

Investment in Sports Talent Management Resources and Pupils' Participation in Sports in Public Primary Schools in Kenya

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Abstract

Schools which are expected to provide the necessary institutional framework that can support talent development to its highest potential through a holistic learning framework. Sporting talents have, however, for the most part remained poorly managed at the school level where there is evidence that sports subjects are usually less emphasized compared to academic subjects. With the introduction of the competence based curriculum in Kenya in 2017, investments in talent management have demonstrably increased in terms of physical education in public primary schools across the country budget allocation per child per year from Kshs. 11.60 in 2016 for to Kshs. 38.68 in 2019. Therefore, the central question this study sought to answer was whether this investment was adequate to improve pupils participation in sports activities in primary schools in the country. School Wide Enrichment Model guided the investigations. Concurrent triangulation design was used targeting 271 school heads and teachers in charge of games from 68 public primary schools within Nairobi County, Kenya selected through systematic random sampling and purposive sampling techniques. Data was collected using questionnaires and analyzed using both descriptive and inferential statistics with the aid of Statistical Package for Social Scientists (SPSS) software. The results revealed that most schools in Kenya were still under resourced in terms of sports facilities and the existing ones were poorly maintained. The study, therefore, recommends that there is need for the schools managements to increase investment in sports resources specifically outdoor and indoor facilities and their maintenance.

Keywords: Competence Based Curriculum, Holistic Learning Framework, Talent Management Participation in Sports, Physical Education

Introduction

Talent refers to individual aptitudes and capabilities that when well nurtured, enable the learner to excel in given tasks (Gallardo-Gallardo et al., 2013). Talent is an inborn skill or natural capability that a person has that enables him/her to carry out a task that is deemed challenging or difficult to many people (Cappelli & Keller, 2014). Evidently, talent is a rare and valuable resource for society and is indeed a critical human capital aspect for any organization. For example, a talent for innovation or sporting ability can see an organization's fortunes rise exponentially within a short time. The advent of 'war for talent' as proclaimed by McKinsey decades ago in the early 21st century raised the profile of talent in the strategic agenda of organizations as well as in education institutions in the world (Van, Mathafena & Ras, 2015). Indeed, it is emerging that enlisting talented persons in organizations has been a key preoccupation for institutional managers in this century more than at any given time in human history (Van et al., 2015; Renström & Stenling, 2019; Prieto-Ayuso et al., 2020). However, potentially valuable human talent will be wasted if society does not pay attention to understanding how that talent develops and how it should be managed. Therefore, identification and management of talent are very important to its development.

Talents are manifested in various forms, however, the most visible talents for a long time have been scientific ability, music performance, academics, religion and sporting activities. Of late, significant attention globally has been turning to sports where improved media coverage coupled with industry sponsorship and investment has exposed talented sportsmen and sportswomen across the globe in almost every type sport. This has been matched with high career earnings and stability. Apart from revenues, sports are also an important form of social capital as evidenced by the Olympics. The primary basis for a positive, democratic referendum on the staging of the Olympic Games is the social capital within a nation, which is based on the nation's civic values, followed by political and then economic benefits (Prüschenk, 2020). In recent years many organization managers train their focus on talent management (TM). Talent management is also shifting to schools which are expected to provide the necessary institutional framework that can support talent development to its highest potential through a holistic learning framework. This is especially the case in competence based education environments where the focus is nurturing individual capabilities to the highest potential realizable. Talents, when well identified and managed in schools, provide pupils with flexibility and opportunities for communicating their feelings beyond the school rules and regulations could be more important and fulfilling for the learners (Baum *et al.*, 2014). It, therefore, means that if the talents are well managed in the schools, they would provide the talented pupils with chances of self-expression in addition to providing passages through which they can flow their surplus energies.

Sporting talents have, however, for the most part remained poorly managed at the school level where there is evidence that sports support subjects such as physical education are usually less emphasized compared to academic subjects. This is more so in the developing countries context where the emphasis of sports talent development has been low despite the abundance of talent leading to loss of talent and future potential revenues for both the individuals and their countries. In spite of its importance, sports education is often viewed as a marginal subject within the curriculum and many schools are actively reducing sports education time in favour of what are deemed more "serious" or "important" subjects. Statistics indicate that globally schools allocate minimal time to physical education which may mean that the sports talent may not be well developed especially in resource constrained contexts such as those in the developing countries (Stroebe et al., 2016).

For example, UNESCO (2014) reported that, globally, primary schools allocate 25 – 270 minutes weekly to physical education of which an average of actual time utilized in physical education is 97 minutes. Overall the average number of years during which PE is taught in schools is 12 (range 8-14) with a 73% cluster of 11 and 12 years (Seljebotn et al., 2019). As at 2013, Kenya allotted 80 minutes weekly for PE on average among primary school pupils compared to Ethiopia's 225 minutes per week on average for their pupils (Murithi, 2015). In addition, 30 minutes was allocated for sports education or physical education (PE) as it is known per class in one day in a week. This was despite the Kenyan government funding co-curricular activities through a vote head in the General Purpose Account (GPA) which allocated KSH 15 per child in a term. At the time of the introduction of CBC, investment in activity per child per term had been lowered to Ksh11.60 (MOEST circular ref. no. MOEST/DBE/6/2/9 24th May 2016) from Ksh. 15.00 per child in 2015 suggesting that there was a reduction in financing per child. Evidently, the less time and resources allotted for sports among primary school learners in Kenya meant that the sports talents among pupils could not be identified and nurtured in good time and may ultimately have failed to fully develop. The lower status of sports education was indicative that there is lack of considerable investment in sports talent management, and has been largely attributed to; little interest in physical education at the school level; general lack of awareness of the benefits and values of physical education; its relegation as a non-academic and as a more recreational rather than a non-examinable subject (Burnett, 2020).

With the introduction of the 'Competence Based Curriculum' (CBC) in the country's basic education system in 2017 (Kenya Institute of Curriculum Development [KICD], 2017). The CBC seeks to promote early identification of talents along arts and sports, social sciences and science, technology and mathematics (STEM). The CBC also recognizes the need for talent identification and development within the school learning context earlier on in the learning process. One of the key areas of focus is physical and sports education which has now been made into a core area of learning (KICD, 2017). Physical education in the CBC curriculum is anchored on UNESCO's (2015) International Charter of Physical Education, Physical Activity and Sport. Evidently, pupils' participation in sports as stipulated by the CBC guidelines is key to the successful identification and development of the pupils' sports talents and this could be realised through improved sports talent management by the school managers in collaboration with other education stakeholders. With the introduction of the CBC in 2017, investments in talent management have demonstrably increased in terms of physical education in public primary schools across the country budget allocation per child per year from Kshs. 11.60 in 2016 for to Kshs. 38.68 in 2019. However, the central question this study seeks to answer is whether this investment is adequate to improve pupils' participation in sports activities in primary schools in the country.

Objective of the Study

The objective of the study was to assess the impact of investment in sports resources on pupils' participation in sporting activities in public primary schools in Kenya.

Literature Review

Investment in sports resources on pupils' participation in sporting activities in schools

According to Digolo (2012) availability of resources or lack of them is one of the major factors influencing the successful management of pupils' talents in schools all over the world. In relation to this, 'facilities' may well be defined as a space, area, or rather a teaching station,

whose location may be in a building like a class room, out-of-doors, laboratory, play field, auditorium, gymnasium and so forth. Correspondingly, the term 'equipment' is interpreted to refer to non-expendable items that could make part of permanent constructions, for example basketball's backboard, football goal post and hockey grounds. Supplies comprise of expendable items, which are replaceable at recurrent intervals like balls, net, bats, paint, book, brushes and papers. Resources in a school constitute computer facilities, reading materials, permitting scholars to pay visits to local museums, area libraries. Assigning of mentors to students and permitting pupils that are talented to form groups and clubs in addition to organizing competitions is also a great part of resources. Resources also include permitting willing pupils to join locally available talent development programs provided by their schools or communities like art-based live performances (Digolo, 2012).

In the African context, apart from the financial difficulties schools face in the process of education resources maintenance, there is also inadequacy of skills and competent personnel to use and maintain the facilities (Onwuka, 2011). Digolo (2012) asserts that availability of resources or lack of them is one of the major factors influencing the successful management of pupils' talents in schools all over the world. Edward (2015) also notes that availability of resources, availability of appropriate teaching facilities and availability of equipment have been identified as major barriers to the implementation of the sports education curriculum. Fisette (2010) observed that sports education teachers face the challenge of teaching these large classes with minimal facilities and equipment. A class of 40-50 students would need a considerable investment in balls and other facilities to ensure that PE is taught adequately. UNESCO (2014) carried a world-wide survey of school physical education to inform the development of benchmark Indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Education/Training (QPETE/T). the survey established that in provider institutions a found out that there is general global and regional concerns about physical education facilities (indoors and outdoors) as well as associated amenities (such as changing rooms and showers), equipment provision and inadequacies in facility maintenance. The UNESCO study, however, noted that whilst there is a greater propensity of inadequate physical resource provision in low income countries and regions, the divide between these and some schools in middle and high income regions is not always clear-cut.

Toriola et al (2010) in South Africa also established that 23% of schools had no facilities, 51% had a multipurpose hall and 25% of schools had a sports field though only 10% of these were in use and 30% did not have suitable outdoor hard surfaces for outdoor games and activities. It was further established that only 0.3% of schools had a swimming pools and only 29% have access to swimming pool. In Ireland, Woods, Nelson and O'Gorman (2009) found that 81% of principals reported not having access to a multicultural hall for the purpose of teaching Physical Education, with almost one in two principals (45%) noticing that their Physical Education and sports facilities were inadequate. Akpodonor (2021) also revealed that over 80 per cent of primary and secondary schools in Nigeria do not even have to play ground, not to talk of sporting equipment.

Tinning and Kirk (2006) explain this by noting that most school principals consider sports education equipment and facilities to be very expensive to buy and to maintain. As Siedentop (1990 cited in Wanyama, 2011) also observes that's support for physical education often crumbles at the first sign of financial problems in a local school district. Githaga (2018) also found that due to financial constraints, many Kenyan schools have large classes because demand for education is higher than the ability of schools to provide the necessary facilities. However, she noted that the investment on sports resources in the schools to meet the

demand depends on the financial resources at the disposal of the respective schools and the willingness of the head teacher to spend money on purchasing and maintaining such equipment.

Uchendu (2011) observed that when schools imbibe and assimilate a maintenance culture in their program so that they can manage scarce resources, they become attractive and better equipped so that they can meet intended goals. Shehu (2009), further, observed that poor maintenance of large permanently fixed equipment like slides, swings, climbing frames as well as small movable apparatus such as toy cars, tyres, balls, beanbags, hoops, relay batons, bats and rackets could cause accidents. Broken play equipment, loose bolts in swings, metal climbers and slides can easily cause falls and could lead to children fracture their delicate bones (Stoppard, 2001). As such, poorly maintained sports education facilities could discourage the learners and their teachers from fully pursuing sports talent development due to the risk of injury. In Kenya, majority of the schools have at least a sports ground and even these are in most cases not well maintained (Githaga, 2018).

Imperatively, schools that have better sports facilities are expected to have higher rates of sports talent development. According to the Kenya Syllabus Kenya Institute of Education [KIE] (2005), students should be taught how to play a variety of sports such as soccer, track, swimming, swimming and dancing among others. However, insufficient sporting resources hamper lots of students from engaging in those co-curricular activities in their schools. As a result, they often give up participating in any outside class activities because the government is not in a position to offer adequate materials for co-curricular activities. Sometimes, the provision burden is usually shifted to the children's parents, while some of them do not have the ability to provide such (Kamau, 2010). However, years after the introduction of the CBC which made sports education mandatory in the learning curriculum and government stepped up its commitment to support the implementation of the new curriculum by tripling the allocation per child in primary schools for sports talent development, little was known about the schools management investment in sports resources and its impact on pupils participation in sports activities in the schools in Kenya. Hence, there was need to evaluate whether the government investment in sports resources had a significant on pupils' participation in sporting activities in public primary schools in the country.

Theoretical Framework: School Wide Enrichment Model

Renzulli and Reis (2008) established and implemented a model of enrichment commonly referred to as "School Wide Enrichment Model." The major goal of the model is the promotion of challenging, high-end teaching in a variety of school, types as well as demography-related differences among pupils. This is accomplished through the creation of integrated services that cut across the overall education programme so that all types of students can be assisted including those with special gifts. Additionally, the model takes schools as the only place where talents can be developed and nurtured, and that schools offer enjoyable but challenging opportunities to and talented children. The model constitutes three categories of enrichment methods (Heward, 2014; Sharma, 2011; Tumbull, et al., 2009).

Type one enrichment approach is meant to expose a student to a varied topic, occupations, disciplines, places, hobbies, persons as well as events that could not be included in the overall education curriculum. For instance, the first approach encounters may encompass demonstrations, community speakers, performances, multimedia presentations and other demonstrative formats. The second approach to enrichment has a focus on resources meant to stimulate creative thinking in children, critical-thinking as well as problem solving skills.

This approach to enrichment is also particular to individual students' interests and talents. If it happens that a particular student's interests are in pursuing a course in self-selected area and get well committed to the necessity for such an endeavor, Type three approach constitutes studies in advanced levels, and is done in greater depth as well as complexity. In the current study, the focus was on the second approach which focused on resources meant to encourage critical-thinking as well as problem solving skills among learners by investment in areas where students' interests and talents lied.

1. Materials and Methods

The location of this study was Nairobi County. Nairobi is the capital and the largest city of Kenya. Nairobi County is cosmopolitan and diverse in terms of its populations and school settings making it representative of the country at large. It contains a fairly large number of public schools displaced in the urban, peri-urban and rural areas of the County making it information rich for the study purposes. This study used concurrent triangulation design approach. This is because the study sought to separately collect and analyze data from qualitative and quantitative sources in order to best understand the research problem. understand the research problem. Due to the combination of different methods of data collection, the use of different data sources results in data reduction. The design allowed data to be collected in quantity and quality and in the same way during the same phase of research (Creswell & Clark, 2017).

The population of this study comprised all the 225 public primary schools within Nairobi County (County Education Offices, Nairobi). The unit of observation were the school heads, games teachers and games captains in all the target primary schools in Nairobi County. The researcher used a sample size of 68 schools which translates to 30% of the 225 public primary schools in Nairobi County. Mugenda and Mugenda (2009) recommend that a sample size of between 10% and 30% can ideally represent a small population. As such, the study purposively selected 68 school heads, 135 games teachers and 68 games captains from the same sampled schools bringing the total sample size of actual respondents to 271. Systematic random sampling technique was used to select the schools while purposive sampling will be used to select the respondents. Since specific persons in the school are responsible by their designation as head teachers, games teachers and games captains, the researcher first identified the head teachers of the sampled schools and then identify the other respondents through the head teacher.

A questionnaire was used as the main tools in gathering the data needed in this study. The questionnaire was preferred as the main instrument of data collection as it enabled the obtaining of information from a large group of respondents spread over a large areas of coverage over a relatively short period of time hence being economical. The use of questionnaires enabled the researcher to collect data by engaging in a special type conversation with respondents in which the researcher asks questions relevant to the study problem (Creswell, 2013). The questionnaire was pilot tested over a period of 10 days in Thika Town, Kiambu County and involved 7 public primary schools. Afterwards, the questionnaires were subjected to both reliability and validity tests and were revised and adjusted according before being administered in the actual study in public primary schools Nairobi County. The Statistical Package for Social Scientists (SPSS) software Version 22.0 was employed for statistical analysis. Measures for descriptive statistics used included frequencies, percentages, means and standard deviations. Inferential statistics like regression, correlation

were also used to indicate the strength of the independent variables on the dependent variable.

Results

School managements' investment in sports resources in public primary schools in Kenya

The objective of the study was to examine the impact of school managements' investment in sports teacher's motivation on pupils' participation in sporting activities in public primary schools in Kenya and was measured through school management investment in Training facilities, Training equipment and Maintenance/servicing of facilities and equipment. The responses from the head teachers are summarized in Table 1.

Table 1

Investment in sports resources in public primary schools (Head teachers' perspectives)

Statement	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std. Dev.
Our school has invested in development of sports grounds for training our pupils in a variety of track and ball games	17(29.3)	17(29.3)	0	24(41.4)	0	2.53	1.301
Our school has invested in development of sports rooms for training our pupils in a variety of indoor games	22(37.9)	31(53.4)	0	5(8.6)	0	1.79	0.833
Our school has entered into agreements with other schools and organizations in the area to allow our students to train in their facilities	14(24.1)	23(39.7)	11(19)	17.2	0	2.29	1.026
Our school has invested in modern sports talent development equipment for our pupils	17(29.3)	32(55.2)	4(6.9)	5(8.6)	0	1.95	0.847
The school ensures that it acquires new sports equipment when implementing its budget	8(13.8)	26(44.8)	5(8.6)	10(17.2)	9(15.5)	2.96	1.321
Our schools usually engages other stakeholders and charitable organizations to provide it with sports equipment for its pupils	0	19(32.8)	19(32.8)	20(34.5)	0	3.02	0.827
The school ensures that the sports training grounds for outdoor games are well maintained	9(15.5)	20(34.5)	14(24.1)	15(25.9)	0	2.6	1.042
The school ensures that the sports training rooms for indoor games are well maintained	22(37.9)	12(20.7)	19(32.8)	5(8.6)	0	2.12	1.027
The school ensures that the training equipment for our pupils are in a well maintained state at all times	8(13.8)	21(36.2)	15(25.9)	14(24.1)	0	2.6	1.008
Aggregate	.	.	.	.	.	2.47 3	1.023

Table 1 shows that with an aggregate $M = 2.473$; $SD = 1.023$, the mean was low and the standard deviation is high suggesting that there were variations in the head teachers responses on the managements' investment in sports resources in public primary schools in

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

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

The study also sought the views of the sports teachers concerning the status of investment in sports resources in public primary schools in Kenya. The findings are summarized in Table 2.

Table 2

Investment in sports resources in primary schools (Sports teachers' perspectives)

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

The results in Table 2 show that with the aggregate $M = 2.459$; $Sd = 0.930$, the mean is low and the standard deviation close to zero which means that most of the respondents disagreed with the views concerning the schools managements' investment in sports resources in public primary schools in the area without much variation in opinion. This is similar to the views of

the head teachers on the same subject in Table 4.9. Notably, most of the schools had not invested in the development of sports grounds for training our pupils in a variety of track and ball games as indicated by majority of the teachers who disagreed (40%) and strongly disagreed (23.3%) with a mean of 2.5. There are indications that majority of the schools had not invested in development of sports rooms for training our pupils in a variety of indoor games as indicated by a low mean of 1.73 and a value of 56.7% suggesting most sports teachers disagreed with the statement. Further, with a mean of 2.08 and a value of 48.9% most of the sports teachers disagreed that their school has entered into agreements with other schools and organizations in the area to allow their pupils to train in their facilities.

It was also evident that majority of the schools had not invested in modern sports talent development equipment for pupils as indicated by majority sports teachers who disagreed with a mean of 1.94 and a value of 64.4%. Most of the sports teachers further disagreed that their schools ensure that they acquire new sports equipment when implementing their budget as indicated by the mean of 2.87 and a value of 50%. However, there are indications that most of the schools usually engage other stakeholders and charitable organizations to provide them with sports equipment for its pupils as indicated by most teachers who strongly agreed with a mean of 3.19 and value of 41.1%. There are also indications that most schools did not ensure that their sports training grounds for outdoor games are well maintained as indicated by most sports teachers who disagreed with a mean of 2.57 and values of 34.4% showing most teachers disagreed and 12.2% strongly disagreed. Further, 37.8% with a mean of 2.07 strongly disagreed that their school ensure that the sports training rooms for indoor games are well maintained. Also, most of the teachers disagreed with a mean of 2.69 and a value of 35.6% that their schools ensure that the training equipment for our pupils are in a well maintained state at all times.

Pupils' participation in sports activities in primary schools in Kenya

The study also sought to establish the status of pupils' participation in sporting activities in public primary schools in Nairobi County, Kenya. This variable was measured through; Time per week allocated and realized for PE, Indoor Sports, Outdoor sports, Competitive sports and Maturation of sports talent. The findings are summarized in Table 3.

Table 3

Pupils' participation in sports activities in primary schools

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

Table 3 shows the aggregate mean ($M = 2.717$; $SD = 0.912$) is low means and standard deviation close to zero suggesting that most sports teachers disagreed that their pupils fully participated in the sports activities in the schools. There were indications that most of the schools allocate more time effectively to sports education classes as suggested by most of the sports teachers who agreed with a mean of 3.27 and a value of 51.1%. Consistent with the head teachers, most of the sports teachers indicated that their schools discourage the reassignment of sports lessons to non-sports education lessons as suggested by a mean of 2.3 and a value of 33.3% of the teachers who strongly disagreed. Further, with a mean of 2.82 and with 28.9% disagreeing and 12.2% strongly disagreeing, it was evident that the students did not complete the minimum hour per week prescribed for sports education in most schools. Most were uncertain whether more than 90% of the lessons allocated for sports education were completed in their schools as indicated by a mean of 2.68 and a value of 46.7% who were neutral. The findings also show that most sports teachers unlike the head teachers were uncertain on whether a good number of pupils remain to participate in sports activities after classes as indicated by a mean of of 2.97 and a value 36.7% of teachers who were neutral

regarding the statement.

With a high mean of 3.43 and with most teachers agreeing with a value of 55.6, it was evident that in most school pupils participate fully in outdoor sports activities. Most of them, nevertheless, disagreed that their pupils participate fully in indoor sports activities as indicated by a low mean of 2.22 and a value of 50%. Most sports teachers further indicated that their schools were not able to participate in all competitions and tournaments in outdoor games as indicated by a mean of 2.86 and a value of 48.9%. There were also indications that most schools were not able to participate in all competitions and tournaments in indoor games as evidenced by most of the teachers (mean = 1.9) who either strongly disagreed (27.8%) or disagreed (63.3%).

Regression analysis of investment in sports resources on pupils' sports participation

Bivariate regression analysis was carried out to evaluate the relationships between the dependent and independent variable. The findings are summarized in Table 4.

Table 4
Regression Analysis

Statistic/Variable	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	14.929	1.026	.		14.547	0.000
Sport Resources	.417	0.044	0.614		9.045	0.000
R ²	0.377		F-statistic			88.459
Adjusted R ²	0.373		P-value			.000
Std. Error	3.61312		df			1,146

a Dependent Variable: Pupils' Sports Participation

Table 4 indicate that school management investment in sports talent management resources significantly influenced affecting pupils' participation in sporting activities in public primary schools in Nairobi County ($\beta = 0.614$, $p = 0.000 < 0.05$). The results further suggest that the model with investment in Sport Resources as the independent variable could explain 37.3% (adjusted R-Square) of the variations in the dependent variable, pupils' participation in sporting activities. This means that the current state of investment in Sport Resources in sports talent management could explain much significant variations in the pupils' participation in sporting activities in public primary schools in the County. Further, the relationship was positive and linear implying that a strong relationship existed between investment in sports resources on pupils' participation in sporting activities and that investment in a unit of sports resources could translate to a 0.373 increase in pupils participation in sports activities in the schools.

Discussions

The general implications of the above findings are that there was seldom any meaningful investment in sports resources for talent development in the public primary schools in the area. This meant that the sports talents in the schools could not be fully realized under the

circumstances due to poor resourcing. This was consistent with Fisetto (2010) who observed that PE teachers face the challenge of teaching these large classes with minimal facilities and equipment. Digolo (2012) also asserted that availability of resources or lack of them is one of the major factors influencing the successful management of pupils' talents in schools all over the world. Jenkinson and Benson (2010) also noted that availability of resources, availability of appropriate teaching facilities and availability of equipment have been identified as major barriers to the implementation of the sports education curriculum. The results also show that majority of the schools had not invested in modern sports talent development equipment for pupils and also seldom acquired new sports equipment when implementing their budgets. Tinning and Kirk (2006) explained this by noting that most school principals consider PE equipment and facilities to be very expensive to buy and to maintain.

The findings also revealed that most schools had not invested in the development of sports grounds for training our pupils in a variety of track and ball games and also majority had not invested in development of sports rooms for training our pupils in a variety of indoor games is reflective of the general situation documented in various contexts across the globe. This agreed with UNESCO (2014) which established in its world-wide survey that provider institutions a found out that there is general global and regional concerns about physical education facilities (indoors and outdoors) as well as associated amenities (such as changing rooms and showers), equipment provision and inadequacies in facility maintenance especially in low income countries and regions. Toriola et al (2010) in South Africa also established that 23% of schools had no facilities, 51% had a multipurpose hall and 25% of schools had a sports field though only 10% of these were in use and 30% did not have suitable outdoor hard surfaces for outdoor games and activities. It was further established that only 0.3% of schools had a swimming pools and only 29% have access to swimming pool. Akpodonor (2021) also revealed that over 80 per cent of primary and secondary schools in Nigeria do not even have to play ground, not to talk of sporting equipment.

There were indications from the findings that most schools sports training grounds for outdoor games and also sports training rooms for indoor games were not well maintained. In addition, the training equipment for the pupils were not always well maintained at all times. This agrees with Githaga (2018) who found that, in Kenya, majority of the schools have at least a sports ground and even these are in most cases not well maintained as indicated by the findings of the current study. This is consistent with Orunaboka and Nwachukwu (2012) who found that apart from the financial difficulties schools face in the process of education resources maintenance, there is also inadequacy of skills and competent personnel to use and maintain the facilities. Poorly maintained sports education facilities could discourage the learners and their teachers from fully pursuing sports talent development due to the risk of injury (Shehu, 2009).

The findings on time allocation for sports subjects per week suggest that most of the schools allocate more time effectively to sports education classes and discourage the reassignment of sports lessons to non-sports education lessons. The findings agree with Onyanacha (2018) whose study in Nyamira County revealed that PE was allocated time on the master timetable. This was, however, in contrast to most studies (such as, Hendricks, 2014; Muriithi, 2015; Gaudreault et al., 2018; Burnett, 2020) that suggest that in spite of its importance, physical Education (PE) is often viewed as a marginal subject within the curriculum and many schools are actively reducing PE time in favour of what are deemed more "serious" or "important"

subjects. Statistics indicate that globally schools allocate minimal time to physical education which may mean that the sports talent may not be well developed especially in resource constrained contexts such as those in the developing countries (Stroebel et al., 2016). However, this did not imply that the schools were able to achieve the recommended time allotment per week for PE. For example, the findings of the current study suggest that the students did not complete the minimum hour per week prescribed for sports education in most schools. Further, there was uncertainty on whether more than 90% of the lessons allocated for sports education were completed in their schools.

It was evident that in most school pupils participate fully in outdoor sports activities, however, most could not participate fully in indoor sports. Most schools were, however, not able to participate in all competitions and tournaments in outdoor and indoor games. Mungai (2015) found that while outdoor sports was the most practiced, when the weather was not conducive for outdoor activities the students just spend time in class and hold discussions that may not be related to PE. Onyancha (2018) found that there was inadequate provision of indoor and outdoor facilities for teaching PE and there was also limited availability of standard fields for athletics and football thus affecting the participation of learners in both indoors and outdoors sports. Maina (2011) also pointed towards inadequacy of PE facilities and equipment where schools were even found to be lacking playgrounds as some of the barriers to pupils' participation in sports activities.

Further, a strong relationship existed between investment in sports resources on pupils' participation in sporting activities and that investment in a unit of sports resources could translate to a 0.373 increase in pupils' participation in sports activities in the schools. The findings are consistent with those of other studies such as, Mwwisukha et al (2014); Kahiga et al (2015); Turner et al (2017) who found that there were strong relationships between the facilities provided by the school and pupils' participation in sporting activities. As such, they argued that the integration of resources and investment in resources should be prioritized in the delivery of sports education.

Conclusions

Regarding investment in sports resources, the study concludes that the schools management investment in sports resources for talent management of the pupils could have very high impact on the learners participation in sports in school if done properly. Currently, there was only minimal investment in sports resources in the public primary schools meaning that sports talents were likely not to be fully realized or to remain underdeveloped. Most schools have not invested in modern sports talent development equipment for their pupils, and have not acquired new sports equipment when implementing their budgets. Further, there was poor maintenance of sports training rooms for indoor games. Investment in sports resources could, however, result in significant increase in pupils' participation in sporting activities of up to 37.3% in the schools in the country.

Recommendations

There is need for the schools' managements to increase investment in sports resources specifically outdoor and indoor facilities and their maintenance. They should also create collaborations and partnerships with other institutions having facilities that are not within their capacity to provide so as to train their pupils in such sports. The policymakers in the

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

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