FACTORS AFFECTING THE PERFORMANCE OF STUDENTS IN SPORTS
THE CASE OF STUDENTS IN SELECTED SECONDARY SCHOOLS IN MOMBASA COUNTY - KENYA

BY

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DECLARATION AND APPROVAL

I declare that this research project report is my original work and has not been presented for a degree in any other University.

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This research project report has been submitted for examination with my approval as University Supervisor

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DEDICATION

This Research project report is dedicated to all the youth, both young at heart and otherwise, who find fun in sports as leisure, Recreation or just Play, but above all those who do it as a serious business.
I wish to acknowledge with profound appreciation the effort of a few people who so far contributed immensely towards the development of this piece of work. First and foremost, my supervisor over the whole project work, Dr. C. M. Gakuu on his comments and correction right from the original draft, right up to the final report. His contribution gradually added much value to this piece of work. Mr. Richard O. Emoru, a friend and classmate was available for sharing on important information of common interest towards accomplishment of this work. Further appreciation and gratitude goes to all members of staff and officers of the Department of Extra-Mural studies, Mombasa Centre, for their support, guide, assistance and direction. The office of the Provincial Director of Education, in particular Mr. Newton E. Okwatsa, gave the authority to collect relevant data from all Secondary Schools within Mombasa County. This is highly appreciated. All Secondary Schools that participated in this project work, especially the principals, the deputy principals and the Games/sports teachers who were the respondents to the questionnaires, their contributions are highly appreciated. The time they spared to complete the questionnaires was well spent. Finally, Mr. Arthur Okeyo, a staff mate at the place of work, proof-read the final document and made many corrections of literary and typographical nature. All is appreciated. And above all the Almighty God, be glory and honor, the source of all good things.
ABSTRACT

Sports are an essential part of the normal school curriculum. However, Education managers and administrators tend to ignore their importance at the expense of academic work. There is generally hardly enough investment made on sports resources in most secondary schools. When the academic work fail to bring success to the students, all crumbles and quite often the school program fails to be of benefit to an individual student. Success in sports is not only beneficial to the individual sports person for the glory of the occasion, but can benefit the academic progress of the individual too. Success in sports has some very basic requirements in its program implementation to benefit not only the individual participants, but the community at large. This piece of work was designed to work on some factors that affect success in sports among the youth with a focus on secondary school students within Mombasa county. The few factors that were being looked at in this study include the sports and games programs implemented in secondary schools, the availability of sports facilities and equipments in secondary schools, training of personnel especially, teachers in sports and games programs, time allocation in the school timetable for sports and games and the attitude for sports and games among the teachers and students. The study established to some extent that some of these factors that influence success in sporting activities among the youth are in inadequate supply to the youth in secondary schools within Mombasa county. The study was designed generally as a descriptive survey, and in particular an ex-post facto because it was not the intention of the researcher to manipulate such variables as the nature of sports facilities and equipment already in use in schools or sex, qualifications or administrative experiences of the respondent school principals, their deputies or the sports teachers. The study established that most administrators (the principals and their deputies) are not trained in sports despite, their position being too crucial in the management and administration of all sports resources. However, majority of games teachers have undergone through some form or level of training in sports. The main undoing in sport within the county is the inadequacy of sports facilities and equipment. Out of the seventeen sports items or activities looked at, the study established that on average each school has only seven items available within the school premises for the student to access. This definitely puts pressure on both the students and the sports staff on how to achieve higher level of performance within the limited time that is shared with academic work. Stake holders are thus recommended to put heads together to improve on the number of facilities, their functionality and accessibility.
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ABBREVIATIONS AND ACRONYMES

MOEST  Ministry of Education Science and Technology
KIE    Kenya Institute of Education
KSSSA  Kenya Secondary Schools Sports Association
PE     Physical Education
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

The introductory chapter lays out the work that was carried out in the study. It starts with the Background of the study, followed by the statement of the problem, the purpose of the study, Objectives of the study, Research Questions, research Hypothesis, Significance of the study, Limitations of the study, Basic assumptions of the study, Definitions of the Key (operational) terms, and finally Organization of the study.

Sports are timeless activities, which human beings have enjoyed since the ancient times, as exemplified by the Greek Olympic Games. Ethnographic and archaeological evidence such as cave paintings and the accounts of early European explorers indicate that sporting activities may well go back to the very beginning of humankind (Mackenzie B. 2004).

The development of modern sports is tied very much to the history of the industrial revolution and the creation of the first public schools, (Mackenzie B. 2004). These schools were often used as centres for incorporating physical activity in the curriculum. Throughout history, physical activity has been accepted as a health remedial technique, and its preventive value to mankind has been established, (Bucher and Wuest, 1987). The net results of these public school processes were to cleanse and codify various games. The cleansing was meant to reduce violent elements, while codification enabled the setting up of rules or codes of conduct and safety guidelines during the course of play. Popular Games like Soccer, Rugby, Basketball and American Football owe their organization structures they have today to college campuses of the west in the late 1800s and early 1900s, (Mackenzie B. 2004). Currently, the three main factors credited for the explosion of popular sports include; sports illustrations in magazines by journalists, economic prosperity and sports broadcasting.

All sporting activities rely on physical education as the basis and foundation on which to build a base. Physical Education incorporated in a child’s early life helps in development of a child’s skills, attitudes and interests towards sporting activities at the appropriate time and level, (Brisbane, H.E. 2000). Physical Education (P.E) is one of the subjects taught in the
primary and secondary schools in Kenya. It was made compulsory at both levels by a presidential decree, (Onyango J, 2004). It was further made compulsory in both primary and Diploma teachers Training Colleges. The emphasis of the subject is to facilitate the acquisition and knowledge of sports related skills in an educational setting and this contribute to the educational domains through movement.

Kenya Secondary Schools Sports Association (KSSSA), is an association that deals exclusively with secondary schools sports in Kenya. It holds all its sporting activities in the first and second terms. The KSSSA’s program of events is broken into three main games categories. The term one games include Basketball, Hockey, Seven’s Rugby, Swimming, Heptathlon and Cross-Country. Term 2A events include Netball, Handball, Athletics and Fifteen’s Rugby, while term 2B games include Football, Volleyball and Racquet games.

In the year 2009, Coast province hosted the term 2B KSSSA games. Mombasa district took over the hosting despite having being scheduled for another district within the province. Shimo la Tewa School and Shanzu Teachers Training College became the hosting institutions.

Before any KSSSA national and/or provincial tournaments kick off, it is a normal routine to organize clinics, workshops or briefings for referees or judges, coaches, and many other sports officials, and the 2009 Mombasa games were not an exception, (KSSSA 2B Games Booklet, 2009). Each province sent two (2) teacher referees for the football tournaments. Coast province being the host had six (6) slots of which only one was filled by a secondary school teacher, who attended the clinic/workshop only and never participated in the tournament. All the rest had very little to do with normal activities that goes on within the premises of a secondary school compound. The other provinces had both their representatives being teachers who are actively involved with students in normal school routine. This leaves a big question that begs for an answer. “Where were the teachers? And, how does the useful information gathered at this clinics help in promoting excellent sporting activities among students and teachers in secondary schools within the region?” This research study intends to go to secondary schools within Mombasa county to establish a few facts that
affect sports success among the youth – the facilities, the equipment and the sports teachers and administrators training and attitude and sports time.

1.2 Statement of the Problem

No activity is as demanding and exacting than sport participation especially at a higher level of skill, (Kelly J R. 1982). Even less arduous levels of sport competition usually require countless hours of disciplined preparation and rigorous physical and mental effort. Physical Education, the basic foundation of all sporting activities is a compulsory subject in all primary and secondary schools in Kenya for both regular and normal students, as well as special needs pupils. Nevertheless, just like sports and games, most of the time it is not taught since it is not an examinable subject at the national level, (Onyango J. 2004). This denies the learners the opportunity to exercise and acquire basic sports skills that are essential for the proper development of better and more advanced skills in sporting activities. This has significantly contributed to lack of meaningful success in sporting and games activities among the youth in the coastal regions of Kenya in general and Mombasa County in particular.

Mombasa County is the second largest urban set up in Kenya after Nairobi. It therefore enjoys reasonably better access to some Knowledge, facilities, equipment and amenities relevant to sporting and games activities that are often lacking in most of the rural parts of Kenya or smaller urban set ups, where majority of Kenyan children and youth live. According to Michezo Kenya, (2011), majority of the youth that represent Kenya in various sporting activities are products of the KSSSA organized events. While Nairobi appears to enjoy a lion’s share of youth representation in international sports meets, Mombasa is simply a non participant, often has to do with a few representative once after a while. Given the very low frequency appearance of Secondary Schools from Mombasa County within the medal brackets at the National Secondary Schools Sporting Events, (see appendix VI), the transition to representation at the international level is definitely affected. This says a lot about the regions inadequacy in guiding its youth to excellent performance in sports and games. Further, serious involvement of the youth in and with drugs is a sign of low self esteem, loss of proper sense of direction, lack of physical activity and above all lack of emotional and
social development among the youth right from quite early stages of life, (Brisbane, H.E. 2000). This calls for the need to seek out for the possible root causes of the problem of lack of excellent performance in sports and games among the youth from Mombasa County at the Secondary School level compared to their age mates in other parts of the country some of whom do not enjoy access to as good facilities, equipment, and knowledge in sports as they do. It is therefore the intention of this study to gather information on the facilities, equipment, personnel level of training and time allocated to secondary school students in Mombasa county for sports and games and to establish if it is adequate for sporting success at any level.

1.3 Purpose of the Study
The study was aimed at establishing whether the current methods of implementation of Sports, and Games programs at the Secondary Schools within Mombasa County affect the sporting success at this and higher levels. It gathered information from senior teachers within the sports and games departments in Secondary Schools and made observations on sports and games facilities and equipment availability and accessibility for learners and their use at this level.

The results of the study led to some recommendations that may be of help in the improvement in planning and implementation of all sports or games programs to learners in secondary schools within Mombasa County to enable success in sports like their counterparts youths elsewhere nationally. It is hoped that better guides to all who are involved in youth sports programs may be developed that are appropriate for the benefit of all stakeholders at this level.

1.4 Objectives of the Study
The objectives of this study were:

1. To establish how the sports and games programs implemented in secondary schools influence performance in sports.
2. To establish whether there are adequate sports facilities and equipment and the extent to which they influence performance in sports.
3. To establish whether there are trained personnel at secondary schools and how they influence performance in sports.

4. To establish whether time allocated in the school time table for sporting activities and games is adequate to influence performance in sports.

1.5 Research Questions

This study went on to seek to answer the following questions,

1. How do sports or games programs implemented in secondary schools influence performance in sports?

2. To what extent do adequate sports and games facilities and equipment influence performance in sports?

3. How do trained personnel influence performance in sports?

4. To what extent does the time allocated in the school Time table for sports or games activities influence performance in sports?

1.6 Research Hypotheses

The following null hypotheses were formulated for the study;

Ho 1. There is no significant difference in the number of facilities available, functional and accessible by students in implementation of sports programs/activities in secondary schools within Mombasa county in relation to their Participation, Performance, and Achievement.

Ho 2. There is no significant difference on the number of the available sports facilities and equipment in Secondary Schools within Mombasa County and the KSSSA expected number of sports facilities and equipment per school, in terms of using them for success in sports performance.

Ho 3. There is no significant difference in the level of sports training between the administrators and sports teachers to influence the performance of students in sports
Ho 4 There is no significant deviation in the level of maintenance of sports facilities and equipment to affect sports programs implementation in secondary schools.

1.7 Significance of the Study

In his study, Edgar (1994), noted that many teachers forget that learners require psychomotor skills in their daily studies to help them be more effective in most of other non-physical movement oriented academic endeavors. He says that problems of motor learning are often overlooked by teachers. These skills can only be developed by certain teaching methods. This study is intentionally set to find out the teachers’ involvement, participation and interest in and implementation of sporting and games activities in secondary schools in Mombasa county. The result of the study is expected to be of use in guiding the next or further cause of action towards making sports and games beneficial to the youth within Mombasa county.

1.8 Limitations of the Study

Mombasa county is an urban set up and being the second largest urban centre in Kenya, it has the second highest density or concentration of the population within a small urban set up. Mombasa is also among the most diverse in terms of its population, culture, economic conditions, religion, and historical heritage. It therefore has many schools serving quite different and diverse interests other than the academics which is the main purpose of an educational institution. The data collected proved quite diverse to the extreme from one school to another. The researcher therefore made much effort to include as much interest as possible from the diverse nature of schools as possible.

Due to the large number of schools within the county, the size of some schools and the time for the research work, it was therefore not possible to cover all the schools and collect all the data as originally intended and required. Thus time was a major limiting factor in the research work. However, the information gathered was considered adequate enough to make a fair conclusion on the study.

Mombasa county has four regions (Districts), namely Kisauni, Likoni, Island and Changamwe each with a sizable number of secondary schools. Some of these schools are big
with quite a large student population. Collecting as much data on all sporting activities in all these schools proved tough enough, complex and time consuming task for the period set. Not all secondary schools were visited, and the few chosen for visits may not have provided all needed evidence of sports necessary for the study. However, it was the intention of the researcher to cover as much sporting activities and schools as possible with the hope that all information gathered was to be of better use for decision making in the future.

1.9 Basic Assumptions of the Study
The study assumed that Physical education is reasonably implemented in primary schools at least to some degree. Thus every secondary school student has had an experience going through the primary school physical education Curriculum. The secondary school sports curriculum picks from where the primary school PE curriculum left it, and therefore improves on what the students have as existing sporting knowledge. Further, the study assumes that the primary school physical education program as the basic and core entry behavior into any sports program at the secondary school level.

1.10 Definitions of the Key Terms (operational terms)
Attitude: Refers to the positive or negative predispositions to think, feel, perceive and behave in a certain way towards a given situation.
Implementation: Refers to carrying out or putting in practice that which has been planned.
Sport: Refers to organized activity in which physical effort is related to that of others in some relative measurement of outcomes with accepted regularities and forms, (Kelly, J.R. 1982).
Recess: Refers to a time during the school day that provides children with the opportunity for active, unstructured or structured free play.

1.11 Organization of the Study
The study is organized into five major chapters. However, this proposal which is the initial part of the study has the first three of the five chapters only. Chapter one presents the introduction of the study that consists of the background of the problem, statement of the problem, purpose of the study, objectives of the study, research questions, research
hypotheses, Significance of the study, definition of the key or operational terms and finally organization of the study.

Chapter two dwells on the review of the literature material on sports, games and physical activity. The review has included the following aspects of the study; the international perspectives, the national perspective in particular the KSSSA events and activities, and finally the local perspective, or the Mombasa county.

Chapter three discusses the research methodology to be used in the study. It discusses research design, Target population, Sample and sampling procedures, research instruments, instruments validity and instruments reliability. Also included are data collection procedures and data analysis technique.

Chapter four, the Data Presentation, Analysis and Interpretation, discusses the questionnaires return rate and presents all the data collected from the field. This includes categorization of data into appropriate groups for easy interpretation and analysis.

Chapter five finally presents a summary of the findings, conclusions, recommendations and suggestions for further studies stemming from the study.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
Sports may be looked at from very diverse points of view. Sports is a health issue, it is a recreational art, it is a cultural practice, it is leisure, it is a physical exercise activity, it is a means of earning livelihood, it is a means to social interaction, it is a means to political influence. The list is endless. The history of sports extends as far back as the existence of the Human race as purposefully sportive and active animals. Sports have been a useful way for people to increase their mastery of nature and their environment, in a bid to exploit this nature and the environment effectively for their own survival, (Mackenzie, H.E. 2000). This section attempts to capture and review various literature on the topic Sports, and Games as expressed from different points of view especially factors that lead to success in any sporting activity an individual may venture into, from various sources. It starts with a brief review of the history of sports, then a section on Building character for success in sports, diversity in sports facilities and equipment and motivation, the role of Physical Education in sports, College scholarship Opportunities, Leisure, Recreation and Play, Education with Leisure, Recreation and Play, Theoretical Framework – sports and heritage and finally the conceptual framework.

2.2 History of Sports
Sports involve basic human skills being developed and exercised for their own sake, in parallel with being exercised for their usefulness. It depicts social changes that human race have undergone through, by observing the variation of the rules over time. It is predictably in Greece that sports were first instituted formally, with the first Olympic Games recorded in 776 BC in Olympia, where they were celebrated until 393 AD (Wikipedia). High profile athletes were major celebrities in ancient Greece.

In the middle ages, among some European states, the entire villages held competition against each other in rough and sometimes very violent ballgames. A few that appeared less violent were reserved for the aristocrats. The aristocracy throughout Europe favored sports as
patrons as well as players. Horse racing, in particular was a favorite of the upper class in Great Britain.

Team sport as known today, is considered to be primarily an invention of the western Culture, (Steve Webmaster, 2012). The traditional team sports are seen to have sprung from Europe. European colonialism helped spread particular games around the world despite a number of the original versions having had their origins elsewhere. The originally European-dominated modern Olympic Games generally ensured standardization of various sporting events in European directions when rules for similar games elsewhere were merged.

The Industrial revolution and mass production of goods availed more free time for workers that brought increased leisure which allowed more time to engage in playing or observing spectator sports. There was also improved accessibility of sports of many kinds, and less elitism in sports. With the advent of mass media and improved global communication, professionalism in sports has fast become prevalent and has furthered sports popularity in general.

2.3 Building Character for Success in Sports

Theodore Roosevelt, One of the former presidents of the United States of America, captured the statement:-

The credit belongs to the man who is actually in the arena, whose face is marred by dust, sweat and blood, who strives valiantly; who errrs and comes short again and again; who knows the great enthusiasm, the great devotions and spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement; and at the worst, if he fails at least fails while daring greatly, (Pagliuca, S.G. 2009). This statement depicts true sportsmanship or else true and real life experiences. The patience, perseverance, passion, positive attitude and daring dreams that are ingredients for success in life generally applies in sports in particular too and remain invaluable in facing the challenges to come in the future.

For many, success in sports, just like in life is winning. Winning is considered to be the ultimate goal. In sports, it is winning a game, a medal, a trophy or a championship. However,
real success is a lot more than just winning the glittery and glory of the occasion. Success is peace of mind, which is a direct result of self-satisfaction in knowing you did your best to become the best, that you are capable of becoming, (Wooden, J. 2009). An individual coach, trainer or just a teacher in a position to motivate and inspire his/her students to this level may achieve a lot with his/her students. Winning and losing are just but a by-product of finding peace of mind in knowing you are the best. Training of the instructors is important and play a major role in modeling the youth into perfect and winning sportsmen/women.

According to Sallis F.J. et al. (1997), training is designed to familiarize classroom teachers and instructors with the curriculum and develop class management and instructional skills so that teachers could implement sports, physical education and class management programs effectively. During each training session, teacher-trainees participate in the sports activities and are assisted in planning a personal program of regular physical activities. The self-management skills that can only be acquired through a proper training program to teachers or instructors are designed to teach behavior-change skills to help the young generalize regular physical activity outside the school. It includes self-monitoring, goal setting, stimulus control, self-reinforcement, self-instruction and problem solving.

Specific teacher characteristics and instructional technique often do have profound influence on students' motivation. Sports trainers, just like classroom teachers, can motivate students by establishing a caring environment during both in and outside class activities. When teachers create and display true caring environment to their students, the students in-turn reciprocate by working harder and displaying more appropriate behavior for success in all activities they chose to participate in, (Weisman, J. 2007). This does not come easily from the teacher. He/she needs to work hard in understanding his/her students' lives and affirm their interests and needs. Weisman (2007) further emphasizes that opportunities for students' choice, decision making and responsibility also correlate with student motivation. In school sports, there is a need to have a variety of sporting activities, and in each, establish various levels of attainment to give students opportunities not only on decision making on choices, but also take responsibility on such decisions. However, the teacher should be available to provide expert advice. Therefore teachers need to provide choice by letting students decide
their positions be it in team sports or otherwise, offer them a variety of tasks to accomplish and provide them assortments of options on how to handle different competitive situations to demonstrate their understanding of the skills involved.

2.4 Diversity in School Sports Facilities and Motivation

Many high school students come to school unmotivated to learn, thus educators must incorporate the most effective motivational strategies to enable them acquire the necessary skills they deserve to have before they leave school, (Weisman, J. 2007). If educators wish to maximize students' achievement in school, they must understand how to motivate students successfully. Schools too must search for ways to increase students' engagement and motivation in the education arena in order to see improved results.

Studies have shown that the value children place on many academic activities, and their belief about the usefulness of school decline as they get older, (Williams and Stockdale, 2004). By the time they reach high school they put forth minimum effort, they are bored with the educational process and they begin to view many school tasks with less significance. Educators must therefore learn how to motivate apathetic students and become skilled at incorporating effective methodologies and activities that will engage students and spark interests.

Young people today tend to be regularly challenged by new experiences and expectations (Weisman, J. 2007). Most of their activities thus need to include really challenging and non-routine experiences. It is a period in their lives that physical, cognitive, emotional, physiological and social changes are profound. It is also the beginning of adolescents' struggle with deeper thoughts and generation of greater feelings of emotions, (Goleman, D. 1996). They usually have not developed the necessary cognitive and emotional facilities to more effectively deal with these types of events like adults. This sets up in-congruencies between students and teachers' beliefs that can be explained in terms of self-esteem, social influences and brain development.
Self-esteem is at its lowest point during the teenage and adolescent years, especially among girls who experience radical drops in estrogen, and more commonly struggle with periods of depression and sadness, (Goleman, D. 1996). While low self-esteem affects motivation, performance in school and students’ ability to focus on completion of tasks, achievement in sports on the other hand, even at lower levels are known to raise self-esteem of teenagers and young people among their peers. They become the heroes and heroines of the moment. Student should therefore be given opportunities to explore their competence in as many different sporting activities as possible, and given a chance to compete more where they excel. Those who excel at lower levels should be encouraged and supported to face higher challenges. This support definitely requires the use of better facilities and equipment, and modern training techniques from the instructors. Diversity in the types of sporting activities available is highly essential to give everyone a chance to find a game or place to participate in.

Adolescents are most often influenced not by what their peers actually do and say, but how they think their peers will react to potential action, (Goleman, D. 1996). They want and need social approval and therefore are highly motivated to develop close, reciprocal friendship, (Weisman, 2007). Sports and games activities, especially at higher levels provide this opportunity to expand the scope of interaction with peers, by competing and finding challenges among their age-mates within and beyond their school environments. Sports practice with new and modern facilities and equipment, and playing against some top competitors in their sports of interest offers the challenge that helps in developing an appropriate self identity. Goleman (1996) adds that adolescents frequently have greater socialization pressures because they make every effort to determine the social norms and gain acceptance by their peers. As a result, young people either form or reshape their identities as they associate with different peer group during the socialization process. Poor quality sports facilities and equipment at school for students diminishes their abilities to practice and display their prowess in any sporting and games activity. They are therefore exposed to fewer opportunities for socialization as they cannot compete with those who are relatively better off. This then lowers their confidence in their school programs, their teachers and even themselves. They end up feeling bored, unmotivated and a good for nothing. In this
state they become vulnerable to any alternative ideas and practice that may offer a possible better challenge.

Brain development is another aspect of human growth that has some effects on an adolescent’s life. The frontal lobes or the prefrontal cortex is an area of the brain that undergoes transformation during teenage years, (Goleman, D. 1996). This alteration of the frontal lobes affects one’s ability to process emotions, problem solve, plan ahead and learn from experiences. Teenagers therefore have greater difficulty resisting impulses, regulating emotions and making good decisions. Sports offer students opportunities to experience extreme levels of both negative and positive emotions associated with temporary successes and failures. They are often then helped to manage and control these emotions by their age-mates’ involvement and the support of the teachers. A good combination of sports activities together with the academic programs blended well in the overall school timetable enables many students to organize themselves and fit their own schedules. As they follow such programs, they are able to set their own schedules and plan ahead. A combination of both academic and non academic activities within the school program provides more than enough experience for learning to the youth of adolescent age. These experiences are quite diverse with some being purely social, entertainment, academics, or even physical, psychological and physiological in nature.

2.5 The Role of Physical Education to Sports
Physical Education helps students to identify physical activities and sports suited to their abilities and interests and provide each student with positive experiences, with a view toward developing a positive self-concept and feeling of self-worth (Bucher and Wuest, 1987). Physical Education (P.E) may also help students to correct physical conditions that can be improved through exercise, especially among children and adolescents, in particular those with special needs, (Brisbane, H.E. 2000). It assists an individual student to achieve the highest level of physical fitness within his/her limitations. It also helps the adults especially the elderly to maintain a healthy, physical figure and shape, which supports easy, and comfortable movement for an individual at older age and therefore slows down the negative effects of aging.
Like all subjects, Physical Education including sports and games programs have standardized curriculum that is used in the country at Primary, Secondary schools, and Teachers training college levels. It is allocated a fixed number of lessons per week at each of the different levels. Unfortunately, the subject has been plagued with a negative attitude from teachers and administrators, as it is not examined at national levels, (Onyango, J. 2004). Consequently, the lessons allocated for physical Education are often used to teach other subjects that are examined. The objectives of the primary school physical Education are stated clearly in the syllabus, (KIE, 2002). These objectives states that by the end of the primary school cycle, the learner should be able to,

(a) Develop physical and neuromuscular skills.
(b) Perform skilful and efficient movements through physical and mental coordination.
(c) Use movement as a medium of expression.
(d) Appreciate and enjoy movement for its own sake with or without apparatus.
(e) Create a desire for the development of a variety of skills for recreational values and positive use of leisure time.
(f) Pursue physical activity for health, fitness and general body growth and development.
(g) Appreciate and participate in and develop both national and international sports and dance for preservation of own and other cultures.
(h) Develop inter-personal and social skills through physical activities.
(i) Develop self-discipline through understanding and application of rules and regulations in games and sports.
(j) Create and Develop movement skills and patterns.
(k) Improvise and use a variety of equipment and facilities in different ways.
(l) Appreciate and explore the environment.
(m) Identify, nurture and develop individual talents in specific sports.
(n) Develop positive attitudes towards physical Education and sports as a career.
(o) Develop awareness of safety skills and preventive measures in different situations.

The success of the Physical Education (PE) program is pegged on the achievement of the stated objectives. However, the success of any sporting and games program is pegged on among others, the allocation of adequate time for acquisition of the necessary skills essential
for successful participation at higher levels, the availability of diverse and good sports facilities and equipment that offers students opportunities to test their abilities to the limit, and a well laid down plan for sports activities that would not relegate academic work to the background. Teachers must therefore be ready and well trained to handle the workload involved.

2.6 College Scholarship Opportunities
The growth of sports has made possible the education of many young people who would otherwise never have had that opportunity. Though, today, most of the noticeable college athletes often leave school early to enter the professional ranks of their sports, the vast majority of college athletes graduate and move on to a field other than their sport. For many of those students, sports made going to college possible, particularly through the use of college scholarship, which has increased in size and number as sports created bigger revenue for schools and colleges, especially in the West. These opportunities are few and hard to come by. It is only the best that manage to achieve to the level of winning such an opportunity. Such are people who have gone through the hands of the expert instructors using the best available facilities and equipments as they get ready to face people of a much higher level.

2.7 Leisure, Recreation and Play
The history of leisure, recreation and play goes back a very long way. The Romans had the Coliseum where they watched Chariot races and other entertainment. The Greeks had amphitheatres where they viewed drama and comedy, and of course they invented the Olympics, one of the greatest entertainment sports spectacles on earth, (Pearson G, 2011).

The word leisure has had many definitions depending on the pattern of choice satisfying its application to the user. Kelly John R. (1982), highlights Max Kaplan’s proposed six different approaches of definition of leisure;

The humanistic or classical definition begins with a concept of humanity and requires freedom from necessity.
The therapeutic approach assumes that some people are less than healthy and that leisure is good for them.

The quantitative model assumes that time can be identified by the way it is used.

The institutional concept presupposes a functional division of institutions within a social system in which leisure may stand with the school, the family, the church, the economy and the state.

The epistemological conception is based on the values of a culture.

The sociological approach begins with the belief that leisure and everything else is defined in a social context by social actors who are creating their universe of meaning. Definitions differ more profoundly than a list of alternative would suggest.

Kelly J.R. (1982), provides three approaches of viewing leisure, as time, activity and experience or condition.

As time, leisure is time beyond that which is required for existence – the things which we must do, biologically to stay alive – and subsistence – the things we must do to make a living. It is discretionary time, - the time to be used according to our own judgment or choice. Leisure time is residual, leftover from time that is obligated to meet work and self-maintenance requirements.

As an activity, Leisure is activity – apart from the obligations of work, family and society – to which the individual turns at will, for either relaxation, diversion or broadening his knowledge and his spontaneous social participation, the free exercise of his creative capacity.

As an experience, Leisure is in the actor – with the state-of-mind, the orientation, the attitudes, the conditions, the experience or the definition of the leisure actor. The leisure actor understands that what he or she is doing has been chosen rather than coerced. The choice is
made for reasons intrinsic to the activity rather than as a means to another end. Leisure is the perception of free choice for the sake of doing or experiencing. The elements are choice and motivation.

LEISURE is:-

![Diagram of Leisure](image)

The term recreation stems from the Latin "recreatio" which refers to restoration or recovery, (Kelly, 1982). It implies the recreation of the energy or the restoration of the ability to function. Recreation contains the concept of restoration of wholeness of mind, spirit and body. It presupposes some other activity that depletes, tires, or deteriorates that wholeness. It is socially organized for social ends. This recreation is defined as a voluntary non-work activity that is organized for the attainment of personal and social benefits including restoration and social cohesion.

Play is an activity chosen in freedom for some intrinsic satisfaction. Kelly John R. (1982) identifies the three elements of play as:-

Play generally refers to the activity of children or to a "childlike” lightness of behavior in adults.
Play is expressive and intrinsic in motivation. 
Play involves a non-serious suspension of consequences, a temporary creation of its own world of meaning which often is a shadow of the real world.

Ellis Michael J. (1973), offers the following theories on why people play.

**Surplus Energy Theory** – When the organism has more energy than can be stored, it is expended in play.

**Intrinsic Theory** – Whatever people keep on doing from generation to generation must be transmitted by genetic code.

**Preparation Theory** – Play is a trying out of actions and responses that the player knows will be useful in a future stage of life.

**Recapitulation Theory** – Play that appears irrelevant to a child is actually a re-enactment of a progression of the development of the entire species.

**Relaxation Theory** – The opposite of surplus energy; when tired from work, people play.

**Generalization Theory** – Play repeats experiences that have been satisfying at work.

**Compensation Theory** – Play contrasts with the experiences that have been unpleasant at work.

**Catharsis Theory** – Play is relatively a harmless expression of aggression that reduces hostilities.

**Psycho-Analysis Theory** – Play repeats an unpleasant experience to reduce its seriousness or to simulate control over its consequences.

**Development Theory** – Play is governed by intellectual development and is an expression of the current stage of mental abilities.

**Learning Theory** – Play is simply a form of learning through maximization of pleasant events and consequences. It is the learning theory that stresses the stimulation of the player by environmental factors. The complexity and uncertainty of environmental factors are elements stimulating play in which the satisfaction is gained from demonstrating mastery of the environment.

**Arousal-seeking** –

**Competence–Effectance** –
Kelly J.R. (1982), highlights Roger Callois proposed two styles of play at opposite ends of a continuum, *Paidia* or free and spontaneous play at one end, while *ludus* or rule governed activity is at the other end. Play becomes a more complex phenomenon when both the freedom and the representative order of play are recognized. Play includes both freedom and order thus related to the fundamental values, myths, symbols and meanings of the culture. In play we are free to create a shadow world in which to act out our imagined place in the real world. It is then no wonder that the freedom of play may in many instances lead to order, familiarity and the self transcendence of "flow".

Industrial revolution revolutionized work in the modern world and helped to create the modern factory environment, (Pearson G, 2011). Machines mechanized manufacturing processes which ultimately led to more free time for the workers that could be used for leisure, recreation or play. They worked long hours in the factories but also had time offs and holiday offs. People who had been used to hard labour from dawn to dusk in farms in the rural areas moved to big cities and got jobs in factories and enjoyed these longer free times from their jobs. The Industrial revolution thus helped create a different view of work and free time hence promoted sports and games as leisure, recreation or just play.

While the Industrial revolution created the history of leisure, recreation and play, the 20th Century helped cement it, (Pearson G, 2011). Workers demanded shorter working hours, paid vacations and holidays, and weekend offs leading to even longer free time for the world work force. Today, work, and leisure, recreation and play are still strictly separated but leisure, recreation and play are some of the most important aspects of modern life, showing how the history of leisure, recreation and play and hence, sports and games has altered throughout the times and become increasingly popular as people gain more freedom from hard labour and toil.

2.8 Education with Leisure, Recreation and Play

Education is intricately linked with leisure, recreation and play in a number of ways. The school is a social and cultural milieu in which many kinds of learning take place, (Kelly, R.J.
Some learning is part of the institutional program. Formal classes and after class activities are designed to impart information, develop skills and induce interests. Also cultural and self-development disciplines are introduced. Therefore, in general, the greater the number of years that are experienced in education, the greater the range of learning.

In school, we learn basic skills and develop interests that are major factors in our leisure careers. Conversely, recreation is one element of the overall school program in which students are expected to learn to play as well as study. In the contemporary society overflowing with new knowledge, education has practically become a more or less a lifelong process. Continuing education in non-work hours is sometimes treated as either leisure or recreation by some individuals, though aimed at improving job performance and/or self-development. Lifelong learning, therefore appears to mix work and leisure or recreation in the learning experience. Therefore, it is no surprise that those with more years of education are more likely to engage in a variety of sports, games and cultural activities, have the resources to travel, have access to leisure opportunities and be interested in such activities.

Kelly R.J. (1982) adds that family and education have reinforced both the development of interests and expectations, and provided a range of opportunities for learning and participation. All the experiences related to going through high school, college and continuing education add to the likelihood of developing interests, skills and associations for recreational and leisure activities. Even when sports and games are begun with family members and neighborhood groups, there are opportunities in the school to play and raise skill levels. Years in school in a general way represent both the quantity and quality of learning opportunities. Education, therefore, is both an index of opportunities for leisure socialization and a series of experiences. The educational process provides the student with opportunities to observe, explore, learn about, play with, continue, refine and master a wide variety of activities.

Education is thus an entry to skills, interests and resources for leisure. The level of education is reasonably an accurate measure of personal and financial resources necessary for participation in many activities that require special equipment, space, travel and costly
resources, (Kelly R.J. 1982). While school may provide a significant context of opportunities for learning and practice of activities initiated elsewhere, sports games and cultural programs of the school remain the main outlet for participation during many of the formative years of childhood.

2.9 Theoretical Framework – Sports and Heritage

Many successful sportsmen and women often identify different characteristics as making the backbone, or the basic building block of the foundation of their success. Some have their cultural heritage, others their genetic make-up, while some even identify the topographical layout of their physical environment and social set-up as the source. Whatever forms the foundation or basis of a successful sportsperson's spring board into the apex of sports performance, excellent sports facilities, equipment and appropriate guidance remains key to very high achievements in modern sporting for all individuals, including those without any favorable backgrounds.

The theoretical framework for this study takes the approach that, good facilities and equipment, combined well with the appropriate guidance from officials, in this case teachers, with the right attitudes towards imparting required knowledge provides the right path to successful performance in sports among the youth regardless of the background. Thus, a healthy and normal individual without the traditional building blocks can take advantage of good facilities, equipment and appropriate direction, guidance and coaching and be a success.

Dooley, D (2003) asserts that theory provides the rationale for conducting most studies, and points to the constructs and questions for research. Theory is also seen in methods and results because operationalization and study designs must serve the deductions drawn from theory. A theory assembles claims about causally related constructs and can help guide research and in turn should change as new findings point to improvements, (Dooley, 2003).
2.11 Conceptual framework

The conceptual framework is developed from a simple relationship existing among the following independent variables:-

The teacher characteristics and/or qualities that includes age, sex, experience, qualifications, interest and availability in a given sporting activity.

The physical facilities – which include sports fields, courts, grounds, pools, pitches, tracks, halls and gyms – and instructional equipments – that includes the balls, nets, rackets, bats, javelin, and discus – that are available for all talented and interested students at secondary school level.

Trained personnel or teachers in the various sporting activities, who may be available to guide all the students with interest in particular sporting activity.

The time allocated officially in the school timetable for the sporting activities.
All these are necessary in their perfect combinational order together with an effective coaching, training, teaching, learning, judging, refereeing and even spectating technique. All these help in enriching development of students’ sports abilities for a high level of performance to compete at both national and international levels with ease, and not ignoring the effects of other contributing factors. They contribute to influence success in sporting activities.
FIGURE 3 Diagrammatic Depiction of the Conceptual Framework.

Independent Variables

TEACHER CHARACTERISTIC and QUALITIES
- Gender
- Experience
- Qualification
- Interest
- Availability

Available sports and games programs within the school weekly program.

Availability of Sports and Games Facilities and Equipments:
- Fields
- Courts
- Pools
- Pitches
- Balls

Training of teachers in sports and games programs.

TIME allocated on the timetable for sports and games activities.

Intervening Variables

EFFECTIVE coaching, training, teaching, learning, judging, adjudicating, refereeing, guidance

Dependent variable

STUDENTS' HIGH LEVEL OF PERFORMANCE IN SPORTS
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
The research methodology for this study was undertaken under the sub-headings research design, target population, sampling techniques and sample size, research instruments validity and reliability, and data collection procedures and analysis techniques.

3.2 Research design
This study was designed generally as a descriptive survey study. A descriptive survey is concerned with establishing “what is?”. There are many variations of descriptive studies. The particular one selected for this study was the ex-post facto design. According to Kerlinger, (2004), ex-post facto design involves a systematic empirical enquiry in which the researcher does not have direct control of events (independent variables) because their manifestations have already occurred, or because they are inherently not manipulable. This method was chosen because it was not the intention of the researcher to manipulate variables of this study such as sex, academic qualification, administrative experience, state and nature of sports equipment and facilities already in use in the various schools under study. It was originally the intentions of the researcher to conduct a census, but this changed when it became clear that time would not allow. It was the hope of the researcher that the data collected was adequate for fair inferences to be made.

An ex-post facto or causal comparative study is aimed at the discovery of possible causes for the phenomena studied by comparing respondents in whom a characteristic is present with similar respondents in whom it is absent or present to a lesser degree. Inferences about relations among variables have been made without direct intervention from concomitant variation of independent and dependent variables (Kerlinger, 2004).

3.3 Target population
Target population as defined by Borg and Gall, (1996) is a universal set of the study of all members of a real or hypothetical set of people, events, or objects to which an investigator wishes to generalize the result. The target population of interest for this study was meant to
consist of all the principals or their deputies, generally referred to here as administrators and the senior Games or Sports tutors of secondary schools within Mombasa county. This was a combination of both public and private secondary schools. Mombasa county has about 55 secondary schools of which at least 24 are public and about 30 are private secondary schools, (see appendices I and II). All these schools are distributed among the four regions (districts) of the county Kisauni, Likoni, Changamwe and Island. However, given the large number of schools within the county, it was not possible to visit all the schools. However, of the forty-two schools visited thirty-two responded fully to both the questionnaires. These were considered adequate to provide appropriate research data for the study for the whole county.

3.4 Sampling Size and Sampling Procedure

The study was initially designed to be a census and therefore not designed to use any sampling design to select the schools to be visited to gather data, since it was meant to use the whole population. Unfortunately, this design did not work due to unforeseen occurrences. However, the data collected proved to be quite representative across both private and public secondary schools. Also boys only, girls only and mixed schools were equally fairly represented as well within the study data collection.

Empirically supported generalizations are usually based on partial information. It is often impossible, impractical or extremely expensive to collect data from all the potential units of analysis covered by the research problem, (Frankfort-Nachmias C. and Nachmias D. 2004). Precise inferences can be drawn on all units or a set based on a relatively small number of units or subsets when the subsets accurately represent the relevant attributes of the whole sets. Frankfort-Nachmias and Nachmias (2004) adds that to accurately estimate unknown parameter from known statistics, researchers have to effectively deal with three major problems; the definition of the population, the sample design and the size of the samples.

Mombasa county is large and the number of schools are reasonably many and diverse. They are also located far from each other. Others are located in areas that are not easily accessible by public means. Some among the private ones serve the high economic bracket families, with fees relatively high and some of the schools even offering some international
curriculum. Others cater for the average and low income families. In total there are about fifty-five (55) secondary schools in Mombasa county, twenty-five of which are public. Among the public schools are those whose intake happens to be the academic cream of the society, thus all their efforts are directed at academic excellence. The rest are contented with the average and below average academic performers. The essential requirement for any sample is that it be as representative as possible of the population from which it is drawn.

3.5 Research Instruments

Three data collection research instruments were targeted for use in this study. Mwiria and Wamahiu, (1995) points out on the need of a qualitative research to use more than one instrument of data collection in order to obtain a holistic or total view of the research situation. The three are not too different from each other, thus their application may not prove too cumbersome to handle at all. A questionnaire was used to gather information from the administrators (the principal or the deputy) of each school. Another questionnaire was used to gather more information from the heads of the games or sports departments or assistants. The checklist was used to determine and confirm the availability of both physical facilities and equipment and in what quantity and quality. They were also used to determine whether they are functional and accessible to the students.

The three different technique approaches to data gathering, or triangulation has its value in demonstrating rigor. Triangulation addresses the issue of internal validity by using more than one method of data collection to answer a research question, (Barbour, R.S. 2001). Barbour notes that in principle, it sounds eminently feasible to combine three or even more data collection approaches to get a broader view. Data collected using different methods come in different forms and may defy direct comparison. Barbour adds that the production of similar findings from different methods merely provides corroboration or reassurance. The absence of similar findings does not however, provide ground for refutation. This is because different methods used in qualitative research furnish parallel datasets, each affording only a partial view of the whole picture.
Richardson I. (1991), suggests that it is more helpful to conceive more of complementary rather than competing perspectives, and offers the term “crystallization” as an alternative to triangulation. Qualitative research with its distinctive approach to harnessing the analytical potential of exceptions, allows a research question to be examined from various angles.

As Mays and Pope (1995) conclude, comprehensiveness may be more realistic goal for qualitative research than is internal validity. According to the approach, apparent contradictions (or exceptions) do not pose a threat to researcher’s explanations, but merely provide further scope for refining theories.

**Questionnaires**

To accomplish the research study, questionnaires were used as one of the methods of collecting data from the respondents. The respondents here were mainly be the senior school administrators of the secondary schools in the form of the school principal or his/her deputy, and the senior sports teacher and /or the assistant. Self-administered questionnaires were developed and were served to senior school administrators and sports and games head teachers, (see appendices III, IV, and V). The targeted individuals were seen as the best source of the most reliable information on the research questions. The questionnaires were designed to have both open and closed ended questions that focus on the type of sports and games programs implemented, the state of sports facilities and equipment, the level of training of personnel within the sports department in each school, and the time allocated for sports in the school time table.

**Observation Schedules**

Coolican, (1994), describes observation as a data collection method that may be seen as either a technique or as an overall design. As a technique it is used within a traditional experimental design especially in field experiments. This study used observation as an overall design applying an observation schedule. As an overall design the researcher has chosen to observe naturally occurring behavior and not to experiment with it, (Coolican, 1994). No independent variable is manipulated. However, due to limitations of time,
observations were made on two schools only. These observations were considered not representative enough for the study and were therefore not included in the results.

The main advantages of observation is its directness, (Frankfort-Nachmias C. and Nachmias D. 2004). It enables researchers to study behavior as it occurs. They can simply watch as individuals act and speak. This in turn enables the investigator to collect data first hand, thereby preventing contamination of the factors standing between him/her and the object of research. Data collected by observation describes the observed phenomena as they occur in their natural settings.

An observation schedule was required by the researcher to make a physical visit to the particular schools and make observations on a pre-selected actual sporting activity. However, this was changed and done by the sports teacher using the checklist for both facilities and equipments. (see appendix V)

Checklist
The study has been designed to use a checklist as a means to gather information on the availability, functionality and accessibility of facilities and equipment. The facilities and equipment chosen for checking were among the ones commonly required for the most popular sporting activities and easily available or the popular sports activities. The most featured sporting activities are among those in the KSSSA calendar of events. They include Netball, Volleyball, Football, Basketball, Handball, Hockey, Rugby, swimming, tennis, and including field and track events. (see appendix VI)

3.6 Validity and Reliability
According to Borg and Gall (1996), validity is the degree to which a test measures what it is intended to measure. Mugenda O. and Mugenda (1999), further states that content validity allows, the test to measure intended domains of indicators or contents of a particular concept. Validity therefore has to do with how accurately the data obtained in the study represents the variable used in the study. To enhance validity of the instruments, a pre-test or pilot study
was conducted on a sampled population which consisted of schools within easy reach of the researcher. This was necessary in order to measure the clarity of the items and the language used in the instruments. According to Kothari, (2003), validity refers to the extent to which a test measures what the researcher actually wishes to measure. It is crucial and indicates the degree to which an instrument measures what it is supposed to measure. The completed pilot instruments had their items discussed with the respondents to determine the correctness in wording to ensure that they were free from misinterpretations. Further discussions were conducted with the supervisors on how to improve the quality of the instruments. Items found to be inadequate in measuring the variables were either discarded and deleted or modified to improve the quality of research instruments thus increasing validity.

Reliability refers to the degree to which a measure supplies consistent results, (Mugenda and Mugenda, 1999). The study focused on the data gathered from the research instruments. The instruments had to go through serious modification to enable them gather as accurate data as possible.

3.7 Data Collection Procedures

The researcher picked an introductory letter from the university of Nairobi, department of Extra-Mural Studies to enable a request for the research authorization from the Ministry of Education, Science and Technology, (MOEST) since the research was to be conducted in schools and hence, the cooperation of the heads or principals of these schools was to be of great benefit. It was necessary to book appointments with some of the Head-teachers or their deputies and the various games or sports teachers due to their busy schedules, to enable completion of the questionnaires and conducting the observation, filling the checklists and making all these possible and successful.

Three data collection methods had been designed for use in this research study, namely the questionnaires to the administrators, and the other to the games teacher and the checklist, (see appendices III, IV, and V). All were intended to collect primary data, while secondary data that could have been considered vital for the research study was left to be sought when and where appropriate.
3.8 Data Analysis Techniques

Data analysis was done based on the design of the research questions. These focused on:

- How sports and games programs implemented in schools influence performance in sports,
- The extent to which adequate sports facilities and equipment influence performance in sports,
- How trained personnel in secondary school influence performance in sports, and
- To what extent, time allocated to sporting activities in the school timetable influence performance in sports.

Both descriptive and analytical statistics have been used to analyze the data obtained. The process involved coding of the questionnaires to enable raw data summarized and collected into meaningful categories ensuring numbers obtained make intuitive sense – higher scores on a variable assigned higher codes – especially for interval-level variables. Data editing and cleaning followed coding to check for errors and omissions and by making sure that all questionnaires were all completed as required. For the purposes of analysis, the frequency distribution tables were drawn to examine the patterns of responses to each of the independent and dependent variables under investigations, and relevant comments to the data made.

To provide short numerical summary of the data, measures of central tendencies in the form of mean, mode and median have been used to describe some aspects of data, while measures of the extent of dispersion about the central value have been tabulated in the form of variances and standard deviations. Analysis of Variances has been applied to test a hypothesis, while Chi-square, has been used for Bivariate analysis approach cross-classification and principle of variation between two variables. The hypotheses which were formulated have been tested statistically and conclusions made based on statistical results.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction
The main focus of this chapter is to present the findings of the study as per the data collected from the respondents. This chapter is divided into five main parts. The first part outlines the questionnaires return rate by the respondents. It presents the descriptive data for the part of the population used in the study. The next part presents information on demographic data of the respondents, which fall under two groups. The groups involved were the school administrators, that were either the school principals or their deputies and the other group were the school sports/games teachers. These sports teachers were to provide not just information about themselves but also data on school sports facilities and equipment, their availability, functionality, and accessibility by students.

Questionnaire Return Rate
A total number of forty-two (42) secondary schools were visited and received the two questionnaires, one for the administrator and the other for the sports/games teacher. Attached with these questionnaires were three letters. The first was the forwarding and introductory letter from the Mombasa office of the department of Extra-Mural studies, College of Education and External studies, University of Nairobi (see appendix VII). The next was an authorization letter from the Provincial Director of Education (PDE) office, Mombasa (see appendix VIII). The final letter was the personal introduction from the researcher to the respondents. A total of thirty-two (32) completed questionnaires for the administrators were received back in time for analysis while thirty-four (34) from the games teachers were received back, representing 76% and 81% respectively return rate for the two different questionnaires. A few schools could not be visited at all because of distance, location or just limited time for the researcher. All that was received was considered a reasonable and fair representation of the population. Of the twenty-four (24) public schools targeted for the study, nineteen (19) of them had a response in at least one of the questionnaires representing seventy-nine percent (79%). Further the private schools whose questionnaires were received cut across the economic divide proportionately with both the lower income and the upper income schools economically well represented.
4.2 Analysis of Demographic Data of the Respondents

The data presented in this section of the study was obtained from completed questionnaires for school administrators and sports/games teachers from thirty-two (32) administrators and thirty-four (34) secondary schools games teachers within Mombasa county out of forty-two (42) secondary schools visited and served with the questionnaires.

4.2.1 Respondents by Gender

Gender balance is essential in any school environment to promote equal participation and representation in all school programs including sports. It is therefore essential to have the leadership too appear gender sensitive. Table 4.1 shows respondents by gender.

Table 4.1 Respondents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Administrators</th>
<th>percentage</th>
<th>Sports Teachers</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>24</td>
<td>75.00</td>
<td>29</td>
<td>85.29</td>
</tr>
<tr>
<td>Females</td>
<td>8</td>
<td>25.00</td>
<td>5</td>
<td>14.71</td>
</tr>
<tr>
<td>Totals</td>
<td>32</td>
<td>100.00</td>
<td>34</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.1 shows the respondents by gender, displaying the bias common in many human systems. 75% of the respondent administrators were males while only 25% represented the female gender. The sports teachers’ representation was even worse with only 14.71% representing the female gender, leaving all 85.29% to be taken over by males. Most sports teachers in girls only and mixed schools are males. This is quite unfair representation for the girl child who is left to look up to the male teachers for role modeling.

4.2.2 Respondents by Highest Academic Qualifications

The level of academic qualifications of an individual is often a major contributing factor to the management and administrative ability of an individual towards resources available, whether human or inanimate. Table 4.2 gives a summary of the various qualifications among the administrators and the sports teachers.
Bachelor of Education is the basic degree qualification for one to be a teacher in Kenya. It is therefore not a surprise that the highest academic qualification for most administrators as well as the sports teachers is the Bachelor of Education. B.Ed represents 75.00% of the highest qualifications of the administrators, and 58.82% for the sports teachers. All administrators are well educated and qualified to manage and administer school resources, including sports facilities and equipment. More than 21% have even a Masters Degree. The sports teachers too have quite a high level of education as revealed in table 4.2.

### 4.2.3 Respondents by Level of Sports Training

Training in sport is not a requirement for recruitment as a teacher in secondary school. However, there are often a number of training opportunities available in the form of in-service for teachers in schools. Many teachers take advantage of such opportunities, especially if they have the interest. Table 4.3 represents the respondents by level of sports training.

<table>
<thead>
<tr>
<th></th>
<th>Administrators</th>
<th>Percentage</th>
<th>Sports Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Trained</td>
<td>21</td>
<td>65.625</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>Workshop</td>
<td>6</td>
<td>18.75</td>
<td>11</td>
<td>32.35</td>
</tr>
<tr>
<td>Seminar</td>
<td>3</td>
<td>9.375</td>
<td>10</td>
<td>29.91</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>3.125</td>
<td>8</td>
<td>23.35</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>3.125</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>32</strong></td>
<td><strong>100.00</strong></td>
<td><strong>34</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Sports teachers within Mombasa county appear reasonably trained in sports. Of the 34 respondents in the study, only 4 sports tutors representing just 11.76% have not undergone any basic course in sports. However, most of them have undergone through the short term courses only, that are mainly the seminars and the workshops. The administrators fared very poorly in this aspect with 65.625% of the respondents having had no form of training in sports or games. A strong positive correlation is desired for the levels of training in sports between the administrators and the sports teachers, for good performance in sports among students in a school. The administrators are at the top of things in terms of the management of all sports resources. It is therefore essential that they are included in having the knowledge of the fine details of sports requirements.

The data from Table 4.3 is analyzed to determine the kind of relationship and decide on its appropriateness to promote sports performance among students in secondary school. The Product-Moment Correlation Coefficient (PMCC) Tabulation was used to determine the relationship. Taking $X$ to represent the data on the level of training for the administrators and $Y$ to represent the level of training for sports teachers, the following table gives the summary of the data.

<table>
<thead>
<tr>
<th></th>
<th>21</th>
<th>6</th>
<th>3</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$Y$</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Summary of the results

$\sum X = 32$, $\sum Y = 34$, $\sum X^2 = 488$, $\sum Y^2 = 302$, and $\sum XY = 189$

PMC Coefficient $r = \frac{S_{xy}}{\sqrt{(S_{xx}S_{yy})}}$

$= \frac{189 - 32 \times 34}{\sqrt{(488 - 32^2)(302 - 34^2)}}$

$= \frac{189 - 32 \times 34}{\sqrt{5 \times 5}}$

$= \frac{189 - 32 \times 34}{\sqrt{25}}$

$= \frac{189 - 32 \times 34}{5}$
The calculated result indicates a weak and negative correlation coefficient. Thus the level of training for administrators and that for the sports teachers are not compatible for appropriate approaches for promoting sports performance among students in secondary schools. Administrators play a major role in the management and administration of all sports resources, which include facilities, equipment, program implementation, Time and even the people. It would therefore be essential if they were as trained as the teachers, or even better.

It is therefore necessary to reject the null hypothesis Ho 3, and accept the alternative hypothesis. Hence, there is a significant difference in the level of training in sports between the administrators and the sports teachers to influence the performance of students in sports.

### 4.2.4 Sports/Games Teachers’ Teaching Experience

The number of years one has spent as a teacher may not be much as a factor in determining the level of sports input an individual teacher may have towards his or her students. However, the exposure one gets with more years in the field may help one maneuver his or her ways with the students perfectly well towards some goals. Table 4.4 gives a summary of the number of years the sports teachers have been in the field.

**Table 4.4 Sports/Games Teachers Teaching experience**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below one year</td>
<td>0</td>
</tr>
<tr>
<td>1 - 5 Years</td>
<td>8</td>
</tr>
<tr>
<td>6 - 10 Years</td>
<td>9</td>
</tr>
<tr>
<td>Over Ten Years</td>
<td>17</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>
The researcher's questionnaires were mainly completed by the head of the games department or their assistants. Those are positions that are attained after some years in the field. It is therefore not a surprise that of the thirty-four respondents, none was one year or below old in the field or occupation. The frequency appears to increase with the number of teaching years of individual teachers within the sports department in the field. In terms of exposure, the respondents are well exposed.

4.2.5 Schools Categories by Gender

To ensure that data collected is representative, it is essential to have all categories of schools included. The major categories were as public against private schools and as girls only, boys only and mixed secondary schools. Table 4.5 gives a summary of these categories.

Table 4.5 School Categories by Gender

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIRLS</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>20.59</td>
</tr>
<tr>
<td>BOYS</td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>32.35</td>
</tr>
<tr>
<td>MIXED</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>47.06</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>13</td>
<td>34</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Of the 34 sports teachers that responded to the questionnaires, public schools took the greater share of 21 out of the 34 representing 61.76% while the private schools took the remaining 38.24%. Of the public schools that responded, there were only seven (7) girls' schools. This represented 20.59%. It is worth noting that most private schools in Mombasa county are mixed schools.

4.3 Level of Sports Training and Program Implementation

While the data collected from the respondents, especially the sports teachers, reveal that most of them have actually undergone some form of training, the data gives quite a biased form of training. Some of the respondents went through more than one type of program. A few others went through the programs having achieved different levels, like seminar then the certificate.
levels. Table 4.6 below, shows the frequencies of the different sports programs the respondents have trained in.

<table>
<thead>
<tr>
<th>Sports Program</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball Games</td>
<td>28</td>
<td>82.35</td>
</tr>
<tr>
<td>Field Events</td>
<td>6</td>
<td>17.64</td>
</tr>
<tr>
<td>Track Events</td>
<td>6</td>
<td>17.64</td>
</tr>
<tr>
<td>Racquet Games</td>
<td>2</td>
<td>5.88</td>
</tr>
<tr>
<td>Water Sports</td>
<td>1</td>
<td>2.29</td>
</tr>
<tr>
<td>Martial Arts</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From table 4.6 above, it is obvious that with 82.35% of the respondents having had some form of training in ball games, it is not a surprise that the only sports area that the region's youth have shown some prowess at national level are the ball games only, like football and basketball, (see appendix VII). On sports implementation, all the respondents indicated that sports activity is officially a program in the school time table, with some very strong supportive comments. These comments included; “to develop the students motor skills and for some to help them pursue career in sports.”, “It helps students to unwind and perform even better in academics after games.”, “Through sports, some students identify and learn to exploit their talents.”. “Secondary school students are at their teenage years and should be involved more in physical activities.” “It is a health requirement.” “It is a way of passing on time.” It is a way of retaining information.” “It satisfies a physical need of the youth.” These are a few of the stronger comments completed by the respondent administrators.

Despite the overwhelming support for sports by most administrators, it is also noticeable that twenty-one (21) out of thirty-four (34) respondents representing 61.76% do not have any sports implementation program or syllabus for any games. This sets up a gap in the depth and
width of implementation of any sports activity. On the other hand, the few respondents that have the syllabus or well documented program indicate that the programs are very relevant (30.77%) and the remaining 69.23% indicated the programs being just relevant.

4.3.1 Sports Teachers Selection Criterion and student’s Attitude
The following options were made available for the sports teachers to determine the basis of their choice on what to teach, coach, referee, etc when handling sports activities. The options included students interest, personnel competence/interest, school tradition and availability of facilities. Table 4.7 gives a summary of the result.

Table 4.7 Sports teachers selection criterion

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Interest</td>
<td>16</td>
</tr>
<tr>
<td>Personal Competence/Interest</td>
<td>8</td>
</tr>
<tr>
<td>School Tradition</td>
<td>8</td>
</tr>
<tr>
<td>Availability of facilities</td>
<td>11</td>
</tr>
</tbody>
</table>

It is worth noting that some respondents had more than one options selected. They generally use a combination of two or more, depending on the type of sport or game or the prevailing condition. Students’ interests appear to dominate sports teachers selection decisions to consider a particular sporting activity in the sports ground or pitch. Availability of facilities too plays a significant role in the sports teachers’ selection decision for what to do in the pitch or sport arena.

On students’ attitude to sporting activities, as seen from the respondents’ point of view, the table below summarizes all the respondents’ views. Table 4.8 gives a summary of the results.
Table 4.8 Students' attitude Ratings

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Positive</td>
<td>9</td>
<td>26.47</td>
</tr>
<tr>
<td>Positive</td>
<td>18</td>
<td>52.29</td>
</tr>
<tr>
<td>Not Sure</td>
<td>5</td>
<td>14.70</td>
</tr>
<tr>
<td>Negative</td>
<td>2</td>
<td>5.88</td>
</tr>
<tr>
<td>Very Negative</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

At least 78% of the respondents indicate that student generally have positive or very positive attitude towards sporting activities.

While the students indicated a lot of interest in their sports of choice with quite a high percentage points for display of positive attitude, their sports teachers-respondents displayed quite a lack of diversity in sports programs ability to train, coach, referee, judge etc. The following is a summary of the respondents sporting programs/activities handled most frequently. Note that the total number of respondents were thirty-four (34). Table 4.9 gives a summary of the result.

Table 4.9 Most Frequent activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball Games</td>
<td>32</td>
<td>94.12</td>
</tr>
<tr>
<td>Athletics/Track Events</td>
<td>7</td>
<td>20.59</td>
</tr>
<tr>
<td>Field Events</td>
<td>5</td>
<td>14.70</td>
</tr>
<tr>
<td>Indoor Games</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>Water (Swimming) Games</td>
<td>1</td>
<td>2.94</td>
</tr>
</tbody>
</table>

Table 4.9 above shows that the ball games remain the dominant sports activity among most of the youth in secondary schools in Mombasa county. A few respondents diversify activities
among the ball games that consist mainly of football, volleyball, basketball and netball. Athletics or track events and some field events are just slightly incorporated by some respondents. The respondents expressed the influences of their choices of sports programs for their students as shown in the table 4.10 below.

**Table 4.10 Teachers’ Influence on the pitch**

<table>
<thead>
<tr>
<th></th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Interests</td>
<td>24</td>
<td>70.59</td>
</tr>
<tr>
<td>Facilities Availability</td>
<td>10</td>
<td>29.41</td>
</tr>
<tr>
<td>Easily Understood</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>Most Essential</td>
<td>3</td>
<td>8.82</td>
</tr>
</tbody>
</table>

It is worth noting that a few respondents had a combination of more than one choice on why they pick certain programs. However, students’ interest seem to determine what most sports teachers consider essential to be done when in the sports ground. Availability of facilities in schools where they exist also plays a role in a sports teacher’s choice on a program/activity to handle in a sports arena with the students. Sports program implementation depends a lot on the students’ interest. Availability of facilities contributes by a factor of 29.41%.

There are also factors that the respondents considered to hamper their effectiveness in teaching, coaching, training or participating in improving the sporting abilities of their students. The following table 4.11 gives a summary of the factors.

**Table 4.11 Sports hampering factors**

<table>
<thead>
<tr>
<th></th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Equipment and facilities</td>
<td>30</td>
<td>88.24</td>
</tr>
<tr>
<td>Limited Time</td>
<td>18</td>
<td>52.94</td>
</tr>
<tr>
<td>Limited Text guide/materials</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>Limited Rooms</td>
<td>3</td>
<td>8.82</td>
</tr>
<tr>
<td>Limited Students Interests</td>
<td>1</td>
<td>2.94</td>
</tr>
</tbody>
</table>
A number of respondents had more than one choice on the factors that hamper their efforts in guiding the youth in their sporting activity of choice. Limited facilities and equipment tops the list with 88.24% of the respondents selecting it as a major factor that hamper effectiveness in promotion of sports activities among the youth within the region. Limited time for sports is a factor that hampers effectiveness in promotion of sports among the youth as expressed by 52.94% of the respondents.

4.4 Facilities, Equipment in Sports and Program implementation

Sports facilities and equipment play a major role in the promotion of youth participation in sporting activities. The respondents were required to indicate where their facilities are, within or out of the school compound, and whether sports are done indoors or outdoors.

4.4.1 Location of Sports Facilities

Location of any sports facility and equipment influences to a large extent the frequency and the length of the periods of use of such facilities and equipment. This therefore has some effect on sports program implementation using such facilities and equipment. The following results were obtained from the respondents;

Table 4.12a Location of sports Facilities

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Within School Compound</td>
<td>26</td>
</tr>
<tr>
<td>Facilities outside School Compound</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
</tr>
</tbody>
</table>

Table 4.12b Location of Sports Facilities

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Outdoors</td>
<td>22</td>
</tr>
<tr>
<td>Facilities Outdoors and Indoors</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
</tr>
</tbody>
</table>
The tables 4.12a and 4.12b above provide information on where sports activities are held as expressed by the respondents. While 76.71% of the respondents do their sporting activities within their compounds, the remaining 23.53% that must contend with using facilities outside their school compound must be experiencing it as an unnecessary hurdle to jump in their program activity.

On facilities and equipment's extent of adequacy for sports activities, and their maintenance, the following results were obtained from the respondents.

**Table 4.13 Facilities, Equipment and Maintenance**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Percentage</th>
<th>Equipment</th>
<th>Percentage</th>
<th>Maintenance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Extent</td>
<td>4</td>
<td>6</td>
<td>17.65</td>
<td>11</td>
<td>32.35</td>
</tr>
<tr>
<td>Some Extent</td>
<td>17</td>
<td>19</td>
<td>55.88</td>
<td>11</td>
<td>32.35</td>
</tr>
<tr>
<td>Not At All</td>
<td>13</td>
<td>9</td>
<td>26.47</td>
<td>12</td>
<td>35.29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>34</td>
<td>100.00</td>
<td>34</td>
<td>99.99</td>
</tr>
</tbody>
</table>

From the table 4.13 above of results, it is clear that only 11.76% and 17.65% of the respondents consider the facilities and equipment respectively adequate to a great extent for effective sports and games training programs. Only 32.35% consider the available facilities and equipment maintenance adequate to a great extent. Among the respondents, 50.00% and 55.88% indicate respectively that facilities and equipment are only adequate just to some extent, while another 32.35% indicate that the maintenance is only adequate just to some extent. Quite a large proportion of the respondents consider their facilities and equipment not adequate at all for the promotion of sporting activities, with 38.24% classify their facilities not at all adequate, and 26.47% classifying their sport equipment not at all adequate for the promotion through training in sports activities. On maintenance of the available facilities and equipment, 35.29% of the respondents consider their maintenance not at all adequate.
### Summarised Data from Table 4.13

<table>
<thead>
<tr>
<th>Source</th>
<th>Great Extent</th>
<th>Some Extent</th>
<th>Not at all</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>4</td>
<td>17</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Equipment</td>
<td>6</td>
<td>19</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>47</strong></td>
<td><strong>34</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Mean (μ)</th>
<th>St. Dev. σ</th>
<th>Variance</th>
<th>$\sum(x - \mu)^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>7</td>
<td>2.9439</td>
<td>8.6667</td>
<td>26.0000</td>
</tr>
<tr>
<td>Equipment</td>
<td>15.667</td>
<td>3.3993</td>
<td>11.5555</td>
<td>34.6667</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11.333</td>
<td>1.6997</td>
<td>2.8889</td>
<td>8.6667</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.333</strong></td>
<td><strong>4.4969</strong></td>
<td><strong>20.2222</strong></td>
<td><strong>182.00</strong></td>
</tr>
</tbody>
</table>

**Summary ANOVA**

<table>
<thead>
<tr>
<th>Source</th>
<th>Summary of Squares</th>
<th>Degree of Freedom</th>
<th>Variance Estimates</th>
<th>F Ratio</th>
<th>F_table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>112.6667</td>
<td>2</td>
<td>56.3333</td>
<td>4.875</td>
<td>5.14</td>
</tr>
<tr>
<td>Within</td>
<td>69.3333</td>
<td>6</td>
<td>11.5555</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>182.0000</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the results above the calculated F ratio from the data is **4.875** while the table value is 5.14. This result is significant, hence we reject the null hypothesis $H_0$. We therefore accept the alternative hypothesis, that states that there is significant deviation in the level of
maintenance of sports facilities and equipment to affect sports programs implementation in secondary schools.

4.5 Data Analysis for the checklist

The checklist had a total of seventeen (17) items that were to be completed by the sports/games teacher. The process of completion of the checklist involved marking whether the item was available or not, functional or not and the student had access to such an item or not. The checklist included all main sporting items that the Kenya Secondary Schools Sports Association (KSSSA) consider as competitive items in their sports calendar.

4.5.1 Sports Facilities Checklist

The following checklist on table 4.14 below provides details of the number of items of each facility available, functional and accessible by the student as checked by the respondents;

<table>
<thead>
<tr>
<th>Facility</th>
<th>Available</th>
<th>Functional</th>
<th>Accessible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NETBALL COURT</td>
<td>24</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>VOLLEYBALL PITCH</td>
<td>34</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>BASKETBALL COURT</td>
<td>28</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>HANDBALL COURT</td>
<td>9</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>SOCCER FIELD</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>RUGBY FIELD</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>SWIMMING POOL</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>ROUNDERS COURT</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>CRICKET PITCH</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>BADMINTON COURT</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>TENNIS COURT</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HOCKEY PITCH</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>ATHLETICS TRACK</td>
<td>13</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>GYMNASIUM</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>School A</td>
<td>School B</td>
<td>School C</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>OPEN GROUND</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>HIGH JUMP SPOT</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>LONG JUMP SPOT</td>
<td>11</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>Σx</strong></td>
<td><strong>230</strong></td>
<td><strong>212</strong></td>
</tr>
<tr>
<td>Mean Number of Items per respondent</td>
<td>6.76</td>
<td>6.24</td>
<td>6.68</td>
</tr>
</tbody>
</table>

These results indicate that on average there are only about seven (6.76) items available per school out of a possible of seventeen items recorded in the research work. This is only 39.76% available sports item facility per school. These students need on average eleven more items in their schools to compete in most of the sports offered by the Kenya Secondary Schools Sports Association at the National levels. The functionality of the items too falls at the same level with only six (6.24) on average functional. This is again only 36.71% functionality of sports facilities. The number of items that are accessible is just up by one being approximately seven (6.68). This also falls in the same range being 39.29% accessibility. This is slightly lower than the available and while slightly higher than functionality as a result of some schools opting to go into agreements with some organizations to use some facilities belonging to them. The common facility that is often shared in this manner includes swimming pools and a few field events equipments.
4.5.2 Analysis of Variances

It is essential to analyse the level of variation in the facilities availability, functionality and accessibility to enable one to determine how this would affect the level of performance, since this has effect on their use. Table 4.15 give some tabulated values that are useful in the analysis of the variances.

Table 4.15 Summary of the Data from Table 4.14

<table>
<thead>
<tr>
<th>Available</th>
<th>Functional</th>
<th>Accessible</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Mean of Items $\Sigma x/n$</td>
<td>13.529</td>
<td>12.471</td>
<td>13.353</td>
</tr>
<tr>
<td>Totals $\Sigma x$</td>
<td>230</td>
<td>212</td>
<td>227</td>
</tr>
<tr>
<td>$\Sigma (x-\mu)^2$</td>
<td>1690.24</td>
<td>1602.24</td>
<td>1619.88</td>
</tr>
<tr>
<td>$\sigma$</td>
<td>9.9712</td>
<td>9.7082</td>
<td>9.7615</td>
</tr>
</tbody>
</table>

$SS_{\text{within}}$ Available $= 1690.24$
$SS_{\text{within}}$ Functional $= 1602.24$
$SS_{\text{within}}$ Accessible $= 1619.88$

$SS_{\text{error}} = 4912.36$

$= 3.1579 + 6.6832 + 1.1055$
$= 10.9466$

Table 4.16 Summary Table for the one-way ANOVA (Howell, D.C., 2007)

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimates</th>
<th>F Ratio</th>
<th>F Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>10.95</td>
<td>2</td>
<td>5.475</td>
<td>0.0535</td>
<td>3.19</td>
</tr>
<tr>
<td>Within</td>
<td>4912.36</td>
<td>48</td>
<td>102.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4923.29</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The value of the F Ratio from the data is 0.0535 which is much smaller than the table value of 3.19. Thus we accept our Null Hypothesis ($H_0$), that states that "There is no significant
difference in the number of facilities available, functional and accessible to the students in implementation of sports programs/activities in secondary schools within Mombasa county in relation to their Sports Participation, Performance, and Sports Achievement and success."

4.5.3 The Observed and The Expected

The following are some of the particular sporting events that are the calendar events of the Kenya Secondary Schools Sports Association, and the body expects each and every school in the country to participate in each and therefore, the obvious expectation is that the essential facilities need to be available within the school compound for some reasonable performance. Included in the list are the observed numbers of facilities together with the expected in brackets. It is worth noting that the sporting events that involve competitions for both girls and boys have a total expectation of thirty-four (34), while the girls’ only and the boys’ only events expectations may be less. This is because some events are classified as boys only or a girls only event.

Table 4.17 Observed and Expected Sports Items

<table>
<thead>
<tr>
<th>SPORT</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>MIXED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netball</td>
<td>0 (0)</td>
<td>6 (7)</td>
<td>16 (17)</td>
<td>22 (24)</td>
</tr>
<tr>
<td>Volleyball</td>
<td>10 (10)</td>
<td>7 (7)</td>
<td>17 (17)</td>
<td>34 (34)</td>
</tr>
<tr>
<td>Basketball</td>
<td>9 (10)</td>
<td>5 (7)</td>
<td>15 (17)</td>
<td>29 (34)</td>
</tr>
<tr>
<td>Handball</td>
<td>4 (10)</td>
<td>1 (7)</td>
<td>4 (17)</td>
<td>9 (34)</td>
</tr>
<tr>
<td>Soccer</td>
<td>10 (10)</td>
<td>1 (7)</td>
<td>16 (17)</td>
<td>27 (34)</td>
</tr>
<tr>
<td>Rugby</td>
<td>6 (10)</td>
<td>0 (0)</td>
<td>3 (17)</td>
<td>9 (27)</td>
</tr>
<tr>
<td>Swimming</td>
<td>1 (10)</td>
<td>0 (7)</td>
<td>5 (17)</td>
<td>6 (34)</td>
</tr>
<tr>
<td>Badminton</td>
<td>3 (10)</td>
<td>2 (7)</td>
<td>6 (17)</td>
<td>11 (34)</td>
</tr>
<tr>
<td>Tennis</td>
<td>1 (10)</td>
<td>0 (7)</td>
<td>4 (17)</td>
<td>5 (34)</td>
</tr>
<tr>
<td>Hockey</td>
<td>5 (10)</td>
<td>0 (7)</td>
<td>6 (17)</td>
<td>11 (34)</td>
</tr>
<tr>
<td>Athletics</td>
<td>4 (10)</td>
<td>1 (7)</td>
<td>8 (17)</td>
<td>13 (34)</td>
</tr>
<tr>
<td>High Jump</td>
<td>3 (10)</td>
<td>2 (7)</td>
<td>14 (17)</td>
<td>19 (34)</td>
</tr>
<tr>
<td>Long Jump</td>
<td>3 (10)</td>
<td>1 (7)</td>
<td>7 (17)</td>
<td>11 (34)</td>
</tr>
</tbody>
</table>
Chi-square Calculations and Decision

\[ \chi^2 = \frac{4}{22} + 0 + \frac{25}{29} + \frac{625}{9} + \frac{49}{27} + \frac{324}{9} + \frac{784}{6} + \frac{529}{11} + \frac{841}{5} + \frac{529}{11} + \frac{441}{13} + \frac{225}{19} + \frac{529}{11} \]

\[ = 597.2077 \]

At the level of confidence of 95% or 0.95, the table value at the degree of freedom of 12 (i.e. \( k - 1 = 13 - 1 \)) is 5.23. In comparison with the calculated value from research data of 597.2077, we obtain too large value. We therefore reject the Null Hypothesis (\( H_0 \)) that states that “There is no significant difference on the number of the available sports facilities and equipment in Secondary Schools within Mombasa County and the KSSSA expected number of sports facilities and equipment per school, in terms of using them for success in sports performance.” And we accept the alternative hypothesis, (\( H_1 \)), “There is a significant difference in the number of sports facilities and equipment available in schools and the number expected per school by KSSSA in terms of using them for performance in sports.”
CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction
This chapter presents a summary of the study. It starts from the purpose of the study, literature review, research methodology, analysis, presentation and interpretation of the data collected. Then it has the summary of findings, discussions, conclusions and recommendations drawn from the findings of the study and the suggestions for further research are presented.

5.2 Summary of Findings
The purpose of this research work was to investigate the extent to which success in sports performance among the youth within Mombasa County is affected by a few factors. The study looked at some of these factors within the school environment to establish whether they contribute to an individual's level of performance at the local, regional, national and even at the international arenas.

Chapter one dealt with this by looking at the background of the problem, the statement of the problem, the purpose of the study, and the main objectives of the study which included:

- How the sports and games programs implemented in schools influence performance.
- Whether the sports facilities and equipment, are available and adequate to influence effective performance in sports.
- Whether there are trained personnel at secondary schools and how they influence performance in sports.
- Whether there is enough time allocated for sports and games, and, if the time is adequate for appropriate performance in sports in secondary schools.

After the completion of the research work, these questions could be answered conclusively to some degree of accuracy, based on response from respondents hence recommendations and suggestions made to help give some direction. This chapter also declares the research hypothesis, the significance of the study, the limitations of the study and the basic
assumptions of the study. Some of the key terms of the study are defined. The whole organization of the study is expressed in this chapter too.

Chapter two provides some literature that links sports performance with success, not just limited to physical achievement only, but to diverse success in other aspects of the youth life, and hence the need for sports activities among the youth.

Chapter three describes all the methods and steps followed in collecting all the research data and how the data was manipulated to provide results expected from what was available.

5.3 Discussions
Thirty-two (32) administrators and thirty-four (34) games teachers responded well to the items in the questionnaires. The numbers fairly represented the population which was the initial target of the research work. All the questionnaires were well completed with all essential items filled. Thus the data made available from the questionnaires and the checklist was good enough to make a fair conclusion.

5.3.1 Demographic Data
From the data collected, gender representation is still very poor and extremely biased against the female sex. Only twenty-five (25) percent of the administrators were found to be females while the males took seventy-five (75) percent. This was even worse among the sports teachers with the male gender taking 89.25% against 14.71% percent for the female gender. This does not go well with role modeling techniques in developing talents often applied in sports, for the girls may not be comfortable in emulating their male sports teacher as easy as they would do for their female teachers. Often some cultural practices do not encourage the free interaction between the male sports tutor and the female students, (UN. 2007).

The dominant highest academic qualification of choice remains the Bachelor of Education (B.Ed). 75.00% and 58.82% of administrators and sports teachers respectively are holders of this degree. However, quite a good percentage of sports teachers are diploma or certificate holders. 21.875% of the administrators hold master degrees.
While administrators appear to target higher academic achievements, one other achievement they appear to have neglected completely is the training in sports. A total of 65.625% of the administrators have not undertaken any course in sports including the cheap and simple seminars and workshops, thus they have no qualification at all in sports. Contrary to this, only 11.76% of the sports teachers have no training at all in sports. Quite a number of them had had more than one level of training and/or training in more than one type of sport. This can be a great drawback since it might reflect the attitude or the bias of the administrator which may not augur well for the development of sports in some instances in the given school. The lower cadre trainings like the workshops and seminars are often held frequently and are not so expensive to get involved in.

The schools visited were categorized as either private or public, and as Boys only, Girls only and Mixed (Boys and Girls). The mixed schools represented 47.06%, the boys school took 32.35% while the girls schools had 20.59%. In terms of gender parity, this still looks biased against the females. The private schools had a representation of 38.24% while the remaining 61.76% went to the public schools.

5.3.2 Sports Programm Implementation

The levels of sports implementation displayed a serious bias with the ball games appearing to be everybody's preferred activity. The ball games took 82.25%. Field and track events each had only 17.64%. The racquet games represented only 5.88%, while water sports had a poor 2.29%. Others like martial arts had no place in the list at all. This definitely has serious effect on performance in such sports events among students.

The sports teachers selection criterion of the kind of sports to train or participate in with the students appear to be controlled more by the students interests taking about 47.06%. Availability of relevant facilities too takes a centre stage by picking 32.35%. Otherwise personnel competence or interest and school traditions each represent 23.53% and therefore are significant.
Majority of the students display quite a high degree of positive attitudes towards sporting activities in general, with 26.47% displaying very positive attitude while 52.29% show just positive. These represent a total of over 78% of real positive attitude towards sports activities. A positive attitude is generally a basic requirement for higher achievement in most endeavor.

The respondents' preferences when in the field of play too reveal extreme bias with 94.12% of the respondents choosing ball games as the most frequently handled sports. However, results display that these choices are influenced more by students' interest at 70.59%, and availability of facilities and equipment at 29.41%.

5.3.3 Sports Facilities and Equipment

The sports teachers' efforts are mainly hampered by limited facilities and equipment at 88.24%. Limited time too is a factor in hampering the sports teachers' effort in sports activities at 52.94% of all the respondents. Students' interests appear to be not a factor much in hampering the sports teachers' effort in sports training as it takes only 2.94%. This shows that students in these schools have no problems with their interest in the sporting activities.

While lack of appropriate facilities and equipment is a major negative factor in sports training for the sports teacher, another burden is added even when the facilities are available in that some of these available facilities are not located within the school premises, thus require movement that take some time to access. 23.53% of the facilities are not within the school premises. For the available facilities, only 11.76% were registered adequate by the respondents. 17.65% of the equipment was registered adequate by the respondents. The same respondents registered a 32.35% adequacy in the maintenance of the available facilities and equipment. 38.24%, 26.47% and 35.29% of the respondents respectively reported total inadequacy in facilities, equipment and maintenance of both. However, the analysis of variances in the maintenances of facilities and equipment show that there is no significant variance to affect the performance in the sports significantly.
The checklist data reveals that of the seventeen items in sports listed, among which are some of the most basic and essential in schools sports programs. The average number of items available per school is only 6.76 item, or approximately 7 items per school. This is an extreme disparity on the part of schools and students that need diverse exposure in sports. This shows that most students are always involved and doing almost the same activity everyday and everywhere. There are definitely some sporting activities that are virtually unknown to many students in the region which is unfair when it comes to the national competitions. This denies most students the opportunity to experience diversity in the use of different facility and the exposure to different sporting programs and events.

Analysis of variances indicates that there is no significant variance in availability, functionality and accessibility of the facilities on the sports participation and performance. However, the $\chi^2$ -test reveal that there is a big deviation between the expected and the observed level of facilities availability. This therefore has a significant effect on sports participation and performance by students in secondary schools within Mombasa county.

5.4 Conclusions

The study established that very few sports and games programs are actually implemented on the ground, with only 6.76 on average sporting items out of 17 listed by the researcher being made available to the students. This represents only 39.76% implementation of some possible KSSSA events items. If at all there is any influence in the performance, it is on very few sports activities or items actually implemented for students. Good performance cannot come from the absence of practical implementation of the needed facilities and equipment for any sports item.

In terms of availability of the facilities, the ball games appear to dominate the higher levels of availability against other sports items. Students are therefore conditioned to participate and enjoy these sporting items, despite a possible interest and talents in other sporting events. The success of students in sports performance is therefore limited to ball games success. Those with potential to excel in other sporting items are denied an opportunity to make a mark.
The sports teachers training too show an extreme bias with over 82% having undergone some training in the ball games. This is bound to influence their choices, interest and all their effort to seek success in their students. This also puts a limit to students participating in the sporting events. They are likely to do as the teachers want. This offers a limited choice for success in performance for the students in sports.

Finally, the respondents preferences in the field of play stood at 94.12% of the respondents choosing ball games as the most frequently handled sports. There must be a reason for this. However, it is a sign of bias and an obvious limiting factor for a choice for students in the sports arena. Real success needs to include diversity in sports. It also enables different individuals to discover real hidden talents by trying on new and unknown fields.

It is therefore the conclusion of the researcher that the sports and games programs implemented in secondary schools in Mombasa county do minimal to influence success in performance in sports.

One major problem that the study unveiled is the inadequacy of sports facilities and equipment. The few that are available promote play among the same sports items. The fact that students’ interests dictate, by a factor of 70.59% the choice of the sports teachers on what to do when in the field of play, says a lot about lack of diversity of sports facilities. The availability of facilities and equipment dictates the choice of game to play when in the field by a factor of 29.41%, not too large, but significant. However, the sports teachers’ effort at diversifying sports items are hampered by limited facilities and equipment by a factor of 88.24% out of all the respondents.

On the event that some of these facilities and equipment are available, some not located within the school premises. The students have therefore to relocate to access them which is an inconvenience to both the students and the sports teachers, and a waste of time. 23.53% of the respondents indicated their sports facilities not located within the school premises. Only 11.76% and 17.65% of the respondents registered their available facilities and equipment respectively adequate for their sports of interests. The maintenance of these facilities and
equipment were rated adequate by 32.35% of the respondents. On the other hand, 38.24% and 24.47% of respondents rated their sports facilities and equipment respectively totally inadequate for any serious sports activities. On maintenance, 35.29% of the respondents declared it totally inadequate on both facilities and equipment.

With the average number of sports items per school being only 6.76 (=7) out of 17, it is obvious that there is a serious shortfall. This indicates that an average school lacks 10.24 out of 17 sports items. This represents 60.24% of sports on the researcher's list that cannot be performed on average by the youth in secondary schools due to lack of or non existence of facilities.

It is therefore the conclusion of the researcher based on the work performed, that inadequate facilities and equipment is a factor influencing success in performance of sports activities among the youth in Mombasa county.

The study established that for most sports teachers, when in the field of play, 94.12% of respondents chose ball games as the most frequently handled sports. Their choices too are influenced by the students' interests at a proportion of 70.59%. The level of sports program implementation also show that 82.25% of sporting activities implemented most of the time are the ball games. This is most likely influenced by the level and nature of training of sports teachers. Of the thirty-four (34) respondents sports teachers, 82.35% have undergone at least some form of training in ball games. It is not just their area of training, but an interest, ambition, leisure and even a profession, and therefore a means of influence. Racquet games, Water sports and Martial Arts have very few trained staff. The interests is also low, and the influence is lacking.

It is recommendable to expose more sports teachers to very diverse sporting activities to solicit interests and advise on training. More administrators need to have had at least a sport training prior to elevation to the administration level.
The study reveals that all schools' authorities recognize the need to have sports on the school time tabled programs. However, there is evidence from the study that most of this time allocated for sports is not utilized efficiently and effectively for the intended sporting activities. A few sporting items dominate all the sporting arenas all the time and it is apparent in all the places or the schools. Diversity is highly recommended, and should involve all stakeholders as the process may involve some costly investments.

5.5 Recommendations
With the conclusions reached that confirm that sports and games implemented influence performance among the youth, implementation without some seriousness leads to too much play by the youth without much success. Most of the implementation on sports in the schools is not what is essential for success in sports. School administration and the managements in conjunction with many other stakeholders including national and international sports organizations must get their acts together and see to it that all possible sporting activities are appropriately made available to the youth within Mombasa county. Where it is practically impossible to provide all that is essential, it would be advisable to identify a few very essential ones and develop them to the best level possible.

Inadequate facilities and equipment is a major draw backs for any effort that is made by sports teachers to be successful in sports activities. Some of the facilities are examples of major investment that involve much funding. This is an area where many schools can do very little unless and until the government, through the local authorities come to their aid. However, better long term planning for all schools are essential for proper development and expansion of such sports facilities. Some of the investment on the sports may be too large for individual schools to make. The very large ones can be made to target the whole community in the neighborhood of the school. Government policies on development of school premises need to emphasize space for expansion of such sports facilities. More research needs to be conducted on potential future needs of the community that may be incorporated in students' school life and plan them as future plans for the community to the school.
On training in the sports activities, the administrators (the principals and the deputies) are at the core of management and administration of school resources. With over 65% of administrators having never undergone through any form training in sports, it exposes their lack of understanding of the real and essential needs of the sporting fraternity within the environment of the youth, and the school as a whole. It is therefore highly recommended that they attend some of short term clinics, courses, or seminars and workshops on sports to create and contribute effectively to a healthy environment with their sports teachers and students who already display a high degree of interests and a very positive attitude. It is generally acceptable that policies, procedures and resources can help make manifest the human intentions that underpin and motivate society, (OECD, 2004). And the intrinsic desire to improve quality resides in most of us. However, new contexts, environments, cultures, rules, experiences and procedures can inhibit these natural desires. It would therefore be very essential to have all administrators made familiar with all that entails sport and games. More research needs to be conducted to determine the reason for the wide disparities between the nature and levels of training between the sports teachers and their administrators.

Finally, the available sport time appear to be fully utilized, though not all well. Some facilities are inappropriately located beyond easy and faster reach by the students. Valuable time is wasted to access some of these facilities taking off some opportunity to develop skills among the young sports men and women. This requires better short and long term plans for all schools. It is essential to develop more schools where there is still some land and decongest the already overcrowded ones, and convert some existing facilities into sports facilities.

5.6 Suggestions for further research

The study revealed a very poor result for the administrators' attendance at any level of training in sports. On the other hand the sports teachers showed a high degree of interest in the trainings with some with two or more qualifications. More research needs to be conducted to determine the reason for the wide disparities between the nature and levels of training between the sports teachers and their administrators.
REFERENCES


Appendix I
LIST OF PUBLIC SECONDARY SCHOOLS
MOMBASA COUNTY


1. ALLIDINA VISHRAM SECONDARY
2. COAST GIRLS SECONDARY
3. KHAMIS SECONDARY
4. MAMA NGINA GIRLS SECONDARY
5. MBARAKI GIRLS SECONDARY
6. MOMBASA SEC. SCH. FOR PHYS. HANDICAPPED
7. MVITA SECONDARY
8. MWAKIRUNGE SECONDARY
9. SACRED HEART SECONDARY
10. SHARIFF NASSIR GIRLS SECONDARY
11. SHEIKH A. AL FARSY GIRLS SECONDARY
12. SHIMO LA TEWA SECONDARY
13. STAR OF THE SEA GIRLS SECONDARY
14. TONONOKA SECONDARY
15. TUDOR SECONDARY
16. MAWENI SECONDARY
17. CHANGAMWE SECONDARY
18. KAJEMBE SECONDARY
APPENDIX II

PRIVATE SECONDARY SCHOOLS IN MOMBASA COUNTY

1. ABU HUREIRA
2. AGA KHAN ACADEMY
3. AGA KHAN KENYA SECONDARY
4. AL-MADRASA TUS-SAFFIYA
5. BARAKA HIGH
6. BAMBURI COMMUNITY HIGH
7. BRAINSWORTH HIGH
8. BURHANIYA SECONDARY
9. COAST ACADEMY
10. DARUL-UL-ULUM
11. IMARA HIGH
12. JAFFERY ACADEMY
13. JCC HIGH
14. JUNDA HIGH
15. KILINDINI SECONDARY
16. KISAUNI HIGH
17. LIGHTS ACADEMY
18. MEMON HIGH
19. MOMBASA ACADEMY
20. MOMBASA BAPTIST HIGH
21. MOMBASA HIGH
22. MOMBASA SECONDARY
23. NYALI HIGH
24. OSHWAL ACADEMY
25. PWANI HIGH
26. QUBAA ACADEMY
27. RISE AND SHINE ACADEMY
28. SHEIKH KHALIFA BIN ZAYED AL-NAHYAN HIGH
29. SHREE SWAMINARAYAN ACADEMY
30. TUDOR JUNIOR ACADEMY

SOURCE: MOEST RECORDS OF PRIVATE SECONDARY SCHOOLS IN
MOMBASA COUNTY 2008
APPENDIX III

QUESTIONNAIRE FOR THE HEADTEACHER/PRINCIPAL OR/AND DEPUTY HEADTEACHER (DEPUTY PRINCIPAL)

Respond to ALL the items in the questionnaire by ticking in the box provided or filling in the information in the spaces provided.

Name of School ..........................................................................................................................

1.0 Background Information

1. Indicate your sex. MALE □ FEMALE □

2. What position do you hold in the school?
   (a) Head-Teacher (Principal) □ (b) Deputy Head-Teacher (D. Principal) □

3. Indicate your highest academic qualification.
   (a) Masters Degree □ (b) B.Ed □ (c) PGDE With Bachelor Degree □ (d) Diploma □
   Others (specify) □ .........................................................................................................

4. Do you (Have you ever) give(n) instructions in any sports/games activity to students?
   (a) YES □ (b) NO □
   If YES, specify the sport/game and period (year) .............................................................

5. Have you undertaken any form of training program in sports/games activity?
   (a) YES □ (b) NO □
   If YES, What kind of sport and qualification level? Sport ..............................................
   Workshop □ Seminar □ Certificate □ Diploma □ Degree □
   Others □ Specify ............................................................................................................

2.0 Sports Curriculum, facilities and equipment.

1. Does the school have sports/games officially on the school timetable?
2. Does the school have facilities (field, courts, tracks etc) for sports/games?
   (a) YES □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) NO □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

If NO, What do students do during or for games/sports?

3. To what extent do you consider the available sports/games facilities adequate?
   (a) Very Adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) Adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (c) Not Adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

4. Does the school have equipment (balls, Nets, etc) for sports/games?
   (a) YES □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) NO □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

5. To what extent do you consider the available equipment adequate?
   (a) Very Adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) Adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (c) Not adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

6. How would you rate the maintenance of these facilities?
   (a) Very Adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) Adequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (c) Inadequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (d) Very Inadequate □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

7. Does your school have sports/games reference materials (textbooks, DVDs, CDs, etc)?
   (a) YES □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) NO □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

8. Is Games/sports curriculum relevant to students at secondary school?
   (a) YES □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) NO □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

Comment on your choice. ...............................................................................................................

9. Does your school have any personnel other than the teacher who assists in the planning and implementation of sports/games programs? (a) YES □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ (b) NO □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

If YES, specify what they do.
10 Comment on the problems encountered by your teachers when handling sports/games activities.

(a) CURRICULUM .................................................................
(b) FACILITIES .................................................................
(c) EQUIPMENT .................................................................
(d) TIME ALLOCATION .............................................................
(e) WORKLOAD .................................................................

11 Suggest ways of improving the performance of sports and games activities.
APPENDIX IV

QUESTIONNAIRE FOR THE GAMES TEACHERS

Name of School

Respond to ALL the items in the questionnaire by ticking in the box provided or filling in information in the space provided.

1.0 Background information

1. SEX: MALE ☐ FEMALE ☐

2. State your Academic qualification
   Certificate ☐ Diploma ☐ B.Ed ☐ OTHER (Specify) ....................

3. How long have you been teaching
   Below 1 year ☐ 1 - 5 years ☐ 6 - 10 years ☐ over ten years ☐

4. Have you been trained to coach, train, judge, referee, officiate any game.
   YES ☐ NO ☐

5. If YES, What kind of training?
   Seminar ☐ Workshop ☐ Certificate ☐ Diploma ☐ Degree ☐

6. What type of events do you prefer coaching/training/judging/refereeing/officiating?
   Track ☐ Field ☐ Ballgames ☐ Raquets ☐ any ☐ None ☐

2.0 SPORTS CURRICULUM IN USE

1. Are there any program or syllabus used in any sport in the school?
   YES ☐ NO ☐

2. Your opinion on the program or syllabus if YES.
   Very Easy ☐ Easy ☐ Not sure ☐ Difficult ☐ Very Difficult ☐

3. Comment on the relevance/suitability of content of the syllabus.
   Very Relevant ☐ Relevant ☐ Not sure ☐ irrelevant ☐

4. What criterion do you use to select a program or game to teach?
   Students' interest ☐ personal competence/interest ☐ Tradition ☐ Availability of facilities ☐

5. What is the attitude of learners towards sporting activities?
   Very Positive ☐ Positive ☐ Not sure ☐ Negative ☐ Very Negative ☐
6. Which sports programs/activities do you handle most?

7. Why do you pick the program/activity?
   - Students' interest
   - Most essential
   - Easily understood
   - Facilities Available

8. What factors hamper effectiveness in teaching/coaching in sports? Limited;
   - Equipment & facilities
   - Time
   - Text guide/books
   - Rooms
   - Any other (specify)

3.0 FACILITIES AND EQUIPMENT

1. Where are sports activities held?
   - Outdoors
   - Indoors
   - Both

2. Are the available facilities situated within the school?
   - YES
   - NO
   If NO, State where they are situated

3. To what extent are the facilities adequate?
   - Great Extent
   - Some Extent
   - Not at all

4. What is the maintenance of facilities?
   - Adequate
   - Not Sure
   - Inadequate

5. To what extent are the equipment adequate?
   - Great Extent
   - Some Extent
   - Not at all
## APPENDIX V

### SCHOOL CHECKLIST

#### PART 1  AVAILABILITY AND CONDITION OF FACILITIES

<table>
<thead>
<tr>
<th>Facility</th>
<th>Availability</th>
<th>Functionality</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netball pitch</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Volleyball pitch</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Basketball court</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Handball pitch</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Soccer field</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Rugby field</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Swimming pool</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Rounder’s pitch</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Cricket pitch</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Badminton court</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Tennis court</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Hockey pitch</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Athletics track</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Open ground</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>High jump ground</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Long jump ground</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Others</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
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</table>

#### PART 2  AVAILABILITY AND CONDITION OF EQUIPMENT

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Availability</th>
<th>Functionality</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>Bats</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Item</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hockey sticks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nets Skipping Ropes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whistles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shotputs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discus</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Javeline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trampoline</td>
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<td></td>
</tr>
<tr>
<td>Balls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highjump equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starting blocks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis Rackets</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### APPENDIX VI

#### NATIONAL PAST MEDAL WINNERS – BALL GAMES

#### VOLLEYBALL GAMES FOR GIRLS

<table>
<thead>
<tr>
<th>Year</th>
<th>Venue</th>
<th>Winner</th>
<th>Runner-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Nairobi</td>
<td>Lugulu G.H.S.</td>
<td>Itigo G.H.S.</td>
</tr>
<tr>
<td>1999</td>
<td>Machakos</td>
<td>Lugulu G.H.S.</td>
<td>Itigo G.H.S.</td>
</tr>
<tr>
<td>2000</td>
<td>Eldoret</td>
<td>Mukumu G.H.S.</td>
<td>Lugulu G.H.S.</td>
</tr>
<tr>
<td>2001</td>
<td>Nyeri</td>
<td>Mukumu G.H.S.</td>
<td>Itigo G.H.S.</td>
</tr>
<tr>
<td>2002</td>
<td>Malindi</td>
<td>Mukumu G.H.S.</td>
<td>Lugulu G.H.S.</td>
</tr>
<tr>
<td>2003</td>
<td>Kisumu</td>
<td>Lugulu G.H.S.</td>
<td>Mukumu G.H.S.</td>
</tr>
<tr>
<td>2004</td>
<td>Nairobi</td>
<td>Mukumu G.H.S.</td>
<td>Tetu G.H.S.</td>
</tr>
<tr>
<td>2005</td>
<td>Kakamega</td>
<td>Lugulu G.H.S.</td>
<td>Tetu G.H.S.</td>
</tr>
<tr>
<td>2006</td>
<td>Nakuru</td>
<td>Lugulu G.H.S.</td>
<td>Cheptil H.S.</td>
</tr>
<tr>
<td>2007</td>
<td>Nyeri</td>
<td>Lugulu G.H.S.</td>
<td>Cheptil H.S.</td>
</tr>
<tr>
<td>2008</td>
<td>Machakos</td>
<td>Lugulu G.H.S.</td>
<td>Cheptil H.S.</td>
</tr>
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</table>

Source: KSSSA Ballgames Booklet 2009

#### VOLLEYBALL GAMES FOR BOYS

<table>
<thead>
<tr>
<th>Year</th>
<th>Venue</th>
<th>Winner</th>
<th>Runner-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Nairobi</td>
<td>Aguthi S.S.</td>
<td>Nanyuki H.S.</td>
</tr>
<tr>
<td>1999</td>
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<td>Manor Hse S.S.</td>
<td>Aguthi H.S.</td>
</tr>
<tr>
<td>2000</td>
<td>Eldoret</td>
<td>Manor Hse S.S.</td>
<td>Paul Boit S.S.</td>
</tr>
<tr>
<td>2001</td>
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<td>Paul Boit S.S.</td>
<td>Onyiko S.S.</td>
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<td>Bokoli S.S.</td>
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<td>Malava S.S.</td>
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<tr>
<td>2008</td>
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<td>Malava S.S.</td>
<td>Tetu S.S.</td>
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</table>

Source: KSSSA Ballgames Booklet 2009

#### SOCCER GAMES FOR GIRLS

74
<table>
<thead>
<tr>
<th>Year</th>
<th>Venue</th>
<th>Winner</th>
<th>Runner-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Nairobi</td>
<td>Itigo G.H.S</td>
<td>Icuka Sec. Sch.</td>
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<tr>
<td>1999</td>
<td>Machakos</td>
<td>Itigo G.H.S</td>
<td>Kapkoiga G.S. Sch.</td>
</tr>
<tr>
<td>2000</td>
<td>Eldoret</td>
<td>Itigo G.H.S</td>
<td>Jera G. Sec. S.</td>
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<td>2001</td>
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<td>Itigo G.H.S</td>
<td>Ngeria G.S.S.</td>
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<td>2002</td>
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<td>Maina Wanjigi Sec. S.</td>
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<td>Jera G. Sec. S.</td>
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<td>Wiyeeta Sec. S.</td>
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<tr>
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<td>Wiyeeta Sec. S.</td>
<td>Archbishop Njenga Sec. S.</td>
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</table>

Source: KSSSA Ballgames Booklet 2009

**SOCCER GAMES FOR BOYS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Venue</th>
<th>Winner</th>
<th>Runner-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
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<td>Mombasa High. S</td>
<td>Kamkunji Sec. Sch.</td>
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<tr>
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<td>Musingu High Sec.</td>
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<td>St Anthony High. Sch.</td>
<td>Mombasa High. S.</td>
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<td>2004</td>
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<td>Thur Gem Sec. Sch.</td>
<td>St. Anthony High Sch.</td>
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<td>2005</td>
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<td>St Anthony High Sch.</td>
<td>Mombasa High. S.</td>
</tr>
<tr>
<td>2006</td>
<td>Nakuru</td>
<td>Mombasa High. S.</td>
<td>Manor Hse. S.</td>
</tr>
<tr>
<td>2007</td>
<td>Nyeri</td>
<td>Mombasa High S.</td>
<td>Kakamega High S.</td>
</tr>
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<td>2008</td>
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<td>Waa Sec Sch.</td>
</tr>
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</table>

Source: KSSSA Ballgames Booklet 2009
TO WHOM IT MAY CONCERN

RE: DATA COLLECTION

This is to introduce NYANJO M. KABUNGE, student Registration Number L50/65314/2010 is pursuing a MASTERS OF ARTS COURSE IN PROJECT PLANNING AND MANAGEMENT at the School of Continuing and Distance Education of the University of Nairobi.

As part of his course, he is required to prepare a research project. He is therefore collecting data which is related to his research topic: FACTORS AFFECTING SUCCESS IN SPORTS PERFORMANCE AMONG THE YOUTH; A CASE STUDY OF SECONDARY SCHOOLS IN MOMBASA COUNTY - KENYA.

The information he is gathering is purely for academic purposes and will be treated with utmost confidentiality.

Any assistance extended to him will be highly appreciated.

Regards,

JOHN BOSCO M. MURIRI
RESIDENT LECTURER
EMC. MOMBASA & ITS ENVIRONS
REF.CP/GA/29/17

25th May, 2012

To Principals
Secondary Schools
MOMBASA COUNTY

RE: RESEARCH AUTHORIZATION
NYANjom G. Kabunge - ADM.L50/65314/2010

The above named who is a student at the University of Nairobi pursing a Masters of Arts Course in project planning and management, has authority to collect Data in your school, related to his research topic: Factors affecting success in sports performance among the youth: A case study of secondary schools in Mombasa county, Kenya.

Kindly accord him the necessary assistance.

Newton E. Okwatsa
FOR: PROVINCIAL DIRECTOR OF EDUCATION COAST PROVINCE.

c.c.

CDE - Mombasa County
DEC - Mombasa
Chairman - KESSHA - COAST
Dear Sir/Madam,

RE: RESEARCH QUESTIONNAIRES

I am a student of the University of Nairobi pursuing a Masters of Arts degree in Project Planning and Management. It is a requirement for the program to conduct a research study and present the findings prior to the completion of the course. I am in the process of collecting part of the data necessary for the research study, titled “FACTORS AFFECTING SUCCESS IN SPORTS PERFORMANCE AMONG THE YOUTH: A CASE OF SECONDARY SCHOOLS IN MOMBASA COUNTY”, which involves the use of two questionnaires. One is to be completed by the Principal/Head-teacher of the School, or the deputy, while the other is to be completed by the games/sports teacher, in the school.

I kindly request for your co-operation in completing the provided questionnaires. The information you give will strictly be used for the intended purpose only. You are therefore not required to write your name anywhere on the questionnaire. The researcher will pick the completed questionnaires personally from your school.

Thanks in advance for your cooperation

Yours faithfully

NYANJOM G. KABUNGE