SOCIO-CULTURAL DETERMINANTS OF ATHLETIC ABILITIES AMONG MIDDLE AND LONG-DISTANCE RUNNERS IN KENYA

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DECLARATION

This Thesis is my original work and has not been presented elsewhere for award of a degree.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a Thesis entitled ***"Socio-Cultural Determinants of Athletic Abilities among Middle and Long-Distance Runners in Kenya".***

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DEDICATION

This Thesis is dedicated to my entire family for their patience, understanding and support.

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ABSTRACT

Kenya has dominated middle and long distance running since 1960s. Kenyan men runners hold Olympic Records in 800m, 1500m, 3000m, 5000m and Marathon while in World Championships they hold records in 800m, 1000m, 3000m, 10km, 25km, 30km, Marathon, 4x800m, 4x1500 and road relay. This performance ranks Kenya at World Index of athletes per capita of 12.0 compared to South Africa at 2.1 and Ethiopia at 1.4. Many studies have sought to explain this level of success. However, many of them have linked this level of performance to environmental or genetic determinism. This Study used Social Determination approach to look at social construction of talent in determining the success of Kenyan runners. The objectives of the Study were: to examine the development of Kenyan athletics culture, to describe the socio-cultural profile of Kenyan middle and long-distance runners and to establish the role stakeholders play in the development of athletics culture in Kenya. Exploratory research and Cross-sectional Survey were used in the Study. The independent variable was performance abilities while the depended variables were social situations, personal attributes and significant others. Data was collected using desk review, questionnaires and interviews. Data was coded and analysed using Statistical Package for Social Sciences. Descriptive Statistics was used to analyse quantitative data. Qualitative data generated from desk review and interviews was categorised in themes in accordance with research objectives and reported in narrative form. Chi-square was used in the comparisons with *p* value set at 0.05. The results revealed Kenya's running prowess is a confluence of several factors which include the the traditional movement culture which provided the requisite endurance that enabled smooth transition to athletics as a modern sport, the colonial government activities provided a strong foundation supported by enthusiastic leadership among colonial office administrators, teachers in mission schools, KAR officers and sports organizations leaders. Post-independence government enhanced the structure of athletics management and sustained the gains made during colonial period. Schools as well as teacher training colleges enhanced the platform for training, competitions and facilities for athletics training. Various stakeholders have supported athletics development from grass roots to elite level through a robust athletics calendar of activities that has given athletes adequate opportunities to participate in high profile events. The Study concluded that socialization played a big role in the development of Kenyan athletics culture and the success is a confluence of many factors which include historical link to colonial masters, traditional movement culture, socialization, government support and availability of training and competition opportunities. The Study recommended that The Ministry of Sports, Culture and Heritage should have a Scheme of Service for coaches to develop and nurture athletes given the rich athletic talent pool in Kenya. The study also recommended that The Ministry of Sports, Culture and Heritage should put in place a policy framework to centralize and harmonize stakeholder financing for sports development.

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OPERATIONAL DEFINITION OF TERMS

Athlete: A person who takes part in competitive track and field events (athletics).

Calisthenics: Gymnastic exercises to achieve bodily fitness and grace of movement.

Coach: A coach is a person involved in the direction, instruction and training of the operations of a sports team or of individual sports people.

Colony: A country or area under the full or partial political control of another country and occupied by settlers from that country.

Elite athlete: A person who is currently or has previously competed as (individual or team), a professional player or a national or international level player.

Long distance running: A long-distance race is any running event longer than 3000metres.

Middle distance events: . The standard middle distances are the 800 metres, 1500 metres, 3000 metres and one-mile run.

Protectorate: A state that is controlled and protected by another.

Socialization The learning process by which individuals acquire behaviour appropriate for a specific sport.

Sports Administrator:	A person responsible for carrying out administrative tasks across a wide range of functions within sports clubs and organisations.
Stakeholders:	A person or group with an interest or concern in sports.
Sub elite athlete:	An athlete that ranks below the elite status.
Territory:	A territory is an administrative division usually under the jurisdiction of a state.

LIST OF ABBREVIATIONS

AK	Athletics Kenya
ANOCA	Association of National Olympic Committees in Africa
CSF	Continental Sports Federation
DEE	Daily Energy Expenditure
EMG	Electromyography
FAO	Food and Agricultural Organization of United Nations
FASU	Federation of Africa University Sports
FISU	International University Sports Federation
HODs	Heads of Departments
IAAF	International Amateur Athletics Association
IF	International Federation
IOC	International Olympic Committee
KDF	Kenya Defense Forces
KIP	Kipchoge
KNSC	Kenya National Sports Council
KUSA	Kenya Universities Sports Association
MG	Medial Gastrocnemius
mt DNA	Mitochondria Deoxyribonucleic Acid
NOC-K	National Olympic Committee Kenya
NPS	National Police Service
NSF	National Sports Federation

NSGB	National Sports Governing Body
O_2	Oxygen
ODM	Orange Democratic Movement
PE	Physical Education
PNU	Party of National Unity
Redox	Oxidation Reaction
RSDI	Recommended Standards of Daily Intake
SOYA	Sportsman of the Year Awards
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
USA	United States of America
VO_2 max	Maximum Oxygen Uptake
WHO	World Health Organization

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Since the 1960s, Kenya has produced more World Record Holders and Olympic Medallists in middle and long distance running than any other country in the world (Wilber and Pitsiladis, 2012). This level of performance generated debates and researches among natural scientists and exercise physiologists. Saltin, 1996; Scott, Georgiades, Wilson…, et al., (2003) proposed explanations environmental determinism, Baker and Horton (2004) advanced the theory of psychological advantage while Larsen (2003) argued for favourable physiological characteristics that could be genetically conferred or environmentally determined. This Chapter highlights the dominance of Kenyan middle and long distance runners as well as the myths and stereotypes that have been associated with Kenya's high level of athletic performance.

1.2 Dominance of Kenya in Middle and Long-Distance Running

The success of Kenyan runners began with a win of the first Olympic medal in athletics in 1964 by Wilson Kiprugut who won a Bronze medal in the 800m event during the Tokyo Olympic Games. In 1968 Mexico City Olympics Kenyan men emerged as a dominant world power in distance running after winning 3 Gold, 3 Silver, and 1 Bronze medal (Wilber and Pitsilandis, 2012). Kipchoge Keino won a Gold medal in the 1500metres and a Silver medal in the 5000metres. Kenya has demonstrated superiority by consistently posting good results in athletic competitions. A comparison of Kenyan athletes and Ethiopia, Morocco, United States of America and United Kingdom in Top 25 all-time lists of track athletics events is shown in Table 1.1.

Table 1.1: A Comparison of Kenya's Competitors in Top 25 All-time Lists in Track Events

Country	Gender	800m	500m	3000m	3000m St. chase	5000m	10,000 m	Total	Overall Total
Kenya	M	9	11	8	17	12	13	70	85
	W	1	0	4	7	0	3	15	
Ethiopia	M	1	0	7	0	6	6	20	52
	W	0	1	6	4	11	10	32	
Morocco	M	0	3	1	2	4	1	11	13
	W	0	1	0	0	1	0	2	
USA	M	2	1	1	9	0	1	14	17
	W	0	0	0	2	0	1	3	
UK	M	1	3	0	0	0	1	5	7
	W	0	0	0	0	1	1	2	

Source: *http/www*.iaaf.org. Retrieved November 2015

Table 1.2 shows a further comparison between Kenya and other competitors in all – time - top 100 list of World athletics in 3000m steeple chase, 10,000m, Half Marathon and top five City Marathons namely Berlin, Chicago, Boston, New York and London marathons. Kenya leads at 379 winnings (Men 243; Women 136), Ethiopia at 161 (Men 72; Women 89), United States of America at 137 (Men 75; Women 62) while United Kingdom at 54 winnings (Men 25; Women 29).

Table 1.2: A Comparison of All-time-top 100 List Performance at World Athletics

Event	Kenya		Ethiopia		United Kingdom		United states	
	M	**W**	**M**	**W**	**M**	**W**	**M**	**W**
3000m Steeple chase	38	22	5	9	6	8	1	1
10,000m	51	20	28	31	1	4	5	5
Half Marathon	69	45	20	34	0	3	1	1
Berlin Marathon	17	5	6	2	2	2	0	0
Boston Marathon	22	11	6	8	3	0	42	16
Chicago Marathon	16	9	1	0	6	0	8	30
New York Marathon	15	12	3	2	1	5	14	8
London Marathon	15	12	3	3	6	7	2	1
Total	243	136	72	89	25	29	75	62
Grand Total	**379**		**161**		**54**		**137**	

Source: https://www.worldathletics.org/records/all-time-toplists retrieved on 4th July 2020

Table 1.3 shows IAAF ranking of top 1000 men and 1000 women athletes in 2004. Kenya has an output of about 45% of total African athletes compared with Ethiopia (11%) and South Africa (10%). When each of the country's population is considered, Kenya has a World Index of 12.0 athletes per capita. This is compared with 4.4 for Namibia, 3.6 for Botswana, 0.6 for Tanzania, 2.1 for South Africa and 1.4 for Ethiopia (Pitsiladis et al (2004).

Table 1.3: IAAF World Ranking of Top 1000 Men and 1000 Women Athletes (2004)

Country	% African population	No. of athletes	% African athletes	No. of female athletes	% African female athletes	No. of male athletes	% African male athletes	Athletes per capita	Male athletes per capita	Female athletes per capita
Algeria	3.8	13	4.3	4	3.7	9	4.6	1.1	1.2	1.0
Botswana	0.2	2	0.7	0	0.0	2	1.0	3.6	5.9	0.0
Burundi	0.7	1	0.3	0	0.0	1	0.5	0.5	0.7	0.0
Cameroon	1.8	7	2.3	5	4.7	2	1.0	1.3	0.6	2.6
Egypt	8.7	1	0.3	0	0.0	1	0.5	0.0	0.1	0.0
Eritrea	0.5	1	0.3	0	0.0	1	0.5	0.7	1.0	0.0
Ethiopia	**7.8**	**33**	**11.0**	**20**	**18.7**	**13**	**6.7**	**1.4**	**0.9**	**2.4**
Ghana	2.4	8	2.7	3	2.8	5	2.6	1.1	1.1	1.2
Kenya	**3.7**	**134**	**44.5**	**31**	**29.0**	**103**	**53.1**	**12.0**	**14.3**	**7.9**
Madagascar	2.0	2	0.7	1	0.9	1	0.5	0.3	0.3	0.5
Morocco	3.7	20	6.6	5	4.7	15	7.7	1.8	2.1	1.3
Mozambique	2.0	2	0.7	2	1.9	0	0.0	0.3	0.0	0.9
Namibia	0.2	3	1.0	1	0.9	2	1.0	4.4	4.6	4.2
Nigeria	15.6	17	5.6	14	13.1	3	1.5	0.4	0.1	0.9
Senegal	1.2	8	2.7	6	5.6	2	1.0	2.2	0.9	4.4
South Africa	5.0	31	10.3	9	8.4	22	11.3	2.1	2.4	1.6
Sudan	4.5	4	1.3	1	0.9	3	1.5	0.3	0.3	0.2
Tanzania	4.2	7	2.3	2	1.9	5	2.6	0.6	0.6	0.4
Togo	0.6	2	0.7	1	0.9	1	0.5	1.0	0.8	1.4
Tunisia	1.2	3	1.0	1	0.9	2	1.0	0.9	0.9	0.8
Uganda	3.0	2	0.7	1	0.9	1	0.5	0.2	0.2	0.3

Source: Pitsiladis, et al., 2004

A comparison of performance by countries in fifteen years (2000 - 2014) shows that runners from Kenya constituted the highiest number (54%). Other countries were Ethiopia (16%), France (7%), Morocco (3%), Italy (3%), Japan (2%), Spain (2%) and Portugal (2%). Among the female category, Ethiopia had 18%, Japan (17%), Kenya (16%), Russia (11%), China (7%), Italy (3%), United States (3%), Germany (2%) and North Korea at 2% (Anselmo and Kamilla, 2018).

Kenyan runners come from diverse ethnic backgrounds. Majority of them come from the Kalenjin tribe. The Kalenjin are from the Nilotic speaking group consisting of seven sub-tribes namely Nandi, Kipsigis, Marakwet, Sabaot, Keiyo, Tugen, Pokot and Terik. All the sub-tribes have produced athletes of international repute. For example, Kipchoge Keino and Mike Boit hail from Nandi sub-tribe, Tegla Loroupe is of Pokot

descent; five-time world champion in cross-country and world record holder in 10,000m Paul Tergat comes from the Tugen sub-tribe while three-time world steeplechase champion Moses Kiptanui is from the Marakwet sub-tribe (Chesaina, 1991).

The Kisii community has also produced world-class athletes, for example, Nyantika Maiyoro, Yobes Ondieki, Naftali Temu and Charles Asati; the Kikuyu have John Ngugi, Samuel Kamau Wanjiru, Douglas Wakihuri, Charles Kamanthi, Julius Negwa, Catherine Ndereba and Julius Kariuki while the Kamba have Cosmas Ndeti, Joseph Musyoki, Patrick Makau, Caleb Mwangangi Ndiku and Jonathan Muia Ndiku.

Kenyan men hold the world records in the 3,000m; 15,000m; 20,000m; 25,000m; the half marathon and full marathon (Entine, 2000). Between 1987 and 1997, the medal tally in the three Olympics and the three World Championships, distance runners from the Kalenjin tribe won 31 medals (12 Gold) in the men track events. This translated into 34% of the Olympic medals and 40% of the World Championships medals respectively (The Sports Historian, 1997). In 1988, the Nandi, comprising of 1.8% of Kenya's population, supplied 42.1% of the nation's elite runners while the Kalenjin tribe- Kipsigis, Nandi, Tugen, Marakwet, Keiyo, Pokot, Sabaot and Terik- supplied 72% of Kenya's top runners in the year 2000 (Tucker, Onywera and Santos-Concejero (2015). Table 1.4 shows a medal comparison of Kenya with other parts of the world as well as its tribes by the year 2015.

Table 1.4: Medal comparison of Kenya with other parts of the world as well as its tribes in 800m, 1500m, 3000m Steeple Chase, 5000m, and 10,000m

	Olympics		World Champions		Top 25 Marathon	
Runner origin	**Medals**	**%**	**Medals**	**%**	**Medals**	**%**
Kenya	64	32.3	88	34.9	262	43.7
Rest of Africa	57	28.8	88	34.9	128	21.3
Europe	46	23.2	54	21.4	25	4.2
North America	14	7.1	10	4.0	25	4.2
South America	3	1.5	5	2.0	15	2.5
Asia	6	3.0	4	1.6	60	10
Oceania	8	4.0	3	1.2	8	1.3
Kenyan tribes compared						
Kalenjin	54	27.2	77	30.6	206	34.3
Kikuyu	6	3.0	3	1.2	22	3.7
Kisii	3	1.5	2	0.8	16	2.7
Kamba	1	0.5	0	0	10	10.7
Maasai	1	0.5	7	2.8	2	0.3
Turkana	0	0	1	0.4	0	0
Kalenjin sub-tribes compared						
Nandi	33	16.7	39	15.5	86	15.5
Keiyo	5	2.5	10	4.0	38	4.0
Kipsigis	7	3.5	6	2.4	45	7.5
Marakwet	5	2.5	15	6.0	5	0.8
Pokot	1	0.5	3	1.2	2	0.3
Tugen	3	1.5	3	1.2	22	3.7
Sabaot	0	0	1	0.4	8	1.3

Source: Turker, *et al* (2015).

1.3 Stereotypes and Myths about Kenya's Running Superiority

Myths and stereotypes have been used to explain Kenyan middle and long-distance running prowess. For instance, the myth of racial superiority by Entine (2000) in his Book '*Taboo: Why Black Athletes Dominate Sports and Why We Are Afraid to Talk About'*. It used genetic, racial and environmental determinism to explain the dominance of black athletes in sports. Despite acknowledging that the environment influences

athletic aptitude and performance, he asserts that the environment remains strongly subservient to the role of innate genetic athletic ability in certain racial groups.

The myth of the natural athlete has been cited as one of the reasons for Kalenjin dominance in middle and long-distance running. However, among the seven sub-tribes of the Kalenjin community, some who still practice cattle rustling today do not produce the same proportion of runners in the national team or at international events. Some of the Kenyan medallists also come from other regions where there is a different type of culture altogether (Sailes, 1991). For instance, the Maasai of Kenya who were thought to be great runners and jumpers as seen in their cultural dances have been unable to supply Kenya with top level athletes at national or international level either in running or in high jump. Majority of Kenyan communities had various traditional forms of wrestling but champions from this traditional wrestling have not featured in national or international level events like Olympic Games. Modern athletic competitions of running are very specific exercises. Specificity is a principle of training that requires skill-specific training as opposed to generic exercises for top level events like Olympics (Bruand, 1992).

Studies conducted to explain the dominance of Kenyan runners in the middle and long-distance running have utilized life sciences. However, none of the studies has been conclusive on explaining what underlies the sterling performance of Kenyan middle and long-distance runners. This Study, therefore, employed a social science approach in search of the determinants of athletic abilities among Kenyan middle and long-distance runners.

1.4 Statement of the Problem

Historically, different regions of the world have dominated middle and long-distance races. For instance, the Scandinavian (middle and long distance) runners won 28 of 36 possible Olympic medals in 5000m and 10,000m in the early 20th Century. This was attributed to good scenery of forests and lakes in their countries (Cobb, 1936). There was a shift in world dominance in the 1960s when Kenya began producing many world class athletes. This shift in world dominance has been explained from a deterministic point of view. The argument has been that Kenyan middle and long-distance runners have a predetermined advantage due to their culture, ecological environment or by specific genes for running (Entine, 2000; Larsen, 2003). A study by (Saltin, 1995a) compared the calf and lateral quadriceps muscle biopsies between Kenyan and Scandinavian elite runners and found no significant differences in the magnitude of type- 1 or 'slow twitch' muscle fibres.

Scott *et al*, (2005) studied the association between Angiotensin Converting Enzyme (ACE) gene variation and endurance athlete status in Kenyans. The study concluded that the ACE I/D and A22982G polymorphisms are not strongly associated with elite endurance athlete status amongst Kenyans. Onywera, Kiplamai, Tuitoek *et.al* (2004) studied food and macronutrient intake of elite Kenyan distance runners. The study concluded that the Kenyan and Ethiopian diets do not appear uniquely different from the training diets of other international competitors. Moore (2016) studied the anthropometric and physiological determinants of running performance in middle and long-distance. The study concluded that performance in running is related with upper

leg length, total leg length and total leg length to body height ratio but not related with running performance.

Social Construction of talent has also been suggested as a paradigm shift from the traditional biological deterministic approach (Gaudin and Wolde, 2017); Schote, 2012). However, this Social Determination approach has been underutilized in determining Kenyan runners' success.

1.5 Purpose of the Study

The purpose of this Study was to establish socio-cultural determinants of athletic abilities among Kenyan middle and long-distance runners.

1.6 Objectives of the Study

This Study was guided by the following specific objectives:

1. To examine the development of Kenyan athletic culture in the middle and long-distance running.
2. To analyse the socio-cultural profile of Kenyan middle and long-distance runners.
3. To establish the role of stakeholders in the development of athletic culture in Kenya.

1.7 Research Questions

1. How did Kenya's athletic culture in middle and long-distance running develop?
2. What is the socio-cultural background of Kenyan middle and long-distance runners?
3. How have various stakeholders contributed to the development of athletic culture in Kenya?

1.8 Significance of the Study

The Study examined the development of Kenyan athletic culture in the middle and long-distance running. The Study looked at historical factors that have contributed to the development of Kenya's running superiority in middle and long-distance events. The Study has described the socio-cultural background of Kenyan middle and long-distance runners to deconstruct the myths that have been used to explain the running prowess of Kenyan elite athletes in middle and long-distance track events. The myths, for example, the myth of 'natural athlete' and the myth of 'running tribe' are not based on any scientific rationale to explain the dominance of Kenyan runners in the middle and long-distance events. The Study expanded knowledge on the running abilities of Kenyan middle and long-distance athletes beyond myths and stereotypes. This was done by documenting the ingredients required for good performance which required input from various stakeholders. These included training, sponsorship and social support systems.

The Study also examined the role of social networks in defining Kenyan athletic culture. The networks included family networks, professional networks for athletes working in the military; Kenya Police Service, Kenya Prisons Service, religious networks and language networks including local native speakers, national language (Kiswahili) and official language (English) which the athlete is able to use for interaction during the sporting career.

This Study provides information to other nations suffering from the myths and fallacies of racial or genetic determinism associated with Kenyan middle and long-distance runners. This helps them to appreciate that there is no special reason for Kenya's

running success other than hard work and social support as has been witnessed in other regions of the world like the Scandinavian runners in the early 19th Century.

1.9 Theoretical Framework

This Study was guided by Social Constructionism Theory as developed by Pierre Bourdieu's concept of the *habitus.*

1.9.1 Social Constructionism Theory

Pierre Bourdieu's concept of the *habitus* (or habit) refers to the generalized disposition that defines a person's actions throughout an entire domain of life. It forms and develops social interdependencies which may vary as the structure of society changes. Habits are formed during early life of an individual and remain open to development as the interdependent networks of people get involved making it more complex (Bourdieu, 1984; 1986). *Habitus* should be understood as those aspects of culture that relate to the body or day to day practices of individuals, groups, societies or nations. This includes learned habits, bodily skills, styles, tastes as well as other forms of knowledge. Bourdieu (1984, 1986) expanded the scope of the term to include beliefs and dispositions. Mellor and Shilling (1997) refer to *habitus* as dispositions that promote a particular form of human orientation to the world, organize generations into specific hierarchies and predispose people towards specific ways of acting.

Bourdieu emphasized *habitus* in terms of taste or people's conscious preferences for day-to-day lifestyle phenomenon such as food, dress and arts. This relates to Smith (1986) view of an ethnic group whose members share a common set of values and attitudes that reflect their common culture. Elias (1991) refers to individual habitus and

social habitus and describes the latter as self-image and a reflection of the learned accomplishments of using the body in socially approved and preferred ways. Both Elias and Bourdieu's perspectives acknowledge the significance of historical and generational influences on habitus. Mennell (1994) suggests that the notions of identity and habitus are closely linked, the former being at a more conscious level while the latter residing more in the subconscious.

The complexity of the modern world where people belong to more than one group results in multiplicity of identities. There has been a trend in the development of human society towards larger networks of interdependent people organized in more interlocking habits and identities. Elias's (1991) notion is important as it links habitus to society. A group identity, according to Elias (1991), survives in the memory chains of generations and it is maintained through the continuity of language. History and cultural values are, therefore, a collective memory which retains meaning. The body plays a central role in this concept because cultural practices and gender order are both engraved in the body. The body is part of cultural capital that has an important symbolic function. It expresses group and gender specific values while forming the basis for social distinctions.

Likewise, socially structured system of traits and dispositions determine people's attitudes towards the way they relate with their body. In everyday life as well as in sport, ethnic-cultural body ideals are realized. Bourdieu (1998) considerations regarding cultural capital, habitus, taste and processes of social distinction can contribute to our understanding of the challenges and difficulties of participating in sport for people of

different ethnic origins. People can use body and movement culture for purposes of identifying with an ethnic group and for social distinction. According to Pfister (2000), body ideals and practices can also be used as a means of adapting to the mainstream society or as cultural capital for social advancement. However, traditional norms and ideals and their appropriation by individual girls and women can lead to a situation where sport and femininity are incompatible from a cultural perspective. Conflicts of identity are frequently reported in the literature with the possibility of constructing and presenting different patterns of identity.

For the case of Kenyan athletes, running is a habit or lifestyle understood and practiced by communities where they come from. From childhood, one is socialized into running. They learn habits, bodily skills, styles, tastes and knowledge about running that has a foundation from traditional utilitarian culture. As a child, one gets oriented into the running culture by participating in running or seeing runners at school, at home or in the running camps. Those who participate in running as junior athletes are motivated to join the hierarchies by looking up to champions or Olympians as models in specific events apart from being family members and relatives. As one starts participating in athletics, they learn the skills, techniques and tactics in specific events while sharing common values and attitudes that reflect their common identity. This includes appropriating myths like “we are the running tribe; running is in our blood and we having running genes”. Those in the athletic camps learn from their seniors as well as tapping into their networks to enable them access competitions locally and abroad.

During competition, the runners-individually and/or collectively-feel they are under obligation to defend the historical national identity of winning. After winning an event one returns home as a hero. This is becasue of perpetuating the culture of winning. He or she is welcome with crowds in cultural outfits adorned with the national flag and is presented with the cultural drink (*mursik* for the case of Kalenjin ethnic group) to symbolize and recognize the athlete as a cultural capital. Later, there are other awards like Sportsman of the Year Awards (SOYA), appointment as goodwill ambassadors, state recognition or monetary returns. If the consistent outcomes reflect ethnic or gender patterns, it creates a stereotype that influences people's perception on the use of their bodies. This can explain the performance discrepancies between different ethnicities and gender. Alternatively, the stereotype could influence gender and ethnic specializations.

1.10 Conceptual Framework

Socialization is a complex process designed to produce an individual who is capable of general participation in society. The individuals are also designed for performance of various social roles within that society. Culture is the implicit and explicit designs for life. Socialization on the other hand is the process by which the designs are passed on from one individual to another and, then, from one generation to the next (Wentworth, 1980). The interrelationships of culture and socialization highlight the interdependence between play, games, sports and culture. It has been argued that sports and culture are inextricably intertwined. Mead (1934) and Piaget (1965) have described ways in which play, games and sports teach, or at the very least, allow children in a society to learn about the ideas, norms, rules, and expectations which guide their behaviour and the

behaviour of others. Thus, play, games and sports have been historically linked to the process of socialization.

Utilizing the Social Learning perspective, the factors that influence one to adopt a sporting, for example, athlete, fan, sportswriter or coach can be identified. Sewell's (1963) Social Systems Approach has been used to divide the elements of socialization into three: significant others, that is, family, peers, teachers, mass media, sport heroes; social situations at home, school, sports club, community; and personal attributes of the role learner including his/her personality, traits, race, gender, values, ethnicity, ability, attitudes and motivations.

See the summary of the factors influencing socialization in Figure 1.

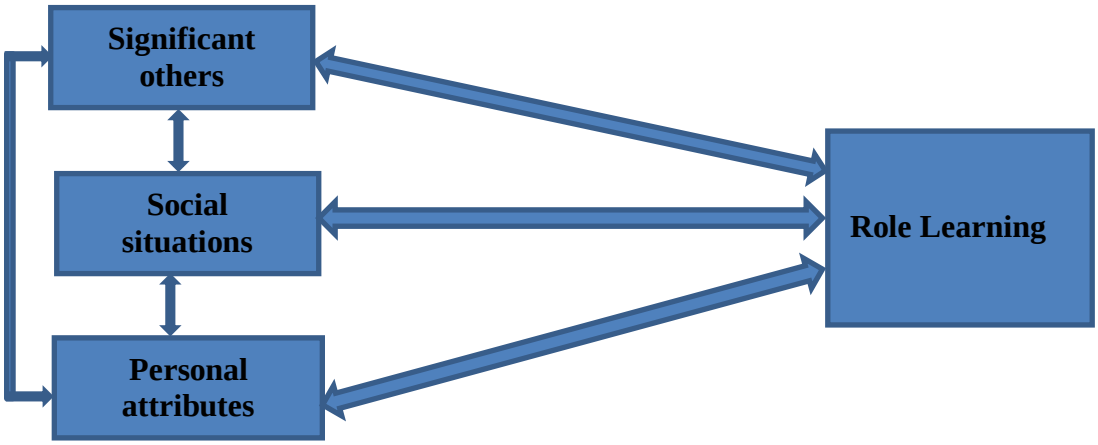

Figure 1.0: Socialization into sports. Source: Adapted from Bandura (1986)

As shown in Figure 1, Socialization through sports model is based on the premise that one learns about the society's values, norms, customs and behaviour through participation in play, games and sports activity. Learning develops the individual's traits and skills as well as the behavioural and attitudinal learning about the environment

(McPherson, 1981). Although one factor like personal attributes is influenced by social situations, it is simultaneously influenced by significant others in an interactive fashion as well. Such mutual influence takes place through communication, argumentation, conflict, competition, cooperation, negotiation and other forms of human interaction (Simmel, 1910).

1.11 Limitations of the Study

Document Analysis as a method of study has inherent limitations including; insufficient details in the documents which are produced for other purposes rather than research. They may not also provide sufficient details to answer a research question. In addition, there are chances for low retrievability or may be biased or selective (Yin, 1994). However, given its efficiency and cost-effectiveness, the advantages outweigh the limitations. Bowen (2009) suggests that, in order to overcome the limitations of this method the researcher is required to determine not only the existence and accessibility of the documents but also the authenticity of particular documents.this should take into ccount the original purpose of each document, the context in which it was produced, and the intended audience. The researcher should make the process of analysis as rigorous and as transparent as possible to minimize subjectivity during interpretation of the documents. In this Study, such limitations were overcome by double-checking information from archival sources and counter-checking of the same information from interviews.

1.12 Delimitations of the Study

This Study was delimited to middle and long-distance runners participating in the Kenya Secondary Schools Sports Association national competitions, intercolleges and

interuniversity championships as well as elite athletes who had at least attended national trials.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter will review literature on historical development of athletics in Kenya, studies based on biological characteristics of Kenyan middle and long-distance runners, socio – cultural background of Kenyan middle and long-distance athletes and the role of various stakeholders in the development of Kenya's athletic culture.

2.1 Historical Development of Athletics in Kenya

Wanderi (2006) revealed that indigenous traditional sports have prevailed in Kenya for a long time as elements of culture. Early forms of sports and games were utilitarian in nature. People engaged in the activities for purposes of availing food and/or for survival, that is, defend themselves against aggressors. Mazrui (1986) observed that sports and recreational activities in most traditional Kenyan communities included spear-throwing that was related to hunting and defence against hostile environments, running/racing which was geared towards meeting the need for food through hunting, swimming was also a common activity that was learnt due to the need for fishing and communication across large rivers and lakes and wrestling was also common as a way of identifying strong members in the society.

Ndee (2010) reported that it was common for pastoral communities to herd their animals together. Usually boys, between five and twelve years of age, were entrusted with the responsibility of looking after livestock. This provided an opportunity for the boys to meet and play as well as compete against each other in combat activities such as

wrestling and stick fighting. This included athletic events such as running, long jump and high jump. The older boys usually supervised the younger ones who had to abide by some fundamental norms and rules of society. The contestants were matched in terms of size, age and skill level. Each individual had the right to refuse a challenge. These contests were sometimes used as a means of selection where successful athletes were usually held in high esteem by the tribe and often viewed as potential leaders (Ndee, 2010).

Running competitions were also hels among the boys whenever it was possible. Usually, the older boys competed among themselves in their category, as as well as the younger ones. The older boys determined the distance to be run and usually used a stretch of land between two natural features like trees or hills. Participants would line up at a starting point and, then from a signal they raced to the designated finishing point. The winner of the contest or competition enjoyed special 'privileges', normally and only accorded to the older boys. The privillages included sitting under the shade of trees sharing conversations while the younger ones looked after the livestock (Ndee, 2010).

Before 1895, cattle raiding was a common practice among pastoral communities.It was an activity that was exclusively for young men (Chesaina, 1991). Traditionally, this was an important way of regulating the local economy among the different Kalenjin sub-groups. This happened mostly during the times of cattle plaque and drought. It was also important in socially as cattle was used to accumulate wealth for paying dowry and for other ceremonial purposes. This was also seen as a way of climbing the social ladder because if one owned a herd of cows it was an expression of wealth. The Nandi were

the most dreaded raiders among the Kalenjin sub-tribes. They are the second largest of the Kalenjin sub-groups. They covered long distances (50 to 60 kilometers) before striking at dawn. Running abilities were neccessary for being a successful cattle raider.

Bale and Sang (1996) report organized running competitions among soldiers in Murang'a as early as 1902. These events were organized by Captain Richard Minertzhagen from the King African Riffles (KAR). During this event, the title winner in 3,600m finished the race in 14 minutes. As early as 1906, the Church Missionary Society was organizing sports events in junior schools. The activities included obstacle and sack races. The organization of sports in missionary schools within the British East Africa improved and had well organized events by 1920s where both boys and girls participated in various activities. The motive of the sports and games events was geared towards moral development than recreation.

The Fraser Education Report of 1909 emphasized on drills and physical training as one of the core participants at the elementary school's level. The Phelps - Stokes Commission Report of 1924 also highlighted the inclusion of recreational activities in the school syllabus and focused on physical training and simple calisthenics. The Report recommended open spaces to be set aside in urban and rural areas to accommodate sporting activities. The colonial authorities allocated some fiscal resources for the establishment of sporting facilities and purchase of sports equipment (Rintaugu, 2011).

Sports were introduced in schools in 1925 while the syllabus for teaching sports in schools as extra-curricular activity was introduced in 1935. Football and athletics were

the first sports to be introduced in schools. The arrival of Carey Francis as the Headmaster of Alliance High School, the establishment of St. Patricks, Iten and Cardinal Otunga High School in Kisii witnessed emergence and growth of school athletics (Wamukoya and Hardman, 1992). Another boost to Kenyan athletics was the arrival of the colonial Police Commissioner RGB Spicer in 1925 who organized running competitions for police recruits. It is reported that in 1933, Kipchoge Keino's father won 6miles race and was awarded 4 gallons of oil (Noranha, 1970).

The Government African School (GAS) at Kapsabet, which had been established in 1926, also played a major part in the development of athletics particularly amongst the Nandi. Arthur Selwood Walford, previously at Jeanes School, was appointed the Headmaster in 1940 and went on to make an important contribution to Kenyan athletics while working with African teachers who would take athletics into the villages. In the early 1950s, GAS at Kapsabet had the only accurately measured running track marked out by engine oil that killed the grass. A landmark was established in the 1950s when the first permanent track, made of sun-baked compacted earth, was constructed in Nandi (Daniels, 2012).

Askwith (1995) reports that it had been the practice for the colonial administration to organise sports in the districts. It usually fell to the junior District Officers to do this and, since one of the qualities looked for at the time of selection was prowess in sports; they were well equipped to do so. Thousands attended these district sports contests either as competitors or spectators, turning outstanding athletes into early Kenyan sporting heroes. The following correspondences between colonial officials demonstrate the early success of the Nandi at such events:

Date: 2nd May 1946
From: HH Low, Nandi District Commissioner
To: TG Askwith, Municipal Native Affairs Officer

> *'I am keen that the Nandi should be allowed to enter Olympic Sports either as a team or as individuals. They are, as you probably know, magnificent natural athletes (running and jumping)'.*

Date: 7th May 1946
From: TG Askwith, Municipal Native Affairs Officer
To: HH Low, Nandi District Commissioner

> *'I can see no reason why the Nandi should not enter as a team or as individuals ... It looks as if your people will probably walk away with a lot of the events'.*

Date: 7th May 1946
From: Provincial Commissioner, Rift Valley Province
To: HH Low, Nandi District Commissioner

> *'I would like to congratulate you and all those concerned very warmly on the great success of your team at the recent Olympic Sports ... I should imagine that some of the more sophisticated parts of the country got a bit of a shock that this Province could produce such athletes.*

In the late 1950s and early 1960s, as promising international athletes started to emerge, there were few training facilities and limited opportunities for athletes to develop their talent. Military initiated discipline with regular hours, regular meals and regular sleep; all of which are vital to top-class athletes (Sports Illustrated, 1966). Anderson (2017) studied athletics development in the 1950s. The findings showed that the development of athletics was for leisure, enthusiasm and fun. However, some key individuals, who were colonial administrators, took it upon themselves to encourage, develop and promote athletics owing to their sporting background.

2.2 Studies on Biological Characteristics of Kenyan Runners

Biological characteristics are attributes used to represent the physiological traits of a person. These characteristics can either be physiological (passive), such as iris or face recognition or behavioural (active), such as lip movement, gait or keystroke dynamics. A Study conducted by Scott, Fuku and Onywera (2009), on both Ethiopian and Kenyan distance runners respectively, sought to examine their ancestry using the genetic marker mitochondrial DNA (mtDNA). The results of the Study revealed a wide distribution of mtDNA similar to their respective general populations. This study refuted the claim that these athletes are genetically isolated in the East African highlands enabling them to develop an ancestral endurance gene.

Saltin, Terrados and Larsen (1995) compared the calf and lateral quadriceps muscle biopsies between Kenyan and Scandinavian elite runners. The results showed no significant differences in the magnitude of type- 1 or 'slow twitch' muscle fibres. However, a significant higher level of activity in the hydroxyl acyl- CoA dehydrogenase (HADH) enzyme involved in generating energy from lipids was found among Kenyans. However, it does not explain the success in shorter distance events ranging from the 800m to 5km where metabolism fat is less of a contributing factor than glycolysis.

Onywera, *et al*, (2004) studied food and macronutrient intake of elite Kenyan distance runners. The results indicated that the traditional Kenyan diet is composed of 10% protein, 13% fat and 77% carbohydrate. The carbohydrate intake comes from a traditional Kenyan maize meal *(Ugali)* and tea *(Chai),* both of which have a very high

glycaemic index. While favourable for middle and long-distance training and performance, the Kenyans' and Ethiopians' diets do not appear uniquely different from the training diets of most other international competitors (Beis, *et. al* (2011).

Scott, Moran, and Wilson (2005) studied the association between Angiotensin Converting Enzyme (ACE) gene variation and endurance athlete status in Kenyans. During the study, DNA samples were obtained from 221 national Kenyan athletes, 70 international Kenyan athletes, and 85 members of the general Kenyan population. Blood samples were obtained from general Kenyan population and assayed for circulating ACE activity. ACE I/D and A22982G genotypes explained the occurance of 13% and 24% variation in circulating ACE activity levels. I/D genotype was not associated with elite endurance runners.

Mooses, *et al*, (2013) conducted a studied middle and long-distance runners anthropometric and physiological determinants of performance in. This was to help identify variables that could be used to predict the probability of an athlete being either middle or a long-distance runner. National-level middle distance (n=20, body mass M=70.5, SD=6.3 kg, body height M=1.80, SD=0.04 m,) and long-distance (n=20, body mass M=69.0, SD=4.5 kg, body height M=1.81, SD=0.05 m) runners performed an incremental test on a treadmill. The parameters were measured and different body length and mass ratios were calculated. Middle and long-distance runners did not differ ($p>.05$) in their leg mass and length proportions in their measured anthropometry or body composition parameters except for the lower leg length.

Performance in middle-distance runners was best described by the lower leg to upper leg mass ratio (Adj R^=.41; p<.05) and the second ventilatory threshold time (Adj R-=.33; p<.05) while the performance in long-distance runners was best described by the total time on a treadmill (Adj R^=.36; p<.05). In conclusion, the results of the study demonstrated the relevance of specific anthropometry parameters specific to middle but not long-distance running.

Mooses, *et al*, (2014) studied national level Kenyan distance runners. He examined their anthropometric parameters related to running economy and performance in a homogenous group. The results indicated that running economy of national level Kenyan distance runners is related to BMI, mid-thigh and ankle circumferences. The Study also found out a relationship between performance with upper leg length, total leg length and total leg length to body height ratio. However this was not related with running performance.

Billat, *et. al*, (2003) found that international elite Kenyan runners were able to do more high - intensity training compared to Kenyan national sub-elite counterparts. This was attributed to high VO2max due to high altitude training on a weekly basis. However, it is disputable that the success of Kenyan middle and long-distance runners is due to altitude residence alone. This is because countries on similar altitude like Mexico and Nepal do not produce great runners like Kenya.

Larsen (2003) assessed Kenyan and Caucasian elite runners' ability to reach very high but similar maximal oxygen uptake (VO_2max) levels. In the same Study, Kenyan adolescents and Caucasian counterparts showed that both were running at the same

percentage of VO_2max during competition. However, Kenyan elite runners were able to run at a high percentage of their VO_2max due to training. A lower energy cost of running was also demonstrated in Kenyan elite runners and in novice Kenyan adolescents compared to their Caucasian counterparts. The results also showed a difference in Body Mass Index (BMI) and somatotype (body shape) between Kenyan adolescents and Caucasian counterparts. Kenyans had long and slender legs that could have been advantageous when running as the energy cost is a function of leg mass. The Kenyan adolescents and Caucasian counterparts showed similar trainability with respect to running economy and oxidative enzymes. The Study concluded that running at a high fractional VO_2max, and having a good running economy, may have been the primary factors favouring the good performance of Kenyan athletes.

Tam, *et al*, (2012) studied ten (top-level) Kenyan marathon runners and nine European controls equivalent to the Kenyan athletes. The objective of this Study was to test the hypothesis that acclimatization to moderate altitude (2,500 m) plus training at low altitude (1,250 m), improves sea-level performance in well-trained runners more than an equivalent sea-level or altitude control. The variables measured were VO_2max and the energy cost of running at moderate altitude. In conclusion, both Kenyan athletes and European controls did not have a very high VO_2max, but had extremely high sustainable VO_2max fraction and low cost of running. The dominance of Kenyan athletes over European controls could not be explained on energetic grounds.

Kong and Heer (2008) studied anthropometrics, gait and the lower extremity strength characteristics of the elite Kenyan distance runners. Stride frequency, relative stride length and ground contact time were measured at five running speeds between 3.5m/s

and 5.4 m/s using a motion capture system. Isometric knee extension and flexion torques were measured at six angles while hamstrings and quadriceps (H: Q) ratios were measured at three angular velocities using an isokinetic dynamometer. The results indicated that the limbs of Kenyan distance runners may have positively contributed to performance by having a low moment of inertia hence, requiring less muscular effort in leg swing. The short ground contact time observed was related to good running economy due to less time for the braking force to deccelerate forward motion of the body. These runners displayed minor gait asymmetry though the difference was practically insignificant.

Abd-Elkader1, EL-Bab and EL-Naeeim (2011) studied the Impact of Elevated Oxidative Stress on the Incident Physiological and Biochemical Changes in Long Distance Runners. The Study identified the lactic acid concentration, the free oxygen radicals in blood and the body composition in the 5000m runners. All measurements were collected at rest (pre-test) and post-test. The post - test results changed markedly from that of pre - test ones in most physiological and biochemical variables. The competition load severity and aerobic endurance increased in physiological variables such as heart rate, systolic blood pressure, diastolic blood pressure, and maximum oxygen consumption VO_2max. The results pointed out that the increase in the intensity of aerobic endurance of physical effort to achieve higher competitions performance would proportionally elevate the oxidative stress variables rates.

Mundia (2013) studied the pulmonary function of Kenyan elite distance runners. He assessed them during rest, sub-maximal and maximal endurance exercise. The purpose of this study was to assess pulmonary function parameters of Kenyan elite runners in

relation to endurance exercise performance and thereafter compare them with predicted values. The study concluded that most Kenyan distance runners' baseline pulmonary function values are comparable to commonly used reference values. However, the runners' respiratory system was able to cope with demands of superior oxygen consumption during endurance running. The runners experienced moderate level hypoxemia during sub-maximal and maximal endurance exercise.

2.3 Socio – Cultural Profile of Kenyan Middle and Long-distance Athletes

A socio-cultural profile is a description of a setting involving a combination of social and cultural factors. Socio-cultural factors include beliefs and value systems, attitudes, acculturation levels, socialization goals and practices, communication styles, interpersonal relations, experiences, problem solving and stress coping strategies. Caryn (2006) reported that the typical diet of Kenyan middle and long-distance runners is composed of approximately 75% carbohydrates. This may lead one to argue that running success and carbohydrate intake are directly related.

Fudge (2009) studied the diet, lifestyle and training practices of elite Kenyan endurance runners. The main findings of the research showed that elite Kenyan endurance runners exhibited negative energy balance prior to major competition as assessed by the gold standard doubly labelled water method. Considering the relatively high carbohydrate content of their diet, it was hypothesised that the caloric deficit could not have a direct impact on their training performance. The results also suggested that many individual differences may be responsible for producing world class performance.

Murugi (2011) studied the nutrition knowledge, dietary intake and nutritional status of elite Kenyan middle and long - distance runners. The findings of the study indicated that the nutritional status for the female athlete was low. Only 8.3% of the total number had normal nutritional status while 91.7% had poor nutritional status (either moderately or severely malnourished). The majority of these elite athletes had lost 2 to 4 kilograms of body weight during the stay at the training camp.

Bale and Sang (1996) reported that Kenyan children are motivated by world class athletes in their own villages and in the numerous high-altitude training camps in villages nearby. The champions who win medals are close relatives and not remote role models; they are fathers, brothers, cousins and neighbours. Children aspiring to be runners can bear witness to the fortunes their heroes make which include homes and cars those fortunes can buy. For instance, Paul Tergat received $300,000 as appearance fee during the 2001 London Marathon.

Wilber and Pitsiladis (2012) reported that although Kenya is advanced in many areas of its society, it still reports an unemployment rate of approximately 40%, and about half of the Kenyan population lives below the poverty line. Similarly, 39% of Ethiopian citizens live below the poverty line and their unemployment rate is approximately 35%. Success in distance running provides an athlete the means to advance to the top of Kenyan and Ethiopian society which serves as a significant motivational factor.

Berg-Schlosser (cited by Bale and Sang, 1996) studied achievement orientation of Kenyan runners. Achievement orientation can be defined as an internalized tendency to strive for excellence. Usually, the athlete can exert greater control over his success in an

individual sport than he can in a team sport. The Study showed that runners from the Kalenjin tribe had a high level of achievement orientation compared to other Kenyan tribes. High level of achievement orientation observed among the Kalenjin athletes has been associated with their success in the highly individual sport of distance running.

Entine (2008) showed that Kalenjin students perceived the ascetic experience of sports as more significant than others. The ascetic experience is the postponement of gratification. It is severe self-discipline and avoidance of indulgence. Many professional athletes reported that they abstained from sex, some foods, and other pleasures before major competitions in order to mentally prepare themselves for the upcoming contest. The demonstration of the ascetic experience in sports is found in the routine of a distance runner who trains hard daily for success in the distant future. These findings can help explain why runners from the Kalenjin tribe in Kenya account for about 75% of the world class medallists in middle and long-distance running.

Festinger (cited by Gill, 1986) suggest that people like being consistent in their thoughts, attitudes, opinions, and behaviour. If the consistent behaviour of Kenyan runners is geared towards successful performance, they end up internalizing it as a habit. Conversely, if the opponents consistently believe that the Kenyan runners have an advantage (genetic superiority) over them, then this has the potential to affect their performance negatively.

Nandi have remained a relatively rural society according to Iso-Ahola (1995). This rural environment, and lack of resources for alternative sports, made running as the available option for a long time. This created a culture that has been able to be sustained even

with the emergence of alternative sports. This has been witnessed by the fact that the latest generation of Kenyan athletes has a very different social environment from those of the first half of this century; but similar stereotypes have continued to be applied based on factors that are no longer universally applicable.

Schotté (2012) reports that the emergence of competitive athletes in Morocco is rooted in a long history that began during the French Protectorate before independence (1956). A systematic policy-not in other sports disciplines-on the detection of foot runners and training was put in place at the beginning of 1980s at national level. This policy met the aspirations of some of the local youth who perceived it as a possible route of social advancement. This was the principle behind the production of a large number of athletes of international level in Morocco. The advent of international athletic space as a very special form of professionalism saw many athletes with difficulties of low wages and poor remuneration leave for international athletic market in Europe. In the process, this left room for the upcoming athletes who were able to accept the terms.

A study on the demographic characteristics of elite Kenyan runners was conducted by Onywera, et al, (2006). The results indicated that most national and international athletes came from the Rift Valley region (controls 20%, national athletes 65%, international athletes 81%), belonged to the Kalenjin ethnic group (controls 8%, national athletes 49%, international athletes 76%) and Nandi sub-tribe (controls 5%, national athletes 25%, international athletes 44%), and spoke languages of Nilotic origin (controls 21%, national athletes 60%, international athletes 79%). A higher proportion of all athletes ran to school each day (controls 22%, national athletes 73% and international athletes 81%) covered greater distances. The Study concluded that

Kenyan runners are from a distinctive environmental background in terms of geographical distribution, ethnicity and they travelled far to school, mostly by running.

Sikes and Grant (2014) conducted a study to establish the extent to which increasing African women's freedom in one domain, distance running, could help to foster other economic, social or political freedoms. The Study explained the role of Kenyan elite women running success in fostering economic and social changes. The Study concluded that apart from its contribution to development theory and policy, the results were applicable more generally in other spheres of life.

Elbe, Madsen and Midtgaard (2010) observed the similarities and differences in motivational factors for running between Kenyan and Danish elite runners. Participants were elite middle and long-distance athletes. Results indicated that both samples show higher hope for success than fear of failure and had higher task than ego orientation. Kenyan runners scored significantly higher than Danish runners on task orientation and fear of failure. Additionally, Kenyan runners showed more extrinsic motivation for running than the Danish runners.

Lantz (2008) sought to find out reasons for the Kenyan dominance in long distance running. The findings included factors such as walking to and from school. On the contrary, Bale and Sang (1996) reported that majority (14 of 20) of elite Kenyan athletes never ran to school. As early as 1960s when the great Kipchoge Keino appeared on the international scene, many talented Kenyan runners were being removed from their homelands and placed in protected employment (military, police and other parastatals) to enable the full development of their running ability.

Rameshon (2010) argues that poverty in Kenya has motivated some athletes to succeed in running and to be successful in life. It is an avenue to travel and seize opportunities. Both propositions support the view that people engage in sports to improve their socio-economic status. However, this Study fails to recognize other social conditions in the family which contribute to the performance outcomes. This includes family support and goal setting as well as choice of physical activities that children engage in.

Rintaugu, *et al*, (2012) investigated psychosocial attributes of Kenyan university athletes and their findings indicated that the student athletes came from families of higher socio-economic status. This Study shows that 31.1% of the parents had primary school education, 30.3% secondary school education, 22.8% some college education, 9.5% university education and only 6.2% did not attend school. The Study further indicated that university athletes are influenced by team mates and coaches while parents who transmit attitudes and values about physical activity by paying activity fees, are powerful role-models and provide physical and emotional support to their offsprings.

Turker, *et. al* (2015) investigated the ethnicity of Kenya's international runners. He tracked their evolution over the period of their international emergence and current dominance. The study concluded that the data emphasize that the previously documented emergence of African distance runners is primarily a Kenyan phenomenon driven by the Kalenjin tribe and in particular the Nandi sub-tribe. This supports the complex interaction between genotype, phenotype, and socioeconomic factors driving the remarkable dominance of Kenyan distance runners.

A study by Simiyu, Gaudin and Kioli (2017) established that family provided athletes with financial support for purchase of training equipment and to pay for gym training fees buy food and pay for rent if athletes stay in residential training camps. Parents also exempt athletes from domestic chores so that they can concentrate on training. They also provide medication in cases of injury during training or competition; instil discipline, encouragement, moral support and social support especially if the athlete is faced with stiff competition.

According to Goffman (1959), the socialisation of athletics amongst the Nandi must also be seen in its sociological context relating athletics to an explanation of what may have so widely popularised the sport within a community. Through studying the lives of athletes, it was useful to pay attention to the everyday practices that join athletes to their socio-cultural backgrounds. This required an appreciation of the different settings in which Nandi athletes find themselves such as testing the assertion that individuals are nothing more than cogs responsible for the maintenance of the social world, playing their part in social interactions to avoid being embarrassed or embarrassing others.

Tanser (2008) reported that a running club is more of an affiliation of neighbours or relatives embarking on a common enterprise that might bring wealth and prestige to their home area. This is noticeable where Kenyan athletes train together in groups that number around twenty people and also in races where pacesetters lead from the front to give their compatriots favourable race conditions. It also explains why athletics observers have commented that ‘groups of athletes pulling together have a tremendous synergistic power that cannot be overstated’.

Ritcher (2017) studied running culture in Kenya and described the running culture in Iten and Kaptagat running camps. The Study concluded that running is understood as a full-time job which presents an opportunity for a sporting career as a commercial or student runner. The Study also revealed that runners follow a certain training lifestyle that is organized in groups by order of running performance.

2.3 Stakeholders and the Development of Kenya's Athletics Culture

According to Kitching and Campbell (2019), National Tennis Associations (NTAs) are responsible for initiating programmes that local clubs and coaches deliver. NTAs, clubs and coaches cooperate to identify talent during the talent identification and selection process. In the talent development process, tennis players progress from clubs to NTA training centres or private academies. Lastly, during the nurturing process, NTAs support players in the transition from junior to senior level. Once the players are self-sufficient, the NTA support decreases.

Zdroik (2016), in a study about Stakeholder Management in High School Athletics, sought to understand the process that athletics directors engage in to manage stakeholder relationships. Results point towards a process of stakeholder engagement that involves stakeholders within the decision-making process on major decisions such as head coach hire or policy changes.

Daniel (2012) ranked determinants of running as a career among 100 subject athletes from the Kalenjin community. The results indicated ability, earning, education, travelling and role models as factors that would influence one to pick running as a career. However, choices ranking in order of priority varied among different age groups

and gender where men ranked role models as number three while women ranked it and number four.

Kanyiba, Mwisukha and Onywera (2015) studied the gap between the management and success of elite middle and long-distance athletes in Kenya. The findings showed that all respondents agreed counselling services to athletes were inadequate (athletes: 42%, coaches 74%, and AK officials 81%). The Study concluded; first, the organizations with the responsibility of management of athletics in Kenya cannot be independently credited for the success of Kenyan distance runners. Second, the influence of foreign managers has superior effect to the performance by Kenyan distance runners. The study recommended that the organizations such as AK, NOCK, KNSC and the Department of Sports, Culture and Arts initiate athletics development programs, remuneration, anti-doping interventions, human resource capacity, facility and equipment upgrade in order to claim the success of the Kenyan distance runners.

Sotiriadou (2009) studied the Australian sports system and its stakeholders. The Study analysed the stakeholders involved and the inter-relationships developed to achieve success. The results showed that the sports system in Australia has adapted to an ever-changing financial environment via the cooperation of its stakeholders and their willingness to work together towards a common goal.

Yandjou (2011) assessed the role of university sports federations in enhancing student sports – a comparative case study between Portugal and Finland. He describes and discusses what potential the Finnish and Portuguese student sports federation have to influence sport participation among the academic community in Portugal and Finland -

two countries on the opposite ends of the spectrum. Results showed that federations have distinct policies and objectives, the macroeconomic, socio-cultural conditions for sport practice and organizational dynamics in Finland and consequently conditions to influence and sustain a key role in student sports participation than in Portugal.

Waardenburg and Nagel (2019) investigated social roles of Sport Organisations: developments, contexts and challenges. The findings revealed that sports clubs have an important social role in public welfare ever since the establishment of the sports club's movement in the 19th Century. Sports clubs have the ability to bring people together through development of social networks hence, widespread belief that sports clubs can promote social cohesion in modern European societies.

Rintaugu, Munayi and Mwangi *et al* (2010) looked at the manifestos of political parties under The Grand Coalition Government in Kenya. The Study aimed at examining both parties' commitments to sports and strategies of implementation. The Study concluded that from the commitments given by the parties, none was equivocal on how to improve sporting activities in educational institutions.

Kipchumba and Chepyator- Thomson (2015) analysed sports policy in Kenya. The analysis revealed that Kenya's rise to prominence above the current sports levels of participation is dependent on how the sports policy is articulated in sporting environments. Its implementation will gradually be seen as it is factored into national and county sports organisations.

Wang and Wang (2010) studied the role of the government in the development of sports industry. The Study revealed that the government is the balance point between developing sports industry and satisfying popular needs for sustainable development.

Litaba, Mwisukha and Onywera (2001) examined the role of Kenya government in the development of sports. The findings of the study showed that the Kenyan Government recognizes the development of sports as one of its core functions. The commitment towards the development of sports is reflected in the role played in facilitating the creation of sports management bodies and also being sensitive to issues related to sports management in the country.

Chelladurai and Zints (2015) evaluated the functions of National Sports Governing Bodies. The study recommended that every NSGB should consider having a strong statement of its vision, mission, and objectives. The statement should capture the NSGB's commitment to (a) governing as well as serving constituent member organizations and athletes, (b) being responsive to the community associated sports, (c), identifying and developing the athletes, (d), equity where the NSGB programs are accessible to all sectors of the community, and (e) being ethical in all its activities. The absence of such a forthright vision and mission statement may be considered a sign of ineffectiveness.

Belanger (1982) examined the role of sports agents in athletics. He reveals that many athletes have found a lot of relief in their agents. The agents are friends, business partners, advisors and psychiatrists. Players rid themselves of hassles simply by saying, "talk to my agent." He further reveals that what many people consider a specialty, sports

law has contract negotiations, tax law, investments, torts, and workman's compensation and even criminal defence work are in the realm of the sports lawyer which requires sports agent to be knowledgeable, assertive and creative.

Short and Short (2005) studied the role of a coach in athletics. The findings showed that the coaches' main responsibility is to enable their athletes to attain high levels of performance. Coaches should, therefore, motivate their athletes and establish the right conditions for their training. Effective coaches should be good communicators and have adequate knowledge, good teaching methods, training principles and assessment skills associated with their sport. These skills enable a coach to fulfil five defined roles as teacher, organiser, competitor, learner, friend and mentor.

2.4 Summary

Studies by Mazrui (1986); Chesaina (1991); Wanderi (2006) and Ndee (2010) looked at the traditional movement culture of Kenyan tribes. However, the studies did not link the movement culture to current performance of Kenyan athletes in middle and long-distance running. Similarly, Noranha (1970); Wamukoya and Hardman (1992); Askwith (1995); Bale and Sang (1996); Rintaugu (2011); Daniels (2012) and Richter (2017) looked at different aspects of sports in and out of schools during the colonial period. However, none of the studies have been linked to the current success of Kenyan runners in middle and long-distance running. This Study documented historical factors influencing emergence and development of Kenya athletics culture and linked it to the current performance of Kenyan runners in middle and long-distance events.

Entine (2000); Larsen (2003); Billat (2003); Saltin (1995a); Onywera *et al*, (2004); Scott *et al* (2005); Tam *et al* (2012); Mundia (2013) and Moore *et, al.* (2014) conducted studies based on biological characteristics of Kenyan runners. The studies sought to establish if Kenyan middle and long-distance runners have a predetermined advantage due to their ecological environment or specific genetic endowment for running. However, none of the studies have been conclusive on the underlying uniqueness to Kenyan runners, hence, premature to account for the athletic superiority.

Studies by Eberle (2000); Onywera et *al* (2006); Entine (2008); Fudge (2009); Lants (2009); Rameshon (2010); Murugi (2011); Wilber and Pitsilandis (2012); Rintaugu (2012) Simiyu *et al* 2017) and Anderson (2017) described the diet, motivational factors, socio-economic and psycho-social status of Kenyan athletes. However, the studies did not cover other aspects of socio-cultural profile and lifestyle that promotes good performance in middle and long-distance events. This Study analysed the social cultural background of Kenyan runners as an ideal environment for promotion of athletics capital in middle and long-distance running.

Studies by Belanger (1982); Litaba *et al* (2001); Short and Short (2005); Zdroik (2006); Sotiriadou (2009); Kanyiba *et al* (2010); Rintaugu *et al* (2010); Wang and Wang (2010); Yandjou (2011); Daniel (2012); Kipchumba and Chepyator- Thomson (2015); Challandurai and Zints (2015); Wardenburg and Nagel (2019) and Kitching and Campel (2019) explored the role of stakeholders in sports development. All the studies (except three) were not cases in Kenya. The three Kenyan studies only focused on policy, the role of government and party manifestos in the development of sports in Kenya. This study looked at various stakeholders and their role in athletics development in Kenya.

Schotté (2012) studied the emergence of competitive athletes in Morocco that is rooted in a long history that began during the French Protectorate before independence (1956). Results showed that a systematic policy-not in other sports disciplines-on the detection of foot runners and training was put in place at the beginning of 1980s at national level. This policy met the aspirations of some of the local youth who perceived it as a possible route of social advancement until the advent of professionalism that saw many athletes leave for international athletic market in Europe. However, his study did not show the colonial government structures that supported development of athletics in Morocco.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter presents the methods and procedures used in this Study. It has been organized under the following sub-sections; the research design, the target population, the sample size and sampling procedures, research instruments, reliability of research instruments, data collection procedures, data analysis techniques and reporting.

3.1 Research Design

This Study utilised mixed methods research design (Desk Review and Cross-sectional study design). Desk Review was employed in dealing with objective one while Cross-sectional study design was used for objectives two and three. Desktop research was employed to get information available in printed form or published on the internet, in newspapers, magazines, and government reports which was collected and analysed. Cross-sectional study design is usually used to observe naturally occurring phenomena with minimal influence from the researcher (Schuman and Kalton, 1985; Hinton, 1995; Mugenda and Mugenda, 1999) and Haslam and McGarty (2003), hence, able to examine relations that would be difficult to isolate using an experimental design. This design, therefore, deals with naturally occurring relationships between variables (both independent and dependent variables).

According to Haslam and McGarty (2003), surveys are more suitable for studying a phenomenon that is constant like the athletics culture in the present study. They are easy to administer because it allows researchers a considerable scope to investigate

many aspects of phenomena at the same time in the environment where they occur. Surveys involve use of standardized questionnaires or interview protocols to collect data. The method is strong with respect to external validity because it is concerned with the question of whether the findings obtained from the participants may be generalized to a wider population (Haslam and McGarty, 2003).

This method has several inherent strengths. First, it is an excellent way of measuring a wide variety of unobservable data such as people's preferences, traits, attitudes, beliefs, behaviour or factual information. Second, it is ideally suited for remotely collecting data about a population that is too large to observe directly. Third, the method is preferred by respondents because of their ability to respond at convenience. Fourth, interviews may be the only way of reaching certain population groups such as the homeless for which there is no sampling frame available. Fifth, large samples may allow detection of small effects even while analysing multiple variables and, depending on the survey design, may also allow comparative analysis of population subgroups (i.e., within-group and between-group analysis). Sixth, it is economical in terms of research time than most of other methods such as Experimental research and Case Study research (Haslam and McGarty, 2003).

In this Study, independent variables included the demographic information on gender and level of performance; Elite or Sub-elite where Elite athletes are those who have participated in an international event or national trials while Sub-elite are those who have participated in KUSA, KTCSA and KSSSA events. The dependent variables under Study include individual performance, access to training facilities, access to

instructional services, level of social networking contribution, and access to medical services, family support and agents who link athletes with event organizers abroad.

3.2 Target Population

The Study targeted Kenyan male and female athletes in middle and long-distance running starting from 800m to marathon who participated in national level athletics competitions like national trials, KUSA, KTCSA and KSSSA national events. The Study also targeted stakeholders in management of athletics in Kenya who included coaches, administrators, government departments, managers, sponsors, federations, associations and role models involved in the organization and management of athletics in Kenya.

3.3 Sample Size and Sampling Procedures

Stratified Random Sampling was used to select 320 athletes out of the 1181 targeted athletes from schools, colleges, universities and running camps. The strata were schools, colleges, universities and athletes from running camps who had at least attended national trials. The sample of 320 participants represented 27.1% of the target population which is sufficient (Gay, 1987). Every member in each of the strata was assigned a number after which individual participants were chosen at regular intervals of 3. Additionally, Purposive Sampling was used to select 157 participants from among the stakeholder groups supporting athletics development. The sample size for each category is shown in the Table 3.1.

Table 3.1: Sampling

S/N	Category of Participants	Target Population	Sample Size (27.1%)
1	National trials	783	212
2	KUSA	124	34
3	Intercollegiate	168	46
4	Secondary schools	106	28
Sub-total			**320**
5	Stakeholders		157
Total			**477**

Source: Data 2021

Purposive Sampling was used to select one coach and one administrator from each of the six major running camps of Iten, Kapsabet, Kericho, Eldoret, Machakos and Ngong Hills, one coach and administrator from each of the 17 universities that presented athletes in middle and long distance running events, one coach and administrator from each of the 24 colleges that presented athletes in middle and long distance running events and one coach and administrator from each of the 20 schools that presented athletes in middle and long distance running events during national games. Table 6 shows the distribution of the 157 stakeholders among various categories of personnel supporting athletics development.

Table 3.2: Distribution of Stakeholders among Various Categories Supporting Athletics Development in Kenya

S/N	Stakeholder	No.	Coach	Administrator	Total
1	Training Camps	6 camps	6	6	12
2	Government	3 agencies			3
3	AK	1			1
4	KUSA	17 universities	17	17	34
5	KTCSA	24 colleges	24	24	48
6	KSSSA	20 schools	20	20	40
7	Role Models				10
8	Corporate Sponsors				5
9	Sports agents				4
Total					**157**

Source: Data 2021

3.4 Data Collection Instruments

Desktop research was used to collect historical information on the development of Kenyan athletics culture from secondary sources. Various search engines were used to get information on the development of Kenyan athletics culture and the factors that facilitated this process. The search engines included Google Scholar, Google Books and Open Access Journals Search Engine (OAJSE). Questionnaires were used to collect data on socio- demographic information on Kenya middle and long-distance runners, their family profiles and training profiles. The questionnaire had both closed and open-ended items. Interviews were used to collect data for Objective Three; the role of various stakeholders in the development of Kenyan athletics culture.

3.5 Questionaire development

The researcher began by preparing a list of the questions that he wanted to be answered. The questions were in line with the objectives. Questions were written in plain, simple language by avoiding use of complicated sentence structures. To make it easy for the respondents, the questionnaire began with simple questions that did not ask for much personal information. There was avariety of question types. For instance, changing from yes-or-no question format to open-response questions. This was meant to keep the respondent as interested as possible. Pre-testing was done to help identify unclear questions, awkward wording and other errors. Item questions that had errors were corrected before administration of the questionnaire.

3.6 Development of interview guide

An interview protocol was prepared in line research objectives before the actual interview date. It consisted of a set of rules, guidelines and open-ended questions. This allowed the researcher to not strictly follow a formalised list of questions. In terms of language, the questions were fine-tuned to be explicit and clear for the participants. Questions were arranged to flow in some kind of psychological order, so that one leads easily and naturally to the next by ensuring questions on one subject, or one particular aspect of a subject, were grouped together. The researcher also paid attention to the presentation and layout of the interview form itself to make it as straight-forward as possible

3.7 Validity of the Instruments

The questionnaire was constructed by the researcher under the guidance of the supervisors who are experts in the field of study. Items of the questionnaire were identified. The overall sample of the content being measured as represented by objectives was captured. The items were checked for completeness in terms of structure and content. The supervisors, who are content experts, were consulted for input on the broad spectrum of the content. The comments and suggestions from the experts were synchronized and used in finalizing the instrument. The instruments were pre-tested using participants from one of the schools which comprised of the student athletes who had participated in East Africa Secondary Schools Games. These participants were then excluded from the main study.

In conducting the interviews, the researcher asked respondents a series of open-ended questions. The goal was to obtain narrative or textual data in the respondent's own words. During the construction of the interview guides, the researcher ensured there was no unnecessary bias in the answers by phrasing the question items in neutral form as much as possible.

3.8 Reliability of the Instruments

Test-Retest reliability method was used. It refers to the reproducibility of measurements with the same instrument over time. To assess the reproducibility of the questionnaire, the researcher used the questionnaire data of 30 individuals from the first and second assessments of the respondents who participated in the pre-tests. Reproducibility includes reliability and agreement. Reliability refers to how well individuals can be

distinguished from each other; whereas, agreement indicates how close the repeated measurements are to the original measurements. The most frequently used reliability parameter is the Intra-class Correlation Co-efficient (ICC), which is calculated as the ratio of the variance between participants and the total variance. To estimate the test-retest reliability of the questionnaire, the researcher calculated the ICC with 95% Confidence Interval (CI) using a 2-way random model. Respondents and measures were considered to be random effects. An ICC of at least .70 was considered to be satisfactory for group comparisons whereas an ICC of at least .90 was considered to be satisfactory for individual comparisons.

Agreement was quantified by the Standard Error of Measurement (SEM), the square root of the within-subject variance which indicates how close the scores for repeated measurements are. The Smallest Detectable Difference (SDD) can be derived from the SEM, where SEM is defined as the Standard Error of Measurement: $SDD=1.96\times\sqrt{2}\times SEM$.31 where the SDD is the Smallest Detectable Difference in measurement that can be interpreted as a real difference between 2 measurements in an individual. Standard Errors of Measurement and SDDs are expressed in the units of the measurement scale. To our knowledge, there are no generally accepted criteria for satisfactory Standard Error of Measurement and SDD values for group or individual comparisons. All statistics were calculated with SPSS 25.0 for Windows. The results obtained from the reliability test co-efficient were good with an ICC of .728 (95% CI, .65–.93). The agreement of the questionnaire was good with a Standard Error of Measurement of 6.7% and an SDD of 18.6%.

3.7 Data Collection Procedure

Desk review was used to collect information about the development of athletics culture in Kenya. Data from secondary sources including written, oral and audio-visual support materials were collected by desk review, browsing online internet sources like Google Scholar, Google Books and Open Access Journals Search Engine (OAJSE) and photocopying information materials. Translating information found not originally in English sources was done using Google Translate. This information was supplemented and verified using interviews of the stakeholders.

Interviews were carried out on pre-arranged and agreed upon date, time and venue. Interview session was conducted after training or competitions to get a setting that is quiet, with less of background noise in order to have a clear recording data. The Interview Schedule was shared in advance to enable gather some of the materials that were likely to be used during the interview. The specific actions carried out during the interview were: conducting the interview, recording and transcription. The researcher followed the interview protocol sequentially. He used of probing techniques with the aim to elicit rich information, recording using a recorder and note-taking of the ideas revealed by the interviewees. The entire interview did not take longer than 40 minutes to complete. Finally, the researcher expressed his appreciation to the interviewees for their goodwill.

Data collection using questionaires was carried out at the training venues for athletes in the camps. Venues for competitions were shared for the researcher and the assistants to plan their movements. The venues for competitions were convenient for participants in

universities, colleges and schools participating in the Study. The questionnaires were distributed, completed by the participants and then retrieved by the Research Assistants.

3.8 Research Assistants

Five Postgraduate students in the Department of Health Promotion and Sports Science were recruited as Research Assistants. They hailed from where the camps are located. This was to ensure ease of access to the camps and familiarity with local language and culture. They were trained by the researcher for two days on administering the questionnaire to the athletes, interview schedules to the coaches and administrators. Research Assistants were taken through the Objectives of the Study and the items of the questionnaire. This helped them understand the expected responses on each of the questionnaire items. This enabled them to identify if the questionnaires were correctly filled. They were also trained on preparation for the data collection tasks. This included printing of the questionnaire, photocopying enough copies, packaging based on the numbers expected on each site and logistics arrangement. Prior arrangements were made with coaches concerning the time, location and date for data collection.

3.9 Data Analysis and Presentation

Document Analysis was used to analyse Objective One. They included Public Records which refer to the official, ongoing records of an organization's activities like mission statements, annual reports, policy manuals and strategic plans; Personal Documents like first-person accounts of an individual's actions, experiences, and beliefs like calendars, scrapbooks, blogs, Facebook posts, reflections/journals and newspapers; and Physical

Evidence such as physical objects found within the study setting like flyers, posters, agendas, handbooks, and training materials.

The analysis entailed identifying, selecting, appraising and synthesising data contained in documents. Content Analysis yielded excerpts, quotations, or passages that were then categorised through content analysis. In Objective Two, the collected data from questionnaires was coded and keyed in SPSS software. Frequencies, means and percentages were used to describe demographic and socio-cultural profile of Kenyan middle and long -distance athletes. Chi-square was used (at 0.05 level of significance) to determine gender differences in responses from the participants as well as the level of performance. Thematic Analysis was used to analyse Objective Three. Interview responses from various stakeholders were categorised into sub-topics which included government departments and agencies, sports federations and sports associations, corporate sponsors, coaches, administrators, athlete managers and role models. A summary of their contribution to the development of athletics in Kenya was documented. Analysed data for each Objective was presented in form of tables, bar graphs or prose as summarised in Table 7.

Table 3.3: Data Management

S/N	Objective	Data Collection Instrument	Data Analysis	Presentation
1	Objective 1	Desk review	Document Analysis	Prose Tables
2	Objective 2	Questionnaire	(Chi square)	Tables Charts
3	Objective 3	Interview guide	Thematic Analysis	Prose Tables

Source: Data 2021

3.10 Logistical and Ethical Considerations

Ethical approval was sought from the Masinde Muliro University of Science and Technology Ethics Committee (See Appendix 7). The researcher also sought a Research Permit from the National Council of Science and Technology before commencement of data collection (See Appendices 7&8). Further permission was sought from official organizers of games-KUSA, KTCSA and KSSSA-to allow collection of data during these national events (See Appendices 11, 12 &13).

3.10.1 Autonomy

Participants were adequately briefed about the research and signed consent before they participated in the Study. The information shared by participants was considered private and confidential. The participants were not required to write their names on the questionnaires. The participants were informed that they could opt out of the Study at any point they felt to do so. The participants were also informed that all data collected was purposely for research and academic purposes and in the event that it was to be

published, permission to use information sourced from respondents would be humbly requested.

3.10.2 Justice

Participants were drawn from all categories-schools, colleges, universities and clubs-for representation. Prior arrangements were made with coaches concerning the time, location and date for data collection. Data collection was carried out at the training venues of the selected athletes or at the venue of competitions during various competitions according to the convenience of the athletes and coaches.

3.10.3 Beneficence

The dominance of Kenyan athletes in middle and long-distance running has been explained using myths and stereotypes. This indicates that Kenyans are favoured by running genes, high altitude environment and special diet. This Study showed that Kenyan's success in running is due to socialization, stakeholder support and good training. This is useful information to athletes, coaches and other stakeholders.

3.10.4 None – Maleficence

There was no risk of harm anticipated in the participation of this Study. The participants were only required to share personal or family related information. The participants were allowed not to answer any of the questions (s) in the questionnaire or interview.

CHAPTER FOUR

RESULTS AND FINDINGS

4.0 Introduction

This Chapter dealt with documentation of the development of Kenyan athletics culture, analysed the socio-demographic and cultural background of Kenya middle and long-distance runners and finally examined the role of stakeholders in athletics development in Kenya.

4.1 Development of Athletics Culture in Kenya

The results in this section are based on desk review and literature search using various search engines like Google Scholar, Google Books and Open Access Journals Search Engine (OAJSE). This focused on the emergence and historical development of athletics in Kenya: the role of the church, military (King African Rifles), colonial office recruitment, inclusion of Physical Education in school curriculum and formation of sports associations (Bale and Sang, 1996). These factors formed a solid foundation for the development of Kenya's athletics culture. The search also revealed factors that favoured the development of Kenya's athletics culture during the colonial and post-independence period. These include IAAF / Olympic solidarity trainings and scholarships, availability of sponsors, belief in biological giftedness, availability of training and competition opportunities and role models especially in the running dynasties. Finally, the search showed how post-independence government sustained the momentum acquired during the colonial period for further development of athletics.

4.2 Sports during the Pre-Colonial Period (Before 1895)

4.2.1 Indigenous Traditional and Cultural Activities

Due to lack of mechanisation and digitization, most of the indigenous cultural activities were in form of manual work. This included walking long distances because there was no active transport. During raids of places far away from homeland, people had to walk as long as 50km with the cows. The pastoral communities would still cover long distances in search for water and pasture of their animals. Those communities that practised long distance trading would cover long distances to and from markets (Pitsiladis et al, 2007).

Indigenous traditional sports have prevailed in Kenya as elements of movement culture. The most prominent sports and recreational activities in most traditional Kenyan communities included running/racing among other activities like spear-throwing, swimming, dancing, stick fights and wrestling (Wanderi, 2006).

4.2.2 Food Seeking

Many traditional communities in Kenya were hunters, gatherers, fishermen, pastoralists or practised some form of subsistence farming. Therefore, early forms of physical activities and games were utilitarian in nature. People participated in activities that were closely associated with skills required in providing food to their households. For instance, group hunting would involve a lot of running before killing game that would be enough food for several households. For instance, the Kalenjin were agile, athletic and able to travel long distances without fatigue: when marching, hunting and raiding,

they exhibit considerable powers of endurance and great reserves of strength (Matson, 1972).

4.2.3 Survival and Defence

Running, swimming and wrestling were useful skills for survival and defence in many communities. Running was key during raiding activities (Huntingford, 1953). This would be particularly important when escaping from aggressors or pursuing them. Swimming was also a common activity that was learnt due to the need for communication across large rivers or lakes while wrestling would be relied upon when defending their communities (Mazrui, 1986). For instance, athleticism was a major factor in the protracted Nandi Resistance that thwarted the construction of the Uganda Railway passing through the Nandi region in the early 20th Century (Matson, 1972).

4.3 Athletics Development during the Colonial Period (1895 - 1963)

Kenya was a British Protectorate from 1895 and declared as a colony of Britain in 1920 (Daniels, 2012). This advent of colonization came along with church missionaries who set up schools. The base of King African Rifles was also set up in Kenya hence, as a colony, Kenya received direct posting of colonial administrators from Britain. Each of these factors would form the foundation for athletics development in Kenya (https://archiveshub.jisc.ac.uk/data/gb161-mss.afr.s.1715. Retrieve June 5th 2021).

4.3.1 Church Missionary Activities

Missionaries introduced Western formal education in Kenya. The first missionaries who settled on the East African Coast were Portuguese Roman Catholics. They had established monasteries at Mombasa and Lamu, the Kenyan coastal towns by 1557. The

second wave of Christian missionaries included the Lutherans. They were sent to Kenya through the Church Missionary Society (CMS). Missionary societies established churches, hospitals and schools in Kenya (Anderson, 2017). Later the British colonial government urged the missionaries to expand the educational system in addition to religion.

Muscular Christianity characterized early development of sports in mission schools. This term referred to the Victorian era which stressed the need of energetic Christian activism combined with an expression of energetic masculinity. *A cult of athletism* was popular in British private schools by 1880s. This saw games in mission schools become compulsory up to three times a week or more. The emphasis on athletics became the basis of muscular Christianity movement (Mangan, 2008).

By 1906, the church missionary society was organizing sports events in junior schools. The activities included obstacle races and sack races. The organization of sports in missionary schools within British East Africa improved and had well organized events by 1920s where both boys and girls participated in various activities. Sports days were held in mission schools as early as 1906. Physical activities, games and drills were part of everyday school life. The organization of sports in missionary schools within British East Africa improved into well-organized events by 1920s (Bale and Sang, 1996). For instance, John Arthur who was in charge of Physical Education and Sports at Church of Scotland Mission at Thogoto believed that sports should be played for moral and recreational purposes (Bale and Sang, 1996). He observed: *athletics and football would stiffen the backbone of these boys by teaching them manliness, good temper and unselfishness…..*

4.3.2 The Kings African Rifles

The Kings African Rifles (KAR) base was established in Kenya. It was a multi-battalion British colonial regiment raised from Britain's various possessions in East Africa from 1902 until independence in the 1960s. It performed both military and internal security functions within the colonial territory and also served outside these territories during the World Wars. The rank and file (Askaris) were drawn from native inhabitants while most of the officers were seconded from the British Army (Bale and Sang, 1996).

KAR was the largest force of African troops in East Africa. Athletics was used as a way of making soldiers maintain fitness as well as promote discipline and teamwork among the soldiers. In the 1920s, the colonial administration organized local track meets. Apart from the winners being offered blankets and cooking pots as prizes, military and police officials came to these meets and recruited the victors. Many young Kenyans like Kip Keino joined the police service and continued to compete throughout their careers (Bale and Sang, 1996). Another boost to Kenyan athletics was the arrival of the colonial Police Commissioner in 1925 who organized athletic competitions for police recruits (Spicer, 1925).

4.3.3 Colonial Office Recruitment

Most of the colonial staff who worked in Kenya as administrators, missionaries, teachers, policemen and army personnel attended prestigious public boarding schools such as Harrow and Eton in the United Kingdom. The 1949 Handbook for the Colonial Officers confidential appointments revealed that recruitment of officers into oversees missions was based on one’s personality and character which could be judged by one having been a prefect or a captain in college. It is remarkable that out of 216 officers in

Kenya during the period of 1890 to 1959, 164 of them had attended public schools; 293 out of 382 had attended Universities of Oxford and Cambridge (Anderson, 2017).

Two District Officers from Kericho namely C. H. Caruthers and B.V. Beesley in 1956 proposed The Kalenjin Games. The proposal explained that the purpose of The Kalenjin Games would be to popularize athletics among the Kipsigis, Marakwet, Turgen and Nandi.

'*Athletic results throughout the colony identify Kalenjins as the best athletes in Kenya however their full potential has not been realized,'* writes Caruthers and Beesley.

The notion of the Kalenjin Games was discussed by Provincial Commissioners of Nakuru and Nyanza, District Commissioners from Tambach, Marakwet, Kabarnet, Kericho and Kapsabet with Archie Evans; the Colony Sports Officer. During the meeting, A. R Jolly; the community officer from Kabarnet confirmed that there were already five levels of sports taking place in Kenya; locational level, divisional level, district level, provincial level and at colony level occupying two months each year (KNA PC/NKU/2/32/3, 1957).

4.3.4 Formation of Sports Associations

Many of the professional teams and clubs were formed by colonial British settlers and Asian contractors in Kenya as early as 1922. In 1924, stakeholders including missionaries, police and schools met under the first Kenya colony Director of Education, James Orr and formed Arab Africa Sports Association (AASA). The first AASA athletics meet was held at the Nairobi Race Course where teams from various

districts would compete. This later improved in 1930s to host competitions at provincial level (KNA/DC/Lamu/2/8/2).

Archie Evans is credited for starting organized athletics and forming Kenya Amateur Athletics Association (KAAA) in 1951 and served as the first Secretary. Unlike AASA, the primary duty of KAAA was to govern athletics-Track and Field-activities in Kenya. Sir Derek Erskine became its first chairman and worked closely with Archie Evans who was the first Kenyan sports officer.

KAAA adopted the IAAF rules and regulations in 1951 and, in 1952, KAAA was ready to organize an event between Uganda Protectorate and Tanganyika Territory; the East African Territorial Athletics Championships. The Championships became annual forming the cornerstone of the East Africa Athletics program. Later, other nations including Somalia, Malawi, Ethiopia, and Zambia joined the "East African Amateur Athletic Board" (Anderson, 2017).

Kenya's affiliation to International Amateur Athletic Federation (IAAF) was in 1954 while Kenya Olympic Association was formed in 1955. This development enabled Kenya to participate for the first time in the 5th Edition of the British Empire and Commonwealth Games in Vancouver, Canada in 1954. This also prepared the country for 1956 Melbourne Olympics in Australia. In this event, Kenya presented 25 participants in five events; Athletics, Hockey, Sailing and Shooting. Kenya also participated in Cardiff Games of 1958 (Anderson, 2017).

Archie Evans visited UK in March 1952 where he met Mr.J.C. G Crump (Honorary Secretary of the British Amateur Athletics Board), Mr.G. W Smith (Assistant Secretary

to the Amateur Athletics Associations), and Mr.K. S Duncan (Honorary Secretary of the British Empire Games Federation and Mr.E.J.M Holt (Secretary of the British Olympic Association) as well as national coaches. Through these collaborations, British coaches and athletes travelled to Kenya to help in training courses. For instance, the KAAA arranged for a coaching session to be held at Jeanes School when Jack Davis (World Record Holder in the 110m and 120m hurdles and silver medalist in the 1952 and 1956 Olympic Games) visited Kenya in March 1957 (Anderson, 2017). This became the norm in the run up to major championships whereby the KAAA would invite coaches from the UK and the US to teach, train and encourage athletes in their respective races. During the training, KAAA invited Community Development Officers, education officers, school masters, youth leaders and club coaches. Also invited were District Commissioners and principals of schools and training colleges who were considered essential in running successful grassroots programme (Anderson, 2017).

The fruits of the KAAA were beginning to materialize. Lazaro Chepkwony was recorded as being the first distance runner to race in Europe during Empire Games in Vancouver. He competed in the AAA six mile championship at White City, London in July 1954. Another team mate of Chepkwony, Nyandika Maiyoro, featured prominently in the three mile race coming third with a new national record of 13.54.8 while Bartonjo Rotich (later KAAA President) and Arere Anentia won Bronze in the 440 yard hurdles and Bronze in six miles respectively at the 1958 Commonwealth Games in Cardiff. Four years later, Seraphino Antao won Kenya's first Gold medal in international competition at the Commonwealth Games in Perth, Australia (Anderson, 2017).

Sir Derek took over the administration of the Association (KAAA), track and field activities and intensified sports activities from grassroots to serious competitions around the Provinces. This transformation paved the way for the exposure of Kalenjin runners who demonstrated that they were exceptionally gifted athletes (Wabuyabo et al, 2017). Sir Derek campaigned in Kenya and Britain to raise funds for the building of a national sports stadium. He secured funds from the Sir Issac Wolfson Foundation and purchased a piece of land which he transformed the plot into the 35,000-seater Nyayo National Stadium (KNAAMP/5/49).

4.3.5 Inclusion of Physical Education in School Curriculum

During this period, curriculum development also factored Physical Education and Sports as a mandatory subject in schools. For instance, Fraser Education Report (1909) emphasized on drills and physical training as one of the mandatory participants at the elementary school's level. The Phelps - Stokes Commission Report of 1924 also highlighted the inclusion of recreation activities in the school curriculum. The main focus was on physical training and simple calisthenics (Wamukoya and Hardman, 1992). The report recommended open spaces to be set-aside in urban and rural areas to accommodate sporting activities. The colonial authorities allocated some fiscal resources for the establishment of sporting facilities and purchase of sports equipment (Rintaugu, 2011). The syllabus for teaching sports in Kenyan schools as extracurricular activity was introduced in 1935. Football (soccer) and athletics (track and field) respectively were the first sports to be professionally organized (Wamukoya and Hardman (1992).

Building on this foundation, the recommendations of later commissions (during post-independence period) on education had direct influence on the teaching of Physical Education (PE) and development of sports in schools. For instance, the Ominde Commission of 1964 emphasized on the inclusion of Physical Education (PE) as a co-curricular activity in the schools' curriculum and Gathachi Report of 1978 whose recommendations led to the Presidential Decree of 1980 that made Physical Education (PE) a mandatory subject in all primary schools, secondary schools and the Teacher Training Colleges. This was a landmark decision that promoted PE and sports in educational institutions (Wamukoya and Hardman, 1992). However, the implementation of these directives reduced with the education system becoming examination oriented hence affecting subjects that were not examinable like PE.

4.3.6 IAAF and IOC Solidarity Scholarships for Coaches and Runners

Jeanes School (now Kabete) was the headquarters of KAAA hosting the office of the Colony Sports Officer. This is where training and capacity building courses for coaches, managers and teachers were held. The courses were sponsored by IAAF and IOC as solidarity training scholarships for coaches and runners. For instance, in September 1956, Donald B. Canham (Head Coach at Michigan University), visited Jeanes School to advice on training and development of Provincial Team Managers in preparation for 1956 Melbourne Olympics (Anderson, 2017). In athletics, Emmanuel Korir (2020) *Julius Yego receives KSh. 900,000 from IOC Solidarity Scholarship*.

4.4 Post – Independence Period (1963 to 2020)

Kenya attained independence from the British colonial rule in 1963. The successive post- independence governments have continued to put in place a number of measures and strategies to sustain and enhance the management of sports in the country.

4.4.1 The Role of the Government

The Government has continued to review structures managing sports from a department of sports in the Ministry in charge of sports from 1989 to a current fully-fledged Ministry of Sports, Culture and Heritage. The Ministry represents the highest organ in structural organization of sports in Kenya. The Sports Commissioner within the Ministry acts as the Government advisor on sports matters evaluates policies and maintains standards.

The robust structure of the Ministry has been able to directly support the development of athletics and enabled stakeholders including KNSC, NOC-K, Regional IAAF Centre and KU-IAAF Academy to become part of athletics development machinery in the country *(Interview: Principal Sports Officer - Department of Sports in the Ministry of Sports, Culture and Heritage, 2020).*

Among the key milestones in creating structures of sports management included the establishment of the Kenya National Sports Council (KNSC) in 1966 to coordinate the activities of the National Sports Federations. Among the first assignments was to assist in the preparation of the Kenya national teams for participation in the 1973 All-Africa Games, establishment of National Sports Federations to coordinate and organize sporting activities in their respective sports disciplines as well as the establishment of

National Sports Federations for educational institutions to oversee sports programmes in the institutions. Also, it assisted in the appointment of Mr. Musembi Mbathi in 1964 as the first African President of KAAA while Mr. William Yeda as the first African Sports Officer of the Republic of Kenya. This helped accelerate athletics activities at the grassroots level. *(Interview: Principal Sports Officer - Department of Sports in the Ministry of Sports, Culture and Heritage, 2020).*

4.4.2 Increased Availability of Training Opportunities

Apart from the training opportunities available at Jeanes School, Kalenjin Games and KAR, training opportunities expanded tremendously after independence. This was attributed to increase in the number of universities, teacher training colleges and schools which expanded opportunities for training in preparation of institutional competitions (See Appendix for list of universities, colleges and schools). The Kenya Defence Forces and National Police Service have continued to release their athletes to train for competitions. Many athletic training camps have been established in Kenya where athletes could go for residential training.

Lornah Kiplagat started her High-Altitude Training Centre at Iten in the year 2000. This was the first training centre with decent facilities meant for Kenyans as well as foreign athletes. More and more Kenyan runners make Iten their home ground to be able to train with the best. Some of the most famous are: Wilson Kipsang (former world record holder marathon and London Marathon champion), Abel Kirui (2x world champion marathon), David Rudisha (world record holder and Olympic champion 800m), Florence Kiplagat (world record holder half marathon), Edna Kiplagat (Twice - World Marathon Champion), Mary Keitany (World Half Marathon Champion; Winner London

Marathon), Asbel Kiprop who is an Olympic champion in 1500m (https://medium.com/enda-sportswear/the-7-best-places-for-training-in-kenya retrived 17june 2021).

There is a Nike Athletics Training Camp at Kapsait where everything athletes need during training in the camp is provided. The Camp is situated at a much higher altitude. Rainy conditions do not affect training much because the type of soil offers better natural drainage. Being far away from the big towns, everything is much cheaper than in most other training destinations. Some athletes who are not under sponsorship choose to seek accommodation near the training camp so that they are allowed to join the athletes in the Camp every morning for training.

Kaptagat is another possible destination for training. Berlin and London Marathon champion Eliud Kipchoge, marathoner Emmanuel Mutai, and World Cross Country and half marathon champion Geoffrey Kamworor all train in Kaptagat. The Camp enjoys endorsement of many of the top sports management groups including Pace Sports Management and Global Sports Management (*https://www.kenyanathlete.com› retrieved on 17th May 2021.*

Kapseret is situated between Eldoret and Mosoriot. It has flat and soft ground courses that are ideal for track runners. It is about 10km from either Eldoret or Mosoriot. The athletes training here have the option to go for their track workouts in either of the places. Most athletes live in their own homes or in rented houses rather than in a training camp. Top long-distance female athletes like Mary Keitany and Vivian

Cheruiyot have male pace setters who accompany them in their long runs and speed workouts to make sure someone is challenging them.

Mosoriot is a small town situated between Kapsabet and Eldoret. The training routes around here go through hills and valleys and have resulted in producing some of the best marathon runners in the world that include Martin Lel; the three-time London Marathon champion and Robert Cheruiyot; the multiple Boston Marathon champion. Mosoriot Teachers College provides a good track for athletes to train. The track athletes who have used this track to catapult them to the top of the world include Jairus Birech and Conseslus Kipruto, the 3000m steeplechase runners who both managed to win the IAAF Diamond League trophies.

Kapsabet and Nandi Hills are a convenient running distance from each other so they serve as one large training area. Most of the running takes place in tea plantations whose roads are well maintained by the tea factories. Chicago Marathon Champion Dickson Chumba and New York City Marathon Champion Stanley Biwott train in Kapsabet. The bottom line is that wherever you choose to train in Kenya, you will never miss a strong training group. No matter what time of year, one has access to many local races as build-up to major events *(Interview: Coach - National Police Service based at Kapsabet).*

4.4.6 Increased Availability of Competition Opportunities

There has been an increase of competitions every athletic season in Kenya. This is due to many sponsored events in various parts of the country as well as institutional competitions. The country is divided into eight administrative regions and all

constituencies have to present teams at national trials. Pre-qualification competitions culminate in national trials whose date is predetermined and fixed on the AK calendar *(Interview: Director of Sports and Games - Kenyatta University).*

The Kenya Secondary Schools Sports Association (KSSSA) organizes competitions where athletics is one of the entries. Many schools have produced athletes that feed Kenya team in junior championships. Many of Kenyan Olympians were identified during Kenya Secondary Schools Sports Association (KSSSA) competitions. Fixtures are arranged in advance to allow the teams to prepare early *(Interview: Secretary - Western Region Secondary Schools Sports Association).*

The KTCSA bring together teacher trainees from all colleges around the country to compete in athletic events among them sports and games. The colleges are clustered into zones for preliminary competitions. The winning teams at zone level participate at KTCSA national competitions *(Interview: Physical Education Tutor and former Treasurer KTCSA - Eregi Teachers Training College).*

KUSA is the governing body for university sports in Kenya. Each university has a Sports and Games Department in charge of coordinating sports activities at the University. This is mainly to prepare university teams for inter-university championships among other open championships in the country. KUSA games have preliminaries held in five different regions called conferences before the national competitions. Despite athletics attracting fewer participants compared to team sports at this level, some athletes have been able to qualify to compete at World University Games. For instance, Grace Mitambo (200m), Vincent Rono(800m) and Barnabas Kirui

(1500m,3000m) all from Kenyatta University and Linda Otieno (200m) from United States International University (USIU) represented Kenya in the World University Games in Izmir - Turkey in 2005 and Bangok – Thailand in 2007. *(Interview: KUSA Secretary General and Games Tutor - Kaimosi Friends University College; Director of Sports – Marsabit County).* In 2018, Winnie Chepkirui (3000m), a Fourth-Year student from Kabianga University attended FASU Games held at the Tshwane University in South Africa. In 2019, Chebet Laibich (Cross Country), a Second-Year student from Kabianga University attended FASU Games held at Marakech, Morocco while in 2019 Benson Lingokal (Cross Country) from Kibabii University won Silver in FASU Games held in Marakech Morocco *(Interview: Games Tutor Kibabii University).*

AK hosts the national trials apart from running other local activities in the IAAF calendar. The country has been subdivided into different affiliate regions as follows: Central, North Rift, Central Rift, South Rift, Southern, Eastern, Western, North Eastern, Nairobi, Coast, Nyanza North and Nyanza South regions. Kenyan athletes affiliate themselves with Government organizations such as Kenya Defense Force, the Kenya Police Service, the Kenya Prisons Service as well as colleges and universities which are considered as independent branches and present teams during competitions. Prior to the national trials, there are many build up events. *(Interview; KUSA representative in Athletics Kenya and Games Tutor - Kenyatta University).* For instance, 2019/20 athletics calendar had the following number of scheduled activities as shown in Table 4.1.

Table 4.1: The Number of Events in the 2019/20 AK Calendar

S/N	Month	No of events
1	November, 2019	10
2	December, 2019	12
3	January, 2020	13
4	February, 2020	8
5	March, 2020	10
6	April, 2020	14
7	May, 2020	6
8	June, 2020	3
9	July, 2020	6
10	August, 2020	5
11	September, 2020	14
12	October, 2020	9
Total		**97**

Source: Data 2021

4.5 Socio-Cultural Profile of Kenyan Middle and Long-Distance Runners

This section provides information on the socio-demographic and cultural profile of Kenyan middle and long-distance runners. The information included demographic profile (gender, level of performance, level of education and language proficiency); family profile (family size, birth order, religiosity, land and livestock ownership); training profile (training starting age, learned PE and competed at school, training venues, competencies of coaches and training days, distances, sessions, hours and event training for) and social networks (contacts of fellow athletes, AK officials, event organizers, medical staff, athlete sponsorships, contacts of managers or agents and affiliation to camps).

4.5.1 Demographic Profile

The participants in the study originated from thirty four (34) counties namely: Baringo, Bomet, Uasin Gishu, Busia, Embu, Homabay, Kajiado, Kiambu, Trans Nzoia, Nakuru,

Elgeyo Marakwet, Kericho, Nandi, Machakos, Bungoma, Nairobi, Mombasa, Kilifi, Kirinyaga, Kisumu, Kitui, Meru, Makueni, Migori, Murang'a, Nyamira, Nyandarua, Turkana, Siaya, Tana River, Wajir, Kakamega, Eldoret and Vihiga.

Twenty eight (28) participants in this study were from the high school category. They came from twenty (20) schools namely: Cheptek Girls, Kasisit Boys, St. Patricks Iten, Kaptama Girls, Kagondo Girls, Kapkenda Girls, Sing'ore Girls, Riruta Central Girls, Buruburu Girls, Kimana Boys, Sochoi Boys, Chepareria Boys, Kapnyeberai Boys, Sogoo Boys, Kapolesero Boys, Kiptere Boys, Kongoi Boys, Kaborok Girls and Tetu Girls.

A total of three hndred and twenty (320) athletes participated in this Study. Elite athletes constituted 140 (43.75%) while sub-elite category had 180 (56.25%) athletes of the participants. In terms of gender, 245 (76.6%) were males while 75(23.4%) were females. In terms of marital status, 80 (25%) were married while 240 (75%) were single. Age range was from 15 years to 42 years. 15 years and below were 20 (6.3%), 16 -20 years were 103 (32.2%), 21-25 years were 115 (35.9%), 26 - 30 years were 56 (17.5%), 31-35 years were 22 (6.9%) and those older than 36 years were 4(1.2%).

A gender comparison of various age groups involved in the Study revealed that 15years and below recorded 20(6.3%), 16 -20 years were 103(32.3%), 21-25 years were 115(36.1%), 26 - 30 years were 56(17.6%), 31-35 years were 22(6.9%) and those older than 36 years were 3(0.9%). There were more male participants than female in the Study by (0.001). Table 4.2 shows summary of their ages.

Table 4.2: Participant Age-groups

Category	Age group in years						Total
	<15	**16-20**	**21-25**	**26-30**	**31-35**	**36<**	
Elite	2(1.4%)	45(32.1%)	43(30.7%)	32(22.9%)	15(10.7%)	3(2.1%)	140(100%)
Sub-elite	18(10.1%)	58(32.4%)	72(40.2%)	24(13.4%)	7(3.9%)	1(0.1%)	180(100%)
Total	20(6.3%)	103(32.3%)	115(36.1%)	56(17.6%)	22(6.9%)	4(0.9%)	320(100%)
Pearson Chi-Square =24.402[a] df=5 significance=.000							
	Age group in years						**Total**
Gender	**<15**	**16-20**	**21-25**	**26-30**	**31-35**	**36<**	
Male	14(5.7%)	67(27.5%)	87(35.7%)	52(21.3%)	21(8.6%)	4(1.2%)	245(76.6%)
Female	6(8%)	36(48%)	28(37.3%)	4(5.3%)	1(1.3%)	0(0%)	75 (23.4%)
Total	20(6.3%)	103(32.3%)	115(36.1%)	56(17.6%)	22(6.9%)	3(0.9%)	320 (100%)
Pearson Chi-Square =21.675[a] df=5 significance=.001							

Source: Data 2021

Table 4.3 shows the level of education among elite athletes which comprised of 35(24.8%) graduates, 4(2.8%) were certificate holders and 102(72.3%) were in high school or just completed school. Among the sub-elites, the level of education comprised of 68(38.0%) graduates, 5(2.8%) were certificate holders and 106(59.2%) were in high school or just completed school. Those with Diploma were in Teacher Training Colleges while those with degrees were participating in inter-university competition (KUSA).

Gender comparison showed 69(28.2%) of males and 34(45.3%) of females were university students, 168(68.6%) of males and 40(53.3%) of females had high school level of education while 8(3.2%) of the males and 1(1.4%) of females were students in Teacher Training Colleges.

Table 4.3: Athlete Level of Education

Category	**Highest Level of Education (Class) Attended**			**Total**
	Degree	**High school**	**College**	
Elite	35(24.8%)	102(72.3%)	4(2.8%)	141(100%)
Sub-elite	68(38.0%)	106(59.2%)	5(2.8%)	179(100%)
Total	103(32.2%)	208(65%)	9(2.8%)	320(100%)
Pearson Chi-Square =6.338[a] df=2 Sig.=.042				
Gender	**Level of Education (Class) Attended**			**Total**
	Degree	High school	College	
Male	69(28.2%)	168(68.6%)	8(3.2%)	245(76.6%)
Female	34(45.3%)	40(53.3%)	1(1.4%)	75 (23.4%)
Total	103(32.2%)	208(65%)	9(2.8%)	320 (100%)
Pearson Chi-Square =8.073[a] df=2 Sig.=.018				

Source: Data 2021

Some of the participants were training under foreign coaches; others had Kenyan coaches while others were training on their own. The Study sought to find out the proficiencies in the languages of instruction. The results showed that 47(33.3%) of the elite athletes and 25(14%) of sub-elite athletes had difficulties communicating in Kiswahili while 42(29.8%) of elite athletes and 24(13.4%) of sub-elite athletes had difficulties communicating in English. 45(31.9%) of the elite and 24(13.4%) of sub-elite athletes could speak Kiswahili while 60(42.6%) of elite and 72(40.2%) of sub-elite could speak English. 49(34.8%) of elite and 80(44.7%) of the sub elite athletes could speak fluent Kiswahili while 39(27.7%) of elite and 83(46.4%) of sub-elite could speak fluent English.

The results of the Study also showed that 61(24.9%) of the male athletes and 11(14.7%) of the female athletes had difficulties communicating in Kiswahili while 57(23.3%) of males and 9(12%) had difficulties communicating in English. 89 (36.3%) males and 30(40%) could speak Kiswahili while 95(38.8%) of males and 37(49.3%) could speak English. 95(38.8%) of males and 34(45.3%) could speak fluent Kiswahili while 93(38%) of males and 29(38.7%) of females could speak fluent English. The summary is shown in Table 4.4.

Table 4.4: Language Proficiency Levels

Category	Competences in Kiswahili			Competences in English			Total
	Not fluent	Able to speak	Fluent	Not fluent	Able to speak	Fluent	
Elite	47(33.3%)	45(31.9%)	49(34.8%)	42(29.8%)	60(42.6%)	39(27.7%)	141(100%)
Sub-elite	25(14%)	74(41.3%)	80(44.7%)	24(13.4%)	72(40.2%)	83(46.4%)	179(100%)
Total	72(22.5%)	119(37.2%)	129(40.3%)	66(20.6%)	132(41.3%)	122(38.1%)	320(100%)
Pearson Chi-Square =16.996[a] df=2 Sig.=.000				**Pearson Chi-Square =17.605[a] df=2 Sig=.000**			
Gender	**Competences in Kiswahili**			**Competences in English**			**Total**
	Not fluent	**Able to speak**	**Fluent**	**Not fluent**	**Able to speak**	**Fluent**	
Male	61(24.9%)	89(36.3%)	95(38.8%)	57(23.3%)	95(38.8%)	93(38%)	245(76.6%)
Female	11(14.7%)	30(40%)	34(45.3%)	9(12%)	37(49.3%)	29(38.7%)	75 (23.4%)
Total	72(22.5%)	119(37.2%)	129(40.3%)	66(20.6%)	132(41.3%)	22(38.1%)	320 (100%)
Pearson Chi-Square =3.492[a] df=2 Sig.=.174				**Pearson Chi-Square =5.092[a] df=2 Sig.=.078**			

Source: Data 2021

4.5.2 Family Profile

Participants come from families with members ranging between three and ten members. 64(20%) of the participants had three or less members in the family, 203(63.4%) had three or less boys in the family while 231(72.2%) had three or less girls in their family. 130(40.6%) of the participants had between four and six members, 88(27.5%) had between four and six boys in the family while 80(25.0%) families having between four and six girls. 90(28.1%) of the families had between seven and nine members in the family, 25(7.8%) had between seven and nine boys in the family while 7(2.2%) participants had between seven and nine girls. 36(11.3%) of the participants had ten and above members in the family, 4(1.2%) had ten and above boys in the family while 2(0.6%) participants had ten and above girls in the family. This information is illustrated in Figure 4.1.

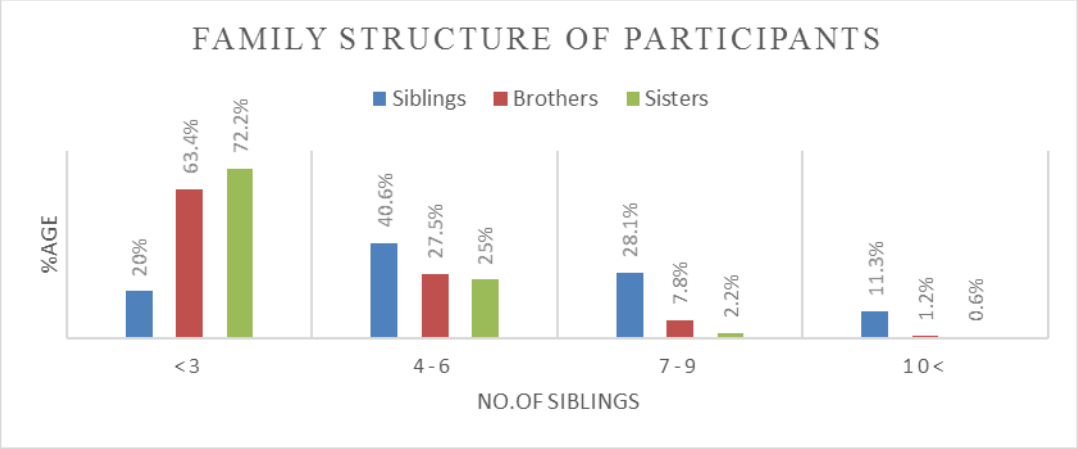

Figure 4.1: Family Structure of Participants

The Study revealed that among the elite athletes 45(31.9%) were first borns, 41(29.1%) were second borns, 34(24.1%) were third borns and 21(14.9%) were last borns in their families. The sub-elite athletes had 49(27.4%) of them as first borns, 50(27.9%) were

second borns, 51(28.5%) were third borns and 29(16.2%) were last borns. The Study also revealed that 77(31.4%) of the male participants were first borns, 67(27.3%) were second borns, 64(26.1%) were third borns and 37(15.1%) were last borns in their families. Among the female athletes, 17(22.7%) were first borns, 24(32%) were second borns, 21(28%) were third borns and 13(17.3%) were last borns. The family birth order is summarized in Table 4.5.

Table 4.5: Birth Order of Athlete Participants

Category	**Birth Order**				**Total**
	First	**Second**	**Third**	**Youngest**	
Elite	45(31.9%)	41(29.1%)	34(24.1%)	21(14.9%)	141(100%)
Sub-elite	49(27.4%)	50(27.9%)	51(28.5%)	29(16.2%)	179(100%)
Total	94(29.4%)	91(28.4%)	85(26.6%)	50(15.6%)	320(100%)
Pearson Chi-Square =1.245[a] df=3 Sig.=.742					
Gender	**Birth Order**				**Total**
	First	**Second**	**Third**	**Youngest**	
Male	77(31.4%)	67(27.3%)	64(26.1%)	37(15.1%)	245(76.6%)
Female	17(22.7%)	24(32%)	21(28%)	13(17.3%)	75 (23.4%)
Total	94(29.4%)	91(28.4%)	85(26.6%)	50(15.6%)	320 (100%)
Pearson Chi-Square =2.197[a] df=3 Sig.=.533					

Source: Data 2021

The family structure further revealed that 100 (31.3%) of the participants in the Study had at least a runner in their family. 81(25.3%) of the participants were either a girlfriend/wife or boyfriend/husband. Athlete families owned land as shown in Table

4.6. Among Elite athlete families 118(84.9%) own below 3Ha of land, 18(12.9%) own between 4-6 Ha of land, 3(2.2%) own 7-9Ha and 0(0%) of the families own over 10 Ha of land. Among sub-elite athlete families 160(91.4%) own below 3Ha of land, 14(8%) own between 4-6 Ha of land, 0(0%) own 7-9Ha and 1(0.6%) of the families own over 10 Ha of land. The Study also revealed that 214(88.4%) of male athlete families own below 3Ha of land, 25(10.3%) own between 4-6 Ha of land, 2(0.8%) own 7-9Ha and 4(0.4%) of the families own over 10 Ha of land while among female athlete families 64(88.9%) own below 3Ha of land, 7(9.7%) own between 4-6 Ha of land, 4(1.4%) own 7-9Ha and 0(0%) of the families own over 10 Ha of land. Both category and gender did not show significant differences of 0.078 and 0.918 respectively.

Table 4.6: Land Ownership among Athlete Families

Category	**Land size**				**Total**
	<3 Ha	**4-6Ha**	**7-9Ha**	**10< Ha**	
Elite	118(84.9%)	18(12.9%)	3(2.2%)	0(0%)	139(100%)
Sub-elite	160(91.4%)	14(8%)	0(0%)	1(0.6%)	175(100%)
Total	278(88.5%)	32(10.2%)	3(1%)	1(0.3%)	314(100%)
Pearson Chi-Square =6.807[a] df=3 Sig.=.078					
Gender	**Land Size**				**Total**
	<3 Ha	**4-6Ha**	**7-9Ha**	**10< Ha**	
Male	214(88.4%)	25(10.3%)	2(0.8%)	4(0.4%)	245(100%)
Female	64(88.9%)	7(9.7%)	4(1.4%)	0(0%)	75(100%)
Total	278(88.5%)	32(10.2%)	3(1%)	1(0.3%)	320(100%)
Pearson Chi-Square =.503[a] df=3 Sig.=.918					

Source: Data 2021

Some of the families where athletes who come from keeping livestock. The Study revealed that 61(45.2%) of the elite athlete families own five or less heads of cattle,

34(25.2%) of the families had between six and ten heads of cattle, 14(10.4%) owned between 11- 15 heads of cattle, 14(10.45) own between 16-20 heads of cattle and 12(8.9%) own more than 21 heads of cattle. Among sub-elite athlete families, 95(54%) of the elite athlete families own five and below heads of cattle, 33(18.8%) of the families had between six and ten heads of cattle, 19(10.8%) owned between 11- 15 heads of cattle, 8(4.5%) own between 16-20 heads of cattle and 21(11.9%) own more than 21 heads of cattle.

Results from the study also showed that 114(47.9%) of the male athlete families own five or less heads of cattle, 34(25.2%) of the families had between six and ten heads of cattle, 14(10.4%) owned between 11- 15 heads of cattle, 14(10.45) own between 16-20 heads of cattle and 12(8.9%) own 21 and above heads of cattle. Among female athlete families, 95(54%) of the elite athlete families own five or less heads of cattle, 53(22.3%) of the families had between 6-10 heads of cattle, 7(9.6%) owned between 11- 15 heads of cattle, 3(4.1%) own between 16-20 heads of cattle and 7(9.6%) own 21 and above heads of cattle. There was no significant difference between category and gender of 0.136 and 0.617 respectively. See the summary Table 4.7.

Table 4.7: Livestock Owned by Athlete Families

Category	Livestock Groups					Total
	<5	6-10	11-15	16-20	21<	
Elite	61(45.2%)	34(25.2%)	14(10.4%)	14(10.4)	12(8.9%)	135(100%)
Sub-elite	95(54%)	33(18.8%)	19(10.8%)	8(4.5%)	21(11.9%)	176(100%)
Total	156(50.2%)	67(21.5%)	33(10.6%)	22(7.1%)	33(10.6%)	311(100%)

Pearson Chi-Square =6.990[a] df=4 significance=.136

	Livestock Groups					Total
Gender	**<5**	**6-10**	**11-15**	**16-20**	**21<**	
Male	114(47.9%)	53(22.3%)	26(10.9%)	19(8%)	26(10.9%)	238(100%)
Female	42(57.5%)	14(19.2%)	7(9.6%)	3(4.1%)	7(9.6%)	73(100%)
Total	156(50.2%)	67(21.5%)	33(10.6%)	22(7.1%)	33(10.6%)	311(100%)

Pearson Chi-Square =2.654[a] df=4 significance=.617

Source: Data 2021

As shown in Table 4.8, majority of the participants, 292 (91.3%) in the Study, admitted they go to church regularly. 120(87.6%) of the elite athletes went to church at least three times a week, 17(12.4%) went to church four times and more while 168(95.5%) of the sub-elite athletes went to church at least three times a week, 8(4.5%) went to church four times and more. Gender analysis showed that 220(91.3%) of the males went to church at least three times a week, 21(8.7%) went to church four times and more while 68(94.4%) of the females went to church at least three times a week while 8(4.5%) went to church four times and more.

Table 4.8: Athletes' Religiosity

Category	**Number of Times Athletes Pray Per Week**		**Total**
	3 times>	**4 times<**	
Elite	120(87.6%)	17(12.4%)	137(100%)
Sub-elite	168(95.5%)	8(4.5%)	176(100%)
Total	288(92%)	25(8%)	313(100%)
Pearson Chi-Square =6.481[a] df=1 Sig.=.011			
Gender	**Number of Times Athletes Pray Per Week**		**Total**
	3 times>	**4 times<**	
Male	220(91.3%)	21(8.7%)	241(100%)
Female	68(94.4%)	4(5.6%)	72(100%)
Total	288(92%)	25(8%)	313(100%)
Pearson Chi-Square =.752[a] df=1 Sig.=.386			

Source: Data 2021

4.5.3 Athletes' Training Profile

Table 4.9 shows the number of participants who attended Physical Education lessons at primary school. 117(83%) of elite and 137(76.5%) of sub-elite attended Physical Education lessons at primary school while 125(88.7%) of elite and 139(77.7%) of sub-elite attended Physical Education lessons at secondary school level. Results of the Study also showed that, 200(81.6%) of the males and 54(72%) of the females attended Physical Education lessons at primary school, 202(82.4%) of the males and 62(82.7%) of the females attended Physical Education at secondary school while 205(83.7%) of

the males and 59(78.7%) of the females participated in athletic competitions during their school life.

Table 4.9: Participants who Learnt PE and also Competed at School

Category	Attended Athletics and Physical Education at School			Total
	Learned PE at primary	Learned PE at Secondary school	Competed while at school	
Elite	117(83%)	125(88.7%)	120(85.1%)	141(100%)
Sub-elite	137(76.5%)	139(77.7%)	144(80.4%)	179(100%)
Total	254(79.4%)	264(82.5%)	264(82.5%)	320(100%)
Pearson Chi-Square =2.00[a] df=1 Sig.=.157				
Gender	**Attended Athletics and Physical Education at school**			**Total**
	Learned PE at Primary School	**Learned PE at Secondary School**	**Competed at School**	
Male	200(81.6%)	202(82.4%)	205(83.7%)	245(100%)
Female	54(72%)	62(82.7%)	59(78.7%)	75(100%)
Total	254(79.4%)	264(82.5%)	264(82.5%)	320(100%)
Pearson Chi-Square =.997[a] df=1 Sig.=.318				

Source: Data 2021

Participants in this Study started athletic training at different ages. 90(66.7%) elite athletes started training between 11 and 15 years, 37(27.4%) between 16 and 20 years, 7(5.2%) between 21 and 25years while 1(0.7%) between 26 and 30 years. Among the sub-elite athletes, 116(65.1%) started training between 11 and 15 years, 48(27.7%) between 16 and 20 years, 9(5.2%) between 21 and 25years. The Study also revealed that among the males, 145(61.5%) started training between 11 and 15 years, 76(32.2%) between 16 and 20 years, 14(5.9%) between 21 and 25years while 1(0.4%) between 26

and 30 years. Among the females, 61(84.8%) started training between 11 and 15 years, 9(12.5%) between 16 and 20 years, 2(2.8%) between 21 and 25years. Table 4.10 shows the summary.

Table 4.10: Starting Age of Athletic Participation

Category	**Training Age in Years**					**Total**
	10yrs>	**11-15 yrs.**	**16-20 yrs.**	**21-25 yrs.**	**26-30 yrs.**	
Elite	19(14.1%)	71(52.6%)	37(27.4%)	7(5.2%)	1(0.7%)	135(100%)
Sub-elite	25(14.5%)	91(52.6%)	48(27.7%)	9(5.2%)	0(0%)	173(100%)
Total	44(14.3%)	162(52.6%)	85(27.6%)	16(5.2%)	1(0.3%)	308(100%)
Pearson Chi-Square =1.292[a] df=4 Sig.=.863						
Gender	**Training Age**					**Total**
	10yrs>	**11-15 yrs.**	**16-20 yrs.**	**21-25 yrs.**	**26-30 yrs.**	
Male	32(13.6%)	113(47.9%)	76(32.2%)	14(5.9%)	1(0.4%)	236(100%)
Female	12(16.7%)	49(68.1%)	9(12.5%)	2(2.8%)	0(0%)	72(100%)
Total	44(14.3%)	162(52.6%)	85(27.6%)	16(5.2%)	1(0.3%)	308(100%)
Pearson Chi-Square =13.764[a] df=4 Sig.=.008						

Source: Data 2021

A number of Kenyan athletes train privately at home while those who can afford join residential training camps. This Study revealed that 95(67.4%) elite category train at home and 81(57.4%) train in residential training camps. Among the sub-elite, 90(50.3%) train at home and 77(43.0%) in the residential training camps. Among the males, 146(59.6%) train at home and 118(48.2%) in residential training camps while

39(52%) of the females train at home and 40(53.3%) at the residential training camps as presented in Table 4.11

Table 4.11: Training of Athletes

Category	**Training at Residential Camps**			**Currently Training at Home**		
	Yes	**No**	**Total**	**Yes**	**No**	**Total**
Elite	81(57.4%)	60(42.6%)	141(100%)	95(67.4%)	46(32.6%)	141(100%)
Sub-elite	77(43.0%)	102(57.0%)	179(100%)	90(50.3%)	89(49.7%)	179(100%)
Total	158(49.4%)	162(50.6%)	320(100%)	185(57.8%)	135(42.2%)	320(100%)
Pearson Chi-Square =6.570[a] df=1 sig.=.010				**Chi-Square =9.452[a] df=1 sig.=.002**		
	Training at Residential Camps			**Currently Training at Home**		
Gender	**Yes**	**No**	**Total**	**Yes**	**No**	**Total**
Male	118(48.2%)	127(51.8%)	245(100%)	146(59.6%)	99(40.4%)	245(100%)
Female	40(53.3%)	35(46.7%)	75(100%)	39(52%)	36(48%)	75(100%)
Total	158(49.4%)	162(50.6%)	320(100%)	185(57.8%)	135(42.2%)	320(100%)
Pearson Chi-Square =.614[a] df=1 Sig.=.433				**Chi-Square =.1.357[a] df=1 ig.=.244**		

Source: Data 2021

Results in this Study revealed that 86(61.0%) of the elite athletes and 90(50.3%) of the sub-elite athletes had at least a coach /trainer. The Study further revealed that 140(57.1%) of the male athletes had at least a coach /trainer while 36(48%) of the female athletes did not have coaches /trainers. Only 9(6.4%) of the elite athletes and 8(4.5%) of sub-elite athletes had foreign coaches while 132(93.6%) of the elite and 171(95.5%) of the sub elite had local coaches/trainers respectively. The Study also revealed that 8(5.7%) of the males and 3(4%) of the females had foreign coaches while

132(94.3%) of the males and 72(96%) of the females had local Kenyan coaches/trainers. This is summarised in Table 4.12.

Table 4.12: Nationality of the Coach

Category	Training with a Coach? Yes	No	Nationality of the Coach Foreigner	Kenyan	Total
Elite	86(61.0%)	55(39.0%)	9(6.4%)	132(93.6%)	141(100%)
Sub-elite	90(50.3%)	89(49.7%)	8(4.5%)	171(95.5%)	179(100%)
Total	176(55.0%)	144(45.0%)	17(5.3%)	303(94.7%)	320(100%)
Pearson Chi-Square =3.658[a] df=1 sig.=.056			**Pearson Chi-Square =.574[a] df=1 Sig.=.449**		
Gender	**Training with a Coach/Trainer? Yes**	**No**	**Nationality of the Coach Foreigner**	**Kenyan**	**Total**
Male	140(57.1%)	105(42.9%)	8(5.7%)	132(94.3%)	140(100%)
Female	36(48%)	39(52%)	3(4%)	72(96%)	36(100%)
Total	176(55%)	144(45%)	42(5.3%)	34(94.7%)	176(100%)
Pearson Chi-Square =.1.939[a] df=1 significance=.164			**Pearson Chi-Square =.335[a] df=1 significance=.562**		

Source: Data 2021

Not all athletes had access to qualified coaches. Some of the coaches are either experienced runners, prize money winners or medallists. Among the elite athletes, 69(48.9%) had a coach who was a medallist, 72(51.1%) had coaches who were prize money winners while 108(76.6%) had a coach who were just experienced runners. Among the sub-elite athletes, 75(41.9%) had coaches who were medallists, 104(58.1%) had coaches who were prize money winners while 115(64.2%) had coaches who were

experienced runners. The Study also revealed that 105(42.9%) of male athletes had coaches who were medallists, 140(57.1%) had coaches who were prize money winners while 173(70.6%) had coaches who were only experienced runners. It was also noted that 39(52%) of the female athletes had coaches who were medallists, 36(48%) had coaches who were prize money winners while 50(66.7%) had coaches who were experienced runners a presented in summary Table 4.13.

Table 4.13: Trainers Coaching Abilities

	Competencies of Coaches		
Category	**Medallist**	**Prize money winner**	**An experienced runner**
Elite	69(48.9%)	72(51.1%)	108(76.6%)
Sub-elite	75(41.9%)	104(58.1%)	115(64.2%)
Total	144(45%)	176(55%)	223(69.7%)
Pearson Chi-Square =1.578[a] df=1 Sig.=.209			
	Competencies of Coaches		
Gender	**Medallist**	**Prize money winner**	**An experienced runner**
Male	105(42.9%)	140(57.1%)	173(70.6%)
Female	39(52%)	36(48%)	50(66.7%)
Total	144(45%)	176(55%)	223(69.7%)
Pearson Chi-Square =1.939[a] df=1 Sig.=.164			

Source: Data 2021

Table 4.14 shows the duration of training among the participants. It was observed that 109(80.1%) of elite athletes train for at least three hours daily, 24(17.6%) train between 4-6 hours and 3(2.2%) train between 7-9 hours daily while among the sub-elite athletes,

150(87.2%) of sub-elite athletes train at least three hours, 20(11.6%) train between 4-6 hours and 2(1.2%) train between 7-9 hours daily. Comparing male to female athletes, 205(86.5%) of male athletes train at least three hours, 28(11.8%) train between 4-6 hours and 4(1.7%) train between 7-9 hours daily while among the female athletes, 54(76.1%) train at least three hours, 16(22.5%) train between 4-6 hours and 1(1.4%) train between 7-9 hours daily. Both category and gender showed no significant difference in the hours of training (0. 236 and 0.77) respectively.

Table 4.14: Athlete Training Hours per Day

Category	**Training Hours**			**Total**
	<3	**4-6Hours**	**7-9 Hours**	
Elite	109(80.1%)	24(17.6%)	3(2.2%)	136(100%)
Sub-elite	150(87.2%)	20(11.6%)	2(1.2%)	172(100%)
Total	259(84.1%)	44(14.3%)	5(1.6%)	308(100%)
Pearson Chi-Square =2.886[a] df=2 Sig.=.236				
Gender	**Training Hours**			**Total**
	<3	**4-6Hours**	**7-9 Hours**	
Male	205(86.5%)	28(11.8%)	4(1.7%)	237(100%)
Female	54(76.1%)	16(22.5%)	1(1.4%)	71(100%)
Total	259(84.1%)	44(14.3%)	5(1.6%)	308(100%)
Pearson Chi-Square =5.130[a] df=2 Sig.=.077				

Source: Data 2021

Athletes covered varying distances during their practice daily. Among the elite athletes, 44(31.2%) of the elite athletes covered at least 10km daily, 36(25.5%) covered 11-

20km, 44(31.2%) covered 21-30km, 12(8.5%) covered 31-40km and 5(3.5%) covered over 41km daily. 89(50.3%) of sub elite athletes covered at least 10km daily, 39(22%) covered 11-20km, 35(19.8%) covered 21-30km, 9(5.1%) covered 31-40km and 5(2.8%) covered over 41km daily. Likewise, 87(35.8%) of the male athletes covered at least 10km daily, 61(25.1%) covered 11-20km, 68(28%) covered 21-30km, 20(8.2%) covered 31-40km and 7(2.9%) covered over 41km daily while 46(61.3%) of the female athletes covered at least 10km daily, 14(18.7%) covered 11-20km, 11(14.7%) covered 21-30km, 1(1.3%) covered 31-40km and 3(4%) covered over 41km daily. Category showed no significant difference of 0.12 while males covered longer distances during training as shown in Table 4.15.

Table 4.15: Distance Covered by Athletes per Day

Category	**Distance Run Per Day**					**Total**
	<10Km	**11-20Km**	**21-30Km**	**31-40Km**	**41Km <**	
Elite	44(31.2%)	36(25.5%)	44(31.2%)	12(8.5%)	5(3.5%)	141(100%)
Sub-elite	89(50.3%)	39(22%)	35(19.8%)	9(5.1%)	5(2.8%)	177(100%)
Total	133(41.8%)	75(23.6%)	79(24.8%)	21(6.6%)	10(3.1%)	318(100%)
Pearson Chi-Square =12.889[a] df=2 Sig.=.012						
Gender	**Distance Run Per Day**					**Total**
	<10Km	**11-20Km**	**21-30Km**	**31-40Km**	**41Km <**	
Male	87(35.8%)	61(25.1%)	68(28%)	20(8.2%)	7(2.9%)	243(100%)
Female	46(61.3%)	14(18.7%)	11(14.7%)	1(1.3%)	3(4%)	75(100%)
Total	133(41.8%)	75(23.6%)	79(24.8%)	21(6.6%)	10(3.1%)	318(100%)
Pearson Chi-Square =18.386a df=4 significance=.001						

Source: Data 2021

It was observed that 25(17.7%) of the elite athletes trained once a day, 91(64.5%) trained twice a day while 25(17.8%) trained three times a day while 52(29.1%) of the sub-elite athletes trained once a day, 96(53.6%) trained twice a day and 31(17.3%) trained three times a day. Table 4.16 shows the number to times the athletes trained daily. It was also observed that 119(48.6%) of the male athletes trained daily compared to 22(29.3%) of the female counterparts while 59(24.1%) of the males and 18(24%) of the females trained once a day. Majority of the males, 148(60.4%) and 39(52%) of the females trained twice a day while 38(15.5) of the males and 18(24%) of the females trained three times a day. The summary is shown in Table 4.16.

Table 4.16: The Number of Training Sessions Daily

Category	**Number of Training Times Daily**				**Total**
	Daily	**Once**	**Twice**	**Three times**	
Elite	141(100%)	25(17.7%)	91(64.5%)	25(17.8%)	141(100%)
Sub-elite	0(0.0%)	52(29.1%)	96(53.6%)	31(17.3%)	179(100%)
Total	141(100%)	77(24.1%)	187(58.4%)	56(17.5%)	320(100%)
Pearson Chi-Square =5.814[a] df=2 Sig.=.055					
Gender	**Number of Training Times Daily**				**Total**
	Daily	**Once**	**Twice**	**Three times**	
Male	119(48.6%)	59(24.1%)	148(60.4%)	38(15.5)	245(100%)
Female	22(29.3%)	18(24%)	39(52%)	18(24%)	75(100%)
Total	141(44.1%)	77(24.1%)	187(58.4%)	56(17.5%)	320(100%)
Pearson Chi-Square =3.060[a] df=2 Sig.=.217					

Source: Data 2021

Further analysis of the training patterns showed that 34(24.1%) of elite athletes trained on Sundays, 90(63.8%) trained during public holidays and 65(46.1%) trained on religious holydays while 30(16%) of sub-elite athletes trained on Sundays, 122(49.8%) trained on public holidays and 75(30.6%) trained on religious holydays while 8(10.7%) of female athletes trained on Sundays, 39(52%) trained on public holidays and 14(18.7%) trained on religious holydays. Group category did not show significant difference in training on religious and public holidays between elite and sub elite (0.103) while gender showed significant difference where more men trained on public holidays and religious holydays compared to the women counterparts (0.04).

At the time of the Study, the participants were training for various events. Among the elite athletes, 17(5.3 %) were training for steeplechase, 43(30.5%) for cross country, 32(22.7%) for marathon, 26(18.4%) for half marathon, 13(9.2%) for 10km race, 4(2.8%) for 5km run, 8(5.7%) for 1500m, 6(4.3%) for 800m and 0(0.0%) were training for one mile run. Compared to sub-elite athletes, 8(4.5%) were training for steeplechase, 48(26.8%) for cross country, 16(8.9%) for marathon, 29(16.2) for half marathon, 21(11.7%) for 10km race, 17(9.5%) for 5km run, 24(13.4%) for 1500m, 12(6.7%) for 800m and 4(2.2%) were training for one mile run.

Among the elite athletes, 17(5.3%) were training for steeplechase, 43(30.5%) for cross country, 32(22.7%) for marathon, 26(18.4%) for half marathon, 13(9.2%) for 10km race, 4(2.8%) for 5km run, 8(5.7%) for 1500m, 6(4.3%) for 800m and none was training for one mile run. Compared to sub-elite athletes, 8(4.5%) were training for steeplechase, 48(26.8%) for cross country, 16(8.9%) for marathon, 29(16.2) for half marathon, 21(11.7%) for 10km race, 17(9.5%) for 5km run, 24(13.4%) for 1500m, 12(6.7%) for

800m and 4(2.2%) were training for one mile run. It was noted that more elite athletes were training for an event compared to the sub-elite athletes at the time of the Study.

4.5.4 Social Networks

All athletes had contacts of fellow athletes, 57(41%) of elite athletes had at least 50 contacts of fellow athletes in their phones, 47(33.8%) had 51-100 contacts, 11(7.9%) had 101-150 contact and 11(7.9%) had 151 or more contacts of fellow athletes while among the sub-elite, 55(31.1%) of the athletes had at least 50 contacts of fellow athletes in their phones, 57(32.2%) had 51-100 contacts, 50(28.2%) had 101-150 and 15(8.5%) had more than 151 contacts.

Table 4.17 shows 84(34.7%) of male athletes had at least 50 contacts of fellow athletes in their phones, 82(33.9%) had 51-100 contacts, 55(22.7%) had 101-150 contact and 21(8.7%) had 151 and more while among the female athletes, 28(37.8%) had at least 50 contacts of fellow athletes in their phones, 22(29.7%) had 51-100 contacts, 19(25.7%) had 101-150 and 5(6.8%) had more than 151 contacts.

Table 4.17: Contacts of Fellow Athletes

Category	Contacts of Fellow Athletes				Total
	50 or less	51-100	101-150	151 and over	
Elite	57(41%)	47(33.8%)	24(17.3%)	11(7.9%)	139(100%)
Sub-elite	55(31.1%)	57(32.2%)	50(28.2%)	15(8.5%)	177(100%)
Total	112(35.4%)	104(32.9%)	74(23.4%)	26(8.2%)	316(100%)
Pearson Chi-Square =6.269[a] df=3 Sig.=.099					
Gender	**Contacts of Fellow Athletes**				**Total**
	50 or less	**51-100**	**101-150**	**151 and over**	
Male	84(34.7%)	82(33.9%)	55(22.7%)	21(8.7%)	242(100%)
Female	28(37.8%)	22(29.7%)	19(25.7%)	5(6.8%)	74(100%)
Total	112(35.4%)	104(32.9%)	74(23.4%)	26(8.2%)	316(100%)
Pearson Chi-Square =6.269[a] df=3 Sig.=.099					

Source: Data 2021

The Study revealed that 46(32.6%) of the elite athletes and 41(22.9%) of the sub-elite athletes already had contracts with training camps. In terms of gender, 65(26.5%) males and 22(29.3%) females already had contracts with training camps. The Study also revealed that 77(54.6%) of the elite athletes and 77(43%) of the sub-elite athletes were already affiliated with AK compared to 127(51.8%) male athletes and 27(36%) female athletes with AK affiliation as presented in Table 4.18.

Table 4.18: Athlete Affiliations to AK and Training Camps

Category	Contracted by Training Camp		Total	Affiliation with Athletics Kenya		
	Yes	No		Yes	No	Total
Elite	46(32.6%)	95(67.4%)	41(100%)	77(54.6%)	64(45.4%)	41(100%)
Sub-elite	41(22.9%)	138(77.1%)	79(100%)	77(43%)	102(57%)	79(100%)
Total	87(27.2%)	233(72.8%)	320(100%)	154(48.1%)	166(51.9%)	320(100%)
Pearson Chi-Square =3.764[a] df=1 Sig.=.052				**Pearson Chi-Square =4.246[a] df=1 Sig.=.039**		
Gender	**Contract with Training Camp**			**Affiliation with Athletics Kenya**		
	Yes	**No**	**Total**	**Yes**	**No**	**Total**
Male	65(26.5%)	180(73.5%)	245(100%)	127(51.8%)	118(48.2%)	245(100%)
Female	22(29.3%)	53(70.7%)	75(100%)	27(36%)	48(64%)	75(100%)
Total	87(27.2%)	233(72.8%)	320(100%)	154(48.1%)	166(51.9%)	320(100%)
Pearson Chi-Square =.228[a] df=1 Sig.=.633				**Chi-Square =5.769[a] df=1 Sig.=.016**		

Source: Data 2021

Table 4.19 shows that 43(30.5%) of the elite athletes had sponsors, 35(24.8%) had managers and 29(20.6%) had agents while 16(8.9%) of the sub-elite athletes had sponsors, 15(8.4%) and 17(9.5%) had a manager and an agent respectively. Gender comparison showed that 55(22.4%) of the male athletes had sponsors, 47(19.2%) had managers and 43(17.6) had agents while 4(5.3%) of the female athletes had sponsors, 3(4%) and 3(4%) had a manager respectively.

Table 4.19: Athletes with Contracts of Sponsors, Managers and Agents

Category	**Sponsor**	**Manager**	**Agent**
Elite	43(30.5%)	35(24.8%)	29(20.6%)
Sub-elite	16(8.9%)	15(8.4%)	17(9.5%)
Total	59(18.4%)	50(15.6%)	46(14.4%)
Pearson Chi-Square =24.375[a] df=1 Sig.=.000			
Gender	**Sponsor**	**Manager**	**Agent**
Male	55(22.4%)	47(19.2%)	43(17.6)
Female	4(5.3%)	3(4%)	3(4%)
Total	59(18.4%)	50(15.6%)	46(14.4%)
Pearson Chi-Square =24.375[a] df=1 Sig.=.000			

Source: Data 2021

In addition to contacts of fellow athletes, participants had contacts of AK officials. Among elite athletes, 137(97.9%) had at least 5 contacts, 2(1.1%) had 6-10 contacts and 1(0.6%) had 11 and more contacts while 174(98.3%) of sub elite athletes had at least 5 contacts while 3(2.1%) had 6-10 numbers. In comparison to gender, 237(97.5%) male

athletes had at least 5 contacts, 5(2.1%) had 6-10 contacts and 1(0.4%) had 11 and more contacts while 74(100%) of female athletes had at least 5 contacts. Both category and gender showed no significant differences as presented in Table 4.20.

Table 4.20: Contacts of AK Officials

Category	**Contacts of AK Officials**			**Total**
	5 numbers>	**6-10 numbers>**	**11 numbers<**	
Elite	137(97.9%)	3(2.1%)	0(0%)	140(100%)
Sub-elite	174(98.3%)	2(1.1%)	1(0.6%)	177(100%)
Total	311(98.1%)	5(1.6%)	1(0.3%)	317(100%)
Pearson Chi-Square =1.301[a] df=2 Sig.=.522				
	Contacts of AK Officials			**Total**
Gender	**5 numbers>**	**6-10 numbers**	**11 numbers<**	
Male	237(97.5%)	5(2.1%)	1(0.4%)	243(100%)
Female	74(100%)	0(0%)	0(0.0%)	74(100%)
Total	311(98.1%)	5(1.6%)	1(0.3%)	317(100%)
Pearson Chi-Square =1.862[a] df=2 Sig.=.394				

Source: Data 2021

Competitive athletes need to be in touch with event organizers locally and abroad. It was observed that 24(17%) of the elite athletes had at least 4 contacts of local organizers and 108(83.1%) abroad, 117(83%) had 5 or more contacts locally and 22(16.9%) abroad. While among the sub-elite, 61(34.1%) of the sub-elite athletes had at least 4 contacts of local organizers and 135(79.4%) abroad, 118(65.9%) had 5 or more contacts locally and 35(20.6%) abroad. Across gender, 72(29.4%) of the male athletes

had at least 4 contacts of local organizers and 185(81.9%) abroad, 173(70.6%) had 5 or more contacts locally and 41(18.1%) abroad. While among the female athletes, 13(17.3%) of the sub-elite athletes had at least 4 contacts of organizers locally and 58(78.4%) abroad, 118(65.9%) of elite and 62(82.7%) of sub-elite had 5 or more contacts locally and 16(21.6%) abroad. The summary is shown in Table 4.21.

Table 4.21: Contacts of Event Organizers

Category	**In Kenya**		**Abroad**		**Total**
	4 or less	**5 or more**	**4 or less**	**5 or more**	
Elite	24(17%)	117(83%)	108(83.1%)	22(16.9%)	130(100%)
Sub-elite	61(34.1%)	118(65.9%)	135(79.4%)	35(20.6%)	170(100%)
Total	85(26.6%)	235(73.4%)	243(81%)	57(19%)	300(100%)
Pearson Chi-Square =.643[a] df=1 Sig.=.423					
Gender	**In Kenya**		**Abroad**		**Total**
	4 or less	**5 or more**	**4 or less**	**5 or more**	
Male	72(29.4%)	173(70.6%)	185(81.9%)	41(18.1%)	245(100%)
Female	13(17.3%)	62(82.7%)	58(78.4%)	16(21.6%)	75(100%)
Total	85(26.6%)	235(73.4%)	243(81%)	57(19%)	320(100%)
Pearson Chi-Square =4.277[a] df=1 Sig.=.039					

Source: Data 2021

It was also noted was that 121(85.8%) of the elite athletes had at least 4 contacts of medical staff in their phones and 20(14.2%) had 5 contacts or more while among the sub elite 142(79.8%) had at least 4 contacts and 56(17.6%) had 5 contacts and more while 206(84.4%) of male athletes had at least 4 contacts of medical staff compared to

57(76%) of their female counterparts and 38(15.6%) of males had 5 contacts and more compared to 18(24%) of the female athletes who had 5 contacts and more. This is shown in the Table 4.22.

Table 4.22: Contacts of Medical staff

Category	**Medical Staff Contacts**		**Total**
	4 or less	**5 or more**	
Elite	121(85.8%)	20(14.2%)	141(100%)
Sub-elite	142(79.8%)	36(20.2%)	178(100%)
Total	263(82.4%)	56(17.6%)	319(100%)
Pearson Chi-Square =1.983[a] df=1 Sig.=.159			
Gender	**Medical Staff Contacts**		**Total**
	4 or less	**5 or more**	
Male	206(84.4%)	38(15.6%)	244(100%)
Female	57(76%)	18(24%)	75(100%)
Total	263(82.4%)	56(17.6%)	319(100%)
Pearson Chi-Square =2.814[a] df=1 significance=.093			

Source: Data 2021

Table 4.23 shows how role models and significant others inspired many athletes to choose running as a career. For instance, 27.0% were inspired by fellow athletes, 17.9% were inspired by siblings, 7.4% were inspired by parents or guardians, 23.9% were inspired by their coaches, 12. 4% were inspired by their teachers, 6.9% were inspired by family relatives while 4.5% had no specific role model.

Table 4.23: Athlete Role Models

SN	Who is Your Role Model?	Frequency	%
1	Fellow athletes	84	27.0%
2	Siblings (Brother/sister)	57	17.9%
3	Parents (father /mother /guardians)	24	7.4%
4	Coach	76	23.9%
5	Teacher	40	12.4%
6	Family relatives	22	6.9%
7	Others	17	4.5%
	Total	**320**	**100%**

Source: Data 2021

Table 4.24 shows participants motivation to join athletics. Majority of the athletes, (48.5%) joined athletics for economic prospects, 16.0% joined running because they had the talent, 5.4% joined athletics in search of becoming an Olympian, 5.9% joined running for patriotic reasons, 9.4% joined running in search of scholarships, 9.9% had previous exposure while at school, 1.9% were inspired by watching international athletic events on television while 3.0% had no specific reason for joining athletics.

Table 4.24: Motivation for Choice of Running as a Career

SN	Reason	Frequency	%
1	Economic prospects	155	48.5%
2	Patriotism	19	5.9%
3	Scholarship	30	9.4%
4	Talent	51	16.0%
5	To become an Olympian	17	5.4%
6	Used to compete at school	32	9.9%
7	Watching athletic events on television	6	1.9%
8	Others	10	3.0%
	Total	**320**	**100%**

Source: Data 2021

4.6 Stakeholders and Development of Athletics in Kenya

Stakeholders are people or groups of people, organisations, institutions, commercial entities who are directly or indirectly interested in enterprise's activity in the pursuit of its goals which may also influence the enterprise or be under its influence (Clarkson, 1995). Various stakeholders have been involved in the development of athletics in Kenya starting from grassroots level to international levels. These are Government agencies that deal with formulation and operationalization of the sports policy. Others include educational institutions-universities, teacher training colleges, secondary schools and athletic clubs, athletics federation (AK), coaches, administrators, role models, sponsors and athlete agents (managers).

4.6.1 The Role of Government

The Government, through the Ministry of Sports, Culture and Heritage, has supported athletics in Kenya in various ways. This is mainly through legislations and provision of services. The Ministry is the highest organ in structural organization of sports in Kenya. The Ministry is headed by the Cabinet Secretary. The organs under the Ministry to oversee its functions include: Sports Kenya, Sports Registrar, Sports Tribunal, Sports Fund, Kenya Academy of Sports and Anti-Doping Agency of Kenya *(Interview: Principal Sports officer - Department of Sports at the Ministry of Sports, Culture and Heritage).*

The Government contributes to the development of athletics in many ways. These include, provision of Free Primary Education and subsidized secondary school education where talent is identified. It also sponsors athletes going to represent the country in various competitions. Through the Sports Act 2013, the Government protects all athletes participating in athletic events and a task force on child protection is in place to protect children athletes. The Government pays annual subscriptions and competition fees to all teams representing the country. The National Academy of Sports has been established for talent search and development and an award scheme for all winners in various categories in international events has been put in place. *(Interview: Principal Sports Officer - Department of Sports at the Ministry of Sports, Culture and Heritage).*

The huge mandate of the Ministry of Sports, Culture and Heritage necessitated the creation of new state corporations to enhance its efficiency by championing specific issues on behalf of the Ministry. These are: the Kenya Academy of Sports, the Anti-

Doping Agency of Kenya (ADAK), Sports Registrar, Sports Tribunal and Sports Fund (*http*://sportsheritage.go.ke/sports/sports-kenya/retrived 20th August 2020).

The Kenya Academy of Sports was established under Section 33 of the Sports Act No. 25 of 2013. The mandate is to develop sports talent through establishment and management of academies, training and research for global competitiveness and sustainable socio-economic growth in Kenya. The Academy was envisaged to become a highly specialized institution for training both athletes and capacity building for technical personnel in the sports industry. The functions of the Kenya Academy of Sports include: establishing and managing sports training academies, organizing, administering and co-ordinating sports courses for technical and administrative sports personnel, promote research and development of talent in sports in collaboration with institutions of higher learning, national sports organizations and other stakeholders, link with other institutions / organizations for regular updates on the current sports trends and perform any other function that may contribute to the attainment of the foregoing (*http*://sportsheritage.go.ke/sports/sports-kenya/retrived 20th August 2020).

ADAK was established through the Anti-Doping Act, 2016. Its mandate is to protect athletes' fundamental rights to participate in doping-free sport. The Anti-Doping Agency of Kenya (ADAK) Vision is to be a world class Anti-Doping Agency, protecting clean athletes and promoting fair play. It also leads a coordinated national anti-doping education and awareness campaign, testing and promotion of integrity for doping-free sport. For instance, from the year 2016, ADAK has conducted 180 workshops that reached 15,698 participants. ADAK has also run 147 out of competition programmes targeting 69,120 participants and further conducted 26 value-based

education programmes in which 3,209 participants attended (Principal Research and Development Officer- ADAK-Kenya).

4.6.2 Sports Organisations and Associations

Kenya National Sports Council (KNSC), Kenya National Olympic Committee (NOC-K) and Athletics Kenya (AK) have supported development of athletics in Kenya for a long time. The Kenya National Sports Council (KNSC) is an affiliate member of Supreme Council for Sports in Africa formed in 1964. The Supreme Council was the creation of the social arm of African Union (formerly Organization of African Unity (OAU). The primary mandate of Supreme Council for Sports in Africa was to unite the continent through All African Games. This was by forming National Sports Councils in every country. *(Interview: James Adama - Administrative Secretary, Kenya National Sports Council).*

The function of NOC-K, like other National Olympic Committees (NOCs), is to develop, promote and protect the Olympic Movement in their respective countries. Its formation in 1955 enabled Kenya to be recognised as a member of the Olympic family hence participated in 1956 Olympics. This is on condition that a National Olympic Committee has at least five affiliated National Federations, three of which must govern an Olympic Sport which must be affiliated to the relevant international bodies. The National Olympic Committee has always organized and controlled the participation of Kenyan teams in the Olympic Games. The mandate includes making provisions for transport, lodging, insurance, medical supervision and fully responsible for the conduct of its delegation. For instance, during the Rio Olympics, under the terms of the agreement with Nike, NOC-K negotiated a bonus payment for all medals won by Kenya

at the Commonwealth and Olympic Games where an Olympics Gold is supposed to earn Ksh1, 517,130.00, Ksh758, 565.00 for Silver while a Bronze medalist will receive Kshs 505, 710.00. A Gold medalist for the Commonwealth Games has a reward of Ksh505, 710.00 while the Silver and Bronze medalist Kshs 303,426.00 and Ksh151, 713.00 respectively. (*https://www*.olympic.org/kenya. retrieved June 15th 2020).

The Committee has been approving and recommending applicants of IOC solidarity scholarships. In exercising its mandate of vetting cities to host events, this has enabled Kenya to host high profile events in athletics including All African Games in 1987, World Military Cross Country in 1997, the 35th Edition of the IAAF World Cross Country Championships in Mombasa in 2007 and IAAF World Under-18 Youth Championships in Nairobi 2017. Kenya is due to stage the Under-20 Edition of Youth Championships in August 2021. Kenya has also expressed interest in hosting 2025 World Championships (*https://www*.olympic.org/kenya. retrieved June 15th 2020).

AK runs athletics in Kenya since its formation in 1951. AK has presented teams to Common Wealth Games since 1963, Olympics since 1956, World championships since 1983 and All African Games since 1965. AK registers coaches, sports agents and elite runners. The Association runs a robust calendar of activities. For instance, 2019/20 calendar has 97 activities (See appendix 17). Athletics Kenya has set up additional 14 athletics camps countrywide to nurture talent ahead of the scheduled 2021 World Under-20 Championships in Nairobi. The Association organises certification courses for coaches (Level I up to III) and many sensitization workshops for athletes on topical issues like doping, financial management and investment among others. In performance

rating, AK has been awarded the Kenyan Sports Federation of the Year award in 2006, 2009 and 2010 (*https:*//www.athleticskenya.or.ke/.reteived June 15th 2020).

4.6.3 Educational Institutions

Universities, colleges and schools are affiliated to their respective sports associations (KUSA, KTCSA and KSSSA respectively). All institutions have a games unit to coordinate training of teams for presentation at competitions. Universities have contributed immensely to training coaches and sports administrators across the country. This is through KU-IAAF Academy, Sports Science and Physical Education Departments at Kenyatta University, University of Nairobi and Masinde Muliro University of Science and Technology. Games Departments in the universities have also been conducting capacity building of coaches and sports administrators. KUSA, KTCSA and KSSSA have been holding clinics prior to their championships for harmonization training on coaching and officiating *(Interview: Director Sports and Games - Kenyatta University).*

Institutional competitions provide an elaborate platform for competitions and pathways. For instance, in schools (from the Sub-county- County, regional, national and East Africa levels), colleges (from Zones - Nationals – National trials) and universities (from Conferences (zones) - Nationals – Regional (East Africa) – Continental Championships – World University Championships). Educational institutions provide a robust network of sports facilities in addition to county and national government facilities for hosting all types of competitions at all levels. *(Interview: Director Sports and Games - Kenyatta University).*

KSSSA securing sponsorship from Brookside Dairies Limited has been a major boost in providing a platform for talent identification in athletics. Secondary schools form a big catchment of all the elite athletes in the country. KSSSA has been awarded SOYA in 2018 for consistently feeding National Youth Championships team, dominating East African Championships and ready to compete at World Secondary Schools Sports Association in 2021. *(Interview: Secretary - Western Region Secondary Schools Sports Association).*

4.6.4 Athletics Sponsors in Kenya

Athletics has enjoyed good sponsorship in Kenya compared to other sports. The Government supports all national teams going for international championships. Most of the grassroots athletic activities have been sponsored by private sector who are in 2partnership with the Government. The sponsorship varies from participation fees, sports gear, awards, prize money and scholarships or college fees. The amount of sponsorship money and the duration of the sponsorship depends on CSR policy of the sponsoring corporate (*https*://msk.co.ke/wp-content/uploads/2017/11/AK-PROFILE.pdf).

Some of the corporates that have sponsored athletics include, Brookside Dairy Limited, Coca Cola, Airtel, UAP Holdings Limited, Uchumi Supermarkets, ABL, Dimension Data, Bamburi Cement, Coca Cola Sabco, Citi Bank, Stima Sacco, Manjani Insurance Brokers, Athi Water Services Trust, Higher Education Loans Board, National Bank of Kenya, Kenya Commercial Bank Limited, Nike Inc., Safaricom Limited, Kass FM, Standard Chartered Bank, the German Foundation for World Population, Madonna, GE Healthcare, Nation Media Group, Philips Africa, SGS Security, Lotto lottery among

others (https://www.athleticskenya.or.ke/). Some of the sponsored events are shown in Table 4.25.

Table 4.25: Some of the Corporate Sponsors of Athletic Events in Kenya

SN	Event	Sponsor	Amount	Period
1	Nairobi Marathon	Standard Chartered Bank	Kshs. 130 Million	2018
2	Safaricom Marathon	Safaricom Ltd	Kshs 1 Billion	10years
3	Ndakainini Marathon	UAP Insurance	Kshs. 120 Milion	10years
4	KASS Marathon	KASS FM	Ksh.15 Million	2016
5	Branding National Team	Nike	Kshs. 582 Million	Four years
6	Eldoret Marathon	Uasin Gishu County Government	Kshs. 13Milion	2018
7	Beyond Zero Marathon	The German Foundation for World Population Safaricom GE Healthcare Nation Media Group Philips Africa	Kshs. 600Milion	3 Editions
8	National Cross Country	Kenya Commercial Bank	Kshs. 12 Million	2014
9	Mater Heart Run	SGS security	Kshs 5 Million	2018
10	Junior Championship	Lotto lottery	Kshs. 8 Million	2020
11	Secondary Schools Sports	Brookside Coca-Cola Airtel Kenya	Kshs. 125 Million Kshs. 36.5 Millon Kshs 12 Million	16years

Source: Information from Individual Sponsors' Websites

Sponsors had different motivations for sponsoring events. The reasons included going with Government priorities, CSR policy direction, enhancing corporate image or visibility, supporting talent identification and development, increasing customer loyalty and increasing their sales as presented in Table 4.26

Table 4.26: Rating Motivation for Sponsorship

S/N	Motivation for sponsorship	Rate (%)
1	Corporate Social Responsibility (CSR)	97%
2	In line with Government priorities	93%
3	Talent Promotion	86%
4	Increasing Visibility	91%
5	Increasing Sales	74%
6	Increasing customer loyalty	89%

Source: Data 2021

4.6.5 Coaches Contribution to Athletics Development

The data was collected from coaches from six camps and institutions competing during national institutional games. The coaching experience ranged from one year to over thirty years. They participated in sports at various levels ranging from school level up to national and international level (East Africa Secondary School Games, East Africa Inter University Games and Triangular Open Championships). The coaches were asked about the best results they had posted during their coaching careers. Table 4.27 shows 27% of the coaches have presented athletes at international level, 6.0% at National Cross Country, 7.4% has athletes in the national team, 23.9% at National trials, 7.4% at East

Africa Secondary School Games, 11.9% at National School Competitions, 11.9% at County Schools Competitions while 4.5% were new coaches who were yet to present team to any championships.

Table 4.27: The Best Results Posted by the Coaches in Athletics

SN	Level of Competition	Score	%
1	My athletes participated in an international event	18	27%
2	My athletes participated in national Cross Country	4	6.0%
3	My athletes participated in national team	5	7.4%
4	My athletes participated in national trials	16	23.9%
5	My athletes participated in East Africa school competitions	5	7.4%
6	My athletes participated in National School Competitions	8	11.9%
7	My athletes participated in County Schools Competitions	8	11.9%
8	No results yet (New coaches)	3	4.5%
	Total	**67**	**100%**

Source: Data 2021

Coaches from schools reported that only school meals were provided during training in the school except during competitions when they offered bread, soda and milk. A few schools enriched the school diet with fruits. Coaches in the camps agreed that there was an element of meal planning but limited to balanced diet. Coaches had varied motivations to venture and continue coaching as shown in Table 4.28. 17.9% were motivated by good performance and success of their athletes, 17.9% were motivated with the way successful athletes support their juniors, 7.5% were motivated by knowledge and skills acquired through coaching, 11.9% were passionate about

coaching, 11.9% were motivated by athletes commitment towards training plan, 9.0% were motivated by the support they got from athlete families, 14.9% were motivated by some of their athletes getting talent scholarships while 9.0% were motivated by the promotion they got due to good performance.

Table 4.28: Motivation to Continue Coaching

SN	Thematic Responses	Score	%
1	Good performance and success of athletes	12	17.9%
2	Successful athletes support their juniors	12	17.9%
3	Knowledge, skills acquired through coaching	5	7.5%
4	Passion for coaching	8	11.9%
5	Athletes commitment towards training plan	8	11.9%
6	Support from athlete families	6	9.0%
7	Some athletes got talent scholarships	10	14.9%
8	Promotion due to good performance	6	9.0%
	Total	**67**	**100%**

Source: Data 2021

Table 4.29 shows coaches' experiences with their teams. Among memorable experiences was the realization of the role of family support during their running career (11.9%), challenge to advance knowledge and skills in coaching (18.0%), visiting places never expected to reach before (10.4%), learned the importance of financial literacy to athletes (11.9%), discovery of personal attributes (14.9%), networking with new stakeholders in sports (9.0%), appreciating the role life skills and counselling to

athletes (14.9%) while 9.0% appreciated knowing difference between Pre and Post competition warm up.

Table 4.29: Experiences Gained through Supporting Athletes

SN	Thematic Responses	Score	%
1	Learning the role of family support to athletes	8	11.9%
2	Was challenged to advance my knowledge and skills	12	18.0%
3	Reaching places, I never expected to reach before	7	10.4%
4	Learned importance of financial literacy to athletes	8	11.9%
5	Discovering my personal attributes	10	14.9%
6	Networking with new useful people in sports	6	9.0%
7	Appreciating life skills and counselling to athletes	10	14.9%
8	Knowing the difference between Pre and Post competition warm up	6	9.0%
	Total	**67**	**100%**

Source: Data 2021

Table 4.30 shows challenges encountered by coaches during their career. 11.9% had challenges working with inadequate facilities and equipment, 18.0% missed attending some events due to financial constraints, 10.4% had athletes getting injured during competitions, 11.9% suffered inadequacy of skills in some areas of coaching, 14.9% had challenges balancing between sports and academics, 9.0% had some athletes lacking food at home yet had to come for training while 14.9% were unable to access medical services during training and competitions.

Table 4.30: Challenges during Coaching Career

SN	Responses	Score	%
1	Working with inadequate facilities and equipment.	8	11.9%
2	Missing to attend an event due to financial constraints	13	18.0%
3	Athletes getting injured during competitions	11	10.4%
4	Inadequate skills in some areas of coaching	8	11.9%
5	Balance between sports and academics	9	14.9%
6	Some athletes lacking food at home but had to come for training	8	9.0%
7	Inability to access medical services	10	14.9%
	Total	**67**	**100%**

Source: Data 2021

4.6.6 Sports Administrators

These were officers in charge of Sports and Games offices in academic institutions and running camps where they were referred to as managers. They oversee day to day running of the sports programmes in school or camps where they work. The experience of the administrators participating in the Study ranged from below two years to more than 25years.

Table 4.31 shows the summary of the routine duties and responsibilities of sports administrators. Majority of the sports administrators (74%) were involved in budgeting for institutional equipment and events, 63% are involved in coaching assignments in their respective institutions, 81% scheduled activities for the institutional sports programmes and competitions, 79% were actively involved in talent identification and

development in the schools, 93% were involved in selection of teams for sub-county, County, regional and national competitions, 54% officiated during competitions, 65% were involved in facilities planning and equipment management including improvisation, 43% coordinated community athletes who use their institution for training, 39% identified coaches for other sport disciplines in the institution, 33% advised school principals and coaches on school programs, 49% formulated guidelines to support the institution, 11% advised the public on sports matters through County sports forum while 83% were members of various technical committees during athletic competitions.

Table 4.31: Routine Duties and Responsibilities of Sports Administrators

SN	Routine duties	%
1	Budgeting for institutional equipment and events	74%
2	Coaching assignments in their respective institutions	63%
3	Scheduling activities for the institutional sports and competitions	81%
4	Talent identification and development in the school for competitions	79%
5	Team selection for sub-county, County, regional and national competitions	93%
6	Officiating during interschool, inter-college, inter-universities competitions	54%
7	Facilities planning and equipment management including improvisation	65%
8	To coordinate community athletes who use our institution for training	43%
9	Identifying coaches for other sport disciplines in the institution	39%
10	Advising school principals and coaches on school programs	33%
11	Policy formulation to support my institution and athletic in general	49%
12	Advising the public on sports matters through County sports forum	11%
13	Member of technical committee during athletic competitions	83%

Source: Data 2021

Table 4.32 shows challenges facing sports administrators in their duties, 24% had limited sponsorship for capacity building opportunities, 30% lacked permission to go for sports clinics during school working days, 32% had inadequate facilities and equipment, 39% had inadequate funding for residential camp training, 40% experienced competing interests between sports and academic programmes, 28% had challenges with poor families inability to support their children while 38% felt that achievement rating of athletes should include sports accomplishments.

Table 4.32: Challenges Facing Sports Administrators

SN	Item	%
1	Limited sponsorship for capacity building opportunities	24%
2	Lack of permission to go for sports clinics during working days	30%
3	Inadequate facilities and equipment	32%
4	Inadequate funding for residential camps	39%
5	Competing interest with academic programmes	40%
6	Poor families cannot afford support their children	28%
7	Achievement rating of learners excludes sports accomplishments	38%

Source: Data 2021

4.6.7 Role Models

In literature review, Simiyu, Gaudin and Kioli (2017) showed that role models to elite athletes were drawn from coaches, fellow atheltes, teachers and family members. In this study athletes were asked who their role models were from amomg coaches, teachers, fellow athletes and family members. The responses showed that role models showed that 33% were coaches, 9% were teachers, and 17% were senior or retired athletes while

31.3% were family members. The study also revealed that 25.3% of the role models were in a girlfriend/wife or boyfriend/husband relationship. Ten role models were purposively sampled amongst coaches, teachers, fellow athletes and family members to athlets. The role models were asked ways in which they supported athletes during their mentorship. Role models also identified five key areas necessary for successful mentorship which included, passion and ability to inspire, showing clear set of values, show of commitment to community by freely giving of their time and talents to benefit people, being selfless, acceptance of others and demonstrating the ability to overcome obstacles.

Interviews with role models revealed that they work individually or collectively to support their mentees. For instance, over 220 athletes have benefited from Kenya Scholar-Athlete Project (KenSAP) that gives runners a chance to learn abroad as they run for the institutions where they are learning. KenSAP began in 2004 as an informal effort by Prof. Mike Boit, the famous Olympic athlete, now a professor at Kenyatta University and John Manners (an American journalist who had been a Peace Corps teacher in Kenya).

The services role models offer to their mentees include:

a) Financial coaching and mentorship on how to invest proceeds from competitions. This is through organising capacity building workshops on financial management and investment opportunities.
b) Linking them to scholarship offering bodies. For instance, one of Africa's most prestigious College Access Program (KenSAP) developed a college success program that has been providing pre-university preparatory programs, leadership

development programs and professional development programs for students in university. Each year 15-20 high-achieving, low-income Kenyan students are prepared in residential training sessions and also prepares them for the American Scholastic Assessment Test (SAT) exams which introduces them to the American university system. Since its founding in 2004, KenSAP has helped place 215 students at highly competitive North American universities with full financial aid.

c) Advising them on the need to go back to school to further their education during active life or after retirement. Some of the former and active athletes have joined Masinde Muliro University of Science and Technology to do courses in Sports Administration and Health Promotion and Sports Science.

d) Supporting them materially especially during the COVID-19 pandemic period where movement and normal training was interrupted. Eliud Kipchoge, through his Foundation, has been distributing relief food to vulnerable athletes in the North Rift region, Iten, Elgeyo Marakwet County and Kapsabet, Nandi County. Another set of athletes affected by COVID-19 pandemic have benefited from a feeding programme initiated by former world marathon record holder Patrick Makau and retired athletes from Machakos and Kitui counties. These complement the efforts of the Government through the Ministry of Sports, Culture and Heritage programme to cover 1,000 vulnerable sportsmen and women with relief food programme.

e) Advising the athletes against effects and consequences of doping on their lives and sports career.

f) Helping them identify events and coaches near where they stay to assist them in their training *(Interview: Retired athlete; Veteran Coach and former teacher at St. Patrick Iten).*

4.6.8 Sports Agents

A sports agent is a legal representative for professional athletes and coaches. They procure and negotiate employment as well as endorsing contracts for the athlete they represent. Because of the unique characteristics of the sports industry, sports agents are responsible for communications with team owners and managers. Also, they are responsible for making recommendations in addition to finding income sources as well as handling public relations matters for their clients. In some large sports agencies, agents deal with all aspects of a client's finances from investment to filing taxes. Sports agents generally receive between 4 and 10% of the athlete's playing contract and 10 to 20% of the athlete's endorsement contract although these figures vary *(Interview: Athlete representative- AK).*

Athlete agents require training to be able to effectively discharge their duties. Athlete management course topic areas include: the art of recruiting and signing first client, contract negotiations, development of trustworthy personal relationships with athletes, exclusive tips for recruiting practices, draft preparation including try-outs and personal training, legal and financial issues, marketing and endorsements, day-to-day operations of interacting with and servicing your clients, approaching the student-athlete, personal services and counselling for clients, renegotiating and changing agents, post-career counselling including education and job placement for clients, business ethics and conflicts of interest *(Interview: Athlete representative- AK).*

Athletes have suffered for lack of information about sports event requirements and procedures involved. This would result on missing events, ending up in wrong venues, late or failure to register or any other procedure. Kenya's entry into international competitions as early as 1930s has had the services of agents. This link has enabled Kenya attend all possible events out of which they emerged as winners. The guidance and, hence, contribution of agents in Kenya's athletic success cannot be under estimated *(Interview: Athlete representative- AK).*

Agents as the representative of athletes negotiate with race directors, meeting event organizers and sponsors, take care of their transport, visas, tickets, vaccinations, accommodation, medical assistance (if needed), act as a liaison for the international elite athletes, advisors on travel requirements, application procedures and any other essential information. They create a sports marketing vision, a solid marketing plan for individual athletes, teams and high profile events, sharing country specific information on weather patterns, food, currency, culture, language for adequate planning and preparation, assisting in negotiating advertising contracts in shoe brands like Adidas, help them identify events they can participate in, advice on federation registration requirements to eligible participants in local and international events and helping in follow ups of prize money and other awards athletes win during various competitions *(Interview: Athlete representative- AK).*

CHAPTER FIVE

DISCUSSION ON FINDINGS

5.0: Introduction

The history of athletics in Kenya dates way back to the period before the advent of colonization. A confluence of factors contributed to the establishment of a strong foundation of athletics culture in Kenya. These include the traditional culture, church missionary activities, establishment of KAR in Kenya, colonial office recruitment, consistent inclusion of PE in the curriculum and formation of sports associations. Other factors that supported development of athletics in Kenya were post-independence government initiatives that sustained the development of Kenyan athletics culture that started long before independence.

5.1 Development of Kenyan Athletics Culture

5.1.1 Indigenous Movement Culture

The indigenous utilitarian means of livelihood and physical movement culture facilitated uptake of athletics as a new sport. Activities like walking for long distances, hunting, and swimming, running during raids or pursuing the raiders had already equipped people with requisite endurance required in middle and long distance running hence the quick uptake of athletics compared to other new sports that were introduced like soccer and rugby. (Mählmann, 1988; Mazrui, 1986; Njororai, 2009; 2010; 2012) affirm that the history of sports in Kenya dates back to the precolonial period. The people of Kenya were actively involved in traditional sports such as dancing, wrestling, hunting, traditional archery, and other sports that were mainly confined within the various indigenous communities. After colonization by the British, new sports such as

golf, tennis, cricket, horse racing, and polo were introduced exclusively for the European settlers, while soccer, boxing, and athletics (i.e., track and field) were for the indigenous people.

5.1.2 Church Missionary Activities

Church missionary activities established schools founded on Muscular Christianity (A *cult of athletism)* that was popular in British private schools by 1880s. This saw games in schools become compulsory up to three times a week or more. The emphasis on athletics became the basis of Muscular Christianity movement that saw St. Patrick's, Iten, Cardinal Otunga, Mosocho, Eregi Teachers College, Jeanes School (currently Kabete Technical Institute) among others become centers of athletic training (Mangan, 2008).

Kenya, being a colony, received direct posting of colonial administrators. The colonial administrators that were posted in Kenya were particularly enthusiastic about athletics as some of them had been active athletes while at school or after school training. Most of these officers (164 out of 216) attended public schools while 293 out of 382 attended University of Oxford and Cambridge respectively. Colonial government recruited from these institutions whose graduates had superior athletic qualities (Bale and Sang, 1996). The officers with prior sports experience that served in Kenya are shown in Table 5.1.

Table 5.1 Officers with prior sports experience that served in Kenya

SN	Name	Position	Sports Experience
1	Tom Askwith	Commissioner for Community Development and Rehabilitation	A two-time Olympian in rowing
2	B.V. Besheal	District Commissioner of Kericho	Athletics Club Captain at Cambridge University
3	Sir Derik Ersksine	First Secretary KAAA	A Graduate of Eton and Sand Hurst Military Academy
4	Edward Crittenden	A teacher at Alliance High School	Oxford-educated and former sprinter in his school days at Whitgift School in London
5	Carey Francis	Principal at Maseno and Alliance High Schools. Elected to the Council of the Arab and African Sports Association	Was head boy and captain of football, Cricket and Tennis at William Ellis School, London. Later schooled at Trinity College and was a former Lieutenant (1916-19), as well as a Mathematics lecturer at Cambridge

Source: **Anderson (2017)**

5.1.3 Formation of Sports Associations

Formation of AASA (1924) by James Orr (First Kenya Colony Director of Education) saw the development of grassroots athletics competitions. Provincial level competitions were held at Nairobi Race Course by 1930s. Formation of KAAA in 1951 and adopting the IAAF rules and regulations saw Kenya participate in international events as early as 1952. Kenya's affiliation to International Amateur Athletic Federation (IAAF) in 1954

and formation of Kenya Olympic Association in 1955 enabled Kenya to participate for the first time in the 5th Edition of the British Empire and Commonwealth Games in Vancouver, Canada in 1954 and 1956 Melbourne Olympics in Australia. KAAA was also able to organise capacity building courses for coaches, managers and teachers. The courses were sponsored by IAAF and IOC as Solidarity Training Scholarships for coaches and runners (Anderson, 2017).

5.1.4 King African Rifles (KAR)

The establishment of KAR in Kenya boosted the development of athletics in several ways. Captain Richard Minertzhagen from Kings African Rifles (KAR) and posting of RGB Spicer (Colonial Police Commissioner) in 1925 intensified athletics competitions for police recruits and organized a running competition among soldiers. They also organized local athletic events from which they recruited victors. Kenya Defense Forces and National Police Service produce the highest number of Kenya's medalists. This is attributed to the 'Release Programme' among the Kenya Defense Forces and National Police Service that ensures adequate time for training for the officers participating in various sports activities. Bale and Sang (1996) reports that athletics in the Kings African Rifles army was encouraged as a way of making soldiers physically fit as well as to promote discipline and teamwork.

Post-independence Government initiatives sustained the momentum created during the colonial period. The Government has been able to offer many services through its robust sports infrastructure in the country. The Government, with its partners, has sponsored many activities from grassroots to international competitions. The sponsorship has been in the form of participation fees, sports gear, awards, prize money,

and scholarships for training or college fees. The stakeholders (National and County governments, educational institutions and running camps) have expanded opportunities for training and competitions amongst Kenyan athletes. The increased number of Olympians in the society as role models reinforced the Kalenjin community belief in biological giftedness which has seen the community dominate middle and long-distance events nationally and internationally.

5.2 Socio-Cultural Background of Kenyan Athletes

Demographics showed participants come from 34 out of 47 counties. The participants from high school category came from schools that have traditionally produced runners. For instance, Kongoi boys produced Richard Matelong (Bronze medallist, 2008 Beijing Olympics), Ferguson Rotich (Gold medallist, 4×800 metres relay at the 2014 World Championships), Antony Chemut (Silver medallist, 2011 African Junior Championships); Singore Girls has produced Janeth Chepkosgei (Gold medallist, 800m 2006 Common Wealth Games; Gold medallist, 2007 World Championship and 2006 Sportswoman of the Year), Vivian Cheruiyot (Gold medal, 5000m 2016 Olympics), Florence Kiplagat (Twice winner of Chicago Marathon 2015 and 2016), Viola Kibiwot (Gold medallist, 1500m at the 2002 World Junior Championships); St. Patricks Iten has produced Ibrahim Hussein (Winner New York Marathon 1987 and 3-time winner of the Boston Marathon - 1988,1991,1992), Mathew Birir (1992 Barcelona Olympics Gold medallist in 3000m Steeplechase), David Rudisha (World record holder in 800m); Kapolesero Girls has produced Lydia Chepkirui (Silver medallist, 2013 Moscow World Championships); Musaria Girls produced Eva Cherono (Silver medallist at the IAAF World Cross Country Championships in 2019).

Participants from universities, colleges and schools, by virtue of their education level, were proficient in language (both English and Kiswahili). The rural setting inhabited by the majority of Kenyan runners fosters an economic heritage in agriculture that has preserved a strong tribal affinity to land and livestock keeping. Majority of the families are small holder farmers from the average acreage they own. This may be the reason behind the athletes' confession that one of the biggest dreams after winning in a race is to buy land and keep cattle as confirmed by Pitsiladis, *et, al* (2004).

The findings showing 31.3% of the participants had runners in the family among whom 25.3% were spouses confirms family as a socialization agent. There are role models readily available even at family unit level and significant others like teachers, coaches and fellow athletes. The mentees find it easy for they tap into their seniors' already established networks supporting them in accessing information and services to enable them participate in events. The family is seen as a primary socialization agent by encouraging and supporting them during their career.

This also explains the running dynasties in Kenya including Kipchoge Keino's father who won 6 miles race in 1933 and was awarded 4 gallons of oil. Similarly, Daniel Rudisha (Father to David Rudisha - 800m World Record holder) attended 1968 Mexico Olympics and won Silver medal in 4 x 400m relay. Other dynasties include the Hussein family (Ibrahim Hussein and Mbarak Hussein), the Masai family (Moses Masai, Linet Masai, Dennis and Magdaline Masai), the Manangoi family (Elijah Manangoi and George Manangoi), siblings Mercy Cherono and Caroline Chepkoech.

Simiyu, *et al* (2015) found out that 66.6% of the Kenyan runners had one family member who had participated in running or was currently taking part, 32.7% had no family members who had been runners, 11% had their fathers being a runner, 13.9% their mothers, 24.1% their brothers and sisters, and 9% their grandparents. The findings further showed that 74.2% of athletes' participation was largely due to parental encouragement and support accorded to them in the course of training.

David Rudisha narrates,

I realised I could run after finding out that my dad used to run and it gave me the morale that if he did then maybe I could also run.

Majority of the subject athletes had early exposure to athletics in school. 79.4 % of the athletes learned Physical Education at primary school and 82.5 % at secondary schools. Apart from learning PE at school, 82.5% of them participated in interclass or inter-house competitions as well as inter-school competitions. This explains the huge number of athletes from schools like St. Patricks Iten, Sing'ore Girls, Kapkenda Girls among others who have competed at junior championships and ended up becoming Olympians. For instance, Janeth Chepkosgei, while at Singore Girls, won heptathlon in school nationals of 1997 and later became the Gold medallist, 800m 2006 Commonwealth Games; Gold medallist, 2007 World Championship and 2006 Sportswoman of the Year), Salina Kosgei while at Kapkenda Girls won heptathlon in school nationals 1990-1992 and later became the Gold medallist at 2002 Commonwealth Games. Eva Cherono of Musaria School won school Cross Country nationals in 2016 and later became Silver medallist at World Athletics Cross Country in 2019, Cornelius Chirchir of St. Patricks

Iten won school national Decathlon in 2001 and later became Gold medallist in 1999 and 2000 World Junior Championships.

Simiyu et al (2015) confirm that first child exposure to athletics was in school through their teachers and Physical Education program. It was here that pupils' talents were identified and nurtured through a series of inter-school competitions. He further established that parents supported athletes by exempting them from duties at home so that they can concentrate on training, provided medication in cases of injury during training, instilled discipline, provided encouragement and moral support where athlete faced stiff competition, acted as role models and coaches by providing advice on the best way to succeed in sports through hard work, perseverance, persistency and provide psychological support through motivation and spiritual support through prayers towards success and achievement.

There were more elite male athletes training at the residential camps. This can be attributed to the ability to be able to pay for the costs. Elite athletes are also likely to be under sponsorship. Considering the competition demands at the elite level, athletes who can afford prefer residential training. There are many athletes (39% of elite and 49.7% of sub-elite) who reported they lacked coaches. Many coaches are also retired athletes. Elite athletes trained more (trained daily including holidays and Sundays). This is to match the competition pressure and qualifying times for elite events. This is affirmed by one coach who explains:

…becoming a professional runner is a life's work where you must dedicate your body to maintaining a certain physique by following very tough training schedules that can last

for three to four months at a time. Training and competing in athletics are also a lifestyle choice of sacrificing liberties non-runners take for granted such as what you can eat or drink, where you choose to live and when to socialize. Such are the constraints on athletes' social freedoms that a training group goes through … (Narrative, NPS Coach based at Kapsabet, 2019).

The socio- cultural background reveals a robust social network from family, church, fellow runners, AK officials, medical staff, sponsors and event organizers. This expanded social network demonstrates cumulative support in the running career. The differences between elite and sub-elite groups can be explained in terms of experience in participation of athletic events. The elite-because of their status-could easily attract sponsorship hence able to pay managers and medicare services compared to sub-elite athletes.

Many role models are drawn from family members and significant others. Families have proved to be a strong socialization agent as witnessed in the running dynasties in Kenya. Many other athletes confirm their role models were teachers (like Brother Colm - former Principal of St. Patricks Iten). This also confirms the role of school as another socialization agent. This is evident with the number of Olympians from St. Patricks Iten, Sing'ore Girls, Kapkenda Girls and others (Rintaugu, 2005).

Many of Kenyan athletes come from middle and low-income households. Athlete families on average had small sizes of land and a few heads of cattle. The fact that poverty index is at 36.1% (National Survey - 2015/2016) is evidence why 48.5% of elite

athletes were motivated to join running as a career for economic prospects. Further, 9.4% were motivated by scholarships.

Pitsiladis, *et, al* (2004) concurs with these findings. He showed that a high proportion of both the national and international runners in Kenya were motivated to run for economic reasons, tradition and Olympic glory. For example, 39% of national and 31% of international runners became athletes for economic empowerment; 10% of national and 18% of international runners became athletes due to the Kenyan running tradition; and 12% of national and 18% of international runners became athletes in the search of Olympic glory.

5.3 Stakeholders in Athletics Development in Kenya

5.3.1. The Role of Government

The Government has sustained the gains made during the colonial period in athletics development. The Government, together with other stakeholders, has greatly influenced the development of Athletics capital in Kenya up to a World Index of 12.0 athletes per capita. There has been an elaborate expansion of the structure of the Ministry and allied agencies to oversee the development of sports. Due to policy direction (Sports Act 2013), there are elaborate functions distributed among set up structures in the Ministry, for example, Department of Sports, Sports Registrar, Sports Fund, Anti-Doping Agency and Sports Tribunal and other Government agencies like the Kenya National Sports Council and National Olympic Committee. Other initiatives include hosting of IAAF Regional Centre in Kenya that has supported training of coaches. The Government supports the Military Release Programme which has seen an increase in the number of medallists among the Kenya Defence Forces and National Police Service officers.

Kipchumba and Thomson (2015) observe that sports programmes in Kenya are managed by two line ministries. Youth sports are organised as co-curricular activities under the Ministry of Education with different sports activities organised from the school level to national competitions during different school terms. On the other hand, out-of-school sports are organised by national sports organisations under the directive of the Ministry of Sports, Culture and Arts. The Government provides funding for Olympic sports through the National Olympic Committee (NOC) of Kenya. For instance, the Government budget allocated to the Ministry of Sport Culture and Arts during financial year 2014–2015 was Kshs. 3.87 billion with sports getting Kshs. 1.3 billion (Government of Kenya, 2014). Most of these monies went into the development of infrastructural facilities and facilitating athletes to participate in international competition

5.3.2. Educational Institutions

Through educational institutions, there has been expansion of opportunities for training and competition. Despite poor implementation of the compulsory PE programme for primary, secondary and teacher training colleges, the institution's games teachers and coaches have supplemented the deficit of coaches and sports administrators in the country. University Games Departments, in particular, have organised many capacity building workshops that have enhanced coaching and management skills. For instance, Kenyatta University offers coaching capacity building under the KU-IAAF Academy. These findings are supported by Yandjou (2011).

5.3.3 Athletics Kenya

AK has also consistently attracted funding for both grassroots and international activities. For instance, Athletics Kenya (AK) benefits from NIKE sponsorship amounting to US$1.6 million annually. This has enabled Kenya to present athletes to almost all world events. AK runs a robust annual calendar of activities that prepares athletes for international competitions. The calendar activities are supported by various sponsors. This has resulted in good performance rating that has, in turn, enabled Kenya host many high-profile events. Kenya hosts regional IAAF Centre and KU-IAAF Academy because of this high-performance rating in athletics. However, AK has had a few challenges including misstatement of funds.

Chelladurai and Zintz (2015) suggest that National Sport Governing Bodies (NSGBs) need to stipulate the elements of good governance. For instance, the universal principles of good governance articulated by the International Olympic Committee include having (a) vision, mission and strategy, (b) appropriate structures, regulation and democratic processes, (c) highest level of competence, integrity and ethical standards at every level of the organization, (d) being accountable, transparent and in control, (e) focused on solidarity and development, (f) caring for athletes and allowing their participation in governance, and (g) cultivating harmonious relationships with governments while preserving autonomy.

5.3.4 Role Models

Sociological studies have revealed that for athletic abilities to translate into sustained good performance hence, athletes must get support and encouragement from significant

others (Rintaugu, 2005; Rintaugu, 2009). Significant others are able to transmit attitudes and values about sport, pay activity fees, provide role modelling, provide physical and emotional support, encourage, and reward about sport participation. Apart from the family members, athletes have play partners (peers, friends) from the neighbourhood. Teachers and coaches are instrumental in technical instruction and evaluation of performance (Rintaugu, 2009). The role of secondary schools in socialization into sports in Kenya reveals that some games are encultured and domiciled in selected schools where their dominance and legacy has transcended many generations (Rintaugu, 2005).

Simiyu, *et al* (2015) affirms that role models include parents, teachers, coaches and peers while socialization agents included family, school, church and less extent mass media.

5.3.5 Athlete Coaches and Sports Administrators

Coaches and administrators in training camps and institutions of learning have enabled Kenya to generate athletics capital up to a World Index of 12.0 athletes per capita. The school athletics champions have come to be Olympians. Coaches have presented athletes in the many events on the AK annual calendar. This has sustained Kenya's fielding of competitors in almost all world athletic events for a long time.

However, Nyaga (2015) reported an acknowledgement by the AK officials and the coaches that the organization could not adequately motivate and fund the training/competition needs for the athletes without external assistance. This could be why the majority of athletes (51%), coaches (39%), and AK officials (39%) either

strongly agreed or agreed that the majority of Kenyan athletes prefer to relocate to foreign countries in search for better management. The respondents were also in agreement that counselling services available to athletes were inadequate (Athletes: 42%, Coaches 74%, and AK officials 81%).

5.3.6 Athletics Sponsorship

Corporates that have sponsored athletics in Kenya were motivated by CSR, increasing visibility and sales, increasing customer loyalty while acting in line with the Government priority investment agenda. Despite lack of synergy among the sponsors, athletics has enjoyed sponsorship opportunities from the corporate sector to complement Government efforts. The sponsors are motivated by using athletics for branding which has proved effective due to high visibility during international events.

Makungu (2014) did a survey that sought to find out how sports sponsorship on brand image and performance of Kenyan firms involved in sports. Using a Descriptive Survey and primary data based on a questionnaire, the study evaluated the separated effect of sports sponsorship among other variables on financial performance of 87 companies that engage in sports sponsorship in Kenya. The Regression Analysis results showed that sports sponsorship is instrumental in improving a company's brand image. This conclusion is supported by the study's finding that sports sponsorship enhances customer loyalty to the sponsoring firm.

Ng'etich (2016) also did a survey that intended to establish the antecedents to the adoption of sports sponsorship when it comes to strategies to be employed for marketing purposes among firms that are involved in telecom business in the country. In

this case, the focus was on how three strategies namely brand awareness, media division and brand image affect a firm's decision to use sports as the approach to marketing. Findings indicated corporate image, brand awareness and media fragmentation all had a positive effect when it comes to sponsoring sports as a key tool to be used for marketing and, thereby, a public relations tool by telecommunication companies in Kenya.

5.3.7 Athlete Managers/Sports Agents

Athlete managers, by playing their advisory role, have been able to enable Kenyan athletes maximise on competition opportunities by linking them to events and also offering necessary information about the events and travel requirements. This has enabled Kenyan athletes attend almost all City Marathons and win while setting records for a majority of them. For instance, Kenyan men have won 22 out of 31 times in Boston Marathon since 1988 (Women 11 out of 19 since 2000), 16 out of 32 times in Chicago Marathon since 1983, 15 out of 39 times in New York Marathon since 1987, 15 out 28 times in London Marathon since 1989 and 17 out of 46 Berlin Marathons since 1974. Despite the role team managers and agents play in representation of the athlete, study on sports agents in the European Union (2009) revealed that entrusting the management of athlete's career to a major sport management firm enables them to benefit from a wide range of services which a less influential, "independent" agent would be unable to provide. The expertise offered by those firms – particularly in terms of optimising the image of the sportsperson and negotiating sponsorship contracts – is apparently decisive in determining the choice made by some sportspersons, particularly when more than one-third of their income comes from advertising or sponsorship contracts

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

Kenya's athletics development is rooted in the traditional movement culture with requisite endurance that enabled smooth transition to athletics as a modern sport. Colonial government activities provided a strong foundation supported by enthusiastic leadership among colonial office administrators, teachers in mission schools, KAR officers and sports organizations leaders. Post-independence government developed an enhanced structure in athletics management that sustained the gains made during colonial period. Social cultural profile of Kenyan runner reveals a lifestyle that has supported development of athletics capital over time. The presidential decree to have PE as a compulsory subject in primary and secondary schools as well as teacher training colleges enhanced the platform for training, competitions and facilities for athletics training. Various stakeholders have played different roles in supporting athletics development from grass roots to global dominance. They have supported a robust athletics calendar of activities that has given athletes adequate opportunities to participate in high profile events.

6.2 Conclusion

Kenya's dominance in middle and long-distance running, like other regional specializations like boxing in Cuba, wrestling in Thailand and soccer in Brazil, can only be explained by social construction of talent. Kenya's running prowess is a confluence of many factors including historical link to colonial masters, traditional movement and

utilitarian culture, socialization, coaching, government support, availability of training and competition opportunities.

6.3 Recommendations from the Study

6.3.1. Objective 1: To examine the development of Kenyan athletics culture in middle and long-distance running.

a) Policy

i. The National Archives should consolidate documented information on historical development of athletics in Kenya for purposes of informing the present and predicting the future.

ii. Athletics Kenya should put up a Hall of Fame for sports legends as a record and national heritage.

b) Practice

i. Schools that have produced great athletes should be used as centres of excellence to mentor upcoming athletes to sustain Kenya's performance history.

c) Further Research

i. There is need for a comparative study on the development of other athletic events in Kenya through the different phases of administration.

6.3.2 Objective 2: To analyse the socio-cultural profile of Kenyan middle and long-distance runners.

a) Policy

i. Athletes should be supported to document their biographies for future refences by upcoming athletes and reseachers.

ii. Educational institutions need to provide flexible and tailor made opportunities for elite athletes to be able to continue learning during and after their active athletics career as their exit strategy.

b) Practice

i. Schools and colleges PE programme should be implemented fully for it has had early influence on choice of career in sports.

c) Further Research

i. There is need to find out factors influencing gender differences in athlete outputs in Kenya.

ii. There is also need for a study to focus on the factors that affect transition of sub-elite athletes to elite status to improve on the transition rate.

6.3.3 Objective 3: To establish the role of various stakeholders in the development of athletics culture in Kenya.

a) Policy

i. The Ministry of Sports, Culture and Heritage should have a Scheme of Service for coaches to develop and nurture athletes given the rich athletic talent pool in Kenya.

ii. The Ministry of Sports, Culture and Heritage should put in place a policy framework to centralize and harmonize stakeholder financing for sports development.

b) Practice

i. There is need for a stakeholder's forum to coordinate contribution to sports and information sharing.

c) Further Research

There is need for a study to find out the impact of stakeholders on other sports development in Kenya.

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Appendix 1: Athlete Questionnaire

Camp_____ Location*:* _____Date _____

Gender Male ☐ Female ☐

Marital status Married ☐ Single ☐ Other ☐ (specify)……

Age (in yrs): _____Tribe: _____Sub-tribe _____

Place of birth_____Nationality_____Home County: _____

Highest level of education (class) attended: _____

a) Number of brothers: _____b) Number of sisters in the family: ____

c) Your rank among them: First ☐ Second ☐ Third ☐

Other rank _____ Youngest ☐

Family size of land_____ Number of livestock: _____

Your first language: _____

Rate your competences in:

Kiswahili: Basic ☐ Regular☐ Fluent ☐

English: Basic ☐ Regular☐ Fluent ☐

Other: _____ Basic ☐ Regular☐ Fluent ☐

Currently staying at: A training camp? Yes ☐ No ☐ At home? Yes ☐ No ☐

Is there any other runner in your family? Yes ☐ No ☐If 'Yes', specify:

Is your wife/girlfriend or husband/boyfriend a runner? Yes ☐ No ☐

Did you *learn* athletics in Physical Education at school? Yes ☐ No ☐

At primary school: Yes ☐ No ☐ At secondary school level: Yes ☐ No ☐

Have you ever attended an athletics school competition? Yes ☐ No ☐

At what age did you start training for athletics: _____ years old

Do you currently train with a coach/trainer? Yes ☐ No ☐

If 'Yes', is he a: Foreigner ☐Kenyan ☐ Experienced runner? Yes ☐ No ☐

If 'Yes', is he a: Medalist ☐ Prize money winner ☐

Are you affiliated with Athletics Kenya? Yes ☐ No ☐

Are you on contract with any training camp? Yes ☐ No ☐

Are you on contract with any sponsor? Yes ☐ No ☐

Are you on contract with any manager? Yes ☐ No ☐

Are you on contract with any agent? Yes ☐ No ☐

Do you train on: Sunday? Yes ☐ No ☐ On public holidays? Yes ☐ No ☐

On religious holidays? Yes ☐ No ☐ Every day? Yes ☐ No ☐

Do you attend any religious service? Yes ☐ No ☐ If yes, how many times per week……..?

How many times do you train daily: Once a day ☐ twice a day ☐ three times ☐

How many kilometers per day (average)? _____km.

Currently you are training for: Steeple chase ☐ Cross country ☐ Marathon ☐ Half marathon ☐ 10k ☐ 5k ☐ 1500m ☐ 800m ☐ 1 mile ☐

Other (specify): _____

In your cell phone, how many numbers are: Officials of AK_____Race organizers in Kenya_____Race organizers abroad_____?

Managers or agents_____Fellow runners_____Medical staff_____?

Who is your role model……..?

Appendix 2: Interview Guide for Government Departments (NOCK, KNSC, AK)

1. Name …….
2. Designation…….
3. A brief historical background of this institution
4. Management structure of the organization
5. What is the mandate of (NOCK, KNSC, AK)
6. What is the contribution of (NOCK, KNSC, AK) in athletics development in Kenya?
7. What challenges do you face as an institution?
8. What is the future of athletics in Kenya?

Appendix 3: Interview Guide for Sports Administrators in Camps/Universities /Colleges and Schools)

1. Name of School/Camp……County…….……..
2. What is your professional career…….
3. What is your highest qualification? ……
4. How long (experience) have you coached.....?
5. A brief historical background of institution- (age, enrollment, rank athletics as a sport in your school, no. of coaches)
6. What is your job description/duties as an officer

- Facilities / equipment management
- Budgeting
- Coaching
- Planning and Scheduling activities,
- Talent search,
- Officiating during competitions
- Others …….

7. How is college/school supporting development of athletics in Kenya?

- Scholarship/ bursary
- Special diet
- Motivational speakers
- Counselling athletes
- Capacity building coaches
- Others……
- …….

8. Sports organization from grassroots (KSSSA)
9. Comment on: athletes' management in terms of :

- Training programme……,
- Team selection…….……,

10. Which challenges do you face as a sports coach/administrator?

Appendix 4: Interview Guide for Coaches in Camps/ Schools

1. How long have you been coaching for? …….…….
2. Did you participate in it during school/college?.....level .....
3. What motivated you to start coaching athletics?.....
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4. What are your best results in athletic competitions?.....
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5. What is your motivation to continue coaching the team in future years?
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6. Do you find it difficult to balance your time between your personal life and coaching?
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……
……
……
7. Describe some of the memorable experiences you have had with the team
……
……
……
……
…..……

Appendix 5: Interview Guide for Athlete Managers/Agents

1. Are you registered?
2. What is your educational background/ career?
3. What other services do you offer to your clients other than contract negotiations?
4. Who do you consider to be your top clients?
5. What have you done to advance the careers of your clients on and off the field?
6. How and when are you to be paid?
7. What is the duration of the agreement?
8. Do you have any connections with government, coaches?

Appendix 6: Estimated Budget

S/N	Item	Cost/day in Euros	No. of Days	Total in Euros
1	Proposal development Desk review of related literature	100	5	70,000
2	Training of Research Assistants (3)	275	5	192,500
3	Piloting	200	5	140,000
4	Ethics approval / permits	135		8,900
5	Research supplies and Consumables ▪ Stationary / Printing / ▪ photo copying services ▪ Ink Cartridge and toner ▪ Memory Sticks			 14,000 140,00 7,000 7,000
6	Transport and Communication ▪ Hire of a vehicle ▪ Fuelling of van ▪ Air Time	 60 40	 15 15	 125,000 84,000 14,000
7	Fare reimbursements for the athletes and their coaches	3 x 1000	-	420,000
8	Per diem for the field assistants (5)	50 x 5	5	175,000
9	Data analysis	100		14,000
10	Final Report compilation, binding, and circulation	100		14,000
11	Dissemination of research findings to stakeholders (seminars and Publications)	100	3	42,000
12	Travel expenses to research sites	100	5	70,000
13	Per diem for 3 research consultants	75 x3	15	472,000
	Total			1,894,900

Appendix 7: Institutional Ethics Approval

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

Tel: 056-31375
Fax: 056-30153
E-mail: rel@mmust.ac.ke
Website: www.mmust.ac.ke

P. O. Box 190
Kakamega
50100
Kenya

Institutional Ethics Review Committee (IERC)

MMU/COR: 403009(37) — 25th April, 2016

Issah Wabuyabo Kweyu
Registration No. HPS/LH/002/14
Masinde Muliro University of Science and Technology
P. O. Box 190-50100
KAKAMEGA

Dear Kweyu,

RE: Ethical Approval to Conduct Research

The IERC received your proposal titled "***Socio-Cultural Determinants of Athletic Abilities among Kenyan Middle and Long Distance Runners***" for review. Having reviewed your work, the committee has given ethical clearance for you to conduct research as proposed.

On behalf of IERC and the University Senate, my congratulations. We wish you success in your research endeavour.

Yours faithfully,

Dr. Gordon Nguka
Ag. Chairman, Institutional Ethics Review Committee

Copy to:

- The Secretary, National Bio-Ethics Committee
- Vice Chancellor
- DVC (PR&I)
- DVC (A & F)
- DVC (A&SA)

Appendix 8: NACOSTI Permit

THIS IS TO CERTIFY THAT:
MR. ISSAH WABUYABO KWEYU
of MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY, 190-50100 KAKAMEGA,has been permitted to conduct research in *Embu , Kakamega , Kericho , Kisumu , Machakos , Nairobi, Nandi , Nyandarua , Uasin-Gishu Counties*

on the topic: *SOCIO-CULTURAL DETERMINANTS OF ATHLETIC ABILITIES AMONG KENYAN ELITE AND SUB-ELITE MIDDLE AND LONG DISTANCE RUNNERS*

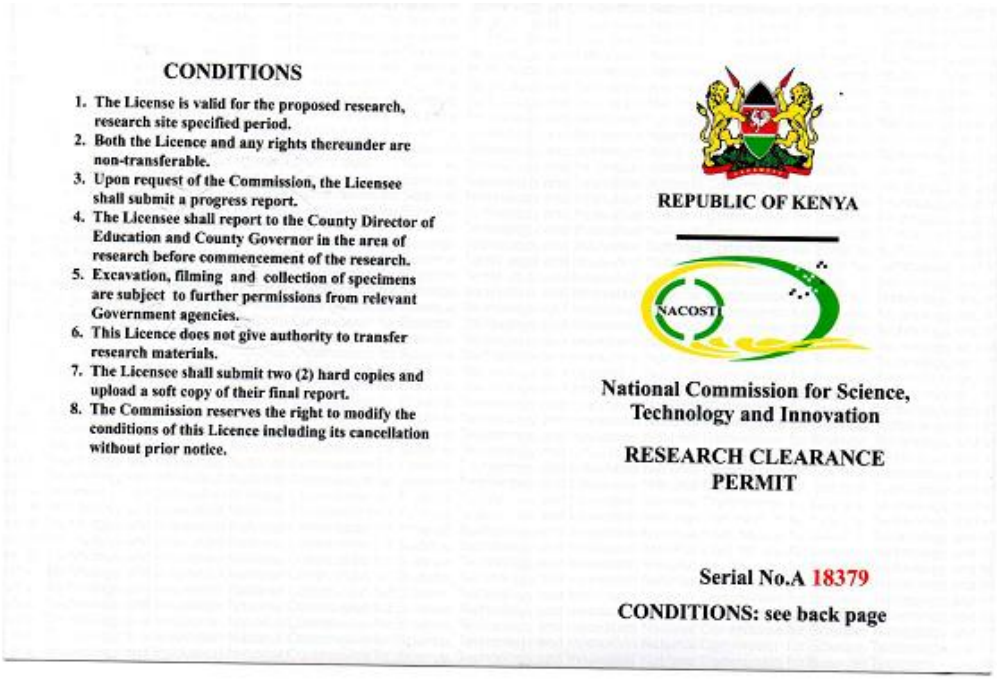
for the period ending:
23rd April,2019

.....
Applicant's Signature

Permit No : NACOSTI/P/18/43004/22318
Date Of Issue : 24th April,2018
Fee Recieved :Ksh 19099

.....
Director General
National Commission for Science, Technology & Innovation

Appendix 9: Research Clearance Permit



CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 18379

CONDITIONS: see back page

Appendix 10: Informed Consent Form

This Informed Consent Form is for participants. They have been invited to participate in a PhD thesis-based study, titled *''Socio-Cultural Determinants of Athletic Abilities among Kenyan Elite and Sub-Elite Middle and Long- Distance Runners''*

Principal investigator: Mr. Issah Wabuyabo Kweyu, PhD (Cand.), Department of Health Promotion and Sports Science, Masinde Muliro University of Science and Technology, School of Public Health, Biomedical Sciences and Technology.

This Form consists of two parts:

Information sheet (to share information with you)

Certificate of Consent (for signatures if you choose to participate).

You will be given a copy of the full Informed Consent Form.

Part 1: Information Sheet

Introduction

My name is Mr. Issah Kweyu. I am carrying out a research on the *''Socio-Cultural Determinants of Athletic Abilities among Kenyan Elite and Sub-Elite Middle and Long -Distance Runners''.* I will give you information on the study and you are free to choose if you would like to participate in the study or not. A verbal translation will be given to the participants in the language they understand if required.

Purpose of the Research

In view of the limited data on *''Socio-Cultural Determinants of Athletic Abilities among Kenyan Elite and Sub-Elite Middle and Long -Distance Runners''* in a Kenyan population, the purpose of this study is to collect information from Kenyan Elite and Sub-Elite Middle and Long- Distance Runners'' using a questionnaire. This research will involve interview of managers, sponsors and agents regarding their role in sports mentorship in Kenya. It will take about one hour.

Participant Selection

You have been selected to take part in this study based on your active and professional involvement in sporting activities, specifically middle and long- distance athletics.

Voluntary Participation

Your participation in this study is voluntary and you may choose to participate or opt out for any reason you find sufficient.

Risk and Benefits

There is a risk of sharing personal or family related information. In this event, you are free to choose not to answer the question(s). There is benefit in that you will be

in a position to know the Socio-Cultural uniqueness contributing to your Athletic Abilities.

Reimbursements

No financial incentives will be provided for taking part in the research, except where a participant has incurred travel or other expenses in order to participate in the study.

Confidentiality

The information that you share will be considered private and confidential. All data collected is purposely for research and academic purposes. In the event that this paper should be published, permission to use information sourced from respondents is humbly requested. The pooled data will be summarised and No information that can be used to identify participants will be published.

Appendix 11: Permission Letter to KUSA

To: Chairman
Kenya Universities Sports Association

From:
Issah Kweyu
C/O Department of Health Promotion and Sports Science,
Masinde Muliro University of Science and Technology
Date: May 2, 2018

Dear Sir,

RE: PERMISION TO DATA COLLECTION DURING KUSA GAMES

My name is Mr. Issah Kweyu. I am carrying out a research on the *''Socio-Cultural Determinants of Athletic Abilities among Kenyan Elite and Sub-Elite Middle and Long- Distance Runners''* The purpose of this study is to collect information from Kenyan Elite and Sub-Elite Middle and Long -Distance Runners''. This research will also interview coaches and administrators regarding their role in athletics development in Kenya. It will take about one hour.

The purpose of this letter is to request for permission to collect data during your national championships.

Thank you.
Issah Kweyu
Encl.

1. Institutional eEthics Approval (MMUST)
2. NACOSTI Research Permit and Clearance
3. Copy of the Questionnaire
4. Consent Form

Appendix 12: Permision Letter to KSSSA

To: Chairman
Kenya Secondary Schools Sports Association
From:
Issah Kweyu
C/O Department of Health Promotion and Sports Science,
Masinde Muliro University of Science and Technology
Date: May 2, 2018
Dear Sir,

RE: PERMISION TO DATA COLLECTION DURING KSSSA GAMES

My name is Mr. Issah Kweyu. I am carrying out a research on the *''Socio-Cultural Determinants of Athletic Abilities among Kenyan Elite and Sub-Elite Middle and Long Distance Runners''* .The purpose of this study is to collect information from Kenyan Elite and Sub-Elite Middle and Long Distance Runners''. This research will also interview coaches and administrators regarding their role in athletics development in Kenya. It will take about one hour.

The purpose of this letter is to request for permission to collect data during your national championships.

Thank you.

Issah Kweyu
Encl.

1. Institutional ethics approval (MMUST)
2. NACOSTI Research permit and clearance
3. Copy of the questionnaire
4. Consent form

Appendix 13: Permision Letter to KTCSA

To: Chairman
Kenya Teacher Training Colleges Association
From:
Issah Kweyu
C/O Department of Health Promotion and Sports Science,
Masinde Muliro University of Science and Technology
Date: May 2, 2018
Dear Sir,

RE: PERMISION TO DATA COLLECTION DURING KTCSA GAMES

My name is Mr. Issah Kweyu. I am carrying out a research on the *''Socio-Cultural Determinants of Athletic Abilities among Kenyan Elite and Sub-Elite Middle and Long- Distance Runners''*. The purpose of this study is to collect information from Kenyan Elite and Sub-Elite Middle and Long- Distance Runners''. This research will also interview coaches and administrators regarding their role in athletics development in Kenya. It will take about one hour.

The purpose of this letter is to request for permission to collect data during your national championships.

Thank you.

Issah Kweyu
Encl.

1. Institutional ethics approval (MMUST)
2. NACOSTI Research permit and clearance
3. Copy of the questionnaire
4. Consent form

Appendix 14: List of Universities in Kenya

Public Universities	
1	Chuka University
2	Cooperative University College of Kenya (CUCK)
3	Dedan Kimathi University of Technology (DeKUT)
4	Egerton University
5	Jaramogi Oginga Odinga University of Science and Technology (JOOUST)
6	Jomo Kenyatta University of Agriculture and Technology (JKUAT)
7	Karatina University
8	Kenyatta University (KU)
9	Kibabii University College
10	Kirinyaga University College (Kyuc)
11	Kisii University (KSU)
12	Laikipia University (LU)
13	Maasai Mara University (MMARAU)
14	Machakos University College
15	Maseno University
16	Masinde Muliro University of Science and Technology (MMUST)
17	Meru University of Science and Technology (MUST)
18	Moi University (MU)
19	Multimedia University of Kenya (MMU)
20	Muranga University College (MRUC)
21	Pwani University (PU)
22	Rongo University College (RUC)
23	South Eastern Kenya University (SEKU)
24	Taita Taveta University College (TTUC)
25	Technical University of Kenya (TUK)
26	Technical University of Mombasa (TUM)
27	The University of Nairobi (UON)
28	University of Eldoret (UoE)
29	University of Kabianga

Private Universities

1.	Zetech University University of Eastern Africa
2.	Baraton (UEAB) United States
3.	International University (USIU)
4.	Umma University
5.	The Presbyterian University of East Africa (PUEA)

6.	The Management University of Africa (MUA)
7.	The East African University (TEAU)
8.	The Catholic University of Eastern Africa
9.	Strathmore University
10.	St. Paul's University (SPU)
11.	Scott Christian University (SCU)
12.	International Leadership University (ILU)
13.	Gretsa University
14.	Great Lakes University of Kisumu (GLUK)
15.	Genco University
16.	University of Embu
17.	East Africa School of Theology (EAST)
18.	Daystar University
19.	Africa Nazarene University (ANU)
20.	Riara University (RU)
21.	Pioneer International University (PIU)
22.	Pan Africa Christian University (PAC)
23.	Mount Kenya University (MKU)
24.	Lukenya University
25.	Kiriri Women's University of Science and Technology (KWUST)
26.	Kenya Methodist University
27.	Kenya Highlands Evangelical University
28.	KCA University
29.	KAG East University
30.	Kabarak University
31.	International University of Professional Studies
32.	Africa International University
33.	Adentist University of Africa

Appendix 15: Main Athletic Events in Kenya; November 2019 - October 2020

NOVEMBER 2019:
2nd Bishop Korir Memorial Cross Country, Eldoret
9th Africa University Cross Country Championships, Marrakesh, MOR
10th Dr. Wahome Gakuru Memorial Nyeri Half Marathon, Nyeri
14th Baringo Half Marathon, Kabarnet
17th Kass Marathon, Eldoret
23rd 1st AK Cross Country Series/Anti-Doping Awareness, Machakos
23rd Tegla Loroupe 10Km Peace Run, Kapenguria
24th The Great Tuskys 10Km Road Race, Eldoret
30th Kakamega Forest Marathon, Shinyalu, Kakamega
30th Ziwa Famers Road Race, Ziwa, Eldoret
DECEMBER 2019:
1st World Aids Marathon, Kisumu
4th – 7th Athletics Annual Conference, Eldoret (Sirikwa Hotel)
6th Chepchep Cross Country, Kituro
7th Imenti South 15KM Road Race, Imenti
7th Kalya Half Marathon, Kapenguria
12th Ngelel Tarit Kids Race, Eldoret
13th Endebess Road Race, Endebes
13th 1st AK Build-up for Sprints and Field Events, Nairobi
14th 2nd A.K Cross Country Series /Anti-Doping Awareness, Sotik
15th Safaricom Kisumu City 10KM Road Race, Kisumu
21st 3rd A.K Cross Country Series /Anti-Doping Awareness, Olkalau
28th 4th A.K Cross Country Series /Anti-Doping Awareness, Kapsokwony
JANUARY 2020:
1st Kobujoi Cross Country, Kobujoi
3rd 2nd AK Build-up for Sprints and Field Events, Nairobi
4th 5th A.K Cross Country Series /Anti-Doping Awareness, Iten
11th Counties Cross Country Championships/Anti-Doping Awareness, All Counties KEN
11th Kenya Prisons Service Cross Country Championships/Anti-Doping Awareness, Uhuru Gardens
11th National Police Service Cross Country Championships/Anti-Doping Awareness, Ngong Race Course
17th 3rd AK Build-up for Sprints and Field Events, Nairobi
24th Kenya Defence Forces Cross Country Championships and 30km Road Race/Anti-Doping Awareness, Thika Baracks
25th Kenya University Cross Country Championships, Egerton University

25th Regional Cross Country Championships /Anti-Doping Awareness, All Regions KEN
25th Rachuonyo 10km Road Race, Homabay
26th Discovery Kenya Cross Country, Eldoret
31st 4th AK Build-up for Sprints and Field Events, Nairobi

FEBRUARY 2020
2nd Discovery Eldoret Half Marathon, Eldoret
8th National Cross Country Championships Cum Trials Africa Cross Country Championships/ Mandatory AK Anti-Doping Awareness for Competing Athletes, Nairobi
10th – 28th Residential Training Camp for Team Kenya to the Africa Cross Country Championships, Kigari TTC
16th Discovery Samuel Wanjiru 10KM, Nyahururu
21st 1st AK Sprints and Field Events Clinic, Nairobi
22nd Mt. Kenya Mountain Running, Meru
22nd – 23rd 1st AK Track and Field Build up Competition/Anti-Doping Awareness, Eldoret
29th Maria Soti Cross Country, Elgeyo Marakwet
MARCH 2020:
1st 6th Africa Cross Country Championships, Lomé, TOG
5th – 6th 2nd AK Track and Field Build up Competition/Anti-Doping Awareness, Nairobi
7th FISU Cross Country Championships(World Student Cross Country Championship), Marrakech MAR
8th Beyond Zero Half Marathon, Nairobi
13th -15th WORLD ATHLETICS Indoor Championships, Nanjing CHN
14th Naivasha Half Marathon, Naivasha
20th 2nd AK Sprints and Field Events Clinic, Embu
21st -22nd 3rd AK Track and Field Build up Competition/Anti-Doping Awareness, Embu
29th Nairobi 10KM Diamond Run 2019, Nairobi

29th WORLD ATHLETICS Half Marathon Championships, Gdynia POL
APRIL 2020:
3rd 3rd AK Sprints and Field Events Clinic, Kisumu
4th – 5th 4th AK Track and Field Build up Competition/Anti-Doping Awareness, Kisumu
4th Garrisa University Memorial 10Km Road race, Garrisa
7th – 9th Kenya Police Athletics Championships/Anti-Doping Awareness, Kasarani

15th – 17th Kenya Primary Schools National Athletics Championships, Embu 17th Counties Athletics Championships/Anti-Doping Awareness, All Counties KEN 19th Eldoret City Marathon, Eldoret 19th Nandi County Half Marathon, Kapsabet/Nandi Hills 20th – 22nd Kenya Secondary Schools National Athletics Championships, Kapsabet 21st – 23rd Kenya Defense Forces Athletics Championships/ Anti-Doping Awareness, Kasarani 24th - 25th Kenya Prisons Athletics Championships/Anti-Doping Awareness, Nyayo 24th - 25th Regional Athletics Championships/Anti-Doping Awareness, All Regions KEN
24th - 25th Kenya Universities Track and Field Championships, Kabarak 26th Migori 10 Km Road Races, Awendo MAY 2020:
8th – 10 National Championships Cum Trials for Africa Senior Athletics Championships, Nairobi 12th – 15th Kenya Teachers Colleges National Athletics Championships, Kigari TTC 30th – 31st Trials for WORLD ATHLETICS U20 Championships, Nairobi JUNE 2020: 19th – 21st: Trials for Tokyo Olympics Games, Eldoret 24th - 28th: 22nd Africa Senior Athletics Championships, Algiers ALG 30th The Great Marathon -Unicef, Iten JULY 2020: 7th – 12th: WORLD ATHLETICS U20 Championships, Nairobi 11th Kabarak Half Marathon, Kabarak 19th Iten Marathon, Iten 20th – 1st AUG: World Masters Athletics Championships, Toronto CAN 27th Iten Safaricom 10km, Iten 31st – 9th AUG: The XXXII Olympic Games(Olympic Games), Tokyo JPN
AUGUST 2020:
2nd Mt Kenya East Embu Half Marathon, Embu 9th Thika Cancer Care Half Marathon, Thika 15th Kirdam 10km Road Race, Kabarnet 20th Kisii 10KM Road Race, Kisii 23rd Kass Marathon, Eldoret

	SEPTEMBER 2020:
	5th Kesses 10KM Road Race, Kesses
12th	Nairobi Diamond Race, Nairobi
	12th Ndakaini Half Marathon, Muranga
	12th Jaramogi Oginga Odinga Memorial 10Km Road Race, Bondo
	15th Chemusus Dam Half Marathon, Eldama Ravine
	19th Mwea Half Marathon, Mwea
	20th Safaricom Mombasa International 10 KM, Mombasa
	22nd Sasumua Half Marathon, Njambini
	24th – 26th University of Eldoret Chepkoilel Cross Country, Eldoret
	26th Kitui Avena Half Marathon, Mutomo-Kitui
	26th Laikipia University Half Marathon, Laikipia University
	27th Discovery Lake Olborosat Road Race, Olkalau
	28th Lake Turkana Half Marathon, Turkana
	30th World Anti-Rabies 10km Run, Kapsabet
	OCTOBER 2020:
3rd	Family Bank Half Marathon, Eldoret
	3rd Safaricom Madoka Half Marathon, Taita Taveta
	3rd Tom O'Omuombo Memorial Cross Country, Siaya
	6th Kebirigo 10km Road Race, Nyamira
	10th Isaiah F Kiplagat Memorial Ndalat Gaa Cross Country, Ndalat
	17th Eldama Ravine Half Marathon, Eldama Ravine
	24th Machakos Road Race, Machakos
	24th Mama Sara Obama Road Race, Siaya
	25th Standard Chartered Nairobi Marathon, Nairobi