

**THE EFFECT OF INVESTMENT IN TALENT DEVELOPMENT ON PUPILS'  
PARTICIPATION IN SPORTS IN PUBLIC PRIMARY SCHOOLS IN NAIROBI  
COUNTY, KENYA**

**MUTHONI TABITHA MWANGI**

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Partial Fulfilment for the Conferment of Doctor of Philosophy in Educational  
Leadership and Management of Kenya Methodist University**

**JULY, 2023**

**DECLARATION**

This research thesis is my original work and has never been submitted for a degree in any other university institution for the award of diploma or degree.

Signature.....

Date.....

**Muthoni Tabitha M.**

**EDU-4-1862-1/2014**

This research thesis has been submitted for examination with our approval as the University Supervisors.

Signature.....

Date.....

**Dr. Josephat Kigo**

**Kenya Methodist University**

Signature.....

Date.....

**Dr. Beatrice Owiti**

**Meru University of Science and Technology**

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## **DEDICATION**

I dedicate this thesis to my loving parents Mum Wangari and late dad Mwangi, and children. Let the tradition of tenacity and excellence continue.

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## ABSTRACT

The CBC curriculum was introduced in the Kenyan basic education program in 2017 to foster early recognition of arts and sports talents among other skills. This can be achieved by deliberately investing in talent development. The vote for Free Primary Education (FPE) in the General Purpose Account (GPA) for each child's work was tripled from KSh 11.60 in 2016/2017 to KSh. 38.98 in the 2018/2019 financial year. Therefore, the main study objective was to establish the effect of investment on the development of sporting talent on pupils' participation in sports activities in Nairobi County, Kenya. The specific objectives were to determine the effect of investment on; sports teacher training, motivation of sports teachers, sports resources on pupils' involvement in sports activities and lastly, the impact of parental investment in talent management on pupils' participation in sports activities at public primary schools in Nairobi County, Kenya. Gardner's theory of Multiple Intelligences and Maslow's Hierarchy of Needs theory led the research. Mixed design was used in the study targeting all 225 public primary schools in Nairobi County. The study targeted the schools' head teachers, the teachers in charge of sports, and the sports captains in all targeted primary schools. The study employed a sample size of 271 participants obtained from 68 schools using randomized sampling and targeted sampling methods. Data were collected using a questionnaire and an interview schedule. SPSS version 22.0 software was used to analyse quantitative data. The descriptive statistics used included frequency, percentages, means, and standard deviations. Inferential statistics including regression, correlations were also used to assess the relationships and existing effect between the independent and dependent variables. Thematic content analysis was used for qualitative data analysis and provided supporting narratives for quantitative data analysis. The data was presented in tabular form and discussed. The findings reveal that school investment in teacher education, teacher promotion in talent management and sports facilities significantly influenced pupils' participation in sports in Nairobi County schools. In addition, parental investment in developing pupils' sports talents may also translate into significant improvements in pupils' participation in sports in primary schools. However, at present there is little investment in the training of special sports teachers. There was limited investment in the motivation of sports teachers in schools. Many schools still did not have the resources in terms of sports facilities and the existing ones were not well maintained. Finally, most parents invested little in managing their children's sports talent. Area Location of the School was a moderating variable rather than an explanatory variable. Therefore, research recommends that; it should be emphasized that sports educators receive at least one special training once they have been appointed as teachers, in addition to the general training they get at teacher training colleges. School administrators need to improve the recognition, compensation and recommendations of sports teachers in order to be promoted. There is a need for school heads to increase investment in both indoor and outdoor sports facilities, and to maintain them in good condition. Finally, parents should be encouraged to invest heavily in managing their children's sports talents not as an alternative but as an act of recommendation that can improve their children's academic performance and the opportunity to develop and develop valuable skills.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CBC:</b>	Competency Based Curriculum
<b>CPD:</b>	Continuous Professional Development
<b>EFA:</b>	Education for All
<b>GPA:</b>	General Purpose Account
<b>ITE:</b>	Initial Teacher Education
<b>KICD:</b>	Kenya Institute of Curriculum Development
<b>NACOSTI:</b>	National Commission of Science, Technology and Innovation
<b>NCTE:</b>	National Council for Teacher Education
<b>NPTA:</b>	National Parents Teachers Association
<b>PE:</b>	Physical Education
<b>PE:</b>	Physical Education
<b>PTA:</b>	Parents Teachers Association
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>TEPD:</b>	Teacher Education and Professional Development Program
<b>TM:</b>	Talent Management
<b>UNESCO:</b>	United Nations Educational, Scientific and Curriculum Organization
<b>USA:</b>	United States of America

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This section provides a synopsis of what will be covered in the chapter. Specifically, it has sections on the background, problem statement, the purpose, research objectives and the research questions of the study. Other sections covered are the significance, scope, limitations and delimitations, assumptions as well as the operational definition of terms as used in the study.

### 1.2 Background of the Study

Education is the responsibility of the state and is a very important subject in the development discourse of any country. Consequently, countries as well as international and local stakeholders have taken action to improve access to education in order to ensure education for all (UNESCO, 2014). It is, therefore, important to provide educational programs abreast with the evolving demands of the nation and also the different individual capabilities and interests and more specifically the talents of the learners. Talent refers to a special ability that allows a pupil to do something well (Barab & Plucker, 2012). Talent, according to Gallardo-Gallardo et al. (2013), refers to individual aptitudes and capabilities that when well nurtured, enable the learner to excel in given tasks. Cappelli and Keller (2014) view talent as an inborn skill or natural capability that a person has that enables him/her to carry out a task that is deemed challenging or difficult to many people. This study adopted Gallardo-Gallardo et al. (2013) definition of talent.

For a long time, intellectual competence was limited to scientific, academic, academic, religious or sporting purposes. However, the advent of the ‘talent war’ announced by McKinsey earlier in the 21st century enhanced the talent profile in strategic programs and in training institutions around the globe (Vann et al., 2015). Later, the past decade has seen various corporate executives change their interest on Talent Management (TM). In reality, it turns out that recruiting and listing talented people has been big business for organization chief executive officers over the past 10 years (Van et al., 2015; Renström & Stanling, 2019; Prieto-Ayuso et al., 2020).

Clearly, talent is an exceptional and vital resource in society and the vast majority of potential individual talent will not be accounted for if society fails to pay attention to comprehending how talent grows and how it must be managed. Therefore, the recognition and management of talent is very essential. Williams et al. (2020) points out that talent recognition requires predicting a person's abilities by assessing factors such as individually, physically or mentally or using a combination of each factor. Talents, when properly recognized and managed in schools, offer flexibility for students and prospects to communicate their feelings past school rules and regulations can be very valuable and satisfying to students (Baum et al., 2014). Therefore, it indicates that if the aptitudes are well managed in schools, they will offer opportunities to express themselves to talented students and provide ways in which they can use their excessive energy.

Talent management must start at home as an early intervention and continue in schools which are expected to provide the necessary institutional framework that can support talent development to its highest potential through a holistic learning framework. Holistic learning is

about imparting values, attitudes as well as creative, physical and emotional development. Current education in schools around the world points to the complete improvement in the lives of children. The general children development in school is a matter that has attracted the scholar's attention and academics (Flashman, 2012). Research reveals that engaging students in extracurricular activities can assist enhance their performance and inspire them with their own skills. Van et al. (2015) showed that learners who continuously involve themselves in extra-curricular activities tend to have better self-esteem and are less vulnerable to negative pressure from their peers. Today's schools will fail or succeed contingent on how best they recognize and nurture the talents among pupils while addressing challenges related to talent development as they evolve (Schuler et al., 2011).

As a result, several governments globally have embarked on the re-evaluation of their education systems as a way of ensuring that there is continued talent identification in students, investment and management of the talents. The aim has been to create an enabling environment in which talents are tapped, nurtured and developed beginning from a child's tender age (Lynch & Soukup, 2017). Management of learners' talent in several contexts, however, still faces significant constraints which affect its outcome in terms of identification, development and retention (King & Vaiman, 2019). Several countries are thus putting up significant investments in their education systems to identify and nurture talent in their schools (Abeuova & Muratbekova- Touron, 2019).

Concerns are, however, being raised on the adequacy of the investment and whether it could indeed translate to improved talent management of the learners. Several challenges have, consequently, been identified in regard to the adequacy of investment in talent management in

different contexts. Among these are lack of system support and investment in training and resources for talent identification, development and retention. For instance, countries in the south, eastern and central parts of Europe still experience significant shortages in physical education equipment and facilities. Griggs and Randall (2019) explains that availability of finance for these equipment and facilities for physical education in these countries still remains a considerable challenge. Further, to this, the physical education teachers are not always well paid.

The shortages of resources for physical education in schools in the UK has led the government to give more funding allocations to the schools for through a fund known as the Dedicated Schools Grant (DSG). The DSG has not been itemized based on curriculum areas so as to ensure that the resource gaps in all the school learning activities are well catered for (Knibbs et al., 2020). Protected funding for physical education apart from the DSG has also been provided using the primary physical education and sports premium over a five-year period from 2013-14 to 2017-18. Additional funding has been sourced from levies imposed on soft drinks and this has been used to double the sports premium from £160 million to £320 million.

In China, talent management has been cited as the highest-priority issue. This stems from the observation that there is still a mismatch between the education system and the industry requirements. Education is the single most significant challenge to the talent pool in China (Gu et al., 2019). Yearly, the country is graduating huge numbers of poorly trained graduates whose insufficient schooling makes them less competitive than their international counterparts. Moreover, the imperative to motivate highly talented locals has seen changes in

the workplace paradigms such as working for survival to working for betterment, from avoiding responsibility to seeking responsibility, from seeking promotions to enjoying work freedom and from pursuing positions to seeking out challenging assignments. These are all driving the need for more investment in talent management in the country (Xue, 2014). However, little is known regarding the investment by the Chinese public education system on talent management at the lower levels of education such as primary education in response to talent demands.

Talent management of learners in Iran has also been documented to be facing significant challenges. Most schools deliberately defer recognizing the talents of learners until much later citing that it is the sole responsibility of the parents to commit resources to nurture the talents of their children (Veladat & Navehebrahim, 2011). School managers decry lack of resources to support talent management despite their desire to formally introduce talent management in their schools. Further, with no authority to institute talent management and the fact that most schools were densely populated, it was difficult to institute talent management in their schools.

In post-Apartheid South Africa, the introduced differences in the education system led to the relegation of physical education as a core subject to a non-mandatory subject. This can be attributed to two schools of thought that emerged with regard to physical education that emerged after 1994. The first school upheld Physical Education as an integral curriculum component while the second school of thought held that while physical education was important to the holistic development of the learner, it could not be treated equally with literacy and other examinable subjects especially when the academic performance of the

learners needed to be enhanced (Gabbard, 2019). Hence, as Solomons (2014) observe, physical education gets the minimum time allocation at the lower grades of education per cycle which translates to roughly half an hour per week. Hendricks (2014) attributes this to either limited resources or general disinterest in physical education in the schools. Lees (2014) on the other hand explains it as stemming from poor understanding of the benefits of physical education. This means that with the little time and resources allocated to PE which is an important talent management component, sports talents in the school system in the country may never be realized in its full potential.

Recognizing global educational trends and the needs of the future of the people, the Government of Kenya introduced the 'Curriculum-Based Curriculum' (CBC) in the 2017 basic training program (Kenya Curriculum Development Institute [KICD], 2017). CBC aims to foster early talent recognition in sports and arts, science and social sciences, technology and mathematics (STEM). The new curriculum's design is designed so that by the end of each learning cycle, students will have obtained seven key skills. These skills are problem solving and critical thinking, collaboration and communication, innovation, the ability to learn, citizenship, independence and digital literacy, as Gardner considered in Multiple Intelligences theory. CBC also identifies the need for talent recognition and development in the context of early school learning.

One of the key areas of focus is physical and sports education which has now been made into a core area of learning (KICD, 2017). Physical education in the CBC curriculum is anchored on UNESCO's International Charter of Physical Education, Physical Activity and Sport of 2015. Though at the primary school level, CBC designates it as physical and health education,

it is nevertheless recognized throughout the new curriculum as an important foundation for developing the requisite skills and attitudes for the more sports oriented advanced physical education programs at the secondary levels of education. Evidently, pupils' participation in sports as stipulated by the CBC guidelines is key to the successful identification and development of the pupils' sports talents and this could be realised through improved sports talent management by the school managers in collaboration with other education stakeholders.

In this research, the focus is on sports talents owing to its universal institutionalization in the education sector as part of the physical education programs in schools. Sporting talents have for the most part remained poorly managed at the school level where there is evidence that sports support subjects such as physical education are usually less emphasized compared to academic subjects. Despite its significance, PE is often regarded a less important activity in the curriculum and various schools are actively decreasing the PE period by reaping "critical" or "critical" subjects. Statistics show that schools around the world are allocating less time for physical education which could mean that sporting talent might not develop as well, particularly in difficult-resource situations like developing countries (Stroebe et al., 2016).

The World Health Organization (WHO, 2016) for instance, reported that, globally, primary schools allocate 25 – 270 minutes weekly to physical education of which an average of actual time utilized in physical education is 97 minutes. The lower status of physical education suggests the existence of demean human, financial, material and facility allocation in sports talent management, evident in both the global north and global south. This situation is explained to be due to; low levels of attitudes and interest for PE; general uninformed state of school stakeholders on its merits and values; relegation due to the consideration that, the subject

is more recreational. As such, more attention being, therefore, given to building numeracy and literacy skills (Burnett, 2020).

Gaudreault et al. (2018) explains that there is poor perception of physical education from people who are influential to the learners including, ironically, physical education instructors. Further, less time is still allocated to physical education within the school curriculum, especially at the lower levels of formal education. Disinterest of physical education by learners and their parents/guardians as well as little or no support from the latter also contributes to the low status of PE education in academic institutions (Kolovelonis & Goudas, 2018). School management in the training and motivation of sports teachers could prove useful. Further, investment in sports physical resources could also be instrumental in encouraging participation in sports among learners.

As of 2013, Kenya has allocated an average of 80 minutes per week to PE for primary school students, compared to the Ethiopian average of 225 minutes per week for its students (Murithi, 2015). In Kenya, before the launch of the new Knowledge-Based Curriculum (CBC), public primary schools used an hour (3:10 pm - 4:10 pm) on curriculum-related activities four days a week. Additionally, 30 minutes are assigned to Physical Education (PE) each class one day a week. This was despite the Kenyan government funding co-curricular activities through a vote head in the General Purpose Account (GPA) which allocated KSH 15 per child in a term. At the time of the introduction of CBC, investment in activity per child per term had been lowered to Ksh11.60 (MOEST circular ref. no. MOEST/DBE/6/2/9 24<sup>th</sup> May 2016) from Ksh. 15.00 per child in 2015 suggesting that there was a reduction in financing per child. Compared to investment in sports education per child in other contexts

such as the US where up to USD \$ 110 is allocated per child, this was way to low investment per child in sports education.

Subsequently, the allocation per child was tripled to Kshs. 38.68 in 2019 after the introduction of CBC. However, it was not clear whether the more time allocation for talent management and additional allocation per child would translate to more sports participation of pupils in the schools or the previous trend that was there before CBC will continue. The changes in the curriculum to accommodate more time allotment and focus on sports talent development coupled with government financing of sports education in the country evidenced by the increased allotment prompted the need for the current study to establish whether the investments have affected the country's primary school learners involvement in sports or whether the status quo before CBC has remained.

### **1.3 Statement of the Problem**

From a human capital, perspective, the right investment in development of individuals has the potential of generating significant social and economic returns (Boon et al., 2018). Talent management has, therefore, been steadily growing in prominence as an important development paradigm in business and education sectors in recent decades especially in developing countries where changing economic trends increasingly place demand on a highly skilled workforce. Indeed, there is evidence that organizations globally, including sports organizations, are now looking for more talented people and are willing to hire and pay them good money for their services. Some are even developing their own academies for youngsters in order to have talent pools that can easily meet their future talent requirements. In the formal schooling system, attention is turning to talent management as well in non-academic

areas such as sports. The new focus on talent management at the school level could improve the matching of skills learnt in school to the industry requirements, thus, setting the learners on a well-defined career path.

However, sports talent management for learners in several school settings as opposed to non-school settings globally is, however, challenged in terms of investment in time and resources. This has limited outcome in terms of identification, development and retention of talents of learners (King & Vaiman, 2019). In Kenya, the management of sports talent through physical or sports education as a subject at the school level, and particularly in primary schools has been poor in the past with the school system focusing mostly on examinable academic subjects with little attention being paid to sports (Mungai, 2015; Muriithi, 2015). Fewer lessons or hours per week and resources were being allotted to sports talent management that were primarily done through physical education classes. As such, most of the learners were not actively participating in sports education in schools thus further limiting the development and maturation of promising sports talents in the school system.

With the introduction of the CBC in 2017, which recognizes co-curricular talents and seeks to mainstream them in the education sector, it was hoped that there would be a significant change in the investments of resources and level of attention to talent management. Demonstrably, there has been a substantial increase in terms budget allocation for sports education per child per year from Kshs. 11.60 in 2016 for to Kshs. 38.68 in 2019. However, compared to other countries, like the US where the allocation is USD 110 per child per year is still being criticized as inadequate, it is doubtful whether despite tripling the sports education allocation per child by the Kenya government, the amount of investment would suffice for the

robust development of sports talent without further investments from other local stakeholders at the school community level. Failure to realize sports talent development through the CBC could lead to significant losses in funds allocated for the sports programs and also wasted opportunities for learners and country's future human capital.

The developments in sports talent management brought through CBC have, however, public primary schools in Kenya have not been examined for their effect on pupils' participation in sports activities. Importantly also is whether the new funding regime after the promulgation of CBC suffices for teacher training in sports talent management, teacher motivation and acquisition of various resources for sports talent management in the school. Currently, there is limited literature on the success of school management roles in identifying talented pupils and developing their talents in sports (Tranckle & Cushion, 2013; Mwisukha et al., 2014; Wayong'o, 2018; Vickerman & Maher, 2018; Ricketts, 2019). However, empirical literature on the effect of investments in sports talent development on pupils' involvement in sports in Kenya is unavailable five years after the increase in budget allocation for talent management per pupil in primary schools. It is due to this that an assessment of the impact of investment on sports talent development on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya, has been undertaken.

#### **1.4 Purpose of the Study**

The research aimed to establish the impact of investment in sports talent development on pupils' participation in sports activities in public primary schools in Nairobi County, Kenya.

#### **1.5 Objectives of the Study**

This study was guided by the following objectives:

- i. To determine the effect of school managements' investment in sports teachers training on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya.
- ii. To assess the effect of school managements' investment in sports resources on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya
- iii. To examine the effect of school managements' investment in sports teacher's motivation on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya.
- iv. To analyse the effect of parental investment in sports talent management on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya.
- v. To establish whether geographical location of Schools moderate the relationship between investments in sports talent development and pupils' participation in sports activities in public primary schools in Nairobi County, Kenya.

### **1.5 Hypotheses**

The study tested the following hypotheses:

**HO<sub>1</sub>:** School managements' investment in teachers training does not have any significant effect on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya.

**HO<sub>2</sub>:** School managements' investment in sports teachers' motivation does not have any significant effect on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya.

**HO<sub>3</sub>:** School managements' investment in sports resources does not have any significant effect on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya

**HO<sub>4</sub>:** Parental investment in sports talent management does not have any significant effect on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya

**HO<sub>5</sub>:** Geographical location of school has no significant moderating effect on the relationship between investment in sports talent development and pupils' participation in sports activities in public primary schools in Nairobi County, Kenya.

### **1.6 Justification of the Study**

The research indented to go a long way in helping the school management, policy makers such as the Kenya Institute of Curriculum Development, the Parliamentary Committee on Education and the Ministry of Education to come up with strategies and polices towards the management of pupils' sports talents which could be at risk of not being well managed even under the new CBC dispensation if the right investments are not made.

### **1.7 Limitations of the Study**

The investigation adopted the concurrent triangulation design approach and as such limited it only to describing the problem using views from the respondents of various populations. This meant that the variables of interest in the study were not manipulated at any point during the study so as to examine their effects. This constraint was overcome by appropriately designing the data collection tools and comparing the information from the respondents with other published documents.

Biases in the sample size determination and sample selection could impose some limitations. The study used thirty percent of the targeted population as its sample size. This meant that the sample size and sampling methods were representative enough to allow for generalizations and to uphold external validity. A large sample size had the potency to overcome representativeness barrier in dealing with quantitative results and is also helpful in overcoming validity inconsistencies of the study. To address these limitations, the study operated within the determined sample size and the schools were selected in the most representative manner possible.

The length of the study was also expected impose additional limitations. There was also the likelihood of increased participant attrition and consequently of reduced sample size. Finally, the response rate may impose limitations to the study if it is way too low. This could affect the validity of the results. To overcome these limitations, the researcher planned and carried out the study within one term using the cross-sectional design approach.

Challenges of cooperation with the respondents were also expected to limit the study. To address this limitation, the researcher developed close participative and collaborative relationship with the respondents on the data collection exercise. Sufficient explanations and authorizations to carry out the study was given to the respondents too in this regard. In cases where the response rate is too low, the school sampled was replaced with a more responsive school where respondents were willing to participate in the study.

Also substantial changes in the policy environment over a long time may affect the validity of the findings. This limitation was addressed by ensuring policy changes made while the study was in progress were noted in the recommendations.

### **1.8 Scope of the Study**

According to Creswell (2009), the study's scope is essentially all the elements that are meant to be covered during the entire study. This study was delimited to the impact of investment in sports talent development on pupils' participation in sports activities in Kenya. As such, the study only centered on five independent variables, that is; investment in teachers training, investment in sports teacher's motivation, investment in sports resources, parental investment in sports talent management and the impact of pupils' participation in sporting activities. However, the study did not cover other non-investment factors determining talent management which have been examined elsewhere in other studies. This study was also limited to public primary schools in Kenya, this may or may not limit the application of the generalizations to other Non-Kenyan contexts. The investigation also took approximately eight months over different schools. This may only give a cross sectional view of practice but not a full time-based effect of the investments in sports talent management in the schools.

### **1.9 Significance of the Study**

The articulated findings are beneficial to various stakeholders including the school managers, teachers, pupils and parents for they will be in a position to understand more on their roles towards talent management. In this case, school managers will be in a position to correct or improve on practices which lead to effective talent management in their schools. Teachers will understand the importance of nurturing and developing pupils' talents and further aspire to improve on their sport's skills competences. If well managed, pupils on the other hand may be able to identify sport areas they are best talented in which can give them opportunities to participate in outside the school games, for example, the community sports activities like charity walks, half marathons by Safaricom and the county village's football clubs.

The presented outcomes of the research are also significant to the government and education policy makers. Recommendations provided based on the reported findings will be helpful in revising, improving and enhancing existing policies with regard to talent management in schools. The ministry of education will draw up strategies geared towards investment, identification, development and management of pupils' talents in Kenya.

Researchers and academics of the future will be in a position to understand more about the role of schools in managing the talents of students. In this case, investigators and academics will be in a position to utilize literature as the basis for their opinions or as a confirmation of their findings in the same field of study.

Contribution to knowledge means building new knowledge on the basis of previous available knowledge by conducting extensive and innovative research. This study is important for it adds to new knowledge in the discipline of talent management among pupils in learning institutions.

### **1.10 Assumptions of the Study**

When carrying out the study, it was assumed that:

- i. That there were no cultural barriers that could deter the teachers and the pupils from giving valid and reliable information.
- ii. That parents were always engaged in the management of pupils' talents in sports.
- iii. That intrinsic motivation also affects participation in sports activities by both teachers and pupils alike

### **1.11 Operational Definition of Terms**

**Motivation:** The reason or reasons heads or school managers has for acting or behaving in a particular way or the general desire or willingness of a teacher or pupil towards talents development.

**Nurturing:** Is the process of helping develop a skill, gift or talent in a learner through instruction, motivation, resourcing and support to foster the learner towards the achievement of a goal, for example a talent in sports.

**Parental involvement:** Parental involvement refers to total commitment that is coined with active contribution and participation by parents during special events like sports day, sponsoring sports activities and allowing children to participate in sports activities in the school and beyond.

**Public Primary Schools:** in Kenya, it refers to government fully sponsored learning institutions mandated to offer free and compulsory education to children and begins after kindergarten or nursery school and runs for eight years.

**Resources:** Resources refer to equipment, materials, recreational facilities such as fields, swimming pool among others that are within the school compound that support sports activities.

**School Management:** This refers to teaching fraternity, heads and teachers that are given the responsibility of governing a school with various responsibilities on board, such as developing pupils holistically and managing resources.

**Sports:** This refers to games students participate physically while abiding by required a set of regulations with the intention to develop skills, competencies, entertainment and enjoyment.

**Talent:** In this study, talent refers to a special ability that allows a pupil to excel in sports activities.

**Talented:** In this study it refers to a pupil who performs, exhibits talent intelligence or demonstrates high individual capability for excelling in sports, when compared to his/her peers in with the same level of experience or in similar settings.

**Teacher Training:** In this study, it refers to the preparation of teachers as well as the continuous development of their professional towards managing pupil's talents in sports.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses literature pertinent to the role of schools in talent management. The topics presented are as reported or argued by other scholars studying talent management and the role of schools in managing talents. These include; the concept of talent management, teacher training in talent management, role of schools in talent management; Provision of School Resources, Pupils/Teachers Motivation, parents' involvement in Management of Pupils' Talents. At the end, is presented the theoretical and conceptual frameworks.

#### **2.2 Teacher Training in Sports Talent Management and Pupils Participation in Sports**

Training is the viable application of information, which gives the essential experience, abilities and the capacity to deliver the wanted outcomes (Varela-Losada et al., 2019). It may moreover be called a man-made module for giving viable experience, abilities and the capacity, which is required to meet particular needs and guidelines. The world that students are being nurtured by their teachers in schools is changing rapidly, the teaching skills that are needed are advancing rapidly as well, therefore; there are no beginning program of instructors' education that can be satisfactory for getting ready teachers for careers of 30 or 40 years. Student characteristics also continue altering as a result of statistic matters, and there exists a persistent weight that requires scholastics to dominate their subjects, as they continually pass skills on to the students. Continuous Proficient Development (CPD) entails processes that enable teachers (like other experts do) to regularly reflect concerning their core competencies, update, and advance them further (Yemini et al., 2019).

The curriculum of education in the U.S.A schools requires that teachers receive adequate training and development to enable them to easily teach and identify students with extra abilities (Valk, van der & Pilot, 2012). The curriculum statement clearly stresses that educating fundamental abilities and subject matter can be copiously fulfilling in the event that they are done imaginatively and effectively. Finding and supporting extraordinary abilities in children and youth, and seeing those students and their gifts blossom are among the incredible joys of teaching. In reality, teachers' errand in school ought to concentrate on educating fundamental abilities as well and as early as conceivable, and to distinguish and support students' qualities (Pangrazi & Beighle, 2019).

A study conducted in Brazil by Cross et al. (2013) reveals that students with high abilities usually have high achievements, and are characteristically attended to in regular classrooms. The study suggests that; it is essential for the government to train all teachers in a way that they can be in a position to identify and meet all education-related requirements of advanced students. Such training would enable them to respond to strengths of individual students, and also refer some of them to further assessment where applicable. In addition, it is essential that staff from various institutions like school, district-level education offices and other education institutions that have expertise in handling talented and gifted avail themselves for the support of regular classroom instructors in the teaching work (Halaidiuk et al., 2018).

In order to nurture skills, identification of advanced scholars from large populations and the creation of a learning atmosphere that is supportive to student needs, schools' leadership needs consistent professional development that aims to address several issues. First, professional development will enable teachers to identify the learning features and behaviours

of gifted populations that are under-represented. Secondly, they can identify cultural differences existing among gifted and talented children as well as the ones with numerous exceptionalities. Thirdly, they are able to develop a constructive peer culture in their classrooms that is coined with non-biased and equitable assessments (Brevik et al., 2018).

In England, highly trained and developed teachers are advised and required to follow a pragmatic approach in the process of identifying of 5-10% of gifted or talented students. They are required to use this pragmatic approach out of a great concern focusing on making sure that schools come up with certain provisions for learners that are most gifted (Valk et al., 2012). Teachers trained on management of talents in the majority of the schools in Malaysia are usually devoted to offering knowledge to all students. They usually take action following the belief that every student has the ability to learn. They normally treat their scholars with equality, being familiar with personal differences distinguishing each student from the others, taking into consideration those dissimilarities in the teaching practice. Teachers usually adjust their practices depending on the knowledge and observation of the abilities, interests, knowledge, skills as well as prevailing family circumstances, in addition to peer relations.

Proficient teachers usually comprehend how development of children as well as their learning process is manifested. They integrate the predominant cognition theories as well as aptitude in their teaching practices. Normally, they are attentive to how culture and context influence student behaviour. They focus on developing the cognitive capacity of the students as well as the students' reverence to learning. Correspondingly, they foster self-esteem on students' character, motivation, civic obligation as well as their admiration for cultural, individual,

racial and racial differences (Castellano, 2013). Engaging and managing pupils that are talented does not depend on a teacher's skills.

The ideas and thinking of teachers are usually manifested through the pedagogic methods that they apply on talent management. These methods come from the types of trainings experienced by the teachers in their school days. Such methods are usually taught in the ITE (Initial Teacher Education) as well as in and CPD (Continuing Professional Development) programs, which are clearly specified in most of the present schools' curriculum. Present day curriculum-based reforms have shifted from pedagogic approaches that are 'teacher-centred,' and are focusing more on 'student-centeredness.' In most cases, though sometimes more abstractedly, pedagogical approaches are often informed learning theories that may include behaviourism theory and social constructivism theories (Castellano & Diaz, 2013).

Inadequacy of teachers' trainers has recently been recognized as a main area of weakness that is facing most the majority of teacher training institutions in the sub-Saharan African context (infoDev, 2010). Trainers' inadequacy is categorized into the inadequacy of the needed numbers as well as an incompatibility in teacher educators' qualifications, which is coined with specifications of an educator's job. The deficiency has undermined the quality of teacher education at both pre- and in-service levels. A contention was made by National Council for Teacher Education (NCTE) in 2009 in relation to efficient teachers' preparation implying that; professional training and education of teachers can only be effective when delivered by teachers' educators as they are the ones who are competent, knowledgeable and equipped professionally to handle such kind of work.

Nevertheless, there are high incidences where under-qualified and unqualified teachers have been employed in schools. This is an issue that has seriously undermined educators' energies in advocating for a resilient teaching profession in nations. Some countries like Tanzania, Togo and Cape Verde have less than 50 per cent teaching forces that are professionally skilled (EFA Global Monitoring Report, 2011). Castellano and Diaz (2013) study indicates that managements of schools usually involve impermanent teachers, school leavers and volunteers qualified from brief instruction courses to assist in teaching. Inadequate professionalism amongst the majority of the unqualified teachers including wrong relations with young girls in schools by unqualified male teachers may end up tarnishing the teaching profession's image. In view of the above literature, the current study will be able advocate for and to establish the importance of professionalism of teachers in the holistic development of the child especially in sports.

In Hong Kong, very strict principles are usually applied during recruitment of new teachers. The 'Educational department bureau of Hong Kong' professed that; "for an individual to develop into a fully skilled teaching professional to be employed in a government- funded school, he/she requires to successfully complete a Bachelor's degree or a postgraduate Diploma in Education from a certified university or a tertiary educational institute". Hence, teachers' institutes and shareholders in the education field need first to campaign for improved educator's qualifications. As they advocated for competence among educators, they are likely to enhance the teaching profession's image globally. This will also enable teachers in emerging economies to make favourably comparisons with their equivalents in the developed nations (Castellano et al., 2013).

Akpan (2011) study asserts that well teachers that are trained well are capable of creating, enriching, maintaining and altering instructional settings so that they can understand and sustain their students' interests and use time effectively. They also have proficiency in involving students and other adults to help in their teaching work and at soliciting expertise and knowledge of their colleagues so that they can complement their qualifications. Proficient teachers have the ability to command a variety of standard teaching practices, discern the appropriateness of each practice, and apply them as required. Most of them have awareness of damaging or ineffectual practices because their devotion is on elegant practices. Again, they have the knowhow of engaging students' groups as a way of fostering for a disciplined learning atmosphere. They are also capable of organizing instructions to permit a school's goals for its students to be achieved. They are proficient at setting social interaction standards among the students, as well as between the students and the teachers. They know in what way they can motivate students so that they can learn ways of upholding their interests in spite of temporary failure in their schools.

As people who can diagnose interests, prior knowledge and abilities of their students, proficient teachers adopt competitive ways of identifying their students. For instance, when planning for a subject on aging, they will focus on key concepts and activities that particular scholars may possibly find challenging. Observing students working on computers, they can look out for indicators of progression among the students. When they keep a finger on the class's pulse, skilful teachers will choose when to change plans, work with students individually in their areas of interest academically and in co-curricular (Ajayi, 2010).

Teachers, in their teaching career must try working with children and monitoring what they are seeing and hearing from their pupils and their parents. There is a necessity for them to strive in order to acquire a cavernous understanding regarding their students as well as the societies from which the students interact outside school. This is because a child's community shapes his/her values, outlooks and orientations towards education (Rosser & Massey, 2013). The majority of the Kenyan schools have most artistic talents of students going unidentified and unacknowledged by teachers. Even in institutions that have artistic programs, teachers have a tendency of secluding arts from the other subjects, and they have few chances to check what their students are doing in artistic subjects. Studies have revealed that noteworthy student numbers with outstanding potentials in art subjects usually have struggles with academic classrooms. The limitations are that; the focus, energy, expressiveness and creativity brought to arts by the students are unsatisfactorily measured through the common standardized tests. In other cases, teachers may possibly not only lack awareness of their students' abilities in art, but may also possess a negative attitude and have lower expectations towards students that are highly capable.

The knowledge of teaching theories as well as classrooms experiences have created an understanding among teachers that; every scholar has distinct strong points, maybe even gifts and talents. Educators usually think around ways of capitalizing on the assets as they also contemplate better ways of nurturing extra abilities and skills. Furthermore, Heller et al. (2010) study points out that; teachers identify that a student's behaviour at all times occurs inside a certain situation that, to a certain extent, describes that behaviour. They recognize, for example, that scholars who lack the ability of flawlessly reciting multiplication tables in class may have the ability of multiplying in other settings. Soundly skilled teachers have

knowledge that a school's setting sometimes obscures clear visions of students' abilities as well as intelligences. Thus, they endeavour to provide multiple settings through abilities can be promoted and evaluated.

Skilled teachers normally assist their students utilize their giftedness and also provide the necessary resources to them. They also offer improved learning chances towards the students, which help in enlarging their natural gifts. This way, the students are pushed towards advanced personal living standards as opposed to just giving the students more work, or even forcing some students to teach other less capable students (Lohman & Renzully, 2017).

Talented and gifted students' teachers are largely accountable to the outlined roles of teachers (Lohman & Renzully, 2017). Such roles include organizing activities for enrichment of students, collecting and distributing information related to innovative educational practices, standard materials and resource personnel as well as specified opportunities for talented children. They are also charged with the responsibility to coordinate regular curricular undertakings to lead bright students in working at levels proportionate to their capability. They are as well expected to integrate regular curriculum activities and special program practices and also advice and counsel their students, teachers and parents concerning under-achievements, college and career selections. Their roles also entail offering encouragement to students' attitudes of excellence, productivity, creativity as well as leadership, in addition to solving distinctive problems that are associated with student talents.

In Kenya, in-service teaching programs are offered for already working teachers. The in-service training ought to be delivered continuously and reliably and in different approaches. The goal of in-service training for teachers is to advance teaching quality amongst teachers,

and also acclimatizing new ones to the teaching system in order for them to conduct efficient teaching and learning in schools. When there is no such training, the teachers may not manage changes well, and may also lose the capability of working efficiently and effectively. At most times, in-service teaching is given through seminars, short courses, meetings, workshops and other specified training methods. The teaching is made available by the Kenyan government in conjunction with other educational stakeholders who are either in the country or outside. Indeed, teacher preparations and trainings on such as identifying and nurturing gifted and talented children are faced with various challenges. Among the major challenges include changes in the duration of training and the consequent dilemma on whether a curriculum's focus ought to be only on subject matters (contents) or pedagogies (methodologies) or both ways (Kamau, 2010).

The Teacher Education and Professional Development (TEPD) program provides support for educational innovations in Kenya by offering technologically improved trainings and materials. Its main aim is to advance the preparation of Kenya's public schools' teachers and also come up with new pedagogies intended to enhance the learning process in public primary schools in Kenya. To enhance teachers' teaching standards, the TEPD program has established a teachers' competency framework that enables the existing education system to move from inaccessible training interventions to highly harmonized, sustainable and integrated system. The TEPD scheme has as well come up with advanced teachers' education materials. It has also integrated the existing in-service teaching materials so that they can enhance children-centred learning and improve methods of teaching large and multi-grade classes, in addition to addressing gender issues. Additionally, the TEPD project trains

potential teachers in children-centred learning through a specific professional development program.

The preceding discussion on this variable has underscored the values of teacher training on talent management of pupils. However, while there are programs geared towards training of teachers in talent management, they do not explicitly indicate the extent to which these trainings cover sports teacher training in sports talent management. Further, it is not known the extent to which the school management invests in sports teacher training through seminars, professional clinics and certifications. The gap in this study was to establish the extent to which the schools management make investments towards the training of teachers in sports talent management and the effects it has on the pupil's participation in sports activities in primary schools in Kenya.

### **2.3 Investment in sports resources on pupils' participation in sporting activities in public primary schools**

Leadership and resources' management has currently been given the first priority in educational policies globally (Schuler et al., 2011). Countries across the globe including the USA, China and Europe are continually realizing the significance of co- curriculum. This has contributed immensely to major curriculum reviews in the countries so that their education systems can provide room for identification of children' talents in their early stages of development. Interestingly, most of the world-wide governments have responded toward the development of non-academic talents for students in the education departments. Non-academic gifts and talents have now been recognized globally as pertinent ingredients that

boost the quality of education among students, and also goes an extra mile to nurture healthy and economically viable societies (Digolo, 2016).

According to Digolo (2016), adequacy, usefulness and the availability of human, material and physical resources greatly influence the management of pupils' talents in many countries in the globe. In relation to this, 'facilities' may well be defined as a space, area, or rather a teaching station, whose location may be in a building like a class room, out-of-doors, laboratory, play field, auditorium, gymnasium and so forth. Correspondingly, 'equipment' refer to non-consumable items that could make part of permanent constructions, for example basketball's backboard, football goal post and hockey grounds. Supplies comprise of expendable items, which are replaceable at recurrent intervals like balls, net, bats, paint, book, brushes and papers. Resources in a school constitute computer facilities, reading materials, permitting scholars to pay visits to local museums, area libraries. Assigning of mentors to students and permitting pupils that are talented to form groups and clubs in addition to organizing competitions is also a great part of resources. Resources also include permitting willing pupils to join locally available talent development programs provided by their schools or communities like art-based live performances (Digolo, 2016).

In all the worldwide schools including the K-classes in America, among the most important methods to ensure maximum utilization of school resources is maintenance culture. Culture of maintenance in schools is essential as it portrays a clear picture about a particular institution. Akpan (2011) study found out that a school's general appearance constitutes the foundation upon the public passes judgments regarding academic performance levels of the school. A study by Schuler et al. (2011) has clearly indicated that a key point when it comes to the

protection of finances that are committed to the purchase of education support facilities is ‘proper planning.’ In most of the schools in Kenya, school heads end up allocating the maintenance resources to academic needs only, hence forgetting that it would also boost on other talents that pupils may be having.

The essence of having a maintenance culture has been succinctly addressed by UNESCO (2009). Maintenance schedules and programs must content two main goals. First there is need for prevention of worsening of a school’s buildings as well as furniture. This should be executed at prearranged intervals as per the school management’s program, and depending on particular components of buildings and furniture that require maintenance.

Secondly, maintenance has to deal with contingencies such us replacement of broken windows, leaking and old roofs and broken doors. In consideration of such maintenance requirements, it becomes very clear that an appropriate maintenance culture should be embraced as an economic substitute in relation to financial repercussions if it happens that the only available resources are left unmaintained. In view of the above, schools need to be careful on the way they allocate resources so as to avoid putting so much to academic support forgetting that talented areas that student are in also require adequate funding or boosting the same way as for other areas (Ajayi, 2010).

When schools imbibe and assimilate a maintenance culture in their program so that they can manage scarce resources, they become attractive and better equipped so that they can meet intended goals. Uchendu (2011) mentions that when material and human resources are managed appropriately, teaching activities and students’ leaning abilities are enhanced. Renzulli and Reis (2008) established and implemented a model of enrichment commonly

referred to as “School Wide Enrichment Model.” The major intention of the model is the promotion of challenging, high-end teaching in a variety of school, types as well as demography-related differences among pupils. This is accomplished through the creation of integrated services that cut across the overall education programme so that all types of students can be assisted including those with special gifts. Additionally, the model takes schools as the only place where talents can be developed and nurtured, and that schools offer enjoyable but challenging opportunities to and talented children.

The model constitutes three categories of enrichment methods (Heward, 2014; Sharma, 2011; Tumbull et al., 2009). Type one enrichment approach is meant to expose a student to a varied topic, occupations, disciplines, places, hobbies, persons as well as events not included in the overall curriculum. For instance, the first approach encounters may encompass demonstrations, community speakers, performances, multimedia presentations and other demonstrative formats. The second approach to enrichment has a focus on resources meant to stimulate creative thinking in children, critical-thinking as well as problem solving skills. This approach to enrichment comprises of ways of teaching children how to learn through oral, written and visualized communication methods. Additional in type two, approach skills are particular to individual students’ interests and talents. If it happens that a particular student’s interests are to go after a course in their area of preference and get well committed to the necessity for such an endeavour, Type three approach constitutes studies in advanced levels, and is done in greater depth as well as complexity.

Maker (2013) and Maker and Nielson (2013) have proposed a procedure through which fundamental components of education content, education products and the school environment

could be reshaped to promote adaptability. Problem Based Learning Model (PBL) gives students challenge of “learn to learn” whilst working in cooperation with several groups in order to find answers to real-life complications. The difficulties are utilized in order make proper use of the curiosity of students and ignite the learning of a certain subject matter (Heward, 2014). Students are required to explore problems, gather information concerning it through research and come up with interventions for solving the problems. The teaching techniques required teachers comprise of advanced interrogative skills, advanced interpersonal, conferencing and tutoring skills that guide the learning (Friend, 2008). PBL also integrates pliable teams’ clustering as well as class discussions. Problem resolutions normally involve student-initiated developments and projects, in addition to presentations that are guided by teachers.

In the African context, apart from the financial difficulties schools face in the process of assets maintenance, there is also inadequacy of skills and competent manpower to use and maintain the facilities. Onwuka (2011) concisely points out that: world over, teachers require basic knowledge as well as skills that are essential so that they can make full utilization of available educational materials. One key reason contributing to inadequate of materials by teachers in most in schools is inadequacy of the essential skills needed to operate the teaching and learning materials. All schools should make sure the right people are employed to handle resources in the right ways possible, and that people should carry out the specific jobs intended when they were being employed.

There are indoor games that require various intellectuals and educators as human resource. Responsive educational approaches by human resources that are well recruited positively

affect students' learning. Teaching talented and gifted learners successfully needs established environments that are responsive. A study by Ford and Trotman (2011) identifies various features of a responsive classroom. From the study's point of view, a responsive classroom has relevant pedagogies, equitable pedagogies, holistic teaching philosophies, communal philosophies and respect for the primary language of students. Again, such a class also has corresponding teaching methods, sensitive assessments, appropriate student –teacher- family – relations as well as teachers' diversity. Thus, teachers that are responsive prioritize students as they are at the midpoint of educational programs. They are obliged and in charge of the cognitive, academic and overall growth and development for learners. They adopt instructional approaches that are customized in the direction of improvement of the intellectual, emotional, political, social as well as cultural growth in students (Schuler et al., 2011).

In the year 2003, compulsory and free primary education was introduced by the Kenyan in order to reduce the equality gaps in access to education for all school age children and also fulfil its international commitments on Education for All. Following this development, there has been a sustained influx of learners in schools all over the country straining the facilities and resources of the mostly poorly equipped and understaffed schools. Evidently, this has had an effect on the academic performance of learners. Recognizing this, the government has embarked on initiating several remedial programs aimed at mitigating the problems arising owing to this development. The overarching goal of these initiatives is to improve the efficiencies in education service delivery and the quality of teaching and learning. Funding and the provision of the resources for talented children are still wanting besides the governments initiatives (GoK, 2008).

Most modern games played in schools were initiated by the British colonialists, missionaries and settlers in the twentieth century. African activities at that time were considered evil and ferocious, hence; they were neglected (Friend, 2008). In the pre and post-independent decade in Kenya, the importance regarded to outside extra-curricular events in educational institutions has been wobbling, and are dependent on the ruling government. Nevertheless, the keenness of the Kenyan government on sporting activities and other games has been reflected in the diverse plans of development that have continually to underscored the significance of sports in the development of Kenya. Sullivan (2011) points out that the second Kenya's national development plan of 1970-1974 laid emphasis on the standards of involvement of children in sports which included; good health, physical fitness, co-operation, nation building and capacity to excel and build a attractive image. Enactment of the above said practices, processes and values has progressed the realization of growth and expansion in a numberof development plans in Kenya. Talents, as in all the other phenomena, needs to be well managed. Various programs have been designed for the management of manpower talents, both in business related work and service industries. However, there exists not even one clear program for the management of talents of students in schools.

A study by Sullivan (2011) revealed that the extent to which co-curricular activities are funded differs from a school to another. Also, the study noted that the involvement of the government in co-curricular activities for children occurs for several reasons. First, the government gets involved so that it safeguards public orders. Secondly, the government aims at maintaining physical abilities and fitness among learners, and promoting prestige and authority in government secondary schools. Some of the other reasons cited mentioned include the government's role in to promoting a sense of individuality and reproducing values

that are consistent with government ideologies in the community. Other important reasons include the promotion of economic growth in the society.

In government-related services, the government is charged with the responsibility of funding co-curricular activities and providing the needed materials. Insufficient sporting resources hamper lots of students from engaging in those co-curricular activities in their schools. As a consequence, they often give up participating in any outside class activities because the government is not in a position to offer adequate materials for co-curricular activities. Sometimes, the provision burden is usually shifted to the children's parents, while some of them do not have the ability to provide such. For that reason, there stand a need of access the worth of government funding for sporting materials (Kamau, 2010).

Sowa and Gressard (2009) study observed that a large number of schools possess the required learning facilities apart from those needed in athletics. The study as well observed that most schools have inadequate musical instruments, and when needed, they are hired. Most schools possess well-furnished auditoriums, which provide room for district level seminars and workshops. By contrast, co-curricular programs in a large number of schools remain unattractive due to inadequate facilities. The numbers and varieties of facilities, items, equipment and also supplies required are dependent on various factors that include the kind and extent of programs. Facilities also depend on the students' numbers to be served as well as budgetary allocations. Although effective leadership is a fundamental ingredient in the teaching process in schools, proficient teachers could do better work through mobilization and utilization of locally available materials.

From the above review on extant literature on sports resources, it is clear that sports resources play a very important role in the nurture and management of sports talents among learners. Subsequently, schools that have better sports facilities are expected to have higher rates of sports talent development. However, in the developing countries notably, there has been a deficiency of sports resources to learners. In Kenya three years after the introduction of the CBC, physical education was made mandatory in the learning curriculum and government commitment to support the accomplishment of this noble decision. Little is known about the schools management financing sports resources and its impact on pupil's participation in sports activities in primary schools in Kenya. It is from this presented opinion that the present study tried to find a solution by exploring in the context of sports talent management in primary schools in Nairobi City County.

#### **2.4 Investment in Sports Teachers' Motivation and Pupils Participation in Sports**

A study conducted in American schools by Sanders and Sheldon (2009) reported that some students are greatly inspired and take enthusiastic pleasure from their own achievements. Other students are greatly competitive, hence; they enjoy great achievements compared to their equals. A large number of pupils desire to satisfy their teachers; thus, it is the sole responsibility of teachers to encourage their pupils to take pride in their own successes, and also to increase their self-esteem. This way, pupils will continually to give unprecedented efforts that will lead to their increases personal successes. The study recommends that pupils who persistently fail need extra support as well as motivation from their schools so that their self-esteem cannot be damaged. It is therefore imperative schools through teachers learn to distinguish individuals' successes and how they compare with the rest of the children of a similar.

Rewarding of particular talent behaviours give students a self-efficacy sense. It also encourages the growth of that, which ultimately leads a student showing signs of that talent to come up with learning goals relating to the area of interest (Sowa & Gressard, 2009). In classrooms research projects, Sowa and Gressard (2009) shows that pupils helped in coming up with talent-oriented goals have a capability of realizing growth as well as great achievements. Their study has also shown that if teachers are taken through just a few hours of in-service training, they are likely to learn how to identify particular students' strengths, after which they can assist them to set goals towards great achievements.

Teachers and instructors also require adequate motivation or even further training to be able to handle and manage talents among pupils. In nearly all lessons, there not miss these categories of learners who showcase energy, determination, potential and abilities to and able to handle and learn more techniques, knowledge and skills that may be out of the present curriculum in the enrolled schools. With respect to this, in a countdown of thirty years ago, tremendous investments have been channelled to ensure learners abilities are discovered in and outside the classrooms at primary, secondary and tertiary level (Heller et al., 2010).

For instance, Netherlands education institutions irrespective of the level are revitalized invest and develop learners possessing and with the urge to nurture their extra abilities through equipment to meet their needs. Starting the year 2004, Utrecht University cooperated with 28 high schools with the intention to nurture and develop learners' talents who had specialized in science. This was also the case at Junior College Utrecht which not only had investments on student talent development but also has a package for the teachers. For learners, there is a standardized programme where learners are educated and participate in abilities' development two days a week. These programmes have been reported to be ongoing since the year 2011

when they were initially initiated. It has also become an issue of concern about the need to have smooth run of the programmes which needs to be ensured through developing the competencies of the available teachers. Kenya is awakening to follow the trend in other countries by starting talent academies, for example, there is one in Murang'a and Nairobi counties. The current research aims at supporting the need for more talent academies as well as various ways of strengthening school partnerships especially in sports related activities.

However, many schools and teachers in developing countries in Africa among other nations lack the relevant skills, knowledge and competencies to successful perform and nurture talents students. Because of this, enrolled students have continuously faced demotivation and as a result stop bothering with talent development. Apart from the limited skills experienced among science teachers, there is an aspect of inadequacy of these human resources. Therefore, there is need to rethink processes in order to uplift and revive talent development in the education sector (Taber, 2010). This tells that for success in talent nurture, teachers are the central associates. Because it has also been noted that teachers training programmes in colleges and universities do not emphasize the aspect of training teacher's with respect to talent management and plan for children, already employed workers need retooling through professional development in this area. This will quench the thirst that has grown over the years, where countries worldwide have shifted and developed interests on learners that are talented and possess distinctive abilities.

Wolfensberger (2012) conclusively reported that there were three intrapersonal characteristics which guided teachers' dispositions, attitudes and beliefs. These were: teaching conceits, motivation and perception towards learners. Apart from these three, there were other three

teaching approaches which were deemed necessary for effecting instruction. These were: creating community, academic competence and freedom. It has also been discovered by Van der Valk and Pilot (2012) that talented learners and those with diverse abilities can effectively be educated by working on seven characteristics of a conducive learning environment. One of them is investing in productive teacher professional development courses which demonstrate a good grip on pedagogical knowledge, participative and interactive learning, idea brainstorming; culture, environment, goal-oriented, role modelling based on good practices and adherence to educational statutes (van Veen et al., 2010). These characteristics are exercised and nurtured where the workforce have developed a culture of community of practice such as sharing experiences (Wenger, 2011). Moreover, putting into practice learned theory into practical require the enactment of the congruence principle (Korthagen et al., 2011).

Korthagen et al. (2011) study asserts that identifying talented and gifted pupils in schools needs to be a continuous process. The study also cites that it should be a process carried out by the entire school in a fair and transparent manner so that discrimination of particular groups is avoided. The process needs to be flexible so that a pupils joining schools part way through academic years can be included. Schools' discretion on decisions regarding best ways of identifying talented pupils could be drawn from a wide array of information. Such information includes a) quantitative information from in-class/teacher assessments; b) qualitative data which includes staff assessments and nominations, pupils, peer and parent/carer nominations and pupils' work examples and so forth. Some pupils are easily identified at the early age but others usually arise later. Teachers need to carry out 'talent spotting' activities frequently using the portfolio approach that uses a variety of quantitative,

qualitative as well as value-added procedures. Further, identification needs to be systemized in schools and made part of the normal school life, as opposed to carrying out specific assessments in certain periods of the year.

All learning institutions should to have more vigilance so that they can identify hidden talents in children. They should be more particular with those talents hidden in underachievers, children with specific learning abilities and the physically challenged children. Children with special needs include those coming from diverse ethnic groups and those that are economically disadvantaged. Identified groups need to characteristically represent the student population in a school. They should emphasize more on the provision of suitable, supportive and challenging environments that can assist children in fulfilling their potentials. In classrooms that are tightly constrained, learners may possibly lack chances of succeeding. The school environment should as well foster for open communication amongst the stakeholders including, pupils, parents/carers and teachers as it plays a significant role in talent identification. Guardians/parents have adequate knowledge regarding their children's potentials and need to participate in their children's learning processes. They need to be involved in order for them to understand that because their children are talented, they are guaranteed of both academic excellence and success in other activities like sports and music (van Veen et al., 2010).

Motivation of students is a fundamental component for enhancing the quality of education. Motivated students have a tendency of paying attention to what their teachers tell them and working out on tasks allocated to proximately. Additionally, they keep on asking questions to their teachers during lessons and give volunteer answers in addition to being happy and eager

in a classroom environment (Sowa & Gressard, 2009). There are five important constituents that have great impact on students' motivation including teacher, student, method, content and the school environment. Teachers should be; well trained and proficient, well focused on educational processes, enthusiastic and responsive to their pupils and also inspirational. The content being taught should be timely, accurate, interesting, and should be in pertinence with students' present and forthcoming requirements. Teaching processes should be resourceful, interesting, encouraging and beneficial, and should appropriately provide tools that are applicable to the actual life of students. The school environment should be easily accessible, constructive, safe, empowering and personalized. Motivation could be enhanced through exposure of students to various motivational variables and experiences and variables frequently. This means that students need to be provided with numerous sources of inspiration during the learning process in each of the classes, both academic and physical education classes.

In Kenya, talented pupils and teachers are motivated in a number of ways. Talented pupils are recognized by the teachers who report the same to the school management for further evaluation. Financial support to the child with the talent is provided to the national level and beyond. Rewarding teachers is a fundamental motivation factor in the teaching profession. A large number of institutes have acquired enormous success by complying with their schools' strategies through well-proportioned teachers' recognition programs. Teachers' motivation and productivity can be improved by effectively rewarding them as it results in better performances in the classrooms and in extra-curricular undertakings with their pupils. All-inclusive schools' success is based on ways through which the management

motivates its teachers, and also ways in which the management evaluates teachers' performance for compensation purposes (Kamau, 2010).

Most school managements pay attention to the extrinsic form of rewards, forgetting that intrinsic rewards also play a significant role in the motivation of teachers. Intangible rewards such as teachers' recognition and appreciation encourage and motivate teachers leading to enhanced performances in the classroom and in extra-curricular activities. Andrew (2014) study revealed that a teacher's commitment is founded on the extent of recognition and rewards. Lawler (2013) study points out that the survival and prosperity of a particular organization is dependent the kind of treatment that the human resources are given. A study carried out by Ajila and Abiola (2014) has explained that intrinsic rewards come from the line of work when a teacher is satisfied with the work done and has earned special recognition from the head teacher. On the other hand, extrinsic rewards include tangible items in the form of bonuses, fringe benefits, salaries as well as promotions.

From the literature reviewed, pupils' and teachers' motivation has been expressed by authors as an important aspect towards effective learning. In fact, the reviewed studies stress the importance of teacher and pupil motivation for academic excellence only leaving out the same value towards other talent areas, sports, music, religion, and so on. This case is evident in Kenyan schools whereby teachers and the management rely on academic excellence as the only area that they can help learners achieve. Generally, literature points out that sports teachers are for the most part underrated within the teaching fraternity and, hence, tend to be poorly motivated. In rare cases, would you find schools rewarding a sport teacher's excellence during prize giving days? Investment in the motivation of sports teachers is, therefore,

important. However, studies reviewed have not shown whether the school management invests in sports teacher motivation in terms of rewards, compensation and staffing, the latter is meant to reduce the sports teachers' workload to manageable levels. This study, therefore, sought to establish the impact of schools management investment in sports talent management on pupil's participation in sports activities in Kenya.

## **2.5 Parental Investment in Management of Pupils Sports Talents**

The school management has the initial role of engaging the parents in talent management of pupils through Parents Teachers Associations (PTAs) if pupils are to perform well in class and in their other talented areas. PTA's provides a framework for guardians/parents and schools to work collaboratively so that children can acquire the required education standard as well as enhance overall welfare. For instance, schools in India have PTAs that are charged with the responsibility of establishing forums for parents to communicate their concerns about a school and also give their opinions regarding children management issues. They also help in identifying crucial issues affecting children and perhaps work out solutions. In addition, the PTA establishes forums for teachers and parents to exchange information in regard to children welfare in the school. PTAs could also support teachers, parents as well as students by ensuring that every child is treated according to the provided school ethos. PTAs consult with Principals and Boards of Management so as to have a smooth running of activities involving children and the parents (Andrew, 2014).

PTAs are actively involved in the expansion and building school programs, advocacy and training of teachers. They usually work from schools' buildings, district offices, state centres as well as national level centres. They work on policies that supports and promote educational

requirements of all children and promote engagement of family and other strong partnerships which link the school to the outside community. Local units of PTA come up with particular missions and goals; nonetheless, they come together at the national and state levels to advocate for the well-being of children. A large number of private and public middle-level and elementary schools normally have PTAs, all based on the need for children wellness in schools (Castellano, 2013).

In the Nigerian context, PTA refers to a discretionary organization of teachers and parents in a certain school with the intention to manage, build out and monitor development affairs of teaching institutions. This idea of grouping internally has a tendency of fostering for appropriate schools – community relations. Obedience to the ideologies of respectable schools – community relations, parents get the opportunity of understanding what facilities are in existence in schools their children are attending as well as the constraints experienced by the schools while carrying out institutional and administrative functions. The PTA gets a backup from the government in some districts, which makes it compulsory for teachers and parents, but in some states, participation in the PTA for parents and teachers remains optional. Whether part of the PTA or not, parents are required to pay all levies agreed upon by the organization (Igwe, 2009).

A large number of outgone studies have established a positive and strong alliance betwixt schools and homes roles in the development of children as well as in promoting their academic excellence. Also, it has been noted that, schools gain more success in environments where robust and positive relations exist amongst parents, students, teachers as well as the immediate community. All students have a high likelihood of experiencing great academic

achievements with supportive home environments as explained by Sanders and Sheldon (2009) and Henderson and Berla (2014). When relationships between schools and home are strong, the children benefit from that trust already built between their teachers and parents. Muscott et al. (2008) asserts that trustworthy teacher-parent associations happen in cases where there is mutual respect between the parties, and these parties have strong beliefs in their children's abilities.

There is great need for Kenya to learn from the Indian, American and Nigerian contexts. The involvement of parents in the process of nurturing talented children is critical all kind of school settings. This is so as parents/guardians usually know their children well and can help in providing useful information in regard to the identification of talented and gifted pupils. Parents/guardians could at the same time feel vulnerable when disclosing information relating to their children's talents. Parents/guardians are able to observe their children from the early years of growth and are able to spot children ability even before they go to school. They are therefore in a position to provide valuable intuitions about the strength their children have. Some parents usually have built up portfolios of their children out-of-school achievements (Power-Ross, 2010). Even though studies have indicated that students from across all ages usually develop from co-curricular activities they undertake in their schools with the involvement of family members, little empirical information has shown the strategies used in fostering for such partnerships (Richardson, 2009).

Among the most influential contributions that a family may make towards its child's talent development is fostering for talent activities or after-school learning events. A Family may possibly foster for home trainings for a student by allowing him/her to interact with other

children in the home area through play and other activities as this will help in nurturing the talent (Richardson, 2009). The recognition that every parent has high hopes and strong goals for a child is a strong contributor to the child's education. Parental participation cannot be termed as a 'one-size-fits-all program'; as different pupils may have diverse requirements, as are parents/guardians. Power-Ross (2010) study has recommended a variety of significant steps that a school may perhaps take into consideration. First, the assessment of the needs of parents and interests can help schools to close the gap between schools and families.

Every school ought to plan parental participation events through getting information from the parents/guardians and pupils related to their needs (for instance, decision-making, training, information as well as opportunities for the support of development talents in children. In addition, schools can create mechanisms for personalized communications schedules with parents/guardians particularly those who cannot be able to visit the school on a regular basis. For instance, a school may possibly appoint home-school coordinators to offer a more flexible schedule so that teachers can visit parents' homes. They may also expand contact chances by offering parents flexible programs for meeting the schools' staff. A school may also set up a resource centre to facilitate institute-home visits and talent/gifts mentoring programs (Power-Ross, 2010). Such activities could help in enhancing parents' participation in their children's talent development affairs, which is crucial in the overall development of youngsters.

In Kenya, parents are engaged in their children learning through PTAs governed by the Basic Education Act NO 14 of (2013) which states that every school shall have a parents' association. The initial roles of the PTAs include but are not limited to; promoting the well-being of students both in school and away and in houses of worship. They also extend their

care and concern to the community in order to enrich the quality of home life. PTAs go a long way to also push forward and advocate for children advancing in education. Other roles of PTA are ensuring educating families and society on physical, emotional, spiritual, social, mental health, financial health and the safety. Lastly, they also participate in creating awareness about the value of fiscal value of Kenya shillings in education and development. It is through this connection that school management must engage parents even in the matters of talent identification, nurturing and development, active participation and sponsoring of sports activities and allowing children participate in sports outside the school premises since they are the initial mentors.

The reach and limit to which guardians and parents invest to support the development of their children's sports talents in primary schools in Kenya has, however, not been examined in greater detail. For example, the impact of parental investment in their children's sports kits, sports events and medical requirements for their children participating in sports have not been investigated for their impact on the pupils participation in sports in primary schools in Kenya.

## **2.6 Summary of Gaps**

The preceding discussion on this variable has underscored the values of teacher training on talent management of pupils. However, while there are programs geared towards training of teachers in talent management, they do not explicitly indicate the extent to which these trainings cover sports teacher training in sports talent management. Further, it is not known the extent to which the school management invests in sports teacher training through seminars, professional clinics and certifications. The gap in this study was to establish the extent to which the schools' management make investments towards the training of teachers

in sports talent management and the effects it has on the pupils' participation in sports activities in public primary schools in Kenya.

In Kenya three years after the introduction of the CBC which made physical education mandatory in the learning curriculum and government commitment to support the implementation of the new curriculum in its budgets, little is known about the schools management investment in sports resources and its impact on pupils' participation in sports activities in primary schools in Kenya. It is this gap that the present study seeks to explore in the context of sports talent management in public primary schools in in Kenya.

Investment in the motivation of sports teachers is important. However, studies reviewed have not shown whether the school management invests in sports teacher motivation in terms of rewards, compensation and staffing, the latter is meant to reduce the sports teachers' workload to manageable levels. This study, therefore, sought to establish the impact of schools management investment in sports talent management on pupils' participation in sports activities in Kenya.

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## **2.7 Theoretical Framework**

The underlying investigation was anchored on two theories; the Gardeners theory of 1987 and Psychologist Maslow (1943) 'Hierarchy of Needs'.

### **2.7.1 Gardner's Theory of Multiple Intelligences**

Gardener's Theory of Multiple intelligences was developed by Gardner (1987). Howard Gardner's work on multiple intelligences in the Harvard Graduate School of Education has brought about great revolutions in the intelligence concept. It postulates that pupils show talents in a large number of areas, and also in numerous ways. It adds that there is great need for recognition and nurturing of all viable human intellects as well as other great intelligence combinations (Gardner, 1987). He has presented views of intellect as those which are multi-faceted and have their focus on "one's capacity to (1) solve problems and (2) fashion products in naturalistic and context-rich settings" (Armstrong, 1994). Gardner's theory focusing on multiple intelligences has identified eight groups' intelligence groups. Nonetheless, it ought to be stressed that the intellects are rarely existent in isolation and that there exists a constant form of interaction among these intelligences (Nikolova& Taneva-Shopova, 2008). These intelligence criterions are utilized concurrently, and that they usually complement and accompany each other in personal personality, interpersonal and skills development (Turnbull et al., 2007).

Gardner theory focused on eight skills, which he kept on hold as they are the ones that meet multiple intelligences criteria. They include visual-spatial; this is the ability to accurately perceive the visual world to recreate, manipulate and modify aspects of one's perception even in the absence of sight. During Olympics, people with special needs, for example, lack of

sight who are well trained in visual partial are able to compete in paralytic sports activities. Musical–rhythmic; military drills combine sport activities with Music as a motivator. Teachers can borrow from the military how to incorporate music in developing talents as an incentive. Verbal–linguistic; poets and comedians use verbal language in entertainment and training. Bodily–kinaesthetic; this is the management of body movement related to sports and exercises and other physical activities. Acrobats perform well in this area which is of co-curricular activities. Logical–mathematical; some sports require good mental coordination to perform, for example, chess and table tennis and ball games require good calculations to score. Intrapersonal; interpersonal as well as naturalistic skills; these comprise relationship with oneself and others. Sports involve interactions with others (Waterhouse, 2013). Harmony with oneself and others is a major drive to participate in sports. Children should be encouraged to have good intra and inter personal relationships to succeed in sports. However, the intelligences need to be well recognized and nurtured in order for the individual to realize his/her potential to the maximum.

Theoretically, every learner, according to Howard Gardener has unique gifts. Strengths, gifts and preferences of pupils have an effect on the ease of learning and the ways through which they portray their knowledge to other people. Gardner noted that a large number of pupils possess comparative strengths and gifts, such that some of them naturally have greater abilities as compared to others. The natural intelligences and abilities are what can be referred to as talents. Teachers should, therefore, undergo thorough training on talents identification, nurturing and management. At the same time, parents need to be fully engaged in the management of pupils’ talents while motivation is equally important to develop the intelligences. However, within classroom realms, teachers may assist these in achieving all-

round excellence through addition of simple strategies in their teaching methods. Most cases are where teachers consider talented pupils as a nuisance. Effective teaching of a gifted pupil requires unprecedented efforts from gifted teachers. This implies that teachers should have the ability of teaching gifted children in an intuitive manner. This way, different students bring on board a variety of talents to the classrooms.

Gardner's multiple intelligences theory has a high potential of fundamentally reshaping schools if adopted and implemented. As a replacement for of just the presentation of information in terms of words, texts and lectures, educators may utilize social and physical experiences like engagement in music and the natural world (Turnbull et al., 2007). Therefore, the theory of multiple intelligence, lays a strong foundation on the establishment of methods for teachers to employ in managing gifted and talented learners based on their varied characteristics and abilities. It underscores the importance of having well trained teachers for the nurturing of pupils talents in the school setting. This means that talent management training of teachers in disciplines like sports will enable them to not only identify the talented players but also professionally guide them into the full realization of their gift. It, therefore, implicitly calls for investment in teacher training so as to enable them to be effective in talent management of pupils such as sports talent development in the case of the present study.

In this study, therefore, the Gardner's theory instrumentally provided a theoretical insight into how investment in teacher training in sports talent management can be instrumental in helping the learners realize their potential in their respective sports discipline. The theory, however, does not recognize the need for investments in other areas such as teacher motivation and school sports resources which are also important in the development of sports talent among

pupils especially as they progress and their needs continue to grow. The subsequent Hierarchy of Needs theory developed by Abraham Maslow will be used to address these gaps.

### **2.7.2 Maslow (1943) Theory ‘Hierarchy of Needs’**

Gardner’s theory provided insight about identifying talents of learners and developing programs of identifying and developing them so the learner could reach his/her highest potential using the talents. However, the theory did not address the need dimension in talent management where the learners needs as his talent develop are expected to change and, hence, the talent management programs need to be ready to provide support for those needs. Therefore, a needs theory is important as a complementary to the Multiple Intelligences Theory. In this regard, Maslow’s Hierarchy of Needs’ theory is contemplated.

Okay Psychologist Maslow (1943) came up with the ‘Hierarchy of Needs’ theory. The theory identifies seven basic needs’ categories that seem to be common to every individual people. This theory entails arranging people’s needs lowest level to the highest level. Maslow suggests that persons should be able to meet their needs at the lower pyramid levels before successfully getting motivated to attend to other levels’ needs. Maslow’s (1943) first four needs’ levels are necessary to satisfy an individual’s well-being and should be fulfilled beforehand. In the case of this study, when a student is not in a position to meet the basic needs, he/she lacks the motivation needed to for the pursuance of needs in other succeeding stages. As a result, the four first levels of need according to Maslow are referred to as deficiency needs.

The Psychologist Maslow (1943, 1954) in his theoretical wok stated that motivation for human has its basis on a person being on the lookout for fulfilment and transformation that is

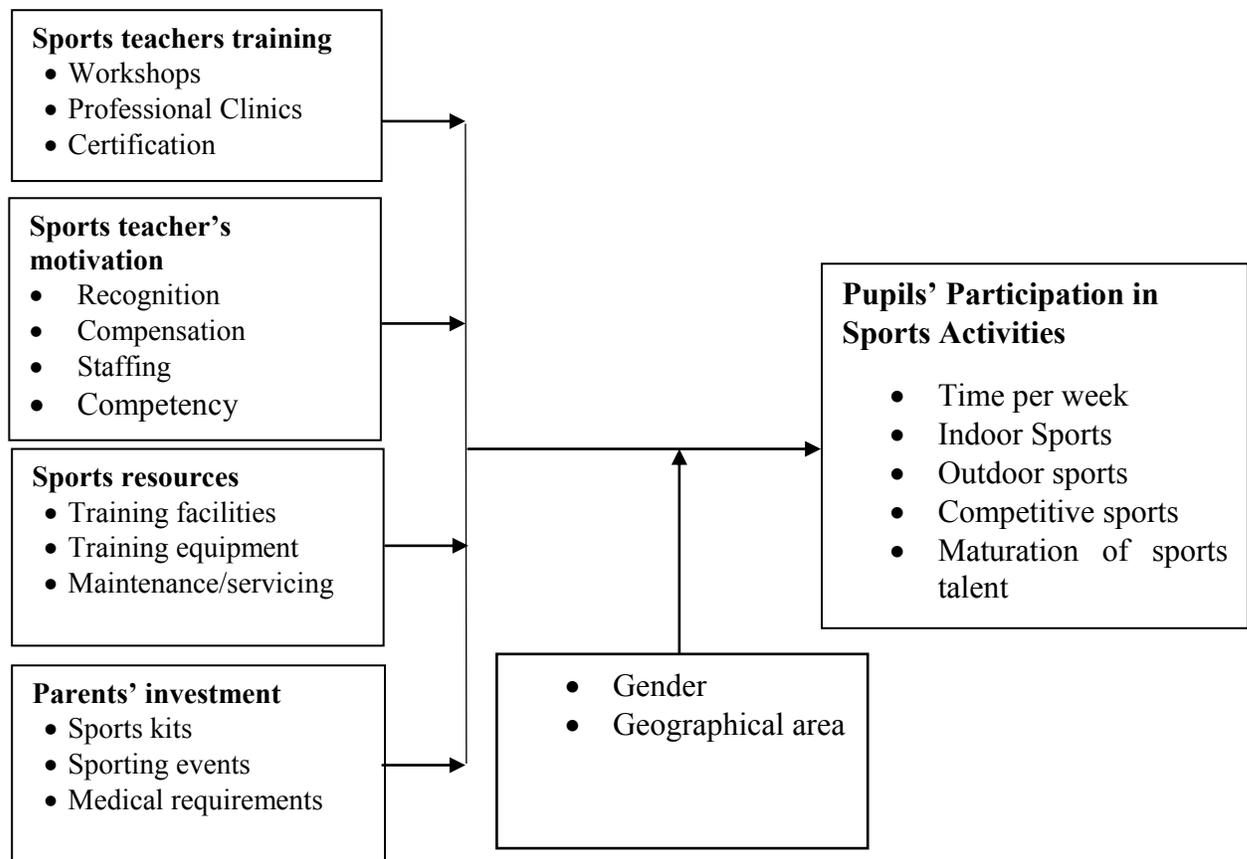
achievable through individual growth. People who are Self-actualized people have their needs fulfilled, and normally do what they have ability in. Self-actualization growth, is referred to as the need for individual development which occurs throughout a person's lifetime (Maslow, 1962). According to Maslow, human beings are always in the process of 'becoming' and do not remain stationary in these terms. Instead having a focus on psychopathology as well as what happens to people, Maslow (1943) theory has formulated an additionally human behaviour that focuses on things that should go right. Theory's interest is on human potential and how it can be developed. Maslow theory leads to a belief that self-actualization is achievable through the peak experiences concept. This happens if an individual gets a total experience of the world, making him/her to develop feelings of joy, wonder and euphoria.

Before student's cognitive needs are met, their physiological needs must be fulfilled beforehand. For instance, a student who is hungry and tired finds it hard to cope with learning activities in the classroom. A student needs to have a sense of emotional and physical safety and acceptance in the classroom in order to progress well and achieve in accordance with his/her potential. After getting satisfaction in deficiency, the motivation of a person to satisfy that need lessens. Most pupils attend school with most of their psychological deficiency needs not being fulfilled. These needs are inclusive of security, self-esteem, love, belongingness and so forth, which can be met at home; in church, athletics, scouting, in peer groups, music groups in combination of such places. Nevertheless, a number of students attending school lack these needs from elsewhere, hence; they try to out ways of satisfying them in school. All pupils must have these needs met before they are holistically nurtured through schools programs (Maslow, 1943).

There is yet an unmet need of talent management in most primary schools that means that even the most talented pupils risk failing to achieve their full potential. From Maslow's perspective, it will be important to provide both material and psychosocial support to the learner relative to his growing needs in order to enable him realize his potential fully. This implies that there must be sufficient investment towards this end. Hence, the Hierarchy of Needs theory in the current study, apart from providing insight into the needs identification and deficiencies will also help in identifying the investment solutions that can be applied in addressing the needs related to talent management of pupils. Well explained

## **2.8 Conceptual Framework**

The conceptual framework in Figure 2.1 represents an interaction existing between the dependent variable which is pupils' participation in sports activities in primary schools and the independent variables which are related to the school management investment in sports talent management specifically in the areas of; sports teacher training, motivation of sports teachers, sports resources. Enhancing teacher training in talent management through investment is expected to enable them to encourage pupils' participation in sports. Investment in teacher motivation is also expected to increase their commitment to nurturing the sports talents of the pupils by encouraging them to participate more in sports activities in school. Investment in school sports resources (facilities and other equipment) is expected to encourage the pupils to participate more in sports activities in school. Further, parental investment in talent management can also lead to better participation of pupils in sports in the schools. The impact participation in sports has on pupils is also expected to determine the participation trends in sports among pupils in the schools.



**Independent Variable**

**Intervening Variables**

**Dependent Variable**

**Figure 2.1: Conceptual Framework**

According to Figure 2.1, Pupils' Participation in Sports Activities in Nairobi County measured through the constructs; time per week, indoor sports participation, outdoor sports participation, participation in competitive sports and maturation of sports talent is the dependent variable. This variable was expected to be impacted by; investment in sports teachers training, investment in sports resources, school managements' investment in sports teacher's motivation and parental investment in sports talent management.

The study expected that investment in sports teachers training measured through; Workshops organized and attended, facilitation to attend Professional Clinics and Certification after

workshops, clinics and training would correspond to an increase in pupils' participation in primary schools in Nairobi County. Also, school managements' investment in sports teacher's motivation measured through the constructs; teacher recognition, compensation for duties and staffing was expected to significantly influence pupils' participation in sporting activities in public primary schools in Kenya.

Investment in sports resources, such as; Training facilities, Training equipment and Maintenance/ servicing formed part and parcel of the attributes which characterized its disposition. Finally, parental investment in sports talent management assessed through investments in sports kits, facilitating their children to attend sporting events organized by the school and also meeting the medical obligations of their children during sports training and competitions also convinced the existence of notable investments in sports resources.

Other intervening variables such as the new Curriculum requirements, Gender of the pupils, Culture/taboo, Disabilities, Role modelling and the Geographical area of the schools were expected to influence pupils' participation in sporting activities. However, these were not examined in the current study.

## **2.9 Summary of Literature Review**

The foregoing literature review has examined investment in teacher training in sports talent management, investment in sports teachers' motivation in talent management, investment in sports resources and parental investment in pupils' talent management. Several insights on these variables have been drawn from across various contexts on the globe. Their relationship with participation of learner's in sporting activities was, however, not explicit from the reviews thus necessitating a further empirical investigation. This was the study gap.

conceptual framework provided a schematic view of the interrelatedness of independent and the dependent variables. Theoretically, Gardner's theory of multiple intelligences underscored the need for learner talent recognition and management. The theory also laid ground for the need for substantial investments in talent management programs that focused on teacher's development, talent management resources and also at the pupils' individual level. Maslow's (1943) 'Hierarchy of Needs' theory also underscored the need to invest in motivation of both the teacher and the learner in talent management. The next chapter focuses on the methodology used for accomplishing the intent of the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter presents the methodology undertaken to accomplish the research. The parts of this section include: location, study population, procedures for sampling and determination of sample size. Others include research instrumentation, data gathering procedures, data analysis methods and ethical considerations while carrying out the research.

#### **3.2 Location of the Study**

The study was done in Nairobi County, the capital city of Kenya. The name emanates from the Maasai saying Enkare Nairobi, which means "cold water", a reference to the Nairobi River that flows through the town. The metropolis had a populace of 4,397,073 in the 2019 census (KNBS, 2019). Administratively, the county is divided into 14 sub-counties and 85 wards. Nairobi County is city and different in terms of its population and school settings which makes it representative of the nation at large. It has a big number of municipal schools located in metropolitan, peri-urban and rural regions of the county, making it information rich for study purposes. Nairobi County has diverse demographics that is representative of most parts of the entire country. Nairobi public primary schools allow inclusivity in terms of schools characteristics both in rural and urban areas in the country and, hence, the findings can be generalized to the entire country.

#### **3.3 Research Design**

Creswell (2013) describes a research design as "a blueprint for carrying out a research with maximum control over the factors that influence with the validity of the outcomes". Pasik et

al. (2009) defines it as "a plan that explains how, when and where data is to be gathered and analysed". Pasik et al. (2009) on the other hand, describes a research design as "the researcher's general effort to answer a research question or test a research hypothesis".

The study adopted the mixed research design. A mixed method research design is a procedure which utilizes a combination of quantitative and qualitative data so as to constructively address a noted research gap in a single. The choice of the mixed design was due to the fact that the study wanted to independently gather and analyse data from quantitative and qualitative sources to better comprehend the research concern. The supremacy of this design approach is that data reduction can be achieved due to use of a combination of diverse techniques of data gathering. The preference of this design was further informed by the fact that provides a place for the identification of a feature or event that is more accurate and helps one to approach it with precision unlike other methods and techniques (Cohen et al., 2010). The design was well suited as a means to address the weaknesses found in one technique and the strengths of the other. The design allowed data to be collected in the same way in quantity and quality and during the same phase of research. The design is in two phases whereby the researcher used quantitative and qualitative approaches to weigh sequentially and equitably (Creswell & Clark, 2017). The separate results of the two data sets, which are quantitative and qualitative, were then combined and combined and their implications were discussed.

### **3.4 Target Population**

According to Collis and Hussey (2009), a populace is a definite or group of individuals, services, components, measures, set of things or households that are being examined. This study populace included all 225 municipal primary schools in Nairobi County (County

Education Office, Nairobi). The units of analysis included school leaders, sports teachers and sports captains in every targeted primary schools within Nairobi County. There are two games teachers and one games captain in every public primary school. This study targeted the two games teachers ( $225 \times 2 = 450$ ), one games captain (225) and the 225 school heads, therefore, bringing to a target population of 900 participants as indicated in Table 3.1.

**Table 3.1: Target Population**

Category	Target population
School heads	225
Games teachers	450
School games Captains	225
Total	900

### 3.5 Sampling Procedures

From a population of 225 public primary schools in Nairobi County, a sample size of 68 schools represents 30% of the unit of analysis, as recommended by Mugenda and Mugenda (2009) who indicated that 10% more sample size of between 30% may ideally represent a small population.

In this study systematic random sampling method was employed to choose the schools whereas objective sampling was employed to choose the participants. The systematic sampling technique according to Hanson et al. (2015) involves selecting individuals/objects from a list by choosing each Kth sample frame individual, where K typifies the populace separated by the chosen sample size. As such, the researcher first obtained a list of primary schools in the study area and then considered every 3<sup>rd</sup> school in the list provided until the required number of schools was attained as per the sample size.

As specific individuals in the school are accountable for their designations as the school managers, the investigator initially recognized the head teachers of sample schools. However, afterwards other participants were identified, that is, sports teachers and games captains through the head teacher. The sports teachers were chosen for the study as they were directly involved in sports talent management while the games captains were included in the study so as to provide the perspective of sports talent management from the perspective of the students. However, most schools have a limited number of sports teachers and from the pilot study, it was established that majority of the schools had only two sports teachers. Unlike other pupils, sports games captains are involved in the management of sports activities and, therefore, could be relied on together with their teachers to give more insight into sports talent management in the schools. As such, 68 school heads, 135 sports teachers and 68 sports captains were selected from the same selected schools making the total sample size of real participants to 271. This is as revealed in Table 3.2.

**Table 3.2: Sample Size**

Category	Target population	Sample size at 30% of the target population	Percentage of the total
Head teachers	225	68	25
Games Teachers	450	135	50
Games Captains	225	68	25
Total	900	271	100

### **3.6 Instrumentation**

Questionnaires and an interview guide were utilized as the major tools in collecting the data required in this research. A set of two questionnaires were formed, one for the head teachers and sports teachers and the other for school games captains. The interview schedule was developed for the head teachers since they are the overall managers of the schools, they were in a position to give more insightful answers on sports talent management from a wider managerial perspective. These enabled the gathering of both qualitative and quantitative primary data from the respondents.

#### **3.6.1 Questionnaires**

Data was gathered by the researcher both qualitatively and quantitatively using closed and open ended enquiries. The use of questionnaires enabled the researcher to obtain quick and precise responses from the respondents consequently enabling the researcher to cover a large population within a short time (Olsen & George, 2014). The main benefit of employing a questionnaire is that it is relatively easily and economically accessible to a large number of individuals. A standard questionnaire provides quantitative responses to research objective that can be analysed using statistical software (Nardi, 2018).

The two questionnaires comprised of two sections. Part A contained questions founded on the demographic data of the respondents; age, gender and work experience (for teachers and school heads) while part B contained questions based on the research role of schools in the management of pupils' talents. Every research objective contained a total of 7 items. Each question was meant to take an average of 15 seconds to answer. The rating on each of the items helped in the computation of the mean scores as the end point goal of the research. Respondents were supposed to rate the items on a Likert scale where 1= *strongly disagree*,

2= *disagree*, 3= *moderately agree*, 4= *agree* and 5= *strongly agree*. The design of the closed ended part of the questionnaire enabled the study to capture both nominal and ordinal data measurements.

Nominal scales were utilized to quantify variables without relative weight to each other, such as, gender, age, level of education, work experience as a head teacher/ sports teacher in years and number of years served in the present school. The ordinal scales were used to quantify the dispositions of the respondents on the questionnaire items relative to each other through the Lickert scale. The resulting trends of responses were then used to determine the position of the respondents with regard to a particular question (Creswell, 2013).

The questionnaire also contained open-ended questions in order not to limit further input or deeper understanding from the respondents with respect to the questions raised. Open-ended questions gave participants the freedom to answer without prompting. The problem of the study was also clearly explained employing a variety of views and a variety of responses. Open-ended enquiries enabled respondents to provide information about their understanding of schools' participation in managing pupils' talents in games in public primary schools within Nairobi County. Participants in answering were influenced by the researcher because the questionnaires are self-explanatory.

### **3.6.2 Interview Schedules**

one on one interviews were carried out by the researcher with the head teachers using the interview schedule so as to get deeper insight on sports talent management in the schools from the apex of school management. This helped both the participants and the researcher to explain and comprehend the research concern more systematically (Borg & Gall, 2008). The

interview schedule consisted of two parts. Part A was concerned with the background information of the participants while Part B was concerned with the items relating to the study objectives in an open ended format. The respondents were probed with the questions in the interview schedule and their responses captured in writing by the researcher (the head teacher respondents were not willing to have their responses captured using electronic means, and this they made clear from the outset). Opinions were expressed on the concept of schools' investment in the management of pupils' talents in sports in public primary schools along the study objectives. The idea behind using the interview schedule was to enable the respondents express themselves fully on the issue at hand and thus provide in-depth information for the study purposes.

### **3.7 Pretesting of the Research Instruments**

Three sets of instruments were developed for the pilot study along these objectives; the head teacher's questionnaire and games teachers, and a questionnaire for the games captains. An interview schedule was also developed for the head teachers. The study sought to use these tools after pilot-testing for accuracy and accurateness on a non-participant sample as suggested by Osso and Onan (2009). The main objective of the experimental testing of the equipment was to find out the validity and reliability of the data collection equipment. The pilot testing purpose is to find out the correctness and suitability of research design and instrumentation (Saunders, Lewis & Thornhill, 2007). Newing (2011) says that the significance of field piloting cannot be overstated as it will nearly always be found that there are inquiries that individuals do not comprehend or interpret in diverse ways and places in the survey where they aren't sure where to go next, and questions that simply turn out to not yield helpful information.

For the pilot-test, the researcher selected seven schools in Thika Municipality, in Kiambu County having considered the area is also an urban centre like Nairobi County and being adjacent to the study area, has similar demographic patterns. This represented approximately 10% of the sample size of the 68 schools targeted in the study. According to Nardi (2018), a pilot group of 10% of the actual sample size is recommendable for survey studies. The seven (7) schools were randomly selected from the pilot study area and 7 principals, 14 games teachers and 7 games captains were purposively selected for the pilot study bringing the total pilot study group to 28 participants or 10.4% of the sample size of the unit of observation comprising 276 respondents.

### **3.7.1 Validity of Instruments**

Piloted tools were subjected to consistency and validity tests. Validity as defined Wildemuth (2016) entail the level of accuracy and meaningfulness on which inferences on data can be made on the basis of outcomes of a given study. Put in another way, validity is the ability of analysed data to give an actual representation of the phenomenon being investigated. Many types of validity tests are used in research with the most common being face validity, construct validity and content validity. These three measures were adopted in the study for validity. Face validity is the extent to which a test covers the concept is intended to cover subjectively. Construct validity refers to the ability of the study to draw inferences from operationalized theoretical constructs. Content validity is the extent to which a test is fairly representative of the whole domain it seeks to measure. Expert judgement is often used to assess and improve the validity of a research instrument (Gall, 2008). Therefore, the researcher submitted the research instruments for expert assessment to her research supervisors and other experts at the university who were not part of the pilot study population

to evaluate the validity of the instruments who formed the panel. This assured required relevancy and aptness of the tools for the students (games captains). Upon explaining the variables underpinning the research, the pilot respondents rated the quality of presentation, shared their inputs, and their recommendation towards improving their reliability especially for the students (games captains) questionnaire. The recommendations of the panel were then used to improve the instruments' validity.

### 3.7.1.1 Validity of the Closed-Ended parts of the Questionnaires

The questionnaire validity was tested for the communality value using the Lawshe formula. The formula used to find out the validity of the questionnaire based on the assessors' ratings as provided by Lawshe was;

$$CVR = (n_e - \frac{N}{2}) / (\frac{N}{2})$$

Where, CVR = content validity ratio

$n_e$  = number of SME panellists indicating "essential"

$N$  = total number of SME panellists

This formula yielded values ranging from +1 to -1; positive values mean that at least half of the SMEs viewed the item as important. The mean CVR across products can be employed as a measure of the overall material validity test. If more than 50% of panellists rate an item as "important," the greater the degree of its validity. When all panellists accept that the item is "important," the CVR is 1.00 (adjusted to 0.99 for ease of handling under Lawshe [1975]). If none of the raters were to mark the item as "necessary," the CVR would be 0 and the item would have to be deleted.

**Table 3.3: Validity of the Teachers Questionnaires**

Items	Ne	CVR	Interpretation
Teachers Training	7	0.75	Retained
Teachers Motivation	7	0.75	Retained
Sports Resources	8	0.99	Retained
Parental Investment	6	0.5	Retained
Pupils' participation in sports	7	0.75	Retained

Ne= Number of experts that evaluated the item essential

N= Number of experts (8 in this case), the items with the CVR bigger than 0.49 remained at the instrument and the rest eliminated

As presented in Table 3.3, it is apparent that the study variables surpassed the communality value of 0.49 as regarded acceptable by Lawshe (1975). This explained and rated good validity and reliability of the tools, a situation which assured to adopt and retain the developed sentiments.. The assessors were also asked to rate the students (games captains) questionnaire. The findings are given in Table 3.4.

**Table 3.4: Validity of the Games Captains Questionnaires**

Items	Ne	CVR	Interpretation
Teacher Training and Development	3	0.25	Dropped
Provision of Resources	6	0.5	Retained
Teacher/Pupils Motivation	6	0.5	Retained
Parental Engagement	7	0.75	Retained
Pupils' participation in sports	8	0.99	Retained

Ne= Number of experts that evaluated the item essential

N= Number of experts (8 in this case), the items with the CVR bigger than 0.49 remained at the instrument and the rest eliminated

Table 3.4 shows that 4 out of the 5 constructs in the games captains' questionnaire were retained while the teacher training construct was removed. The assessors also recommended that the construct regarding teacher/pupil motivation be reduced to only pupils' motivation.

The assessors argued that the removal of teacher training construct and also of the teacher motivation part of the Teacher/Pupils Motivation construct was informed by the fact and observation that clearly the games captains at their level were not able to understand the teacher/school administration issues. This was also reflected in the poor scoring on the items related to the two. The revision of the questionnaire was done to reflect their suggestions for any shortcomings and corrections and additional questions were appropriately made in this section. Hence, after removal and restructuring, the validity was as shown in Table 3.5.

**Table 3.5: Revised Validity of the Games Captains’ Questionnaires**

Items	Ne	CVR	Interpretation
Provision of Resources	6	0.5	Retained
Pupils Motivation	7	0.75	Retained
Parental Engagement	7	0.75	Retained
Pupils’ participation in sports	8	0.99	Retained

Ne= Number of experts that evaluated the item essential

N= Number of experts (8 in this case), the items with the CVR bigger than 0.49 remained at the instrument and the rest eliminated

The constructs of the Games Captains’ Questionnaire shown in Table 3.5 suggests that all the included constructs met the threshold communality value of 0.49 and were, therefore, retained after revision. However, the revised constructs now had 23 closed ended items instead of the original 37. These questions were also rephrased to reflect the construct, that is, content validity.

### **3.7.1.2 Validity of the Interview Schedules and Open-Ended parts of the Questionnaire**

This study used interview schedules and also included the questionnaire open-ended parts in the data collection following pilot testing for accuracy and correctness on a non-participating

responder sample as suggested by Oso and Onan (2009). According to Gathii et al. (2019), a pilot study in a qualitative study where content analysis is used is always undertaken on the coding scheme. Piloting was also done to ensure the appropriateness and fitness of the coding scheme as well as measuring the reliability of the coding scheme (Miller & Whicker, 1999). Of the 8 assessors who initially participated in the validation of the closed-ended parts of the questionnaire, two (head-teachers) dropped and 6 remained. The remaining assessors were able to give their rating as follows after some training. The findings of the coding for open-ended items in the questionnaire and interview schedule are in Table 3.6.

**Table 3.6: Results of the pilot study for Teachers Instruments**

Construct	No of Words Coded	Score (%)	Remarks on level of understanding
Teacher Training and Development	9	90%	Excellent
Provision of Resources	6	60%	Average
Teacher/Pupils Motivation	8	80%	Very High
Parental Engagement	7	70%	High
Pupils' participation in sports	7	70%	High
Overall	7.4	75%	High

The independent evaluators were able to interpret the size of sections, the density of codes, and identify codes independently. Coding was done to condense presented themes which retained the meaning of the data so as to ease the analysis (Auriacombe, 2016). Syntactical coding put forward by Sreejesh et al. (2014) was used to come up with workable codes without interfering with the meaning and objectives they were meant to portray in the study. Consequently, responses were categorized in likert scale to determine the level of agreement

or disagreement as respondents purposed, felt or deemed thoughtful. Apart from adopting this scale, the researcher categorized them accordingly so as to ensure mutual exclusivity to avoid ambiguity in the interpretation of the results. The coding scheme used after being validated by independent raters is given in Table 3.7.

**Table 3.7: Coding for Content Analysis**

Standard	Coder 1	Coder 2	Verdict	Final code
Agreement	Yes all	Agreed	Consistent	Yes
Intermediate	Yes – but, Yes- but moderate	Not always, Sometimes	Consistent	Moderate
Disagreement	No, We do not	No, We don't	Consistent	No
Uncertainty	Not sure	I'm not sure	Consistent	Not Sure

The results in Table 3.7 suggest that there was close agreement and consistency within and between the coders and the standard on the emerging responses. The study, therefore, adopted the results of the validity of the content analysis on the basis of these results.

### **3.7.2 Reliability of Instruments**

Reliability of a research instrument is the ability of the instrument to demonstrate consistency and stability over time (Crowther & Lancaster, 2012). As such, an instrument is deemed reliable if it can be used to produce anticipated outcomes when used multiple times to obtain data from samples derived from the same population. The reliability tests were done in two phases; for the structured part of the questionnaires and the open ended parts of the questionnaires. The reliability of the questionnaires was evaluated using the internal

consistency method where the Cronbach alpha was calculated. According to Wallen and Fraenkel (2013), as a rule of thumb, the intended instrument can only be utilized if the Cronbach alpha coefficient of 0.70 or higher is obtained on a significant sample, and this rule has been followed for the study instruments. Therefore, the decision rule was to scale and rephrase where Cronbach alpha coefficient was less than 0.70 and accept otherwise. The internal consistency for the structured parts of the questionnaires involved the scaling method using the SPSS and the results are presented as follows.

The teachers were involved because they are the ones with more knowledge concerning the role of schools in talent management. The internal consistency method was used since it was not possible to get the same group of respondents identically responding to the same pilot test as most were unwilling. This technique leads to calculation of the Cronbach's alpha coefficient which is used as a measure of instrument reliability (Singh & Masuku, 2012). According to Sekaran and Bougie (2016) a 0.7 Cronbach's alpha coefficient or above suggests that the data collecting tools are reliable. If the obtained  $\alpha$  was greater than 0.7, then the researcher proceeded to the actual data gathering phase. The data collected was analysed to obtain the value of (r) which is the coefficient of correlation after final revisions of the instruments had been made.

### **3.7.2.1 Reliability Test Results for Questionnaires**

Results of the evaluation of reliability for piloted head teachers and teachers' questionnaires are indicated in Table 3.8.

**Table 3.8: Reliability Test Results for Teachers Questionnaires**

Variable	Cronbach's Alpha	No. of Items
Teachers Training	0.749	7
Teachers Motivation	0.747	10
Sports Resources	0.854	9
Parental Investment	0.825	9
Pupils' participation in sports	0.832	9
Overall Coefficient	0.876	44

The results of the test of reliability of the 44 item piloted head teachers and teacher's questionnaires shown in Table 3.8 indicate that the coefficient of Cronbach was higher than 0.7 for the individual constructs and that the overall coefficient of Cronbach alpha of 0.876 was also higher than the threshold value of 0.7. An analysis of the scaling effect also showed that the overall change in reliability of the structured parts of the instrument would change over a range of 0.022 points, that is, from 0.863 to 0.885 when any item was removed which represented a less than 5% change in overall reliability and was, therefore, negligible. Therefore, all the items were retained in the instrument as they were. This indicates that the structured part of the questionnaire was reliable for the analysis and, therefore, was retained and administered without any further changes.

The initial reliability results of the questionnaires for the games captains are given in Table 3.9.

**Table 3.9:** *Reliability Test Results for School's Games Captains Questionnaires*

Variable	Cronbach's Alpha	No. of Items	No. of items removed
Teacher Training and Development	0.177	4	4
Provision of Resources	0.545	8	3
Teacher/Pupils Motivation	0.401	8	3
Parental Engagement	0.622	8	4
Pupils' participation in sports	0.818	9	0
Overall Coefficient	0.420	37	14

Table 3.9 shows that the overall test of reliability of the piloted School's Games Captains Questionnaires had an overall Cronbach coefficient of 0.420 was much lower than the threshold value of 0.7. Therefore, the decision rule of scaling and rephrasing was applied upon which 14 items were dropped and 23 retained and rephrased leading to improved reliability as shown in Table 3.10.

**Table 3.10:** *Revised Reliability Test Results for School's Games Captains Questionnaires*

Variable	Cronbach's Alpha	No. of Items
Provision of Resources	0.766	5
Pupils Motivation	0.809	5
Parental Engagement	0.729	4
Pupils' participation in sports	0.818	9
Overall Coefficient	0.841	23

Table 3.10 shows that there was an overall improvement in the reliability ( $\alpha = 0.841$ ) of the after the School's Games Captains Questionnaires after the scaling and rephrasing. Of the original 27 closed ended items, 14 were removed and 23 retained and rephrased. Notably, the

variable on Teacher Training and Development was dropped as it not only had the lowest reliability index but also had the highest scaling effect after removal ( $\leq 0.3$ ) in all cases. Further, during the validity of the questionnaire, the assessors recommended it be removed as the pupils were not in a position to competently answer to it. The accuracy reliability technique was employed to find out the consistency of the content analysis as it strongly correlated with the standard of assumed fact and was the strongest of the three forms (Krippendorff, 2004). It was also used because it deals with all possible variations within and between observers due to discrepancies and deviations from the standard. The codes independently identified by the coders were provided in the Table 3.11.

**Table 3.11:** *Reliability for interview Schedule Content Analysis*

Epistemological Standards	Strategies and Techniques	Criteria
Truth value	Credibility	Triangulation
Applicability	Transferability	Thick Description
Consistency	Dependability	Inquiry Audit
	Confirmability	Audit TrailTriangulation

Epistemological standards were utilized to make sure that the content analysis had high levels of reliability (Dinser, 2018). The study employed epidemiological standards to ascertain the level of reality. The parameters applied to compute the levels of reliability were: truth value, applicability, and reliability. These in turn were evaluated through several properties, like; considering reliability, trustworthiness, transferability and ability to confirm, noting that reliability as a technique of internal validity is reliant on the data richness acquired instead of

its quantity. The audit trail method was used for confirmation with the aim of eliminating researcher bias (Gathi et al., 2019). The aim was to ensure that the researcher's contrasting findings are shaped by the participants.

Finally, the study facilitated the reliance of the research via an investigative audit. An investigative audit is the use of either a second supervisor or researcher who is not involved with both the collection and analysis of data processes to evaluate both processes (Geelan, 2007). This was attained following the collection of the outcomes and the summary report where the investigator conducted a workshop and assigned a co-worker to re-examine the results independently to confirm their correctness. The draft report was as well submitted to the researcher's supervisor at the University for more inquiry and verification of the results.

The pilot study conducted over a period of 10 days in Thika Town was successful. Several challenges were also encountered in the process especially as the head teachers were reluctant in some cases to allow the study to be carried out in their school. The study was also conducted at a time when the schools were doing crash programs to offset the effect of Covid-19 on the school timetable. This affected the availability of the teachers and student's respondents who could only be available during evening breaks. Though after creating a rapport with the head teachers, it was possible to secure their cooperation and also get the teachers and students to participate. Notably, the sports teachers were mostly engaged in teaching other non-sports subjects and sports activities were not observed only in two out of the seven schools during the pilot phase of the study. This non-participation in sports activities was explained by the teachers and head teachers as resulting from the crash program which had been necessitated by Covid-19 recovery. However, some sports teachers and head

teachers explained that their schools were not equipped well for sports and, moreover, their low to average mean scores in the exams meant that they priorities academic examinable subjects rather than sports and other extra-curricular activities.

Regarding the instruments, the sports teachers and head teachers were content with their set of questionnaires and interview schedules though they recommended that the layout should be compact so they can easily go through the instruments with ease and see the relatedness of the items in the instrument. They also recommended that the students' (Games Captains) questionnaire be adjusted so as to enable them go through it with minimal effort. They particularly noticed the language of the items and the constructs used and indicated that this needed to be revised and gave suggestions on the same. They recommended the removal of open ended items in the games captains questionnaire as they argued that some of their students still had difficulty in grammar and as such may not be able to respond well in writing. When asked whether I could interview the games captains and write on their behalf they indicated that that was not possible but we could only hand them the questionnaires to fill and return.

### **3.8 Data Collection**

Data gathering is where a researcher obtains respondents opinions in an area of subject interest through a systematic and scientific method that helps to respond to stated research inquiries, test hypotheses, and assess results (Pasick et al., 2009). After obtaining all the necessary authorization and permits and conducting the pilot study, the researcher embarked on the actual data collection from the selected schools. The school heads were approached and the aims of the study introduced to them after which they were asked to also take part in the

study as respondents through the interview method. The principals were then required to help identify the sports teachers and games captains who were then asked to participate in the study by filling the inquiries. While the interview schedules were asked personally by the researcher while the questionnaires were self-administered by the respondent, that is, they were issued the questionnaires to go fill in their own time and return for collection after a period of one week at a designated place within the school. No audial or visual recording was undertaken during the interview sessions.

### **3.9 Methods of Data Analysis**

This is the process of getting out the mass, structure and significance of the information gathered (Mugenda & Mugenda, 2010). The data was both qualitative and quantitative in nature. Qualitative data was sought through issuance of interview guide among other free questions in the questionnaire, while quantitative data was obtained through closed ended questions.

#### **3.9.1 Qualitative Data Analysis**

Qualitative data was analysed through content analysis in the subject areas. Content analysis is a systematic, repetitive method of compressing multiple text words into short content categories based on clear coding rules (Gal & Borg, 2008). Content analysis refers to the development of ideas that help to understand community events in environmental settings (rather than experiments), while emphasizing the correct descriptions, experiences, and ideas of participants. The content analysis method has allowed the researcher to enter a large amount of textual information and systematically identify its features. The methods used in content analysis will be identification of the segments and the density of codes using the

syntactical coding proposed by Sreejesh et al. (2014). This method of coding was used as it enables the development of coding units to represent a present the study views. Coding was done to condense the many themes created so as to have a summary representative information which enabled ease the research analysis.

### 3.9.2 Quantitative Data Analysis

Quantitative data obtained from close-ended questions were arranged, classified, coded (providing numeric or other identifying symbols or signs of diverse data categories) using IBM SPSS software version 22.0. Both inferential and descriptive statistical techniques were utilized for data analysis. Descriptive statistics is used to describe the state of affairs as it currently exists and provide the basic data trends upon which inferential statistics is based. Descriptive statistics were used to provide the basic characteristics and trends of the data and included frequencies, percentages, means, and standard deviations. On the other hand, inferred statistics were used, both individually and jointly, to examine the correlation between the independent and the dependent variables. Therefore, the descriptive statistics involved Pearson Product Moment Correlation and Multiple Regression Analysis. Thus, the regression model which was used in the study was expected to hold before moderation as:

Model 1

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \dots \dots \dots (i)$$

Where,

Y = Participation of Pupils' in Sports Activities

X<sub>1</sub> = Investment in Teacher Training

X<sub>2</sub> = Investment in Teachers Motivation

$X_3$  = Investment in School Sports Resources

$X_4$  = Parental Investment in Sports Talent Management

$\epsilon$  = Random or error term

$B_0$ - intercept,  $B_1, B_2, B_3, B_4, B_5$  – Parameter estimates

After the introduction of the geographical allocation of the school (moderator) as a variable in model 1 the new model is presented as follows:

Model 2

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \epsilon \dots \dots \dots (ii)$$

Where:

$\beta_5 M$  = Location of the School

Model 3 shows the interaction terms between the moderator (Location of the school) and all other variables as follows:

Model 3

$$Y = \beta_0 + \beta_1 X_1 M + \beta_2 X_2 M + \beta_3 X_3 M + \beta_4 X_4 M + \beta_5 M M + \epsilon \dots \dots \dots (iii)$$

Descriptive statistics were employed to communicate the findings while the frequencies, percentages, graphs and charts were also used to determine average inclusions such as descriptive deviations and general reporting data. Descriptive statistics were divided into measures of average inclination and measures of variance or spread. The findings were presented in APA tables, interpreted and discussed. Qualitative data was used to augment to the discussions by providing supporting narrative explanations.

### **3.9.3 Diagnostic Tests of the Regression Model**

Scientific research takes in to consideration four characteristic assumptions to inform what kind of a linear regression model is appropriate to achieve the purpose of a study. These diagnostic assumptions include; Normality, Heteroscedacity, Multicollinearity and Autocorrelation. The assumptions and how they were carried out in the study are explained as follows;

#### **3.9.3.1 Normality Test**

This is where the prepared data for analysis or its residuals are normally distributed. The normality of data is established through the computation of a Shapiro-Wilk test. As guided by the Shapiro-wilk figures with a standard threshold of 0.05, adopted research hypotheses may be accepted for a p-value of greater than 0.05 or rejected as stated otherwise. Non-adherence to the tenets of normality can diminish the study's statistical integrity through introduction of distortions and bias in the results. Normal distribution plots were also used to assess the distributions graphically.

#### **3.9.3.2 Heteroskedasticity**

The heteroskedasticity test is established by having an established constant presented by a variance error which consistently fails to entirely depend on the independent variables constants. As designed by Thompson (1972) heteroscedasticity problems in data danger the validation of the gathered data statistically by inhibiting analysis of scientific tests to such uniform data. Presence of heteroskedasticity in the data was determined using the Breusch-Pagan/Cook-Wesberg Test for heteroskedasticity. Specifically, the test established if the study null hypotheses possessed constant variance variables. As guided by the analyzed p-values, a

standard threshold of an alpha value of 0.05 guided the decision to accept the study hypothesis ( $\alpha$  value is greater than 0.05) and vice versa.

### **3.9.3.3 Multicollinearity**

Multicollinearity tests are analyzed to establish the level of interrelatedness of the study independent variables. Multicollinearity occurs when more than two predictor variables are inter-correlated. To be informed about the collinearity of the study objectives in the study, Tolerance statistics and Variable Inflation Factor (VIF) were computed. The tolerance statistics explain the level of existence of similarity and correlation among the study independent objective by the computed percentage of variance. According to Cooper and Schindler (2008), a threshold of 0.8 is adequate to inform the existence or non-existence of relatedness levels. For VIF, Rogerson (2001), articulates that values with a threshold of less than 5, indicate lack of Multicollinearity condition.

### **3.9.3.4 Autocorrelation**

Residual correlation between any two terms in the observation reduces their independence and ultimately the validity of the findings. Such residual correlations are known as autocorrelation. According to Field (2005), residual terms between any given set of two observations should be independent. Gujarati (2003) states that the Durbin-Watson statistic was used to determine the autocorrelation between the sets of observations in the study. The values for Durbin-Watson statistic ranges from 0 – 4 where values close to 0 indicate positive autocorrelation and values near to 4 suggest the presence of negative autocorrelation. Values lying between 1.5 and 2.5 suggest no autocorrelation.

### **3.10 Ethical Considerations**

As a branch of philosophy, ethics is concerned with the behaviour of individuals and how to guide the conduct of people into doing the right and acceptable things in life. According to Crowther and Lancaster (2012) 'ethical' refers to codes of professional conduct that are deemed right for practice by the professional guild. As such, the study was guided by three ethical considerations; ethical concerns associated to the individual researcher, ethical concerns regarding research subjects and ethical concerns concerning the research process.

As an ethical measure, all necessary authorizations and permits was sought from the relevant authorities ahead of embarking on the collection of data. A letter of introduction from the KeMU School of Post Graduate Studies was obtained. This was followed by a permit to conduct the study that was acquired from NACOSTI. Consent was also acquired from the heads of the respective schools in Nairobi County where the study was undertaken.

High levels of integrity and ethical standards were upheld when collecting and handling the data from the respondents and other sources. The participants were first made aware of their participation rights which was exclusively voluntary, and that they are allowed to withdraw whenever they feel they cannot continue taking part in the exercise. The key objective of the research was disclosed to the participants and all related inquiries before they begin participating in the study. Their role and scope of involvement in the study was also explained to them as well as the benefits and risks of participation in the study. The respondents were also guaranteed of their confidentiality in the study and, as such, were advised against leaving their contacts or that of their schools on the research instruments so as to ensure their responses are not traced back to them individually.

The respondents were not subjected to any form of intimidation, coercion or manipulation to participate in the study or disclose any information that could expose them to disciplinary or legal action or alienation. In addition, the researcher adhered to the tenets of emotional intelligence and, as such, was careful not to make embarrassing statements or questions to the respondents or trick the respondents into disclosing any information of interest. The researcher was straight forward in approach while interacting with the respondents.

This study was supported financially by the Kenya Institute of Special Education and this is disclosed here for ethical purposes. The researcher means to be honest and exercise academic freedom; the researcher will discuss freely and publish findings without fear of intimidation or being victimized. The subjects involved in piloting were excluded in the main research during data collection. All data collected was handled with care and analysed in a way that reflects the actual views of the respondents regarding the research questions. No manipulation of data or results to suit any narrative or interest was done. Data files and/or completed instruments were not shared without the permission of the researcher or of the university department.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This section presents a discussion and presentation of findings from the questionnaires and interview schedule. Inferential, descriptive statistical techniques as well as content analysis for the open ended questions were adopted in the analysis. The results are presented in tables and their implications discussed supported by the narratives from the content analysis.

##### 4.1.1 Response Rate of the Instruments

The researcher gave out 271 questionnaires intended sample participants during collection stage. The received back tools tallied to a total of 190 which were responded out accurately hence were usable for reporting purposes. A summary return rate is presented in Table 4.1.

**Table 4.1:** *Response Rate*

Category	Questionnaires issued	Questionnaires returned	Percentage response
Head teachers	68	58	86.8
Games Teachers	135	90	66.7
Games Captains	68	41	60.3
Total	271	189	70

The general response rate to the questionnaire was 70%. The response rate was high and, thus, well accepted for the purposes of the study. The response rate was above the 50% response rate limit recommended by Maxfield and Babi (2014), and was, therefore, suitable for use in the study. According to Maxfield and Babi (2014), a 50% response rate is suitable for such a study, while an instrument response rate of 80% and above is considered very good. This shows that there has been a positive response from the participants. It also showed that there

was an increased level of comprehension on the part of the participants on the requirements of research equipment. The other 30% or 81 questionnaires were not issued back by the participants and were, thus, unavailable for study purposes.

## 4.2 Demographic Information of the Respondents

The research initially established the characteristics of the participated head teachers and sports teachers in order to provide some basic insight about them and their experience in the schools.

### 4.2.1 Demographic Characteristics of the Head Teachers

Before filling out the main subjects of the tools or answering the interview questions, head teachers were required to state their gender, level of academic achievement and work experience in years as head teachers in the teaching profession. The same is displayed in Table 4.2.

**Table 4.2:** *Demographic Characteristics of the Head Teachers*

Respondent	Variable	Response	Frequency	Percent (%)
Head teachers (N= 58)	Gender	Male	34	58
		Female	24	42
	Age in years	25 – 35 yrs	3	6
		36 – 40 yrs	13	23
		41 – 45 yrs	16	27
		46 – 50 yrs	26	44
		Academic qualifications	Undergraduate Degree	27
	Work experience as a head teacher	Masters	25	43
		PhD	6	11
		1-5 years	7	12
		6 - 10 years	12	22
		11 - 15 years	23	39
		Above 15 yrs	16	27

The findings in Table 4.2 suggest that most of the head teachers (58%) were male but the high number of female head teachers (42%) which surpassed the 30% constitutional threshold could mean that significant steps were being made to improve on gender balance in school leadership in the county. Most had undergraduate degrees (46%) as their highest education qualification, but there was a substantial number with postgraduate qualifications such as masters (43%) and PhD (11%). Majority of the head teachers (44%) were between 46 and 50 years meaning that they could be having considerable experience in teaching and in the management of the schools. This was evidenced by the finding that majority had 11 years and above experience as head teachers with 39% having between 11 and 15 years' experience while 27% having more than 15 years' experience.

#### **4.2.2 Demographic Characteristics of the Sports Teachers**

For sports teachers, the study tools asked about their; gender, highest level of academic achievement and work experience in years as sports teachers. This is succinctly displayed in Table 4.3.

**Table 4.3: Demographic Characteristics of the Sports Teachers**

Respondent	Variable	Response	Frequency	Percent (%)
Sports teachers (N= 90)	Gender	Male	43	48
		Female	47	52
	Age	25 – 35 yrs	30	33
		36 – 40 yrs	25	28
		41 – 45 yrs	22	24
		46 – 50 yrs	13	15
		Academic qualifications	Diploma	26
		Undergraduate Degree	47	54
		Masters	14	16
		Phd (ongoing)	1	1
	Work experience as a sports teacher	1-5 years	22	25
		6 - 10 years	27	30
		11 - 15 years	27	30
Above 15 years		14	15	

The findings in Table 4.3 shows that most of the sports teachers (52%) were female suggesting that female teachers were more active in sports talent management than their male counterparts. Most had undergraduate degrees (54%) as their highest education qualification, but there was a noteworthy number with postgraduate qualifications. Most of the sports teachers (33%) were young aged between 25 and 35 years and were probably assigned or had opted for the role of the sports teachers due to their young age. Also, majority of the sports teachers (cumulatively 60%) had worked in their role for between 6 and 15 years.

Hence, it was evident that most of the sports teachers who took part in this study had considerable experience in the subject and its management in the schools and could, thus, be relied on to give more valid answers sought in this study. This agrees with the recommendation made by Abere and Muturi (2015) indicating that for a consistent study, the

background features of the respondents, e.g., age, gender, educational achievements and work experience, need to be recognized to address to determine whether a sample is drawn from a reliable populace that can give a valid answer to the study.

#### **4.2.3 Demographic Characteristics of the Games Captains**

The Games Captains were requested to specify their gender, class and the duration of time they have served as captains in their enrolled schools as tabulates in Table 4.4.

**Table 4.4:** *Demographic Characteristics of the Games Captains*

Variable	Response	Frequency	Percent (%)
Gender	Male	29	71
	Female	12	29
Age	13 years	19	46
	14yrs	14	34
	15yrs	8	19
Experience as games captain	6 months	13	32
	8 months	10	24
	1 year	18	44

The findings in Table 4.4 imply that most (71%) of the schools games captain were males and most were aged 13 years. Most had had served as their schools' games captains for the last one year (61%). The findings suggest that all the games captains had been in sports leadership for over six months in their schools and further implies that they could still give valid responses for the study purposes.

#### **4.3 School Managements' Investment in Teachers Training on Talent Management**

The first study objective was to find out the effect of investment in games teachers training on pupils' involvement in sporting activities in public primary schools in Kenya. This objective

was measured through sports teachers' exposure to additional professional training in Workshops, Professional Clinics and Certification facilitated or sponsored by the school management. Both head teachers and sports teachers gave their responses on the questionnaires which were assessed on a 5-point Likert scale ranging from 1 being strongly disagreed to 5 representing strongly agree. The findings are summarized in Table 4.5 for the head teachers and Table 4.6 for the sports teachers.

**Table 4.5: Investment in teachers training on pupil's talent management (Head teachers)**

Statement (N= 58)	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
There are not enough qualified sports teachers in our schools	0	0	21(36.2)	28(48.3)	9(15.5)	3.79	0.695
The school organizes workshops for the training of teachers on managing the sports talent of the students	9(15.5)	29(50)	5(8.6)	15(25.9)	0	2.45	1.046
Teachers are supported by the school to participate in workshops on managing the sports talent of the students	6(10.3)	23(39.7)	14(24.1)	5(8.6)	10(17.2)	2.83	1.258
Helped by the school for the teachers to participate in the professional games clinic management of the sports talent of the students	8(13.8)	31(53.4)	0	9(15.5)	10(17.2)	2.69	1.366
Our school teachers are funded to participate in on-the-job training in student sports talent management to learn new ways to identify talent and develop the talents	17(29.3)	27(46.6)	4(6.9)	10(17.2)	0	2.12	1.027
School authorities ensure that sports educators receive quality training	0	43(74.1)	5(8.6)	10(17.2)	0	2.43	0.775
Sports coaches are also exposed to sports training by well-known organizations such as FIFA, NOCK	17(29.3)	31(53.4)	0	0	10(17.2)	2.22	1.351
Aggregate	.	.	.	.	.	2.647	1.074

Table 4.5 shows that total  $M = 2.647$ ;  $SD = 1.074$  means that there is an enhanced variation on whether primary schools in Nairobi County have investments in teacher training on talent management, a low average value indicates that some head teachers have invested in training teachers on talent management. This is evidenced by the results showing that there were no professional sports teachers in schools as the majority of participants indicated (mean = 3.79). There were signs that many schools lacked teacher training seminars on student management skills in sport, as suggested by 50% of respondents who agreed and a mean of 2.45. In addition, as indicated by a mean of 2.83, it is clear that the majority of head teachers were opposed or unsure of the idea that schools should support teachers in skills management education. Further, with a rate of 2.69 and a percentage score of 53.4%, the majority of head teachers did not agree with the fact that trainers are encouraged by the school to participate in the professional management of sports talented student sports clinics.

Also, there were indications that the most of teachers in local schools were not provided with the resources to participate in training students' sports management skills to learn new ways of identifying and developing skills as shown by a low mean of 2.12. These were indications that most head teachers do not agree that sports teacher were well facilitated. These findings imply that the teachers in most schools did not receive sponsorship or facilitation by their respective schools' management to attend workshops on management of pupils' sports talent. The findings also show that majority of the head teachers with a mean of 2.43 and a high percentage of 74% disagreed that the school managements ensure that the sports teachers obtain certified training. It is also evident that most of the sports teachers were not exposed to professional sports coaching training by accredited such as FIFA, NOCK as indicated by most of the head teachers who disagreed with a mean of 2.22. The study also sought the views of

the sports teachers concerning the status of investment in sports teachers training on pupils' participation in sporting activities in public primary schools in Kenya. The findings are summarized in Table 4.6.

**Table 4.6:** *Investment in teachers training on pupil's talent management (Sports teachers)*

Statement (N= 90)	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
There are not enough qualified sports teachers in our schools	0	0	46(51.1)	33(36.76)	11(12.2)	3.61	0.698
The school organizes workshops for the training of teachers on managing the sports talent of the students	11(12.2)	42(46.7)	15(16.7)	22(24.4)	0	2.53	0.997
Teachers are supported by the institutions to participate in workshops on managing the sports talent of the students	8(8.9)	34(37.8)	24(26.7)	15(16.7)	9(10)	2.81	1.131
Facilitated by the school for the teachers to participate in the certified sports clinic management of the sports talent of the students	10(11.1)	60(66.7)	0	11(12.2)	9(10)	2.43	1.152
Our school teachers are funded to participate in on-the-job training in student sports talent management to learn new ways to identify talent and develop the talents	21(23.3)	54(60)	6(6.7)	9(10)	0	2.03	0.841
School authorities ensure that sports educators receive quality training	0	76(84.4)	5(5.6)	9(10)	0	2.26	0.628
Sports coaches are also exposed to sports training by well-known organizations such as FIFA, NOCK	31(34.4)	50(55.6)	0	0	9(10)	1.96	1.121
Aggregate	.	.	.	.	.	2.519	0.938

Table 4. shows that the aggregate  $M= 2.519$ ;  $SD = 0.938$ , the mean value is low and the corresponding standard deviation is also less than 1 suggesting that there was low variation in the responses. Therefore the implication is that most of the sports teachers disagreed with the view that school managements' investment in teachers training in talent management in public primary schools. Most of the sports teachers were uncertain on whether their schools did not have adequate qualified sports teachers (mean = 3.61). However, this was unlike the head teachers who expressly disagreed that their schools did not have adequate qualified sports teachers. With a mean of 2.53, however, most sports teachers like the head teachers were disagreed that their school organizes workshops for training teachers on management of pupils' sports talent. Most sports teachers (mean = 2.81) indicated that they are sponsored by the school-to attend workshops on management of pupils' sports talent. The findings also show that with a mean of 2.43 majority (66.7%) of the teachers disagreed that they are facilitated by the school to attend professional sports clinic management of pupils' sports talent.

Majority of the sports teachers also disagreed (Mean = 2.03) that the teachers in their schools are facilitated to attend in-service training of management of pupils' sports talent to enable them learn new methodologies of talent identification and development. Therefore, consistent with the head teachers, majority of the sports teachers confirmed that most of the schools in the area were not financially supportive of teacher development through training for talent management of pupils. Like the head teachers, with a mean of 2.26, majority (84.4%) of the sports teachers disagreed with the view that the school management ensures that the sports teachers obtain certified training implying that professional certification of the sports teachers was not emphasized by the schools. This is evidenced by the finding that the most sports

teachers were not exposed to professional sports coaching training by accredited bodies such as FIFA, NOCK as indicated by very low means ( $M = 1.96$ ) and with very few teachers (10%) agreeing with this statement compared to those who disagreed.

These findings imply that there was generally low investment in professional teacher development and training in sports talent management in the schools. However, this was not general to the entire country as evidenced by the remarks some head teachers and sports teachers made during the interviews. For instance, one head teacher (H/M a) observed that,

*'Nairobi is not a sports oriented County and, therefore, most of the focus here is in academics.'*

Another head teacher (H/M c) also asserted that, *'I think if we were talking about Eldoret [Uasin Gishu] where many remarkable national sportsmen come from, we could probably see more investment in sports talent management as there is motivation to do so by the stakeholders.'* There were also concerns about resourcing where a head teacher (H/M g) remarked that, *'Although the Ministry has come up with an elaborate PE and sports policy under CBC, there is very little going on towards implementing its objectives such as relevant content, appropriate pedagogy and appropriate assessment mechanism. As, for example, we don't have the money to facilitate professional teacher training in sports which I personally think it is important.'*

Attitudinal problems towards professional PE training also played out as one sports teacher (S/T a) stated, *'Honestly, here PE teachers would rather pursue other courses to get better*

*employment prospects or terms of service than go into professional PE training. Maybe that would apply for those who are in the more affluent private schools.'*

High workload was also reported as a hindrance to professional training of sports teachers by a teacher (S/T e) who noted, *'The high demand for examinable subjects which we are also trained in makes it hard for the schools to release us to pursue professional training in sports talent development. Either way even during holidays, the school management is still reluctant to facilitate our training in sports. Maybe they are just telling us that is not so important.'*

The finding that many schools lacked accredited sports teachers, as shown by the most of respondents, confirms the different national and international views on the sufficiency of PE trainers in schools. For example, Vlcek (2009) noted that in Turkey, there is a universal shortage of trained teachers in charge of the introduction of sports-related programs. Hardman and Marshall (2019) equally saw this shortage of skilled sports teachers noting that both 'professional' as well as 'professional' staff teach sports education in elementary schools: general teachers in 66% of states and 69% of professional nations. In Kenya, the generalist approach is characterized by subjecting primary school teachers into general capacity building endeavor in the subject matter with an expectation to exercise the same to their pupils (MOEST, 2001).

It was also evident that most schools in the area did not organize workshops, sponsor or facilitate teachers to attend in-service training or professional sports clinic management of pupils' sports talents. These findings agree with Mungai (2015) who found that most PE teachers in Nyandarua County had not undergone any professional training in seminars, workshops and short in-service courses to update their PE skills. Kahiga et al. (2015) also

established that while most teachers in Nairobi County and Nyeri County had acquired PE management competencies and knowledge during their study, they lacked evidence of regular skills and staff retooling while on the job as mechanisms to keep them abreast of the changing education needs through platforms such as development seminars and workshops and that teachers lacked specialist training on areas of sports.

There was also the finding that the schools' management did little to ensure that the sports teachers obtain certified training. However, as observed by Onyancha (2018) most teachers had certificate qualifications and their knowledge and skills were acquired in college, therefore teacher training was not a hindrance to implementation of PE. This certification was, nevertheless, basic and earned during the ordinary teacher training curriculum and did not imply specialist professional training of any sort as noted by McKenzie et al. (2001) who indicated that Certified PE specialists provide more and higher quality PE than classroom teachers.

Petrie et al. (2007) observed that most PE teachers continue using a series of outdated courses that had little impact on the nurturing of the PE talents among learners. Muriithi (2015) also noted that although basic education qualified teachers were introduced to the basis of PE, they lack requisite knowledge, skill, competencies and experience in the same due to the nature of the curriculum which overlooks this particular subject. Shehu (2009) in Botswana also found that the present school culture denied in-service teachers opportunities for growth and expansion of their skills and knowledge in PE education as presented by weak school support systems. Therefore, both Petrie et al. (2007) and Muriithi (2015) recommended that there was a need to deliberately consider the role of training, both pre-service and workplace and

augment their current generalist training with some professional training. Chakraborty et al. (2012) also argue on the needfulness for primary school trainers to invest in in-service training as an endeavor for bettering their skillfulness and knowledge sharing to the children.

#### **4.4 School managements' investment in teachers' motivation for talent management in Nairobi County, Kenya**

The second objective of the study was to assess the impact of investment in sports teachers' motivation on pupils' participation in sporting activities in public primary schools in Kenya. This objective was measured through sports teachers' motivation through Recognition, Compensation and Staffing as carried out by the school management. Both head teachers and sports teachers gave their responses on the questionnaires which were assessed on a 5-point Likert scale ranging from 1 being strongly disagreed to 5 representing strongly agree. The findings are summarized in Table 4.7 for the head teachers and Table 4.8 for the sports teachers.

**Table 4.7:** *Investment in teachers' motivation for pupil's talent management (Head teachers)*

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
There are considerable efforts being made to improve the recognition of physical education in our school	0	9(15.5)	0	43(74.1)	6(10.3)	3.79	0.833
There are efforts being made to ensure physical education teachers get equal recognition with non-PE teachers	0	17(29.3)	11(19)	30(51.7)	0	3.22	0.879
Physical education teachers get equal responsibility with their non-PE teachers	0	10(17.2)	25(43.1)	23(39.7)	0	3.22	0.727
Physical education teachers are considered for promotion in equal status with their non-PE counterparts	8(13.8)	15(25.9)	11(19)	14(24.1)	10(17.2)	3.05	1.33
The school management ensures that the PE teachers get equal compensation with non-PE teachers for extra-curricular duties	0	30(51.7)	5(8.6)	23(39.7)	0	2.88	0.957
The school sometimes coopts other teachers for physical education to reduce the workload of physical education teachers	0	8(13.8)	15(25.9)	30(51.7)	5(8.6)	3.55	0.841
The school allows the physical education teachers to collaborate with other non-physical education teachers on talent identification and development of pupils	0	17(29.3)	10(17.2)	21(36.2)	10(17.2)	3.41	1.093
The school management often requires the physical education teachers to develop and submit their talent management proposals for funding	8(13.8)	40(69)	0	0	10(17.2)	2.21	0.894
The school often factors and tries to meet the funding requirements of talent management proposals	17(29.3)	5(8.6)	26(44.8)	10(17.2)	0	2.5	1.096
<b>Aggregate</b>						<b>3.08</b>	<b>0.953</b>

Table 4.7 shows that with the aggregate  $M = 3.08$ ;  $SD = 0.953$ , the means high is above the mid-point of 2.5 and the standard deviation is closer to zero. This shows that there were mixed views among the head teachers on whether the school managements had invested in teachers' motivation in talent management in public primary schools. Among the statements that were rated positively by the head teachers were that there were considerable efforts being made to improve the recognition of physical education in their schools (Mean = 3.79). Most of the head teachers (Mean = 3.55) also indicated that sometimes they coopted other teachers for physical education to reduce the workload of physical education teachers. Further, most of the head teachers (Mean = 3.41) indicated that they allow the physical education teachers to collaborate with other non-physical education teachers on talent identification and development of pupils. This implies that in order to improve talent management of the pupils, the schools management were taking measures to mainstream physical education or sports teachers by recognizing the importance of their subject and increasing their responsibilities to suggest that they were equal to other teachers in the school. This was supported by the finding most head teachers (Mean = 3.22) agreed (51.7%) that they were making efforts to ensure physical education teachers get equal recognition with non-PE teachers.

However, in spite of these efforts, there was still considerable uncertainty on whether physical education teachers get equal responsibility with their non-PE teachers as indicated by most of the head teachers who registered uncertainty with a percentage of 43.1% and a mean of 3.22. There were also indications that physical education teachers are considered for promotion in equal status with their non-PE counterparts as shown by most head teachers who cummulatively agreed (41.3%) with a mean of 3.05 compared to those who disagreed (39.7%). Most head teachers, however, disagreed with a mean of 2.88 and percentage of

51.7% that the school management ensures that the PE teachers get equal compensation with non-PE teachers for extra-curricular duties. This could suggest why most teachers were not motivated to pursue a teaching career in physical education and rather opted for other subjects that had better compensation and recognition, hence, making the schools experience a shortage of qualified sports teachers.

With a mean of 2.97 and with 39.7 disagreeing while 36.2 agreeing with the statement that their schools physical education teachers are well facilitated for their talent development programs for learners. This implies that few of the schools in the area had began recognizing the role of PE teachers in talent management of learners and were facilitating them for the activities. The findings further show that with a mean of 2.21 and a percentage of 69%, majority of the head teachers disagreed that their schools management often requires the physical education teachers to develop and submit their talent management proposals for funding. This suggests that proposals for funding talent management of learners if done were made voluntarily by the sports teachers. The findings also show that with a mean of 2.5, most of the head teachers (44.8%) were uncertain on whether the schools often factored and tried to meet the funding requirements of talent management proposals by the sports teachers.

The study also sought the views of the sports teachers concerning the status of investment in sports teachers motivation on pupils' participation in sporting activities in public primary schools in Kenya. The findings are summarized in Table 4.8.

**Table 4.8:** *Investment in teachers' motivation for pupil's talent management (Sports teachers)*

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
There are considerable efforts being made to improve the recognition of physical education in our school	0	11(11.2)	0	71(78.9)	8(8.9)	3.84	0.748
There are efforts being made to ensure physical education teachers get equal recognition with non-PE teachers	0	21(23.3)	28(31.10)	41(45.6)	0	3.22	0.804
Physical education teachers get equal responsibility with their non-PE teachers	0	9(10)	47(52.2)	34(37.8)	0	3.28	0.636
Physical education teachers are considered for promotion in equal status with their non-PE counterparts	10(11.1)	19(21.1)	28(31.1)	24(26.7)	9(10)	3.03	1.156
The school management ensures that the PE teachers get equal compensation with non-PE teachers for extra-curricular duties	0	40(44.4)	15(16.7)	35(38.9)	0	2.94	0.916
The school allows the physical education teachers to collaborate with other non-physical education teachers on talent identification and development of pupils	0	21(23.3)	14(15.6)	46(51.10)	9(10)	3.48	0.963
The school management often requires the physical education teachers to develop and submit their talent management proposals for funding	10(11.1)	71(78.9)	0	9(10)	0	2.09	0.713
The school often factors and tries to meet the funding requirements of talent management proposals	21(23.3)	13(14.4)	0	47(52.2)	9	2.49	0.963
<b>Aggregate</b>						<b>3.104</b>	<b>0.860</b>

The findings in Table 4.8 shows that the aggregate  $M = 3.104$ ;  $SD = 0.8597$  which implies that there was little variation on the sports teachers' views regarding the school managements' investment in teachers' motivation in talent management in public primary schools in the area. The aggregate mean is not very high suggesting that there could be mixed views regarding the question of investment in motivation of sports teachers in the schools. Like the head teachers, majority of the sports teachers with a high mean of 3.84 and a percentage of 78.9% agreed that considerable efforts were being made to improve the recognition of physical education in the schools. In addition, there were efforts being made to ensure physical education teachers get equal recognition with non-PE teachers (Mean = 3.22). However, on whether physical education teachers get equal responsibility with their non-PE teachers, a mean of 3.28 and 52.2% of teachers were neutral implying that there was uncertainty regarding the statement. Further, with a low mean of 3.03 and more sports teachers agreed (26.7) while 10% strongly agreed that physical education teachers are considered for promotion in equal status with their non-PE counterparts in their schools as compared to those who disagreed (21.1%) and those who strongly disagreed (11.1%). With a small percentage margin separating those who agreed and those who disagreed, it is evident that such promotions were only being carried out at the minimum.

Other findings suggest that the school management did ensure that the PE teachers get equal compensation with non-PE teachers for extra-curricular duties as indicated by most of the sports teachers (mean = 2.94) who disagreed (44.4%) compared to those who agreed (38.9%). It was also evident that most schools physical education teachers were not well facilitated for their talent development programs for learners as indicated by few the sports teachers (mean = 2.96) who agreed (33.3%) compared to those who disagreed (37.4%).

With a high means of 3.71 and with most sports teachers agreeing (53.3%), there were indications the schools sometimes coopts other teachers for physical education to reduce the workload of physical education teachers. In addition, the schools often allowed the physical education teachers to collaborate with other non-physical education teachers on talent identification and development of pupils (mean = 3.48). It was also evident that most schools' management did not often require the physical education teachers to develop and submit their talent management proposals for funding as indicated by majority of the respondents who disagreed with a high percentage of 78.9% and a low mean of 2.09. However, unlike the head teachers, most of the sports teachers with a mean of 2.49 and 52.2% agreeing, indicated that their schools often factors and tries to meet the funding requirements of talent management proposals.

From the interviews carried out, a head teacher (H/M c) was of the view that, *"We have been trying to recognize the sports teachers in our school and ensure they have equal status with the other teachers."* Another head teacher (H/M f) indicated that, *"Despite the fact that we are understaffed we still try and ensure that the sports teachers are not overburdened and get all the necessary assistance they need."* Also, a head teacher (H/M i) observed that, *Much as we try and recognize the sports teachers, but you see motivation will still be a tall order as there are other factors which are not in place at the moment, such as; lack of adequate financial resources and lack of parental support."* One head teacher (H/M j) asserted that, *"I am a trained sports teacher myself and, therefore, as headmaster I am cognizant of the motivational aspects of sports talent management. That said, we try our best in this school to first ensure there is adequate uptake of PE lessons as recommended and also extra-curricular*

*sports. We involve other stakeholders like the local leadership to help us develop these talents by way of facilitation. I think these more than any other thing motivates the sports teachers”*

There were also views regarding the environmental effect on motivation, for instance one head teacher (H/M f) was of the view that, *‘Being that Nairobi is a highly urbanized area, there are limited facilities for sports in schools and, therefore, sports teachers are not motivated as schools don’t take sports seriously.’*

According to a sports teacher (S/T m), *“Much as there are significant improvements in the recognition of sports teachers in our school, I still do not feel motivated enough as sports as a subject [PE] and also as an extra-curricular activity is still being given minimal attention, and allocated less time and resources. I, therefore, feel unfulfilled as I am unable to develop the sports talents of learners as I had hoped.”* A different sports teacher (S/T o) also observed, *“Hiyo pesa serikali inatoa ya sports ni kidogo sana [that government allocation per pupil is too small], it can’t even suffice for a divisional sports tournament in this Nairobi”*

Another sports teacher (S/T c) expressed his discontentment saying, *“Honestly, as a sports teacher I do not feel motivated at all least of all being that most of the learners’ parents discourage their children from focusing on sports”* He added, *“The performance grades of our school in the national exams are not that good at the moment and, I think parents and the school management think involving in sports will be a waste of time and the pupils will fail to catch up.”* In one school, a sports teacher (S/T l) lamented that, *“My proposals as a sports teacher tend to be shelved rather than implemented and year in year out there has been no improvement whatsoever in sports talent management. This is rather demotivating.”*

There was also a sports teacher (S/T b) who observed that, *“Sports teachers just like other teachers would want to see their subjects given full recognition and performed well by the management and the learners, but then, it appears there is a fixed attitude among the school management and parents. Therefore, we get very little by way of motivation.”* High workload was also reported as a hindrance to professional training of sports teachers by a teacher (S/T g) who noted, *‘The high demand for examinable subjects which we are also trained in makes it hard for the schools to release us to pursue professional training in sports talent development. Either way even during holidays, the school management is still reluctant to facilitate our training in sports. Maybe they are just telling us that is not so important.’*

These findings suggest that there were notable measures being undertaken to motivate the sports teachers although most were not successfully implemented or realized and only registered a minimum input. It was evident that considerable efforts were being made to improve the recognition of physical education in the schools. However, it was still doubtful on whether the PE teachers were getting equal recognition with non-PE teachers. Comparable promotions were being carried out at the minimum for physical education and non-PE teachers. This could be as a result of the fact that all PE teachers in public schools in the country have generalist training and, thus, could qualify for promotion as other teachers. However, as promotion is merit based and is subject to recommendation by the school management, the situation erstwhile has been quite challenging for PE teachers often due to their relegation.

Nevertheless, the changing situation evidenced by the finding that PE teachers are now being considered for promotion on equal footing with non-PE teachers is encouraging and is a

break from the norm in several contexts where, for example, Global Environmental Education School Research (2013) reported that in many countries, the status of PE teachers is rarely compared to that of other teachers in terms of recognition, responsibilities and expectations. In Lithuania, Tlinkūnienė and Kardelienė (2013) also found that the status of PE teachers was significantly lower than that of teachers in other subjects such as mathematics, Lithuanian and other subjects. The changing situation is also a significant improvement from that observed in Ghana by Ammah and Kwaw (2005) who noted that PE was marginalized in the country and its teachers experienced a lower margin of respect in comparison to teachers who specialized in other subjects. Mwaka et al. (2009) had also observed that PE teachers earned little reputation, focus, status and were perceived lower to the other ones who handled the main subjects. Wanyama (2011) also shed light on that, a part from how PE teachers were perceived, individuals who possessed PE education were ranked low leave alone the subject itself was termed as less important, normal, overlooked and low in status. This was the found situation despite the fact that PE lessons had been made compulsory for all learners.

Regarding the issue of compensation, the findings suggest that while there were considerable improvements on compensation as shown by the small margin of those who disagreed (44.4%) compared to those who agreed (38.9%), generally, the PE teachers were still undercompensated for extra duties. This is possibly because unless they were given other non-PE duties, they were most unlikely to be compensated extra in their line of specialization as the subject was still not regarded in practice as an equal subject to the other in many schools. Second, the capitation for sports in primary schools was regarded as way to little to cater for extra compensation of teachers for extra PE related duties. This is in contrast for example with the practice in Western Europe where specialist teachers are awarded good salaries for

teaching PE (European Commission for Education, 2013). In Turkey, many PE teachers earn extra money by teaching or doing other work during their leisure time. The state supports teachers in this regard (Turkish National Department of Education, 2017; Turkey Public Health Authority, 2014).

There were indications that most of the schools sometimes coopts other teachers for physical education to reduce the workload of PE teachers. This was important given that findings suggest that the schools are understaffed in terms of qualified PE teachers and, therefore, the few available are often overworked. Therefore, many physical education educators recommend improving working conditions as a way to reduce stress. For example, a study by Curry (2012) in the UK showed that physical education teachers often exceed the hours of compulsory PE due to pressure from curriculum scope, most teach longer and students from higher classes spend more time in physical education classes. In India, Vishnu (2017) revealed that workload is a major cause of stress for PE teachers. Lack of rest time due to work stress, including student emotional distress, caring for black students and harassment from student relatives are some of the major causes or sources of stress. Research further revealed that many PE teachers suffer from headaches, sleep disorders and fatigue as a form of stress while most of them experience anxiety, irritability as a form of emotional stress.

The results also showed that most schools often allowed the physical education teachers to collaborate with other non-physical education teachers on talent identification and development of pupils. However, it was also evident that most schools physical education teachers were not well facilitated for their talent development programs for learners. This could suggest that sports talent management by the teachers was done on a voluntary basis

and with minimum resource support from the school management. This meant that unless some interventions were made by other extra-school actors, it was unlikely for such talents to be nurtured successfully and exposed to the larger sports community.

#### **4.5 School managements' investment in sports resources in public primary schools in Nairobi County**

The third objective of the study was to examine the impact of school managements' investment in sports teacher's motivation on pupils' participation in sporting activities in public primary schools in Kenya. This objective was measured through school management investment in Training facilities, Training equipment and Maintenance/servicing of facilities and equipment. Both head teachers and sports teachers gave their responses on the questionnaires which were assessed on a 5-point Likert scale ranging from 1 being strongly disagreed to 5 representing strongly agree. The findings are summarized in Table 4.9 for the head teachers and Table 4.10 for the sports teachers.

**Table 4.9: Investment in sports resources in public primary schools (Head teachers)**

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
Our school has invested in development of sports grounds for training our pupils in a variety of track and ball games	17(29.3)	17(29.3)	0	24(41.4)	0	2.53	1.301
Our school has invested in development of sports rooms for training our pupils in a variety of indoor games	22(37.9)	31(53.4)	0	5(8.6)	0	1.79	0.833
Our school has entered into agreements with other schools and organizations in the area to allow our students to train in their facilities	14(24.1)	23(39.7)	11(19)	17.2	0	2.29	1.026
Our school has invested in modern sports talent development equipment for our pupils	17(29.3)	32(55.2)	4(6.9)	5(8.6)	0	1.95	0.847
The school ensures that it acquires new sports equipment when implementing its budget	8(13.8)	26(44.8)	5(8.6)	10(17.2)	9(15.5)	2.96	1.321
Our schools usually engages other stakeholders and charitable organizations to provide it with sports equipment for its pupils	0	19(32.8)	19(32.8)	20(34.5)	0	3.02	0.827
The school ensures that the sports training grounds for outdoor games are well maintained	9(15.5)	20(34.5)	14(24.1)	15(25.9)	0	2.6	1.042
The school ensures that the sports training rooms for indoor games are well maintained	22(37.9)	12(20.7)	19(32.8)	5(8.6)	0	2.12	1.027
The school ensures that the training equipment for our pupils are in a well maintained state at all times	8(13.8)	21(36.2)	15(25.9)	14(24.1)	0	2.6	1.008
<b>Aggregate</b>	.	.	.	.	.	<b>2.473</b>	<b>1.023</b>

Table 4.9 shows that with an aggregate  $M= 2.473$ ;  $SD = 1.023$ , the mean was low and the standard deviation is high suggesting that there were variations in the head teachers responses

on the managements' investment in sports resources in public primary schools in the area. Most of the head teachers disagreed that their schools have invested in development of sports grounds for training pupils in a variety of track and ball games with a mean of 2.53 and a value of 29.3% of those who agreed and another 29.3% of those who strongly disagreed. They further disagreed with value of 53.4% and a low mean of 1.79 that their schools have invested in development of sports rooms for training our pupils in a variety of indoor games. Fewer schools in the area have entered into agreements with other schools and organizations in the area to allow their students to train in their facilities as indicated by a mean of 2.29 and a value of 39.7% who disagreed together with 24.1% who strongly disagreed.

Further, with a mean of 1.95 and a value of 55.2%, majority of the head teachers disagreed implying that their schools have not invested in modern sports talent development equipment for their pupils. This was evidenced in the findings suggesting that most head teachers disagreed that their schools ensure that they acquire new sports equipment when implementing their budgets. However, most head teachers strongly agreed with a mean of 3.02 and a value of 34.5% that their schools usually engage other stakeholders and charitable organizations to provide them with sports equipment for their pupils. Other findings suggest that most schools in the area did little to ensure that their sports training grounds for outdoor games are well maintained as indicated by a mean of 2.6 and a value of 34.5% of the respondents who disagreed. Further, with a low mean of 2.12 and a value of 37.9%, most head teachers strongly disagreed that their schools ensure that the sports training rooms for indoor games are well maintained. In addition, most schools did not ensure that the training equipment for our pupils are in a well maintained state at all times as indicated by most of the respondents who disagreed with a mean of 2.6 and a value of 36.2%.

The study also sought the views of the sports teachers concerning the status of investment in sports resources in public primary schools in Kenya. The findings are summarized in Table 4.10.

**Table 4.10:** *Investment in sports resources in public primary schools (Sports teachers)*

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev
Our school has invested in development of sports grounds for training our pupils in a variety of track and ball games	21(23.3)	36(40)	0	33(36.7)	0	2.5	1.211
Our school has invested in development of sports rooms for training our pupils in a variety of indoor games	34(37.8)	51(56.7)	0	5(5.6)	0	1.73	0.731
Our school has entered into agreements with other schools and organizations in the area to allow our students to train in their facilities	24(26.7)	44(48.9)	13(14.4)	9(10)	0	2.08	0.902
Our school has invested in modern sports talent development equipment for our pupils	21(23.3)	58(64.4)	6(6.7)	5(5.6)	0	1.94	0.725
The school ensures that it acquires new sports equipment when implementing its budget	10(11.1)	45(50)	15(16.7)	11(12.2)	9(10)	2.87	1.164
Our schools usually engages other stakeholders and charitable organizations to provide it with sports equipment for its pupils	0	0	20(22.2)	33(36.7)	37(41.1)	3.19	0.777
The school ensures that the sports training grounds for outdoor games are well maintained	11(12.2)	31(34.4)	34(37.8)	14(15.6)	0	2.57	0.900
The school ensures that the sports training rooms for indoor games are well maintained	34(37.8)	21(23.3)	30(33.3)	5(5.6)	0	2.07	0.969
The school ensures that the training equipment for our pupils are in a well maintained state at all times	10(11.1)	32(35.6)	24(26.7)	24(26.7)	0	2.69	0.990
Aggregate	.	.	.	.	.	2.459	0.930

The results in Table 4.10 show that with the aggregate  $M = 2.459$ ;  $Sd = 0.930$ , the mean is low and the standard deviation close to zero which means that most of the respondents disagreed with the views concerning the schools managements' investment in sports resources in public primary schools in the area without much variation in opinion. This is similar to the views of the head teachers on the same subject in Table 4.9. Notably, most of the schools had not invested in the development of sports grounds for training our pupils in a variety of track and ball games as indicated by majority of the teachers who disagreed (40%) and strongly disagreed (23.3%) with a mean of 2.5. There are indications that majority of the schools had not invested in development of sports rooms for training our pupils in a variety of indoor games as indicated by a low mean of 1.73 and a value of 56.7% suggesting most sports teachers disagreed with the statement. Further, with a mean of 2.08 and a value of 48.9% most of the sports teachers disagreed that their school has entered into agreements with other schools and organizations in the area to allow their pupils to train in their facilities.

It was also evident that majority of the schools had not invested in modern sports talent development equipment for pupils as indicated by majority sports teachers who disagreed with a mean of 1.94 and a value of 64.4%. Most of the sports teachers further disagreed that their schools ensure that they acquire new sports equipment when implementing their budget as indicated by the mean of 2.87 and a value of 50%. However, there are indications that most of the schools usually enage other stakeholders and charitable organizations to provide them with sports equipment for its pupils as indicated by most teachers who strongly agreed with a mean of 3.19 and value of 41.1%. There are also indications that most schools did not ensure that their sports training grounds for outdoor games are well maintained as indicated by most sports teachers who disagreed with a mean of 2.57 and values of 34.4% showing most

teachers disagreed and 12.2% strongly disagreed. Further, 37.8% with a mean of 2.07 strongly disagreed that their school ensure that the sports training rooms for indoor games are well maintained. Also, most of the teachers disagreed with a mean of 2.69 and a value of 35.6% that their schools ensure that the training equipment for our pupils are in a well maintained state at all times.

The Kenya Institute of Education (KIE, 2005) stipulates that students should be taught how to play a variety of sports such as soccer, track, swimming, swimming and dancing among others. However, this was not the case as per the primary schools in Nairobi County where the study was carried out. The general implications of the above findings are that there was seldom any meaningful investment in sports resources for talent development in the public primary schools in the area. This meant that the sports talents in the schools could not be fully realized under the circumstances due to poor resourcing. Digolo (2016) also expressed interest on the availability, adequacy or the limited nature of school support resources by noting that, their presence or absence were a substantial determinant factor to effective talent management for pupils in primary schools. Also, Kzkara (2018) exerted that, human, material, infrastructure, physical facilities and equipment were a key determinants to hindrance or progression of PE subject in primary schools. Moreover, Fisette (2010) also agreed in the expression that PE teachers had rough time in executing their mandate caused by the limited nature of classrooms, field facilities, games equipment like balls and other resources which forced them to handle huge class sizes of approximately 40-50 learners during each lesson.

In particular, the findings that most schools had not invested in the development of sports grounds for training our pupils in a variety of track and ball games and also majority had not

invested in development of sports rooms for training our pupils in a variety of indoor games is reflective of the general situation documented in various contexts across the globe. For example, UNESCO (2014) world-wide survey which was meant to examine the status of school physical education so as to spearhead its quality assessment rubric necessary for benchmark indicators. With the motive of assessing the Quality Physical Education Teacher Education/Training (QPETE/T), UNESCO survey shed light that, schools and academic institutions were experiencing deficiencies in infrastructure, material resources, human, facilities, buildings, fields, playing tools, changing rooms and showers. Moreover, the findings also informed that, there were dismal investments channeled towards ensuring functionality of already in place resources. The UNESCO study, however, noted that despite the existed propensity of infrastructure and PE supporting resources in arid and African nations, resources, materials, facilities and infrastructure divide between green and gray countries was clearly definable. This was evidenced in the current study where visits to schools in the more affluent areas of Nairobi County did not produce any discrepancies on the status of physical education facilities with those of the low income areas.

The study also sought to get in depth perspectives on investment in sports training resources from the head teachers and the sports teachers through interviews. When asked whether they thought the amount allocated per child for sports education per year by the Ministry of Education is adequate, their responses were as follows.

*A head teacher (H/M a) responded, "Not with the current inflation" while another head teacher (H/M g) indicated, "What is Kshs. 38 shillings per child per term in this economy? And mind you that is overall for talent development not just sports."* This meant that the

increased funding fell far short of the requirements for sports talent management in the schools according to the head teachers. The sports teachers were also of a similar view with the head teachers and indicated that the status quo was likely to remain even under the new funding regime. This was evidenced by statements such as; *“This may only suffice for PE lessons but and local events but is just not adequate for major interschool sporting events,”* made by one of the sports teachers (S/T b). Another sports teachers (S/T f) submitted that, *“It just means we have to do with the basics, just the sports we have been doing and nothing extra; and I don’t see how that will contribute to talent development.”*

When asked whether their school’s playing grounds and other facilities comfortably accommodates their pupils during sports lessons, there was a general feeling that the schools playing grounds were adequate but were not well maintained. One of the head teachers (H/M c) said, *“The playing ground is large but not well maintained.”* In another school, a head teacher (H/M h) remarked, *“Yes, during PE lessons but not after classes during games times.”* Similar sentiments were expressed by another head teacher (H/M d) in a different school who observed, *“Yes, but the grounds are not in good condition.”* A sports teacher (S/T m) was of the view that, *“Being Nairobi, the grounds are bound to be small even for government schools. Also, our school’s population is big and thus even the initial acreage for the school is effectively smaller and could further reduce if our plans to build more classes goes through.”* These views expressed by the respondents imply that while there was still sufficient playing grounds in the schools, their poor maintenance limited their availability to accommodate all the pupils. Also, with pupil population increase, the playing grounds and other sports facilities were likely to be limited in availability in the near future.

The respondents were further asked whether the sports training equipment were adequate for all training sessions. Some of the responses captured indicated that, *“Apart from the playing grounds and the few balls, we do not have any other sports training equipment”* as one head teacher (H/M e) indicated. Another head teacher (H/M i) was of the view that, *“No, we do not have what we can reliably call sports equipment in our school.”* Sports teachers were also of similar view with one (S/T k) indicating that, *“The sports equipment in our school are just inadequate both in terms of quantity and condition.”* Another sports teacher also indicated that, *“Our school has some good sports equipment but they are limited so only few students can use them at a time.”* There were also concerns that this development was due to lack of prioritizations of sports education as indicated by one sports teacher who said, *“The sports equipment are inadequate and most of them are in very poor condition. You see, even when we include them in the school budget, they tend to be overlooked as sports education is not prioritized in our school.”* These views suggest that there was lack of investment in sports training equipment in the schools and as such their availability was very limited implying that the equipment could not be reliably depended on for sports talent management for the large pupil population in the schools.

Toriola et al. (2010) also reported the existence of poor investment in PE resources at schools in South Africa. Specifically, Toriola et al. exposed that a total 23% of institutions did not have facilities at all. Also, only 51% of schools had a multipurpose hall. Moreover, few schools had sports field which were frequently utilized. Swimming pools were also rare to find and not all schools which possessed them were regularly utilized. In Ireland, Woods et al. (2010) found that 81% of principals reported not having access to a multicultural hall for conducting PE lessons and learning with almost one in two principals (45%) noticing that

their Physical Education and sports facilities were inadequate. Akpodonor (2021) also revealed that over 80 per cent of primary and secondary schools in Nigeria do not even have to play ground, not to talk of sporting equipment. However, in Kenya, majority of the schools have at least a sports ground and even these are in most cases not well maintained as indicated by the findings of the current study above.

There were indications from the findings and also from observations made during the actual visits that most schools sports training grounds for outdoor games and also sports training rooms for indoor games were not well maintained. In addition, the training equipment for the pupils were not always well maintained at all times. This is consistent with Onwuka (2011) who found that apart from the financial difficulties schools face in the process of education resources maintenance, there is also inadequacy of skills and competent personnel to use and maintain the facilities. Uchendu (2011) observed that when schools imbibe and assimilate a maintenance culture in their program so that they can manage scarce resources, they become attractive and better equipped so that they can meet intended goals. Shehu (2009), further, observed that schools physical facilities and infrastructure were not maintained as required, an act which, endangered children safety while utilizing them. Some of the resources which were not effectively monitored on their usability were: slides, swings, climbing frames, toy cars, tyres, balls, beanbags, hoops, relay batons, bats and rackets. Poor maintenance of these equipment was also classified by Stoppard (2001) as among the causative agents of problems in schools such as cases of pupils falling, injury, bone fracture and death. As such, poorly maintained PE facilities could discourage the learners and their teachers from fully pursuing sports talent development due to the risk of injury.

The results also articulate poor investments plan, budgetary allocation and collection development of PE resources, infrastructure, facilities and materials. Tinning (2006) explain this by noting that most secondary school head deem PE equipment not affordable and require a lot of money to be set aside to cater for regular maintenance. As Siedentop (1990) as cited in Wanyama (2011) also observes that's financial constraints and inadequacy is among the prime reason that justify the existence of poorly maintained PE infrastructure and facilities in schools. Githaga (2018) also found the exercise of education for all declarations have left schools flooded with many students whose infrastructure, facilities and resources cannot contain. Due to these, schools are confronted with class ratio and financial sustainability issues. However, she noted that the investment on sports resources in the schools to meet the demand is directly proportional to the finances allocated and own source mobilized. Also, apart from financial stability the attitudes, perceptions and willingness of the school headcounts when it comes to spending school money for supporting games, talent development required resources and also maintaining such equipment.

#### **4.6 Parental investment in sports talent management in public primary schools**

The fourth objective of the study was to examine the impact of school managements' investment in sports teacher's motivation on pupils' participation in sporting activities in public primary schools in Kenya. This objective was measured through parents' investment in Sports kits, Sporting events and Medical requirements. Both head teachers and sports teachers gave their responses on the questionnaires which were assessed on a 5-point Likert scale ranging from 1 being strongly disagreed to 5 representing strongly agree. The findings are summarized in Table 4.11 for the head teachers and Table 4.12 for the sports teachers.

**Table 4.11:** *Parental investment in sports talent management in public primary schools (Head teachers)*

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
Our pupils' parents always ensure that their children have the right sports uniforms	9(15.5)	21(36.2)	8(13.8)	20(34.5)	0	2.67	1.114
Our pupils' parents always ensure that their children have the right sports shoes	27(46.6)	11(19)	0	20(34.5)	0	2.22	1.351
Our pupils' parents always ensure that their children have other sports gear	9(15.5)	35(60.3)	5(8.6)	9(15.5)	0	2.24	0.904
Our pupils' parents ensure that their children are able to attend all sports events whenever required	10(17.2)	9(15.5)	28(48.3)	11(19)	0	2.69	0.977
Our pupils' parents often give additional contribution for sports events held in our school	17(29.3)	11(19)	5(8.6)	25(43.1)	0	2.66	1.305
Our pupils' parents also attend major sports events in the school	27(46.6)	11(19)	11(19)	9(15.4)	0	2.03	1.139
Our pupils' parents contribute to their children's medical bills for injuries incurred during sports events organized by the school	17(29.3)	5(8.6)	11(19)	20(34.5)	5(8.6)	2.84	1.399
The pupils' parents often require that the school be well equipped with medical equipment such as first aid kits for sports events	10(17.2)	15(25.9)	24(41.4)	9(15.5)	0	2.55	0.958
The pupils are mostly covered by their parent's medical insurance schemes	19(32.8)	6(10.3)	19(32.8)	14(24.1)	0	2.48	1.188
<b>Aggregate</b>	.	.	.	.	.	2.487	1.148

The results in Table 4.11 show that with an aggregate  $M = 2.487$ ;  $SD = 1.1483$ , most of the head teachers disagreed that parents were making substantial investment in sports talent management in public primary schools in the area. The standard deviation is also high suggesting that there were variations in the positions of the head teachers regarding parental

investment in talent management. With a mean of 2.67 and a value of 36.2% most head teachers disagreed that the pupils' parents always ensure that their children have the right sports uniforms, while most head teachers also strongly disagreed with a value of 46.6% and a mean of 2.22 that the pupils' parents always ensure that their children have the right sports shoes. Majority further disagreed with a mean of 2.24 and a value of 60.3% that the pupils' parents always ensure that their children have other sports gear. This implies that the parents were only making minimum investments in their children's talent management in the schools. There was uncertainty among most head teachers on whether the pupils' parents ensured that their children are able to attend all sports events whenever required as indicated by a mean of 2.69 and a value of 48.3%.

Further, with a mean of 2.66, and with 19% of the head teachers disagreeing while 29.3% strongly disagreeing, there were indications that most pupils' parents did not often give additional contribution for sports events held in the schools. However, with a mean of 2.03 and a value of 46.6%, most head teachers strongly disagreed that the pupils' parents also attend major sports events in the school. Nevertheless, most pupils' parents contributed to their children's medical bills for injuries incurred during sports events organized by the school as indicated by most head teachers who disagreed with a mean of 2.84 and a value of 34.5%. There was uncertainty on whether the pupils' parents often require that the school be well equipped with medical equipment such as first aid kits for sports events as shown by a mean of 2.55 and a value of 41.4% of the respondents who indicated they were neutral. However, most head teachers strongly disagreed with a value of 32.8% and a mean of 2.48 that the pupils are mostly covered by their parent's medical insurance schemes implying that most parents were likely not insured by any comprehensive cover.

The study also sought the views of the sports teachers concerning the status of parental investment in sports talent management in public primary schools in Kenya. The findings are summarized in Table 4.12.

**Table 4.12:** *Parental investment in sports talent management in public primary schools (Sports teachers)*

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
Our pupils' parents always ensure that their children have the right sports uniforms	11(12.2)	37(41.1)	10(11.1)	32(35.6)	0	2.7	1.086
Our pupils' parents always ensure that their children have the right sports shoes	30(33.3)	28(31.1)	0	32(35.6)	0	2.38	1.277
Our pupils' parents always ensure that their children have other sports gear	11(12.2)	55(61.1)	13(14.4)	11(12.2)	0	2.27	0.832
Our pupils' parents ensure that their children are able to attend all sports events whenever required	9(10)	11(12.2)	44(48.9)	26(28.9)	0	2.97	0.905
Our pupils' parents often give additional contribution for sports events held in our school	21(23.3)	23(25.6)	13(14.4)	33(36.7)	0	2.64	1.202
Our pupils' parents also attend major sports events in the school	30(33.3)	28(31.1)	21(23.3)	11(12.2)	0	2.14	1.023
Our pupils' parents contribute to their children's medical bills for injuries incurred during sports events organized by the school	21(23.3)	13(14.4)	23(25.6)	28(31.1)	5(5.6)	2.81	1.262
The pupils' parents often require that the school be well equipped with medical equipment such as first aid kits for sports events	9(10)	24(26.7)	46(51.1)	11(12.2)	0	2.66	0.823
The pupils are mostly covered by their parent's medical insurance schemes	20(22.2)	13(14.4)	33(36.7)	24(26.7)	0	2.68	1.100
<b>Aggregate</b>	.	.	.	.	.	2.583	1.057

The results in Table 4.11 show that with an aggregate  $M = 2.583$ ;  $SD = 1.057$ , most of the sports teachers disagreed that there was parental investment in the talent management of the pupils in primary schools in Nairobi County. This was evidenced by the finding that most of the teachers with a mean of 2.7 and a value of 41.1% disagreed that their pupils' parents always ensure that their children have the right sports uniforms. Most also strongly disagreed with a mean of 2.38 and a value of 33.3% that their pupils' parents always ensure that their children have the right sports shoes. This was also the case when asked whether their pupils' parents always ensure that their children have other sports gear where most disagreed with a mean of 2.27 and a value of 61.1%.

Most sports teachers were uncertain on whether their pupils' parents ensure that their children are able to attend all sports events whenever required as indicated by most who were neutral with a mean of 2.97 and a value of 48.9%. Further, with a mean of 2.64 and with 25.6% in agreement while 23.3% strongly agreed, it was evident that most pupils' parents did not often give additional contribution for sports events held in their schools. Most sports teachers, also, strongly disagreed with a mean of 2.12 and a value of 33.3% that their pupils' parents also attend major sports events in the schools.

According to most sports teachers, the pupils' parents contribute to their children's medical bills for injuries incurred during sports events organized by the school as indicated by a mean of 2.81 and a value of 23.3% who strongly agreed together with 14.4% who disagreed compared to those who agreed (31.1%) and strongly agreed (5.6%). Other findings show that with a mean of 2.66 and a value of 51.1%, most sports teachers were uncertain on whether the pupils' parents often require that the school be well equipped with medical equipment such as

first aid kits for sports events. Most were also uncertain whether the pupils are mostly covered by their parent's medical insurance schemes as indicated by a mean of 2.68 and a value of 36.7%.

Interviews were also conducted with the respondents, that is, the head teachers and sports teachers in order to obtain an in-depth perspective of parental investment in sports talent management of pupils in the schools. The respondents were, therefore, asked whether most parents in their schools were supportive of their children's sports talent management and willingly invest in the talent development programs. According to a head teacher (H/M d), *"Most of the parents in our school have little regard for sports talent management."* Another head teacher (H/M h) was of the view that, *"I think most of the parents need to be sensitized on the value of sports education in improving the concentration of their children in school."* In yet another school, a head teacher observed, *"It is possible that majority of the pupils' parents do not have a sports background and are, therefore, likely to be less approachative of sports education in schools."*

Sports teachers also expressed similar views with one (S/T e) concurring that, *"With Nairobi being more of an industrial and commerce oriented setting, I think there is less incentive for the parents to be motivated to invest in the sports education of their children."* A different sports teacher (S/T k) was of the view that, *"Yes, some parents in our school are nowadays keen on their children's participation in sports in schools and this reflects in their investment as well."* Also another sports teacher observed that, *"Yes, but the parents only invest in their children alone. We have not seen any collective effort by parents to like say, contribute and purchase sports equipment for the school."*

The respondents were also asked concerning their views on whether pupils' parents in their schools' follow-up on their children's sports events in their schools. According to one sports teacher (S/T n), *"The parents are nowadays willing to support their children participation in sports events financially, but we have to give them assurance of their children's safety."* Another sports teacher was of the view that, *"Some parents actually show up on sports events where they know their children will be participating like inter-school competitions."* However, one sports teacher (S/T j) was of a different view with one remarking, *"The level of disinterest is quite telling, we have seen some of our most promising pupils in sports get almost not support from their parents when attending sports events."* Another sports teacher (S/T b) said, *"No, most of the parents here [in the teacher's school] would rather the pupils' put in more time on academic subjects, therefore, there is usually limited involvement in the pupils' sports events by their parents."*

The respondents were also probed for their views on whether their pupils' parents were willing to contribute to the extra-curricular fund in order to support the development of sports talent. The respondents were generally of the view that the parents were not very willing to support the extra-curricular fund. This was indicated by a head teacher (H/M j), *"At the moment, the pupils' parents appear to be struggling with a lot and are, hence, non-committal towards contributing to the extra-curricular fund."* Another head teacher (H/M a) was of the view that, *"Getting parents on board on the extra-curricular fund for the development of sports talent is quite a challenge. Most of the parents would rather we discuss remedial classes than sports talent development."* In a different school, a head teacher (H/M g) confirmed that, *"In our school parents have agreed to contribute to the extra-curricular fund in order to support the development of sports talent. However, they still insist that sports*

*should only take a limited time of the pupils as the demands for academic performance was high.”*

Results from the interviews indicated that the parents were most involved in the provision of sports gear for the pupils. One head teacher (H/M m) for instance remarked that, *“Most parents are only limited to buying sports shoes and other games kits for their individual children which are not supposed to be shared anyway.”* Another head teacher (H/M j) observed that, *“Some of our parents are beginning to show interest in the sports activities of their children but mostly they invest in the sports kits of their children alone and expect us to provide the other equipment. However, I am surprised that one parent recently bought us three footballs.”* However, another head teacher (H/M k) indicated that, *“The parental input in sports education of their children is still minimal, and to be honest, most are just disinterested in the sports activities of their children preferring instead that they focus more on academics.”*

When asked whether the parents have problems releasing their children to attend to sports activities in their school, most head teachers disagreed. This was evidenced by a statement from a sports teacher (S/T j) who said, *“Most of the parents are very willing to release the children for sports activities but provided it is the school that is paying for it.”* Sports teacher (S/T b), *“I have not seen any reluctance in regards to this, though some parents are as expected concerned about their children’s safety, especially those young kids.”* Sports teacher (S/T b), *“Some parents even demand to know about such plans [for sports outings] at the beginning of the term so that they could plan for them.”*

The implications of these findings is that majority of the parents were not investing substantially in their children's sports talent management. This could be attributed to the low value or even negative perception some parents place in sports talent development of children while on the other hand prioritizing examinable subjects as the focus of education. According to the findings of Muriithi (2015) negative perception of parents on sports training is one of the contributing factors towards lack of investment in the subject resources. However, there is evidence that more parental involvement could lead to significant outcomes in both the learners' performance in examinable subjects and improved attitude towards sports. For instance, Chomitz et al. (2009) underscored the significance contribution of physical activity on academic performance. With a sample of 12,000 adolescents in the US, Chomitz's et al. results implied that learner participation in co-curricular activities such as sports especially those who were involved with their parents had the ability to score high in math and English subjects. Arabaci (2009) in Turkey also found that sports participation by teenage female gender was greatly as a result of parental influence in sports education. Parental support for learners in the current study included investment in sports kits, sporting events and medical requirements.

Regarding investment in sports kits, it was established that most pupils' parents did not always ensure that their children have the right sports uniform, right sports shoes and other sports gear. Studies in the US, for instance, show that investment in the right sports gears for children could range from USD\$ 275 for hockey to USD\$ 615 for baseball which is already too high for many families. When this is added to the compulsory USD\$ 400 per year required for participation in sports activities in the school which include instruction, pay-to-play fees, and travel, the costs are way too high for most parents to afford (Ohio University,

2020). A study by Dunn et al. (2016) in the US found that on average, families reported allocating 34% of financial outlay to registration and league fees, 27% to lessons and camps, 24% to equipment and uniforms, and 15% to travel and lodging. Provision of sports equipment and gear by parents have also been documented in research as among the influences that shaped the destiny of many outstanding athletes in Kenya. For instance, Simiyu et al. (2017) established that the families of such notable athletes (actually world champions) such as David Rudisha, Mark Keino, Billy Konchellah have contributed much towards the success of their members through the financial support they accord them which enabled them acquire games attire, shoes, upkeep, facility fees, hiring trainers and for camping fees.

There was, however, uncertainty on whether the pupils' parents ensure that their children are able to attend all sports events whenever required and pupils' parents also failed to attend major sports events in the schools. This could impede their children's progression prospects in sports. Indeed, Rintaugu (2005) had also found a situation of a kind where, well-doing athletes had a family background that was characterized by strong moral, physical, emotional and financial support to sporting activities. Children see their guardians and parents as role models in different aspects including talent development henceforth, parental involvement can be a good motivation factor to trigger children to enjoy, participate, yearn and get deeply involved in sporting activities (Fredricks & Eccles, 2004). This can practically be realized if guardians showcase positive attitudes, offer moral support, love, encouragement, praise, accompany, finance, educate and coach their children which in return will reciprocate the development of positive expression and liking sport, (Wolfenden & Holt, 2008; Fraser-Thomas & Côté, 2009; Knight et al., 2010). Reflex results can also be experience when

parental involvement and close attention towards their children sports culture development are withdraw. Parents who speak negative about physical exercise, emphasize grades, criticize athletic careers and complain when their children are outshined in sporting activities tend to drag children attention from pursuing their talents (Knight et al., 2011; Sagar & Lavalley, 2010). Knight and Sellars (2016) also found that some parents closely follow up on their children talent and sporting development life to protect them from being influenced negatively by people who do not value the contribution of talent development.

While it was evident that most pupils' parents did not often give additional contribution for sports events held in their schools. This could hurt the child's chances of excelling in sports. Dunn et al. (2016) for instance, found that family financial investment towards sporting activities acted as motivation for children to work hard to make their parents happy, give back the value for their money and also meet their expectations. Simyu et al. (2017) further found that the prominent Kenyan athletes' parents had made remarkable financial incentive provision to feed, train, coach, pay camping costs and clothe their members. This has not only been achieved by financing own children sporting needs but also by being readily available for them when need be. Such include moderating their expectations towards the child, motivating them and their physical presence to assure moral support. Parents also arrange and appropriately divide labor in accordance to abilities such that, children with talents are left with free time to train and perfect their skills. Parents also showcase their support through ensuring access to medication for children injured while sporting.

In the US, for example, approximately 30 million children take part in sporting activities in various areas of talents as planned and scheduled by the state. Although children experience

innumerable benefits as a result of sporting, children have been confronted by safety concerns in football, soccer and wrestling. Because of this, approximately 2.6 million U.S. children get hospitalized or nurse injuries that occurred while sporting. To make it worse, some organizations have gone to the extent of prohibiting children from participating in some sporting activities. However, despite these, there lack reports articulating parents coming on board to negatively influence their children to refrain signing up for sports (Hart, 2020). In Kenya, as part of the Universal Health Cover (UHC) strategy, the government in 2020 committed to pay a state medical insurance premium of Sh1,350 per student in secondary schools so as to ease parental burden to take care of their childrens' health concerns. The Ministry of Health was also directed to ensure health facilities that serve students are upgraded to the level of NHIF accreditation. This decision was arrived to so as to cement the fact that students spend most of their quality time in the school premises and therefore, the environment need to be conducive and sensitive to students needs including health concerns. However, this policy does not include primary schools and, therefore, the parents end up footing most of the medical bills of the children either through out-of-pocket (OOP) arrangements or through their comprehensive insurance cover or both depending on the magnitude of the medical problem.

#### **4.7 Pupils' participation in sports activities in primary schools of Nairobi County**

The study also sought to establish the status of pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya. This objective was measured through; Time per week allocated and realized for PE, Indoor Sports, Outdoor sports, Competitive sports and Maturation of sports talent. Both head teachers and sports teachers gave their responses on the questionnaires which were assessed on a 5-point Likert scale ranging from 1

being strongly disagreed to 5 representing strongly agree. The findings are summarized in Table 4.13 for the head teachers and Table 4.14 for the sports teachers.

**Table 4.13:** *Pupils' participation in sports activities in primary schools (Head Teachers)*

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
Our school allocates more time effectively to sports education classes	9(15.5)	0	19(32.8)	30(51.7)	0	3.21	1.056
Our school discourages the reassignment of sports lessons to non-sports education lessons	27(46.6)	12(20.7)	9(15.5)	10(17.2)	0	2.03	1.154
The students complete the minimum hour per week prescribed for sports education in our school	9(15.5)	11(19)	9(15.5)	29(50)	0	3.00	1.155
More than 90% of the lessons allocated for sports education are completed in our school	9(15.5)	16(27.6)	28(48.3)	5(8.6)	0	2.5	0.863
A good number of pupils remain to participate in sports activities after classes	0	18(31)	19(32.8)	21(36.2)	0	3.05	0.826
Pupils in our school participate fully in outdoor sports activities	0	9(15.5)	23(39.7)	26(44.8)	0	3.29	0.726
Pupils in our school participate fully in indoor sports activities	18(31)	24(41.4)	11(19)	5(8.6)	0	2.05	0.926
The school is able to participate in all competitions and tournaments in outdoor games	0	33(56.9)	5(8.6)	20(34.5)	0	2.78	0.937
The school is able to participate in all competitions and tournaments in indoor games	22(37.9)	30(51.7)	0	6(10.3)	0	1.83	0.881
Aggregate						2.638	0.947

The results in Table 4.13 show that the aggregate  $M = 2.638$ ;  $SD = 0.947$ , the standard deviation is close to zero and the mean is low meaning that most head teachers disagree that their pupils fully participated in the sports activities in the schools. With a mean of 3.21 and value of 51.7%, most of the head teachers indicated that their schools allocate more time effectively to sports education classes. Most also strongly disagreed that their schools discourage the reassignment of sports lessons to non-sports education lessons as indicated by a mean of 2.03 and a value of 46.6%. This implies that most schools in the area did not prioritize sports education lessons equally with other subjects. Nevertheless, there were indications that the students completed the minimum hour per week prescribed for sports education in the schools as indicated by most head teachers who agreed with a mean of 3.00 and a value of 50%. However, with a mean of 2.5 and a value of 48.3% of the head teachers being neutral, it was doubtful whether the schools were able to complete more than 90% of the lessons allocated for sports education.

The findings also show that in most schools, a good number of pupils remain to participate in sports activities after classes as indicated by most head teachers who agreed with a mean of 3.05 and a value of 36.2%. There were indications that in most schools, pupils participate fully in outdoor sports activities as indicated by a mean of 3.29 and a value of 44.8% of the head teachers who agreed. However, there were also indications that in most schools the pupils did not participate fully in indoor sports activities as shown by most of the head teachers who disagreed with a mean of 2.05 and a value of 41.4%. Other findings suggest that most schools were not able to participate in all competitions and tournaments in outdoor games as suggested by most head teachers who disagreed with a mean of 2.78 and a value of 56.9%. Further, with a mean of 1.83 and values of 51.7% of those who disagreed and 37.9

who strongly disagreed it was evident that majority of the schools were not able to participate in all competitions and tournaments in indoor games.

The study also sought the views of the sports teachers concerning the status of pupils participation in sports resources in public primary schools in Nairobi County, Kenya. The findings are summarized in Table 4.14.

**Table 4.14:** *Pupils' participation in sports activities in primary schools (Sports Teachers)*

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
Our school allocates more time effectively to sports education classes	11(12.2)	0	33(36.7)	46(51.1)	0	3.27	0.969
Our school discourages the reassignment of sports lessons to non-sports education lessons	30(33.3)	21(23.3)	21(23.3)	18(20)	0	2.3	1.136
The students complete the minimum hour per week prescribed for sports education in our school	11(12.2)	26(28.9)	21(23.3)	32(35.6)	0	2.82	1.056
More than 90% of the lessons allocated for sports education are completed in our school	11(12.2)	22(24.4)	42(46.7)	15(16.7)	0	2.68	0.897
A good number of pupils remain to participate in sports activities after classes	0	30(33.3)	33(36.7)	27(30)	0	2.97	0.8
Pupils in our school participate fully in outdoor sports activities	0	11(12.2)	29(32.2)	50(55.6)	0	3.43	0.704
Pupils in our school participate fully in indoor sports activities	19(21.1)	45(50)	13(14.4)	13(14.4)	0	2.22	0.945
The school is able to participate in all competitions and tournaments in outdoor games	0	44(48.9)	15(16.7)	31(34.4)	0	2.86	0.906
The school is able to participate in all competitions and tournaments in indoor games	25(27.8)	57(63.3)	0	8(8.9)	0	1.9	0.794
Aggregate						2.717	0.912

Table 4.14 shows the aggregate  $M = 2.717$ ;  $SD = 0.912$ , the low means and standard deviation close to zero suggests that most sports teachers disagreed that their pupils fully participated in the sports activities in the schools. There were indications that most of the schools allocate more time effectively to sports education classes as suggested by most of the sports teachers who agreed with a mean of 3.27 and a value of 51.1%. Consistent with the head teachers, most of the sports teachers indicated that their schools discourage the reassignment of sports lessons to non-sports education lessons as suggested by a mean of 2.3 and a value of 33.3% of the teachers who strongly disagreed. Further, with a mean of 2.82 and with 28.9% disagreeing and 12.2% strongly disagreeing, it was evident that the students did not complete the minimum hour per week prescribed for sports education in most schools. Most were uncertain whether more than 90% of the lessons allocated for sports education were completed in their schools as indicated by a mean of 2.68 and a value of 46.7% who were neutral. The findings also show that most sports teachers unlike the head teachers were uncertain on whether a good number of pupils remain to participate in sports activities after classes as indicated by a mean of 2.97 and a value 36.7% of teachers who were neutral regarding the statement.

With a high mean of 3.43 and with most teachers agreeing with a value of 55.6, it was evident that in most school pupils participate fully in outdoor sports activities. Most of them, nevertheless, disagreed that their pupils participate fully in indoor sports activities as indicated by a low mean of 2.22 and a value of 50%. Most sports teachers further indicated that their schools were not able to participate in all competitions and tournaments in outdoor games as indicated by a mean of 2.86 and a value of 48.9%. There were also indications that most schools were not able to participate in all competitions and tournaments in indoor games as evidenced by most of the teachers (mean = 1.9) who either strongly disagreed (27.8%) or

disagreed (63.3%).

The respondents were also interviewed to obtain a deeper perspective on pupils' participation in sports activities in the schools. Therefore, the respondents were first asked to indicate what they felt affected the pupils' participation in sports in their school. One head teacher indicated that, *"I think it is environment. In this area [Nairobi] there are no local role models in sports that we can say the pupils look up to, hence, I don't think they are that motivated."* Another head teacher (H/Mn) was of the view that, *"Parents play a very important role in motivating or demotivating their children to pursue something in school or in life. When the parents are so negative about sports talents [and they are many parents with that disposition in my school], the learners are less likely to pursue sports in the school."*

The sports teachers were, however, of a different opinion. One sports teacher (S/T k), for example indicated that, *"The sports teachers play a very important role in encouraging the learners to take up particular sports. Remember, they are the talent managers and can recognize and appraise a learner's sports aptitude and capabilities."* Another teacher (S/T h) was of the view that, *"Both teachers and the learner's peers as well as the home environment are important. If the teachers are not well trained in sports talent management, they will likely not competently advise a pupil to take a particular sport. Pupils are also motivated by their fellow pupils to try certain sports and most of the time, pupils tend to participate in sports activities in which their close friends are involved in."*

It was also important to establish whether respondents had motivational sessions with the pupils to encourage them to take specific sports. Therefore, the respondents were asked to explain how they went about these aspects. One of the sports teachers (S/T g) responded,

*“Yes, of course. We do not want all the pupils in our school taking only particular sports especially those that are common like running and ball games. We try and encourage them to take up swimming for instance. Of course, we have organized with other institutions with swimming facilities to allow us to train our pupils in their facilities.”* Another teacher (S/T c) said, *“As a sports teacher, I often encourage my pupils to take up various sports. Usually, I encourage them to take a minimum of two sports so that they can eventually drop the ones they feel less competent in.”* However, another teacher (S/T g) was of the view that, *“Much as I would like to encourage them to take up different sports, the school itself has limited sports options, hence, I just encourage the pupils to participate in what the school offers but they can get to participate in more different sports when they go to high school. At least huko iko nafasi mingi.”*

Further, the respondents were asked they handle pupils who have shown interest or specific talent in certain types of sports. Among the responses to this question which was answered by both head teachers was that, *“My sports teachers usually give me the report on the students’ participation trends in the schools and their recommendations. We usually try and implement some of their proposals like purchasing training equipment or organizing for the students to facilities in other institutions upon arrangement”* (H/M f). Another head teacher (H/M b) remarked, *“When pupils show an affinity for a certain sport, we usually have a discussion with the sports teacher and assess our options. Where possible we try and facilitate the learners to pursue the sport.”*

A sports teacher (S/T d) also indicated that, *“I usually assess the level of interest and the school’s local capability to facilitate the learners to pursue the sport before we decide on how*

*it can be offered.” While another (S/T h) was of the view, “Our budget constraints usually leave us with very limited options in terms of developing new sports options for our pupils, therefore, we just encourage them [pupils] to take up the available sports options. However, as a sports teacher, I usually take time and encourage them on pursuing their preferred sports when they transition to secondary school or afterwards.”*

The findings on time allocation for sports subjects per week suggest that most of the schools allocate more time effectively to sports education classes and discourage the reassignment of sports lessons to non-sports education lessons. The findings agree with Onyancha (2018) whose study in Nyamira County revealed that PE was allocated time on the master timetable. This was, however, in contrast to most studies such as Hendricks(2014), Lees(2014), Muriithi(2015), Gaudreault et al.(2018), Gabbard(2019) and Burnett(2020) that suggest that in spite of its importance, PE is a non- compulsory subject within the curriculum and many schools are actively reducing PE time in favor of what are deemed more “serious” or “important” subjects. Statistics indicate that globally schools allocate minimal time to physical education which may mean that the sports talent may not be well developed especially in resource constrained contexts such as those in the developing countries (Stroebel et al., 2016). However, this did not imply that the schools were able to achieve the recommended time allotment per week for PE. For example, the findings of the current study suggest that the students did not complete the minimum hour per week prescribed for sports education in most schools. Further, there was uncertainty on whether more than 90% of the lessons allocated for sports education were completed in their schools.

It was evident that in most school pupils participate fully in outdoor sports activities, however, most could not participate fully in indoor sports. Most schools were, however, not

able to participate in all competitions and tournaments in outdoor and indoor games. Mungai (2015) found that while outdoor sports was the most practiced, during a day when the weather was unsuitable for going to the field, learners were engaged in discussion groups and finishing up allocated assignments in other subjects other than PE during PE lesson. Onyancha (2018) found that there was inadequate provision of indoor and outdoor facilities for teaching PE and there was also limited availability of standard fields for athletics and football thus affecting the participation of learners in both indoors and outdoors sports. Maina (2011) also pointed towards inadequacy of PE facilities and equipment where schools were even found to be lacking playgrounds as some of the barriers to pupil's participation in sports activities.

#### **4.8 Correlation Analysis**

In 4.8, the research presents the Pearson's correlation analyses. This helped determine the extent of coalition between the investigated constructs. These are shown in Table 4.15.

**Table 4.15:** *Correlation of investment on sports talent development*

		Teachers Training	Teachers Motivation	Sports Resources	Parents Investment	Sports Participatio n
Teachers Training	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	148				
Teachers Motivation	Pearson Correlation	.582**	1			
	Sig. (2-tailed)	0.000				
	N	148	148			
Sports Resources	Pearson Correlation	.408**	.899**	1		
	Sig. (2-tailed)	0.000	0.000			
	N	148	148	148		
Parents Investment	Pearson Correlation	-.300**	.540**	.697**	1	
	Sig. (2-tailed)	0.000	0.000	0.000		
	N	148	148	148	148	
Sports Participatio n	Pearson Correlation	-.176*	.529**	.614**	.749**	1
	Sig. (2-tailed)	0.032	0.000	0.000	0.000	
	N	148	148	148	148	148

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

\* Correlation is significant at the 0.05 level (2-tailed).

The first correlation was analyzed to find out the relationship between investment in sports teachers training on pupils' participation in sporting activities. The results in Table 4.15 suggest that the correlation was indeed significant but negative ( $r = -0.176$ ;  $p = 0.032 < 0.05$ ). This shows that the as things were at the moment, there were few qualified teachers in the schools and as such were having a weak impact on the pupils participation in sporting activities in schools in the area. The negative correlation could be explained by the readiness of teachers to teach PE as found by Shimishi and Ndhlovu (2015) that teachers' readiness to

transfer physical learning skills can influence learners' attitude towards physical education management.

The study also analyzed the correlation between the investments in sports teachers' motivation on pupils' participation in sporting activities. Table 4.15 shows that the correlation was indeed significant ( $r = .529$ ;  $p = 0.000 < 0.05$ ). The correlation further shows that the relationship was positive and strong suggesting that pupils' participation in sporting activities in public primary schools in the area could significantly improve when the sports teachers were well motivated. This finding agrees with Kamau (2010) who found that rewarding teachers is a fundamental motivation factor in the teaching profession. Teachers' motivation and productivity can be improved by effectively rewarding them as it results in better performances in the classrooms and in extra-curricular undertakings with their pupils. All-inclusive schools' success is has a foundation on ways through which the management motivates its teachers, and also ways in which the management evaluates teachers' performance for compensation purposes. Andrew (2014) also revealed that a teacher's commitment is founded on the extent of recognition and rewards.

The third correlation was analyzed to examine the relationship between school managements' investment in sports resources on pupils' participation in sporting activities in public primary schools in Kenya. The findings in Table 4.15 show that the relationship was significant ( $r = .614$ ;  $p = 0.000 < 0.05$ ). This implies that a strong relationship existed between investments in sports resources on pupils' participation in sporting activities. These are in order with what Mwwisukha et al. (2014), Kahiga et al. (2015) and Kzkara (2018) observed that there were strong relationships between the facilities provided by the school and pupils'

participation in sporting activities. As such, they argued that the integration of resources and investment in resources should be prioritized in the delivery of sports education.

Finally, a correlation was analyzed to establish the relationship between parental investment in sports talent management on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya. Table 4.15 shows that the results were positive and significant ( $r = .749$ ;  $p = 0.000 < 0.05$ ). The results further show that the relationship was very strong suggesting that parental investment could have much better outcomes in the sports talent management of the pupils and their participation in sporting activities in school. This agrees with Liu et al. (2021) who found that guardian investment, their physical fitness levels and attitudes towards physical exercise foresee children's development of interest in sport involvement.

#### **4.9 Model Tests for Regression Assumptions**

##### **4.9.1 Test for Normality of the Data**

A normality test was analysed in order to inform the specific type of regression model to adopt in the study; either parametric or non-parametric tests. The Shapiro and Wilk test was adopted to ascertain this (Warner, 2008). A threshold of than 0.05 was adopted to conclude the normally or abnormally distribution of the data. The results are given in Table 4.16.

**Table 4.16:** *Results of Shapiro and Wilk Test of Normality*

Variable	Skewness	Kurtosis	Shapiro-Wilk Test			Remark
			Statistic	Df	Sign	
Teacher Training	-0.574	-0.202	0.948	15	0.487	Normal
Teacher Motivation	-0.07	-0.15	0.974	22	0.805	Normal
Sports Resources	-0.011	0.31	0.971	12	0.925	Normal
Parental Investment	-0.273	-0.754	0.938	18	0.269	Normal
Pupils Participation						

Ho: We have enough evidence that the population is normally distributed.  
Significance level ( $\alpha$ ) .05

Normality results in Table 4.16 explain that Shapiro-Wilk tests was represented by p-values which were greater than 0.05. This elaborated non-violation of the normal distribution of data. To cement this further, Skewness and Kurtosis tests also insist on non-violation of this diagnostic test evidenced by presence of flatness or height of the distribution curve relative to the normal distribution curve. From the findings above, it is evident that the normality assumption was not violated by any of the independent variables, therefore, all the independent variables were presumed to be normally distributed.

#### **4.9.2 Multicollinearity Assumption Test**

A multicollinearity test was also conducted and the results are presented in Table 4.17.

**Table 4.17:** Collinearity Statistics Tests for Multicollinearity

Variable	Collinearity Statistics	
	Tolerance	VIF
Investment in Teacher Training	0.475	2.104
Investment in Teacher Motivation	0.291	3.436
Investment in Sports Resources	0.505	1.979
Parental Investment in Talent Management	0.419	2.389

a Dependent Variable: Standard residuals

Table 4.17 shows VIFswere less than 10 and tolerance value more than 0.1.therefore, the presented data did not contravene multicollinearity. Larger values of VIF in the order of > 10 indicate the presence of multicollinearity (Field, 2009). Multicollinearity would also be present where the tolerance values were closer to 0.1.

#### 4.9.3 Heteroscedacity

Similarly, a heteroscedacitytest was also conducted and the results are presented in Table 4.18.

**Table 4.18:** *Heteroscedacity of the Independent Variables*

Variable	F	Sig.	Decision (Breusch-Pagan test (p > 0.05))
Investment in Teacher Training	1.857	.210b	P > 0.05 No heteroscedacity present
Investment in Teacher Motivation	0.224	.649b	P> 0.05 No heteroscedacity present
Investment in Sports Resources	7.743	.024b	P > 0.05 No heteroscedacity present
Parental Investment in Talent Management	1.428	.266b	P > 0.05 No heteroscedacity present

From the results in Table 4.18, all the independent variables except one scored a significant value of  $p > 0.05$  which according to the Breusch-Pagan hypothesis shows that there was no evidence of heteroscedacity and, thus, the heteroscedacity assumption was not violated.

#### 4.9.4 Autocorrelations

Autocorrelation assumption was tested using the Durbin-Watson test. The findings are given in Table 4.19.

**Table 4.19:** *Test for Autocorrelations*

Variable	Durbin-Watson	Std. Error of the Estimate	Decision
Investment in Teacher Training	1.493	2.74054	No autocorrelation
Investment in Teacher Motivation	1.711	2.33765	No autocorrelation
Investment in Sports Resources	1.615	3.51784	No autocorrelation
Parental Investment in Talent Management	1.827	3.44336	No autocorrelation

From the findings in Table 4.19, it is evident that all the Durbin-Watson values of the independent variables were close to 2.0 implying that there was no autocorrelation among the variables and, hence, the OLS model could be upheld.

#### 4.10 Regression Analysis

The investigation settled for multivariate regression analysis having established the compliance of the diagnostic tests. This model was also utilized to establish the existence of a relationship between the main variables of the research.

##### 4.10.1 Regression Analysis Before Moderation

The results of the unmoderated regression model are summarized in Table 4.20.

**Table 4.20: Multiple Linear Regression Analysis Model Summary (Before Moderation)**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.810a	0.656	0.647	2.71255

a Predictors: (Constant), Parents Investment, Teachers Training , Teachers Motivation, Sports Resources

The dependent and independent constructs were regressed separately before introducing the moderator. Table 4.20 explains the existence of a relationship between these constructs which accounted to = 0.810. The adjusted r-square ( $R^2_{Adj} = 0.647$ ), further, indicates that the combined model influence upto 64.7% on pupils' participation in sporting activities. Consequently, the predictive ability expound that, if more variables are incorporated into the model, there is likelihood for improved effect (Sen & Srivastava, 2011). Having established this, an ANOVA test was analyzed to examine the appropriateness of the model as shown in Table 4.21.

**Table 4.21: Summary of ANOVA Results**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2008.596	4	502.149	68.246	.000b
Residual	1052.181	143	7.358	.	.
Total	3060.777	147	.	.	.

a Dependent Variable: Sports Participation

b Predictors: (Constant), Parents Investment, Teachers Training , Teachers Motivation, Sports Resources

Table 4.21 explains the existence of significant differences between means of unmoderated variables predicting school management investment in sports talent management and the variable predicting pupils' participation in sporting activities in public primary schools in Nairobi County ( $F_o = 68.246 > F_c = 2.50$ ;  $\alpha < 0.05$ ;  $df = 4, 147$ ;  $p = 0.000 < 0.05$ ). This finding confirms that the model predicted by Table 4.19 and shows it is indeed significant.

The study also examined to get to know the schoolschool management investment in sports talent management that extered much weight compared to others whenpredicting pupils' participation in sporting activities in public primary schools in Nairobi County, the beta value was used. This is given in Table 4.22.

**Table 4.22:** *Multiple linear regression results*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.92	1.869		7.984	0.000
Teachers Training	-0.769	0.139	-0.886	-5.524	0.000
Teachers Motivation	0.632	0.131	0.761	4.827	0.000
Sports Resources	0.317	0.109	0.468	2.912	0.004
Parents Investment	-0.154	0.109	-0.253	-1.415	0.159

a Dependent Variable: Sports Participation

Table 4.22concludes that the most influential factor was investment inteachers motivation ( $\beta = 0.761$ ,  $p < 0.05$ ). after it wasinvestment in Sports Resources ( $\beta = 0.468$ ,  $p < 0.05$ ) and investment in Teachers Training ( $\beta = -0.886$ ,  $p < 0.05$ ) respectively. Therefore, pupils' participation in sporting activities in public primary schools in Nairobi County, would change by a corresponding number of standard deviations when the respective independent variables changed by one standard deviation. However, suprisingly, the parental investment was not

found to be significant in the joint model ( $\beta = -0.253$ ,  $p > 0.159$ ). The study, therefore, establishes that with the exception of Parental Investment, the variables Teachers Training, Teachers Motivation, Sports Resources were all school management investment in sports talent management factors affecting pupils' participation in sporting activities in public primary schools in Nairobi County.

Therefore, the emergent equation connecting all the variables of the study before moderation was; Pupil's Participation in Sports Activities =  $14.92 - 0.769$  Teachers Training +  $0.632$  Teachers Motivation +  $0.317$  Sports Resources -  $0.154$  Parents Investment.

The findings showed that investment in teacher training, teacher motivation and in sports resources for talent management which are essentially school based factors were instrumental in driving the pupil's participation in sports activities in primary schools in the area. Unlike in the UK where well educated and advanced trainers are taught and should follow a practical approach to the process of recognizing talented or gifted learners or Malaysia have talented teachers who are generally dedicated to imparting knowledge to every student (Valk et al., 2012). In Nairobi County, the lack of special training for sports teachers was working against the participation of pupils in sports activities in the schools in the area. Akpan (2011) study asserts that well teachers that are trained well are capable of creating, enriching, maintaining and altering instructional settings so that they can understand and sustain their students' interests and use time effectively.

Regarding teacher motivation, the positive coefficient corroborates the findings in the descriptive statistical section of this study that showed that some measure of motivation for sports teachers was being implemented in the schools. For example, there were considerable

efforts being made to enhance the recognition of PE in their schools. There was also proof that sometimes other non-PE teachers were coopted for physical education to reduce the workload of physical education teachers. This in turn led to a positive association with pupils' participation in sports activities which could improve further when other motivational aspects were implemented in the schools. Among these are equipping the sports teachers for their work. This agrees with Taber (2010) who observed that many schools and teachers in developing countries in Africa among other countries are not well equipped to fulfil the requirements of these learners. Consequently, students may become bored and discouraged from learning e.g. Science. Due to the imminent shortage of educated science staff, there is a need for skills development, especially in science education (Taber, 2010).

The other motivational aspect is rewarding of teachers. According to Kamau (2010), rewarding teachers is a fundamental motivation factor in the teaching profession. A large number of institutes have acquired enormous by complying with their schools' strategies through well-proportioned teachers' recognition programs. Teachers' motivation and productivity can be improved by effectively rewarding them as it results in better performances in the classrooms and in extra-curricular undertakings with their pupils. The success all-inclusive schools' has its foundation on ways through which the management motivates its teachers, and also ways in which the management evaluates teachers' performance for compensation purposes (Kamau, 2010).

In relation to investment in sports resources, the findings indicate that it had a moderate impact on the participation of pupils in sports activities in schools in the area. According to Heward (2014), a focus on resources meant to stimulate creative thinking in children, critical-thinking and problem solving skills. Most schools, however, deliberately defer recognizing

the talents of learners until much later citing that it is the sole responsibility of the parents to commit resources to nurture the talents of their children (Veladat & Navehebrahim, 2011). School managers decry lack of resources to support talent management despite their desire to formally introduce talent management in their schools.

#### 4.10.2 Moderating effect of Area Location of School

To analyze the moderating effect of Area Location of School on the relationship between investment in sports talent development and pupils' participation in sports activities, the Area Location of School was first introduced into the model in Table 4.21 as an explanatory variable as recommended by McKinnon (2007). The results are presented in Table 4.23.

**Table 4.23:** *Multiple Linear Regression Results with Moderator Variable*

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	15.316	1.923		7.966		0.000
Teachers Training	-0.753	0.141	-0.867	-5.354		0.000
Teachers Motivation	0.63	0.131	0.758	4.804		0.000
Sports Resources	0.307	0.11	0.453	2.799		0.006
Parental Investment	-0.145	0.109	-0.239	-1.331		0.185
Area Location of School	-0.256	0.289	-0.044	-0.886		0.377
R	.811a		F	54.672		
R Squared	0.658		Sig.	.000b		
Adjusted R Squared	0.646		df	5,142		

a Dependent Variable: Sports Participation

b Predictors: (Constant), Area Location of School, Sports Resources, Teachers Training, Teachers Motivation, Parental Investment

Table 4.23 shows that the Adjusted R<sup>2</sup> is 0.646 which indicates that the model with the introduction of the moderating variable Area Location of School as an explanatory variable explains 64.6% variations in pupil's participation in sports activities while the rest of the

variations are indicated by what refused to fit into the model. The F-statistic is 54.672, and  $p = 0.000$  where  $p < .05$ . Hence, the model with the independent variables of investment in sports talent management and the moderator variable Area Location of School were jointly significant in explaining variations in pupil's participation in sports activities in public primary schools Nairobi County, Kenya. However, Table 4.22 shows that Area Location of School variable was not significant at ( $\beta = -0.886$ ,  $p = 0.377 > 0.05$ ). This implies that the Area Location of School variable when introduced into the model in Table 4.21 fails to satisfy the explanatory condition proposed by MacKinnon *et al.*, (2007). The  $R^2$  change ( $R^2 = 0.647$  in model 1 Table 4.19 and  $R^2 = 0.646$  in model 2 Table 4.22) is, however, is small but significant ( $p \leq 0.05$ ).

The third model was estimated where Area Location of School was interacted with all the investment in sports talent management variables to estimate the moderating effect and its direction in a joint model. The regression results are presented in Table 4.24.

**Table 4.24:** *Regression Results with Area Location of School. Investment in Talent Management*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	25.118	0.755		33.247	0.000
Area.Teacher Training	-0.309	0.063	-1.402	-4.869	0.000
Area.Teacher Motivation	0.230	0.061	1.433	3.790	0.000
Area.Sports Resources	0.163	0.052	0.837	3.154	0.002
Area.Parental Investment	-0.079	0.049	-0.426	-1.599	0.112
Location of School	-3.732	0.921	-0.646	-4.053	0.000
R	.768a		F	40.858	
R Squared	0.590		Sig.	.000b	
Adjusted R Squared	0.576		df	5,142	

a Dependent Variable: Sports Participation

b Predictors: (Constant), Area Location of School, Area. Parental Investment, Area. Teacher Training, Area.Sports Resources, Area.Teacher Motivation

Table 4.24 shows that the coefficients for three out of four of the interactive terms are all significant. Area.Teacher Training coefficient was  $\beta = -1.402$ ,  $p = 0.000$ , Area.Teacher Motivation coefficient was  $\beta = 1.433$ ,  $p = 0.000$ , and Area. Sports Resources was  $\beta = 0.837$ ,  $p = 0.002$ . Area Location of School (without interaction) was also significant at  $\beta = -0.646$ ,  $p = 0.000$ . However, in the interacted model, the term Area. Parental Investment was not significant ( $\beta = -0.426$ ,  $p > 0.05$ ). Mackinnon et al. (2007) recommended that to ascertain the existence of an moderating effect in a model, one checks the presented coefficients if even in their multiplier; still retail a level of significance. An analysis of this is articulated in Table 4.25.

**Table 4.25: Summary for the Moderating Effect**

	Model 2 (Before Moderation)		Model 3 (After Moderation)		Significance of change	Implication of change
Variable	Coefficient	P value	Coefficient	P- value		
Teachers Training	-0.867	0.000	-1.402	0.000	p=0.000	Area Location of School is a moderating variable
Teachers Motivation	0.758	0.000	1.433	0.000	p=0.000	
Sports Resources	0.453	0.006	0.837	0.002	p=0.002	
Parental Investment	-0.239	0.185	-0.426	0.112	p=0.173	
Location of School	-0.044	0.377	-0.646	0.000	p=0.000	
R2 Change	R <sup>2</sup> = 0.646		R <sup>2</sup> = 0.576		0.000	

Table 4.25 shows that Teachers Training coefficient was significant and negative before moderation at  $\beta = -0.867$ ,  $p = 0.000$  and also after moderation ( $\beta = -1.402$ ,  $p = 0.000$ ); Teachers Motivation coefficient was significant and positive before moderation at  $\beta = 0.758$ ,  $p = 0.000$  and also significant after moderation ( $\beta = 1.433$ ,  $p = 0.000$ ); Sports Resources was significant before moderation with the coefficient being  $\beta = 0.453$ ,  $p = 0.006$  and also significant after moderation at ( $\beta = 0.837$ ,  $p = 0.002$ ); Parental Investment coefficient was not significant before moderation ( $\beta = -0.239$ ,  $p = 0.185$ ) and was also not significant after moderation at  $\beta = -0.426$ ,  $p = 0.112$ . In the same way, Area Location of School was not significant before moderation at  $\beta = -0.044$ ,  $p = 0.377$  but, however, was significant after moderation at  $\beta = -0.646$ ,  $p = 0.000$ . The R<sup>2</sup> Change was also significant changing from R<sup>2</sup> = 0.646 (adjusted) before moderation to R<sup>2</sup> = 0.576 (adjusted) after moderation. Therefore, arguing on what Mackinnon et al. (2007) and Keppel and Zedeck (1989) stipulates, Area Location of School was a moderating variable rather than an explanatory variable.

The different geographical locations in Nairobi considered in this research included CBD, Kileleshwa, Githurai, Mwiki, Mathare, Muthaiga, Mukuru Kwa Njenga, Dagoreti, Langata, Kasarani, Embakassi, Pumwani, and Lavington among others. These areas have varying income levels from high income neighbourhoods to low income neighbourhoods. As observed from results in Table 4.24 the geographical location of the school is significant  $P=0.000$  and moderates the relationship between investments in sports talent development and Pupils participation in sporting activities. This implies that if a school is located in the outskirts of Nairobi most of which tend to be in the low income area are likely to have more learners and low resourcing for sports talent development. If a school is located close or in the CBD, the likelihood of the school having better resource endowment increases.

However, schools closer to or in the Nairobi CBD have more space constraints than schools in the outskirts. Schools in the densely populated low income areas such as slums also have limited space and higher teacher to pupil ratio. For schools located in more affluent areas some of which are far from the CBD, they are better resourced with teacher and sports facilities as well as space. The disparities in sports investment across geographical locations was observed in a study of Chinese schools by Zhong (2022) which revealed that up to more than half the school going children in elementary school in rural schools did not show interest in sports or physical education, which was not ideal in general. This occurrence was stimulated by causative agents like poor family support, un conducive family environment, inadequate infrastructure, facilities and resources and dismal attentiveness to PE. Yi and Li (2017) also noted that currently, there was unbalanced development of rural sports and this was causing many children to be left behind in sports talent development.

Rural schools are also deplorably resourced as shown by poor machinery, financial, human, material, facilities, tools, programs investment (Burnett, 2010; Van Deventer, 2015). In their study, Elumilade et al. (2006) revealed inadequate funding as the major detriment for sports development in South Africa. Parental involvement also contributed to the lack of investment in sports in schools in the low income areas. For instance, Phaswana (2018) in her study concluded that based on empirical evidence that the funding problem in low socio-economic schools in South Africa were exacerbated by lack of ownership and support from both parents and school's officials who prioritise more on academics and less extramural activities at schools.

In contrast, public schools in the upmarket urban areas notably had invested in good sports facilities and were the main driving reasons for parents to enrol their children in them. For instance, a study by Alsaudi (2015) stressed that talent development was a major facet which influenced parent selection decision to enrol their children's education in the Kingdom of Saudi Arabia was that the schools had outdoor games and facilities and also the schools had good indoor games. According to Kubayi et al. (2014), low social status schools do not mean they do not enrol learners with talents, but their ability to nurture them and grow their fame is hindered by structural, human, financial, material, facilities and infrastructure inadequacies. Ndlamandla et al. (2012) also related poor participation in sports to un conducive environmental facilities and resources.

#### **4.11 Hypothesis Testing**

The first null hypothesis was tested under;

**HO<sub>1</sub>:** School managements' investment in teachers training does not have any significant impact on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya

The results in Table 4.22 showed that the relationship between investment in sports Teachers Training and pupils' participation in sporting activities was significant ( $\beta = -0.886$ ,  $p < 0.05$ ). Hence, we reject the null hypothesis. However, the relationship was negative which implies that there was lack of investment in sports teachers training and this was negatively impacting the pupils' participation in sporting activities in public primary schools. After moderation (Table 4.23), their relationship was found to be negative and significant ( $\beta = -1.402$ ,  $p = 0.000$ ). This implies that the area where the school was situated in the country, that is, urban, peri-urban or rural had a significant bearing on the investment in teacher training and consequently, the pupils' participation in sports.

**HO<sub>2</sub>:** School managements' investment in sports teachers' motivation does not have any significant impact on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya

The results in Table 4.22 showed that the relationship between investment in sports teachers' motivation and pupils' participation in sporting activities in public primary schools in Nairobi County was significant ( $\beta = 0.761$ ,  $p < 0.05$ ). Hence, we reject the null hypothesis. The relationship was positive indicating that there was significant investment in sports teachers motivation and this was positively impacting the pupils' participation in sporting activities in public primary schools. After moderation (Table 4.23), the relationship between investment in sports Teachers Training and pupils' participation in sporting activities in public primary schools in the area was also found to be positive and significant ( $\beta = 1.433$ ,  $p = 0.000$ ). This

implies that the area where the school was situated in the country, that is, urban, peri-urban or rural had a significant bearing on the investment in sports teacher motivation and consequently, the pupils' participation in sports.

**HO<sub>3</sub>:** School managements' investment in sports resources does not have any significant impact on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya.

The results in Table 4.22 showed that the relationship between investment in sports resources and pupils' participation in sporting activities in public primary schools in Nairobi County was significant ( $\beta = 0.468$ ,  $p < 0.05$ ). Hence, we reject the null hypothesis. The relationship was positive indicating that there was significant investment in sports resources and this was positively impacting the pupils' participation in sporting activities in public primary schools. After moderation (Table 4.24), the relationship between investment in sports resources and pupils' participation in sporting activities in public primary schools in the area was also found to be positive and significant ( $\beta = 0.837$ ,  $p = 0.002$ ). This implies that the area where the school was situated in the country, that is, urban, peri-urban or rural significantly determined the investment in sports resources and consequently, the pupils' participation in sports.

**HO<sub>4</sub>:** Parental investment in sports talent management does not have any significant impact on pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya

The results in Table 4.21 showed that the relationship between parental investment in sportstalent managementand pupils' participation in sporting activities in public primary schools in Nairobi County was not significant ( $\beta = -0.253$ ,  $p > 0.159$ ). Hence, we accept the

null hypothesis. This implies that majority of the parents in the area had not made any appreciable investment in their children's sports talent management in school. Therefore, their lack of investment in their children's sports talent management did not significantly impact the pupils' participation in sporting activities in public primary schools.

**HO<sub>5</sub>:** Area Location of School has no significant moderating effect on the relationship between investment in sports talent development and pupils' participation in sports activities in public primary schools in Nairobi County, Kenya.

The results in Table 4.23 shows that the Area Location of School has a significant moderating effect on the relationship between investment in sports talent development and pupils' participation in sports activities in public primary schools in Nairobi County, Kenya. ( $R^2 = 0.646$  before moderation and  $R^2 = 0.576$  after moderation,  $p = 0.000$ ). Hence, we reject the null hypothesis. However, the relationship was negative which implies that the Area Location of Schools was negatively impacting investment in sports talent development and consequently the pupils' participation in sporting activities in public primary schools in the area. This implies that investment in sports talent development and pupils' participation in sports activities in public primary schools in Nairobi County was constrained by the area where the school was situated in the County, that is, urban, peri-urban or rural.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This section culminates the study by articulating the key findings and conclusions based on what has been reported in the previous chapter. The recommendations for stakeholders are also made at the end of the chapter.

#### **5.2 Summary of Key Findings**

In each objective and variable of the research undertaken, key observations of the situation emerged and are summarized here. The study examined the impact of investment in sports talent development on pupils' participation in sports activities in Kenya. It only focused on five independent variables, that is; investment in teachers training, investment in sports teacher's motivation, investment in sports resources, parental investment in sports talent management and the impact of pupils' participation in sporting activities.

##### **5.2.1 School managements' investment in teachers training on talent management in Nairobi County, Kenya**

Regarding the status of investment in teachers training on sports talent management, the results shed light that majority of schools did not have adequate qualified sports teachers. There were indications that the schools were not very supportive of sports teachers development through training as evidenced by the findings that most schools did not organize workshops for training teachers on management of pupils' sports talent. Also, only few the schools sponsored teachers for talent management training while majority did not facilitate the sports teachers to attend professional sports clinic management of pupils' sports talent.

The results also uncover that most teachers in Nairobi county were not facilitated to attend in-service training of management of pupils' sports talent to enable them learn new methodologies of talent identification and development. Further, in most schools, sports teachers did not receive any sponsorship or facilitation by their respective schools' management to attend workshops on management of pupils' sports talent. Most schools did not facilitate their sports teachers to obtain certified professional training. It was also evident that most of the sports teachers were not exposed to professional sports coaching training by accredited such as FIFA, NOCK. As such, most sports teachers were just generalist in terms of training and depended on the training they had in the teachers training college to manage sports talents of their pupils.

Discoveries informed by the correlation and regression analysis also point that teacher training in sports talent management could significantly influence pupils' participation in sports in the schools. However, there were indications that this was not the case presently and the lack of specialist sports teachers and possibly their attitudes was having the opposite effect on pupils' participation in sports in the schools in the County.

### **5.2.2 School managements' investment in teachers' motivation for talent management in Nairobi County, Kenya**

Concerning this objective, the results revealed that there were considerable efforts being made to better the recognition of PE among schools in Nairobi. There was also evidence that sometimes other non-PE teachers were coopted for physical education to reduce the workload of physical education teachers. Further, most schools encouraged physical education teachers to collaborate with other non-physical education teachers on talent identification and

development of pupils. As such, it was evident that most schools were making efforts to ensure physical education teachers get equal recognition with non-PE teachers.

The findings, however, revealed that in spite of these efforts, there was still considerable uncertainty on whether physical education teachers get equal responsibility with their non-PE teachers. There were also indications that physical education teachers are considered for promotion in equal status with their non-PE counterparts. Most PE teachers, however, did not get equal compensation with non-PE teachers for extra-curricular duties. This could suggest why most teachers were not motivated to pursue a teaching career in physical education and rather opted for other subjects that had better compensation and recognition, hence, making the schools experience a shortage of qualified sports teachers.

Only in few schools were physical education teachers well facilitated for their talent development programs for learners. This meant that most of the schools in the area had not began recognizing the role of PE teachers in talent management of learners and were not facilitating them for the activities. Most schools management did not often requires the physical education teachers to develop and submit their talent management proposals for funding. As such, proposals for funding talent management of learners if done were made voluntarily by the sports teachers and even these were not certain to be funded by the schools management as there was little to show that the schools often factored and tried to meet the funding requirements of talent management proposals by the sports teachers.

Findings from the correlation and regression analyses also showed that school management in sports teachers motivation in pupils' talent management strongly and positively impact the participation of pupils in sports in the schools. This implied that the efforts being made

currently in the schools, though, minimum had the desirable outcome of improving participation of pupils in sports and could improve further with more motivational incentives.

### **5.2.3 School managements' investment in sports resources in public primary schools in Nairobi County**

The results on school management investments' revealed that most schools had not invested in development of sports grounds for training pupils in a variety of track and ball games. Most schools have also not invested in development of sports rooms for training our pupils in a variety of indoor games. Also, most schools have not invested in modern sports talent development equipment for their pupils, and most do not ensure they acquire new sports equipment when implementing their budgets.

It has also been made clear that, only few schools in the interested location have entered into agreements with other schools and organizations in the area to allow their students to train in their facilities. However, most schools usually engage other stakeholders and charitable organizations to provide them with sports equipment for their pupils. It also emerged that most schools in the area did little to ensure that their sports training grounds for outdoor games are well maintained. Further, most schools did little to ensure that the sports training rooms for indoor games are well maintained. In addition, most schools did not ensure that the training equipment for our pupils are in a well maintained state at all times.

Both correlation and regression results, however, suggested that the schools management investment in sports resources for talent management of the pupils could have very high impact on the learners participation in sports in school. However, as things currently stand in

the schools, a lot more needed to be done by way of investment and maintenance to improve the state of the sports training facilities so as to enable them nurture talents fully.

#### **5.2.4 Parental investment in sports talent management in public primary schools**

Parental investment in sports results disclosed that most pupils' parents were reluctant to ensure that their children have the right sports uniforms, the right sports shoes and other sports gear. This implied that the parents were only making minimum investments in their children's talent management in the schools. There was uncertainty whether among the pupils' parents ensured that their children were able to attend all sports events whenever required. Most pupils' parents also did not attend major sports events in the school. There were also indications that most pupils' parents did not often give additional contribution for sports events held in the schools.

Nevertheless, most pupils' parents contributed to their children's medical bills for injuries incurred during sports events organized by the school. However, most pupils' parents did not often require that the school be well equipped with medical equipment such as first aid kits for sports events. Further, most pupils were not mostly covered by their parent's medical insurance schemes as most parents were likely not insured by any comprehensive cover.

Results on correlation and regression were, however, mixed with the correlation analysis on one hand showing a very strong relationship between parental investment in sports talent management and pupils participation in sports in the schools. On the on the other hand, however, the multivariate regression analysis found that the parental investment in sports talent management was not significant to the joint model predicting pupils' participation in

sports in the schools. This meant that parental investment only had bivariate effect when considered alone but not in joint model with other variables.

### **5.2.5 Moderating effect of Area Location of Schools on investment in sports talent management and pupils' participation in public primary schools**

After moderation with Area Location of School, the relationship between investment in sports resources and pupils' participation in sporting activities in public primary schools in the area was also found to be positive and significant. This give way that the area where the school was situated in the country, that is, urban, peri-urban or rural significantly determined the investment in sports resources and consequently, the pupils' participation in sports. Area Location of Schools was a moderating variable rather than an explanatory variable.

## **5.3 Conclusions**

Conclusions drawn from the summarized discoveries above are presented as per the objectives;

### **5.3.1 School managements' investment in teachers training in talent management and pupils' participation in sports**

The research concludes that investment in teachers training on talent management significantly influenced pupils' participation in sports in primary schools in Nairobi County. However, as things currently were in the schools, there was little investment in teachers training on talent management in the schools and as such there was a shortage of specialist teachers in sports. This meant that talent identification and nurturing was not being realized as envisioned.

### **5.3.2 School Managements' Investment in Teachers' Motivation for Talent Management**

From the preceding results, the study concludes that school management in sports teachers' motivation in pupils' talent management significantly and positively impact on the participation of pupils in sports in the schools. This meant as things were currently, the schools management were taking measures to mainstream physical education or sports teachers by recognizing the importance of their subject and increasing their responsibilities to suggest that they were equal to other teachers in the school in order to improve talent management of the pupils.

### **5.3.3 School Managements' Investment in Sports Resources**

Regarding investment in sports resources, the study concludes that the schools management investment in sports resources for talent management of the pupils could have very high impact on the learners participation in sports in school if done properly. Currently, there was only minimal investment in sports resources in the public primary schools meaning that sports talents were likely not to be fully realized or to remain underdeveloped.

### **5.3.4 Parental Investment in Sports Talent Management**

The study concludes that a very strong relationship between parental investment in sports talent management and pupil's participation in sports in the schools. This implied that strong inputs from parents could go a long way in improving the pupil's talents in sports and also their levels of participation in the future. However, as things were at the moment, there was only minimum investments being made by the parents in their children's talent management in the schools and this could not achieve the desired effect both in terms of talent development and also academic performance.

### **5.3.5 Moderating effect of Area Location of School on investment in sports talent management and pupils' participation in public primary schools**

After moderation with Area Location of School, the relationship between investment in sports resources and pupils' participation in sporting activities in public primary schools in the area was also found to be positive and significant. Area Location of School was a moderating variable rather than an explanatory variable.

## **5.4 Recommendations**

This component gives out the recommendations based on the observed scenerio.

### **5.4.1 Recommendations for Practice**

There is need to emphasize that the sports teachers get at least one specialist training once posted as teachers apart from the general training they receive in the teacher training colleges. The school management should, therefore, be encouraged to support the development of the sports teachers through seminars, clinics and in-service training.

The schools' management need to do more in the way of recognizing, compensating and recommending sports teachers for promotion. This will improve the equality of the of the sports teachers with their non-sports counterparts. There is also need for the schools to recognize and fully allocate time for sports talent management in the schools. The schools' management also need to encourage the sports teachers to develop proposals for improving sports talent management and also be supportive towards their implementation.

There is need for the schools' managements to increase investment in sports resources specifically outdoor and indoor facilities and their maintenance. They should also create

collaborations and partnerships with other institutions having facilities that are not within their capacity to provide so as to train their pupils in such sports.

The pupils' parents should be sensitized and encouraged to make significant investment on their children's sports talent management not as an alternative but as a complimentary action that could also improve on their children's future academic performance and progression prospects as well as nurture the valuable talents.

#### **5.4.2 Recommendations for Policy**

The MOE should also support the specialist training of sports teachers by availing in-service courses and workshops to increase the adequacy of professional sports teachers in the schools. The education policymakers at the ministry should also make sports education examinable so as to improve its equality among other subjects and motivate other teachers to take up the subject thus reducing the workload for the current sports teachers.

The policymakers in the Ministry of Education should also provide guidelines on development and maintenance of sports facilities and also increase investment in diverse sports facilities per zone so as to improve on the variety of sports the pupils can participate in. In the same vein, they should provide guidelines on the sharing of the sports facilities.

Policymakers could also provide guidelines on how the parents could invest in their children's sports talents management in the schools going forward.

### **5.5 Recommendations for Future Studies**

A qualitative study exploring the reasons for poor parental investment in sports talent management in the schools need to be carried out. Studies should also be carried out on the investment of county governments on talent management and its impact on pupils' participation in sports. There is also need to carry out study exploring the factors affecting sports talent management in schools in the country using the structural equation modeling approach (SEM). There is also need to carry out a study on the investments made by schools on talent management among disabled pupils on their participation in sports.

**NOTE**

Towards the end of this study when the report was already out, the Presidential task force for education reforms 2023 proposed increase in capitation. The following is a summarized directive of the capitation: Ksh 1,170 for Pre-Primary; Ksh. 2,238 for Primary; Ksh. 15,043 for Junior School; Ksh. 22,527 for Senior School (Day); Ksh. 19,800 for Special Needs Institutions (SNE) (Day) and Ksh. 38,280 for SNE (Boarding). For successful meeting of student's needs, a revision and grant allocation should be done in a span of three years. Studies need to be done on the allocation of this capitation for talent management in schools and the impact it will have on participation of learners in sports.

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## APPENDICES

### Appendix 1: Permission Letter to Carry out Reseach in School

Muthoni Tabitha Mwangi

P.O. Box 99991

Nairobi

Date: \_\_\_\_\_

The Head Teacher \_\_\_\_\_

Dear Sir/Madam,

#### **Re: Permission to Collect Data for Academic Research Purposes**

I am a PhD (Educational Leadership and Management) student of Kenya Methodist University. I am carrying out a research on *the impact of investment in sports talent development on pupils' participation in sports activities in Kenya*. This study involves sports education teachers. I am, therefore, writing to request you to allow the sampled respondents to participate in this study at an agreed date. I take this opportunity to assure you that the data solicited will be confidentially handled and only used for the purpose of this study. Attached is a research permit from National Commission for Science, Technology and Innovations (NACOSTI) and authorization letter from the County Director of Education.

Thank you.

Yours Faithfully,



**Muthoni Tabitha Mwangi**

**EDU-4-1862-1/2014**

## Appendix II: Questionnaire for All Headteachers and Sports Teachers

I am a student at Kenya Methodist University currently undertaking a degree of Doctor of Philosophy in Education Leadership and Management. As part of the academic requirements, am supposed to undertake a study on **“the impact of investment in sports talent development on pupils’ participation in sports activities in Kenya”**. In reference to this, I need to collect sufficient data in order to write the report. I hereby request your honest feedback to the questions raised. All responses you give will solely be used for academic purposes and will be kept confidential.

Do not write your name or contacts on the questionnaire. Thank you in advance for your time and cooperation.

### SECTION A: Respondent Background Information

Please tick (√) the appropriate answers in the boxes provided

1. Kindly indicate your gender Male ( ) Female ( )
2. Kindly indicate your age bracket  
19 – 24 yrs ( )      25 – 35 yrs ( )      36 – 40 yrs ( )  
41 – 45 yrs ( )      46 – 50 yrs ( )
3. What is your highest academic level attained?  
Certificate ( ) Diploma ( ) Bachelors ( ) Masters ( )  
Others (specify) \_\_\_\_\_
4. How many years have you been teaching sports in your current station?  
Less than 5 yrs ( )      6 – 10 yrs ( )      11 – 20 yrs ( )  
30 yrs and Above ( )

### SECTION A: School Background Information

5. Area Urban ( ) Peri-urban ( ) Rural ( )
6. Number of pupils.....
7. Number of sports teachers.....
8. Number of streams.....
9. State of outdoor sports facilities

Very good ( ) Good ( ) Poor ( ) Very poor ( )

10. State of indoor facilities

Very good ( ) Good ( ) Poor ( ) Very poor ( )

**SECTION B: School managements’ investment in teachers training in talent management in Nairobi County, Kenya**

The following are statements related to the school managements’ investment in teachers training in talent management in public primary schools in Nairobi County, Kenya. Please rate them according to your understanding by ticking (√) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree**

Statements	SA	A	N	D	SD
We do not have adequate qualified sports teachers in our schools					
The school organizes workshops for training teachers on management of pupils’ sports talent					
The teachers are sponsored by the school-to attend workshops on management of pupils’ sports talent					
The teachers are facilitated by the school to attend professional sports clinic management of pupils’ sports talent					
The teachers in our school are facilitated to attend in-service training of management of pupils’ sports talent to enable them learn new methodologies of talent identification and development					
The school management ensures that the sports teachers obtain certified training					
The sports teachers are also exposed to professional sports coaching training by accredited such as FIFA, NOCK					

Do you have programs to train other non-sports education teachers in sports education so as to reduce the workload of teachers in your school?

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Do professional sports organizations in your area show interest sports teachers and offer to train them?

.....

.....

What would you say is the biggest obstacle to getting trained sports teachers in schools?

.....

.....

**SECTION C: School managements’ investment in teachers motivation for talent management in Nairobi County, Kenya**

5. The following are statements related to the school managements’ investment in teachers motivation in talent management in public primary schools in Nairobi County, Kenya. Please rate them according to your understanding by ticking (√) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	N	D	SD
There are considerable efforts being made to improve the recognition of physical education in our school					
There are efforts being made to ensure physical education teachers get equal recognition with non-PE teachers					
Physical education teachers get equal responsibility with their non-PE teachers					
Physical education teachers are considered for promotion in equal status with their non-PE counterparts					
The school management ensures that the PE teachers get equal compensation with non-PE teachers for extra-curricular duties					
The school physical education teachers are well facilitated for their talent development programs for learners					
The school sometimes coopts other teachers for physical education to reduce the workload of physical education teachers					
The school allows the physical education teachers to collaborate with other non-physical education teachers on talent identification and development of pupils					
The school management often requires the physical education teachers to develop and submit their talent management proposals for funding					
The school often factors and tries to meet the funding requirements of talent management proposals					

What is your take on the level of investment towards sports talent management in your school, does it motivate you to work harder?

.....

.....

.....

Would you say the school is doing enough to motivate sports teachers?

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.....

Would you say the government through the Ministry of Education is doing enough to motivate sports teachers?

.....

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.....

**SECTION D: School managements’ investment in sports resources in public primary schools in Nairobi County**

6. The following are statements related to school managements’ investment in sports resources in public primary schools in Nairobi County, Kenya. Please rate them according to your understanding by ticking (✓) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree**

Statements	SA	A	N	D	SD
Our school has invested in development of sports grounds for training our pupils in a variety of track and ball games					
Our school has invested in development of sports rooms for training our pupils in a variety of indoor games					
Our school has entered into agreements with other schools and organizations in teh area to allow our students to train in their facilities					
Our school has invested in modern sports talent development equipment for our pupils					
The school ensures that it acquires new sports equipment when					

implementing its budget					
Our schools usually enages other stakeholders and charitable organizations to provide it with sports equipment for its pupils					
The school ensures that the sports training grounds for outdoor games are well maintained					
The school ensures that the sports training rooms for indoor games are well maintained					
The school ensures that the training equipment for our pupils are in a well maintained state at all times					

Do you think the amount allocated per child for sports education per year by the Ministry of Education is adequate?

.....

.....

.....

Would you say your school’s playing grounds and other facilities comfortably accomodates your pupils during sports lessons?

.....

.....

.....

What about the sports training equipment, are they adequate for all training sessions?

.....

.....

.....

**SECTION D: Parental investment in sports talent management in public primary schools**

7. The following are statements related to parental investment in sports talent management in public primary schools in Nairobi County, Kenya. Please rate them according to your understanding by ticking (√) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Our pupils' parents always ensure that their children have the right sports uniforms					
Our pupils' parents always ensure that their children have the right sports shoes					
Our pupils' parents always ensure that their children have other sports gear					
Our pupils' parents ensure that their children are able to attend all sports events whenever required					
Our pupils' parents often give additional contribution for sports events held in our school					
Our pupils' parents also attend major sports events in the school					
Our pupils' parents contribute to their children's medical bills for injuries incurred during sports events organized by the school					
The pupils' parents often require that the school be well equipped with medical equipment such as first aid kits for sports events					
The pupils are mostly covered by their parent's medical insurance schemes					

Would you say that most parents in your school are supportive of their children's sports talent management and willingly invest in the talent development programs?

.....

.....

.....

Do pupils' parents in your school follow-up on their children's sports events in your school?

.....

.....

.....

Are parents willing to contribute to the extra-curricular fund in order to support the development of sports talent?

.....

.....

.....

**PART F: Pupils’ participation in sports activities in primary schools of Nairobi County**

1. The following are statements related to the status of pupils’ participation in sports activities in public primary schools in Nairobi County, Kenya. Please rate them according to your understanding by ticking (√) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	N	D	SD
Our school allocates more time effectively to sports education classes					
Our school discourages the reassignment of sports lessons to non-sports education lessons					
The students complete the minimum hour per week prescribed for sports education in our school					
More than 90% of the lessons allocated for sports education are completed in our school					
A good number of pupils remain to participate in sports activities after classes					
Pupils in our school participate fully in outdoor sports activities					
Pupils in our school participate fully in indoor sports activities					
The school is able to participate in all competitions and tournaments in outdoor games					
The school is able to participate in all competitions and tournaments in indoor games					

What in your view affects the pupils participation in sports in your school?

.....  
 .....

Do you have motivational sessions with the pupils to encourage them to take specific sports?

.....  
 .....

How do you handle pupils who have shown interest or specific talent in certain types of sports?

.....  
 .....

*Thank you for your time*

## **Appendix III: Research Questionnaire for Games Captains**

### **Introduction**

I am a student at Kenya Methodist University currently undertaking a degree of Doctor of Philosophy in Education Leadership and Management. As part of the academic requirements, am supposed to undertake a study on **“the impact of investment in sports talent development on pupils’ participation in sports activities in Kenya”**. In reference to this, I need to collect sufficient data in order to write the report. I hereby request your honest feedback to the questions raised. All responses you give will solely be used for academic purposes and will be kept confidential.

Do not write your name or contacts on the questionnaire. Thank you in advance for your time and cooperation.

### **Part A: Demographic Information Of Respondents**

1. Indicate Your Gender:  
Male  Female
2. Please indicate your age.....
3. How long have you served as a games captain in this school?  
.....  
.....  
.....

### **Part B: Role Of Schools In Management In Pupils’ Talents**

- a) **Teacher Training and Development**
4. Are you conversant with the following areas in sports? Tick where appropriate. Rate where 4 is to a very great extent, 3= great extent, 2= little extent and 1 is to no extent.

	4	3	2	1
Gymnastics				
Football				
Table tennis				
Volleyball				
Basketball				
Cricket ball				
Athletics				
Netball				
Other routine games				

5. Kindly indicate your level of agreement with the following statements of teacher training and development and management of pupils' talents in public primary schools. Rate where 5 is to a very great extent, 4= great extent, 3= moderate extent, 2= little extent and 1 is to no extent.

<b>Statements</b>	1	2	3	4	5
The school management in our school always sponsors us for Continuous Professional Development (CPD) of teachers					
The school management in our school always sponsors for Continuous Professional Development (CPD) of the head teacher					
Through training, we receive the requisite experience, skills and the ability to produce the desired results					
Scholarships are offered by this school on talent identification and management related courses among other courses					

### **Provision of Resources**

6. According to you to what extent does provision of resources enhance talent identification and management in this school?

Very great extent

Great extent

Moderate extent

Little extent

No extent at all

7. Kindly indicate the availability of the following resources in your school where 1= very available, 2 = available and 3= not available

<b>Resources</b>	1	2	3
Learning resources e.g. books, pens,			
Recreational resources e.g. swimming pools, fields etc			
Learning equipment e.g. lens,			
Recreational equipment e.g. foot balls			
Any other? Indicate {.....}			

8. Kindly indicate your level of agreement with the following statements that regard to the influence of provision of resources and management of pupils' talents in public primary schools. Rate where 5 is to a very great extent, 4= great extent, 3= moderate extent, 2= little extent and 1 is to no extent.

<b>Statements</b>	1	2	3	4	5
The school management have provided all resources required towards management of pupils talents in this school					
There are internal activities that help generate funds for pupils with gifts and talents					
The school receives adequate funding from the government towards management of talented pupils					

**Teacher/ Pupils Motivation**

9. Kindly indicate the main motivations teachers are provided with the aim of managing pupils' talents in your school

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10. Kindly indicate the main motivational ways the school management uses towards management of pupils in your school

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 .....  
 .....  
 11. Kindly indicate your level of agreement with the following statements that regard to the influence of teacher/pupils motivation and management of pupils' talents in public primary schools. Rate where 5 is to a very great extent, 4= great extent, 3= moderate extent, 2= little extent and 1 is to no extent.

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Pupils are always rewarded non financially towards achievement in either games or other fields					
Pupils are always rewarded financially towards achievement in either games or other fields					
There are motivational clubs in the school in which teachers are able to identify talented pupils					
Pupils in this school visit recreational places like museums to gauge their talents					
The school management has put more emphasis by providing an appropriate, challenging and supportive environment where children can fulfil their potential					
The school management has ensured that there is an open and effective communication between educators, pupils and parents/carers					
Teachers in this school are rewarded with pay, bonuses, fringe benefits, and promotions whenever there is an excellent performance of gifted and talented pupils in events and academics					
Any other {.....}					

**d) Parental Engagement**

12. To what extent are parents engaged in talent identification and management in this school?

- Very great extent     [ ]
- Great extent            [ ]
- Moderate extent       [ ]
- Little extent            [ ]
- No extent at all        [ ]

13. In what ways are parents engaged in the management of pupils’ talents in sports in this school? Please elaborate

.....  
 .....

Kindly indicate your level of agreement with the following statements that regard to the influence of parental engagement and management of pupils’ talents in public primary schools. Rate where 5 is to a very great extent, 4= great extent, 3= moderate extent, 2= little extent and 1 is to no extent.

<b>Statements</b>	1	2	3	4	5
There are always forums for parents, teachers, pupils and the school management where academic and non-academic capabilities of children are discussed					
I am happy that the home environments for most of talented pupils in my class are supportive for the role played by parents					
The parents teachers association is supportive towards talented pupils in our school					
The school administration always send summons to parents of students who are in the process of being identified as talented					
Some parents provide/report valuable insights into the strengths of their children to the school administrators for further evaluation					
There is a strong relationship between parents and the school management in our school					
Any other {.....}					

14. What are the various challenges faced by the school management towards pupils talents management in this school?

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**PART F: Impact of pupils’ participation in sports activities**

The following are statements related to the impact of pupils’ participation in sports activities in public primary schools in Nairobi County, Kenya. Please rate them according to your understanding by ticking (√) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	N	D	SD
The consistent participation of our school in sports events has led resulted in improved performance in regional sports events					
Participation in sports has a positive effect on pupils’ academic performance					
Individually, some pupils have excelled in sports and have worn important trophies					
Participation in sports is having a positive effect on pupils behaviour					
Pupils who actively participate in sports in our school tend to be better behaved					
Most pupils who particptate in sports in our school are also assigned to other responsible roles like class monitors					
Participation in sports has improved the pupils health in our school					
We rarely have cases of sedentary illnesses among our pupils					
The pupils who participate in sports are usually very alert in class					

**Thank you for participating**

## Appendix IV: Interview Shedule For Head Teachers

### Part A: Introduction

I am a student at Kenya Methodist University currently undertaking a degree of Doctor of Philosophy in Education Leadership and Management. As part of the academic requirements, am supposed to undertake a study on **“the impact of school management investment on sports talent development on pupils’ participation in sporting activities in public primary schools in Nairobi County, Kenya”**.In reference to this, I need to collect sufficient data in order to write the report. I hereby request your honest feedback to the questions raised. All responses you give will solely be used for academic purposes and will be highly confidential.

Thanks as you take part in this study.

### Part A: Demographic Information Of Respondents

1. Indicate Your Gender:  
Male  Female
2. What is your highest level of education?
  - a Diploma ( )
  - b Bachelor’s degree ( )
  - c Master’s degree ( )
  - d Doctorate (PhD) ( )
3. For how long have been a school head in this school?
  - a. Less than 6 years ( )
  - b. 0-years ( )
  - c. 6-10years ( )
  - d. 11-15years ( )
  - e. 16-20years ( )
  - f. 21 and above ( )

**Part B: Role of Schools in Management Of Pupils Talents**

- 1. Are your teachers well trained and developed to handle children with talents in sports?  
Please elaborate.

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- 2. What are the main training and development programs in sports teachers in this school have been exposed to in the last three years?

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- 3. Elaborate the importance of the training and development programs especially towards talent identification and management in this school

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- 4. Do you offer capacity building workshops to teachers to enhance sports training activities? i) if yes explain which type.....

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5. To what extent does capacity building aid in talent management among pupils? What is the answer in 4 was no? How does one answer this question?

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What resources does your school provide towards talent management of pupils in sports?

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How does the school management motivate talented pupils in this school?

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What are the various ways this school management motivates teachers who handle well children with extra capabilities in sports? Elaborate

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Explain the various ways in which parents are engaged in management of pupils' talents in this school?

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Do parents have problems releasing their children to attend to sports activities in your school?

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In what ways do parents support sports activities in your school? Please elaborate

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6. Has the performance of pupils in your school in regional events attracted talent scouts in the past?

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7. Would you say the sports could also be used as a tool for disciplining pupils in your school?

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.....

8. What actions does your school undertake to ensure there is safety among the pupils during sports?

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.....  
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9. What in your view affects the pupils participation in sports in your school?

.....  
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.....

10. Do you have motivational sessions with the pupils to encourage them to take specific sports?

.....

.....

.....

11. How do you handle pupils who have shown interest or specific talent in certain types of sports?

.....

.....

.....

*Thank you for participating*

## Appendix V: Research Authorization Letter From KEMU



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya  
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162  
Email: [deanrd@kemu.ac.ke](mailto:deanrd@kemu.ac.ke)

### DIRECTORATE OF POSTGRADUATE STUDIES

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August 26, 2021

Commission Secretary,  
National Commission for Science, Technology and Innovations,  
P.O. Box 30623-00100,  
NAIROBI.

Dear sir/ Madam,

**MUTHONI TABITHA MWANGI (EDU-4-1862-1/2014)**

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education, undertaking a Degree of Doctor of philosophy in Education Leadership and Management. She is conducting research on, 'The Impact of Investment in Sports Talent Development on Pupils' Participation in Sports Activities in Kenya.

We confirm that her research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a permit to enable her collect data for her research.

Any assistance accorded to her will be appreciated.



Cc: Dean SES  
COD, Education  
Postgraduate Co-ordinator  
Supervisors

Appendix VI: Research Permit From NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **443118** Date of Issue: **14/October/2021**

**RESEARCH LICENSE**



**This is to Certify that Ms. Tabitha Muthoni Mwangi of Kenya Methodist University, has been licensed to conduct research in Kilamba, Nairobi on the topic: THE IMPACT OF INVESTMENT IN SPORTS TALENT DEVELOPMENT ON PUPILS' PARTICIPATION IN SPORTS ACTIVITIES IN KENYA . for the period ending : 14/October/2021.**

License No: **NACOSTI/P/21/13252**

**443118**  
Applicant Identification Number

*W. Mwangi*  
Director General  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

## Appendix VII: List of Public Primary Schools in Nairobi County

S/NO.	NAME OF SCHOOL	DISTRICT	ZONE	LOCATION
1	MBAGATHI ROAD PRIMARY	DAGORETTI	RIRUTA	KEMRI ROAD OFF MBAGATHI RD
2	NEMBU PRIMARY	DAGORETTI	RIRUTA	MUTHAMA - KIKUYU RD
3	KAWANGWARE PRIMARY	DAGORETTI	RIRUTA	KAWANGWARE NEAR CHIEFS OFFICE
4	FOI PRIMARY	DAGORETTI	RIRUTA	JOSEPH KANGETHE RD. NEAR WINNERS CHAPEL
5	RIRUTA HGM PRIMARY	DAGORETTI	RIRUTA	NAIVASHA RD. AFTER PRECIOUS BLOOD RIRUTA
6	DAGORETTI MUSLIM PRIMARY	DAGORETTI	RIRUTA	DAGORETTI MUSLIM - MUTHIORA ROAD.
7	KINYANJUI ROAD PRIMARY	DAGORETTI	RIRUTA	RIRUTA SATELLITE - KINYANJUI ROAD
8	JOSEPH KANGETHE PRIMARY	DAGORETTI	RIRUTA	WOODLEY - BEFORE JOSEPH KANGETHE RD.
9	JAMHURI PRIMARY	DAGORETTI	RIRUTA	NGONG ROAD. NEXT TO UNIVERSITY OF NAIROBI KENYA SCIENCE CAMPUS
10	GATINA PRIMARY	DAGORETTI	RIRUTA	KAWANGWARE GATINA
11	MUTUINI PRIMARY	DAGORETTI	WAITHAKA	DAGORETTI MARKET ALONG MUCHUGIA RD
12	MUKARARA	DAGORETTI	WAITHAKA	WAITHAKA NEAR MUKARARA PCEA CHURCH
13	DAGORETTI GIRLS REHABILITATION	DAGORETTI	WAITHAKA	ON BOUNDARY OF KIAMBU WEST & DAGORETTI DISTRICT AFTER MUHURI ROAD FORMER ROUTE 87
14	DAGORETTI SPECIAL SCHOOL	DAGORETTI	WAITHAKA	DAGORETTI CHILDREN CENTRE INSIDE THE FEED THE CHILDREN DAGORETTI MARKET
15	KAGIRA PRIMARY	DAGORETTI	WAITHAKA	WAITHAKA AFTER RUTHIMITU PRIMARY SCHOOL
16	KIRIGU PRIMARY	DAGORETTI	WAITHAKA	DAGORETTI - MUTUINI
17	RUTHIMITU PRIMARY	DAGORETTI	WAITHAKA	RUTHIMITU
18	WAITHAKA SPECIAL SCHOOL	DAGORETTI	WAITHAKA	MUTUINI - NEAR KIRIGU PRIMARY
19	DR. MUTHIORA PRIMARY	DAGORETTI	WAITHAKA	MUTUINI
20	GITIBA PRIMARY	DAGORETTI	WAITHAKA	DAGORETTI MARKET BEFORE ST. JOSEPH CTHOLIC CHURCH
21	RIRUTA SATELLITE PRIMARY	DAGORETTI	RIRUTA	RIRUTA SATELLITE
22	KABIRIA PRIMARY SCHOOL	DAGORETTI	RIRUTA	OFF KABIRIA ROAD, WAITHAKA LOCATION
23	SHADRACK KIMALEL PRIMARY SCHOOL	DAGORETTI	RIRUTA	KENYATTA GOLF COURSE NGUMMO LAINI SABA
24	NDURARUA PRIMARY	DAGORETTI	RIRUTA	RIRUTA, NDURARUA GROUNDS ON KINYANJUI ROAD
25	UPPER HILL DAY NURSERY	DAGORETTI	RIRUTA	UPPER HILL AREA ALONG ELGON ROAD
26	UMOJA PRIMARY	EMBAKASI	DANDORA	UMOJA ESTATE PHASE I ALONG MOI DRIVE ROAD
27	RONALD NGALA PRIMARY	EMBAKASI	DANDORA	DANDORA PHASE IV/V
28	USHIRIKA PRIMARY	EMBAKASI	DANDORA	DANDORA PHASE V - NEXT TO RONALD NGALA PRIMARY
29	KARIOBANGI SOUTH PRIMARY	EMBAKASI	DANDORA	KARIOBANGI SOUTH ALONG MUTARAKWA ROAD
30	TOM MBOYA PRIMARY	EMBAKASI	DANDORA	DANDORA
31	GITUAMBA PRIMARY	EMBAKASI	DANDORA	RUII SEWAGE
32	PETER KIBUKOSYA PRIMARY	EMBAKASI	DANDORA	UMOJA II ESTATE - SITE STAGE
33	ATHI PRIMARY	EMBAKASI	DANDORA	5KM FROM MAIN KANGUNDO RD. IN NGUNDU/ATHI ZONE
34	RUII PRIMARY	EMBAKASI	DANDORA	ALONG KANGUNDO RD. AT RUII SHOPPING CENTRE
35	JEHOVAH JIREH PRIMARY	EMBAKASI	DANDORA	MAILI SABA

36	NGUNDU PRIMARY	EMBAKASI	DANDORA	KAMULU - NGUNDU ALONG KANGUNDO RD.
37	UNITY PRIMARY	EMBAKASI	KAYOLE	UMOJA INNERCORE
38	UTAWALA ACADEMY	EMBAKASI	KAYOLE	WITHIN ADMINISTRATION POLICE TRAINING COLLEGE - EMBAKASI
39	KAYOLE I PRIMARY	EMBAKASI	KAYOLE	KAYOLE OFF KANGUNDO ROAD
40	TUMAINI PRIMARY	EMBAKASI	KAYOLE	UMOJA II OFF MOI DRIVE
41	OUR LADY OF NAZARETH PRIMARY	EMBAKASI	KAYOLE	MUKURU KWA NJENGA
42	MAUA PRIMARY	EMBAKASI	KAYOLE	KANGUNDO ROAD - NJIRU COKAA BURUBURU FARM
43	VISIONS PRIMARY (MIHANG'O)	EMBAKASI	KAYOLE	MIHANG'O LOCATION
44	EMBAKASI GARRISON PRIMARY	EMBAKASI	KAYOLE	EMBAKASI GARRISON BARRACKS COMPUND ALONG TO UTAWALA
45	MWANGAZA PRIMARY	EMBAKASI	KAYOLE	KAYOLE
46	EMBAKASI PRIMARY	EMBAKASI	KAYOLE	EMBAKASI VILLAGE
47	THAWABU PRIMARY	EMBAKASI	KAYOLE	KAYOLE
48	BONDENI PRIMARY	EMBAKASI	KAYOLE	KAYOLE SOUTH NEXT TO KAYOLE CATHOLIC CHURCH - (DIVEN WORD PARISH)
49	KOMAROCK PRIMARY	EMBAKASI	KAYOLE	KOMAROCK ESTATE OOF SPINE ROAD
50	KIFARU PRIMARY	EMBAKASI	KAYOLE	JMOJA II - MOI DRIVE
51	EDELVALE PRIMARY	EMBAKASI	KAYOLE	DOONHOLM PHASE V AT JACARANDA ESTATE ROUND ABOUT - TAKE THE EARTH ROAD
52	IMARA PRIMARY	EMBAKASI	KAYOLE	KAYOLE SOWETO RD. OPP. KAYOLE CHIEF'S OFFICE - MUGENDI STAGE
53	DOONHOLM PRIMARY	EMBAKASI	KAYOLE	DOONHOLM ESTATE NXT. TO RIKINA SUPERMARKETS
54	BUSARA PRIMARY	EMBAKASI	DANDORA	JMOJA ESTATE - MOI DRIVE ROAD
55	A.E.F. REUBEN PRIMARY	EMBAKASI	KAYOLE	OFF INTERPRISE AFTER HILL-LOCKS HOTEL IN REUBEN SLUMS
56	KWA NJENGA PRIMARY	EMBAKASI	KAYOLE	KWA NJENGA WARD OFF AIRPORT ROAD AT A.A. OF KENYA HEADQUARTERS
57	DANDORA PRIMARY SCHOOL	EMBAKASI	DANDORA	DANDORA PHASE ONE, ALONG KOMAROCK RD. OPP. SENIORS SCH, ADJACENT TO TOTAL PETROL STATION
58	SIMBA DAY NURSERY	EMBAKASI	KAYOLE	JMOJA
59	MUGUMO DAY NURSERY	EMBAKASI	KAYOLE	NEAR PETER KIBUKOSYA PRIMARY SCHOOL
60	MWANGAZA DAY NURSERY	EMBAKASI	KAYOLE	NEAR PETER KIBUKOSYA PRIMARY SCHOOL
61	UNITY DAY NURSERY	EMBAKASI	KAYOLE	JMOJA INNERCORE
62	JMOJA I DAY NURSERY	EMBAKASI	DANDORA	IN UMOJA NEXT TO DIVISON OFFICE UMOJA I ESATE
63	ST. DOMINIC'S PRIMARY SCHOOL	EMBAKASI	DANDORA	MWIKI
64	KAYOLE NORTH PRIMARY	EMBAKASI	DANDORA	KAYOLE NORTH (MATOPENI) AREA NEAR KAYOLE POLICE STATION
65	KANGUNDO ROAD PRY	EMBAKASI	DANDORA	OPPOSITE MAMA LUCY KIBAKI HOSPITAL
66	JAMES GICHURU PRIMARY	EMBAKASI	DANDORA	DANDORA PHASE II
67	WANGU PRIMARY	EMBAKASI	DANDORA	DANDORA PHASE II OPPOSITE CO-OPERATIVE BANK ON MUIGAI KENYATTA ROAD
68	DRUMVALE PRIMARY	EMBAKASI	DANDORA	KAMULU OFF KANGUNDO ROAD, SIR HENRY'S DRIVE - PEARL STREET(Drumvale)
69	NJIRU PRIMARY	EMBAKASI	DANDORA	ON YOUR WAY TO MWIKI BETWEEN NJIRU CHIEF'S CAMP / D.Os OFFICE AND QUARRY
70	EASTLEIGH AIRPORT PRIMARY	KAMUKUNJI	EASTLEIGH	2ND AVENUE OFF 3RD ST. NEXT TO MAINA WANJIGI SECONDARY
71	MUTHURWA PRIMARY	KAMUKUNJI	BAHATI	ALONG SAKWA RD. NEXT TO KMC
72	UHURU ESTATE PRIMARY	KAMUKUNJI	BAHATI	UHURU ESTATE ON UHURU RD. NEXT TO UHURU SECONDARY
73	HESHIMA ROAD PRIMARY	KAMUKUNJI	BAHATI	AMBIRA ROAD - MAKONGENI
74	OUR LADY OF MERCY GIRLS - SHAURI MO	KAMUKUNJI	BAHATI	AMBIRA RD. OFF JOGOO ROAD
75	BAHATI UHURU PRIMARY	KAMUKUNJI	BAHATI	HESHIMA AVENUE ZEMBAKASI CRESENT, ZEMBAKASI LANE
76	KIMATHI PRIMARY	KAMUKUNJI	BAHATI	KIMATHI ESTATE
77	MORRISON PRIMARY	KAMUKUNJI	BAHATI	BAHATI

78	DR. LIVINGSTONE PRIMARY	KAMUKUNJI	BAHATI	JERUSALEM ESTATE
79	NAIROBI RIVER PRIMARY	KAMUKUNJI	BAHATI	OUTERING RD. ESTATE OFF MUMIA SOUTH RD.
80	NEW EASTLEIGH PRIMARY	KAMUKUNJI	EASTLEIGH	EASTLEIGH NORTH
81	ZAWADI PRIMARY	KAMUKUNJI	EASTLEIGH	EASTLEIGH SECTION 3 NEAR EASTMAT No. 4 BUS STAGE
82	MOI AIR BASE PRIMARY	KAMUKUNJI	EASTLEIGH	KENYA AIR FORCE EASTLEIGH - NAIROBI
83	MOI FORCES ACADEMY	KAMUKUNJI	EASTLEIGH	NEXT TO MOI AIR BASE - JUJA ROAD
84	ST. TERESA'S BOYS PRIMARY SCHOOL	KAMUKUNJI	EASTLEIGH	EASTLEIGH SECTION I WITHIN THE CATHOLIC CHURCH NEAR MLANGO KUBWA
85	BAHATI DAY NURSERY	KAMUKUNJI	BAHATI	AT BAHATI SHOPPING CENTRE NEXT TO UHURU BAHATI PRIMARY SCHOOL
86	NEW PUMWANNI PRIMARY	KAMUKUNJI	EASTLEIGH	FROM RING ROAD NGARA CONNECT TO KINYANJUI ROAD - SCHOOL IS BEFORE THE KARIOKOR WWII COMMONWEALTH CEMETARY
87	BURUBURU I PRIMARY	KAMUKUNJI	BAHATI	BURUBURU PHASE I OFF MUMIAS ROAD NEXT TO ORANGE HOUSE
88	ROYSAMBU PRIMARY	KASARANI	KAHAWA	ZIMMERMAN
89	KAHAWA PRIMARY	KASARANI	KAHAWA	KAHAWA WEST NEXT TO FARMERS CHOICE FACTORY
90	KAMITI PRIMARY	KASARANI	KAHAWA	INSIDE KAMITI PRISONS
91	KAWAHA GARRISON PRIMARY	KASARANI	KAHAWA	KAHAWA BARRACKS ALONG THIKA RD.
92	GITHURAI PRIMARY	KASARANI	KAHAWA	GITHURAI 45 ROUND ABOUT NEXT TO CCN STONE MARKET
93	GARDEN ESTATE PRIMARY	KASARANI	KAHAWA	OFF THIKA RD. ON YOUR WAY TO WIDSOR
94	KENYATTA UNIVERSITY PRIMARY	KASARANI	KAHAWA	INSIDE KENYATTA UNIVERSITY GROUNDS
95	MAHIGA PRIMARY	KASARANI	KAHAWA	OPP. KAMITI PRISON BOUNDARY ON ENTRY TO KAHAWA WEST SHOPPING CENTRE
96	KIWANJA PRIMARY	KASARANI	KAHAWA	NEXT TO KENYATTA UNIVERSITY NYAYO HOSTELS ON KIWANJA RD. OFF KAHAWA RD. AFTER FARMAERS CHOICE
97	MARARUI PRIMARY	KASARANI	KAHAWA	AT MARARUI VILLAGE NEXT TO THOME ESTATE OFF THIKA ROAD
98	NJATHAINI PRIMARY	KASARANI	KAHAWA	NGOMONGO OPP. POLICE STATION OFF KAMITI ROAD
99	NGUNYUMU PRIMARY	KASARANI	RUARAKA	KOROGOCHO SLUMS-NGOMONGO
100	MATHARE 4A PRIMARY	KASARANI	RUARAKA	MATHARE 4A VILLAGE
101	THIKA ROAD PRIMARY	KASARANI	RUARAKA	BETWEEN N.Y.S. & KENYA COLLEGE OFF THIKA RD.
102	G.S.U. PRIMARY	KASARANI	RUARAKA	G.S.U. HEAD QUARTERS RUARAKA CAMP THIKA RD.
103	DANIEL COMBONI PRIMARY	KASARANI	RUARAKA	KOROGOCHO
104	MUTHAIGA PRIMARY	KASARANI	RUARAKA	THIKA ROAD OPP. MATHARI HOSPITAL
105	MARURA PRIMARY	KASARANI	RUARAKA	KARIOBANGI NORTH NEAR THE KARIOBANGI MARKET
106	M.M. CHANDARIA PRIMARY	KASARANI	RUARAKA	BABA DOGO
107	KASARANI PRIMARY	KASARANI	KAHAWA	KASARANI MWIKI RD. OPP. WARREN ENTERPRISES LTD.
108	KARIOBANGI NORTH PRIMARY	KASARANI	RUARAKA	KARIOBANGI NORTH NEAR CITY COUNCIL MARKET
109	MUREMA PRIMARY	KASARANI	KAHAWA	KASARANI - HUNTERS
110	MATHARE NORTH PRIMARY SCHOOL	KASARANI	RUARAKA	MATHARE NORTH AREA II
111	BABA DOGO PRIMARY SCHOOL	KASARANI	RUARAKA	ALONG BABA DOGO ROAD, NEXT TO M.M. CHANDARIA PRY, OPPOSITE PREMEIR FOOD INDUSTRIES
112	DRIVE-IN PRIMARY SCHOOL	KASARANI	RUARAKA	MATHARE NORTH NEAR RUARAKA HIGH SCHOOL
113	TREESIDE SPECIAL SCHOOL	KASARANI	KAHAWA	MWIKI ON YOUR WAY TO STADIA HOTEL
114	KAREN 'C' PRIMARY	LANG'ATA	KAREN	ALONG LANGATA RD.
115	NGONG FOREST PRIMARY	LANG'ATA	KAREN	NGONG ROAD WITHIN NGONG FOREST OPP. LENANA SCHOOL
116	ST. MARY'S KAREN PRIMARY	LANG'ATA	KAREN	KAREN SHOPPING CENTRE ALONG LANGATA RD.
117	AYANY PRIMARY	LANG'ATA	KAREN	SARANG'OMBE WARD

118	LANGATA ROAD PRIMARY	LANG'ATA	NAIROBI WEST	ALONG LANGATA RD.
119	RAILA EDUCATION CENTRE	LANG'ATA	KAREN	KISUMU NDOGO AREA ALONG RAILWAY LINE NEXT TO RAILA EDUCATIONAL CENTER
120	NGEI PRIMARY	LANG'ATA	NAIROBI WEST	KITENGELA RD. MUGUMU
121	KONGONI PRIMARY	LANG'ATA	NAIROBI WEST	SOUTH 'C'
122	LANGATA WEST PRIMARY	LANG'ATA	NAIROBI WEST	OTIENDE SHOPPING CENTRE NEXT TO LANGATA HEALTH CENTRE
123	UHURU GARDENS PRIMARY	LANG'ATA	NAIROBI WEST	LANGATA RD. OFF KITENGELA ROAD
124	MADARAKA PRIMARY SCHOOL	LANG'ATA	NAIROBI WEST	IN MADARAKA ESTATE
125	OLYMPIC PRIMARY	LANG'ATA	KAREN	KIBERA SLUMS, SARANG'OMBE NEXT TO RAILWAY LINE
126	LANGATA BARRACKS PRIMARY	LANG'ATA	NAIROBI WEST	INSIDE THE LANGATA BARRACKS MILLATRY CAMP
127	KIBERA PRIMARY	LANG'ATA	KAREN	KIBERA DRIVE - KARANJA ROAD
128	NAIROBI WEST DAY NUSERY	LANG'ATA	NAIROBI WEST	NAIROBI WEST SHOPPING CENTRE NEXT TO UCHUMI SUPERMARKET - SOUTH 'B'
129	RABAI ROAD PRIMARY	MAKADARA	BURUBURU	RABAI RD. OPP. METROPOLITAN HOSPITAL JERICHO MARKET
130	BARAKA PRIMARY	MAKADARA	BURUBURU	BTW. BURUBURU PHASE V & III MUMIAS RD. NEAR BLESSED SACRAMENT CATHOLIC CHURCH
131	HARAMBEE PRIMARY	MAKADARA	BURUBURU	HARAMBEE ESTATE MUMBI RD. OFF RABAI ROAD
132	OFafa JERICHO PRIMARY	MAKADARA	BURUBURU	JERICHO ESTATE
133	ST. MICHAEL'S PRIMARY	MAKADARA	BURUBURU	ALONG NILE ROAD OFF JOGOO RD.
134	ST. ANNE'S PRIMARY	MAKADARA	BURUBURU	NEXT TO GOVERNMENT QUARTERS JOGOO RD.
135	DR. KRAPF PRIMARY	MAKADARA	BURUBURU	MARINGO OFafa ESTATE RUAKA STREET
136	JOGOO ROAD PRIMARY	MAKADARA	BURUBURU	MAKADARA ALONG JOGOO ROAD
137	ST. PAUL'S PRIMARY	MAKADARA	BURUBURU	MBOTELA ESTATE
138	MARTIN LUTHER PRIMARY	MAKADARA	BURUBURU	MAKADARA HAMZA
139	MARIAKANI PRIMARY	MAKADARA	VIWANDA	MARIAKANI ESTATE SOUTH 'B'
140	STAR OF HOPE LUNGA LUNGA	MAKADARA	VIWANDA	LUNGA LUNGA
141	JOSEPH APUDO PRIMARY	MAKADARA	VIWANDA	MAKONGENI RAILWAY QUARTERS
142	MAKONGENI PRIMARY	MAKADARA	VIWANDA	ALONG JOGOO RD. WITHIN MAKONGENI RAILWAY QUARTERS
143	OUR LADY OF MERCY SOUTH 'B'	MAKADARA	VIWANDA	SOUTH 'B' NEAR QUEEN OF PEACE CHURCH
144	PLAINVIEW PRIMARY	MAKADARA	VIWANDA	SOUTH 'B'
145	ST. ELIZABETH LUNGA LUNGA	MAKADARA	VIWANDA	ALONG LUNGA LUNGA RD. NEAR MAREBA COMPANY IN LUNGA LUNGA SLUM
146	ST. BAKHITA PRIMARY	MAKADARA	VIWANDA	INDUSTRIAL AREA - OPP. EXPRESS
147	MUKURU PRIMARY	MAKADARA	VIWANDA	INDUSTRIAL AREA - KAYABA VILLAGE
148	NAIROBI SOUTH PRIMARY	MAKADARA	VIWANDA	SOUTH 'B' OPP. MARIAKANI COTTAGE NEXT TO O.L.M. PRIMARY SCHOOL
149	NILE ROAD SPECIAL SCHOOL	MAKADARA	BURUBURU	MARINGO ESTATE ALONG NILE RD - ON JOGOO ROAD
150	ST. JOHN'S PRIMARY	MAKADARA	VIWANDA	ALONG JOGOO RD. MAZIWA STAGE OPP. KOBIL PETROLS STATION OFF KILIMA MBOGO STREET
151	BIDII PRIMARY	MAKADARA	BURUBURU	BURUBURU SHOPPING CENTRE ALONG MUMIAS ROAD
152	KALOLENI PRIMARY	MAKADARA	VIWANDA	KALOLENI ESTATE
153	ST. PATRICK'S PRIMARY SCHOOL	MAKADARA	BURUBURU	MARINGO ESTATE 200m EAST OF MAKADARA D.Cs OFFICE
154	TANA DAY NURSERY	MAKADARA	BURUBURU	JERICHO – LUMUMBA
155	NJORO CLOSE DAY NURSERY SCHOOL	MAKADARA	BURUBURU	JERICHO
156	OFafa DAY NURSERY	MAKADARA	BURUBURU	MARINGO
157	KALOLENI DAY NURSERY	MAKADARA	VIWANDA	KALOLENI ESTATE - JOGOO ROAD
158	MBOTELA DAY NURSERY	MAKADARA	BURUBURU	MBOTELA ESTATE- BEHIND THE HALL, FROM JOGOO ROAD
159	ST. CATHERINE'S PRIMARY	MAKADARA	VIWANDA	ON DUNGA ROAD NEAR KENYA INSTITUTE OF MASS COMMUNICATION
160	CANON APOLO PRIMARY	MAKADARA	BURUBURU	ON DUNGA ROAD OPPOSITE MATER HOSPITAL

				GAUTAMA RAMESH RD. IN NGARA OFF. MURANG'A RD. BTW. NGARA SECONDARY AND MURANG'A RD.
161	RIVER BANK PRIMARY	STAREHE	CENTRAL	PRY.
162	PUMWANI PRIMARY	STAREHE	CENTRAL	PUMWANI NEAR MUSLIM PRY. & PUMWANI BOYS HIGH
163	S.S.D. PRIMARY	STAREHE	CENTRAL	CITY CENTRE
164	MURANG'A ROAD PRIMARY	STAREHE	CENTRAL	MURANG'A RD
165	PARKLANDS PRIMARY	STAREHE	CENTRAL	BTW. FOREST RD. & KOLOBOT RD. NEAR STIMA PLAZA
166	DR. AGGREY PRIMARY	STAREHE	CENTRAL	GENERAL WAURINGE
167	MATHARI PRIMARY	STAREHE	CENTRAL	MATHARI MENTAL HOSPITAL
168	NDURURUNO PRIMARY	STAREHE	JUJA ROAD	HURUMA KIAMAICO WARD
169	AINSWOTH STREET PRIMARY	STAREHE	JUJA ROAD	EASTLEIGH OFF MURATINA ROAD
170	ARYA PRIMARY	STAREHE	JUJA ROAD	MURANG'A RD OFF TAITA RD NEAR GLORY PALACE HOTEL NGARA
171	KIBORO PRIMARY	STAREHE	JUJA ROAD	ALONG JUJA ROAD
172	NG'ETHU WATER WORKS	STAREHE	JUJA ROAD	NGETHU TREATMENT PLANT
173	RACECOURSE PRIMARY	STAREHE	JUJA ROAD	PANGANI ESTATE - ATHUMANI ROAD
174	VALLEY BRIDGE PRIMARY	STAREHE	JUJA ROAD	KIAMAICO NEXT TO SUNFLOWER ACADEMY ALONG OUTERING ROAD
175	SALAMA PRIMARY	STAREHE	JUJA ROAD	BEHIND HURUMA FLATS ON HURUMA SERVICE ROAD
176	MUSLIM PRIMARY	STAREHE	JUJA ROAD	PUMWANI AREA
177	ST. TERESA'S GIRLS PRIMARY	STAREHE	JUJA ROAD	ALONG JUJA ROAD OPP. ST. TERESA'S CHURCH
178	ISLAMIA PRIMARY	STAREHE	CENTRAL	PUMWANI ROAD OPP. KAMUKUNJI POLICE STATION
179	ST. BRIGIDS PRIMARY	STAREHE	CENTRAL	ALONG GEN. WARUINGE RD. NEXT TO STAREHE BOYS CENTRE
180	PANGANI PRIMARY	STAREHE	JUJA ROAD	KARIOKOR - NEAR PUMWANI BOYS SEC. SCHOOL
181	HURUMA PRIMARY	STAREHE	JUJA ROAD	HURUMA ESTATE OFF JUJA ROAD BEHIND HURUMA FLATS
182	MOI AVENUE PRIMARY	STAREHE	CENTRAL	TOWN CENTRE -MOI AVENUE
183	ST. PETER CLAVERS PRIMARY	STAREHE	CENTRAL	ALONG RACECOURSE ROAD NAIROBI
184	CITY PRIMARY	STAREHE	JUJA ROAD	MURANG'A ROAD-LIMURU ROAD JUNCTION, NGARA
185	PARKROAD PRIMARY	STAREHE	JUJA ROAD	RACECOURSE ROAD - 100M FROM PANGANI POLICE STATION
186	C.G.H.U. PRIMARY	STAREHE	CENTRAL	TOWN CENTRE - RONALD NGALA STREET AND VYOMA STREET
187	JUJA ROAD PRIMARY	STAREHE	JUJA ROAD	PANGANI - HOMBE ROAD
188	PUMWANI PRIMARY SCHOOL	STAREHE	CENTRAL	PUMWANI
189	CENTRAL DAY CURSERY	STAREHE	CENTRAL	CITY CENTRE NEAR CASINO CLINIC, NDUBERI LANE
190	PARKLANDS DAY NURSERY	STAREHE	CENTRAL	PARKLANDS ALONG FOREST ROAD
191	NGARA EAST DAY NURSERY	STAREHE	CENTRAL	PARKROAD BETWEEN NGARA HEALTH CLINIC AND RAILWAY QUARTERS
192	STAREHE DAY NURSERY	STAREHE	JUJA ROAD	KARIOKOR MARKET TO GIKOMBA MARKET- KINYANJUI ROAD
193	ZIWANI DAY NURSERY	STAREHE	ZIWANI	ZIWANI ESTATE OPPOSITE ZIWANI WARD OFFICE
194	DAIMA PRIMARY	STAREHE	JUJA ROAD	NEAR KENYA ASSEMBLY OF GOD CHURCH HURUMA ALONG JUJA ROAD
195	MATHARE TECHNICAL SPECIAL	STAREHE	JUJA ROAD	ALONG JUJA ROAD AFTER EASTLEIGH SECOND AVENUE BEFORE REACHINF THE WATER KIOSK
196	KABETE VET LAB PRIMARY	WESTLANDS	KILIMANI	UTHIRU NEXT TO KABETE POLICE STATION OPP. ST. JOSEPH ACK CHURCH
197	KIHUMBUINI PRIMARY	WESTLANDS	KILIMANI	KANGEMI
198	NAIROBI PRIMARY	WESTLANDS	KILIMANI	MAMLAKA OFF NYERERE RD.
199	MILIMANI PRIMARY	WESTLANDS	KILIMANI	KILIMANI ON KIRICHWA ROAD
200	LAVINGTON PRIMARY SCHOOL	WESTLANDS	KILIMANI	LAVINGTON MUGUMO ROAD
201	STATE HOUSE PRIMARY	WESTLANDS	KILIMANI	KILIMANI AREA ABORETUM ROAD
202	KILELESHWA PRIMARY	WESTLANDS	KILIMANI	ALONG MANDERA RD. NEXT TO KILELESHWA POLICE STATION GICHURU RD.

203	MUTHANGARI PRIMARY	WESTLANDS	KILIMANI	JAMES GICHURU RD. MBAMBANE RD LAVINGTON
204	NEW KIHUMBUINI PRIMARY	WESTLANDS	KILIMANI	KANGEMI SHOPPING CENTRE ALONG WAIYAKI WAY
205	KILIMANI PRIMARY	WESTLANDS	KILIMANI	KILIMANI - ARKWING KHODEK ROAD
206	AGA KHAN PRIMARY	WESTLANDS	PARKLANDS	5TH PARKLANDS ALONG LIMURU RD. OPP. CITY PARK HAWKERS MKT
207	FARASI LANE PRIMARY	WESTLANDS	PARKLANDS	ALONG LOWER KABETE ROAD
208	VISA OSHWAL PRIMARY - NAIROBI	WESTLANDS	PARKLANDS	WESTLANDS MPAKA ROAD
209	BOHRA PRIMARY SCHOOL	WESTLANDS	PARKLANDS	WESTLANDS BROOKESIDE DRIVE
210	KABETE REHABILITATION SCHOOL	WESTLANDS	PARKLANDS	LOWER KABETE RD. 1KM IMMEDIATELY AFTER LOWER KABETE CAMPUS FROM TOWN / OR ON LOWER KABETE ROAD 200 METRES AFTER K.I.A. FROM NAIROBI TOWARDS WANGIGE
211	HOSPITAL HILL PRIMARY	WESTLANDS	PARKLANDS	PARKLANDS ROAD
212	HIGHRIDGE PRIMARY	WESTLANDS	PARKLANDS	4TH PARKLANDS AVENUE OPP. DIAMOND PLAZA
213	JACARANDA SPECIAL SCHOOL	WESTLANDS	PARKLANDS	KILELESHWA - KISII RD. OFF SIAYA RD. OFF OTHAYA RD NEXT TO KENTON COLLEGE
214	NORTH HIGHRIDGE PRIMARY	WESTLANDS	PARKLANDS	6TH PARKLANDS NEAR KESI COLLEGE
215	MUGUGA GREEN PRIMARY	WESTLANDS	PARKLANDS	WAIYAKI WAY
216	WESTLANDS PRIMARY	WESTLANDS	PARKLANDS	WESTLANDS - SCHOOL LANE NEAR SARIT CENTRE
217	KARURA FOREST PRIMARY	WESTLANDS	PARKLANDS	KARURUA FOREST HEAD OFFICES - KIAMBU ROAD
218	CHELETA PRIMARY	WESTLANDS	PARKLANDS	RUNDA ESTATE
219	LOWER KABETE PRIMARY	WESTLANDS	PARKLANDS	LOWER KABETE RD. NEXT TO K.I.A.
220	KANGEMI PRIMARY	WESTLANDS	KILIMANI	KANGEMI, GICHAGI ALONG THIONG'O ROAD
221	ST. GEORGE'S PRIMARY	WESTLANDS	KILIMANI	DENIS PRITT ROAD AFTER STATE HOUSE
222	LORESHO PRIMARY	WESTLANDS	PARKLANDS	LORESHO RIDGE -KITSURU WARD
223	STATE HOUSE DAY NURSERY	WESTLANDS	KILIMANI	STATE HOUSE ROAD, NEXT TO STATE HOUSE PRIMARY SCHOOL
224	KILELESHWA DAY NURSERY	WESTLANDS	KILIMANI	KEILELISHWA ESTATE NEAR KILELESHWA POLICE STATION
225	LADY NORTHEY DAY NURSERY	WESTLANDS	KILIMANI	NEXT TO MILIMANI A.I.C. CHURCH ALONG STATE HOUSE ROAD