

**PLAYER MANAGEMENT AND PERFORMANCE OF INSTITUTIONAL SPORTS
TEAMS: A CASE OF UGANDA CHRISTIAN UNIVERSITY**

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**UGANDA CHRISTIAN
UNIVERSITY**

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Declaration

I Olipa Sharif declare that this is my own work and has never been submitted to any institution of higher learning for any academic award.

Signature 

Date 06/06/2025

OLIPA SHARIF

Approval

This dissertation titled: "Player management and performance of institutional sports teams: the case of Uganda Christian University" has been submitted for examination with the approval of my supervisor.

Signature  Date 06/06/25

Mukisa Simon Peter

Dedication

With special regard, I wish to dedicate this piece of work to my family who have always been there to support me in my education. Thank you.

Acknowledgement

I would like to thank the Almighty God for the gift of life and guiding me throughout my education; it has not being easy but it was possible. My heartfelt gratitude goes to my supervisor, Mr. Mukisa Simon Peter for the tireless efforts and expertise he rendered to me during his supervision.

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Abstract

The study examined the effect of player management on the performance of institutional sports teams: a case of Uganda Christian University (UCU). It specifically focused on; establishing the effect of talent management on the performance of institutional sports teams, assessing the effect of player welfare support on the performance of institutional sports teams, and examining the effect of performance monitoring on the performance of institutional sports teams.

The study was carried out using a cross sectional study design where both quantitative and qualitative research approaches were also used. The data was collected using questionnaires and interviews and during data collection; both simple random and purposive sampling methods were used. A sample size of 92 respondents who are sports students of UCU and the sports administrators from the sports department in UCU was also used in the study.

The study findings revealed that while talent management at Uganda Christian University (UCU) shows a moderate and statistically significant positive correlation with team performance ($r = .321^{**}$, $p < .05$), it is not a significant predictor ($\beta = -0.007$, $t = -0.061$, $p = 0.951$), suggesting limited direct impact. In contrast, player welfare support demonstrated both a strong positive correlation ($r = .487^{**}$, $p < .05$) and a significant predictive influence ($\beta = 0.307$, $t = 2.623$, $p = 0.010$) on team performance, highlighting the importance of comprehensive athlete care. Similarly, performance monitoring showed a strong and significant correlation ($r = .480^{**}$, $p < .05$) and was a significant predictor ($\beta = 0.311$, $t = 2.683$, $p = 0.009$), underscoring the role of systematic evaluation in enhancing sports team outcomes.

Finally, the study recommended the need for Uganda Christian University adopt a systematic player recruitment policy, establish a comprehensive welfare system addressing athletes' physical, emotional, and academic needs, strengthen mentorship and coaching with emphasis on player relationship management, enhance financial and material support for sports teams, and implement regular performance reviews with structured feedback to foster continuous improvement and boost team performance.

Chapter One

Introduction

1.0 Introduction

The study was about player management and performance of institutional sports teams: the case of Uganda Christian University. This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significant of the study and conceptual framework.

1.1 Background of the study

Globally, player management has been a cornerstone of successful sporting teams, with effective strategies directly influencing team performance (Hansen et al., 2021). Professional and institutional sports player management entails aspects such as talent recruitment, training, welfare, performance monitoring, and motivation (Cardazzi et al., 2024). International Olympic Committee studies in 2022 have made clear that properly managed sporting teams consistently outperform others because it attracts, revitalizes, and maximizes talents in their sports. As a matter of conclusion, management of players involves not just the physical or technical but also psychological supports and economic attractions that enhance such performances overall (Salcinovic et al., 2022). Systematic approaches to coaching, medical care, and data analysis in sport are fundamental elements involved in allowing a team to achieve long-term success (Forsythe et al., 2021).

In Europe and North America, because of the huge investment in technology, human resources, and sports science, player management practices-grizzle are unique and more sophisticated now than they were last year. (Zülch et al., 2020) The football clubs like F. C. Barcelona in Spain and Manchester City in England have erased so-called endangerment, and have established solid player management systems. In both cases this has been credited with their ongoing success in national and international competitions (Shchepotina et al., 2021). Professional sport leagues (including the National Basketball Association (NBA), and National Football League (NFL) in the United States of America have employed performance data analysis, rehabilitation sciences, and personalized coaching as a means of maximizing player performance (Szymanski et al.,

2021). Other Asian nations such as Japan, South Korea and China also invested heavily in their player welfare and well-organized training program in order to improve their performance in competitive sport (Delshab et al., 2021). For instance, Japan's J-League and South Korean K-League both set up youth academies with a strong emphasis on talent development at an early age (Bilohur et al., 2022).

In Africa, increasingly more sporting institutions have recognized the importance of systematic player management in enhancing the performance of teams (Kasale et al., 2023). South Africa and Kenya, for example, have embraced such interventions as training programs, wellness programs, and high-tech analysis to facilitate competitiveness in terms of performance (Kiragu et al., 2023). In Kenya, for example, national and international athletics teams are internationally renowned through investments in players' well-being, including exposure to world-class training camps, medical care, and mentorship (Sebata & Li, 2022). National and international soccer and rugby teams in South Africa have, similarly, embraced professional player management strategies in a bid to facilitate competitiveness on an international scale (Wiegratz, 2024). Yet, in most regions on the continent, challenges such as poor funding, infrastructure, and professional management have continued to be significant obstacles to full realization in performance in sporting teams (Ayaa, 2024). Sub-Saharan African nations, have, in a similar vein, made efforts to adopt organized sports management structures, but continuity in government and private sector investment continues to be a challenge to them (Lubega, 2020).

Player management in Uganda is a sports performance issue with institutions investing in sports development (Sebata & Li, 2022). Institution-based sports teams have been established in universities, secondary schools, and companies to represent them in regional and national competitions (Ayaa, 2024). For example, annual competitions that are organized by Association of Uganda University Sports (AUUS) involve institution-based teams (Wiegratz, 2024). Most of these, there is underperformance due to inadequate player management (Lubega, 2020). Low salaries, poor coaching, poor facilities, and poor psychological care contribute meaningfully in terms of allowing players to play at an optimum level (Sebata & Li, 2022). All these contribute to general decline in institution performance in terms of sport despite talent and potential in Ugandan players (Ayaa, 2024).

At Uganda Christian University (UCU), sports form an integral part of university life, and there are various competitive sporting teams that represent UCU in regional and national tournaments (Lubega, 2020). The sports management at UCU has initiated various interventions to enhance the management of players, including offering sports scholarships, recruiting experienced coaches, and investing in training facilities (Ayaa, 2024). Despite such interventions, UCU's performance in a number of its participating competitions has continued to be erratic, with questions raised on the effectiveness of player management intervention in practice (Nowland & Sankara, 2024). Funding shortfalls, poor player welfare programs, and balancing academic work and sporting activities have continued to be at the top of concerns (Wiegratz, 2024). This study seeks to investigate the relationship between player management and the performance of university sports teams at Uganda Christian University, with a view to identifying areas of improvement to enhance team performance.

1.2 Problem statement

Institutional sporting teams thrive on well-managed player administration to achieve optimal team success, player development, team cohesion, and competitive readiness (Øystein Hansen et al., 2021). However, Uganda Christian University (UCU) has experienced a small decline in sporting achievement over the past few years, evident in lowered achievement in competitive tournaments (Sebata & Li, 2022). For example according to Kawowo Sports (2024), UCU attained 42 medals in the 2014 East African Games but dropped to 20 medals in 2022 before a slight rise to 32 medals in 2024. Player development has also declined, where players transferring to national or professional teams fell from 18 in 2016 to as low as seven in 2023 (Kasale et al., 2023). Additionally, competitive readiness has also been impacted, with UCU dropping from second place in AUUS 2023 games to third place in the latest recently concluded 2024 East Africa University Games (Bilohur et al., 2022). Further, the number of students getting sports scholarships among the various sporting disciplines has dwindled over the last five years as compared to the previous years before the COVID-19 pandemic outbreak (The Standard, 2025).

All such failures can be due to incoherent player management policies, inadequate welfare systems, and ineffective performance evaluation, leading to low morale and inefficiency (Delshab et al., 2021). Unless controlled, UCU risks losing further talent, loss of institutional

reputation, and limited entry into high-level competitions (Szymanski et al., 2021). Besides, while current academic research by authors like Kiragu et al. (2023) and Forsythe et al. (2021) has explored the performance of sports teams, it has mostly focused on professional and international teams, leaving institutional teams behind. The majority of academic research on sports in Uganda has taken into consideration policy, commercialization, and medicine, leaving player management on its impact in university teams (Lubega, 2020; Wiegratz, 2024). Therefore, the study tried to cover this gap by investigating the effects of player management on institutional sport team performance in the case of Uganda Christian University.

1.3 Purpose of the study

The purpose of this study was to examine the effect of player management on the performance of institutional sports teams: a case of Uganda Christian University.

1.4 Objectives of the study

The objectives of the study were to;

- i. Examine the effect of talent management on the performance of institutional sports teams.
- ii. Examine the effect of player welfare support on the performance of institutional sports teams.
- iii. Examine the effect of performance monitoring on the performance of institutional sports teams.

1.5 Research questions

The study aimed at answering the following questions:

- i. What is the effect of talent management on the performance of institutional sports teams?
- ii. What is effect of player welfare support on the performance of institutional sports teams?
- iii. What is the effect of performance monitoring on the performance of institutional sports teams?

1.6 Scope of the study

1.6.1 Content Scope

The study was specifically limited to; establishing the effect of talent management on the performance of institutional sports teams, assessing the effect of player welfare support on the performance of institutional sports teams, and examining the effect of performance monitoring on the performance of institutional sports teams.

1.6.2 Time scope

The review of the report and documents focused at a range of five years that is 2020 to 2024 since this period allowed for an analysis of recent trends and patterns in player management and team performance at UCU, capturing both pre- and post-pandemic dynamics affecting institutional sports.

1.6.3 Geographical scope

This study was carried out in Uganda Christian University (UCU) located on Plot 67-173, Bishop Tucker Road, Mukono. Uganda Christian University was chosen as the case for this study due to its established institutional sports programs, recent performance fluctuations, and its significant role in university sports competitions in Uganda.

1.7 Justification of the study

The research was warranted by the need to stem the declining trend in the performance of Uganda Christian University (UCU) institutional sports teams by examining the role of player management in team success. Although current scholarship by researchers Kiragu et al. (2023) and Forsythe et al. (2021) has focused on professional teams and national teams, there is limited literature on institutional sports teams and particularly in the Ugandan university setting. Recent studies by Lubega (2020) and Wiegatz (2024) have concentrated on policy frameworks, commercialization, and healthcare in sport but have not discussed in detail how player management functions such as talent identification, athlete welfare, and performance analysis enhance the performance of a team. This study fills this knowledge gap by providing perspective

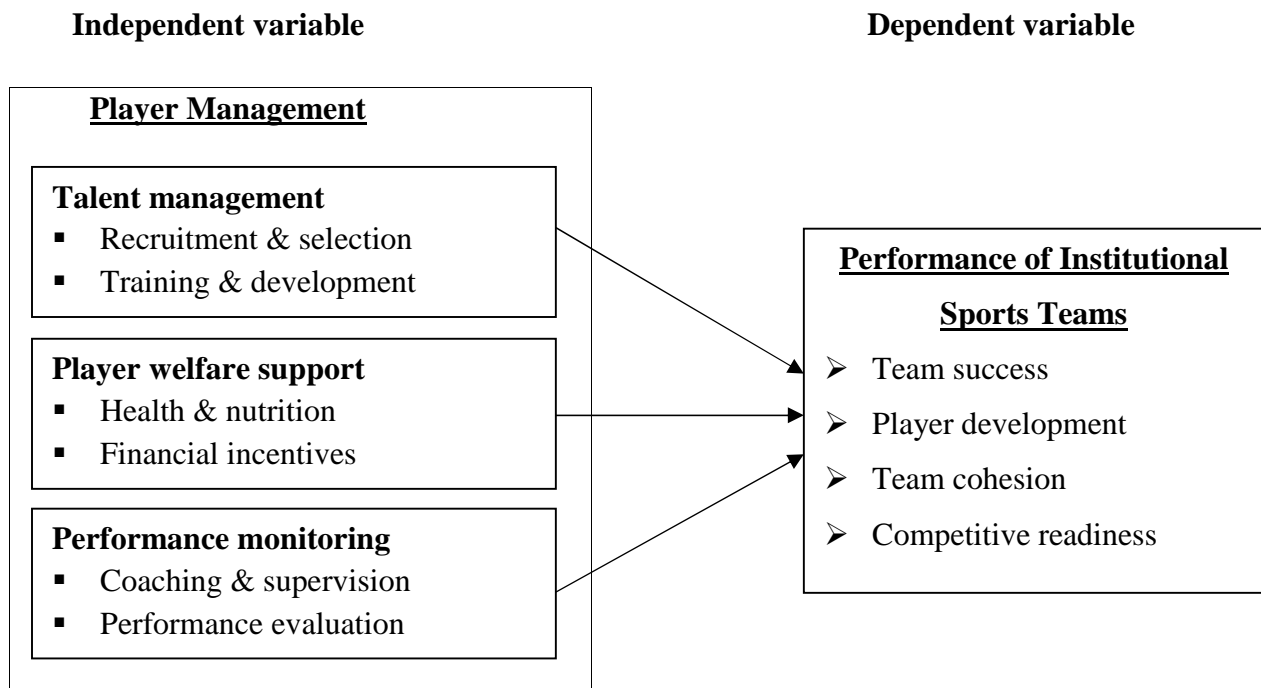
on effective player management programs that can promote team cohesion, player development, and competitiveness in schools.

1.8 Conceptual framework

Figure 1: Conceptual Framework

8 Conceptual framework

Figure 1: Conceptual Framework



Source: Adapted from Cardazzi et al. (2024) and modified by the researcher (2025)

1.9 Significance of the study

The study will be essential in guiding university sports administrators on effective player management strategies to enhance team performance.

The study will also be useful in providing insights into improving training, player welfare, and team cohesion for better competitive readiness.

Furthermore, the study will be beneficial in advocating for better player development programs and support systems to enhance their sports careers.

In addition, the study will be instrumental in informing policy decisions on institutional sports management to improve the quality and competitiveness of university teams.

Lastly, the study will be valuable in contributing to existing literature on sports management, providing a foundation for further research in institutional sports team performance.

Chapter Two

Literature Review

2.0 Introduction

This chapter provides an analysis of relevant literature by several scholars as well as what other researchers have to say about the effect of player management on the performance of institutional sports teams. Finding out what has been done and what has been omitted in this field of study is the main goal of this literature. Therefore, sources like newspaper articles, journals, encyclopedia and books related to the study were used.

2.1 Concept of Player Management

Player management is a crucial division of sports administration that encompasses the recruitment, growth, and retention of players in a bid to optimize team performance (Bilohur et al., 2022). It involves strategic planning to equip players with appropriate training, medical care, and psychological services to ensure they perform better and are more resilient in the game (Lubega, 2020). In addition, player management requires contract negotiations, compliance with rules, and good team culture for high motivation and discipline levels within athletes (Sebata & Li, 2022).

An important aspect of player management is monitoring performance, enabling coaches and administrators to measure the performance of an athlete and make smart decisions regarding training and competition schedules (Forsythe et al., 2021). Sound management calls for achieving the equilibrium of playing time among players to prevent injury and fatigue and to achieve utmost team production overall (Cardazzi et al., 2024). Furthermore, player management extends beyond the stadium to include post-career planning, with the objective of facilitating athletes' smooth transition to other professions or roles within the sports industry (Nowland & Sankara, 2024).

On the larger scale of sports administration, player management also fosters institutional leadership through aligning team objectives with national sport policies and organizational strategy (Øystein et al., 2021). This requires collaboration among the major stakeholders, including coaches, physicians, and governing bodies, to develop a system that supports athlete

welfare and professionalism (Kasale et al., 2023). With the commercialization of developments in the sport sector, clubs and organizations must catch up with modern managerial practice to ensure competitiveness and ethical performance in athlete development (Wiegratz, 2024).

2.2 Concept of Performance of Institutional Sports Teams

The performance of institutional sports teams is influenced by a number of factors, including managerial styles, resource allocation, and policy frameworks (Zülch et al., 2020). Effective leadership and institutional frameworks are crucial to ensure that sports teams perform at their optimal level by providing adequate training, finances, and competitive exposure (Szymanski et al., 2021). In addition, institutional team performance is directly related to investment decisions, such as the hiring of skillful players, the employment of experienced coaches, and the improvement of training facilities (Wiegratz, 2024). Financialization of sports has also restructured institutional team performance dynamics with emphasis on financial solidity and sponsorship as prime drivers of achievement (Sebata & Li, 2022).

Performance management systems and training techniques are also required for institution sports teams as they affect the individual and collective outcomes (Shchepotina et al., 2021). Well-structured training schemes enable the development of technical skills, endurance, and sense of tactics in the athletes, thus enhancing performance during games (Salcinovic et al., 2022). Besides, the institutions that embrace performance monitoring programs and data-led coaching practices tend to perform better compared to the ones that rely on the traditional method of coaching (Kiragu et al., 2023). Institutional sporting teams benefit from deliberate planning that involves structured cycles of training, preventive measures for injury, as well as psychical conditioning efforts in order to promote the collective team's overall performance (Forsythe et al., 2021).

Aside from training and management ability, the broader sports policy environment influences institutional sports team performance (Lubega, 2020). National sport governing bodies play an influential role in defining rules, funding schemes, and talent development programs that impact team competitiveness (Ayaa, 2024). Grassroots development policies and equitable allocation of resources ensure the sustainability of institutional sports teams and their sustained success (Kasale et al., 2023). Moreover, institutionally formed teams that are diverse and inclusive while

choosing players as well as leadership positions are stronger in terms of cohesion and competition in national and international matches (Delshab et al., 2021).

2.3 Talent Management on the Performance of Institutional Sports Teams

Talent management is crucial in enhancing institutional sports team performance, with academicians viewing it as a key driver in the development of athletes, their employment, and retention (Abd-Alzahra et al., 2021). Effective talent management ensures identifying and developing high-potential athletes, with the resulting outcomes being improved team performance and competitiveness (Moharramzadeh & Rezapour, 2022). In institutional sports teams, official talent management programs provide athletes with structured training and development, promoting uniformity and perfection in performance (Imron et al., 2023). However, even though it is crucial, application of talent management strategies is uneven across institutions and requires further investigation (Dorofieieva, 2021).

Recruitment and selection is one of the most significant components of talent management in sports, having a significant effect on team performance and sustainability (Rezapour et al., 2023). Studies highlight that institutions which are prepared to invest in extensive recruitment processes, including talent spotting and scouting, perform better in sports competition (Al-Jael & El-Gohary, 2024). Good recruitment is continuously complemented by sophisticated analyses and data-driven decision-making, which facilitate selecting athletes with the highest physical and psychological attributes (Mahmoud et al., 2024). But the majority of sporting teams within institutions lack good facilities and poor marketing, hence restricting their talent pool of the best sporting performers (Shahgholi et al., 2022).

Training programs and talent development define the central activities of talent management, where athletes who get recruited successfully reach their best potential and significantly enhance team performance (Mwangi et al., 2023). Empirical studies indicate that institutions that have formalized training programs through modern sports science approaches are competitive to institutions that apply conventional coaching practices (Hatungimana & Oladipo, 2023). In addition, the use of personalized training routines according to athletes' strengths and weaknesses enhances team performance (Moharramzadeh & Rezapour, 2022).

However, variation in access to high-quality training centers and professional coaching staff still remains a problem for the majority of institutions (Abd-Alzahra et al., 2021).

Retention of talented athletes is also a key aspect of talent management because excessive turnover can have a detrimental impact on team cohesiveness and performance (Dorofieieva, 2021). Institutional athletics programs with cash incentives, academic support, and career counseling are more likely to hold onto their talent (Mahmoud et al., 2024). Moreover, a positive team culture and open mental health care are long-term athlete retainers and ongoing performance drivers (Rezapour et al., 2023). Nevertheless, budgetary constraints and administrative incompetence often prevent institutions from instituting complete retention measures (Al-Jael & El-Gohary, 2024).

Technological advancements have transformed sports talent management to enhance athlete performance using data analytics, performance monitoring tools, and digital training platforms (Shahgholi et al., 2022). Converging wearable tech and AI-powered analytics provides coaches with instant insights into athletes' progress and allows for informed evidence-based decisions (Mahmoud et al., 2024). Institutions implementing these technology improvements have greater talent management efficiency levels compared to institutions that solely rely on traditional methods (Moharramzadeh & Rezapour, 2022). However, the enormous costs of acquiring and maintaining such technologies limit their deployment in most institutions (Mwangi et al., 2023).

While there are benefits in having formal talent management, challenges such as inadequate finance, the lack of professional expertise, and policy inconsistency still continue to constrain its effectiveness in sports teams in institutions (Imron et al., 2023). Evidence suggests that policy measures that support long-term athlete development, equitable resource distribution, and professional capacity building can significantly enhance talent management outcomes (Hatungimana & Oladipo, 2023). In addition, the development of partnerships among academic institutions, sports federations, and corporate sponsors can address resource limitations and maintain sustainable talent development programs (Dorofieieva, 2021).

Lastly, talent management is a major driver of institutional sports team performance, which includes recruitment, development, retention, and technology integration. Empirical evidence

posits the need for well-designed and well-resourced talent management programs in order to maximize the potential of athletes and sustain long-term success. Mitigating problems like financial limitation, policy discrepancy, and technology lag will be crucial in strengthening the efficacy of talent management plans within institutional sporting teams. Upcoming studies must examine new paradigms for enhancing talent detection, athlete well-being, and resource utilization within institutional sports management.

2.4 Player Welfare Support on the Performance of Institutional Sports Teams

Player welfare support has emerged as a crucial performance driver for institutional sports teams, with growing academic interest in its dimensions for the welfare and competitive success of athletes (Simpson et al., 2024). Maintaining effective welfare support systems acts to manage inherent stressors of competitive sport, both augmenting psychological resilience and physical readiness (Beisecker et al., 2024). In institutional settings, welfare measures encompass services as diverse as mental health counseling, medical insurance, nutritional counseling, and career modification programs (Hong, 2023). Such welfare measures are effective in their ability to contribute to sport performance, however, is disputed when taking into consideration institutional variation regarding policy enforcement and resource distribution (DeWeese et al., 2023).

Empirical literature stresses that the systematized welfare support systems for athletes have positive influences on athletes' psychological status, which, in turn, may influence performance outcomes (Simpson et al., 2024). For instance, a study by Eather et al. (2023) showed how engagement in sport along with advanced mental health support leads to better concentration, motivation, and coping strategies in the players. Conversely, inadequate player welfare policies introduce stress, anxiety, and burnout, which ultimately lead to performance levels being impeded (Beisecker et al., 2024). This means that institutions that invest in full-blown welfare schemes can provide an improved setting for athletic excellence (Hong, 2023).

Another key factor of player welfare that affects performance in institution-based sports teams is injury management (Glynn et al., 2024). Research has also indicated that institutions with effective rehabilitation interventions have fewer instances of recurrence of injury, enabling athletes to return to their optimal performance levels faster (Ouyang, Lee, & Ko, 2022). But an

ineffective lack of organized injury support has been linked with prolonged recovery periods, demotivation, and, in extreme cases, the termination of careers (Glynn et al., 2024). Organizations that spend on injury prevention through physiotherapy, strength training, and medical surveillance have greater player retention and improved team success (DeWeese et al., 2023).

Financial and career assistance cannot be evaded regarding the role it plays in players' welfare. Players typically undergo ambiguities with regard to career transition, which is harmful to their motivation and interest in sport (Hong, 2023). Wang et al. (2024) point out that career development and financial security programs assist the mental focus of athletes, allowing them to perform optimally. Team sports institutes that provide scholarships, allowances, and career counseling are expected to experience improved team unity and performance levels compared to institutions that do not have such schemes (Sajadi et al., 2024). Nevertheless, financial investment differences between institutions often translate into performance variations between well-funded and poorly funded teams (Kim et al., 2024).

Institutional and cultural factors also intervene in determining the effectiveness of welfare support systems for sports performance (Wang et al., 2024). Empirical evidence shows that institutions with a broad culture of supporting athletes—encompassing psychological, financial, and health factors—achieve superior competitive outcomes (Simpson et al., 2024). Conversely, institutions in which performance results override the welfare of athletes risk fostering toxic cultures that lead to player dissatisfaction and subsequent withdrawal (Beisecker et al., 2024). Success of welfare programs therefore depends on institutional commitment to matching athlete development with competitive demands (Kim et al., 2024).

Institutional sports remain to resist the application of welfare policies (Ouyang, Lee, & Ko, 2022). Administrators in certain instances treat welfare support as secondary to performance measures, a scenario that leads to underinvestment in player-directed programs (Sajadi et al., 2024). Empirical research shows that institutions that have incorporated comprehensive welfare policies experience sustained competitive success due to enhanced player retention and reduced psychological distress (DeWeese et al., 2023). For instance, institutions that introduced official mental health interventions witnessed fewer athletes dropping out and improved team morale (Eather et al., 2023).

Lastly, empirical evidence indicates that welfare support for players is central to the performance of institutional athletic teams. Psychological well-being, injury management, financial stability, and cultural environments collectively influence athletes' ability to perform at their best. Institutions that attach great importance to ordered welfare structures have been determined to have increased levels of satisfaction among athletes, reduced burnout levels, and improved competitive performances. Differences in investment in funding, institutional values, and mindsets continue to pose challenges towards the development of comprehensive welfare strategies. More study must explore the ways institutions can institutionalize systems of welfare care to achieve equitable athlete development and performance outcomes.

2.5 Performance Monitoring on the Performance of Institutional Sports Teams

Performance monitoring has been widely researched in sports management literature, and opinions vary about its impact on institutional sports teams. While some scholars argue that scientific performance monitoring enhances the performance of the team by highlighting strengths and weaknesses in the moment (Cardazzi et al., 2024), other experts caution that excessive monitoring will put pressure on the players and coaches and lead to burnout and decreased morale (Kasale et al., 2023). Institutional sporting teams, particularly in Uganda, have adopted structured performance monitoring methodologies to maximize their competitive edge, focusing on evidence-based assessment of players' physical fitness, tactical performance, and mental readiness (Sebata & Li, 2022). But performance is dependent upon the presence of resources, management expertise, and institutional support (Nowland & Sankara, 2024).

Theoretical frameworks are sources of insight into the performance monitoring contribution within sporting teams. The resource-based theory (RBV) asserts that institutions with the ability to leverage performance data as a strategic resource become competitive drivers (Bilohur et al., 2022). The theory identifies giving emphasis to leveraging investment in analytics and technology as a factor to enhance decision-making processes within sporting management (Salcinovic et al., 2022). Conversely, institutional theory points out that performance monitoring needs to be tied to the broader goals of an organization, warning against rigid, one-size-fits-all approaches that might ignore the unique dynamics of particular teams (Kiragu et al., 2023). While RBV advocates for a data-driven approach to monitoring, institutional theory emphasizes the need for contextual flexibility in applying these tools (Øystein et al., 2021).

Empirical evidence has provided mixed results regarding the impact of performance tracking on sports teams. Some accounts mention the benefits of exploiting information regarding performance to modify training timetables and maximize tactical readiness (Delshab et al., 2021). To illustrate, in professional football, structured frameworks for monitoring have been linked to improved injury prevention and recovery periods (Forsythe et al., 2021). However, the excessive dependence on quantitative indicators has been challenged by other studies, citing that it downplays qualitative aspects such as teamwork, leadership, and welfare of athletes (Szymanski et al., 2021). In Ugandan institutional sports teams, performance monitoring programs often face implementation challenges, including inadequate technological infrastructure and few analytical skills (Lubega, 2020).

Resistance from coaches and athletes is one of the impediments to the application of performance monitoring systems. Studies indicate that rigid monitoring systems can be perceived as intrusive and can lower players' intrinsic motivation (Kasale et al., 2023). Furthermore, performance evaluations based on numerical scores over holistic observations can skew the dynamics of teamwork (Wiegratz, 2024). Institutionally, effective performance monitoring is about striking a balance between systematic data collection and responsiveness to individual team needs (Ayaa, 2024). The use of wearable technology, video analysis, and psychological profiling in Ugandan sporting institutions can improve player development but remains cost-constrained at the moment (Sebata & Li, 2022).

In spite of such hindrances, there are good instances of performance tracking in sporting institutions that demonstrate the potential for long-term rewards. Research shows that those institutions with effectively integrated performance monitoring systems have higher consistency in player performance and team performance (Zülch et al., 2020). Additionally, sports organizations whose players are involved in the monitoring process show higher acceptance and cooperation (Shchepotina et al., 2021). The European football club case illustrates how data analytics can optimize player rotation, injury management, and strategic planning (Nowland & Sankara, 2024). In Uganda, emerging trends show a sustained shift towards evidence-based monitoring procedures, but funding constraints and technical capacity remain a challenge (Lubega, 2020).

Another critical concern is the significance of leadership in performance monitoring. Institutional leadership and sports administrators play a critical role in determining whether and how monitoring structures are created and implemented (Øystein et al., 2021). Research highlights that performance monitoring is more likely to occur in sports teams with strong managerial support (Delshab et al., 2021). However, where leadership fails to make monitoring practice aligned to team objectives, resistance and inefficiency are likely to follow (Kiragu et al., 2023). In Ugandan institutions, there is a need to build teamwork culture and continuous improvement to be able to counter setbacks in effective performance monitoring (Ayaa, 2024).

Overall, performance monitoring has significant implications for the success of institutional sports teams. While evidence-based practices enhance player development and decision-making quality, challenges such as resistance, resource limitation, and contextual constraints must be addressed. Theoretical frameworks such as the RBV and institutional theory provide relevant findings to optimize monitoring systems for improved sporting outcomes. Future studies must aim at the planning of context-suited monitoring schemes that blend technological developments with the unique requirements of Ugandan and international institutional sport teams.

2.6 Research/ Literature Gap

The literature reviewed highlights the pivotal position of talent management, player welfare care, and performance monitoring in institutional sports team success. Researchers emphasize the contribution of planned talent identification, recruitment, training, and retention activities to team performance. The literature, nevertheless, exhibits shortcomings, particularly in the inconsistent implementation of talent management practices within institutions due to scarce resources, policy differences, and limited access to applied sports science. Similarly, while player welfare support that includes mental health provision, injury management, and financial support has been seen as critical to both athlete well-being and performance, inequalities in institutional investment compromise its effectiveness. Furthermore, while performance monitoring is highlighted as a central means of driving enhanced efficiency and decision-making, concerns around over-pressure on athletes and inconsistency in institutional competencies remain to be addressed. Additional research is required to examine innovative, resource-efficient ways to bridge such gaps so that institutional sport teams can optimize talent management, welfare provision, and performance tracking for continued competitive success.

Chapter Three

Methodology

3.0 Introduction

This chapter presents the research design, study population, sample size and selection technique, Sampling techniques, data collection methods, data collection instruments, validity and reliability, data collection procedures, data management and analysis, measurement of variables and conclusion.

3.1 Research Design

According to Mohajan (2018) a research design is a conceptual structure where research is conducted and it constitutes a blue print for collection, measurement and analysis of data. This study used a cross-section study design using both qualitative and quantitative approaches (Bhardwaj, 2019). The cross-sectional approach was used because the issues of player management and performance of institutional sports teams in Uganda Christian University was studied at that point in time (Spector, 2019). The study used a quantitative and qualitative approach because qualitative methods provide in-depth explanations to events while quantitative methods provide the data needed to meet required objectives and to test the hypotheses (Wang & Cheng, 2020).

3.2 Study population

The target population comprised of students who are players from different sports disciplines in Uganda Christian University for example; athletics, football, volleyball, netball, tennis, wood ball, rugby and basketball both male and female. According to the Sports Department of UCU (2025), the institution has a total of 120 student sports players both male and female of different sports disciplines who are on bursaries and these were included in the study as the target population. The study also included; the head of the sports department and the coaches of the different sports disciplines in UCU totaling to 10 who have knowledge on the topic and these participated in this study as the key informants.

3.3 Sample size determination

According to (Sekeran, 2003) a sample is a subset of a population. It comprises some selected members who are referred to as elements. Sampling is the process of selecting a sufficient number of elements from the population so that a study of the sample and an understanding of its characteristics would make it possible to generate such characteristics to the population elements. The study selected up to 92 respondents based on Krejcie and Morgan Sampling Guidelines (see appendix III) as shown in table 1 below.

Table 1: Population, sample size selection and sampling methods

Departments	Population	Sample size	Sampling techniques
Sports players of UCU	120	92	Simple random sampling
Head of Sports department	1	1	Purposive sampling
Coaches	9	9	Purposive sampling
TOTAL	130	102	

Source: *Sports Department UCU (2025)*

As table 1 indicates, a sample of 92 student sports players both male and female of different sports disciplines who are on bursaries in Uganda Christian University (UCU) were considered out of a population of 120 using simple random sampling, based on Krejcie and Morgan's (1980) sampling guidelines (see appendix III). Furthermore, the key informants who are the head of sports department (1) and the coaches of the different sports disciplines in UCU (9) were purposively selected since they were already known and given the fact that they were few in number and had more knowledge about the topic under study.

3.4 Sampling techniques

A sampling technique is the name or other title of the specific process by which the sample units were selected. There are usually two sampling techniques thus probability and non-probability sampling techniques. The probability sampling technique is to select a sample in such a way that all the population items have some chances of being selected (Amin, 2005). The 92 male and female sports students of different sports disciplines who were bursar recipients at UCU were randomly selected using the simple random sampling method for fairness and representativeness.

Simple random sampling is a method of sampling a population where each member has an equal chance of being selected (Noor et al., 2022). Through the use of simple random sampling, all sports players who were identified in UCU had an equal opportunity to be part of the study to prevent bias and make the findings generalizable to the institution's population of the sports players. This was chosen to prevent having a biased sample, obtaining a true representation of diverse opinions from the institution's entire population (Ben-David et al., 2021).

In the non-probability approach, the population units did not have a well-defined probability of being selected (Amin, 2005). Purposive sampling was therefore used to select the 10 informants who are top management of the sports disciplines in UCU specifically the head of the department of sports and the coaches of the different sports disciplines in UCU. Purposive sampling refers to the process of choosing participants based on certain key criteria which are fundamental for the study, as opposed to randomly (Campbell et al., 2020). For this study, these key informants were chosen because they are directly involved in the work of ensuring that there is proper player management in UCU and owing to their top management positions in the university. These senior managers were purposively selected to provide rich and descriptive information related to the research objectives. This was utilized to guarantee the information obtained is comprehensive, relevant, and usable directly to the study's focus on the topic in study (Bakkalbasioglu, 2020).

3.5 Data collection methods

The study used a survey approach where both qualitative and quantitative data were collected. There are several survey approaches, however for the purpose of this study the questionnaire, and interviewing approaches were used as discussed below.

3.5.1 Questionnaire survey method

The questionnaire was issued to all the 92 respondents who were student sports players both male and female of different sports disciplines who are on bursaries in UCU. The respondents recorded their answers within closely defined alternatives. The study used a questionnaire basing on the fact that the variables cannot be observed such as views, opinions, perceptions and feelings of the respondents. The questionnaire was also used because it is less expensive for data

collection (Amin, 2005). The questionnaire was used to collect primary data from the selected respondents by personally delivering them to the respondents.

3.5.2 Interview method

Interviews were conducted with the head of the sports department and the coaches of the different sports disciplines in UCU as key informants who are knowledgeable on issues pertaining player management and performance of institutional sports teams. In this method the researcher interviewed respondents face to face to obtain in depth qualitative information on the effect of player management and performance of institutional sports teams in UCU.

3.6 Data collection instruments

Two types of data collection instruments were used in the study. These included questionnaires and interview guides which were briefly explained in the following subsection.

3.6.1 Questionnaires

The researcher used both closed-ended and open-ended questionnaires in the study. Closed-ended questions were used because they are easy and quick to answer and because they help in improved consistence of the responses. Open-ended questions were also used because they do not place any limits on the response which means that the survey respondents were able to tell the researcher anything, they felt was relevant and anything they wanted the researcher to know. The questionnaires were administered to the student sports players both male and female of different sports disciplines who are on bursaries in UCU. A standard Questionnaire on a five-point Likert scale was used to get quantifiable primary data from individual respondents on a scale of 5- Strongly Agree; 4- Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree.

3.6.2 Interview guide

According to Ahuja (2009), an interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-related information and focused on the content specified by the research objectives of description and explanation. The tool of data collection here was an interview guide which refers to a set of structured questions in which answers were recorded by the interviewer herself (Ahuja 2009). This tool was used to collect

information that could not be directly observed and that is good for the research problem which only depends on documented data and respondents' opinions. It was also good because it gives the research control over the line of questioning hence time saving. Interviews were conducted in a quiet place without noise with the key informants who are the top management of the sports disciplines in UCU particularly the head of the sports department and the coaches of the different sports disciplines in UCU and then the purpose of the interview was explained followed by addressing the terms of confidentiality. The format of the interview which was an informal conversational interview was established where questions were asked and answers recorded by the interviewer.

3.7 Validity and Reliability

3.7.1 Validity

The validity of the instrument was tested using the Content Validity Index. This involved judge scoring the relevance of the questions in the instruments in relation to the study variables and a consensus judgment given on each variable taking only variables scoring above 0.70. The Content Validity Index (CVI) was arrived at using the following formula.

$$\text{CVI} = \frac{\text{Total number of items declare valid}}{\text{Total number of items}}$$

Total number of items

The CVI was 0.83 which exceeded the recommended threshold of 0.70 (Duckett, 2021), suggesting that the questionnaire was effective for data collection.

3.7.2 Reliability

The study instruments were pretested for its reliability on a sample of 10 respondents from the sports disciplines in UCU to examine individual questions as well as the whole questionnaire very carefully (Amin, 2005). Reliability measures the consistence of the instrument in measuring what it is supposed to measure (Amin, 2005). In this study a Cronbach's alpha coefficient was computed to show how reliable the data is using Statistical Package for Social Sciences (SPSS) taking only variables scoring above 0.70 as suggested by Nunally (1978).

3.8 Procedure of data collection

After successful defense of the proposal, an introductory letter from the School of Business–Uganda Christian University was used to seek permission to conduct the study from the selected student players both male and female from the different sports disciplines in UCU. Anonymity and confidentiality of the respondents was observed by not asking the respondents to put their names on the questionnaires. The questionnaires were then distributed to the student sports players for one week and collected in the following week. The filled questionnaires were then entered in SPSS in preparation for analysis.

3.9 Data management and analysis

3.9.1 Quantitative data analysis

Quantitative data was presented in form of descriptive statistics of frequency and percentages, mean and standard deviations for each of the variables used in the study. Strongly agree and agree were combined to indicate agree while strongly disagreed and disagree were combined to indicate disagree. Pearson's correlation statistics was used to test the relationships at 99 and 95 confidence limits. A positive correlation indicates a direct positive relationship between the variables while a negative correlation indicates an inverse, negative relationship between the two variables. A regression analysis using ANOVA statistics of adjusted R² values, beta, t values and significance values were used to determine the magnitude of the influence of the independent variables on the dependent variable (Amin, 2005).

3.9.2 Analysis of qualitative data

The useful qualitative data was analyzed using content analysis where information gain through the interviews was arranged in major themes of player management and performance of institutional sports teams and related categories. These were then presented using the narratives as presented by the interviewee. Implications, conclusions and inferences of qualitative information on player management and performance of institutional sports teams in UCU was then drawn. Effort was also directed to cross-examine the qualitative data with the quantitative findings on their level of agreement or disagreement.

3.10 Measurement of variables

The variables in this study were measured by operationally defining key concepts. The questionnaire was designed to collect responses regarding player management based on the guidelines provided by Øystein et al. (2021) and Kasale et al. (2023), while the performance of institutional sports teams was measured using the frameworks outlined by Salcinovic et al. (2022) and Nowland & Sankara (2024). These concepts were translated into observable and measurable elements to facilitate the development of an index for assessing player management and team performance. A five-point Likert scale namely: 5-Strongly Agree, 4-Agree, 3-Not Sure, 2-Disagree, and 1-Strongly Disagree was used to measure both the independent and dependent variables.

3.11 Ethical considerations

Ethical considerations were rigorously upheld throughout the study by ensuring that all personal data was securely stored and used exclusively for research purposes, in strict adherence to privacy laws (Chervenak & McCullough, 2021). Informed consent was obtained from all participants through detailed explanations of the study's purpose, procedures, and potential risks, with each participant signing a consent form to confirm voluntary participation (Skinner, 2020). Anonymity was maintained by removing or coding any identifying information so that individual identities remain undisclosed in the final report (Pietilä et al., 2020). Confidentiality was ensured by restricting data access to the research team and utilizing aggregated or anonymized data for any disclosures. Plagiarism was avoided by rigorously citing all sources and clearly attributing any direct quotations to their original authors (Ruggiano & Perry, 2019). Finally, the entire research process adhered to institutional ethical guidelines, thereby upholding principles of respect, fairness, and the protection of participants' rights.

3.12 Conclusion

This chapter provided the methodology that was used to gain data, measure variables and test the quality of the questionnaire. The next chapter presented and analysed the field study findings.

Chapter Four

Data Presentation, Analysis and Interpretation

4.0 Introduction

This chapter presents and discusses the results of analysis that has been done to look at the specific objectives of the study and in relation to the reviewed literature. The study was carried out using questionnaires with selected sports player in different sports disciplines in Uganda Christian University (UCU) and the top management of UCU. The findings are presented with the help of tables for purposes of clarity and interpretation.

4.1 Response rate

Table 2: Response rate for questionnaires

Category	Questionnaires issued	Questionnaires returned	Response rate (%)
UCU Sports students	92	92	100
Overall response rate	92	92	100

Source: *Primary data*

According to table 2 above a total of 92 (100%) respondents who are selected sports player in different sports disciplines in Uganda Christian University (UCU) were expected to be involved in the study and all the respondents gave their response giving a response rate of 100%. The reason for the high response rate was due to the fact that the researcher had enough time to collect the data herself and given that the number of respondents required was relatively small. According to Ahuja (2009), a response rate of 70% is excellent, 60% is good and 50% is adequate for analysis. Thus the response rate of 100% was considered reliable and appropriate for the study.

4.2 Findings on demographic characteristics of respondents

This section presents the general background information about the respondents in relation to their gender, age, highest level of education, the sports disciplines students are involved in and period spent playing their particular sports as shown in the table below;

Table 3: Background Information about the respondents

Item	Description	Frequency	Percentage (%)
Gender	Male	48	52.2
	Female	44	47.8
	Total	92	100.0
Age	18-22 years	26	28.3
	23-27 years	40	43.5
	28-32 years	23	25.0
	33 years and above	3	3.3
	Total	92	100.0
Education level	Certificate	8	8.7
	Diploma	16	17.4
	Degree	43	46.7
	Masters	25	27.3
	Total	92	100.0
Which sport do you play in UCU?	Athletics	18	19.6
	Volleyball	13	14.1
	Woodball	4	4.3
	Basketball	17	18.5
	Table tennis	6	6.5
	Swimming	9	9.8
	Netball	10	10.9
	Football	10	10.9
	Tennis	1	1.1
	Karate	1	1.1
	Badminton	3	3.3
	Total	92	100.0
How long have you been playing this sport?	Less than 1 year	10	10.9
	1-5 years	42	45.7
	6-10 years	32	34.8
	Above 10 years	8	8.7
	Total	92	100.0

Source: *Primary data*

According to table 3 above, the gender distribution of the respondents indicates a fairly balanced participation between male and female students. A slight majority of 52.2% (48 respondents) were male, while 47.8% (44 respondents) were female. This shows that both genders are nearly

equally represented among the student-athletes at Uganda Christian University (UCU), with a marginally higher male participation rate.

In terms of age distribution, the majority of respondents (43.5%, 40 participants) were in the 23-27 years age group, followed by 28.3% (26 participants) in the 18-22 years range. A smaller proportion of 25.0% (23 participants) were aged between 28-32 years, and only 3.3% (3 respondents) were 33 years or older. This demonstrates that most student-athletes at UCU fall within the young adult age range, with the highest concentration in the 23-27 years category.

The respondents' education levels show that the largest group (46.7%, 43 respondents) were pursuing a degree, followed by 27.3% (25 respondents) enrolled in master's programs. A smaller percentage of 17.4% (16 respondents) held diplomas, and 8.7% (8 respondents) were pursuing certificates. This indicates that a majority of the student-athletes are degree and master's level students, highlighting a well-educated athlete population at UCU.

Regarding the sports disciplines, the most common sport played was athletics, with 19.6% (18 respondents) participating, followed by basketball with 18.5% (17 respondents). Volleyball was the third most popular sport, with 14.1% (13 respondents), and swimming had 9.8% (9 respondents). Other sports such as football and netball each accounted for 10.9% (10 respondents). Less popular sports like tennis, karate, and woodball each accounted for 1.1% to 4.3%. This suggests a diverse range of sports involvement at UCU, with athletics and basketball being the most popular choices.

The majority of respondents (45.7%, 42 participants) had been playing their respective sports for 1-5 years, while 34.8% (32 respondents) had been playing for 6-10 years. A smaller proportion of 10.9% (10 respondents) had been involved in their sports for less than a year, and 8.7% (8 respondents) had been playing for more than 10 years. This reflects a significant proportion of students who have been engaged in their sports for at least a few years, indicating a moderately experienced athlete group at UCU.

4.3 The effect of talent management on the performance of institutional sports teams

The dependent variable, performance of institutional sports teams, was conceptualized as level of talent management. It comprised 5 quantitative items. These were measured using a five-point

Likert scale ranging from 1 – 5. Where (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree and (5) = strongly agree as shown in Table 3.

Table 4: The effect of talent management on the performance of institutional sports teams

Statements	Agree F (%)		Disagree F (%)		Mean	Std. Dev.
	SA	A	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
1. The recruitment process at UCU identifies and nurtures the most talented student-athletes.	31 (33.7)	33 (35.9)	11 (12.0)	17 (18.5)	3.75	1.281
2. The university provides adequate training programs to enhance players' skills and competencies.	20 (21.7)	37 (40.2)	15 (16.3)	20 (21.7)	3.53	1.218
3. Talent development initiatives, such as mentorship and coaching, are well-structured and effective.	21 (22.8)	33 (35.9)	16 (17.4)	22 (23.9)	3.48	1.262
4. There are clear pathways for student-athletes to progress from university teams to professional sports.	20 (21.7)	38 (41.3)	12 (13.0)	22 (23.9)	3.51	1.254
5. The university invests in scouting and identifying new sports talent for institutional teams.	18 (19.6)	43 (46.7)	11 (12.0)	20 (21.7)	3.52	1.322

Source: *Primary data*

Table 4 reveals that the recruitment process at UCU identifies and nurtures the most talented student-athletes (Mean = 3.75; STD = 1.281), indicating that talent identification and recruitment have a significant positive impact on the performance of institutional sports teams. The mean score suggests a general agreement among respondents, with a relatively high standard deviation, pointing to some variability in opinions. The university provides adequate training programs to enhance players' skills and competencies (Mean = 3.53; STD = 1.218), which also indicates a positive but slightly varied perception about the quality of training. Talent development initiatives, such as mentorship and coaching, are well-structured and effective (Mean = 3.48;

STD = 1.262), signaling that these initiatives are considered beneficial for team performance, though with some degree of disagreement.

Clear pathways for student-athletes to progress from university teams to professional sports (Mean = 3.51; STD = 1.254) reveal that a majority of respondents recognize opportunities for career advancement, but again, opinions vary. Finally, the university invests in scouting and identifying new sports talent for institutional teams (Mean = 3.52; STD = 1.322), which shows a general agreement about the importance of scouting, though with the highest standard deviation, suggesting varied responses. Overall, the findings indicate that talent management practices at UCU positively influence the performance of institutional sports teams, though there is some variation in how these practices are perceived by student-athletes.

4.4 The effect of player welfare support on performance of institutional sports teams

The dependent variable, performance of institutional sports teams, was conceptualized as level of player welfare support. It comprised 5 quantitative items. These were measured using a five-point Likert scale ranging from 1 – 5. Where (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree and (5) = strongly agree as shown in Table 3.

Table 5: The effect of player welfare support on performance of institutional sports teams

Statements	Agree F (%)		Disagree F (%)		Mean	Std. Dev.
	SA	A	D	SD		
	Fre q. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
1. UCU provides sufficient financial, medical, and psychological support to student-athletes on sports bursaries.	24 (26.1)	33 (35.9)	13 (14.1)	22 (23.9)	3.54	1.354
2. The university ensures that student-athletes have a balanced academic and sports schedule.	25 (27.2)	34 (37.0)	12 (13.0)	21 (22.8)	3.41	1.294
3. Accommodation and dietary provisions for student-athletes meet their training and recovery needs.	19 (20.7)	35 (38.0)	14 (15.2)	24 (26.1)	3.53	1.227

4 There is an adequate support system for addressing the personal and professional concerns of student-athletes.	22 (23.9)	34 (37.0)	13 (14.1)	23 (25.0)	3.46	1.313
5. The university organizes workshops and programs to educate athletes on mental health and well-being.	21 (22.8)	35 (38.0)	12 (13.0)	24 (26.1)	3.57	1.335
6. UCU sports teams receive adequate sponsorship and funding to facilitate players' well-being.	23 (25.0)	30 (32.6)	15 (16.3)	24 (26.1)	3.55	1.239

Source: *Primary data*

Table 5 reveals that UCU provides sufficient financial, medical, and psychological support to student-athletes on sports bursaries (Mean = 3.54; STD = 1.354), indicating that most respondents agree that the university's support significantly contributes to their welfare, though there is a moderate level of variability in responses. The university ensures that student-athletes have a balanced academic and sports schedule (Mean = 3.41; STD = 1.294), suggesting a positive but slightly varied perception among respondents about the balance between academics and sports. Accommodation and dietary provisions for student-athletes meet their training and recovery needs (Mean = 3.53; STD = 1.227), signaling that the provision of basic needs is largely seen as satisfactory, with some diversity in opinion. There is an adequate support system for addressing the personal and professional concerns of student-athletes (Mean = 3.46; STD = 1.313), revealing that respondents largely agree that the university provides sufficient support, though with some differences in perception. The university organizes workshops and programs to educate athletes on mental health and well-being (Mean = 3.57; STD = 1.335), indicating strong support for mental health, but with a higher level of variability in responses. Finally, UCU sports teams receive adequate sponsorship and funding to facilitate players' well-being (Mean = 3.55; STD = 1.239), showing that most respondents feel supported in terms of funding, although responses still vary to some extent. Overall, the findings suggest that player welfare support is seen as playing a significant role in enhancing the performance of institutional sports teams, with a moderate level of disagreement reflected in the varying standard deviations.

4.5 The effect of performance monitoring on performance of institutional sports teams

The dependent variable, performance of institutional sports teams, was conceptualized as level of performance monitoring. It comprised 5 quantitative items. These were measured using a five-point Likert scale ranging from 1 – 5. Where (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree and (5) = strongly agree as shown in Table 3.

Table 6: Effect of performance monitoring on performance of institutional sports teams

Statements	Agree F (%)		Disagree F (%)		Mean	Std. Dev.
	SA	A	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
1. The university regularly evaluates individual and team performance using structured assessment methods.	16 (17.4)	33 (35.9)	16 (17.4)	27 (29.3)	3.60	1.276
2. Coaches provide consistent feedback and performance reviews to help players improve.	20 (21.7)	31 (33.7)	16 (17.4)	25 (27.2)	3.49	0.227
3. There are clear performance targets and benchmarks set for student-athletes.	17 (18.5)	40 (43.5)	17 (18.5)	18 (19.6)	3.50	1.307
4. Video analysis and other performance tracking tools are utilized in training sessions.	14 (15.2)	40 (43.5)	12 (13.0)	26 (28.2)	3.43	1.369
5. Performance assessments influence team selection and game strategies at UCU.	23 (25.0)	31 (33.7)	15 (16.3)	23 (25.0)	3.72	1.234
6. Players receive personalized training programs based on their strengths and weaknesses.	23 (25.0)	29 (31.5)	15 (16.3)	25 (27.2)	3.91	0.984

Source: *Primary data*

Table 6 reveals that the university regularly evaluates individual and team performance using structured assessment methods (Mean = 3.60; STD = 1.276), indicating that performance monitoring is seen as an important factor in improving team performance, with some variability in responses. Coaches provide consistent feedback and performance reviews to help players improve (Mean = 3.49; STD = 0.227), reflecting strong agreement from respondents and

minimal variability, suggesting a consistent practice. There are clear performance targets and benchmarks set for student-athletes (Mean = 3.50; STD = 1.307), highlighting that most respondents agree on the clarity of performance expectations, although there is moderate variability. Video analysis and other performance tracking tools are utilized in training sessions (Mean = 3.43; STD = 1.369), suggesting that while such tools are utilized, their effectiveness is viewed with a degree of inconsistency among respondents.

Performance assessments influence team selection and game strategies at UCU (Mean = 3.72; STD = 1.234), showing a strong agreement and moderate variability, indicating that performance assessments are important for strategic decision-making. Lastly, players receive personalized training programs based on their strengths and weaknesses (Mean = 3.91; STD = 0.984), indicating that personalized training is highly regarded with relatively low variability, highlighting its effectiveness in improving player performance. Overall, these findings suggest that performance monitoring plays a significant role in enhancing the performance of institutional sports teams, with respondents generally agreeing on its impact, though there are variations in perceptions.

4.6 Pearson's Correlation Results and Hypotheses Testing

This study was set to investigate the relationship between player management and performance of institutional sports teams. This was done by running a correlation analysis using Pearson Product Moment Correlation coefficient between the composite score of player management in relation to performance of institutional sports teams (UCU). For a correlation to be considered significant, the P-value Sig. (2.tailed) values must be less than 0.05 (for 95% confidence level) or less than 0.01 (for 99% confidence level) and the findings are shown in Table 7 below.

Table 7: Correlation Matrix

Correlation Matrix		1	2	3	
1.	Talent management	Pearson Correlation Sig. (2-tailed)	1		
2.	Player welfare support	Pearson Correlation Sig. (2-tailed)	.537** .000	1	
3.	Performance monitoring	Pearson Correlation Sig. (2-tailed)	.525** .000	.590** .000	1
4.	Performance of institutional sports teams	Pearson Correlation Sig. (2-tailed)	.321** .000	.487** .000	.480** .000

a) 1= Talent management; 2= Player welfare support; 3= Performance monitoring; and 4= Performance of institutional sports teams (UCU)
b) ** $P < .05$, *** $p < .01$ level of Significance

Source: Primary data

In relation to player management and the performance of institutional sports teams at UCU, the results in Table 7 reveal that there is a significant positive relationship between talent management and the performance of institutional sports teams ($r = .321^{**}$, $p < .05$). This implies that effective talent management, which includes recruiting and developing skilled players, is significantly linked to the improved performance of sports teams. Proper talent identification and development strategies greatly enhance the overall performance of institutional sports teams at UCU.

Furthermore, the results show a strong positive significant relationship between player welfare support and the performance of institutional sports teams ($r = .487^{**}$, $p < .05$). This indicates that providing support for player welfare, such as healthcare, accommodation, and training facilities, plays a crucial role in boosting the performance of sports teams. Institutions that prioritize player welfare create an environment where athletes can perform at their best, thereby improving the overall team performance.

Additionally, there is a strong positive significant relationship between performance monitoring and the performance of institutional sports teams ($r = .480^{**}$, $p < .05$). This suggests that regularly monitoring the performance of players and teams, through performance reviews and assessments, contributes to improved outcomes. Effective performance monitoring helps in

identifying areas of improvement, allowing coaches and managers to implement targeted strategies that elevate team performance.

Overall, the findings suggest that the effective management of players, through talent management, welfare support, and performance monitoring, significantly enhances the performance of institutional sports teams at UCU. These variables are crucial for fostering an environment where athletes can thrive and contribute to the success of their teams.

4.7 Regression analysis on player management on the performance of institutional sports teams (Uganda Christian University)

Multiple regression analysis was carried out to establish the overall causal player management on the performance of institutional sports teams using adjusted R^2 statistics. The linear regression analysis was conducted to establish which among the dimensions of the independent variable was the most significant in determining the performance of institutional sports teams (UCU). The linear regression results were also used to make a decision on the study hypotheses and are presented in Table 8.

Table 8: Linear Regression Analysis Results

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.548 ^a	.300	.276	.833	
ANOVA ^a						
Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	26.179	3	8.726	12.561	0.000 ^b
	Residual	61.134	88	.695		
	Total	87.313	91			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.356	.422		3.210	.002
	Talent management	-.008	.132	-.007	-.061	.951
	Player welfare support	.323	.123	.307	2.623	.010
	Performance monitoring	.324	.121	.311	2.683	.009
a. Dependent Variable: Performance of institutional sports teams (UCU)						
b. Predictors: (constant), Talent management, Player welfare support, Performance						

monitoring

$P \leq 0.05$

Table 8. shows a coefficient of determination (R-square) of 0.300 at a significance level of 0.000, suggesting that player management practices, including talent management, player welfare support, and performance monitoring, explain 30% of the variance in the performance of institutional sports teams at Uganda Christian University (UCU), with a standardized error of estimate of 0.833. The correlation coefficient ($R = 0.548$ or 54.8%) indicates a moderate positive relationship between player management and the performance of institutional sports teams at UCU. This means that player management practices, such as welfare support and performance monitoring, exhibit a moderate association with the overall performance of the teams, considering all interactions between the study variables. The adjusted R^2 of 0.276, or 27.6%, represents the variance in team performance that can be explained by the player management practices included in the study, while the remaining 72.4% is explained by factors outside the scope of the variables examined in this study. This suggests that, although player management contributes to team performance, other unexamined factors play a more significant role in influencing the performance outcomes.

The standardized coefficient statistics show that player welfare support ($\beta = 0.307$, $t = 2.623$, $p = 0.010$) and performance monitoring ($\beta = 0.311$, $t = 2.683$, $p = 0.009$) both significantly contribute to determining the performance of UCU's institutional sports teams. This indicates that as player welfare and performance monitoring practices improve, the performance of the sports teams tends to improve as well. On the other hand, talent management ($\beta = -0.007$, $t = -0.061$, $p = 0.951$) is not statistically significant in explaining the performance of the teams, suggesting that, in this case, talent management practices do not have a meaningful impact on team performance.

Table 6 also presents the analysis of variance (ANOVA), which reveals that the overall model is statistically significant. The computed F-statistic is 12.561, with a corresponding p-value of 0.000, which is less than 0.05. This indicates that the model as a whole significantly explains the variation in team performance. Therefore, at the 5% significance level, the results suggest that the observed differences in team performance can be attributed to the player management practices included in the analysis.

In summary, the regression analysis suggests that player welfare support and performance monitoring are significant factors influencing the performance of institutional sports teams at UCU. However, talent management, in this particular context, does not significantly contribute to the performance outcomes of the teams.

Chapter Five

Discussion, Conclusion and Recommendations

5.0 Introduction

This chapter summarizes all findings reported in chapter four according to questions of the study, draws conclusions, suggests recommendations and also proposes some areas for further study.

5.1 Discussion of findings

5.1.1 Effect of talent management on the performance of institutional sports teams

The findings revealed a moderate but statistically significant positive correlation between talent management practices and the performance of institutional sports teams at Uganda Christian University ($r = .321^{**}$, $p < .05$). This suggests that where recruitment, training, and scouting processes are considered effective, team performance improvement is also linked. These findings are consistent with the ideas of Imron et al. (2023) who emphasized that formal talent management practices such as selective training and effective recruitment significantly add to human resource development and sports performance within sporting organizations. Similarly, Hatungimana and Oladipo (2023) found that proper implementation of talent management practices, particularly in identifying and developing talents of athletes, leads to improved long-term performance success. These research works confirm the contribution of talent management towards enhancing performance levels among sportspersons, a finding that supports the results of the correlation analysis at UCU.

The research also established that talent management is not a predictor of sports teams' performance, as per the regression analysis ($\beta = -0.007$, $t = -0.061$, $p = 0.951$). This indicates that, while there is a general positive relationship, talent management does not strongly predict or determine team performance outcomes when other factors are controlled. This is in line with work by Cardazzi et al. (2024), where they asserted that managerial decision-making in sport is more than talent management but also includes in-game tactics, resource allocation, and leadership frameworks. In addition, Al-Jael and El-Gohary (2024) emphasized the collective impact of leadership attributes, administrative efficacy, and sport management support on national team performance, which argues that a number of administrative and environmental

circumstances merge to shape performance outcomes in a more holistic sense than talent management alone.

Further, the detailed results in this research align with the descriptions of Delshab et al. (2021) who attested to knowledge management and organisational learning influencing sports performance. They contended that without an enabling environment that facilitates continuous learning and unlearning, talent management practices may not result in significant performance improvements. Similarly, DeWeese et al. (2023) noted that high performance in sports is typically the result of a holistic system that includes coaching, infrastructure, psychological services, and performance monitoring, and not just talent management. These findings suggest that talent management practices at Uganda Christian University can lead to sporting success, but they must be combined with institutional-wide strategy and leadership systems if they are to make a significant and sustainable impact on team performance.

5.1.2 Effect of player welfare support on the performance of institutional sports teams

The research findings indicated that welfare support of the player—financial, medical, psychological, and logistical interventions—had a significant contribution to institutional sports teams' performance within UCU. This corroborates literature by Beisecker et al. (2024), which indicated that total support systems of the athletes, particularly those focusing on mental well-being, are essential for reducing stress, anxiety, and depression, ultimately leading to maximum performance. Similarly, Eather et al. (2023) emphasized that structured participation in sport, supported by high-quality welfare systems, promotes mental and social well-being—both primary predictors of team performance. These findings also align with Simpson et al. (2024), who emphasized the importance of reducing organizational stress via welfare interventions to promote athlete performance and reduce burnout within competitive sport settings.

The study also showed that the respondents appreciated UCU's effort to synchronize academic and sports schedules, providing sufficient accommodation, and giving sufficient nutritional support to athletes. These results are in line with Hong (2023), who argued that structured support systems in competitive sporting environments such as eSports were essential to performance sustainability and athlete retention. In addition, Lubega (2020), in a Ugandan context, highlighted that logistical and nutritional care are overlooked but are vital in preparing

athletes for peak performance. The study findings also agree with Delshab et al. (2021), who found that logistical planning and knowledge management in community sports clubs improve operational performance and athletes' results, especially when these interventions are athlete-centered.

Finally, the high statistical correlation and regression results in the study ($r = .487^{**}$, $\beta = 0.307$) validate that extensive welfare systems are predictors of improved sports performance. This is in agreement with Al-Jael & El-Gohary (2024), who demonstrated that sports management support namely administrative and psychological infrastructure is directly related to national team success in Qatar. This is also upheld by Mahmoud et al. (2024), which noted that utilizing data analytics to optimize welfare inputs such as training, recovery, and mental health support translates to enhanced athlete output. At a more local scale, Ayaa (2024) found that underfunding and welfare systems in Ugandan sports federations severely undermined athlete development, reaffirming the essential role of institutions like UCU to continue investing in player welfare as a necessary approach towards sporting excellence.

5.1.3 Effect of performance monitoring on the performance of institutional sports teams

The study results revealed that performance monitoring has a significant influence in the performance of Uganda Christian University (UCU) institutional sports teams. Having formal appraisals, regular feedback, performance objectives, and tailored training programs was confirmed by the participants to enhance team and individual development. These findings are in line with the contribution by Kasale, Morrow, and Winand (2023), where they emphasized the importance of institution work and performance management for national sport organizations, arguing that thorough monitoring mechanisms are essential in achieving sporting greatness. In addition, Delshab et al. (2021) determined the role of formal evaluations and knowledge management practices in boosting organizational performance in community sport clubs, as the findings of the current study indicate that performance monitoring supports strategic coaching and performance improvement.

Further, the findings indicated a statistically significant positive correlation ($r = .480^{**}$, $p < .05$) between performance monitoring and team performance, emphasizing that periodical appraisal results in better outcomes. This makes the point of the case made by Cardazzi et al. (2024), who

proved that managerial decisions concerning supervising playing time and performance allocation are strongly related to team success. Al-Jael and El-Gohary (2024) also maintained that administrative decisions and supervising performance play a bigger role in national team outcomes, which suggests institutions that have a supervising mechanism focus achieve better results. This supports that through adopting a sharp focus on betterment, proactively mentoring staff can intervene early, and their effects will register as substantial in changing sports team performance.

By the use of regression analysis, proof also supported performance tracking is actually a substantial predictor of sporting team performance ($\beta = 0.311$, $t = 2.683$, $p = 0.009$), affirming the forensicity of regular appraisal. This is consistent with Mahmoud et al. (2024), who emphasized the importance of data-driven sports analytics and human management practices in releasing athletic potential and optimizing team performance. Similarly, DeWeese et al. (2023) provided the critical function of high-performance directors in US professional sports, where ongoing monitoring and analysis of athlete performance is paramount to strategic planning and success. Thus, the study supports the view that performance monitoring is not only a management function but also a strategic tool in building competitive edge and sustainable sporting success in organizational sports programs.

5.2 Conclusion

In conclusion, the findings revealed that while talent management practices at Uganda Christian University (UCU) are generally perceived as positively influencing the performance of institutional sports teams, the statistical analysis presents a nuanced picture. The correlation results ($r = .321^{**}$, $p < .05$) indicate a moderate and statistically significant positive relationship between talent management and team performance, implying that effective recruitment, training, and scouting practices are associated with better outcomes for institutional sports teams. However, the regression results ($\beta = -0.007$, $t = -0.061$, $p = 0.951$) show that talent management is not a statistically significant predictor of team performance, suggesting that, in this context, talent management alone does not have a meaningful impact on the performance of UCU's sports teams and that other variables may be playing a more critical role.

Furthermore, the findings revealed that player welfare support significantly influences the performance of institutional sports teams at UCU. Respondents generally agree that the university provides sufficient financial, medical, psychological, and logistical support, including balanced academic-sports schedules, proper accommodation, dietary provisions, and mental health programs. This positive perception is statistically supported by a strong and significant correlation between player welfare support and team performance ($r = .487^{**}$, $p < .05$), suggesting that enhanced welfare systems are closely linked to better sports outcomes. Additionally, the regression results ($\beta = 0.307$, $t = 2.623$, $p = 0.010$) confirm that player welfare support is a significant predictor of sports team performance, emphasizing that institutions investing in comprehensive athlete care contribute meaningfully to improved athletic results.

Finally, the findings revealed that performance monitoring significantly influences the performance of institutional sports teams at UCU. Respondents generally agreed that structured assessments, regular feedback, performance targets, video analysis, and personalized training programs are in place and contribute positively to individual and team development. These practices help track progress, inform coaching strategies, and tailor training to address specific athlete needs. The results are statistically supported by a strong positive significant relationship between performance monitoring and team performance ($r = .480^{**}$, $p < .05$), indicating that consistent monitoring is associated with better outcomes. Furthermore, regression analysis confirms that performance monitoring ($\beta = 0.311$, $t = 2.683$, $p = 0.009$) is a significant predictor of sports team performance, emphasizing the value of systematic evaluation in enhancing institutional athletic success.

5.3 Recommendations

Based on the results of the study, the following recommendations are provided towards examining the effect of player management on the performance of institutional sports teams: a case of Uganda Christian University.

The study recommends that Uganda Christian University ought to have a properly planned and systematic player recruitment and selection policy. This will ensure that right-skilled, disciplined, and academically balanced players are spotted and integrated into the teams for short-term performance as well as long-term development.

The study also recommends the need for the establishment of an integrated system of player welfare addressing physical, emotional, educational, and social needs. Proper medical care, psychiatric counseling, and educational flexibility are likely to enhance player motivation, reduce burnout, and produce better overall team performance.

Furthermore, the study recommends the need for more robust mentorship and coaching programs where the coaches are taught not just technical skills but player relationship management skills as well. This can breed respect for one another, enhance communication, and build a conducive playing environment that leads to enhanced performance.

In addition, the study recommends the need for the imperative that the university increase financial and material support to the institutional sports teams. This includes provision of training kits, sporting equipment, transport allowances, and reward in terms of performance to spur motivation among the players and build high-performance culture.

Lastly, the study recommends the need for frequent performance reviews and feedback mechanisms for players. Through systematic evaluation and continuous feedback, managers and coaches can identify gaps, recognize achievements, and align individual contributions with team goals, thus encouraging better performance outcomes.

5.4 Areas for further research

This study aimed at examining the effect of player management on the performance of institutional sports teams: a case of Uganda Christian University. Therefore, the study recommends the following areas of further research;

- The study recommends conducting more research in examining the gender dynamics of player involvement in managing players and team success, comparison between public and private universities in exercising player management, and longitudinal studies to quantify the impact of player welfare programs on sports teams' performance in the long term.
- More research might then also examine how coaching leadership style influences athlete development and investigate the relationship between academic support systems and athletic performance in the institutional framework.

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Appendices

Appendix 1: Questionnaire

For selected sports players both men & women in UCU

Dear sir/madam

My name is Olipa Sharif; I am a student of Bachelor of Business Administration at Uganda Christian University. I am conducting a study on “player management and performance of institutional sports teams: the case of Uganda Christian University.” You have been specifically selected to participate in this study and the information collected shall be purely for academic purpose and treated with the highest level of confidentiality. The success of this study shall greatly dependent on your response. Your cooperation shall highly be appreciated.

Section A. Bio Data

Please tick the most appropriate answer

1. Gender

a) Male b) Female

2. Age

a) 18-22 years b) 23-27 years

c) 28-32 years d) 33 years & above

3. Education level

a) Certificate b) Diploma

c) Degree d) Masters

e) Others specify:.....

4. Which sport do you play in UCU?

.....

5. How long have you been playing this sport?

- a) Less than 1 year b) 1-5 years
 c) 6-10 years d) Above 10 years

Note: In the following sections, rate your degree of agreement on each statement under each objective using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

Section B: Player Management

	Statements	Responses				
s.no	Talent management	5	4	3	2	1
1	The recruitment process at UCU identifies and nurtures the most talented student-athletes.					
2	The university provides adequate training programs to enhance players' skills and competencies.					
3	Talent development initiatives, such as mentorship and coaching, are well-structured and effective.					
4	There are clear pathways for student-athletes to progress from university teams to professional sports.					
5	The university invests in scouting and identifying new sports talent for institutional teams.					
s.no	Player welfare support	5	4	3	2	1
1	UCU provides sufficient financial, medical, and psychological support to student-athletes on sports bursaries.					
2	The university ensures that student-athletes have a balanced academic and sports schedule.					
3	Accommodation and dietary provisions for student-athletes meet their training and recovery needs.					
4	There is an adequate support system for addressing the personal and professional concerns of student-athletes.					

5	The university organizes workshops and programs to educate athletes on mental health and well-being.					
6	UCU sports teams receive adequate sponsorship and funding to facilitate players' well-being.					
s.no	Performance monitoring	5	4	3	2	1
1	The university regularly evaluates individual and team performance using structured assessment methods.					
2	Coaches provide consistent feedback and performance reviews to help players improve.					
3	There are clear performance targets and benchmarks set for student-athletes.					
4	Video analysis and other performance tracking tools are utilized in training sessions.					
5	Performance assessments influence team selection and game strategies at UCU.					
6	Players receive personalized training programs based on their strengths and weaknesses.					

Section C: Performance of Institutional Sports Teams

	Statements	Responses				
		5	4	3	2	1
s.no	Performance of institutional sports teams					
1	The university sports teams consistently achieve high rankings in national and regional competitions.					
2	UCU teams demonstrate strong teamwork and coordination during matches.					
3	The sports teams at UCU show continuous improvement in their overall performance over seasons.					
4	The university's sports teams attract talented players due to their					

	strong performance reputation.					
5	The sports teams effectively implement strategies that lead to winning games and tournaments.					
6	UCU athletes maintain high levels of discipline and sportsmanship, contributing to overall team success.					

Thank you very much for your cooperation

Appendix 2: Interview guide

For the key informants who are top management of the sports disciplines in UCU

Dear respondent,

My name is Olipa Sharif; I am a student of Bachelor of Business Administration at Uganda Christian University. I am conducting a study on “player management and performance of institutional sports teams: the case of Uganda Christian University.” You have been specifically selected to participate in this study and the information collected shall be purely for academic purpose and treated with the highest level of confidentiality. The success of this study shall greatly dependent on your response. Your cooperation shall highly be appreciated.

Section A: Introductions

1. Tell me about yourself (*gender, age, level of education*)
2. What position do you hold in UCU?
3. How long have you worked with UCU?

Section B: The effect of talent management on the performance of institutional sports teams

4. How does UCU identify and recruit talented student-athletes for institutional sports teams?
5. What strategies are in place to develop and retain top sports talent at UCU?
6. How does the university support the transition of student-athletes into professional sports careers?

Section C: The effect of player welfare support on the performance of institutional sports teams

7. What forms of welfare support (financial, medical, psychological) does UCU provide to student-athletes?
8. How does UCU ensure a balance between academics and sports for student-athletes?
9. What challenges does UCU face in providing adequate welfare support to sports players?

Section D: The effect of performance monitoring on the performance of institutional sports teams

10. How does UCU assess and track the performance of individual players and teams?
11. What role do coaches and sports management play in improving team performance?
12. What performance evaluation tools or techniques are used to enhance sports outcomes at UCU?

Thank you for your cooperation

Appendix 3: Introductory Letter



UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa



24/04/2025

Uganda Christian University
P.O.Box 4, Mukono
Main Campus

Dear Sir/Madam

RE: Introduction of Mr. OLIPA SHARIF, M22B05/098 for Data Collection Permission

I am writing to introduce Mr. OLIPA SHARIF, a Bachelor of Business Administration student at Uganda Christian University. Mr. Olipa is currently in the advanced stage of his academic journey and is conducting a dissertation on "A player Management and Performance of Institutional sports Teams."

As part of his research, Mr. Olipa is seeking permission from your office to collect relevant data and information. His study aims to investigate the Player Management and Performance of Institutional Sports Teams for enhanced service delivery.

I assure you that Mr. Olipa will adhere to all ethical guidelines and treat any data collected with the utmost confidentiality. He is a responsible student dedicated to conducting a thorough and rigorous study.

We kindly request your support in granting Mr. Olipa access to relevant data and personnel within the Sports department and as well as any personnel with objective knowledge regarding his topic. Your valuable insights will significantly contribute to the success and quality of his research.

Thank you for considering his request. Should you require any additional information, please do not hesitate to contact me on the address provided here below.

Sincerely,

Mukisa Simon Peter
Lecturer and undergraduate
Research coordinator UCU School of Business
Email smukisa@ucu.ac.ug Mob. 0752938600



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