

**CHALLENGES FACING SPORTING ACTIVITIES IN PUBLIC SECONDARY
SCHOOLS IN NGONG SUB-COUNTY, KAJIADO COUNTY**

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DECLARATION

This research project is my original work and has not been presented for any academic purposes in any other university or for any other award.

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DEDICATION

I dedicate this work to my father Hyacinth Onah, my mother Justina Onah, my siblings especially my sister Chinyere Onah, my teachers and my fellow colleagues for shaping my being. Thank you all for supporting me during this research study.

LIST OF ABBREVIATIONS ACRONYMS

APA: American Psychological Association

MIC: Marist International Center

TTC: Teachers Training College

USA: United States of America

SPSS: Statistical Package for the Social Sciences

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ABSTRACT

The purpose of this study was to investigate “the challenges facing sporting activities in public secondary schools in Ngong Sub-County, Kajiado County”. The study was guided by the following objectives: To investigate whether inadequate of personnel is a challenge to sporting activities, to investigate whether lack of equipment is a challenge to sporting activities, to examine whether students’ interests are challenges to sporting activities and to find out whether inadequate time is a major challenge to sporting activities in public secondary schools in Ngong Sub-County.

The study was grounded on the expectancy theory by Victor Vroom and Maslow’s Hierarchy of Needs Theory. The study used quantitative and qualitative methods approach and the survey research design was used. The study enlisted 108 respondents comprising students, teachers and trainers drawn from public schools in Ngong Sub-County. These were selected through stratified, simple random and purposive sampling techniques. Questionnaires and interview schedules were used to collect data.

The study established that most of the schools under study were understaffed in terms of sports personnel and were lacking adequate facilities and equipment. The study recommends that the schools’ administration and the government agencies involved should strive to hire qualified and adequate trainers and equip the schools with adequate and quality equipment and facilities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Sport is one of the activities in which human beings engage in, in order to maintain good health and wellbeing, and that is why sport has been part of secondary school activities in most parts of the world. According to Wanyama (2011), we are living in times when many people in the world appreciate the value of physical activity which is necessary for health and wellbeing. Although sport is part of secondary school extra-curricular activities, there are many challenges that are facing the sporting activities.

According to Atlantic (2017), sports in USA are embedded in schools in a way that is not found in any other part of the world, yet, most of the schools in USA face challenges in the aspect of sports. These challenges are real ones and they range from under-trained teachers to entrenched poverty. Also, concern for the health and welfare of high school athletes is a primary objective of interscholastic programs.

Furthermore, qualifications for coaches vary among states and school districts. Many states and districts require coaches to have a teaching certificate, but there is lack of teachers with either an interest in coaching or the necessary credentials. As a result, an increasing number of coaches are not teachers and do not have faculty status.

Hardman (2009) carried out a study in Jordan and found out that many secondary schools are facing challenges in sports which include, decreasing in the teaching time, curriculum, shortage of the resources and abilities, organizational and executive structure, shortage in equipment, negative view of the teachers as well as students and guardians about sporting activities. Despite the fact that Jordan is facing challenges in ports, teachers have influenced the development of students' personalities and values in sports.

In Russia, according to Danilova (2018), sports achievements in many ways have helped the Russians regain the pride in their country after the collapse of the Soviet Union. The development of the sporting activities was among top-priorities for the Russian President in the early 2000's. This fact is reflected in the goals and objectives of physical culture and sports development strategy for the period up to 2020. Therefore, sport has been incorporated in the secondary schools in Russia but not without challenges which includes; inadequate sport facilities. Since the number of people engaged in sports activities greatly correlates with the number of sport facilities in secondary schools in Russia, it is necessary to increase the total number of facilities as well as to reduce the difference in these numbers in various regions of Russia. It is the task of both the Ministry of Sports and other departments. Another important task is development of a qualitative modern material and technical base in educational institutions. Currently, 96% of the city schools have gyms and only 78% of the village schools have them.

In South Africa, according to García (2009), extramural activities, such as sport and sport-related physical activities and programs are intended as an educational medium South Africa schools, and their purpose is directly pedagogical in nature. Extramural activities are intended for the development of psychological characteristics considered necessary for learners in schools, and these form part of the school living world in which the child-image becomes visible. In order to achieve the above objectives, South African government is doing its best to provide quality extramural activities in schools such as sports although, with some challenges like sport facilities that are needed for learners to participate in professional, amateur, recreational and mass sport. Specific sporting codes have different needs in terms of the facilities that they use. Athletics needs an athletics track; mountain biking needs a mountain bike course; water skipping needs a dam or lake; rock climbing requires a wall or rocks; golf requires a golf course; cricket needs a field and a pitch; and hockey needs a grass

field. Also, to this end, the school sport manager is seen as a central figure in the athlete's sport experience and in the management of school sports. However, most of the school sport managers in South Africa are poorly trained.

In Nigeria, Musa (1999), notes that, secondary schools as one of the levels of schooling in Nigeria are made up of students who are predominantly in their early adolescent years between the ages 10-16 years. This secondary school age bracket constitutes the critical period for acquisition and mastery of sports skills. This is a unique and fascinating period in human development because students are usually in their formative period of development. Therefore, secondary school sports are seen as a promising setting to encourage adolescents to begin and maintain a physically active life style and also to acquire and develop high standard skills for major games and sports.

According to Ngwoke (2012), some variables can impinge on the developmental process of sports in secondary schools in Nigeria. One of such variables is provision of qualified personnel. Another variable that affects development of sports in secondary schools in Nigeria is funding. For meaningful development of sports in secondary schools, adequate funding needs to be guaranteed. The sources of fund, and management of funds are all variables under funding that affect development of sports in secondary schools especially in Nigeria. It is obvious that ideal facilities and equipment, and a good educational program complement each other in the successful development of sports in secondary school. However, sports facilities and equipment in Nigerian secondary schools are in pitiable situation and in most cases, they are not in existence (Okosun, 2010).

Similarly, Kenya is facing the same challenges in sporting activities. Sirimba (2015) did a research in Samia Sub-County about physical education. He found out that the major challenge in sports was lack of enough facilities in teaching and learning of physical education.

Brilliant (2017) conducted a research on the role of sports in academic performance in Kajiado County. He found the same challenges as Sirimba's research in 2015. He also discovered that there was discrimination among genders and body size in mixed secondary schools in that girls felt rejected in sports competition while boys were considered to be more knowledgeable in matters of sports.

Therefore, this study intended to investigating the challenges facing the sporting activities in public secondary schools in Ngong sub-County, Kajiado County, Kenya, which include the inadequate time for sporting activities, the inadequate equipment for sporting activities, inadequate personnel and students' interest in sporting activities in public secondary schools in Ngong Sub-County, Kajiado County.

1.2 Statement of the problem

Secondary education is one of the positive factors that enhance the intellectual development of an individual due to many programs that are available at the disposal of the students. These programs include both core curricular activities and extra-curricular activities.

According to Thomas (2014), extra-curricular activities in secondary schools provides opportunities for students to learn the values of team work, responsibility, competition, diversity and a sense of culture and community of which sport is one of them. Sport helps students to be physically fit and at the same time reduce stress after the whole work of classrooms. Although, sport is one of the extra-curricular activities in school of which every student is encouraged to participate, there are challenges facing sport in public secondary schools especially Ngong sub-County. Brilliant (2017) who conducted a research on the role of sport in academic performance of the student in public secondary schools in Ngong sub-County, Kajiado County, Kenya recommended that, the school management should improve on sport since it contributes to the academic performance of students.

Despite the readiness of many students to get involved into sport in secondary schools in Ngong division, there are challenges which hinder the smooth organization of sport. For this reason, the researcher investigated the challenges facing sporting activities in secondary school in Ngong sub-County.

1.3 Objectives

- 1) To investigate whether availability of personnel is a challenge to sporting activities in public secondary schools in Ngong sub-County.
- 2) To investigate whether availability of equipment is a challenge to sporting activities in public secondary schools in Ngong sub-County.
- 3) To examine whether students' interests are challenges to sporting activities in public secondary schools in Ngong sub-County.
- 4) To find out whether availability of time is a major challenge to sporting activities in public secondary schools in Ngong sub-County.

1.4 Research Questions

1. How can availability of personnel be a challenge to sporting activities in public secondary schools in Ngong sub-County, Kajiado County?
2. To what extent does availability of equipment is a challenge to sporting activities in public secondary schools in Ngong sub-County, Kajiado County?
3. Does students' interest affect sporting activities in public secondary schools in Ngong sub-County, Kajiado County?
4. To what extent does availability of time pose as a challenge to sports in the public secondary schools in Ngong sub-County, Kajiado?

1.5 Significance of the study

The purpose of research is to discover new knowledge (Mugenda and Mugenda, 1999). This study is relevant in many ways such that it aimed at investigating and analyzing

the challenges facing sporting activities in public secondary schools in Ngong sub-County, Kajiado County. For instance, the study investigated the challenge of availability of time to sporting activities in public secondary schools in Ngong. Secondly, the study analyzed the inadequate of personnel as a challenge to sporting activities. Also, it examined the students' interests and availability of equipment as challenges facing sporting activities in public secondary schools in Ngong sub-County, Kajiado County, and the findings are expected to help in solving the challenges facing sporting activities in public secondary schools in Ngong sub-County, Kajiado County, for the benefit of both the students and the staff.

1.6 Scope and delimitation of the study

This has to do with the area of coverage. Since the researcher was not able to cover the whole public secondary schools in Kenya, he only concentrated on the public secondary schools in Ngong sub-County, Kajiado County in order to investigate the challenges facing sporting activities in public secondary schools in Ngong, in which the main target respondents were students and teachers. Also, due to time and finance limitation, the researcher was restricted only to Ngong sub-County, Kajiado County, hoping that the findings will be relevant to improving the sporting activities in public secondary schools in Ngong sub-County, Kajiado County.

1.7 Conceptual Framework

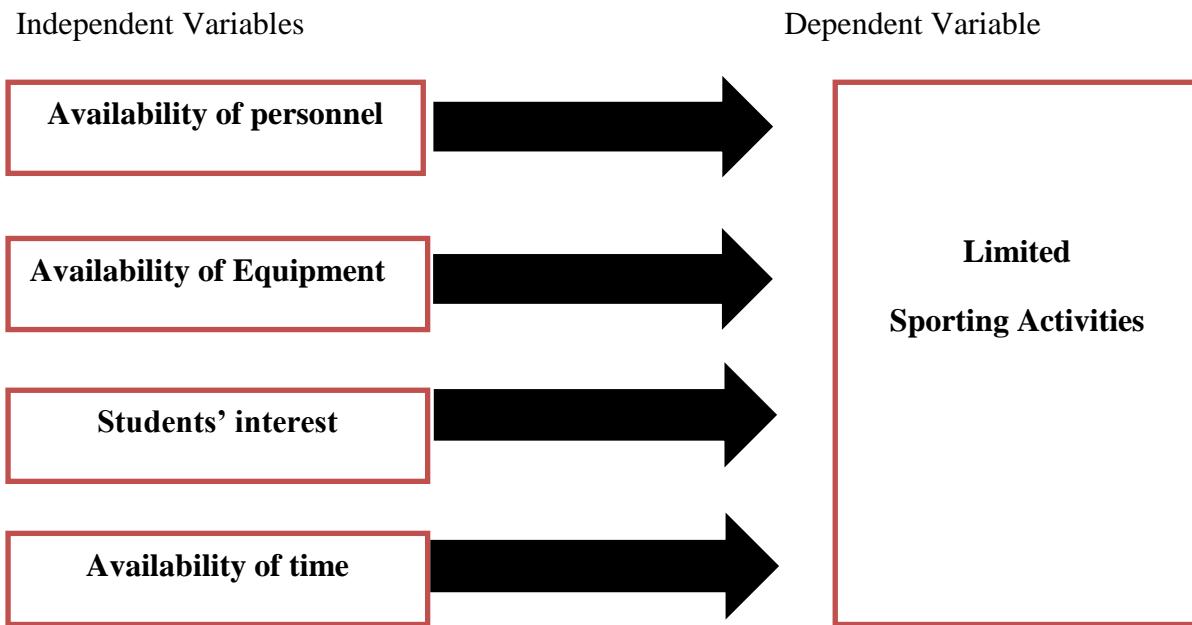


Figure 1: Relationship between the independent and dependent variables

Figure 1 above shows the diagrammatical conceptual framework of the study. According to Mugenda and Mugenda (1999), conceptual framework is the conceptualization of the relationships between variables in a study and that it is a hypothesized model identifying the concepts under study and their relationship.

From the above diagram, there are independent and dependent variables. Independent variables are those factors acting on the dependent variable. The independent variables are the challenges which include; availability of time, availability of personnel, availability of equipment and the students' interests, while the dependent variables are the sporting activities which are the outcomes of the independent variables. Therefore, the conceptual framework was meant to give a clear understanding of the study.

1.8 Theoretical Framework

According to Kombo and Tromp (2006), theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of propositions, which are derived

from and supported by data or evidence. A theoretical framework explains phenomena and thereby shading more light on the topic under study based on existing theories.

Therefore, this study was guided by two theories which include the expectancy theory which was developed by Victor Vroom and Maslow's Hierarchy of needs theory. Expectancy theory which was developed by Vroom is based on the reward after performance (Fred, 2011), while Maslow's hierarchy of needs explains that people are motivated to do something based on their needs, of which it is in hierarchical order and lower ones must be met before the upper ones (Brouwer, 2012).

Following the expectancy theory, sporting activities which are part of extra-curricular activities in the secondary schools are always relegated behind due to other core curriculum activities in schools. More time is given to those examinable subjects done in secondary schools due to the reward such as certificate attached to them, unlike sports.

Furthermore, Maslow's hierarchy of needs theory was useful in this study due to motivation involves, because in the public secondary schools especially Ngong, sporting activities face challenges such as inadequate personnel and lack of sporting equipment due to the scale preference in secondary schools. For example, in public secondary schools where Mathematics teacher and sport master are not available, there is tendency that the school management will do their best to provide Mathematics teacher while the sport master may be considered optional. So, these theories were relevant to this study since there are benefits in sports.

1.9 Operational definitions of key terms

Sport: This includes all types of competitive physical activity or game which through causal or organized participation in schools by the students, aim at maintaining and improving physical ability.

Equipment: Facility that is used for a particular purpose.

Personnel: Employee in an organization who perform certain duty.

Interest: Attention that is given to something or someone.

Extra-curriculum activities: These are those activities that fall outside the realm of the normal curricular of schools, performed by students.

Time: A quality of availability of duration.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review involves the process of reading other related literature based on the topic of study and at the same time putting down what other authors have said concerning the topic under study. Therefore, this chapter presents a review of related literature which focuses on the challenges affecting sporting activities in public secondary schools. It includes the inadequate time, inadequate personnel, lack of sporting equipment and students' interest.

2.2 Availability of personnel

In Africa, Physical Education and Sport teachers generally act as sport coaches, umpires and organizers of intra and extramural sport events. As the Physical Education and Sport teachers pursue the dual roles of classroom teachers and coordinators of sports activities within and outside their institutions, they are likely to experience stress and dissatisfaction more than the other teachers and this leads to poor participation in sporting activities in schools (Elijah, 2013).

Musebe (2015), in his study on factors influencing students' participation in sport and sport team membership in secondary schools in Kakamega South indicated that, lack of trained sport coordinators and coaches are major challenges facing the sporting activities in Kakamega secondary schools which lead to poor performance during competitions.

Wanyama (2013) notes that, physical education is a compulsory subject in Teachers Training Colleges (TTCs) for primary school teachers. Therefore, all primary school teachers receive training in the subject and are expected to teach it. But while primary schools may have many teachers with basic training in physical education, these teachers may not be adequately trained because of the way the course is structured. He added that, secondary school sector suffers an acute shortage of physical education teachers. Most physical

education teachers in secondary schools are overburdened, as it is often the case that they single-handedly teach all physical lessons in their schools.

Yazid (2015) points out that, the sport personnel include: coaches, sports managers, stadium managers and organizing secretaries. There are some of the personnel required for the management of sports development programs. Coaches are responsible for the improvement of skills of the athletes. He added that there is no way the quality of participation of any nation or organization in competitive sports can improve without having well trained and experienced coaches in various sports.

Ngwoke (2012), in his research on the constraints associated with sport personnel for development of sport in secondary schools in Nsukka Education zone shows that, the respondents indicated that the constraints associated with personnel for development of sport were: in-service training for sports personnel, inadequate number of sports personnel, lack of specialist training for sports personnel. Others constraints were sports personnel and finally recruitment of non-sports personnel, which was indicated with the lowest percentage.

2.3 Availability of sporting equipment

Availability of facilities enhances the smooth running of any institution or an organization but inadequate equipment poses a challenge. Therefore, sporting facilities are needed in secondary schools in order to provide holistic education for students. Sporting facilities such as standard football pitch, basketball and volley pitch among others for achieving sport-oriented students.

According to Sirimba (2015) inadequate facilities are major challenges facing physical education in schools. The results of her study show that 14 out of 30 teachers affirmed that inadequate facilities are the main challenges facing physical education which is 46.7%. Other challenges reported by teachers include: lack of enough time by 7 out of 30 teachers (23.3%), lack of physical education kits by 5 out of 30 teachers (16.7%), lack of

resource books by 3 out of 30 teachers (10.0%) and lack of playground by 1 out of 30 teachers (3.3%). This implies that resources were not properly allocated for the subject.

Adequate sport infrastructure is important to sport participation, as many sports cannot be performed without having the appropriate sport facility. In China, government has identified the purpose of sport infrastructure's role in the nation's fitness level and implemented a nationwide policy in 1995 to improve spending on sport in China including schools in China. The aim of this new policy was to increase sport participation among the wider population. A large portion of the money raised for China's National Fitness Program was then spent on building sport facilities, especially in the schools and urban areas. As a result of this program, Chinese mass sport participation grew substantially during the last decade. This indicates the relationship between participation and infrastructure (Kirstin, 2012).

Furthermore, one of the challenges facing participation of students in sports according to Brillant (2017) is lack of facilities such as kits, playground, and health facilities after injuries. In his research, many schools do not have varieties of game to be played which causes boredom and lack of participation in sports.

Ngwoke (2012), conducted a study on the constraints associated with the provision and availability of sport facilities and equipment for sports in secondary schools in Nsukka zone, has shown that inadequate facilities are challenges to sporting activities. In his report, 81.4% agreed that inadequate facilities were the major constraints associated with the provision and availability of sporting activities in schools.

Wanyama (2011) explains that inadequate facilities are major challenges to teaching and learning Physical Education in Kenya schools due to most school principals consider physical education equipment and facilities to be very expensive to buy and maintain. He added that these challenges can be extended to other subjects like computer.

Awoma, Okakah and Araqinwa (2015) in their journal on facilities/equipment as predictor of sport development state that having the right quality and quantity of sports facilities and equipment is an integral part of sport development and that the availability of adequate equipment and facilities play a major role in sports development. In the results of their findings indicated the percentage responses of respondents on the research question of their study. The result revealed that, 58.1% of the respondents strongly agree that facilities/equipment is predictor to sports development, 34.2% agreed while 0.8% disagreed.

Also, this study found out that inadequate equipment was one of the challenges facing sporting activities in public secondary schools in Ngong sub-County, Kajiado County.

2.4 Students' Interests

Students' interest will affect their performance and participation in extra-curricular activities including sport in public secondary schools. Recent findings have shown that students' interest count a lot in students' participation in sporting activities.

According to Joanne (2016) who carried out a survey on the reasons for students' lack of interest on sports in Chicago, lack of interest in sports among students came from themselves, parents and facilities. Firstly, the attitude of students for sports was that it wasted their time. They felt that time is money, so they would rather use their time to study. They considered studying more important than sports and study insures their future. This causes them to have lack of time for sports. Parents are also the reason why students lack interest in sports. Parents emphasize on their child's academic performance mainly. So, they sign up tuition classes such as English tuition class, Chemistry tuition class and so on for their children to improve their children's academic performance. The last reason according to Joanne is facilities. Some students are interested in sports but there is insufficient sports equipment for them. The sport equipment like basketball, football, and other facilities are not

enough for those students. Besides, the poor condition of field and courts in schools cause students to dislike sports because the field will become muddy when it is raining.

Rogers (2015) who conducted a research on the interest level of students in watching or listening to athletic, fitness and sports events on television or radio or hearing about them in the news noted that, nearly half (49.1%) of female respondents reported that they were interested, whereas three-quarters (75.3%) of male respondents reported that they were interested. Also, the same students were asked how interested they were in participating in athletic, fitness, or sports activities, and the results were as follows; total of 57% of female respondents reported that they were interested while, a total of 73.9% of male respondents reported they were interested, with more males than females extremely interested.

According to Shruti (2017), if any person is really interested in any of the sports, he or she can make his or her career in the sports as it has a wide scope. If you make your career in sports it will also provide you respect which would be worldwide. She added that, people who have an interest in sports and play sports live more happily and fit rather than the people who are not interested in playing sports. Furthermore, in schools also, there are games and sports but the criteria are unsatisfactory. Sports and games are optional in schools and colleges. It should be made compulsory for every child to participate in sports and games so that rather than bookish learning and studies they should remain healthy and fit by participating in various types of sports and games so that it must also benefit our country and promote our country and provides recognition to the nation.

Furthermore, Judith and Hulleman (2009), explain that interest is often thought of as a process that contributes to learning and achievement. That is being interested in a topic or activity is a mental resource that enhances learning, which leads to better performance and achievement. Thus, interest may be viewed as essential with respect to adjustment and happiness in life. They further emphasized that pursuing activities and topics that we find

interesting play an important part in determining how fulfilled we are with our lives and not doing so leaves us with a feeling of unease and discontent. The authors concluded that interest is an important outcome and they believe that it is a crucial component of success in academics, sports or other areas of our lives.

From the above findings, student's interest is important in the participation in sport in public secondary schools. Therefore, this study has gone a long way in examining the challenges facing sporting activities in public secondary schools in Ngong sub-county.

2.5 Availability of time

This study has examined inadequate time as one of the challenges facing sporting activities in public secondary schools in Ngong Sub-County. According to Fletcher, Benshoff and Richburg (2003) the core challenge that students who participate in sports face is time spent away from class and devoted to sporting activities. He adds that, their extreme devotion to sports can potentially encroach into time meant for academics. Although, many students would wish to engage in sporting activities, however, sporting activities are not examinable subjects, there is always not enough time for it and this study has shown through its findings that inadequate time is a challenge for sports in public secondary schools in Ngong.

Morgan (2001), points out that most students who engage in competitive sporting activities in schools are performing very low in their activities due to time and energy in which they invest into sports because that reduces their time needed for class attendance and related assignments.

According to Zurich (2012) the student athletes are not playing because they are academically ineligible. The eligibility system determines whether a student athlete should be allowed to play depending on his or her grades. If a student-athlete has poor grades, they are deemed academically ineligible and are not allowed to participate in competition. Many

student-athletes find themselves having eligibility trouble because they do not have enough time to get all their work done.

Brain (2013) states that, one needs to manage time effectively if he/she is going to be successful. All other things being held constant, better time management skills can improve one's grades, help him/her keep stress in check and help him/her to be competitive in career. Melissa and Evarado (1986) explain that, good time management depends on time planning and time budgeting.

Wanyama (2011), points out that in Kenyan secondary schools, a lesson lasts forty minutes. The number of periods assigned to a subject is determined based on statutory guidelines, which show how many periods should be allocated to each subject in the school curriculum, however, physical education is allocated only one forty –minute period per week per class, and physical education teachers find it a big challenge to teach anything meaningful within the forty-minute period so they opt to give students a ball to play with while they become umpires. She added that the issue of time is such a big challenge especially if the teachers wanted to teach new skill to beginning students.

Nyanjom (2012) emphasizes that, 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.

2.6 Summary

Sporting activities in secondary schools are necessary for the physical well-being of the students. Although, there are challenges facing sports in secondary schools such as inadequate time, inadequate equipment, inadequate personnel and students' interests. The study was to investigate the challenges facing sporting activities in public secondary schools in Ngong sub-County, Kajiado County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter three of this study deals with research design and methodology in which the researcher used in order to investigate the challenges facing sporting activities in the public secondary schools in Ngong Sub-County, Kajiado County. It includes the research design, the target population, sample and sampling techniques, instruments for data collection, validity and reliability of instruments, methods of data analysis and ethical considerations.

3.2 Research Design

According to Universal (2017), research design can be defined as a conceptual structure within which research will likely be done. It comprises the blueprint for the collection, measurements and analysis of data. Descriptive survey research embraces qualitative and quantitative techniques which are the best for assessing attitudes, perceptions, opinion, habits or any of the variety of education or social issue (Kisilu & Delno, 2006). This research design helped the researcher in collecting data from the students and teachers from the public secondary schools, in order to study the challenges facing sporting activities in public secondary schools in Ngong sub-County.

3.3 The Target Population

Population is a group of individual, objects or items from which samples are taken (Kompo & Tromp, 2006). The target population is the population to which research wants to general the results of a study (Mugenda & Mugenda, 2003). The subjects of this study were drawn from three public secondary schools in Ngong Sub-County, targeting the form three students, teachers and sport-coordinators of three public secondary schools in Ngong sub-County.

3.4 Sample and sampling techniques

According to Collins English Dictionary (2012), sample is a set of individuals or items selected from a population for analysis to yield estimates of, or to test hypotheses about, parameters of the whole populations. Normally, a good sample should represent at least 30% of the population or more (Kenya Literature Bureau, 2011).

The study used three secondary schools which are identified as A, B, and C. Due to limited time and financial constraints, the sampling of schools was done using simple random sampling for the selection of schools. All the public secondary schools in Ngong had equal chance of being selected in the study. For qualitative data collection, a purposive sampling was employed in making sure that key informants are not left out in this study. Therefore, both simple random and purposive sampling was employed in this research in order to come up with at least 30% of the students' total population from the three public Secondary Schools.

Table 1 Sample Size

School		Students	Student	Teachers	Teachers	Sport-
		population	sample	population	sample	Coordinator
			%			%
School A	Boys	150	45	12	5	1
School B	Girls	104	31	9	3	1
School C	Mixed	70	21	10	4	1
		324	97	31	12	3

This was done using random sampling to ensure that each unit in the population has an equal chance of being selected for the study. The researcher divided the students in strata by their gender, boys and girls. Students in each stratum were numbered and the numbers were written in small pieces of paper and put in different boxes. Then, those who picked the papers having the numbers corresponding to the numbers belonging to the sample size of 97 students, were taken to belong to the sample (30% of the population). In this way the number of students 45 in school A, 31 in school B and 21 in school C were obtained. Also, the researcher used simple random sampling to get the sample size of 31 (38 %) teachers who are teaching form three students. In this way the number of teachers 5 in school A, 3 in school B and 4 in school C were obtained. On the other hand, respecting the key informants, the researcher used purposive sampling targeting the three schools' sport-coordinators.

3.5 Instruments for data collection

According to Annum (2014), research instrument is a tool for collecting data from the sample. It is a tool for gathering information needed for solving a research problem. There are different types of research instruments, but due to time factor, financial limitation and easiness of the respondent, the researcher used questionnaires and interview guide in his study.

3.5.1 Questionnaires

This is a data collection instrument mostly used in normative survey. It is a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research instruments for the purpose of collecting data or information (Annum, 2017). The effective use of questionnaire for data collection depends on the mode of formulation and administration of the questions, the medium of delivering the questionnaires and the method of contacting respondents for retrieval of the questionnaire. These modes affect the credibility and quality of the data obtained (Annum, 2017).

Therefore, the researcher used structured and open-ended questionnaire which included one for the students and another one for the teachers.

3.5.2 Interview Guide

Kothari (2004) explains interview as a method of data collection where the researcher has the opportunity to restructure the question to the level of the respondent and also minimize non-response. This was used by the researcher in order to gather more information about the challenges facing sporting activities in public secondary schools in Ngong, from the administrative point of view.

3.6 Validity and Reliability of instruments

According to Mugenda and Mugenda (2003), validity of a research is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity is the degree to which a test measures what it is intended to measure (Borg and Gall, 1996). Therefore, the questionnaires were constructed in such a way that the intended study were investigated. The researcher made sure that all the independent variables were included to investigate how they influence the dependence variable. Furthermore, the instruments had gone through modification in the hands of the supervisors and experts in order to ensure their validity and reliability.

3.7 Methods of data analysis

Orodho (2003) defines data analysis as the process of systematic searching and arranging interview transcripts, field notes and data obtained from the field. The researcher went to the field to gather data, after which he examined and analyzed them using the statistical package for social science (SPSS) frequencies, tables and percentages were used to answer the research questions. The researcher organized and summarized the data in which he collected from the field for easy readability and his conclusion and recommendation were based on the findings from the study.

3.8 Ethical considerations

According to Christine (2017), despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity. The researcher assured the respondents of confidentiality in every information in which they provided. The researcher received official permission from the relevant authorities especially the Deputy Principal Academics of Marist International University College before going to the field to collect data for the study. All books, journals which were used for the study were cited both in-text and in the reference, list using the American Psychological Association (APA) 6th edition style.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents, interprets and discusses the findings of the study. The data analysis was based on the objectives of the study. Data collected from the field were presented and analyzed using frequency tables, figures and texts. Based on the aforementioned approach, the chapter begins with an analysis of the questionnaire return rate for the respondents. This is followed by the demographic data of the respondents. Thereafter, the findings are thematically presented based on the research objectives of the study.

4.1 Distribution of Questionnaires and the Return Rate

The Table 2 below presents the number of respondents who participated in the study;

Table 2: Questionnaire Distribution

Respondents	Targeted		Returned		Interview	
	Questionnaires		Questionnaires		Guide	
	Frequency	%	Frequency	%	Frequency	%
Students	97	89	96	91		
Teachers	12	11	9	9		
Sport- Coordinators					3	100
Total	109	100	105	100	3	100

(Source: Field Study, 2018)

Table 2 shows that out of 97 (89%) questionnaires that were distributed to the student respondents, 96 (91%) were filled and returned while out of 12 (11%) questionnaires distributed to the teacher respondents 9 (9%) were filled and returned. This implies that the

questionnaire return rate was 96% which can be described as very successful which contributed to the success of the study. Three (3) interview guides for the sport coordinators and all the sport coordinators were willing to give information which makes the response to be 100%.

4.2 Demographic Information

4.2.1 Gender Distribution of the Respondents

The respondents were requested to indicate their demographic information in regard to their gender. Their responses are summarized in table 3 below;

Table 3: Gender Distribution of the Respondents

Respondents	Students' Gender		Teachers Gender	
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Male	59	61.5	5	55.6
Female	37	38.5	4	44.4
Total	96	100	9	100.0

(Source: Field Study, 2018)

Table 3 shows that, 59 (61.5%) of the student respondents were male while 38.5% were female. Similarly, 5 (55.6%) of the teachers were male while 4 (44.4%) were female. This implies that male respondents outnumbered their female counterparts in both categories of the respondents. However, this disparity did not affect the outcome of the study in any significant way.

4.2.2 Age Distribution of the Respondents

The respondents were asked to identify their age and responses are shown in the table 4 below;

Table 4: Age Distribution of the Respondents

Age	Students' Age			Teachers' Age		
	<i>Frequency</i>	%	<i>Years</i>	<i>Frequency</i>	%	
12-15	30	31.3	31-35	2	22	
16-20	65	67.7	36-40	1	11	
20 & Above	1	1.0	40 & Above	6	66.7	
Total	96	100		9	100.0	

(Source: Field Study, 2018)

Table 4 indicates that majority of the student respondents were those aged 16 – 20 years; 65 (67.7%) followed by those aged 12-15 years; 30 (31.3%). These ages are appropriate for secondary school students. Majority of teacher respondents were those aged 40 and above years 6 (66.7%) followed by those aged 31-35 years; 2 (22%) and the least were those aged 36-40; 11 (11%). This implies that majority of the teachers are still young and probably energetic to involve themselves in sports' matters.

4.2.3 Teachers' School Type

The Table 5 below shows the type of schools in which, the researcher collected data;

Table 5: School Type

School Type	Frequency	Percent
Girls secondary	1	11.1
Boys secondary	5	55.6
Mixed secondary	3	33.3
Total	9	100.0

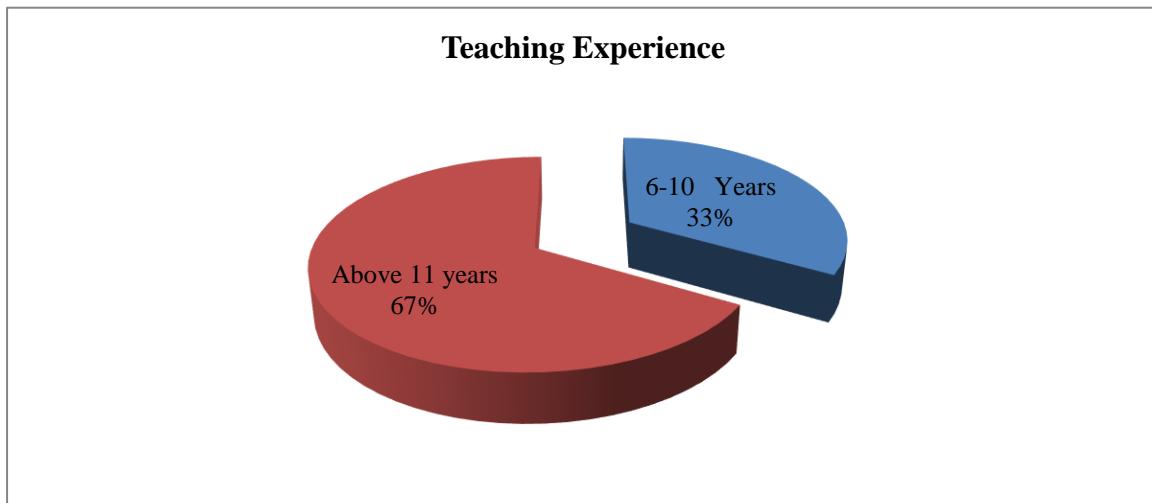
(Source: Field Study, 2018)

The number of teachers teaching in girls' secondary schools were 1 (11.1%,) those teaching in boys' secondary schools was 5 (55.6%) while those teaching in mixed secondary schools were 3 (33.3%). This shows that majority of teachers taught in boys' secondary schools followed by those in mixed secondary schools while minority of teachers taught in girls' secondary school.

4.2.4 Teaching Experience

The researcher sought to find out the duration of time that the teacher respondents had been teaching. Their responses are presented in the figure below;

Figure 2. Teaching Experience



(Source: Field Study, 2018)

The analysis of the teaching experience shows that majority of the teachers 6 (67%) had taught for more than eleven years while 3 (33%) had taught for six to ten years. This experience was important in this study as it helped teachers address the items of the study with confidence based on their wide experience since, teaching well goes with experience just like any other profession (Mwangi, 2010).

4.2.5 Academic Qualification

Table 6 below shows the academic qualifications of the teachers who responded the questions;

Table 6: Academic Qualification

Highest professional qualification	Frequency	Percent
Degree	6	66.7
Masters	3	33.3
Total	9	100.0

(Source: Field Study, 2018)

The analysis of teachers' academic qualification indicates that majority of teacher respondents 6 (66.7%) were degree holders while 3 (33.3%) had masters. This implies that

most teachers were qualified to teach in secondary schools that were the target of this study and therefore were in a better position to address the challenges facing sporting activities in secondary schools,

4.3 Availability of Sport Teachers and Sporting Activities

The following are responses of students and teachers on availability of sport teachers and sporting activities. The findings are categorized as follows:

Table 7: Sports' Teachers

We have sport teachers in our school	Frequency	Percent
Strongly agree	33	34.4
Agree	37	38.5
Undecided	3	3.2
Disagree	10	10.4
Strongly disagree	13	13.5
Total	96	100.0

(Source: Field Study, 2018)

From the above 33 (34.4%) strongly agreed, 37 (38.5%) agreed, 3 (3.2%) were undecided, 10 (10.4%) disagreed while 13 (13.5%) strongly disagreed. This implies that majority of the schools under study had sports teachers which is a sign of improvement in sporting activities. Also, based on the findings from the interview guide from the three sport coordinators, most of the schools have teachers who are in charge of sporting activities in the schools as follows; one school had 5, another 6 while a third one had 12 trained individuals. According to Yazid (2015) there is no way the quality of participation of any nation or organization in competitive sports can improve without having well trained and experienced coaches in various sporting activities.

4.3.1 Knowledgeable Sports Teachers

Having sports teachers is one thing and teachers being knowledgeable in sports is another thing. The respondents were asked about the knowledgeability of their sports teachers and below are the responses;

Table 8: Knowledgeable Sports Teachers

Our sports teachers are knowledgeable in all the sporting activities we have in school	Frequency	Percent
Strongly agree	14	14.6
Agree	36	37.5
Undecided	13	13.6
Disagree	20	20.8
Strongly disagree	13	13.5
Total	96	100.0

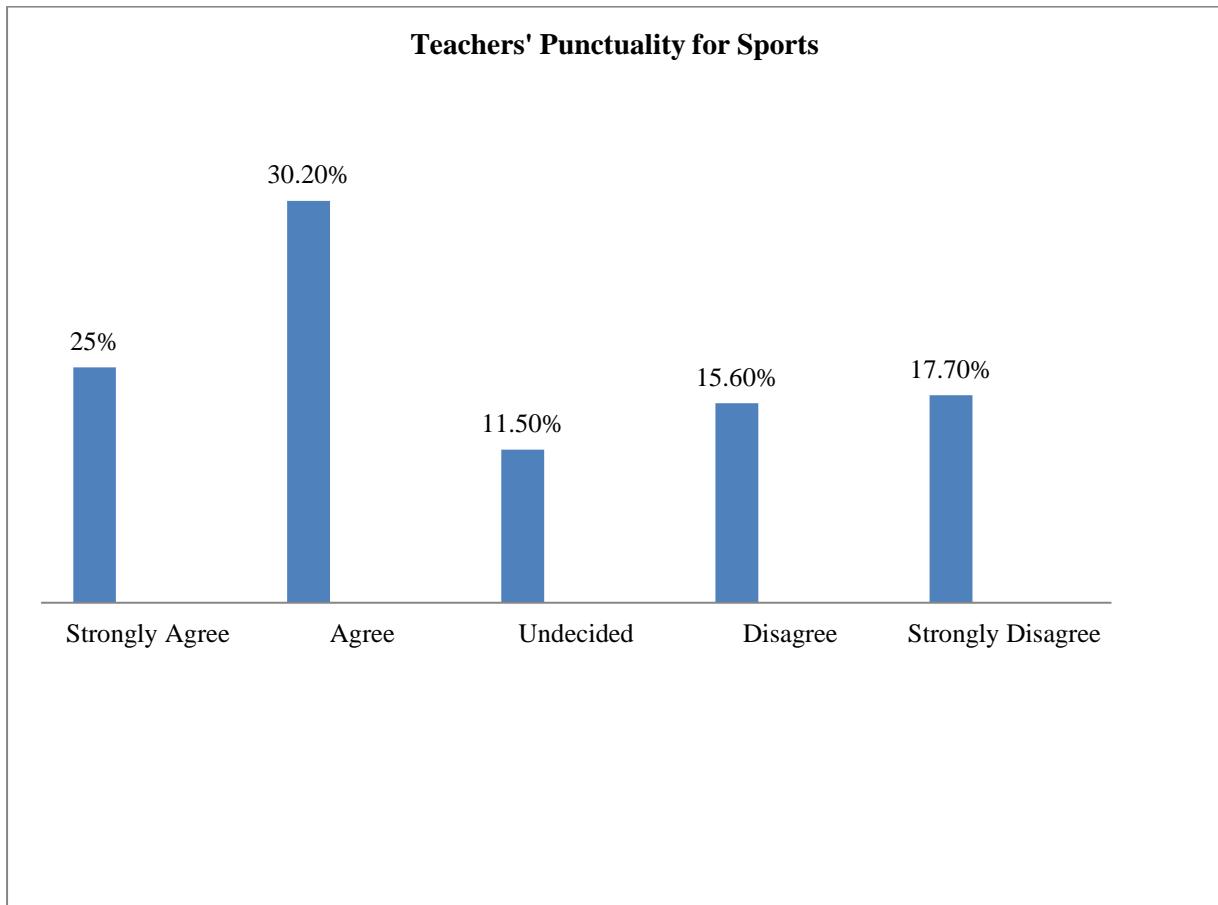
(Source: Field Study, 2018)

From the above 14 (14.6%) strongly agreed, 36 (37.5%) agreed, 13 (13.6%) undecided, 20 (20.8%), while 13 (13.5%) strongly disagreed. This implies that majority of the sports teachers are knowledgeable in all the sporting activities although, some of the sports teachers lack the required knowledge about sports according to 34.3% of the respondents and this could bring draw back in sporting activities in secondary schools.

4.3.2 Teachers' Punctuality for Sports

The respondents were asked whether their sports' teachers are punctual to sporting activities and below are their responds;

Figure 3. Teachers' Punctuality for Sports



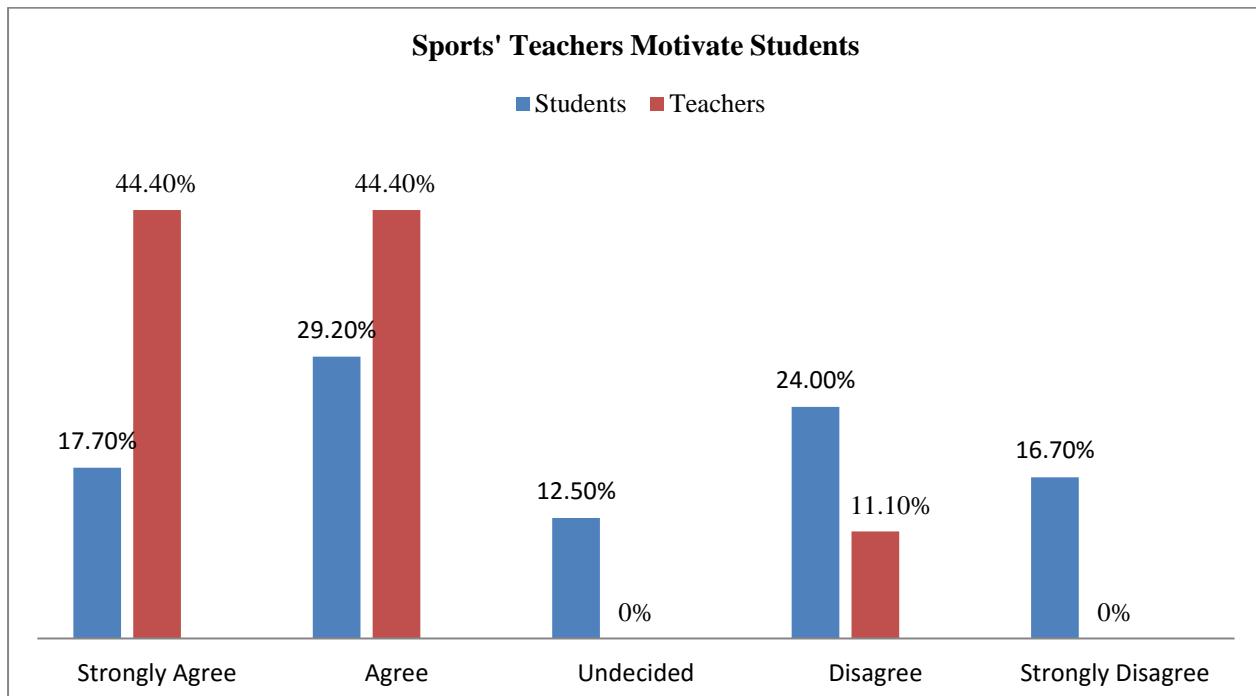
(Source: Field Study, 2018)

From the above 24 (25%) strongly agreed, 29 (30.2%) agreed, 11 (11.5%) were undecided, 15 (15.6%) disagreed, while 17 (17.7%) strongly disagreed. This implies that majority of teachers strive to be punctual for sports. However, a substantial number of teachers (40.6%) were found not to be punctual.

4.3.3 Students' Motivation by Sports Teachers

Students and teachers were asked if students are motivated by their sports teachers and below are their responds;

Figure 4: Students motivation by Sports' Teachers



(Source: Field Study, 2018)

Students who strongly agreed that they are motivated by teachers were 17 (17.7%), those who agreed were 28 (29.2%), those who responded undecided were 12 (12.5%), those who disagreed were 23 (24.0%), while those who strongly disagreed were 16 (16.7%). This implies that majority of students are motivated by their sports' teachers.

Teachers who strongly agreed that sports personnel motivate students in sports were 4 (44.4%), those who agreed were 4 (44.4%), while those who disagreed were 1 (11.1%). This indicates that majority of both student and teacher respondents were in agreement that teachers motivate students to participate in sports. Also, In Africa, Physical Education and Sports teachers generally act as sports coaches, umpires and organizers of intra and extramural sport events and through these, many students are motivated to participate in sports (Elijah, 2013).

4.3.4 Encouragement from Teachers

The student respondents were asked whether their sports' teachers always encourage them whenever they make mistakes during sporting activities and below are their responses;

Table 9: Sports Teachers Encouragement to Students

Our sports teachers always encourage me whenever I make a mistake during sporting activities	Frequency	Percent
Strongly agree	25	26.0
Agree	34	35.4
Undecided	6	6.3
Disagree	16	16.7
Strongly disagree	15	15.6
Total	96	100.0

(Source: Field Study, 2018)

Table 9 shows that 25 (26.0%) strongly agreed, 34 (35.4%) agreed, 6 (6.3%) were undecided, 16 (16.7%) strongly disagreed, while 15 (15.6%) disagreed. This is a strong indication that sports' teachers encourage students even when they make mistakes in sports. However, from the interview gathered from the sports coordinators, teachers were found to be willing to train students, there was no fee or allowance to motivate them. In Jordan, some teachers have influence on the development of the students' personalities, and supporting their high values through sports. The role of sport teachers lies in matching the students' trends and abilities with the school abilities to do the educational duties in sport framework (Mo'een, 2016).

4.3.5 Physical Fitness

The researcher sought to find out if the training students receive from their sport teachers makes them feel physically fit and below are the responses;

Table 10: Sports and Students' Physical Fitness

The training I receive from our sports teachers makes me feel physically fit	Frequency	Percent
Strongly agree	21	21.8
Agree	36	37.5
Undecided	7	7.3
Disagree	16	16.7
Strongly disagree	16	16.7
Total	96	100.0

(Source: Field Study, 2018)

The analysis on whether the training students receive from their sports teachers makes them feel physically fit showed that 21 (21.8%) of student respondents strongly agreed, 36 (37.5%) agreed, 7 (7.3%) were undecided, 16 (16.7%) disagreed, while 16 (16.7%) strongly disagreed. Based on the majority of the respondents, it is clear that sports improve students' physical fitness. According to Wanyama (2011) we are living in times when many people in the world appreciate the value of physical activity which is necessary for health and wellbeing.

4.3.6 External Sports Competitions

The table below shows the responses of students on participation in external sports competitions;

Table 11: Participation in External Sports Competitions

Our sports teachers have led us to many outside matches and competitions	Frequency	Percent
Strongly agree	36	37.5
Agree	31	32.3
Disagree	15	15.6
Strongly disagree	14	14.6
Total	96	100.0

(Source: Field Study, 2018)

On whether sports teachers take students for external matches and competitions, 36 (37.5%) strongly agreed, 31 (32.3%) agreed, 15 (15.6%) disagreed, while 14 (14.6%) strongly disagreed. This implies that most teachers strive to organize external matches and competitions for their students. However, some female students felt rejected from participating in sports competitions because boys were assumed to be more knowledgeable especially in mixed or co-educational secondary schools (Brillant, 2017).

4.3.7 Lateness

Student respondents were asked whether their teachers arrive late most often to sporting activities and the table below shows their responses;

Table 12: Teacher Lateness

Our teachers arrive late most often to sporting activities	Frequency	Percent
Strongly agree	16	16.7
Agree	23	24.0
Undecided	5	5.2
Disagree	25	26.0
Strongly disagree	27	28.1
Total	96	100.0

(Source: Field Study, 2018)

From the table above 16 (16.7%) strongly agreed, 23 (24.0%) agreed, 5 (5.2%) were non-committal, 25 (26.0%) disagreed, while 27 (28.1%) strongly disagreed. This shows that majority of teachers arrive on time most often for sporting activities while, some arrive late.

4.4 Sports Facilities

The students' respondents were asked whether their football fields were smooth and greenish and their responses are as follows;

Table 13: Sports Facilities

Our football field is smooth and greenish	Frequency	Percent
Strongly agree	5	5.2
Agree	11	11.5
Undecided	5	5.2
Disagree	16	16.6
Strongly disagree	59	61.5
Total	96	100.0

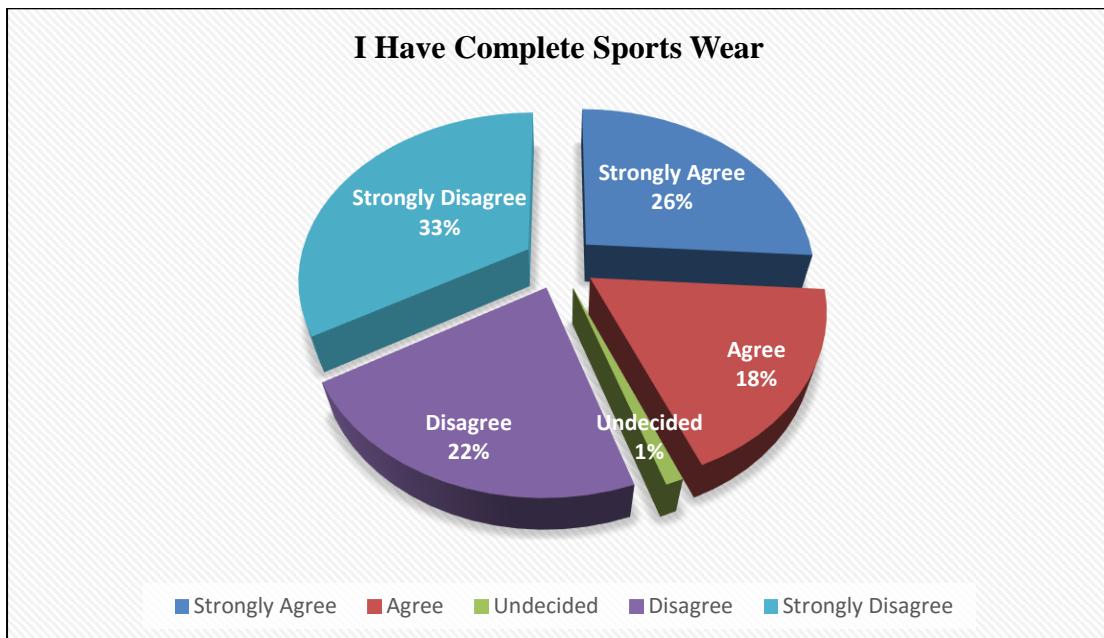
(Source: Field Study, 2018)

From the table above 5 (5.2%) strongly agreed, 11 (11.5%) agreed, 5 (5.2%) were undecided, 16 (16.6%) disagreed, while 59 (61.5%) strongly disagreed. It is therefore evident that the football fields in most of the schools under study are in a bad state. This implies that such fields are not likely to inspire students to engage in sports. Also, according to the responses from the interview guide, the sports coordinators emphasized on the bad state of the football ground and so, many students get discouraged on that.

4.4.1 Sports Wear

Figure 5 below shows the response of the students on sports wear;

Figure 5: Sports Wear



(Source: Field Study, 2018)

Student respondents were asked whether they had complete sportswear, to which 25 (26.0%) strongly agreed, 17 (18.0%) showed agreement, 1 (1.0%) were however undecided, 21 (22.0%) while 32 (33.0%) showed disagreement. Based on the majority of the respondents, it is clear that majority of students do not have complete sportswear. This is likely to hamper proper participation in sports. Also, sport has been incorporated in the

secondary schools in countries of the world including Russia but, not without challenges which includes; inadequate sport facilities such as sport wears (Danilova, 2018).

4.4.2 New Sports Facilities

When student respondents were asked whether new sports facilities motivate them, they responded as follows;

Table 14: New Sports Facilities

New sports facilities motivate me	Frequency	Percent
Strongly agree	34	35.4
Agree	30	31.2
Undecided	4	4.2
Disagree	12	12.5
Strongly disagree	16	16.7
Total	96	100.0

(Source: Field Study, 2018)

From the above Table, 34 (35.4%) answered to the strongly affirmative, 30 (31.2%) answered to the affirmative 4 (4.2%) were non-committal, 12 (12.5%) disproved while 16 (16.7%) strongly disproved. This shows that majority of the students would be more motivated to participate in sports if they were provided with new sports facilities. It is obvious that ideal facilities and equipment, and a good educational program complement each other in the successful development of sports in secondary school. However, sports facilities and equipment in many secondary schools are in pitiable situation and in most cases, they are not in existence (Okosun, 2010).

4.4.3 Adequacy of Sporting Facilities

The table below represents the responses of the students on the statement ‘there are enough sporting facilities in my school’;

Table 15: Adequacy of Sporting Facilities

There are enough sporting facilities in my school	Frequency	Percent
Strongly agree	12	12.5
Agree	14	14.6
Undecided	6	6.3
Disagree	25	26.0
Strongly disagree	39	40.6
Total	96	100.0

(Source: Field Study, 2018)

This indicates that, 12 (12.5%) strongly concurred, 14 (14.6%) concurred, 6 (6.3%) were non-committal, 25 (26.0%) disagreed, while 39 (40.6%) strongly disagreed. This is a strong indication that the schools under study do not have adequate sporting facilities. This is likely to be hampering the sporting activities. Also, the interview guide from the three sport coordinators confirmed that, sport facilities and adequate equipment were lacking in their various schools. Furthermore, one of the challenges facing participation of students in sports according to Brillant (2017) is lack of facilities such as kits, playground, and health facilities after injuries. In his research, many schools do not have varieties of game to be played which causes boredom and lack of participation in sports.

4.4.4 Enjoyment of Sports Due to Adequate Facilities

The study wanted to find out whether students enjoy sports when there are adequate facilities and their responses are as follows;

Table 16: Adequacy of facilities and students' enjoyment of sports

I enjoy sports when there are adequate facilities	Frequency	Percent
Strongly agree	64	66.7
Agree	23	24.0
Undecided	3	3.1
Disagree	2	2.0
Strongly disagree	4	4.2
Total	96	100.0

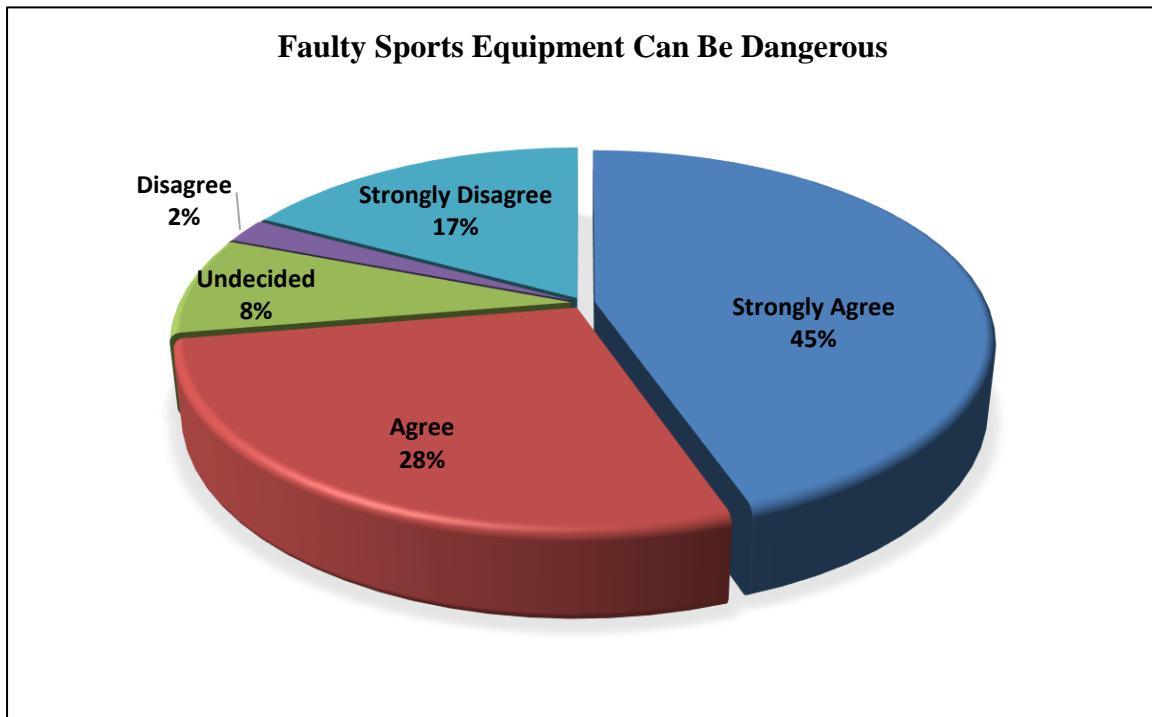
(Source: Field Study, 2018)

The Table indicates that, 64 (66.7%) strongly agreed, 23 (24.0%) agreed, 3 (3.1%) were undecided, 2 (2.0%) disagreed, while 4 (4.2%) strongly disagreed. The overwhelming majority is a strong indication that students enjoy sports when there are adequate sporting facilities. Awoma, Okakah and Arafinwa (2015) in their journal on facilities/equipment as predictor of sport development state that having the right quality and quantity of sports facilities and equipment is an integral part of sports development and that the availability of adequate equipment and facilities play a major role in sports development. Therefore, students are motivated to participate in sporting activities when there are right facilities.

4.4.5 Faulty Sports Equipment

The student and the teacher respondents were asked whether fault sports equipment can be dangerous and their responses are as follows;

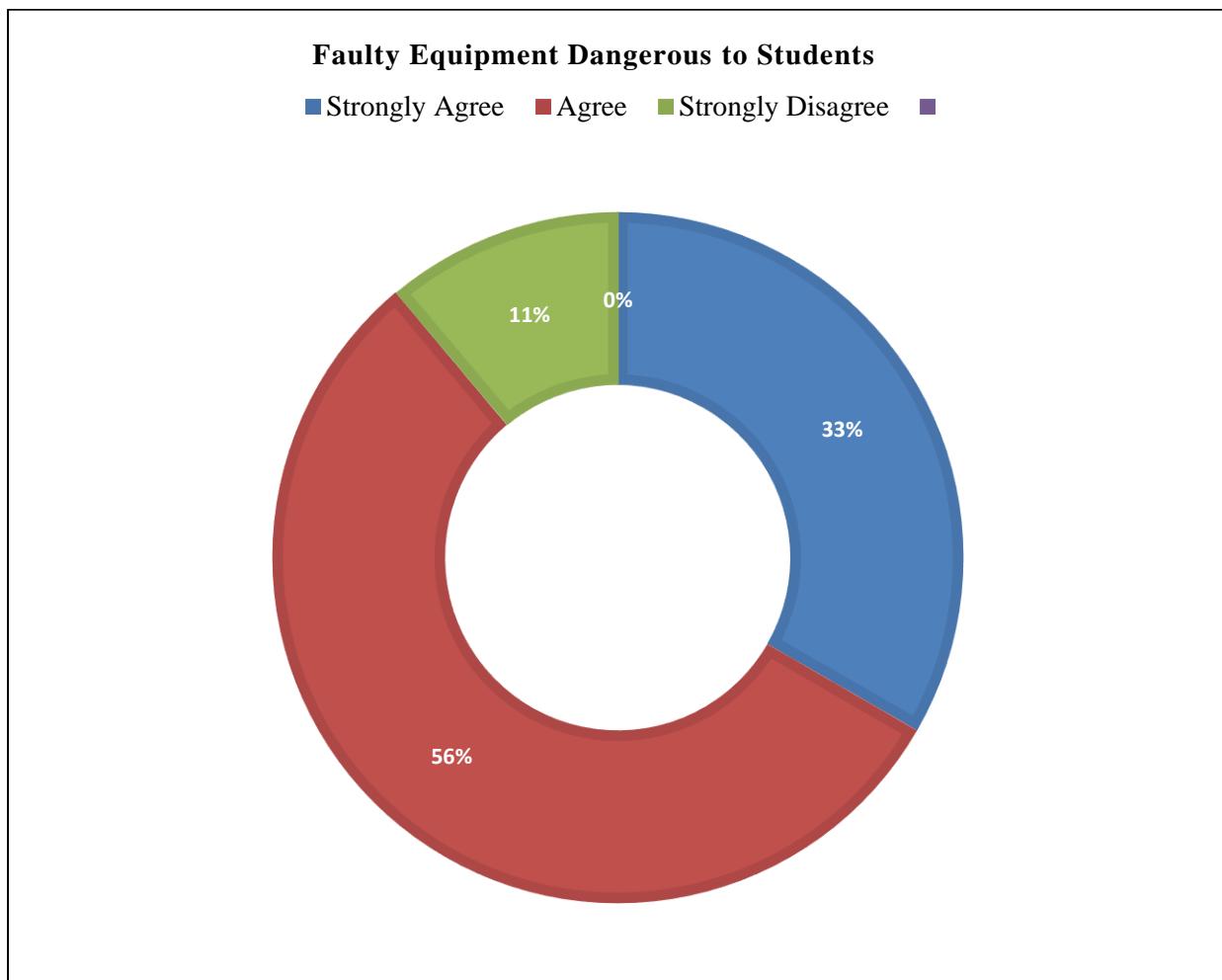
Figure 6: Students opinion on Faulty Sports Equipment



(Source: Field Study, 2018)

The student responses indicate that, 44 (45.0%) strongly agreed, 27 (28.0%) agreed, 7 (8.0%) were undecided, 2 (2.0%) showed disagreement, while 16 (17.0%) strongly disagreed. Based on the majority of the respondents, it is clear that faulty sports equipment can be dangerous to the participants. Also, these findings agree with the findings from teachers as well which revealed that kits were most lacking resources by majority of schools which was conducted by Sirimba (2015), that it discouraged majority of learners from participating in sporting activities due to lack of such essential facilities.

Figure 7: Teachers Opinion on Faulty Equipment



(Source: Field Study, 2018)

Similarly, teacher respondents were asked whether faulty sports equipment could be dangerous to the students upon which 3 (33.0%) strongly agreed, 5 (56.0%) agreed, while 1 (11.1%) strongly disagreed. Based on the overwhelming majority, it is safe to say that faulty equipment may be dangerous to students. This finding underlies the importance of having well-functioning sports equipment and facilities.

4.4.6 Good Volleyball and Football Fields

The student respondents were asked whether they have good volleyball and football fields in their schools and below are their responses;

Table 17: Good Volleyball and Football Fields

We have good volleyball and football fields	Frequency	Percent
Strongly agree	5	5.3
Agree	20	20.8
Undecided	7	7.3
Disagree	27	28.1
Strongly disagree	37	38.5
Total	96	100.0

(Source: Field Study, 2018)

From the table above, 5 (5.3%) strongly agreed, 20 (20.8%) showed agreement, 7 (7.3%) were undecided, 27 (28.1%) showed disagreement, while 37 (38.5%) strongly disagreed. The result of this analysis implies that the schools under study do not have good volleyball and football fields. According to Sirimba (2015), who conducted a study on challenges facing the teaching and learning of physical education in primary schools in Bwiri/Nanguba zone, Samia sub-County, Kenya, emphasizes that the major challenge facing teaching and learning of physical education was lack of enough facilities.

4.4.7 First Aid

When the student respondents were asked whether they have good and complete first aid kit, their responses are as follows;

Table 18: First Aid Kit

We have good and complete first aid box	Frequency	Percent
Strongly agree	12	12.5
Agree	12	12.5
Undecided	9	9.4
Disagree	25	26.0
Strongly disagree	38	39.6
Total	96	100.0

(Source: Field Study, 2018)

The Table above indicates that, 12 (12.5%) strongly agreed, 12 (12.5%) agreed, 9 (9.4%) were undecided, 25 (26.0%) strongly disagreed, while 38 (39.6%) disagreed. This shows that the schools under study do not have good and complete first aid kit. From the interview guide, the three sports coordinators confirmed that the major challenges identified included lack of adequate trainers, facilities and equipment.

4.5 Students Interest in Sports

Responding on the statement that ‘I do not have the physical ability for sports’, below are the students’ responses;

Table 19: Physical Ability for Sports

I do not have the physical ability for sport	Frequency	Percent
Strongly agree	11	11.5
Agree	7	7.2
Undecided	2	2.1
Disagree	24	25.0
Strongly disagree	52	54.2
Total	96	100.0

(Source: Field Study, 2018)

Table 19 indicates that, 11 (11.5%) strongly agreed, 7 (7.2%) agreed, 2 (2.1%) were non-committal, 24 (25.0%) disagreed, while 52 (54.2%) strongly disagreed. This is an indication that majority of students have the physical ability to participate in sports. According to Rogers (2015) who conducted a research on the interest level of students on sporting activities confirmed that some students were asked how interested they were in participating in athletic, fitness, or sports activities, and the results were as follows; total of 57% of female respondents reported that they were interested while, a total of 73.9% of male respondents reported they were interested, with more males than females extremely interested. This shows that many students possess physical ability for sports.

4.5.1 Time for Sports

The student participants were asked whether they dislike sports due to the time they consume and the followings are the responses;

Participation in sporting activities consumes time, because of this I dislike sports	Frequency	Percent
Strongly agree	6	6.3
Agree	9	9.4
Undecided	8	8.3
Disagree	19	19.7
Strongly disagree	54	56.3
Total	96	100.0

(Source: Field Study, 2018)

From the above table, 6 (6.3%) strongly agreed, 9 (9.4%) showed agreement, 8 (8.3%) were undecided, 19 (19.7%) were in disagreement, while 54 (56.3%) strongly disagreed. This implies that majority of students do not perceive sports as a waste of time. In contrast with the above findings, Morgan (2001), points out that most students who engage in competitive sporting activities in schools are performing very low in their activities due to time and energy in which they invest into sports because that reduces their time needed for class attendance and related assignments.

4.5.2 Sports Interference with Studies

The student participants were asked whether participation in sports would interfere with their studies and their responses are as follows;

Table 20: Sports Interference with Studies

Participation in sports would interfere with my studies	Frequency	Percent
Strongly agree	6	6.3
Agree	11	11.4
Undecided	8	8.3
Disagree	28	29.2
Strongly disagree	43	44.8
Total	96	100.0

(Source: Field Study, 2018)

The student participants were as follows, 6 (6.3%) strongly agreed, 11 (11.4%) agreed, 8 (8.3%) were undecided, 28 (29.2%) disagreed, while 43 (44.8%) strongly disagreed. This shows that majority of the students do not think that sports interfere with their studies in any significant way of which is in contrast with the findings of Morgan (2001), who points out that most students who engage in competitive sporting activities in schools are performing very low in their activities due to time and energy in which they invest into sports because that reduces their time needed for class attendance and related assignments.

4.5.3 Compulsory Sports

Student respondents were asked if sport is compulsory in their schools and the followings were the responses;

Table 21: Students Forced to Participate in Sports

Sporting activities are compulsory; therefore, I have no option than to be there	Frequency	Percent
Strongly agree	21	21.9
Agree	21	21.9
Undecided	8	8.3
Disagree	19	19.8
Strongly disagree	27	28.1
Total	96	100.0

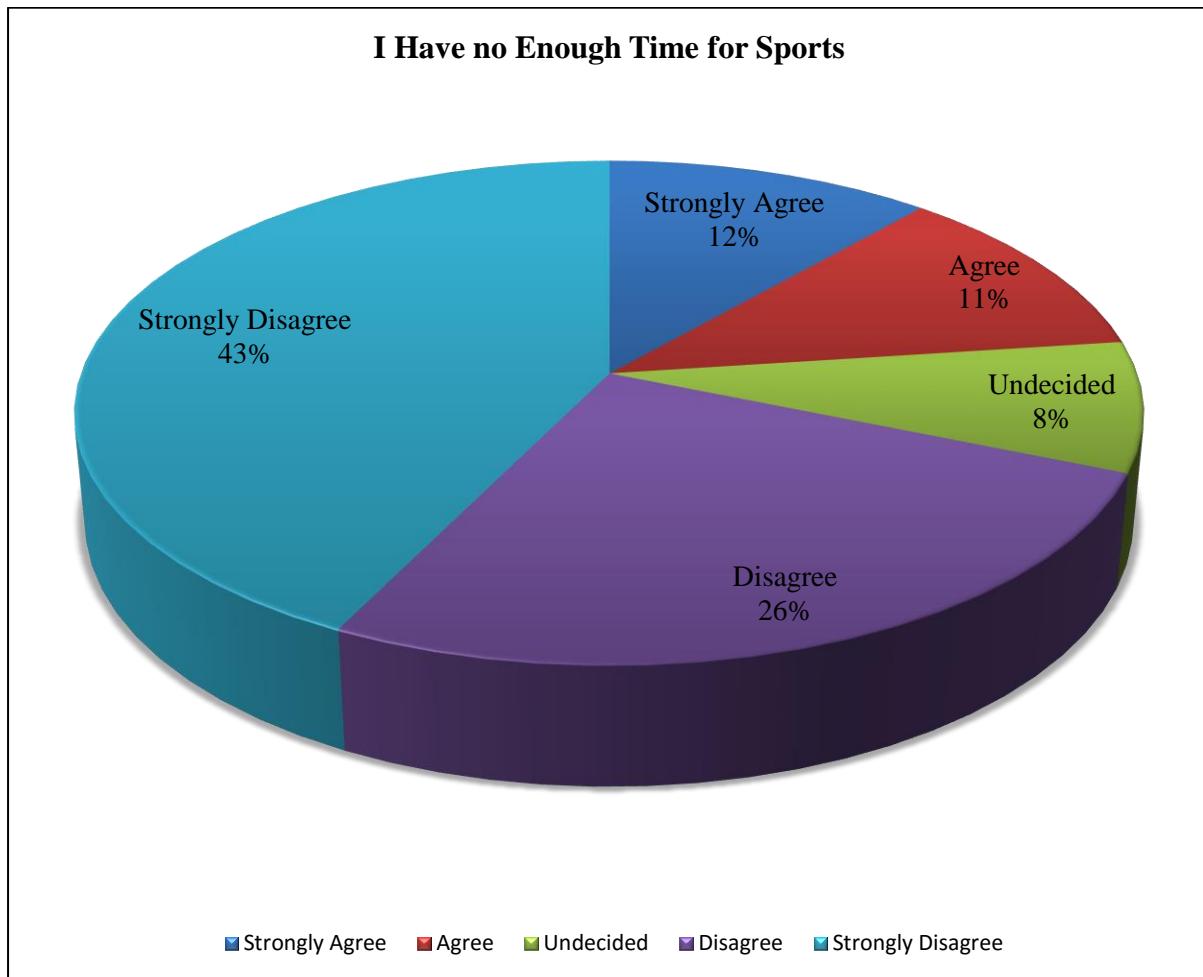
(Source: Field Study, 2018)

Those who strongly agreed were 21 (21.9%), 21 (21.9%) agreed, 8 (8.3%) were undecided, 19 (19.8%) disagreed, while 27 (28.1%) strongly disagreed. The result of this analysis indicates that most students feel being forced to participate in sports against their will. According to Shruti (2017) that sports should be made compulsory for every child to participate in order to remain healthy and fit, rather than bookish learning and studies.

4.5.4 Inadequate Time for Sports

The participants were asked to respond to the statement that ‘I have no enough time for sports and their responses were as follows;

Figure 8: Adequacy of Time for Sports



(Source: Field Study, 2018)

From the figure 8 above, 11 (12.0%) strongly agreed, 10 (11.0%) agreed, 8 (8.0%) were undecided, 25 (26.0%) disagreed, while 42 (43.0%) strongly disagreed. This is an indication that majority of the students have adequate time for sports. In addition to that, the responses from the interview guides confirmed that the schools under study have allocated enough time for sports as follows; in one of the schools, sports are held five days in a week; Monday, Tuesday, Friday and weekends from 4.00pm to 5.00pm. In another school, sports are held on Mondays and Wednesdays from 4.00pm to 5.00pm while a third one hosted sport once in a week but organized interclass, inter-house and interschool competitions on regular basis.

4.5.5 Interesting Sporting Activities

The table below shows the responses of the students on whether sporting activities in school are interesting;

Table 22: Interesting Sporting Activities Motivates Students to Participate in School

Sporting activities in school are interesting and this motivates me to participate	Frequency	Percent
Strongly agree	35	36.5
Agree	33	34.3
Undecided	8	8.3
Disagree	7	7.4
Strongly disagree	13	13.5
Total	96	100.0

(Source: Field Study, 2018)

On whether sporting activities in school are interesting and therefore motivates students to participate, 35 (36.5%) strongly agreed, 33 (34.3%) agreed, 8 (8.3%) were undecided, 7 (7.4%) disagreed, while 13 (13.5%) strongly disagreed. This is an indication that the available sports are interesting to most of the students. This concurs with the findings of Joanne (2016). Joanne notes that, students are interested in sports only when there are enough facilities.

4.5.6 Ability to play all Sporting Activities in the School

Students were asked if they could play all the sporting activities in their schools and below are their responses;

Table 23: I can play all the sporting activities in the school

I can play all the sporting activities in the school	Frequency	Percent
Strongly agree	16	16.7
Agree	18	18.8
Undecided	15	15.5
Disagree	23	24.0
Strongly disagree	24	25.0
Total	96	100.0

(Source: Field Study, 2018)

On whether student respondents could play all the sporting activities in the school, 16 (16.7%) strongly agreed, 18 (18.8%) agreed, 15 (15.5%) were not sure, 23 (24.0%) disagreed, while 24 (25.0%) strongly disagreed. This is an indication that not all students can play all the sporting activities available. From the responses of the three sports coordinators confirmed that many students do not know how to play all the sporting activities in their schools.

4.5.7 Sports and Future Career

The student respondents were asked whether participating in sports prepare them for future career orientation and their responses were as follows;

Participation in sports prepares me for my future career orientation	Frequency	Percent
Strongly agree	43	44.8
Agree	21	21.9
Undecided	8	8.3
Disagree	7	7.3
Strongly disagree	17	17.7
Total	96	100.0

(Source: Field Study, 2018)

From the above Table, 43 (44.8%) strongly agreed, 21 (21.9%) agreed, 8 (8.3%) were undecided, 7 (7.3%) disagreed, while 17 (17.7%) strongly disagreed. Based on the majority of the respondents, it is evident that sports prepare students for future career endeavors. According to Shruti (2017) emphasizes that, if any person is really interested in any of the sports, he or she can make his or her career in the sports as it has a wide scope.

4.6 Inadequate Time for Sports

The table below shows the responses of students based on the inadequacy of time for sports;

Table 24: Inadequate Time for Sports

There is no enough time for sporting activities in the school	Frequency	Percent
Strongly agree	25	26.0
Agree	34	35.4
Undecided	2	2.1
Disagree	16	16.7
Strongly disagree	19	19.8
Total	96	100.0

(Source: Field Study, 2018)

When asked whether there is no enough time for sporting activities in their schools, 25 (26.0%) of student respondents strongly agreed, 34 (35.4%) agreed, 2 (2.1%) were undecided, 16 (16.7%) disagreed, while 19 (19.8%) disagreed. This implies that the allocated time for sports is inadequate. Nyanjom (2012) emphasizes that, 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 in his study.

4.6.1 Students Seldom Participate in Sports' Competitions

Students were asked if they seldom participate in sports' competitions and they responded as follows;

Table 25: Students Seldom Participate in Sports' Competitions

We seldom participate in sports' competitions	Frequency	Percent
Strongly agree	16	16.7
Agree	23	24.0
Undecided	6	6.3
Disagree	22	22.8
Strongly disagree	29	30.2
Total	96	100.0

(Source: Field Study, 2018)

According to the student respondents, 16 (16.7%) strongly agreed, 23 (24.0%) feels that they seldom participate in sports, 6 (6.3%) were undecided, 22 (22.8%) disagreed, while 29 (30.2%) strongly disagreed that they do participate in sports. Majority of the respondents were therefore of the opinion that they actually participate in some sports competitions in school. This is in line with the response from one the sports coordinators who hosted sport once in a week but organized interclass, inter-house and interschool competitions on regular basis.

4.6.2 Lateness for Sports due to Lessons

The table below shows the responses of students on the lateness for sports;

Table 26: Lateness for Sports

Many students come late for sports due to lessons	Frequency	Percent
Strongly agree	19	19.8
Agree	20	20.8
Undecided	4	4.2
Disagree	29	30.2
Strongly disagree	24	25.0
Total	96	100.0

(Source: Field Study, 2018)

On whether many students come late for sports due to lessons, 19 (19.8%) strongly agreed, 20 (20.8%) agreed, 4 (4.2%) were undecided, 29 (30.2%) disagreed, while 24 (25.0%) strongly disagreed. Although the disparity between those who agreed and those who disagreed is small, majority are of the opinion that students are not inconvenienced for sports by lessons while 39 students responded yes that some students come late to sports due to extension of lessons.

4.6.3 Struggling to Finish Sports

The student respondents were asked whether they struggle to finish sports due to lack of time and below are their responses;

Table 27: Struggle for Time

We always struggle to finish sports due to lack of time	Frequency	Percent
Strongly agree	30	31.3
Agree	29	30.2
Undecided	3	3.1
Disagree	21	21.9
Strongly disagree	13	13.5
Total	96	100.0

(Source: Field Study, 2018)

From the above table, 30 (31.3%) strongly agreed, 29 (30.2%) agreed, 3 (3.1%) were undecided, 21 (21.9%) disagreed, while 13 (13.5%) strongly disagreed. This implies that time allocated for sports is not adequate. Wanyama (2011), points out that in Kenyan secondary schools, physical education teachers find it a big challenge to teach anything meaningful within the forty-minute period so they opt to give students a ball to play with while they become umpires. She added that the issue of time is such a big challenge especially if the teachers wanted to teach new skill to beginning students.

4.6.4 More Time Needed for Sports

The researcher also wanted to find out if more time is needed for sports and below are the responses;

Table 28: Need for More Time for Sports

	Students		Teachers	
More time is needed for sporting activities in the school	Frequency	Percent	Frequency	Percent
Strongly agree	49	51.0	3	33.3
Agree	33	34.4	5	55.6
Undecided	2	2.1	1	11.1
Disagree	5	5.2	0	0
Strongly disagree	7	7.3	0	0
Total	96	100.0	9	100

(Source: Field Study, 2018)

The Table above shows the responses on whether more time is needed for sporting activities, to which 49 (51.0%) of the student respondents strongly agreed, 33 (34.4%) agreed, 2 (2.1%) were undecided, 5 (5.2%) disagreed, while 7 (7.3%) strongly disagreed. Similarly, 3 (33.3%) of teacher respondents also strongly agreed, 5 (55.6%) agreed, while 1 (11.1%) were undecided. The overwhelming response from both students and teacher respondents is a strong indication that more time is needed for sporting activities, as the allocated time is inadequate. The above responses are in line with the findings of Wanyama (2011) that the issue of time is such a big challenge especially if the teachers wanted to teach new skill to beginning students.

4.7 Inadequate Personnel as a Challenge to Sporting Activities

4.7.1 Motivation from Sports Personnel

The teacher respondents were asked whether sports personnel motivate the students to participate in sporting activities and below are their responses;

Table 29: Students Motivation from Sports Personnel

The sport personnel motivate the students to participate in sporting activities	Frequency	Percent
Strongly agree	4	44.4
Agree	4	44.4
Disagree	1	11.2
Total	9	100.0

(Source: Field Study, 2018)

Responding to the above item, 4 (44.4%) strongly agreed, 4 (44.4%) agreed and 1 (11.2%) disagreed. The overwhelming majority is a strong indication that sports personnel motivate students to participate in sports. Also, the three sports coordinators responded that the attitude of the teachers towards sports was found to be generally positive. Yazid (2015) points out that, there is no way the quality of participation of any nation or organization in competitive sports can improve without having well trained and experienced coaches in various sports who are ready to motivate the players.

4.7.2 Inadequacy of Sports Personnel

Teachers were asked whether inadequacy of sport personnel lead to lack of students' participation in sporting activities and their responses are as follows;

Table 30: Inadequacy of Sports Personnel

Inadequacy of sport personnel lead to lack of students' participation in sporting	Frequency	Percent
Strongly agree	2	22.3
Agree	3	33.3
Undecided	1	11.1
Disagree	3	33.3
Total	9	100.0

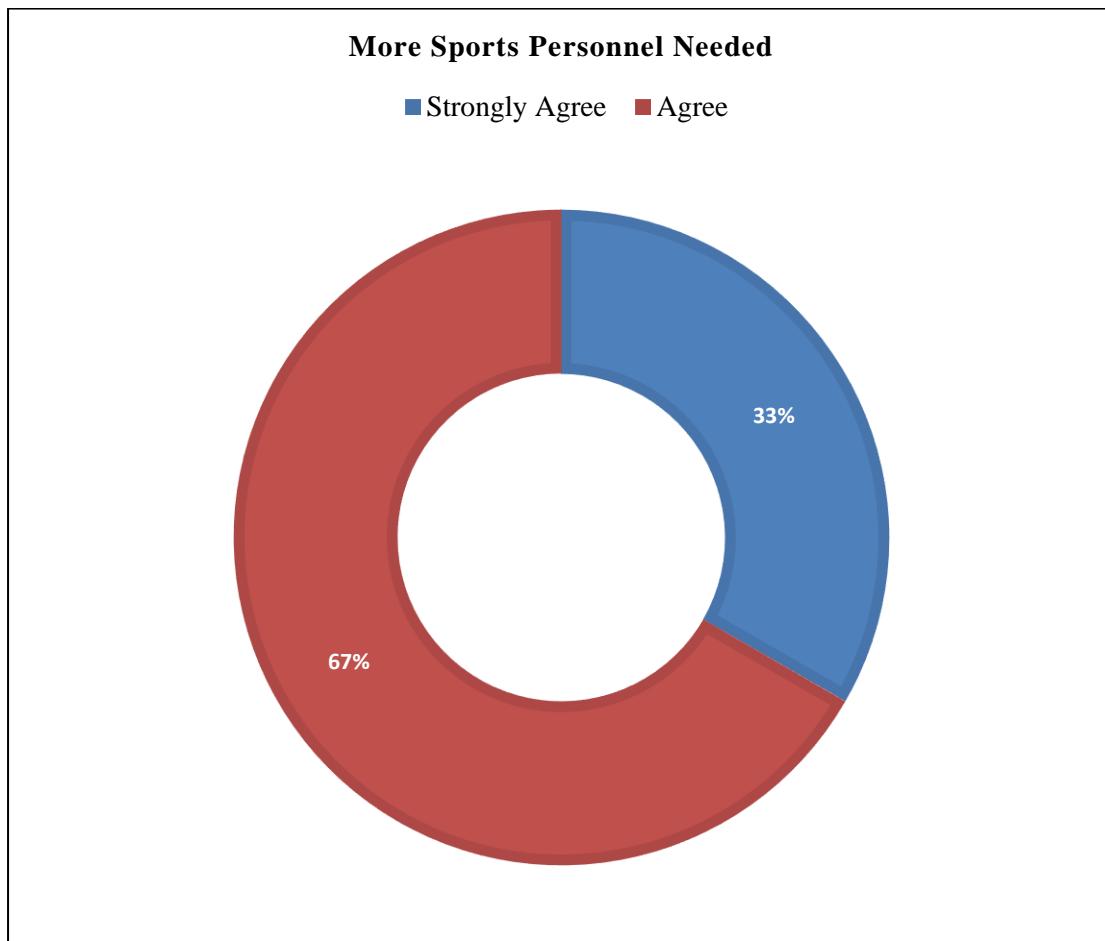
(Source: Field Study, 2018)

From the above Table, 2 (22.3%) of teacher respondents strongly agreed, 3 (33.3%) agreed, 1 (11.1%) were undecided, while 3 (33.3%) were in disagreement. This shows that there is need to have adequate sports personnel to ensure that students participate effectively in sports. Furthermore, from the interview guide the sports coordinators affirmed that majority of the schools were found to have inadequate sports personnel. Ngwoke (2012), in his research on the constraints associated with sport personnel for development of sport in secondary schools in Nsukka Education zone shows that, the respondents indicated that the constraints associated with personnel for development of sport were: in-service training for sports personnel, inadequate number of sports personnel, lack of specialist training for sports personnel. Others constraints were sports personnel and finally recruitment of non-sports personnel, which was indicated with the lowest percentage.

4.7.3 More Sports Personnel

The teacher respondents were asked whether more sport personnel are needed in the school and their responses are as follows;

Figure 9: More Sports Personnel Needed



(Source: Field Study, 2018)

From the figure above, 3 (33.0%) strongly agreed and 6 (67.0%) agreed. This translates to 100% of the teacher respondents that agreed with the statement. This implies that the schools under study are understaffed in terms of sports personnel. Ekuka (2013) conducted a study on the factors contributing to pupils' poor performance in sports competitions in Uganda and that majority of the head teachers indicated that they don't have enough teachers in their schools, and this could be one of the factors contributing to poor performance of the pupils in competitions.

4.7.4 Effect of Unskilled Personnel on Sporting Activities

When asked whether unskilled sport personnel are a challenge to the sporting activities in the school, teachers responded as follows;

Table 31: Unskilled Personnel

Unskilled sport personnel are a challenge to the sporting activities in the school	Frequency	Percent
Strongly agree	3	33.3
Agree	3	33.3
Disagree	3	33.3
Total	9	100.0

(Source: Field Study, 2018)

The above table indicates that, 3 (33.3%) of teacher respondents strongly agreed, 3 (33.3%) agreed, while 3 (33.3%) disagreed. This is an indication that there is need to have skilled sports personnel in schools. Musebe (2015), in his study on factors influencing students' participation in sports and sports team membership in secondary schools in Kakamega South indicated that, lack of trained sports coordinators and coaches are major challenges facing the sporting activities in Kakamega secondary schools of which lead to poor performance during competitions.

4.7.5 Sports Personnel

The teacher respondents were asked to give out their opinions whether sport personnel carry out good and careful preparation for sporting activities and below are their responses;

Table 32: Sport personnel's Role in Sporting Activities

Sport personnel carry out good and careful preparation for sporting activities	Frequency	Percent
	3	33.3
Strongly agree		
	5	55.6
Agree		
	1	11.1
Strongly disagree		
Total	9	100.0

(Source: Field Study, 2018)

According to Table 32, sports personnel carry out good and careful preparation for sporting activities as strongly noted by 3 (33.3%) of teacher respondents, 5 (55.6%) agreed, while 1 (11.1%) strongly disagreed. This shows the importance of having sports personnel in institutions of learning. Also, the three sports coordinators affirmed it from the interview guide even though most of the sports personnel are not motivated by any incentive for such special work.

4.7.6 Sport Personnel Encouragement to Students

When asked whether sports personnel encourage students whenever they make mistakes during sporting activities, the teachers responded as follows;

Table 33: Role of Sports personnel in Motivating Students

Sport personnel encourage students whenever they make mistakes during sporting activities	Frequency	Percent
Strongly agree	3	33.3
Agree	5	55.6
Undecided	1	11.1
Total	9	100.0

(Source: Field Study, 2018)

The number of teacher respondents that strongly agreed that sports personnel encourage students whenever they make mistakes during sporting activities was 3 (33.3%), 5 (55.6%) agreed, while 1 (11.1%) were non-committal. This shows that majority of the sports personnel correct and encourage students whenever they make mistakes during sporting activities. From the interview guide the respondents affirmed that students are encouraged to perform better whenever they make mistakes.

4.8 Teachers Responses on Whether Inadequate Equipment Is a Challenge to Sporting Activities

Below are the teachers' responses on whether inadequate equipment is a challenge to sporting activities;

Table 34: Lack of sporting equipment

Lack of sporting equipment is a challenge to sporting activities at school	Frequency	Percent
Strongly agree	4	44.4
Agree	4	44.4
Disagree	1	11.2
Total	9	100.0

(Source: Field Study, 2018)

This analysis shows that majority of the teacher respondents at 4 (44.4%) strongly agreed, 4 (44.4%) were in agreement that lack of sporting equipment is a challenge to sporting activities at school while a meager 1 (11.2%) were in disagreement. This implies that the schools under study are lacking vital sporting equipment, which could be hampering sporting activities. This concurs with the response from the interview guides that sporting facilities is a challenge to sporting activities in the schools. According to Sirimba (2015) inadequate facilities are major challenges facing physical education in schools.

4.8.1 Access to Sporting Equipment in Schools

On whether every student has access to sporting equipment in their schools, teacher respondents answered as follows;

Table 35: Students Access to Sporting Equipment in Schools

Every student has access to sporting equipment in the school	Frequency	Percent
Strongly agree	1	11.1
Agree	3	33.3
Disagree	4	44.5
Strongly disagree	1	11.1
Total	9	100.0

(Source: Field Study, 2018)

Table 35 shows that, 1 (11.1%) strongly agreed, 3 (33.3%) agreed, 4 (44.5%) disagreed, while 1 (11.1%) strongly disagreed. This implies that not every student has access to the sporting equipment in the schools and therefore, the available equipment is not adequate. The three sports coordinators mentioned that the most common sporting activities in which they have were football, volleyball, handball, netball, rugby, basketball, badminton and hockey. However, sport facilities and adequate equipment were lacking. Furthermore, one of the challenges facing participation of students in sports according to Brillant (2017) is lack of facilities such as kits, playground, and health facilities after injuries.

4.8.2 The Sporting Grounds

When asked whether the sporting ground is up to the standard, the teacher respondents responded as follows;

Table 36: Standard-Sporting Grounds

The sporting ground is up to the standard	Frequency	Percent
Agree	5	55.6
Disagree	2	22.2
Strongly disagree	2	22.2
Total	9	100.0

(Source: Field Study, 2018)

The table above indicates that, 5 (55.6%) of teacher respondents agreed, 2 (22.2%) disagreed, while 2 (22.2%) disagreed. Based on the slight majority, it is possible that majority of the sporting grounds are up to the standard. Awoma, Okakah and Araqinwa (2015) in their journal on facilities/equipment as predictor of sport development state that having the right quality and quantity of sports facilities and equipment is an integral part of sports development and that the availability of adequate equipment and facilities play a major role in sports development.

4.8.3 New Sporting Facilities

The teacher respondents were asked whether new sporting facilities increase the participation of students in sporting activities in their schools and below are their responses;

Table 37: New Sporting Facilities

New sporting facilities increase the participation of students in sporting activities in the school	Frequency	Percent
Strongly agree	5	55.6
Agree	4	44.4
Total	9	100.0

(Source: Field Study, 2018)

From the above table, 5 (55.6%) strongly agreed and 4 (44.4%) agreed. This translates to 100% of teacher respondents who concurred that new sporting facilities increase the participation of students in sporting activities. Awoma, Okakah and Araqinwa (2015) in the results of their findings on the facilities on sports indicated the percentage responses of respondents on the research question of their study. The result revealed that 58.1% of the respondents strongly agree that facilities/equipment is predictor to sports development, 34.2% agreed while 0.8% disagreed. Therefore, new sporting facilities increase the participation of students in sporting activities in the school.

4.8.4 Need for Improvement of Sporting Activities

When asked whether the current status of sporting activities in the school needs improvement, the teacher respondents answered as follows;

Table 38: Need to Improve Status of Sports in Schools

Current position of sporting activities in the school needs improvement	Frequency	Percent
Strongly agree	5	55.6
Agree	3	33.3
Undecided	1	11.1
Total	9	100.0

(Source: Field Study, 2018)

The table above shows that, 5 (55.6%) of teacher respondents strongly agreed, 3 (33.3%) agreed while 1 (11.1%) were undecided. This implies that a whopping 88.9%

forming the majority of the respondents were of the opinion that the current status of the sporting activities needs improvement. Adequate sport infrastructure is important to sport participation, as many sports cannot be performed without having the appropriate sport facility (Kirstin, 2012).

4.9 Students Interest in Sporting Activities

This objective wanted to establish how students' attitude towards sports affects sporting activities. The results of this analysis are presented as follows:

4.9.1 Participation in sports and academic performance

Table 39 shows whether participation in sporting activities improves the students' performance in their academics as responded by teacher respondents;

Table 39: Participation in sports and academic performance

Participation in sporting activities improves the students' performance in their academics	Frequency	Percent
Strongly agree	1	11.1
Agree	7	77.8
Disagree	1	11.1
Total	9	100.0

(Source: Field Study, 2018)

The above table indicates that, 1 (11.1%) strongly agreed, 7 (77.8%) agreed, while 1 (11.1%) disagreed. This shows that Participating in sporting activities is highly likely to improve students' performance in their academics. This is in contrast with Joanne (2016) that

Parents are the reason why students lack interest in sports. Parents emphasize on their child's academic performance only. So, they sign up tuition classes such as English tuition class, Chemistry tuition class and so on for their children to improve their children's academic performance. Which means that their participation in sport will reduce their academics performance.

4.9.2 Every Student Plays All the Sporting Activities in the School

On whether every student plays all the sporting activities in the school, the table below shows the responses of the teachers;

Table 40: Participation in Sports and Academic Performance

Every student plays all the sporting activities in the school	Frequency	Percent
Agree	2	22.2
Disagree	6	66.7
Strongly disagree	1	11.1
Total	9	100.0

(Source: Field Study, 2018)

The above table indicates that, 2 (22.2%) agreed, 6 (66.7%) disagreed and 1 (11.1%) strongly agreed. Hence, majority of students did not participate in all sports. From the interview guide not, all students participate in all sports affirmed by the sports coordinators.

4.9.3 Preferring Studying During the Time for Sports

When asked whether some students prefer studying during the time for sports, the teacher respondents answered the following;

Table 41: Preferring Studying During the Time for Sports

Some students prefer studying during the time for sports	Frequency	Percent
Agree	5	55.6
Undecided	2	22.2
Disagree	2	22.2
Total	9	100.0

(Source: Field Study, 2018)

Table 41 indicates, 5 (55.6%) agreed, 2 (22.2%) were undecided while 2 (22.2%) disagreed. This shows that majority of students prefer studying during the time for sports. Furthermore, Judith and Hulleman (2009), explain that interest is often thought of as a process that contributes to learning and achievement. They emphasized that pursuing activities and topics that we find interesting play an important part in determining how fulfilled we are with our lives and that interest is an important outcome and they believe that it is a crucial component of success in academics, sports or other areas of our lives.

4.9.4 Students Forced to Participate in Sports

On whether students are chased around to participate in sporting activities, the followings are the responses;

Table 42: Students are forced to Participate in Sports

Students are chased around to participate in sporting activities	Frequency	Percent
Strongly agree	1	11.1
Agree	4	44.4
Disagree	3	33.3
Strongly disagree	1	11.1
Total	9	100.0

(Source: Field Study, 2018)

The above table shows that, 1 (11.1%) strongly agreed, 4 (44.4%) agreed, 3 (33.3%) disagreed and 1 (11.1%) strongly disagreed. This is an indication that majority of students have to be forced to participate in sports. According to Hardman (2009) that one of the challenges facing sports in high schools in Jordan is negative view of the teachers as well as students and guardians about sporting activities. And so, many students are likely to be forced to participate in sporting activities.

4.9.5 Preference for Watching to Participating in Sports

The respondents were asked to indicate whether some students prefer watching to participating in sporting activities in the school and their responses are as follows;

Table 43: Students Prefer Watching than Participate in Sports

Some students prefer watching to participating in sporting activities in the school	Frequency	Percent
Strongly agree	1	11.1
Agree	5	55.6
Undecided	2	22.2
Disagree	1	11.1
Total	9	100.0

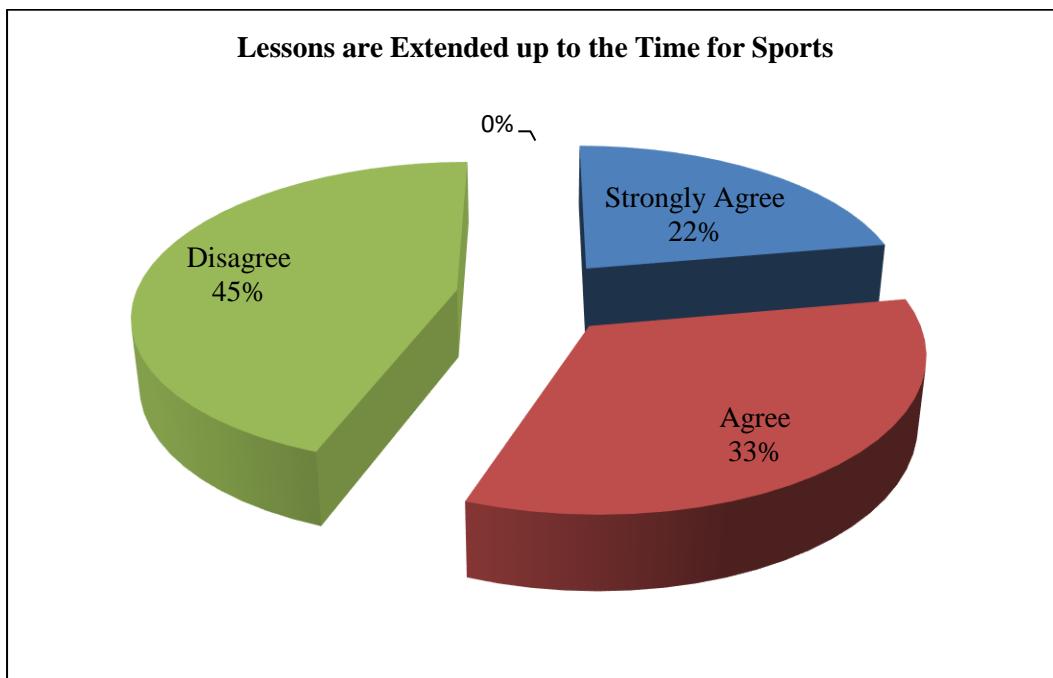
(Source: Field Study, 2018)

The table above shows that, 1 (11.1%) strongly agreed, also majority of teacher respondents 5 (55.6%) agreed that some students prefer watching to participate in sporting activities in the school, 2 (22.2%) were undecided while 1 (11.1%) disagreed. This implies that some students would rather watch sports than participate in them. According to Shruti (2017) sports should be made compulsory for every child to participate in sports and games so that rather than watching they should remain healthy and fit by participating in various types of sports and games so that it must also benefit our country and promote our country and provides recognition to the nation.

4.10 Whether Inadequate Time Is a Challenge to Sporting Activities

The teacher respondents were asked whether lessons are extended to sports time and below are their responses;

Figure 10: Lessons are extended up to sports time



(Source: Field Study, 2018)

From the above figure, 2 (22.0%) strongly agreed, 3 (33.0%) agreed, while 4 (45.0%) disagreed that lessons are extended to sports time. This is evident that sports are treated as inferior to other academic subjects. Wanyama (2011), points out that in Kenyan secondary schools, a lesson lasts forty minutes. The number of periods assigned to a subject is determined based on statutory guidelines, which show how many periods should be allocated to each subject in the school curriculum, however, physical education is allocated only one forty-minute period per week per class. This affirmed the findings above that sports are treated as inferior to other academic subjects.

4.10.1 Students Participate in Every Tournament

When asked whether the students participate in every match or tournament in which they have been invited the responded answered as follows;

Table 44: Students Participate in Every Tournament

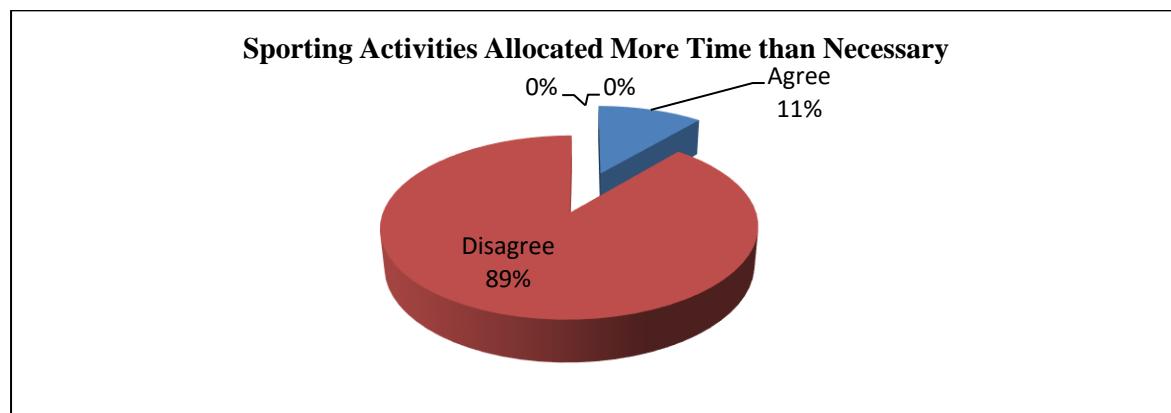
The students participate in every match or tournament in which they have been invited	Frequency	Percent
Agree	1	11.1
Undecided	1	11.1
Disagree	7	77.8
Total	9	100.0

(Source: Field Study, 2018)

Table 44 indicates that, 1 (11.1%) agreed, 1 (11.1%) were undecided while 7 (77.8%) disagreed. This is proof that majority of the students participates in less sports than what is anticipated. Also, from the interview guide the three sports coordinators concur with the above findings due to the followings; time allocated for sports were found to be inadequate. The interview established that not all students participate in all sports. Majority of the schools were found to have inadequate sports personnel.

4.10.2 Sporting activities have more time than needed

On whether sporting activities have been allocated more time than needed, the teacher respondents replied as follows;

Figure 11: Time Allocation for Sports

(Source: Field Study, 2018)

The above figure indicates that, 1 (11%) agreed but 8 (89%) disagreed. This implies that the time allocated for sports is generally inadequate. According to Fletcher, Benshoff and Richburg (2003) emphasized that, many students would wish to engage in sporting activities, but due to inadequacy of time. Therefore, there is always not enough time for sport.

4.11 Analysis of the Interview with Sports Coordinators

Three Sports coordinators from three schools were interviewed. Their responses are as follows:

In one of the schools, sports are held five days in a week; Monday, Tuesday, Friday and weekends from 4.00pm to 5.00pm. In another school, sports are held on Mondays and Wednesdays from 4.00pm to 5.00pm while a third one hosted sport once in a week but organized interclass, inter-house and interschool competitions on regular basis.

In terms of the number of sports personnel, one school had 5, another 6 while a third one had 12 trained individuals. The attitude of the teachers towards sports was found to be generally positive. However, although teachers were found to be willing to train students, there was no per diem or allowance to motivate them. There was also a challenge of trying to balance between sports and academic work.

The most common sporting activities mentioned were football, volleyball, handball, netball, rugby, basketball, badminton and hockey. However, sport facilities and adequate equipment were lacking.

Students were found to have negative attitude toward sports but most of them were found to like football. However, time allocated for sports were found to be inadequate. The interview established that not all students participate in all sports. Majority of the schools were found to have inadequate sports personnel.

In general, the major challenges identified included lack of adequate trainers, facilities and equipment. Others are students' negative attitude towards sports, unsupportive female teachers were and inadequate sports' time allocation. Teachers were also found to be demoralized because they are not given allowances to train students in sports while balancing between academic work and sports was found to be a major challenge.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The purpose of this study was to investigate the challenges facing sporting activities in public secondary schools in Ngong Sub-County, Kajiado County. The study was guided by the following objectives: To investigate whether inadequate of personnel are challenges to sporting activities, to investigate whether lack of equipment is a challenge to sporting activities, to examine whether students' interests are challenges to sporting activities and to find out whether inadequate time is a major challenge to sporting activities in public secondary schools in Ngong Sub-County.

The study was grounded on the expectancy theory by Victor Vroom and Maslow's Hierarchy of Needs Theory. A literature review was carried out from a variety of sources including journal articles, books among many others from international to regional to local levels. From the reviewed literature, it emerged that there were literature gaps that needed to be filled by the current study. The study used quantitative methods approach and the research design adopted was the survey research design. The study enlisted 108 respondents comprising students, teachers and trainers drawn from public schools in Ngong Sub-County who were selected through stratified, simple random and purposive sampling techniques. Questionnaires were used to collect quantitative data. Statistical Programme for Social Sciences (SPSS) version 21 was used to get descriptive statistics. This chapter discusses those findings as follows:

5.2 Summary of the Findings

5.2.1 Whether Inadequate Personnel Impedes Sporting Activities

The study noted that the schools under study are understaffed in terms of sports personnel. However, the study established that the schools under study had sports teachers who were knowledgeable in most of the sporting activities. The study also noted that majority of teachers strive to be punctual for sports despite a substantial number (40.6%) not being able to attend to sports on time. Majority of teachers as noted by student respondents (46.9%) and teacher respondents (88.8%) were found to be able to motivate students to participate in sports and encourage students even when they make mistakes in sports. However, the study observed that there is need to have adequate skilled sports personnel to ensure that students participate effectively in sports.

5.2.2 Whether lack of equipment is a challenge to sporting activities

The study established that the schools under study are lacking vital sporting equipment, which could be hampering sporting activities. The study noted that not every student has access to the sporting equipment in the schools and therefore, the available equipment is not adequate.

The study noted that the football fields in most of the schools under study are in a bad state and therefore do not inspire students to engage in sports. Specifically, the study established that volleyball and football fields were in bad condition.

Similarly, most students do not have complete sportswear which is also hampering proper participation in sports. Most students pointed out that they would be more motivated to participate in sports if they were provided with new sports facilities. The study also noted that students enjoy sports when there are adequate sporting facilities while faulty sports equipments were found to be dangerous to the participants. The situation is worsened by lack

of good and complete first aid kit. The study noted that the current status of the sporting activities needs improvement.

5.2.3 Whether Students' Interests Impacts Sporting Activities

The study observed that most students have the physical ability to participate in sports and are aware that sports improve their physical fitness and that most teachers strive to organize external matches and competitions for their students and therefore most students do not perceive sports as a waste of time, neither do sports interfere with their studies in any significant way. The study noted that participating in sporting activities is highly likely to improve students' performance and prepare students for future career endeavors. However, the study noted that most students feel being forced to participate in sports against their will. Most students were found to be participating less in sports than what is anticipated.

5.2.4 Whether Inadequate Time Is a Major Challenge to Sporting Activities

The study established that time allocated for sports was found to be inadequate. Specifically, lessons are extended to sports time which implies that sports are treated as inferior to other academic subjects. However, most students are not inconvenienced for sports by lessons and most students prefer studying during the time for sports and hence, most students have to be forced to participate in sports. Most students were found to prefer watching sports than participate in them. Nevertheless, the study established that more time is needed for sporting activities, as the allocated time is inadequate.

5.3 Conclusion

The study concludes that the schools under study are understaffed in terms of sports personnel. However, the available small number of staff strives to be punctual for sports and

motivate students. The study concludes that there is need to have adequate skilled sports personnel to ensure that students participate effectively in sports.

The public secondary schools are lacking vital sporting equipment, which are hampering sporting activities. Specifically, football fields are in a bad state and therefore do not inspire students to engage in sports. The study concludes that there is need for upgrade of most of the facilities and equipment.

The study concludes that most students have the physical ability to participate in sports and are aware that sports improve their physical fitness and that most teachers strive to organize external matches and competitions for their students and therefore most students do not perceive sports as a waste of time, neither do sports interfere with their studies in any significant way. It is also evident that participating in sporting activities is highly likely to improve students' performance and prepare students for future career endeavors. However, most students feel being forced to participate in sports against their will and were participating in less sports than what is anticipated.

The time allocated for sports is not adequate as lessons were being extended to sports time which implies that sports are treated as inferior to other academic subjects. Most students prefer studying during the time for sports and hence, and have to be forced to participate in sports.

5.4 Recommendations

The study recommends the following:

5.4.1 Challenges of Inadequate Personnel on Sporting Activities

- The study recommends that the schools and the government agencies involved should strive to add more sports trainers.
- The sports trainers should be well trained.

- Teachers who volunteer to train students should be motivated through allowances

5.4.2 Challenges of Lack of Equipment is for Sporting Activities

- The school administration should strive to equip their schools with adequate and quality equipment and facilities.
- Worn out facilities and equipment need to be replaced.

5.4.3 Whether Students' Interests Impacts Sporting Activities

- Students should inculcate a culture of participating in sports
- Schools should sensitize students on the importance of sports on their well-being.

5.5 Suggestions for further Research

This study only focused on the challenges facing sporting activities in public secondary schools in Ngong Sub-County, Kajiado County which is a small area considering that public secondary schools are scattered all over Kenya. It would be more appropriate for other studies to be carried out in a broader context within Kenya for the study to be acceptably generalized. Focus should also be extended to private secondary schools which the current study did not address. A qualitative approach or mixed methods on the same topic could also help to establish whether the findings would be similar. The following topics are therefore suggested for further research:

- a) Factors affecting sporting activities in schools
- b) Influence of sporting facilities on effectiveness of sports in schools
- c) Role of trained sports trainers in sporting activities in schools.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Marist International University College,

P.O. Box 24450-00502,

Nairobi-Kenya.

Dear Respondent,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa, undertaking a research on "**The Challenges Facing Sporting Activities in Public Secondary Schools in Ngong Sub-County, Kajiado County**", as a partial fulfillment of the requirements for the award of a bachelor Degree in Education. Your assistance in providing data for this study is of vital importance. Kindly respond to the questions as honestly as possible and rest assured that, all the information provided will be highly valued, treated as confidential and used only for academic purposes. I, therefore request you to answer the questions below without writing your name anywhere on this questionnaire.

Yours Sincerely,

(B.Ed./437/15/16)

Onah Peter Nwachukwu

Section A: Demographic Information

Instruction: For the following items, please tick (✓) in the spaces provided.

1. **Gender :** Male [] , Female []
2. **Age :** 25 – 30 years [] , 31 – 35 years [] , 36 – 40 years [] , above 40 years []
3. **School Type :** Girls Secondary [] , Boys Secondary [] , Mixed Secondary []
4. **Teaching Experience :** 1 – 5 years [] , 6 – 10 years [] , above 11 years []
5. **Your Highest Professional Qualification:** Diploma [] , Degree [] , Masters []
and other specification.....

Section B: Whether inadequate personnel is a challenge to sporting activities.

Instruction: Below are statements regarding personnel in sporting activities with letters:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

Please indicate your opinion by ticking (✓) in the space provided the extent to which you agree or disagree with the statements.

	Statements	SA	A	U	D	SD
i.	The sport personnel motivate the students to participate in sporting activities.					
ii.	Inadequacy of sport personnel lead to lack of students' participation in sporting activities.					
iii.	More sport personnel are needed in the school					
iv.	Unskilled sport personnel are challenge to sporting activities in the school.					
v.	Sport personnel carry out good and careful preparation for sporting activities.					

vi.	Sport personnel encourage students whenever they make mistake during sporting activities.					
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Section C: Whether inadequate equipment is a challenge to sporting activities.

Instruction: Below are statements regarding equipment in sporting activities with letters:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

Please indicate your opinion by ticking (✓) in the space provided the extent to which you agree or disagree with the statements.

	Statements	SA	A	U	D	SD
i.	Lack of sporting equipment is a challenge to sporting activities at school.					
ii.	Every student has access to sporting equipment in the school.					
iii.	The sporting ground is up to the standard.					
iv.	New sporting facilities increase the participation of students in sporting activities in the school.					
v.	Current position of sporting activities in the school needs improvement.					
vi.	Faulty sport equipment can be dangerous to the students					

Section D: Whether students' interest is a challenge to sporting activities.

Instruction: Below are statements regarding students' interest in sporting activities with letters:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

Please indicate your opinion by ticking (✓) in the space provided the extent to which you agree or disagree with the statements.

	Statements	SA	A	U	D	SD
i.	Participation in sporting activities improves the students' performance in their academics.					
ii.	Every student plays all the sporting activities in the school.					
iii.	Some students prefer studying during the time for sport.					
iv.	Students are chased around to participate in sporting activities.					
v.	Some students prefer watching to participate in sporting activities in the school.					

Section E: Whether inadequate of time is a challenge to sporting activities.

Instruction: For the following items, please indicate your answer by ticking (✓) in the spaces provided or write as applicable where explanations are needed. For the spaces in which you are to tick (✓), there are five alternatives depending on the extent of your agreement.

The alternatives are:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

	Statements	SA	A	U	D	SD
i.	More time is needed for sporting activities in the school.					
ii.	Lessons are extended up to time for sport.					
iii.	The students participate in every match or tournament in which they have been invited.					
iv.	Sporting activities have more time than needed.					

v. Which other challenges does the school face in sporting activities?

a).....

b).....

c).....

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Marist International University College,

P.O. Box 24450-00502,

Nairobi-Kenya.

Dear Respondent,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa, undertaking a research on "**The Challenges Facing Sporting Activities in Public Secondary Schools in Ngong Sub-County, Kajiado County**", as a partial fulfillment of the requirements for the award of a bachelor Degree in Education. Your assistance in providing data for this study is of vital importance. Kindly respond to the questions as honestly as possible and rest assured that, all the information provided will be highly valued, treated as confidential and used only for academic purposes. I, therefore request you to answer the questions below without writing your name anywhere on this questionnaire.

Yours Sincerely,

(B.Ed./437/15/16)

Onah Peter Nwachukwu

Section A: Demographic Information

Instruction: For the following items, please tick (✓) in the spaces provided.

6. **Gender :** Male [] , Female []
7. **Age :** 12 – 15 years [] , 16 – 20 years [] , above 20 years []
8. **Class :** Form One [] , Form Two [] , Form Three [] , Form Four []

Section B: Whether inadequate personnel is a challenge to sporting activities.

Instruction: Below are statements regarding personnel in sporting activities with letters:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

Please indicate your opinion by ticking (✓) in the space provided the extent to which you agree or disagree with the statements.

	Statements	SA	A	U	D	SD
i.	We have active sport teachers in our school.					
ii.	Our sport teachers are knowledgeable in all the sporting activities we have in school.					
iii.	Our sport teachers are always punctual for sport.					
iv.	I am motivated by our sport teachers.					
v.	Our sport teachers encourage me whenever I make a mistake during sporting activities.					
vi.	The training I receive from our sport teachers makes me feel physically fit.					
vii.	Our sport teachers have led us to many outside matches and competitions.					
viii.	Our sport teachers arrive late most often to sporting					

	activities.					
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Section C: Whether inadequate equipment is a challenge to sporting activities.

Instruction: Below are statements regarding equipment in sporting activities with letters:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

Please indicate your opinion by ticking (✓) in the space provided the extent to which you agree or disagree with the statements.

	Statements	SA	A	U	D	SD
i.	Our football field is smooth and greenish.					
ii.	I have complete sport wears.					
iii.	New sport facilities motivate me.					
iv.	There are enough sport facilities in my school.					
v.	I enjoy sport when there are adequate facilities.					
vi.	Faulty sport equipment can be dangerous.					
vii.	We have good volleyball and football fields.					
viii.	We have good and complete first aid box.					

Section D: Whether students' interest is a challenge to sporting activities.

Instruction: Below are statements regarding students' interest in sporting activities with letters:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

Please indicate your opinion by ticking (✓) in the space provided the extent to which you agree or disagree with the statements.

	Statements	SA	A	U	D	SD
i.	I do not have the physical ability for sport.					
ii.	Participation in sporting activities consume time, because of this I dislike sports.					
iii.	Participation in sport would interfere with my studies.					
iv.	Sporting activities are compulsory therefore; I have no option than to be there.					
v.	I have no enough time for sport.					
vi.	Sporting activities in the school are interesting and these motivate me to participate.					
vii.	I can play all the sporting activities in the school.					
viii.	Participation in sport prepares me for my future career orientation.					

Section E: Whether inadequate of time is a challenge to sporting activities.

Instruction: For the following items, please indicate your answer by ticking (✓) in the spaces provided or write as applicable where explanations are needed. For the spaces in which you are to tick (✓), there are five alternatives depending on the extent of your agreement.

The alternatives are:

SA = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

	Statements	SA	A	U	D	SD
i.	There is no enough time for sporting activities in the school.					
ii.	We seldom participate in sports' competitions.					
iii.	Many students come late to sport due to lessons.					
iv.	We always struggle to finish sport due to lack of time.					
v.	More time is needed for sporting activities in the school.					

vi. Which other challenges do you face in sporting activities?

- a.
- b.
- c.

APPENDIX III: INTERVIEW GUIDE

SEMI-STRUCTURED INTERVIEW GUIDE FOR SPORT-COORDINATORS

Dear respondent,

This semi-structured interview guide is part of the research being done on "**The Challenges Facing Sporting Activities in Public Secondary Schools in Ngong Sub-County, Kajiado County**". You are kindly requested to respond to the questions as honestly as possible. All responses and information given will be used for the purpose of this research hence, will be confidentially.

Thank you.

Yours sincerely,

(B.Ed./437/15/16)

Onah Peter Nwachukwu.

Answer these questions to the best of your knowledge. All information is held confidentially and is only used for the purpose of this research.

1. How is sporting activities allocated in your school?

.....

.....

.....

2. How many sport personnel do you have in your school?

.....

3. What would you say is the attitude of teachers towards sporting activities in your school?

.....
.....
.....

4. How many sporting activities do you have in your school and do they have all the equipment?

.....

5. What would you say is the attitude of the students towards sporting activities in the school?

.....
.....
.....

6. Is there enough time for the students to participate in all the sporting activities in the school?

.....
.....
.....

7. Are all the students participate in all the sporting activities in the school?

.....
.....

8. Is the number of sport personnel currently appropriate?

.....

9. In case of unexpected absence, are there alternate individuals on staff to fulfill the work?

.....

10. What are the major challenges facing sporting activities in your school?

a.....

b.....

c.....

APPENDIX IV: LETTER OF RESEARCH AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
P. O. Box 24450 KAREN, 00502 NAIROBI
TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

14TH SEPTEMBER, 2018

TO WHOM IT MAY CONCERN

RE: ONAH PETER NWACHUKWU (B.Ed/437/15/16)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The research topic to be carried out is: *Challenges Facing Sporting Activities in Public Secondary Schools in Ngong Sub-County, Kajiado County.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,



BR FRANCIS VERYE, FMS

DEPUTY PRINCIPAL ACADEMIC