THEORATICAL REVIEW

2.4.1 Innovations That Promote Use of Age-Appropriate Sports Facilities and Equipment

•Community Based Initiatives: Community engagement is vital for promoting age-appropriate sports facilities and equipment to local schools, this builds trust and relationships which is crucial to secure resources so that schools have the ability to improve sports infrastructure. Effective community-based initiatives include partnerships with local organizations, volunteer programs, and parent-teacher association involvement Green et al (2014). Limitations in Zimbabwe include resource constraints such as lack of funding to promote long lasting innovations and implementation of effective policies that govern provision adequate age-appropriate sports infrastructure that builds a relationship between the community and primary school setting. For future studies, there's need for prioritization of objective measurement tools and exploration of policy and environmental influences are essential to developing effective frameworks.

•**Innovative Funding Models:** The funds support sports development in schools because it is a resource that involves partnerships between two or more organizations in the manner of grants, crowd funding, and corporate social responsibility initiatives as noted by Khan et al (2017). These models help mostly unprivileged schools to access resources beyond traditional government funding.

The model holds an innovative strategy that enhances resource allocation and promotes sustainability. Community engagement enables organizations to work hand in hand to foster a sustainable sports development in schools. However, this may create a dependency for primary schools in Harare in terms of sources of funds and sustainability, and the model hold risks that may hinder development of schools as they depend on small organizations for resources and sustainability. Funding is the main source of sports development in schools so future studies should assess qualitative methods approach that solely focus on funding in schools.

2.4.2 Impact of Current Conditions of Age-Appropriate Sports Facilities and Equipment

•**Physical Activity Levels:** A study conducted by World Health organization (2018) shows that, the conditions of sports facilities and equipment significantly impact students' physical activity levels. A study conducted in United States of America by the Institute of Medicine (2013) also showed that, schools with better facilities have higher physical activity levels among their students. The study consisted of a sample size that is adequate for offering valuable insights on the current conditions of sports facilities and equipment in primary schools. This provides an opportunity for data correlation in developing effective strategies that can improve sports infrastructure and promote use of age-appropriate sports facilities and equipment in primary schools. However, the study's reliance has potential bias, with differences in environment and limited implemented policies, schools operate on a nonfunctional regulation which can lead to misdirection of findings.

•**Sports Participation Rates:** One determining factor of higher sports participation rates is adequate age-appropriate sports facilities and equipment. According to Njororai and Gathua (1997), the availability of sports facilities and equipment greatly influence the choice and

eventually the involvement of the learners in sporting activities. Study by Lee et al (2020) provides strength in its nationwide providing with comprehensive information on participation based on demographics, its findings led the notion that with adequate and proper sports infrastructure participation rates will increase.

However, because the study focused on cross-sectional approach it lacks longitudinal designs which show how time affects imposed strategies and innovations. This may possess bias to primary schools in Harare high density that are trying to develop innovative strategies that promote use of age-appropriate sports facilities and equipment. Therefore, the research encourages future research look for correlation between cross-sectional studies and longitudinal studies.

2.4.3 Sports Facilities and Equipment Challenges in Schools

- Infrastructure Constraints:** Spense & McLean, 2013 highlighted inadequateness of sports infrastructure as a significant challenge as also supported by United Nation's Children Funds, 2019. As it suggested that 60 percent of primary schools in Zimbabwe lack adequate age-appropriate sports facilities and equipment from the previous literature review, this leads to low participation and low physical activity engagement in primary schools. This is supported by a South African study by Taylor et al (2018) which suggests that inadequate infrastructure hinders physical activity participation. The study employed mixed methods approach data through questionnaires and interviews providing the extent to which the challenges primary schools facing in providing age-appropriate sports facilities and equipment affect students' physical development. However the study's geographical coverage is limited to Harare, this may bring bias in the sense that other geographical areas may not relate to the challenges.

- Resource Constraints:** Limited funding prevents schools from purchasing or replacing equipment (Khan et al, 2017). Resource constraints do not only include equipment, but people are also resources, and human resource is a major constrains in primary schools affecting

development of sport. A study by Armour and Dancombe, 2011 showed that insufficient sources in schools included qualified physical educators and maintenance staff.

The study presented informative data that supports the notion that primary schools in high density areas in Harare have challenges in providing age-appropriate sports facilities and equipment to a greater degree. There are limitations of funding that supports educational empowerment in physical activity hence lack of innovative programs that supports educational programs. Recognizing these strengths and limitations help to identify innovative strategies to cover the gaps associated with the related challenges.

2.4.4 Implementation of Effective Policies Governing Sports Development in Primary Schools

- Policy Framework: Effective policies ensure safe environment for physical activity in the primary school setting; policies also ensure access and maintenance of adequate sports facilities and equipment. United Nations Educational, Scientific and Cultural Organization UNESCO (2017) highlights the importance of comprehensive policy frameworks in governing the use of sports facilities and equipment in schools. The study provided an in-depth understanding due to a comprehensive policy analysis as well as a mixed-methods approach, which offers diverse perspectives. However, data collection over a wide range of populations is a concern, as it may result in biased information. Through designing a survey, the validity of research may be affected because of different geographical locations, which lead to bias. Future studies should integrate policy implementation theories that help to develop effective policy frameworks in organisations or, in this case, primary schools to influence sports development.

- Monitoring and Evaluation: Coalter F (2013), from the University of Stirling, noted the importance of regular monitoring and evaluation; any policy frameworks implemented need to be reviewed constantly to assess their effectiveness. At Victoria Primary, stakeholders continue working collaboratively in raising standards, establishing high expectations and promoting

effective teaching and learning to achieve the aim of effective procedures for monitoring and evaluating that involve all members of the school community (Christopher Fulton, 2022).

Monitoring and evaluation are important to identify Key Performance Indicators (KPI) that promote an effective policy framework that positively impacts the governing of sports facilities and equipment in primary schools in Harare. Stakeholder engagement is important for policymaking in primary school settings, but teachers and students are under-represented by the theory; hence, the development of effective strategies may become a challenge to developing schools. For future references, studies should focus on actionable guidelines that promote initiatives from every member of the stakeholder to promote adequate resources for the development of proposed strategies.

2.5 CONCLUSION

The literature review highlighted the significance of promoting the use of age-appropriate sports facilities and equipment in promoting sport participation and development and encouraging healthy lifestyles in primary schools in high-density areas. In Harare High Density primary schools there's some noticeable progress on the matter, but despite that there are still several gaps that need to be addressed, particularly in the under-resourced setting of Harare primary schools.

One of the most noticeable gaps in existing literature is the limited implementation strategies that target the provision of age-appropriate sports facilities and equipment in primary schools, which is a crucial factor leading to these challenges associated with the underdevelopment of sporting activities in primary schools in Zimbabwe. To add to the matter of gaps, there is also exploration into the cultural and social factors that influence usage of sports facilities in primary school, especially in African culture, where neglect of sports participation is practised a lot. It is important to address the gaps in the study because they hinder the development of physical activity in young students, affecting cognitive abilities.

To address these gaps, the study aimed to investigate factors that influence usage of adequate and age-appropriate sports facilities and equipment in a primary school setting in Harare high-

density areas. This will help the development of context-specific strategies to promote the use of age-appropriate sports facilities and equipment and provide recommendations for policymakers and practitioners. Ultimately, the findings will contribute to improving overall physical activity and health of primary school students, specifically in under-resourced primary schools.

2.6 CHAPTER SUMMARY

The chapter on literature review provided an overview of existing research on the use of age-appropriate sports facilities and equipment in primary schools, focusing on Harare high-density areas. The chapter lays groundwork for the study, emphasising the need for specific research strategies to develop for the challenges of inadequate age-appropriate sports facilities and equipment in primary schools. Findings from the review inform the research questions and objectives, paving the way for Chapter 3 (Methodology).

CHAPTER THREE: MATERIALS AND METHODS

3.1 INTRODUCTION

This chapter provided a comprehensive overview of the research method set to investigate strategies for promoting the use of age-appropriate sports facilities and equipment in Harare high-density areas. It presented the study's research approach, research design, population and sampling procedures, data collection and analysis procedures and ethical considerations. The method adopted from this study was informed by the research objectives, with the sole purpose of finding the current state of sports facilities and equipment in primary schools in Harare high-density areas. The aim was to help develop strategies that can promote the use of age-appropriate sports facilities and equipment in primary schools. By providing a detailed research method, the chapter also aimed to show validity and reliability to the study's findings.

3.2 METHODOLOGICAL APPROACH

This study adopted a pragmatic approach which focused on practical results and real-world solutions; this approach informed the study's mixed-methods design, which combined qualitative and quantitative data collection and analysis. According to S Dawadi (2021), mixed-methods research draws on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. This approach offered the research a broader and better understanding of stakeholders' opinions and experiences, and this is crucial to achieve the goal of developing strategies that promote the use of age-appropriate sports facilities and equipment in primary schools. Saraswati P (2023) noted that, "by combining the depth and richness of qualitative data with the rigour and generalisability of quantitative data, mixed methods offer a more holistic and nuanced perspective on research questions, making it particularly well-suited for exploring multifaceted issues." This promoted

a deep understanding of investigations carried out to assess challenges that hinder use of adequate age-appropriate sports facilities and equipment in primary schools. In the study, a mixed-methods approach employed various data collections, which allowed the research to make comparisons which influenced rich findings. In this research topic, questionnaires and interviews were incorporated for the purpose of gathering data from participants. The research took advantage of probing techniques which allowed follow-ups for clarification purposes and elaboration purposes on interview questions. These techniques were incorporated in the study for data collection to give a better understanding of the participants' experiences. This method was relevant to the research topic so as to help the findings come up with effective solutions. Additionally, by providing patterns and themes from both quantitative and qualitative analyses, the mixed-methods approach became an ideal tool in making in-depth comparisons which can give the research a better chance at presenting rich data which can help policymakers and practitioners develop theories that future researchers can explore.

3.3 TIME HORIZONS

The study followed a cross-sectional time horizon. It was selected for this research due to its ability to collect data from a sample of participants at a single point in time, providing current trends. As noted by Thomas L (2020), “a cross-sectional study is a type of research design in which you collect data from many different individuals at a single point in time; in cross-sectional research you observe variables without influencing them.” Therefore, cross-sectional fits the purpose of this study as compared to the longitudinal time horizon, which focuses on the full cycle of periodisation over a long time, focusing on different trends. The problems and solutions derived from these findings were both national and global; therefore, the research had to be conducted over different participants without influencing them to avoid biased information, thereby gathering data that will be useful in the future. The research was time-limited, which is another solid reason for incorporating a cross-sectional approach, as it allows the research to utilise available limited resources and time. A longitudinal time horizon was not chosen for this study because it would require collecting data over an extended period, which was not feasible given the time constraints of the study. Therefore, longitudinal would require a significant investment of resources and time, and that would hinder the progression

of the study. In this study, a cross-sectional time horizon was implemented through collecting data from participants at a single point in time. Data was collected through questionnaires and interviews in a span of 8 weeks; this allowed the research to capture and provide insights into the phenomenon being studied.

3.4 RESEARCH STRATEGY

This study employed a practical action approach (pragmatic approach), which allowed the research to address real-world challenges, and this offered the audiences an insight into the extent to which these challenges impact sports in primary schools. This practical approach was suitable for a cross-sectional study for its ability to address real-world problems and promote sustainable development through a more cyclical process of planning, action, and reflection (Reason & Bradbury, 2001). To address challenges and potentially come up with effective solutions for promoting the use of age-appropriate sports facilities and equipment in primary schools, there is a need to inform stakeholders and present them with the findings of the research; this will promote an effective decision-making practice in developing the effective strategies needed. The practical action research approach, or pragmatic approach, was preferred over other research strategies, particularly in this study, because it allowed for the development of solutions through a “collaborative and participatory process”, as noted by Kemmis & McTaggart (2000). The research suggested that the challenges that are derived from the study’s topic are nationwide and potentially worldwide, which is why it is necessary to adopt this research approach, as it allowed for the development of solutions by combining both experimental and theoretical lessening processes. Lewin (1946) noted that “the action research process involves several stages: problem identification, planning, action, evaluation, and reflection.” The study began with showing the problem where stakeholders like teachers and/or coaches will be consulted as a way to find the challenges that are hindering the provision of age-appropriate sports facilities and equipment in primary schools. It was followed by the planning stage, in which a plan for the study will be developed in collaboration with the stakeholders

3.5 POPULATION AND SAMPLING

3.5.1 Population

The population of this study consisted of primary school physical education teachers, sports directors, administrators, and coaches in Harare high-density primary schools. This population was chosen because it offered in-depth experiences and opinions due to its direct involvement in sports activity and physical education academic learning at primary schools. Therefore, this population holds firsthand experience in challenges affecting the use of age-appropriate sports facilities and equipment. Given their experiences, potential solutions and opportunities relating to promoting the use of age-appropriate sports facilities and equipment in primary schools can be developed. Due to the substantial number of primary schools in Harare high-density primary schools, it is impossible to cover every school, as the study adopted the cross-sectional approach; therefore, a sample of schools are selected for the purpose of the study.

3.5.2 Sampling

Following the sampling process, the study adopted a probability sampling for the quantitative approach, where every member had a chance of being selected (simple random sampling). For qualitative data, the study adopted purposive sampling, a non-probability sampling method, to select participants with firsthand experience and information that can be assessed in correlation with quantitative data to promote use of age-appropriate sports facilities and equipment in primary schools in Harare high-density areas. These sampling procedures were preferred over the others due to their ability to fit in this type of study, as the research intended to offer valuable information by the end of its presentation. Therefore, adopting these mixed-methods sampling approaches ensured that participants were directly involved in providing valuable data and feedback. Purposive sampling was used to implement the correlation between identifying coaches, teachers and school administrators and sports directors as potential participants for gathering necessary data and information required to complete the study.

Potential participants were contacted through digital technology via WhatsApp, in-person visits and overall participation, and were selected based on their willingness to participate in the research study.

3.5.3 Sample Size Determination

This mixed-method study finds it ideal to employ both probability and the theoretical sampling principle to determine the sample size. The study was able to consider a sample size of 105 participants to gather in-depth insights into the research phenomenon. The choice of this population was to focus on the goal of the study, as a larger population may have resulted in possession of biased information, and so the sample size was manageable so as to try and evade biased information. This size was deemed appropriate for the research because it allowed for the exploration of various perspectives and experiences from different individuals. This sample size remained manageable and feasible within the study's timeframe and availability of resources, therefore ensuring the information and data collection and analysis required provided positive recommendations.

Table 3.1:

Quantitative Sample

Coaches	40
P.E Teachers	20
School Administrators	10
Sports directors	35
Total	105

Qualitative sample

As for the qualitative, the research approached a purposive technique to gather firsthand information from stakeholders with knowledgeable experience. This was assisted by a thematic approach to determine sample size.

3.6 DATA COLLECTION PROCEDURES

The study employed a questionnaire and interview guide under the study's objectives and research. By conducting a pilot study, the study process proceeded with the pilot study moving forward to improve the questionnaire and interview guide for both quantitative and qualitative components of the research, thereby ensuring clarity, and to also identify potential issues that may arise and hinder the progression of the main study. The research was able to use the pilot study as a testing measurement method to refine the data collection instrument, which includes semi-structured interviews and questionnaires, to ensure that they are both effective and reliable.

For the quantitative research, questionnaires were distributed using digital technology for the most part, and the link was sent to participants through the Google Forms questionnaire platform. To add inclusivity of the data, follow-up approaches were incorporated as well. To make the study valid, the questionnaires were made as clear as possible and easy to understand, thereby acquiring less biased data. This data was then recorded on a spreadsheet on Microsoft Word, which was later used to analyse quantitative data through SPSS analysis software and also to keep records for future use. The qualitative data collection was recorded on a spreadsheet again and was analysed thematically through NVIVO software for the purpose of gathering experience and knowledge of primary school stakeholders. By using both questionnaires and semi-structured interviews, one can make a generalised outcome, as they give an opportunity to explore different opinions, perspectives, and experiences, which will ultimately draw a positive conclusion. Therefore, this data collection approach was helpful in the study in providing a comprehensive understanding of the research problems and contributing to the development of evidence-based recommendations for promoting the use of age-appropriate sports facilities and equipment in primary schools.

Despite the study's attention to detail in providing comprehensive insights into data, there were potential limitations to consider. The sample size did not represent all Harare high-density primary schools; therefore, the information gathered may have been subject to biased outcomes and maybe misinterpretation of what challenges other schools may be facing. Contextual factors specific to Harare's high-density-like environment or culture may have an influence over the study's findings, thereby developing negative themes that may result in misinterpretation of the study's purpose. Participation availability may be a factor as well, as all research would acknowledge the likelihood of the availability not going as planned; this may be due to institutional constraints which may affect the quality of the data. It is important to continuously monitor the research process and adapt to unexpected factors to ensure that the data provided is rich and insightful. By acknowledging the potential limitations and unexpected factors, the study was well prepared to adapt to these unexpected circumstances so as to provide a comprehensive understanding of information related to promoting the use of age-appropriate sports facilities and equipment in primary schools.

3.6.1 Data Analysis and Presentation

Qualitative Data Collection

The qualitative aspect of the study involved semi-structured interviews conducted with key stakeholders, including school administrators, sports directors, physical education (P.E.) teachers, and coaches. The interviews were guided by an interview schedule developed based on the study's objectives, allowing flexibility for participants to elaborate on their experiences and perspectives.

Interviews were conducted face-to-face where possible, and responses were audio-recorded with participants' consent to ensure accuracy. Each interview lasted approximately 30–45 minutes, and field notes were also taken to capture non-verbal cues and contextual

observations. The collected qualitative data were then transcribed verbatim and imported into NVivo 15 software for coding and thematic analysis.

Data Integrity and Ethical Considerations

During the data collection process, ethical standards were upheld. Participants were informed about the purpose of the study, and informed consent was obtained prior to participation. Confidentiality and anonymity were guaranteed, and all data were securely stored in password-protected files accessible only to the researcher.

Despite these measures, potential limitations were acknowledged. The sample size may not fully represent all high-density primary schools in Harare, which could limit the generalisability of findings. Contextual factors such as socio-economic conditions and school environments might also have influenced responses. Participant availability and institutional constraints occasionally posed challenges to data collection. To address these issues, continuous monitoring and flexibility were maintained throughout the research process to ensure rich and credible data.

3.6.2 Mixed-methods Analysis and Presentation

For quantitative data, the research incorporated SPSS to conduct an analysis of the data presented, and this included the following steps:

- **Confirmation:** This stage ensured that the data was accurate and aligned with its values before analysing it.
- **Descriptive statistics:** summarising main features of the data.
- **Correlation analysis:** comparing the relationship between the variables of each value in identifying trends.

- **Data visualisation:** Utilising SPSS's tools to create visualisations like bar charts to print findings.

For the qualitative data, this included interview responses from administrators, sports directors, coaches and P.E. teachers, which were analysed by NVIVO 15 software to identify key themes that give a direction to the findings of the study's topic, and it is presented as follows:

- **Preparation of Data:** Data was imported into NVivo, including interviews, documents and other relevant materials.
- **Familiarisation with the Data:** This stage involved categorising the data and its codes. These codes can be derived from research objectives or identified during the data analysis process.
- **Coding of Data:** In this stage, codes were applied to the data to identify themes and patterns.
- **Identification of Themes and Patterns:** Data was analysed at this stage by grouping codes and refining themes to identify relationships between themes and patterns.
- **Analysis and Interpretation of Data:** NVivo created concept diagrams and charts to illustrate findings from the data presented, which will be used to draw meaningful conclusions.

3.7 TRUSTWORTHINESS IN QUALITATIVE RESEARCH

To ensure the credibility and trustworthiness of this mixed-method research study, several methods were incorporated.

Triangulation: By combining multiple data sources, triangulation was able to enhance creativity and validity of the findings from the study. Data triangulation was used in this study by collecting data from primary school administrators, sports administrators, physical education teachers, and coaches/trainers.

Member Checking: It allowed for participant validation by giving them the opportunity to verify the findings to ensure accuracy. By verifying data with participants' experiences and perceptions, it improves the validity of the results derived from the findings, which promotes trustworthiness in both the quantitative and qualitative research findings of the study.

Persistent Observation: The practice of continuous observation of data over time will enhance the capturing of patterns and relationships from the presented data. By adopting this approach, it is possible to make some changes and identify gaps so as to gather in-depth and rich detailed data.

Peer Briefing: Colleague review and discussion helped the study's findings to identify potential biases and gaps so as to make improvements. Through peer briefing, this study benefits from fresh perspectives and critical feedback, which help the study to meet high standards.

Audit Trail: This systematic and transparent documentation of research findings helped to maintain detailed records of research methods, decisions, and procedures. Anyone who explores these research findings is able to trace and verify steps taken to ensure transparency and credibility of the research process.

Research Reflection: By acknowledging and documenting potential biases and assumptions that may influence this study, it raises awareness of different perspectives and experiences to

promote transparency and credibility, therefore resulting in trustworthiness of this mixed-method research.

3.8 ETHICAL CONSIDERATIONS

A set of guidelines of research ethics made sure that both the study subjects and the researcher participate in studies voluntarily, sensibly, and safely to achieve high-quality results; this area is essential. The research provided several things to achieve this.

Ethical Approval: Before commencing the study, the researcher obtained an ethical clearance letter from Bindura University.

Informed consent: Before commencement of the research, consent was requested from subjects, and they had to sign a consent form before beginning any work with them. The consent form gave participants the freedom to decide whether or not to take part in the research. Participants were therefore informed that they are free to leave the study at any time and won't incur any fees. Participants would also get explicit research guidelines and an explanation of their roles from the researcher. The subjects would be formally invited to participate in the study after permission and informed consent have been secured.

Confidentiality agreements: Potential volunteers were then informed about the research's dedication to confidentiality. Signing means the confidentiality agreement is fulfilled as promised. All potential participants would get written consent forms containing the data, and if necessary, follow-up explanations were also incorporated.

Anonymity: Participants' names and institutions remained anonymous, as well as those who would be thought to have failed. Codes were incorporated to identify participants. Participants

were then told not to use any identifying information or personal details. By forbidding participants from discussing or writing their names on any study documents at any point during the process, the anonymity principle will be upheld. Only the research will have password access to the computer folder where the data will be recorded and kept under lock and key.

Access and Acceptance: The research requested relevant authority for written consent. The research also provided the ethical clearance letter and adequate background information about the prospective study to the administrators of the target organisations before requesting their consent to participate.

Beneficence: The research did not compromise the subject's integrity or cause them personal harm. This will be accomplished by protecting participants' privacy and sensitivity throughout the data collection process rather than upsetting, stigmatising or diminishing their human dignity.

3.9 CHAPTER SUMMARY

This chapter covered the possible research approach for this investigation, the concurrent use of quantitative and qualitative techniques. The next chapter, chapter 4, presented the study's findings, analysing participants' responses to identify key themes and propose effective strategies.

CHAPTER FOUR: DATA COLLECTION AND ANALYSIS

4.1 INTRODUCTION

The chapter presented and discussed the response rate, demographic data and findings linked to the research objectives. Data was collected through semi-structured interviews and questionnaires from primary school administrators, sports directors, P.E. teachers, and coaches/trainers in Harare high-density areas and was thematically analysed.

4.2 RESPONSE RATE

4.2.1 Questionnaire Response

This section outlines the questionnaire response rate from National Association School heads and district school inspectors.

Table 4.1:

Questionnaire Response Rate

Stakeholder	Questionnaire Distributed	Questionnaires Returned	Percentage Returned
Coaches & trainers	40	35	88%
P.E Teacher	20	15	75%
Administrators	10	8	80%
Sports director	35	30	86%
Total	105	88	84%

high response rates among coaches and administrators indicated strong engagement and interest in the topic, suggesting that these groups are heavily involved in sports activities in schools. Conversely, low response from participants like P.E. teachers with 75% may represent

such barriers as time constraints and unavailability for responses. This inconsistency could point to a need for targeted strategies to engage P.E. teachers more effectively in future research or policy discussions. Overall, the data suggests a solid foundation for understanding stakeholder perspectives, while also indicating areas for improvement in outreach and communication.

Table 4.2:

Interview Response Rate

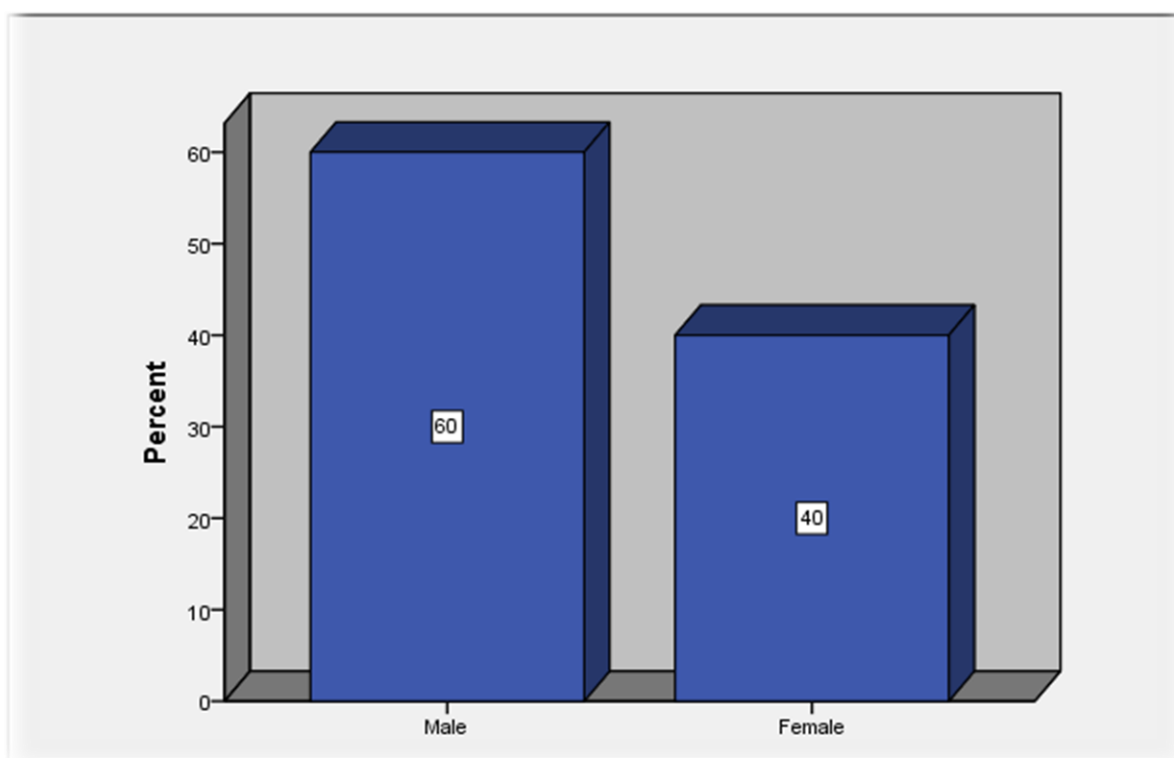
Stakeholder	Target Interviews	Interviews Conducted	Percentage Returned
Coaches & trainers	2	2	100%
P.E Teacher	2	2	100%
Administrator	3	3	100%
Sports directors	3	3	100%
Total	10	10	100%

The table represents the stakeholders responsible for providing qualitative responses, which was used for data analysis, proving valuable research. With a 100% response rate across all interviews targeted, it shows the extent to which this research is of value and how addressing challenges hindering use of age-appropriate sports facilities and equipment is crucial. This high response rate shows the extent to which stakeholders were willing for the research to help address challenges affecting the provision of age-appropriate sports facilities and equipment in primary schools. This table was significantly critical, as the complete response rate promotes reliability and validity of the study's findings. It showed a reflection of a comprehensive representation of the perspectives and experiences of key stakeholders involved in students' sports participation and development. Engagement of all stakeholders to participate in data collection of challenges and solutions related to age-appropriate sports facilities and equipment is crucial for the research. Moreover, this level of participation may indicate a shared commitment among stakeholders to improve sports resources in primary schools, setting a positive foundation for collaborative efforts in addressing the identified challenges.

4.3 DEMOGRAPHICS

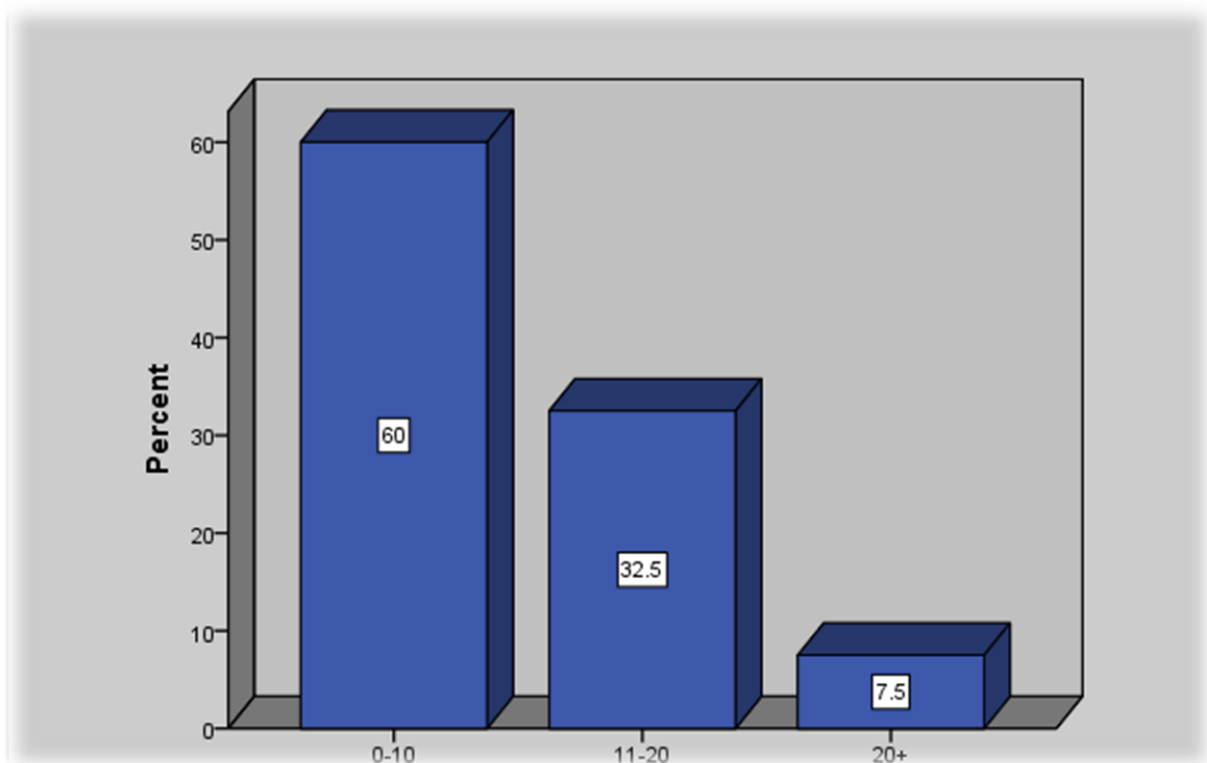
Figure 4.1:

Gender of Respondents



The graph shows the distribution of the participants by gender, with approximately 60% more male participants represented in the participant group compared to females, with approximately 40% respondents. This graph is important to note the gender imbalance of the participants. Therefore, implications of data should be noted; it is significant to note the potential bias of information that can develop due to gender imbalance regarding key points on promoting use of age-appropriate sports facilities and equipment in primary schools. This imbalance could affect the validity of any conclusions drawn from the research, as the views and experiences of female students may be under-represented. To ensure that the study remains true to its findings, a mixed-method approach was necessary to displace issues of bias by reaching out to different individuals at different institutions. This can help in formulating strategies that cater to the diverse needs of both male and female students in primary schools.

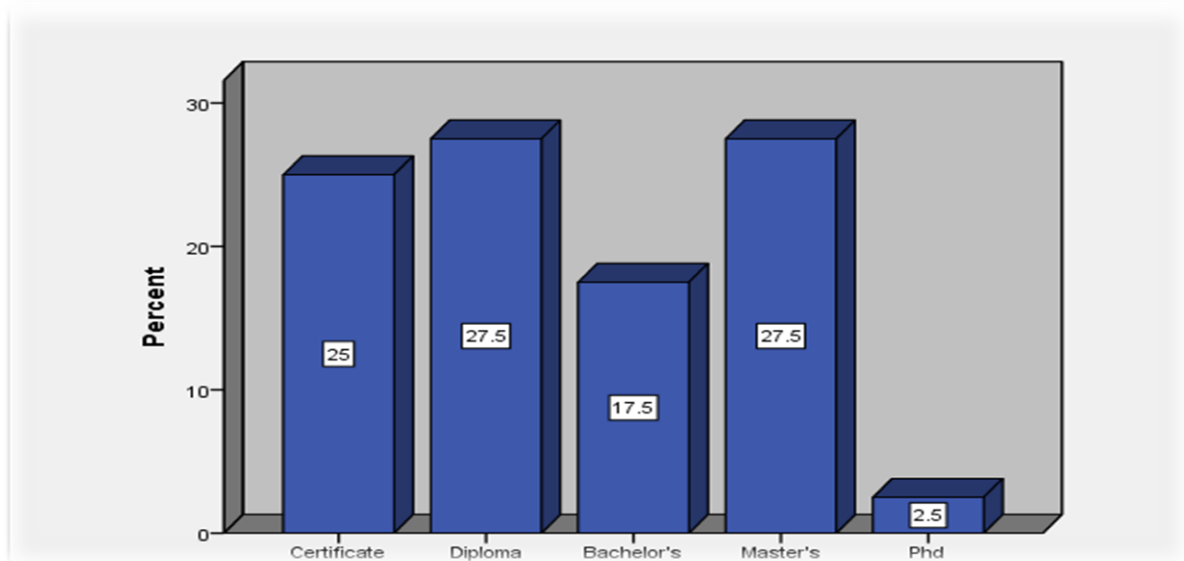
Figure 4.2:
Level of Experience



The graph above displays in which way participants were distributed through their experiences in their respective fields. It revealed that approximately 60% of respondents have 0-10 years of experience, while around 32% have 11-20 years of experience, and only about 7% have more than 20 years of experience. By looking at this distribution, the research noted that there is a combination of both experienced participants and less experienced participants. Therefore, it further supports the mixed methods where different perspectives and experiences are required for validation of data. The implications of data from these respondents were significant enough for the research in tackling the issues to deal with promoting use of age-appropriate sports facilities and equipment in primary schools. It is worth noting that the high percentage of respondents at 0-10 years' experience may need more professional experience in their respective fields, although the positive side of it is they bring fresh perspectives and ideas to the study. Additionally, the limited representation of highly experienced individuals could result in a gap in insights and historical perspectives that are essential for addressing ongoing challenges in sports education. To provide more effective initiatives in future studies, it may be beneficial to look into institutions with more experienced participants and compare them to the ones with less experience for correlation purposes.

Figure 4.3:

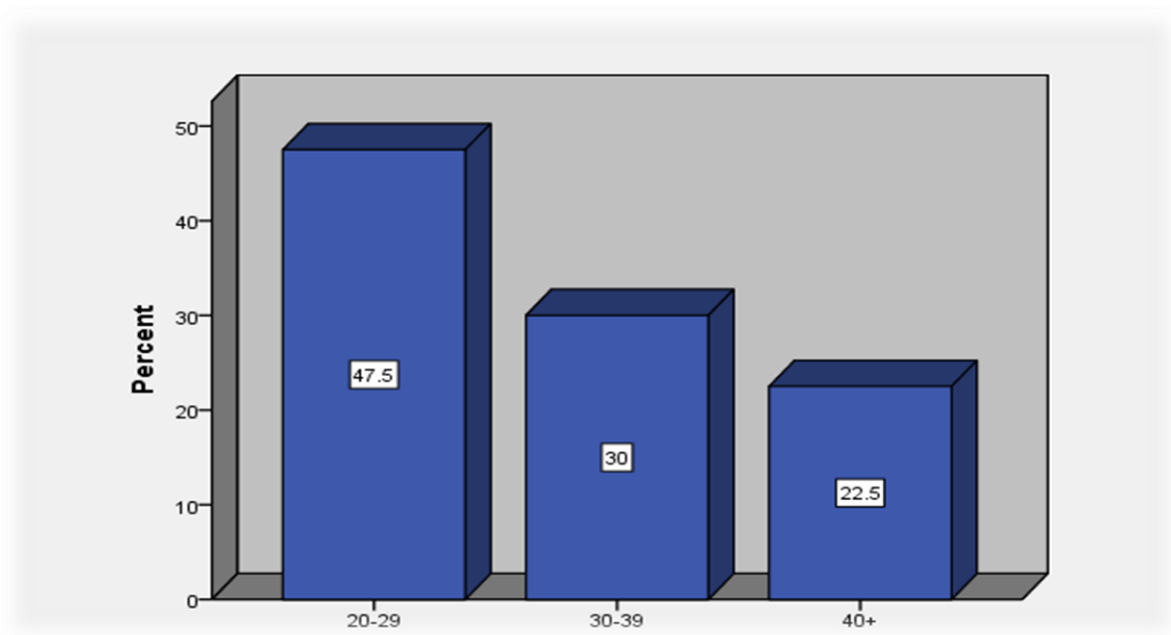
Level of Education



The bar graph illustrates the educational qualifications of respondents, revealing that approximately 28% hold a diploma, while around 25% have a certificate. The percentage of respondents with a bachelor's degree is slightly lower, close to 20%, while those with a master's degree and a PhD comprise a much smaller portion, less than 5%. This distribution was important in understanding participants' perspectives and experiences in their respective fields. The implications of this data are noteworthy for the development of strategies related to age-appropriate sports facilities and equipment. Significant representations of respondents with certificates and diplomas suggest that there may be a need for advanced theoretical knowledge or even specialised training in their fields. It is worth noting that there is a significant number of participants with a higher and advanced education level in this instance (master's level); this provides the study with effective findings that promote its intentions. To address potential gaps in expertise, it may be beneficial to invest in professional development opportunities, mentorship programmes, and collaboration with higher education institutions. Enhancing educational qualifications in primary schools can improve innovative approaches and inclusion of positive frameworks that can promote use of age-appropriate sports facilities and equipment in schools.

Figure 4.4:

Age Category of Respondents



The bar graph illustrates the age distribution of respondents across three different categories: 20-29 years with approximately 48%, 30-39 years with 30%, and 40+ years with approximately 23%. With a significantly higher number of approximately 48%, the group consists mostly of youthful respondents. It is worth noting that the youthful respondents may offer current trends, which supports the study, as they have fresh perspectives and potentially innovative solutions to the challenges that the study displays. The implications of this data are important to understand the dynamics that correlate between different ages of the respondents in relation to promoting the use of age-appropriate sports facilities and equipment in primary schools. Hence the predominance of the younger age group offering fresh information and the older group offering experience and past trends for comparison purposes. However, this also suggests a potential lack of experience compared to older colleagues; this can lead to an influence in bias towards acquiring information from participants due to a potential lack of historical context in past trends and strategies that have been practised before in efforts of improving effectiveness in promoting use of age-appropriate sports facilities and equipment in schools. Collaborative practices and mentorship from individuals may be essential in promoting inclusivity.

4.4 ANALYSIS AND PRESENTATION OF DATA LINKED TO RESEARCH OBJECTIVES

This section presented data according to the instruments used, providing a comprehensive outcome and a nuanced understanding of the results. The presentation began with the quantitative data from the questionnaires, followed by qualitative data from the in-depth interviews.

4.4.1 To explore effective strategies for promoting the use of age-appropriate sports facilities and equipment in primary schools.

The SPSS results for assessing the strategies to promote use of age-appropriate sports facilities and equipment in primary schools reveal significant findings across presented items.

Table 4.3:

Correlations analysis assessing the strategies to promote use of age-appropriate sports facilities and equipment in primary schools.

Items		Are improved strategies crucial to improve current age-appropriate sports facilities and equipment in primary schools?	Do you think interventions are needed to improve sports faculties and equipment in primary schools?	Do teachers and staff play a crucial role in encouraging the use of age-appropriate sports equipment?
Are improved strategies crucial to improve current age-appropriate sports	Pearson Correlation	1	.254	-.066
	Sig. (2-tailed)		.113	.687
	N	40	40	40

facilities and equipment in primary schools?				
Do you think interventions are needed to improve sports facilities and equipment in primary schools?	Pearson Correlation	.254	1	.364*
	Sig. (2-tailed)	.113		.021
	N	40	40	40
Do teachers and staff play a crucial role in encouraging the use of age-appropriate sports equipment?	Pearson Correlation	-.066	.364*	1
	Sig. (2-tailed)	.687	.021	
	N	40	40	40
*. Correlation is significant at the 0.05 level (2-tailed).				

The correlation analysis among key factors that influence developing strategies to promote use of age-appropriate sports facilities and equipment in primary schools in Harare high-density sports several significant relationships. The findings showed a relationship of (0.254) between the need for interventions to promote strategies for improvement, though this is not statistically significant ($p = 0.113$). In contrast, a significant correlation (0.364, $p = 0.021$) exists between the teacher's involvement with interventions needed to improve sports facilities and equipment in primary schools.

The results not only show the gaps identified but also notify the relationship between understanding implementation and coming up with strategies. The significant correlation involving educators suggests that engaging teachers in planning and executing interventions could enhance their effectiveness. Overall, the research highlights reasons why it is important to implement comprehensive innovations in order to tackle the challenges that hinder sports development due to a lack of sports facilities and equipment.

Table 4.4:

Nvivo analysis of strategies that promote the use of age-appropriate sports facilities and equipment in primary schools.

Theme	Theme Description	Matching Mention from the Interviews	Number of Mentions
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Funding Partnership	and	Lack of financial support and sponsorship limiting the ability to access adequate age-appropriate sports facilities and equipment.	<i>“We actively seek partnerships with local businesses.”</i> <i>“Without sponsorship support, we struggle to provide equipment for students”</i> <i>“Sometimes companies provide equipment in exchange for advertisement but it’s not enough”</i>	18
Community engagement support	and	Lack of community involvement, reducing shared responsibility on facility and equipment effective utilization.	<i>“We struggle to hold community engagement for parent contribution.”</i> <i>“Few community members show up at fundraising events”</i>	13
Government intervention		Inadequate government assistance hindering provision of sports facilities and equipment in primary schools.	<i>“We applied for a government grant aimed at improving infrastructure.”</i> <i>“We need government intervention and commitment.”</i> <i>“There are no proper sports programs initiatives from the government for our school level.”</i>	12
Structured usage and maintenance plan		Lack of systematic planning and maintenance resulting in unsafe equipment and facility use.	<i>“I suggest workshops for teachers and staff to ensure safety of equipment and facilities.”</i> <i>“Sometimes the same equipment is overused without effective check ups.”</i> <i>“There is no concrete set plan for</i>	11

		<i>repairing of equipment."</i>	
Innovative development programs	Lack of new or creative physical activity programs that encourage students participation and upkeep of school facilities.	<i>We started a volunteer program where parents and community members help maintain our sports facilities."There is lack of new initiatives die to resist of change."</i> <i>"There os need for innovative programs that encourage students sports participation."</i>	10

With coding referencing of 18 citing the theme of funding and partnership, it shows that funding and donations and sponsorships from local businesses are huge factors in promoting the use of age-appropriate facilities in primary schools. ***"We actively seek partnerships with local businesses for sponsorship. Some companies provide equipment in exchange for***

advertising during school events." Respondents expressed the importance of collaborating with local organisations and donations to improve the development of sport in primary schools.

With 13 references to citations, respondents showed that the theme of community engagement and support is a crucial aspect of encouraging the development of sports in primary school. **"We hold community engagement sessions to encourage parents to contribute. Their involvement can lead to donations and better support for our programmes."** Engaging the community through fundraising events, awareness campaigns, and volunteer programmes is crucial. These are the initiatives that primary schools can benefit from by engaging with the community.

The government intervention theme received 12 references to the citing, showing its importance to successful sports development in primary schools. **"We applied for a government grant aimed at improving sports infrastructure. While we are still waiting for approval, it's a step in the right direction."** This shows that the respondents emphasised the importance of government intervention for a significant boost of resources for the good of sports development amongst primary school students.

The 'Structured Usage and Maintenance Plans' theme received a significant 11 references to the citing from the responses; this shows that implementing structured systems for scheduling equipment use and conducting regular assessments is vital. **"I suggest workshops for teachers and staff responsible for ensuring safety and conditions of equipment to understand its impact on students."** These practices ensure that equipment is used effectively and maintained properly, enhancing safety and accessibility for students.

Finally, the Innovative Development Programs theme received a significant number of citations (11) for providing valuable data on the importance of various initiatives and workshops that both stakeholders involved in primary schools need to adapt to for the

improvement of sports development in schools. *"We started a volunteer programme where parents and community members help maintain our sports facilities, which has improved their condition significantly."* These programmes influence a sporting environment and increase sport participation.

Both the qualitative and quantitative responses reveal the need for strategies that influence or promote the use of age-appropriate sports facilities and equipment in primary schools. By focusing on funding, community engagement, government support, structured maintenance, and innovative programme development, schools can enhance the quality and accessibility of sports opportunities for all students.

4.4.2 To establish the impact of the current condition of age-appropriate sports facilities and equipment on students' sports participation in Harare high-density.

The SPSS results for assessing the impact of current conditions of age-appropriate sports facilities and equipment in primary schools reveal significant findings across presented items.

Table 4.5:

Correlations analysis assessing the impact of current conditions of age-appropriate sports facilities and equipment in primary schools.

Items		Are students actively participating in sports activities using the available facilities and equipment?	Would you say the available sports facilities and equipment are frequently used by pupils on a daily basis?
Are students actively participating in sports	Pearson Correlation	1	.327*
	Sig. (2-tailed)		.040

activities using the available facilities and equipment?	N	40	40
Would you say the available sports facilities and equipment are frequently used by pupils on a daily basis?	Pearson Correlation	.327*	1
	Sig. (2-tailed)	.040	
	N	40	40
*. Correlation is significant at the 0.05 level (2-tailed).			

The analysis revealed a significant correlation ($r = 0.327$, $p = 0.040$) between student participation in sports activities and the frequency of facility usage. This showed the relationship between the availability of age-appropriate sports facilities and equipment and the positive impact of increasing physical activity. The findings emphasised how crucial it is to develop immediate and effective strategies so as to promote their regular use, as this is essential in increasing sports participation in primary schools. This correlation highlights the need for stakeholders to invest in better sports facilities and equipment to foster a more active and engaged school environment in Zimbabwean schools.

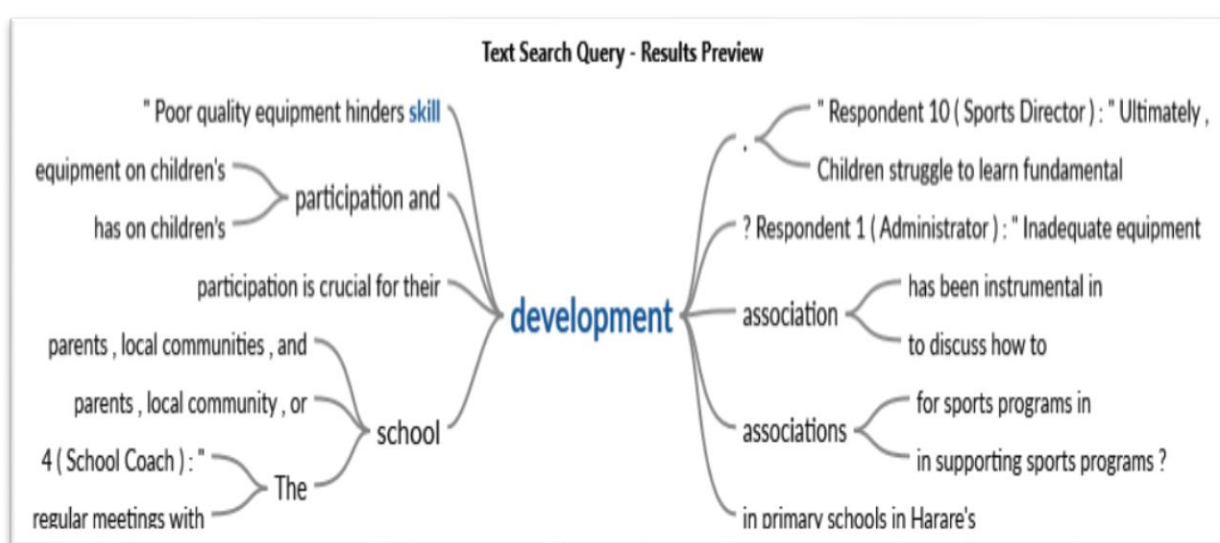
Table 4.6:

Nvivo analysis on the impact of the current conditions of age-appropriate sports facilities and equipment on student's sports participation.

Theme	Theme Description or Definition	Matching Mentions from the Interviews	Number of Mentions
Impact on skill development	Poor quality and inappropriate facilities and equipment limiting students basic learning for skill and development.	<i>"Poor quality equipment hindering skill development."</i> <i>"Children struggle to learn fundamentals techniques which affects sports performance."</i> <i>"Difficult to teach the proper sports"</i>	15

			drills without the right tools.”	
Community and parental development		Lack of parental and community involvement leading to missed opportunities for resource support and development.	“There is need for parent involvement, especially during fundraising events.” “We need structured community support to improve sports infrastructure.” “It’s hard to maintain sports momentum without community support.”	9
Discouragement and low confidence		Lack of age-appropriate or presentable sports gear causes students to feel discouraged.	“We risk sports development for students with lack of age-appropriate facilities.” Students tend to find sports not enjoyable due to the conditions of equipment.” “Some kids feel embarrassed participating in front of others with broken gear.”	7
Injury and safety concerns		Use of unsafe equipment leading to potential injuries and reduced sports participation.	“When equipment is inappropriate, it leaves students suffering from injuries and lack of interest.” Safety is a major concern especially for primary children, so sometimes we rather avoid sports participation.” “Children often develop negative perception on physical activity.”	6
Overcrowding and limited opportunities		Limited facilities and equipment resulting in overcrowding and	“Inadequate facilities can lead to overcrowding during practice.” “We often rotate groups of	3

unorganized events.	sports	<i>different sports codes on the same field due to lack of facilities." "Lack of playing field is a set for sports development and improvement."</i>
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The analysis of the impact of the current conditions of age-appropriate sports facilities and equipment on students' sports participation revealed several significant themes, each highlighting critical aspects of the impact of the existing facilities and equipment. Impact on Skill Development with 15 coding references highlights how poor facilities and equipment hinder students' sports participation in primary schools. ***"Poor quality equipment hinders skill development. Children struggle to learn fundamental techniques, which affects their long-term participation in sports."*** This shows that respondents are aware of how a lack of proper facilities and equipment can negatively affect sports development.

The theme 'Discouragement and Low Confidence' underscores 7 coding references indicating how respondents agree that poor facilities can boost less confidence and students are discouraged from doing physical activities in school. ***"Without age-appropriate equipment,***

we risk alienating younger students. They may not find sports enjoyable and could choose to disengage from physical activity entirely." Children may feel embarrassed participating in front of audiences when they do not have proper gear; therefore, lack of proper gear and equipment hinders sports participation.

The theme of Community and Parental Engagement with 9 coding references indicated a positive attitude towards respondents admitting the need for community engagement and parental support in improving physical activity in primary schools. ***"Parents are becoming more involved, especially during fundraising events. Their participation has significantly boosted our sports programmes."*** This showed its importance, as it is for parents and local communities to be involved in the development of sporting activities in primary school, as this is beneficial to both the school and students. Responses highlighted the need for structured plans and strategies to target support from local communities, businesses and parents that ultimately boost sports development in primary schools in Zimbabwe.

Injury and safety concerns boosted 6 coding references and showed that respondents emphasised the negative impact of inappropriate equipment on how it can lead to injuries, which can discourage students from participating in sports. ***"When equipment is inappropriate, it can lead to injuries and a lack of interest in sports altogether. Children may develop a negative perception of physical activity."*** Safety is a paramount concern, so when the idea that sports participation is dangerous is in the minds of the students, this decreases an interest in sports involvement and affects sports development in primary schools.

A few respondents highlighted the theme of Overcrowding and Limited Opportunities; with 3 coding references, it is worth mentioning that this challenge hinders sports participation in primary schools. ***"Inadequate facilities can lead to overcrowding during practice, resulting in less effective training sessions and missed opportunities for individual growth."*** This shows that inadequate sports facilities and equipment not only hinder overall sport development in primary schools, but they also hinder the personal growth of students.

Both the qualitative and quantitative responses revealed inadequate or inappropriate sports equipment significantly impacts children's participation and development in primary schools in Harare's high-density areas. The interplay between equipment quality, community engagement, and safety concerns creates a challenging environment for fostering active participation in sports.

4.4.3 To determine the challenges faced by primary schools in Harare high-density in providing age-appropriate sports facilities and equipment.

The SPSS results for assessing the challenges facing primary schools in providing age-appropriate sports facilities and equipment reveal significant findings across presented items.

Table 4.7:

Descriptive analysis on the challenges facing primary schools in Harare high density in providing age-appropriate sports facilities and equipment.

Items	N	Minimum	Maximum	Mean	Std. Deviation
Would you say the current condition of sports facilities at Harare high density primary schools are good?	40	1	5	2.78	1.250
Do primary schools in Harare high density have age-appropriate sports equipment for all age groups?	40	1	4	2.48	.905

Valid N (list wise)	40				
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For the statement regarding the current conditions of sports facilities in primary schools, the analysis showed a mean score of 2.78 for the condition of sports facilities and 2.48 for the availability of age-appropriate equipment, which shows the inadequacy and inefficiency of facilities and equipment. Therefore, it indicates the need for improvement in those related areas. The findings emphasise the importance of developing targeted strategies, such as increased funding and enhanced policies, to improve access to appropriate sports resources and boost student engagement in physical activities.

Table 4.8:

Nvivo analysis of the challenges facing primary schools in Harare high density in providing age-appropriate sports facilities and equipment.

Theme	Theme Description	Matching Mentions from the Interviews	Number of Mentions
Poor conditions of facilities	Outdated and unstandadized facilities creating an unsafe sporting environment in primary schools.	<i>“Our facilities are quite limited. We have a small playground and the facility is outdated.”</i> <i>“It is a challenge to provide safe playing area due to lack provision of enough facilities.”</i> <i>“Outdated sports facilities hinder sports participation, discouraging students to he involded.”</i>	18
Lack of age-appropriate equipment	Shortages of suitable equipment for primary school students affecting skill development.	<i>Currently we have minimal sports equipment. Most of it is second-hand and unstable for use.”</i> <i>“Students are discouraged to participate due to inappropriate</i>	15

		facilities affecting overall performance.”	
Insufficient funding and resources	Limited financial and resource support impacting primary school’s ability to provide age-appropriate sports facilities and equipment.	“We rely on community donations for equipment. While we’re grateful for what we have, it’s often not enough to meet the needs of our students.” “Lack financial support cause the school to not be able to host events, this discourage sporting environment.”	13
Training and awareness gaps	Inadequate training for teachers and staff limiting their ability to effectively utilize sports facilities and equipment for the benefit of students.	“Inadequate training for teachers and coaches means they may not know how to use or promote age-appropriate equipment effectively, limiting our student’ experiences.”	10
Lack of stakeholder engagement	Insufficient investment from locals and parents limiting acquisition of resources and support.	“Community support is often lacking. Parents and local businesses are not always engaged, which affects our ability to secure resources.” “There is lack of local support like fundraising events which boost students moral.”	5



The NVivo analysis of the challenges facing primary schools in Harare's high density in providing age-appropriate sports facilities and equipment shows several key findings. Respondents emphasised the lack of funds to promote sports infrastructure: ***"We rely on community donations for equipment. While we're grateful for what we have, it's often not enough to meet the needs of our students."*** The financial strain negatively impacts the allocation of age-appropriate sports resources in primary schools.

"Currently, we have minimal sports equipment. Most of it is second-hand and not suitable for younger children, which affects their ability to participate fully." This showed there is a clear shortage of appropriate facilities and equipment. Respondents also noted that the equipment and gear worn are outdated and torn, which hinders sport development; hence, this lack of appropriate resources limits the variety of sports that can be offered.

The physical state of sports facilities is a significant concern. ***"Our facilities are quite limited. We have a small playground, but the equipment is outdated and often broken. It's challenging to provide a safe environment for all students."*** This negatively affects sports participation and also overall sports development in the country.

The respondents noted the lack of community engagement. ***"Community support is often lacking. Parents and local businesses are not always engaged, which affects our ability to secure resources."*** Community is crucial for the success of an organisation; the lack of it negatively impacts the availability of facilities and equipment.

Despite efforts made, it shows several schools lack knowledge in handling sports infrastructure. ***"Inadequate training for teachers and coaches means they may not know how to use or promote age-appropriate equipment effectively, limiting our students' experiences."*** Therefore, lack of awareness contributes to insufficiency and inconsistency.

Both qualitative and quantitative data revealed a complex landscape for providing age-appropriate sports facilities and equipment in Harare's high-density primary schools. There is a need for urgent innovative strategies for improvement.

4.4.4 To measure the effectiveness of existing policies on the provision and use of sports facilities and equipment in primary schools in Harare high-density.

The SPSS results for assessing the effectiveness of existing policies on the provision of sports facilities and equipment in primary schools reveal significant findings across presented items.

Table 4.9:

Descriptive analysis on the effectiveness of existing on provision of policies sports facilities and equipment in primary schools in high-density.

Items	N	Minimum	Maximum	Mean	Std. Deviation
Do you think current policies governing sports facilities and equipment are effective in primary schools?	40	1	4	2.60	1.057
There is effective government or school policies that guide the provision of sports equipment at primary schools.	40	1	3	1.98	.698
Valid N (list wise)	40				

The descriptive analysis on measuring the implementation and effectiveness of current policies that govern sports facilities and equipment in primary schools reveals important insights regarding the effectiveness of current policies governing sports facilities. With a mean score of 2.60, respondents view these policies as moderately effective, indicating room for improvement. Additionally, a lower mean score of 1.98 for the effectiveness of government or school policies guiding sports equipment provision suggests significant dissatisfaction. These findings highlighted the crucial urgency for addressing comprehensive inanities to boost the establishment of effective policies and their implementation. Addressing these issues is essential for fostering an environment that encourages student participation in sports, necessitating stakeholder engagement and potential policy reforms.

Table 4.10

Nvivo analysis for measuring the implementation and effectiveness of current policies that govern sports facilities and equipment in primary schools.

Theme	Theme Description	Matching Mentions from the Interviews	Number of Mentions
Inconsistency policy implementation	Lack of effective policy design to improve provision of adequate sports facilities leading to gaps in resources.	<i>“There are initiatives meant to improve sports infrastructure, but they often focus on high school rather than primary schools like ours.” “There are policies set but they are not implemented effectively.” “Lack of funding in schools result in gaps between policy and practice.”</i>	18
Lack of resources	Noticeable financial constraints limiting provision of necessary sports resources in primary schools.	<i>“There are national guidelines that promote physical education in schools, but the implementation is often inconsistent due to funding issues.” “The lack of financial support limit our ability to acquire appropriate equipment.” “It is nearly impossible to meet policy demands without adequate funding.”</i>	10
Limited government support	Insufficient government support and intervention affecting development sports programs in primary schools.	<i>“The government has a policy aimed at increasing sports participation among youth, but we rarely see direct support coming to our school.” “Maybe the government supports other schools but we feel let down on our end.” “Our efforts are meaningless</i>	7

		without government backing.”	
Community involvement deficient	Lack of effective community engagement affecting implementation of sports policies.	“Community involvement is minimal, which affects our ability to implement policies effectively. We need more engagement to make them work.” “If we could engage more with local organizations and with parents support it would boost our innovatives.” “There is lack of community backing in our school, making securing resources challenging.”	3
Lack of teacher and staff policy awareness	Lack of awareness among teachers and staff regarding existing policies hindering effective implementation.	“Implementation is inconsistent. While some teachers try to adhere to the guidelines, the lack of support and training makes it very challenging.” “Many of our staff are not really familiar with policies that guard sports infrastructure.” “There are no training programs to familiarize with application of these policies.”	3

The Limited Government Support theme with 7 coding references highlights the expression of respondents on how they feel disappointed with the level of government support. "***The government has a policy aimed at increasing sports participation among youth, but we rarely see direct support or resources coming to our school.***" This shows that the needed support from the government to improve sports development in primary school is lacking, hence a decrease in participation.

Community Involvement Deficits experienced 3 coding references. "***Community involvement is minimal, which affects our ability to implement policies effectively. We need more engagement to make them work.***" The responses indicated that minimal community engagement impacts the implementation of sports policies. Increased involvement from parents and local organisations is essential for supporting sports initiatives and enhancing resource availability.

Equally significant is the theme of teacher and staff policy awareness, with 3 coding references. There is a notable lack of awareness among teachers and staff regarding the existing policies and their details. "***Implementation is inconsistent. While some teachers try to adhere to the guidelines, the lack of support and training makes it very challenging.***" Infrequent training sessions contribute to uneven application, which further complicates effective policy implementation.

Overall, both qualitative and quantitative analyses show there's a need for effective establishment and implementation of policies that govern sports facilities and equipment in primary schools.

4.5 DISCUSSION

4.5.1 To explore effective strategies for promoting the use of age-appropriate sports facilities and equipment in primary schools.

The analysis of both quantitative and qualitative data highlighted a significant lack of effective strategies initiated in primary schools in high-density areas to promote the use of age-appropriate sports facilities and equipment. Moreover, the quantitative findings from the study' analysis revealed a concerning correlation ($r=0.364$, $p=0.021$) between teacher involvement and the need for interventions aimed at improving sports facilities and equipment. Therefore, research can say that inclusion of all stakeholders in the education system as well as sports systems in decision-making and training programmes or development programmes is a crucial initiative that schools need to implement. This operation is important for the goal of producing effective interventions and solutions that can tackle such challenges, which affect the use of age-appropriate sports facilities and equipment in primary schools. The findings of the results correlate with the Self-Determination Theory by Deci and Ryan (2000), which supports that adopting autonomy and involvement of individuals can positively influence motivation and interest and promote positive behavioural outcomes. Therefore, the study can note that stakeholder involvement, the likes of physical education teachers, staff and administrators in collaboration with sports directors and coaches, has the ability to influence, support and motivate students' sports participation in a positive manner. A significant number of themes emerged from the qualitative data analysis and findings. These themes include **Community Engagement, Funding and Partnerships, and Utilisation and Maintenance**. These themes critically show the need for innovative solutions to promote an environment of sports development in primary schools. The most dominant theme, funding and partnership, with 18 references on the objective of establishing strategies that promote use of age-appropriate sports facilities and equipment in primary schools, emphasises the importance for primary schools to collaborate with local businesses. Local businesses offer services that promote effective utilisation of resources in primary schools and tackle some of the challenges that hinder sports development, like financial constraints. Khan et al. (2017) advocated for innovative funding models such as grants, crowdfunding, and corporate social responsibility (CSR) initiatives. These models are significantly more important in high-density primary schools where the community holds large populations; therefore, schools can make use of that advantage and acquire resources that can promote the use of age-appropriate sports facilities and equipment through methods like hosting local sports tournaments and charity event programmes. Future

research can study the area of ***the impact of technology***; by exploring technology, this can offer innovative solutions that can be implemented to enhance the promotion of the use of age-appropriate sports facilities and equipment in primary schools. Respondents strongly emphasised their disappointment in government intervention to support sports development in schools; therefore, underprivileged schools need to expand their outreach and look into partnerships with local organisations and communities. Green et al. (2014) supports this notion with the need for community engagement so as to foster trust that builds local partnerships through mechanisms such as parent-teacher associations, volunteer programmes, and local organisation investment.

4.5.2 To establish the impact of the current condition of age-appropriate sports facilities and equipment on students' sports participation in Harare high-density.

Quantitative and qualitative data analysis regarding the impact of current conditions of age-appropriate sports facilities and equipment on student sports participation revealed significant structural and developmental gaps in Harare high-density primary schools. There was a strong correlation ($r=0.327$, $p=0.040$) demonstrated by the findings; therefore, this shows a crucial relationship between students' reflection towards the current conditions of sports facilities and equipment and their provision. This correlation analysis was crucial in bringing out the importance of providing adequate appropriate facilities and equipment to increase sports participation in schools. These findings align with a study that was conducted by the World Health Organization (2018), which found that the conditions and accessibility of available sports facilities and equipment massively influence physical activity and sports participation in school, particularly in primary schools where sports development starts and is carried into adulthood. It is worth noting that, while the study was undertaken from a different socioeconomic and geographical perspective from the rest of the country, its findings, which are Harare high-density primary school area related, hold data which possess quality insights on the challenges affecting use of sports facilities and equipment in primary schools and can be translated to the whole Zimbabwean context. For example, rural areas where outreach and provision of basic sports facilities and equipment are limited, hindering sports development. Findings from quantitative and qualitative analyses provide a significant number of challenges

hindering adequate sports facilities and equipment in providing schools. This is supported by key themes found during analysis, like the theme of impact on **skill development, discouragement and low engagement**, indicating the disinterest of participation due to a shortage of appropriate sports facilities and equipment in primary schools. Not only do these challenges affect sports participation, but they also hinder personal cognitive development and social engagement growth that influences teamwork, as well as skill development. These findings are supported by literature derived from Lee et al. (2020), which are worldwide studies critically providing the importance of adequate sports infrastructure, which correlates with much higher physical activity engagement, influencing sports participation rates across all demographic areas. Therefore, primary schools can actually influence an environment of social development as a result. As reflected in the literature review earlier, the Social Cognitive Theory, by Albert Bandura (2015), offers a comprehensive framework to understand the relationship and correlation between personal, environmental, and behavioural factors influencing physical activity in schools. SCT points out that learning occurs through observational experiences, social interactions, and reciprocal determinism, where individuals, environment, and behaviour interact. Therefore, stakeholder engagement is crucial in motivating students to engage in physical activities at school. Future research needs to incorporate **longitudinal studies** to analyse the extent to which lack of age-appropriate sports facilities and equipment impacts sports development in primary schools; this will give clearer insights to develop effective frameworks. Frameworks that influence the provision of age-appropriate sports facilities and equipment are worth investing in to promote a sporting environment at schools. These findings demonstrate safety concerns of the available training conditions increasing the risk of injuries, which ultimately discourage student participation and put primary schools at legal and reputational risk.

4.5.3 To determine the challenges faced by primary schools in Harare high-density in providing age-appropriate sports facilities and equipment.

The results of qualitative and quantitative data crucially displayed significant challenges that hinder primary schools in providing age-appropriate sports facilities and equipment in Zimbabwean schools. It is worth noting from the research that there is a negative impact on the relationship between available age-appropriate sports facilities and equipment; this is evident

from the quantitative scores of 2.78 and 2.48 for qualitative. Therefore, there is a negative outcome of their provision in primary schools. The research can therefore encourage primary schools to incorporate innovative solutions and strategic plans that promote adequate age-appropriate sports facilities and equipment for student motivation. Funding is one of the major factors shown by the mixed-method approach that the study carried out, and figures from the analysis support and identify the lack of it in primary schools. A significant number of respondents during data research and analysis noted the absence of institutional and government interventions in primary schools; this results in schools relying on community support as the main source of resources. Ultimately this affects the provision of age-appropriate sports facilities and equipment in primary schools, resulting in disinterest and lack of sports participation. This is supported by findings from a literature review by Spense and McLean (2013) as well as the United Nations Children's Fund (2019). In relation to their findings, approximately 60% of primary schools in high-density areas lack adequate sports infrastructure, negatively impacting students' ability to participate meaningfully in sports activities and physical activities as well. In South Africa, Taylor et al. (2018) also have similar findings, where they further underscore the regional scope of the challenges affecting adequate sports infrastructure. It is worth noting the emphasis on the poor quality of existing sports facilities and equipment which the analysis provided; therefore, the study can conclude that these issues limit sports participation, which hinders students' ability to acquire the necessary motor skills they need in life. The World Health Organization (2018) supports these findings, where they clarified the assertion of poor-quality sports environments which contribute to reduced levels of physical activity and are also associated with developmental challenges in children. Moreover, analysis showed emphasis on respondents' citation of the lack of adequate training programmes for teachers, staff and coaches as one of the challenges that can lead to students' disinterest and lack of motivation in physical activity engagement. Not only does it show primary schools in high-density areas in Zimbabwe lack expertise in people responsible for these roles and duties, but the study also shows that even the most qualified and educated on the matter lack policies and guidance that promote their practice. This is supported by literature from Armour and Dancombe (2011), which states that ignorance can be derived from lack of guidance even with the most experienced people available. Future studies and research should consider **comparative studies** by comparing challenges and solutions across different regions and countries to support this notion. It is worth noting that humans are the most important resources; therefore, implementation of development programmes for school

stakeholders involved will improve sustainability and innovation related to the use of age-appropriate sports facilities and equipment in primary schools.

4.5.4 To measure the effectiveness of existing policies on the provision and use of sports facilities and equipment in primary schools in Harare high-density.

The analysis of both quantitative data and qualitative data on the implementation and effectiveness of existing policies that govern sports facilities and equipment in primary schools highlights a widespread dissatisfaction and operating systems leading to challenges affecting use of age-appropriate sports facilities and equipment. Based on the findings shown from responses analysed, quantitative results provided a mean of 2.60, less than half of the accepted mean, indicating that existing policies in primary schools have less effect on the provision and utilisation of facilities and equipment and any other related resources. The research can, therefore, suggest that it's not only a matter of unavailability of policies; some policies may be there, but they are not equally implemented due to lack of guidance. Even more concerning is the lower mean score of 1.98, which is the effectiveness of government intervention in prescribing policies in primary school. This supports the reason why many respondents showed dissatisfaction with the involvement of the government in investing time and effort in primary schools to support sports development. Therefore, the research can safely suggest from the results that the support from the government does not meet the demands of the needs in primary schools. There are several themes from the findings that support the notion that there is a clear disconnection between policies set and their actual practice and implementation in primary schools. The theme of **Inconsistency in Policy Implementation** dominated the qualitative analysis, with 18 references suggesting that respondents acknowledge there are some existing policies, but due to their poor implementation, these policies hold poor significance, contributing to primary schools acquiring age-appropriate sports facilities and equipment. Equally significant was the theme of **teacher and staff policy awareness**. This aligns with the notion that policies may exist but are poorly implemented due to a lack of teacher and staff knowledge and experience of how the system under this subject operates regarding policy guidance and implementation. Literature review therefore provides the importance of the study carried out by Coalter F (2013), which noted that regular monitoring and evaluation are

essential for assessing effective policy feedback. This emphasises the importance of policy awareness and guidance in effective implementation. UNESCO (2017) also underscores the immediate need of policy makers and those responsible for their implementation to work hand in hand so as to come up with comprehensive policy frameworks that promote accessibility to age-appropriate sports facilities and equipment in primary schools. Future research can focus their studies on *policy adaptation*; studying how policies can be adjusted based on the evaluation of previous findings and current trends can help meet the demands and needs that schools require to implement policies effectively. In Harare high-density primary schools, the vision of these framework practices remains largely difficult due to severe financial constraints. This is supported by the theme of **Lack of Funding** with a significant number of references (10), providing the reality of the challenges affecting the inclusion of policies. Previous literature reviews then show the importance of the same by Fulton (2022), who suggested the need for strong frameworks for ensuring that policies remain dynamic, accountable and inclusive.

4.6 CHAPTER SUMMARY

The chapter presented comprehensive results and discussions obtained from the research, which consisted of a mixed-methods approach. The next chapter looks at the summary, conclusions and recommendations.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter marked the conclusion of the study, showcasing the summary, conclusions and recommendations. The conclusions will address the four research objectives outlined in chapter 1. The chapter also provide recommendations for practice and future studies.

5.2 SUMMARY OF MAJOR FINDINGS

Both qualitative and quantitative responses and analysis revealed a dynamic compilation of challenges that troubled the use of age-appropriate sports facilities and equipment in primary schools in Harare high-density. These include, insufficient funds, lack effective strategies that influence provision of age-appropriate services in primary schools, inadequate policies that guide utilization of sports facilities and equipment, poor conditions of existing sports infrastructure, and mainly lack of support.

To address these challenges, the study noted that while there is recognition of existing policies and initiatives, predominant themes reflect a lack of specificity, awareness and need for targeted strategies. The analysis of developing strategies to promote use of age-appropriate sports facilities and equipment in primary schools reveals several significant themes, which highlight critical aspects of potential strategies that can be innovative in promoting sports participation in primary schools. These strategies include, community engagement support, partnering with local businesses for financial or environmental assistance, developing innovative programs and workshops as well as government intervention. Additionally, the research emphasized the importance of effective policy and implementation, highlighting the crucially of awareness among teachers and staff.

The study's findings underscored the need for comprehensive solutions to improve the availability of age-appropriate sports facilities and equipment in primary schools. By

addressing these challenges, stakeholders in primary schools are able to promote sports development and influence sports participation at large.

5.3 CONCLUSIONS

- ***To explore effective strategies for promoting the use of age-appropriate sports facilities and equipment in Primary Schools.***

The implementation of use of age-appropriate sports facilities and equipment is hindered by of support and knowledge to plan effectively. The study identified several strategies that can be implemented in primary school to improve sports development and participation. The study concludes that strategies such as, funding and partnerships with local businesses, effective community engagement and support, government intervention, innovative development programs, raising awareness to stakeholders involved for usage and maintenance plans are some of the most effective strategies that primary schools need to implement to promote use of age-appropriate sports facilities and equipment. As a result, proper utilization of this information can enhance effectiveness of these strategies.

- ***To establish the impact of the current condition of age-appropriate sports facilities and equipment on students' sports participation in Harare high-density.***

According to the findings from the study, the current conditions of sports facilities and equipment in Harare high-density primary schools suggest that they have a major impact which is not favourable for students' sports participation. This lack of age-appropriate sports facilities and equipment hinders skill development, motor skill acquisition and furthermore confidence and students' overall participation in sports. Another key aspect brought in by the study is the need for stakeholders to collaborate and invest in better sports facilities and equipment to foster a more active and engaged school environment. Diversify of sporting activities is necessary to influence students' physical activity adoption.

- ***To determine the challenges faced by Primary Schools in Harare high-density in providing age-appropriate sports facilities and equipment.***

The research concludes that primary schools in Harare high-density areas face significant challenges in providing age-appropriate sports facilities and equipment which hinders sports participation. These challenges include poor to no equipment, lack of funding, as well as community engagement. Provision of age-appropriate sports facilities and equipment is not being practiced effectively making it difficult to promote sports development programs.

- ***To measure the effectiveness of existing policies on the provision and use of sports facilities and equipment in Primary Schools in Harare high-density.***

The framework that monitors and governs the provision of sports and education is not effectively implemented. The study has concluded that lack of adequate funding and support to primary n high m-density area are major barriers to implementation of effective policies. As a result, this led to nonsporting environment in schools affecting interest of students as well as observers who may be willing to invest financially in sports development. The findings suggests that policy makers and implemented work hand in hand to improve strategies and come up with innovative idea that promote the availability and use of age-appropriate sports facilities and equipment in primary schools. A holistic approach is needed with immediate effect that supports primary schools financially and implementations of effective policies to make sure these resources are utilized effectively.

5.4 LIMITATIONS OF THE STUDY

- The study may not cover all geographic regions or types of schools as it focuses on Harare high-density areas and not urban areas.
- The study's reliance to self-reported data from participants might introduce bias which may affect validity of the study.
- The study's cross-sectional design provides current trends at most but shy away from tracking changes over time.

- External factors such as political climate may have contributed to the study's findings, such factors may not have been fully accounted for in the analysis.
- Findings may quickly be outdated due to rapid changes in policies and societal attitude which may affect the study's findings and recommendations.

5.5 IMPLICATIONS/RECOMMENDATIONS

5.5.1 Implication of Practice

- The study recommends that the government and stakeholders involved introduce innovative planning that supports primary schools with funding necessary to acquire age-appropriate sports facilities and equipment. This can include allocating funds for infrastructure developments, equipment and maintenance. School needs to engage and collaborate with the community and partnering with local organizations to secure financial support and expertise that supports sports development.
- The study also recommends primary school teachers and staff to receive training to promote a sports environment. Capacity building for teachers and staff is crucial aspect when improving sports development in primary schools. As they play an effective role in sporting activities in schools, its important policies are established that support teachers and staff in developing sports programs for students.
- Primary school stakeholders should engage in developing innovative programs that promote sports development. These programs can help secure funds and expertise that is necessary in encouraging students to be involved more and more in sports activities. These programs can include, fundraising events, awareness campaigns, partnerships with local organizations for charity events. To implement development programs successfully, schools should provide teachers and staff with training to support the innovative.
- The schools are recommended to implement scheduling equipment use and conduct regular assessments to ensure safety and accessibility. This not only promote

maintenance but encourage sports participation of students due to safety and reliability.

5.5.2 Implications for Theory

- The study recommends the importance of considering specific needs and challenges of primary schools when developing policies and programs aimed at promoting sports development. The study's findings on the inadequacy of sports facilities and equipment, insufficient funding, and poor conditions of existing infrastructure underscore the need for targeted interventions that address these specific challenges. The study's findings on the theoretical implication highlights the need for, comprehensive and context-specific approaches to promoting sports development in primary schools. By bridging the gaps in the literature, this study contributes to a deeper understanding of the challenges and opportunities facing primary schools in high-density areas and informs the development of effective strategies and policies to promote sports development in these contexts.

5.5.3 Implications for Future Research

- Future studies can conduct longitudinal studies to assess effectiveness of the interventions made aimed to promote age-appropriate sports facilities and equipment in primary schools. Assessment of their effectiveness and identifying gaps from the interventions for correction purposes. The importance of this longitudinal study is to identify long term effects of inadequate sports facilities and equipment on students' physical and social development.

5.6 CHAPTER SUMMARY

This chapter presents the results of the study challenges facing Harare high-density primary schools in providing age-appropriate sports facilities and equipment. The chapter concludes the study with conclusions and recommendations based on the findings. The conclusions provided views of participants on current state of sports facilities and equipment in primary school whilst the recommendations proposed several strategies to promote use of age-appropriate sports facilities and equipment in the future.

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APPENDICES 1: Questionnaire Guide

Bindura University of Science Education



DEVELOPING STRATEGIES TO PROMOTE THE USE OF AGE- APPROPRIATE SPORTS FACILITIES AND EQUIPMENT IN PRIMARY SCHOOLS.

Hello guys, I am Tagonya T Madamombe, a student at the Bindura University of Science Education currently studying towards a degree in sports science and management. I am conducting research on the topic of, **DEVELOPING STRATEGIES TO PROMOTE THE USE OF AGE-APPROPRIATE SPORTS FACILITIES AND EQUIPMENT IN PRIMARY SCHOOLS IN HARARE HIGH DENSITY**. You are kindly asked to respond to the questionnaire items below. Your contributions will be used solely for scholarly purposes and will be kept completely confidential.

SECTION A: Demographics

Gender:

Male	
Female	

Level of Experience:

0-10 years	
11-20 years	
20+	

Level of Education:

Certificate	
Diploma	
Bachelor's	
Master's	
PhD	

Age:

20-29 years	
30-39 years	
40+	

SECTION B:

Key:

Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)

1. Would you say the current condition of sports facilities at Harare high density primary schools are good?

SA	A	N	D	SD

2. Do primary schools in Harare high density have age-appropriate sports equipment for all age groups?

SA	A	N	D	SD

3. Would you say the available sports facilities and equipment are frequently used by pupils on a daily basis?

SA	A	N	D	SD

4. Do you think primary schools are facing less challenges in acquiring or maintaining age-appropriate sports facilities and equipment as of recent years?

SA	A	N	D	SD

5. There is effective government or school policies that guide the provision of sports equipment at primary schools.

SA	A	N	D	SD

6. Are sports facilities maintained or inspected for safety and age-appropriateness?

SA	A	N	D	SD

7. Do you think current policies governing sports facilities and equipment are effectively implemented in primary schools?

SA	A	N	D	SD

8. Do teachers and staff play a crucial role in encouraging the use of age-appropriate sports equipment?

SA	A	N	D	SD

9. Are students actively participating in sports activities using the available facilities and equipment?

SA	A	N	D	SD

10. Would you say the provision of new strategies will improve the availability and usage of age-appropriate sports facilities and equipment in primary schools?

SA	A	N	D	SD

APPENDICES 2: Interview Guide

- 1.** Can you describe the current state of sports facilities and equipment in your school under your jurisdiction?
- 2.** In your experience, what are the main challenges in providing age-appropriate sports facilities and equipment in primary schools in Harare high-density areas?
- 3.** How are sports facilities and equipment sourced or funded in your school?
- 4.** What government or educational policies exist to support the provision of age-appropriate sports facilities and equipment in your school?
- 5.** Are these policies effectively implemented at the school level? If not, why?
- 6.** What impact do you think inadequate or inappropriate sports equipment has on children's participation and development?
- 7.** How often do you assess or review the condition and sustainability of sports facilities for different age groups?
- 8.** What initiatives, if any, have been undertaken to improve access to proper sports facilities and equipment?
- 9.** How involved are the parents, local community, or school development associations in supporting sports programmes?
- 10.** What strategies would you suggest or have implemented to promote the consistent use of age-appropriate sports equipment in your school?

APPENDICES 3: Research Access Letter

BINDURA UNIVERSITY OF SCIENCE EDUCATION



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CHAIRPERSON DEPARTMENT OF SPORTS SCIENCE

7 April 2025

TO WHOM IT MAY CONCERN.

RE: UNDERGRADUATE DISSERTATION STUDY ACCESS REQUEST.

This is to certify that Tagonya T Madamombe is a bonafide Bachelor of Science in Sports Science and Management student in the Department of Sports Science at the Bindura University of Science Education. S/He is conducting an action research study entitled: 'Developing strategies to promote the use of age-appropriate sports facilities and equipment in Harare high-density primary schools'.

We are kindly requesting your organization to partner with her/him in the study by participating in the data collection and intervention strategy development process. Participation in this research is completely voluntary, and you may choose to withdraw from the research at any time. The information from your organization will only be used for academic purposes and be kept private and confidential. Codes will be used to identify participant organizations. This is meant to ensure that information would not be linked to the providers. Password-protected computers will be used to store any identifiable information that may be obtained from your organization. Data will also be analyzed at the group level to ensure anonymity. You can also sign confidentiality agreements with the researcher.

A copy of the finished work will be provided to your organization after the study. The results of the study are expected to transform practice, and your support will be pivotal to its success.

If you have any queries regarding this project, please feel free to contact us.

We would like to thank you in advance for your support.

SIGNATURE: