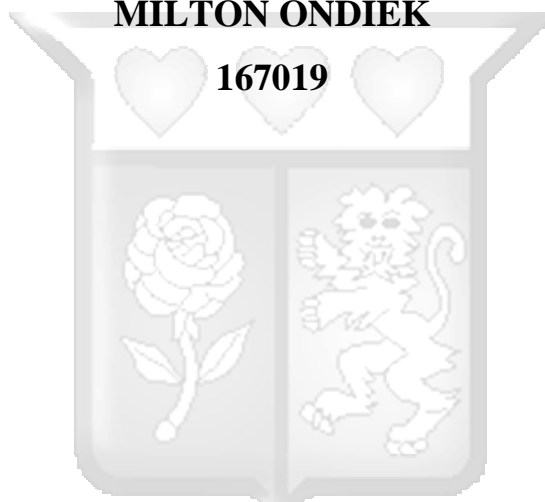


**FACTORS INFLUENCING THE PERFORMANCE OF SPORTS
ACADEMIES IN NAIROBI COUNTY, KENYA**

MILTON ONDIEK

167019



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE
AWARD OF A MASTER OF BUSINESS ADMINISTRATION AT
STRATHMORE BUSINESS SCHOOL, STRATHMORE
UNIVERSITY,
NAIROBI, KENYA**

APRIL 2025

DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

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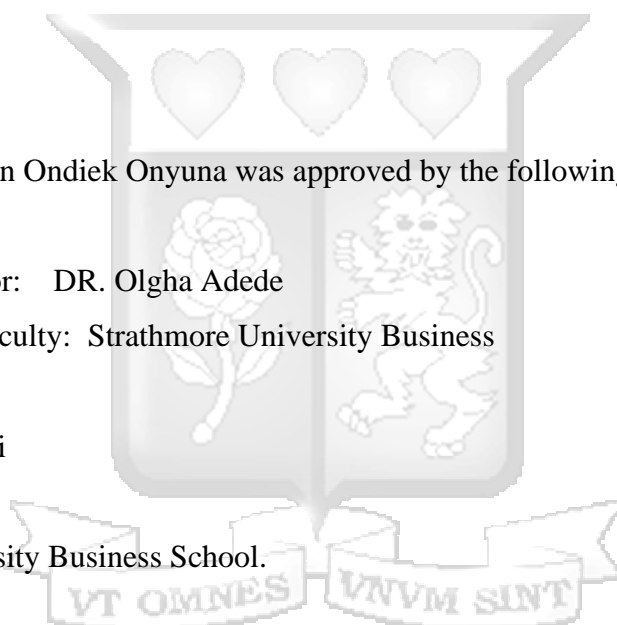
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DEDICATION

To my dear mother, Grace Ondiek—your unwavering love, boundless support, and relentless pursuit of excellence have shaped me in ways I can never fully express. Your drive has always inspired me daily, and to you, I dedicate Marcus Aurelius’ words: “What stands in the way becomes the way.”

To my wife and dear children—you have been my anchor through every challenge, my strength when I faltered, and my greatest source of love even when I don’t deserve it. You filled in the gaps when I was absent, lifted me when I was weary, and never stopped believing in me. This chapter is finally concluded, and I owe it all to you.



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My heartfelt gratitude goes to my family for their unconditional love and belief in me.

Lastly, I dedicate this work to all my current and former soccer teammates and all the Kenyan footballers who strive valiantly and hope for the triumph of high achievement.

Thank you all.

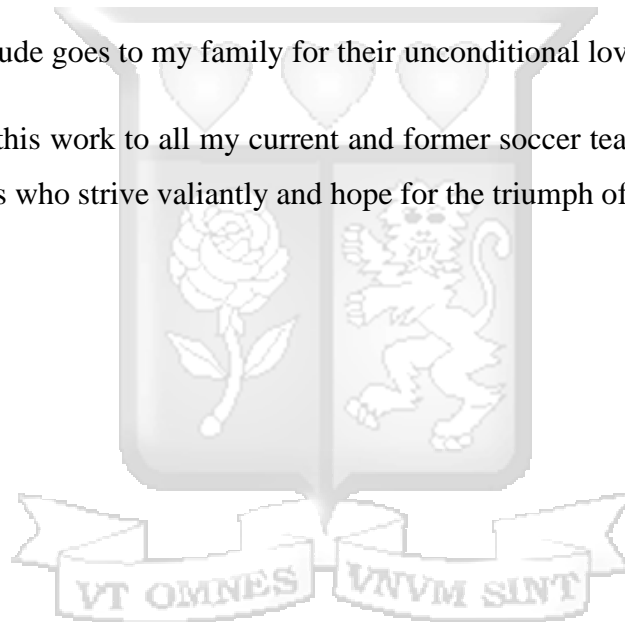


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ABBREVIATIONS AND ACRONYMS

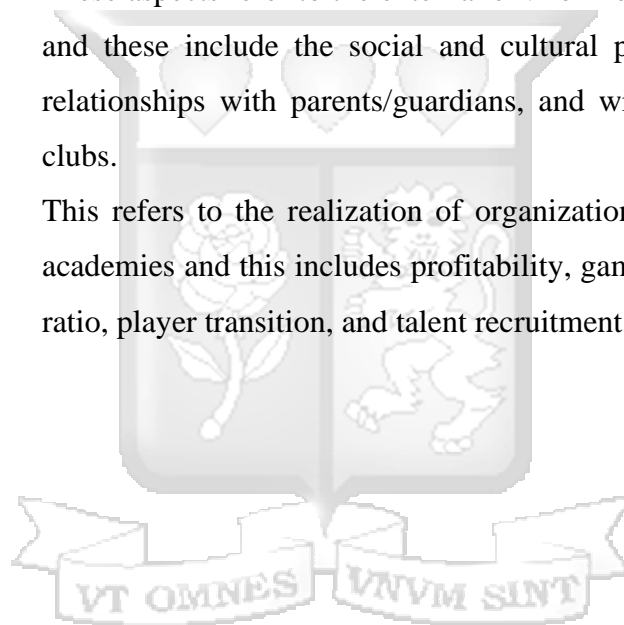
AM	Academy Managers
ANOVA	Analysis of Variance
BETA	Bottom-Up Economic Transformation Agenda
BMI	Business Model Innovation
BSC	Balance Scorecard
CBC	Competency-Based Curriculum
CEO	Chief Executive Officer
CUE	Commission of University Education
EPL	English Premier League
ERF	Environment-related factors
FGDs	Focus Group Discussions
KAS	Kenya Academy of Sports
MRF	Management-related factors
MTP	Medium Term Plan
NACOSTI	National Commission for Science, Technology, and Innovation
NG-CDF	National Government – Constituency Development Fund
NSO	National Sport Organizations
NSSF	National Social Security Fund
OP	Organizational Performance
PE	Physical Education
PP	Performance Prism
PPP	Public-Private Partnerships
RBV	Resource-based View
ROA	Return on Assets
ROE	Return on Equity
RRF	Resource-related factors
RTA	Reflexive Thematic Analysis
SCA	Sustainable Competitive Advantage
SPSS	Statistical Package for the Social Sciences
SSA	School Sports Academy
SU-IERC	Strathmore University Institutional Ethics Review Committee
TBL	Triple Bottom Line

TD	Talent Development
UK	United Kingdom
US	United States
VRIN	Valuable, Rare, Inimitable, and Non-Substitutable



DEFINITION OF TERMS

Sport academies	These are academies set up to provide a level of professional training for youth in sports to be able to pursue a professional career in elite sports.
Management-related factors	These are factors that fall under the responsibility of a manager in the sports academy including leading, organizing, controlling, and allocating resources.
Resource-related factors	These are those aspects of the resources needed to successfully manage a sports academy and include access to uniforms, protection kits, and training equipment.
Environment-related factors	These aspects refer to the external environment of sports academies and these include the social and cultural perceptions of society, relationships with parents/guardians, and with professional sports clubs.
Performance	This refers to the realization of organizational objectives of sport academies and this includes profitability, game attendance, winning ratio, player transition, and talent recruitment.



ABSTRACT

Sports academies in Kenya have been experiencing a significant increase in popularity, particularly in urban areas, as evidenced by their growing numbers and rising enrollment. However, there is limited empirical information on the extent to which these organizations contribute to the professional careers of their graduates, as well as on their financial and non-financial objectives. Consequently, this study sought to examine the factors influencing the performance of sports academies in Kenya. The specific objectives of the study were as follows: to establish the influence of management-related factors on the performance of sports academies in Nairobi County, to determine the influence of resource-related factors on the performance of sports academies in Nairobi County, and to assess the influence of environment-related factors on the performance of sports academies in Nairobi County. The research was grounded in the Stakeholder Theory and the Resource-Based View (RBV) theory. A positivist research philosophy was adopted, supported by a descriptive cross-sectional research design. Although there are approximately 60 sports academies distributed across the 47 counties in Kenya, the study focused on 20 sports academies located within Nairobi County, which constituted the units of analysis. In each academy, six key management-level respondents were selected, comprising the Chief Executive Officer (CEO)/founder, head doctor, technical director, general director, head coach, and counselors. This selection resulted in a total of 120 respondents who participated as units of observation. Data collection was conducted through an online administration of a structured questionnaire that was rigorously tested for validity and reliability. Descriptive and multiple regression statistical analyses were performed, with results presented in tables, accompanied by interpretations and implications. The findings revealed strong positive correlations between the independent variables (resource, management, and environment-related factors) and the dependent variable (organizational performance). Notably, the model accounted for 62.8% of the variation in the organizational performance of sports academies, with resource-related factors exhibiting the most significant impact, followed by management and environment-related factors. The research concluded that management, resource, and environmental factors significantly influence the performance of sports academies. Accordingly, the study recommends the encouragement of public-private partnerships to support facility development. Additionally, policy initiatives should aim to promote equal access to public sports facilities at both the national and county levels to facilitate optimal utilization by sports academies. From a practical perspective, the research advocates for sports academy managers to implement business model innovations that enhance organizational sustainability and competitiveness. Furthermore, the formation of partnerships and collaborations with other organizations is recommended, as such alliances can foster the shared use of physical facilities, which are often limited.

CHAPTER ONE

INTRODUCTION

1.1 Background to Study

Globally, sport is a significant activity that contributes to the social and economic advancement of nations and individuals. Young people have been able to achieve stardom, influence, and affluence through sports and have contributed to their nation's development. However, most African nations' achievement in professional or career sports has been hindered by the perception that sports is an activity that complements learning in schools (Odhiambo, Okwemba, & Okoti, 2020b).

Most nations in Europe have created academies within their school systems to enable students to focus on sports in addition to their studies (Mollet & Otieno, 2022). These academies are used to prepare and set up aspiring future careers in sports funded by national governments and professional clubs (Tadesse, Asmamaw, Habtemariam, & Edo, 2020). Leong and Chorney (2020) define sport academies as centers of excellence for developing professional athletes while Darby et al. (2018) describes them as programmes or facilities that are aimed at producing sports talents for the export market. This means that these organizations are created to provide professional training in different sports by using specialized methods to produce excellence in sport performance (Okoti, Kati, & Mutende, 2022). Globally, there is an exponential growth in the number of sport academies, and this has resulted in scholarly and academic attention.

In the United Kingdom (U.K), Mills, Butt, Maynard, and Harwood, (2014) highlighted the decline in the performance of football academies as a high number of students did not progress to the English Premier League (EPL), the highest league tier in England. Rothwell, Rumbold, and Stone (2020) study on rugby academies showed a high rate of dropouts by students before gaining elite status and reaching peak performance. In Norway, the lack of player development has been blamed for the lackluster performance in sports (Skille et al., 2023). In Saudi Arabia, the government established the Mahd Academy as a national project to support its Vision 2030 (Aljaloud, Abdulsalam, Aljuhani, Alshehri, & Alselaimi, 2022). Canada offers a school sport academy (SSA) as a replacement for the regular physical education (PE) programme (Leong & Chorney, 2020). In Sweden, professional schools for elite sports started with two

schools and grew to more than fifty schools in different sports (Svensson, 2021). In the region, Mollel and Otieno (2022) found that sport academies in Tanzania benefit students health wise and socially and prepare students for professional careers in sports (Aemero et al., 2021). In Ethiopia, sports academies are funded and supported by professional clubs and the government (Tadesse et al., 2020).

Despite these positive outcomes and the contributions of sport academies around the world, the experience in the region has been different. For instance, Tadesse et al. (2020) reported that students experience challenges in sport academies in Ethiopia. In Uganda, among the challenges faced by the football academies was lack of administration, funding, and sponsors. Most of the athletes used personal funds to buy training kits and access academy services. In Kenya, challenges facing sport academies include limited resources and inadequate curriculum development thus hindering their performance (Okoti et al., 2022; Odhiambo et al., 2020a; Taremwa, 2021). Thus, the motivation for this study is to examine factors that influence performance of sport academies in Kenya.

1.1.1 Organizational Performance

Ghalem et al. (2016) defined performance as the degree of the achievement of objectives or the potential accomplishment of organizational goals for the relevant stakeholders. Broadly, performance measurement can be distinguished between objective and subjective measures (Nur & Zulkiffli, 2014). Objective measures are those that use secondary data from annual and financial reports of organizations while subjective measures are used to collect performance data from perceptions of organization's managers and staff (Nur, & Zulkiffli, 2014).

Performance is distinguished between financial and non-financial measures. Financial measures include sales, profitability, return on equity (ROE), and return on assets (ROA) financial ratios (Mashovic, 2018). The non-financial measures include innovation, customer satisfaction, employee satisfaction, market share, and product quality (Salkić, 2024). Performance is specified through a multidimensional set of criteria, and this is evident in literature as there are various frameworks or models of performance.

The triple bottom line (TBL) was advanced by Elkington (1987) and consists of environmental, social, and economic dimensions of performance (Giang et al., 2022). The economic aspect focuses on value created in a firm including the operational business impact to society (Giang et al., 2022). The social aspect focuses on firm impacts to welfare of individuals including community and employees by giving to charity, community interaction, and educational assistance (Giang et al., 2022). The environmental aspect focuses on the efforts of organizations to reduce negative consequences of companies and their use of energy and waste generation (Giang et al., 2022).

The Balance Scorecard (BSC) performance framework analyzes organizations based on their financial, customer, internal business processes, and learning and growth perspectives (Kaplan & Norton, 1992). It promotes harmony in the combination between different dimensions and perspectives, so they do not hinder each other (Kaplan & Norton, 1992). The first perspective focuses on creating value for their customers. Secondly, the priority given to strategic actions of an organization to create shareholder satisfaction is the focus of internal business processes perspective. Third, focusing on profitability and risk is the purview of the financial perspective. Lastly, organizations creation of an environment that supports the innovation, growth, and change in an organization is the learning and growth perspective (Sharaf-Addin & Fazel, 2021).

Neely and Adams (2001) proposed the Performance Prism (PP) to describe a comprehensive measurement system that addresses business issues to which profit, and non-profit organizations can relate namely: stakeholder satisfaction, processes, capabilities, stakeholder contribution, and strategies (Youngbantao & Rompho, 2015). Stakeholder satisfaction focuses on who are the important stakeholders in your organization and their needs. Processes are those day-to-day operations of a generic business (Youngbantao & Rompho, 2015). Capabilities refer to the mix of technology, practices, people, and infrastructure that allow for the implementation of a firm's business operations (Youngbantao & Rompho, 2015). Stakeholder contribution refers to how firms form a relationship with their stakeholders to contribute to the organization. Lastly, strategies are those actions and activities that an organization puts in place to achieve short and long-term goals (Youngbantao & Rompho, 2015).

The Performance Pyramid was advanced by Lynch and Cross (1991) in four levels. The first level consists of the defining of a corporate vision. The second level focuses on setting financial targets for market position and growth (Agbanu et al., 2016). The third level of operational measures involve productivity, flexibility, and customer satisfaction that are converted into operational measures. The fourth level focuses on stakeholder needs (Agbanu et al., 2016).

There is no consensus on the indicators for measuring performance of sport academies in the literature. Layton et al. (2023) found no clear measurement systematization for football academy performance. Grossmann and Lames (2013) proposed being at a professional soccer club at a senior age after transitioning from an academy as a measure of performance. Koshak (2021) describes sporting performance as a unique measure for sports organizations; these include winning ratio which is the percentage of games won in a season, playing success as the number of games players participated in, capacity utilization as number and size of game attendance and league points as the number of total points gained during a season.

Cojocariu (2023) identified different parameters used by football academies to evaluate their performance including individual players, team, and firm performance. Individual player performance refers to their transition to professional football, team performance refers to the achievements of the football team, firm performance refers to the organization achieving its goals be they financial or sport achievements. Seyedi, Alam, and Zargar (2014) evaluated the performance of football academies based on the BSC. Balliauw, Bosmans, and Pauwels (2022) explain that performance and financial return on investments (ROI) are crucial metrics for professional sports academies to assess their talent recruitment strategy. This study used different measures of performance used in previous studies and these include profitability, game attendance, winning ratio, player transition, and talent recruitment (Koshak, 2021; Grossmann & Lames, 2013; Cojocariu, 2023).

1.1.2 Factors Influencing Performance of Sports Academies

Different studies have attributed the performance of sports academies to several factors. According to Layton, Taylor, and Collins (2023), academies place great significance on psychological, tactical, and technical factors as determinants of performance. The technical factors refer to the technical skills of players, tactical factors are those abilities

and skills that students at the academy possess and show in competitions, and psychological factors refer to the psychosocial support provided by the coaching and management staff at the academy.

In Saudi Arabia, Koshak (2021) states that financial management significantly influences sports performance while Ahmed and Hassan (2023) attribute controls and guidelines surrounding sports academies as influencing their performance. Further, Aljaloud et al. (2022) established that the value of service provided to their students and the perceptions of their immediate family as members of the sport academy was a key factor for sports academies' performance.

According to Hou and Dong (2022), performance of sport academies revolves around leadership from managers, team innovation, and managing the external market environment. These are the major activities that sport academies should use to formulate strategies for creating competitiveness in China. In Iran, Izadfar et al. (2020) put up customer perspective of how the students and their supporters view the sport academies as a determinant of the performance of sports academies. Karami and Rad (2017) found that the cultural, social, economic, organization management, sport equipment, political, and technological factors influence performance in sport academies.

In Saudi Arabia, Al Ahmed and Hassan (2023) provided evidence that administrative, technical, legal, and legislative, health, and environmental controls all had a role on outcomes of sport academies. The resources available to a sports academy have also been associated with its performance in some studies. Rongen et al. (2021) research in the UK found that quality, number, empathy, and availability of staff in sports academies is an important factor in performance.

Rabai (2019) found that lack of adequate training resources and facilities in terms of latest technology, quality, and quantity of facilities to meet the needs of students at sports academies explained the performance of sports academies in Hungary. In Greece, Trikalis, Papanikolaou, and Trikali (2014) used business environment; the regulatory environment, rivals or competitors, suppliers, and other stakeholders to explain the difference in performance among sports academies operating in the voluntary, private, and public football academies.

Gizaw (2013) research in Ethiopia found the unavailability of well-equipped fitness centers as the major attribute hindering their performance while Tadesse et al. (2020) found performance in sport academies was influenced by individual and institutional conditions. Aemero et al. (2021) revealed that managing sport events with friendly games and schedules with other organizations contributed to performance of sport academies. Sport facilities in these academies were found to be in appalling conditions hindering participation in sport activities in Namibia (Kela & Zulu, 2023). In Kenya, Okoti et al. (2022) established that the structure and content of curriculum in sport academies had an influence on training content and performance of athletes as most sports academies lacked documented assessment rubrics.

In this study, the factors influencing the performance of sports academies are categorized into three distinct groups: management-related, resource-related, and environment-related factors. Management-related factors involve overseeing various stakeholders, including capital market participants (financiers), community members, and internal organizational stakeholders. Resource-related factors consist of valuable, rare, inimitable, and non-substitutable (VRIN) resources that enhance the academy's performance. Environment-related factors include self-organization, continuous adaptation (flexibility), environmental feedback, and sensitivity to the operational context.

1.1.3 Sports Academies in Kenya

The Sessional Paper No. 3 of 2005 on Sports Development declares sports as an important source of employment and a means of wealth creation (Government of Kenya, 2008). The Vision 2030 states that the nation aims to make use of its renowned global reputation to market the nation as a destination for top global sports events supported by corporate sponsorship (Government of Kenya, 2008).

The 2013 Sports Act was enacted as a recommendation of the 2002 Sports Policy and it established the Kenya Academy of Sports (KAS), Sports Kenya, Registrar of Sports, and the Sports Disputes Tribunal (Okoti et al., 2022). The KAS is mandated with the management and establishments of sports training academies; organizing, administering, and coordination of sports courses for technical and sport administration personnel; promoting research and development of sports talent in collaboration with

sports organizations and educational institutions; and conducting, collating, and storage of research data and findings (Okoti et al., 2022).

The establishment of KAS was a notable adoption of Medium-Term Plan (MTP) II of Vision 2030 as a flagship project to enhance national sports (Government of Kenya, 2013). KAS has entered partnerships with communities, schools, county governments and was able to create four Satellite Sports Academies (Government of Kenya, 2018). KAS was also engaged in building capacity of sports technical personnel by providing training for sport administrators and coaches that are in national federation schools. Additionally, four hundred athletes also benefited from training in different sport disciplines (Odhiambo et al., 2020b).

The MTP I 2008-2012 sports flagship project was to establish the International Academy of Sports as a facility for advanced training in different sports to provide top level skills development in the sector (Government of Kenya, 2008). The MTP III 2018-2022 projects in sports directs the KAS to create ten regional sport academies in ten regions that would give diploma and certificate courses to a minimum of 3,000 personnel and develop curricula for 25 different disciplines (Odhiambo et al., 2020a). Nevertheless, the subsequent development plans do not show statistics on sport academies in Kenya. The MTP IV 2023-2027 aims to attain the completion of second phase of Kenya Academy of Sports Complex (Government of Kenya, 2023). According to Oluoch (2020), there is no evidence of a sports academy being commissioned by the KAS.

Thus, sports academies in Kenya have been established by individuals, organizations, and private schools to offer elite training in specific sports disciplines (Kinuthia, 2019). These academies have played a pivotal role in nurturing seasoned athletes (Kinuthia, 2019). One notable example is the St. Patrick's Iten Academy, renowned for consistently producing top athletes and maintaining a track record of developing champions. This success highlights the crucial role of sports academies in achieving athletic excellence (Kinuthia, 2019). Currently, there are twenty sports academies in Nairobi County. Despite the growth of these institutions, scholarly interest in evaluating their performance has remained limited. This study seeks to address this gap by contributing to the body of knowledge in business administration.

1.2 Statement of the Problem

At the 2020 Tokyo Olympics, Kenya emerged as one of the leading African countries in athletics, securing the highest number of medals among African participants (Okot et al., 2020). A total of 85 athletes represented Kenya, participating in only six sporting disciplines: Athletics (40), Beach Volleyball (2), Boxing (4), Rugby Sevens (26), Swimming (2), Taekwondo (1), and Volleyball (12). This limited representation across a narrow range of sports suggests a potential gap in the professional preparation of youth in other sporting disciplines (Okot et al., 2020).

The new Competency-Based Curriculum (CBC) in Kenya envisions sports as a viable career and academic pathway (Government of Kenya, 2023). However, the perception of sports as a professional career is often constrained by the belief that it serves merely as a supplementary activity to formal education (Odhiambo et al., 2020a). This perception is further reflected in the budgetary allocations to sports. For instance, the National Government-Constituency Development Fund (NG-CDF) disbursed a total of 188.17 million Kenya Shillings from 2017 to 2022, of which sports received only 2%, amounting to 3.7 billion Kenya Shillings (Government of Kenya, 2023).

There are several research gaps evident from the existing empirical studies on the performance of sports academies.

Conceptually, most studies have primarily focused on financial performance, transition to professional sports, game attendance, winning ratios, and talent recruitment. For instance, Koshak (2021) examined the performance of sports academies in Saudi Arabia, concluding that effective financial management positively impacted profitability. Similarly, Grossmann and Lames (2013) focused on the transition of trainees to professional football clubs as a primary measure of performance. Cojocariu (2023) analyzed football academy performance by evaluating individual players, teams, and organizational achievements.

Contextually, most studies have been conducted in developed countries, including the United Kingdom and Canada, as well as in emerging economies like Saudi Arabia. In the UK, a decline in the performance of football academies was noted, as many students failed to progress to the highest tier of professional football in the English Premier League (Mills et al., 2014). In Canada, the proliferation of sports academies has been

associated with efforts to enhance physical activity and academic performance (Leong & Chorney, 2020). However, Layton et al. (2023) found a lack of standardized performance measurement for football academies in the UK. Despite these studies, there remains a paucity of empirical research focusing on the performance of sports academies within the sub-Saharan Africa (SSA) region, particularly in Kenya.

Methodologically, previous research has predominantly employed case studies, desk research, and qualitative approaches (Rabai, 2019; Izadfar et al., 2020; Tadesse et al., 2020). To address these gaps, the present study utilized a descriptive cross-sectional research design to examine the factors influencing the performance of sports academies in Kenya, drawing data from multiple academies to enhance the robustness of the findings.

1.3 Research Objectives

1.3.1 General Objective

This general objective of this study was to establish the factors influencing the performance of sports academies in Nairobi County, Kenya.

1.3.2 Specific Objective

- i. To establish the influence of management-related factors on the performance of Sports Academies in Nairobi County
- ii. To determine the influence of resource-related factors on the performance of Sports Academies in Nairobi County
- iii. To determine the influence of environment-related factors on the performance of Sports Academies in Nairobi County

1.4 Research Questions

- i. What is the influence of management-related factors on the performance of Sports Academies in Nairobi County?
- ii. What is the influence of resource-related factors on the performance of Sports Academies in Nairobi County?
- iii. What is the influence of environment-related factors on the performance of Sports Academies in Nairobi County?

1.5 Scope of the Study

The study focused on three key factors as independent variables: management-related factors, resource-related factors, and environment-related factors. The performance of sports academies was assessed using the following metrics: profitability, game attendance, winning ratio, player transition, and talent recruitment. Primary data was collected from management-level staff at sports academies using a structured questionnaire. The data collection period spanned from October 2024 to March 2025.

1.6 Significance of the Study

1.6.1 Policy Actors

There is policy that aims to support the creation of sports academies, but enforcement of this policy remains limited due to a lack of policy guidelines. This study will help policy makers to produce a legislative framework that will support the establishment and management of sport academies in the country. Further, recommendations will be useful for national and county governments in their efforts to promote sports in general as envisioned in the Bottom-Up Economic Transformation Agenda (BETA), the MTP IV of the Kenya Kwanza government.

1.6.2 Practitioners – Investors, Managers and other Stakeholders

There has been increased interest among investors in sport academies, but the academies are operating in an ‘uncharted’ business environment. Therefore, this study is timely as it will shed light on what factors are important for achieving better performance of sport academies. The recommendations made will be useful for owners, managers, and stakeholders in sport academies.

1.6.3 Academia

Despite the increasing number of sport academies in Kenya, the interest of researchers is limited when compared to developed nations. Therefore, this study aims to spur interest in the performance of sport academies as a growing business enterprise in Kenya and this will lead to more scholarly and empirical examination of its growth and performance. Additionally, the study aims to contribute to the validity of Stakeholder Theory and the Resource Based View (RBV) Theory in understanding the performance of sport academies.

1.7 Chapter Summary

This chapter introduces the problem of inquiry and motivation of the study, this is followed by the problem statement, research objectives, research questions, scope of the study, and significance of the study. Chapter two presents the theories and empirical literature, chapter three presents the methodology while chapter four and five respectively present the findings and conclusions, and recommendations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on reviewing available literature on sport academies and their performance from a global, regional, and local perspective. Further, a theoretical foundation of this study is given and justified. A literature review summary is done, research gaps identified, conceptual framework underpinning the research and operationalization of variables from the empirical review are done.

2.2 Theoretical Framework

The theoretical foundation of this research is anchored in the Resource-Based View (RBV) theory (Barney, 1991) and the Stakeholder Theory (Freeman, 1984), both of which are elaborated upon in this section.

2.2.1 Stakeholder Theory

The concept of stakeholder can be traced to the work of Berle and Means (1932) but the popularity of stakeholder theory is associated with Freeman (1984) definition of stakeholders as all groups for which the company has a responsibility. Stakeholder theory is an integrative framework for strategic management, its goal in the eyes of its proponents being to ensure the sustainability and survival of the firm (Nadi, 2021). Donaldson and Preston (1995) summarize the different currents that have developed in three perspectives: descriptive stakeholder theory, instrumental stakeholder theory and normative stakeholder theory.

The descriptive theory of stakeholders seeks to explain the various forms of interaction between a firm and its diverse stakeholders. It conceptualizes organizations as constellations of interests representing different stakeholder groups (Nadi, 2021). The instrumental stakeholder approach examines the relationship between stakeholder management practices and the achievement of traditional corporate objectives. This perspective suggests that effective stakeholder relationship management can positively influence organizational performance (Nadi, 2021). The normative perspective emphasizes moral and philosophical principles that justify the consideration of stakeholders' interests. It primarily focuses on the positive impact that an organization can have on society (Nadi, 2021).

This study adopts an instrumental stakeholder perspective, which emphasizes the relationship between stakeholder management and organizational performance (Nadi, 2021). According to this approach, organizations that actively consider the interests of various stakeholders tend to achieve superior performance outcomes (Nadi, 2021). Kasale, Winand, and Morrow (2019) applied this perspective of stakeholder theory to examine how national sport organizations (NSOs) acquire resources such as grants, sponsorships, access to facilities, and professional services. In exchange, stakeholders expect NSOs to demonstrate transparency, accountability, and a commitment to enhancing their capacity to meet stakeholder expectations through effective performance management.

The theory has faced several criticisms. First, stakeholder management has received criticisms for its ambiguity as it restates already known managerial principles. The second concern is its applicability as it excludes specific groups from consideration whereas organizations are different, and stakeholders vary. (Bonnafous-Boucher & Rendtorff, 2016). Third, the theory provides a fragmented viewpoint of the relationship between the organization and stakeholders; this relationship is viewed from a single perspective in terms of the relationship of the corporation vis-à-vis its stakeholders or of the stakeholders vis-à-vis the corporation (Bonnafous-Boucher & Rendtorff, 2016).

Despite its inherent limitations, the instrumental stakeholder theory is utilized in this study to explain and understand the relationship between management-related factors and the performance of sports academies. This theory is particularly useful in balancing the expectations of various stakeholders within the context of sports academy management. Previous studies on sports academies (Kasale et al., 2019; Kalar et al., 2019; Yiapanas, 2022) have supported the application of the instrumental perspective of stakeholder theory. In this framework, management personnel are expected to act in the best interests of those who fund or invest in the sports academies. Additionally, they must ensure that trainees receive appropriate training and support for their development in sports. Furthermore, management staff are responsible for collaborating with other personnel to facilitate the efficient operation of the sports academy

2.2.2 Resource-Based View Theory

Penrose (1959) introduced Resource-Based View (RBV) theory, also known as the resource-based theory (RBT). It was further advanced by Barney (1991). Its main argument is that a firm achieves competitive advantage and superior performance by exploiting its resources. Organizational resources can be categorized as tangible and intangible resources. The overall performance and efficiency of an organization is related to its resources which should meet the VRIN criteria.

The resources of a firm are considered valuable (V) if the firm has processes, systems, and structures that it can capitalize on to attain a competitive advantage. The organization's resources that are rare (R) are those that are difficult to locate in the industry it belongs to or are not attainable by other competitors. A resource that is inimitable (I) is difficult to copy or imitate while a resource that is non-substitutable (N) cannot be replaced by consumers. Thus, RBV is relevant, and sport academies should be able to use their VRIN resources to achieve better performance.

The RBV faces some criticism. First, RBV has been criticized for its static nature, which limits its application in dynamic and fast-changing business environments. Second, the RBV has received criticism for not adequately explaining how firms can develop, adapt, and reconfigure resources over time to achieve sustainable competitive advantage (SCA). Third, RBV has been blamed for being time consuming due to its overdependence on subjective judgment and focus on internal analysis while ignoring the external environment (Kero & Bogale, 2023).

Notwithstanding these weaknesses, the RBV is a theory that is applicable to this research as it aims to show how resources can affect performance. The valuable resources of a sport academy can be qualified as experienced coaching staff, counseling services, and medical services. The rare resources could include having ex-professionals in football coaching the youth and having founders who have experience in football management at the international level. Inimitable resources can include the training facilities available for trainees in the academy while non-substitutable resources may be the training regimens provided in the academy. Therefore, RBV is used to analyze the internal resources of sport academies in relation to their performance.

2.3 Empirical Review

This empirical review focuses on the varied factors that are associated with the performance or outcomes of sport academies. The review was done as per the research objectives and under each of these subsections a funnel approach of literature review is done following a global, regional, and local perspective.

2.3.1 Management-related Factors and Organizational Performance

Management-related factors refer to the actions and practices of business managers within an organization. Managers are responsible for organizing, planning, leading, staffing, and controlling various functions to ensure smooth operations. In carrying out these responsibilities, they make decisions, communicate with stakeholders, empower employees, allocate resources, and assign tasks effectively (Kargar, Azari, & Enayati, 2018). This study focuses on these managerial actions and practices as key elements influencing organizational success.

Wilkinson and Grecic (2021) examined the professional duties of academy managers (AM) in rugby by assessing their application and understanding of best practices. The study explored AMs' attitudes, challenges, and behaviors, revealing that their responsibilities fall into four key areas: supporting staff learning and development, fostering a positive culture, creating a holistic talent development (TD) environment, and managing relationships across the player pathway. The research also found that high-performance coaches played a crucial role in helping AMs succeed in these duties. However, AMs required additional support to overcome managerial challenges in running sports academies.

Rothwell et al. (2020) investigated the experiences of former rugby players in professional academy settings to understand the reasons behind dropouts and gather recommendations for improving talent development. Using semi-structured interviews conducted a year after players left the academy, the study identified key factors contributing to dropout, including negative academy experiences, educational concerns, player pathway structures, and transitions to other clubs.

Mills et al. (2014) explored the perceptions of sport academy trainees regarding the quality of their training environment. A structured questionnaire was administered to 50 elite players from Championship and English Premier League academies. The

findings suggested that while academies were strong in coaching, sports-related support, and organization, they were perceived as weaker in areas such as linking trainees to senior teams and enhancing athlete understanding. The study highlighted the need for academy management to place greater emphasis on the psychosocial environment of trainees.

Izadfar et al. (2020) investigated value proposition and client segments as critical components of the business model in sports academies in Iran. Using a descriptive research design and a mixed-methods approach, the study collected data from heads of athletic departments in national Olympic academies, sports managers, business owners, and entrepreneurs. Qualitative data was gathered through interviews with 15 respondents selected via snowball sampling, then analyzed using an open coding approach. The findings identified referees, coaches, athletes, and the public as key client segments.

Uehara et al. (2022) explored the influence of families and football academies on the development of Brazilian football players using the ‘contextualized skill acquisition research’ framework. The study employed contextual analysis, participant observation, and interviews to gather data. Bronfenbrenner’s bioecological model of human development structured the data, while an ecological dynamics lens guided the analysis. Findings highlighted the significance of social, emotional, psychological, and educational support in shaping a player’s progression, alongside the impact of training program quality provided by football clubs.

In Ethiopia, Aemero et al. (2021) conducted a qualitative case study assessing the institutional practices and conditions of sports academies. The study focused on two purposefully selected academies, where researchers held focus group discussions with 20 randomly selected students and interviewed two coaches and two directors. Respondents highlighted key institutional practices, such as maintaining positive relationships with coaches, effectively managing sporting events according to set schedules, and organizing friendly matches with various clubs, as essential to a well-functioning academy.

2.3.2 Resource-related Factors and Organizational Performance

Organizations rely on various resources to achieve their objectives, broadly categorized as tangible and intangible. Intangible resources include relationships between managers and their subordinates, while tangible resources encompass physical assets such as buildings and machinery. Additionally, resources can be grouped into financial, human, and material categories. In the case of sports academies, financial resources (funding), human resources (coaching and management staff), and material resources (training equipment) are essential for effective operations. These factors represent key resource-related constraints.

In the UK, Rongen, McKenna, Till, and Cobley (2021) conducted an exploratory study on the retrospective experiences of 13 former professional youth academy soccer players, examining how their time in the academy prepared them for life beyond soccer. The study included both players who transitioned to professional careers and those who did not, drawn from two different academies. Findings highlighted the need for an internal educational support structure, adequately resourced with skilled tutors who could offer flexibility in subject choices. The research underscores the critical role of human resources in the success of sports academies, making it relevant to this study's examination of human resource capacity in sampled soccer academies.

Layton et al. (2023) analyzed the systems and policies of English football academies to identify key factors influencing player development. The study involved 15 respondents, each with over ten years of experience across 40 talent development environments, using semi-structured interviews. Reflexive Thematic Analysis (RTA) revealed that tactical, technical, and psychological factors played a significant role in shaping player performance.

In Hungary, Rabai (2019) examined the legal environment surrounding football academies through fieldwork, participant observation in team meetings and training sessions, and document analysis of academy curricula, foundational documents, and sports regulations. The study also included 88 questionnaire responses from youth players and interviews with 10 coaches and 3 technical directors. Findings revealed that academies faced critical challenges, including inadequate training facilities, a shortage of qualified staff, and limited resources.

In Namibia, Kela and Zulu (2023) investigated the availability and condition of sports facilities and equipment in primary schools using an observational research design. The study involved interviews with 10 physical education teachers from different primary schools, alongside classroom observations. Results indicated that poor-quality sports equipment and facilities hindered students' participation in sports activities.

In Ethiopia, Tadesse et al. (2020) adopted a social and contextual approach to talent development, examining two sports academies with a sample of 257 youth trainees through a descriptive cross-sectional design. The study found that talent development was influenced more by environmental factors than by purely physical or physiological conditions.

Using a qualitative case study approach, Gizaw (2013) explored challenges in athletics training among 12 purposively selected athletes. Participants were chosen based on their academic background, experience, event specialization, gender, and willingness to engage in sport academies. Data was collected through in-depth interviews, focus group discussions (FGDs), and observations. Many respondents identified the lack of well-equipped fitness centers as a major barrier to their performance.

In Kenya, Okoti et al. (2022) assessed the content and structure of sports training curricula and their impact on athlete performance in sports academies. The study sampled 19 sports academies, including 1,261 participants, 19 administrators, 102 coaches, and 1,140 athletes, using a cross-sectional research design. Findings revealed that some academies lacked formal curriculum documents, with each organization developing its own training approach. While these approaches combined practical drills and theoretical instruction, they often lacked structured sequencing. The study established a statistically significant and positive correlation between training content and athletic achievement.

2.3.3 Environment-related Factors and Organizational Performance

Organizations function within an ecosystem where they interact with various entities, including regulators (government), competitors, and suppliers (Adagba & Shakpande, 2017). Sports academies engage with government agencies for licensing and accreditation, collaborate with equipment suppliers, and establish relationships with professional football clubs. Additionally, parents and local communities play a crucial

role in the ecosystem of sports academies. These interactions represent key environment-related factors.

In Saudi Arabia, Aljaloud et al. (2022) investigated the role of sports academies in the development of sports from a societal perspective using a descriptive cross-sectional research design. The study surveyed 183 respondents through structured questionnaires. Findings indicated that sports academies contribute to increased sports participation, enhanced athlete performance, and improved sports infrastructure. This study underscores the significance of the societal environment in shaping the management and performance of sports academies.

Likewise in Saudi Arabia, Al Ahmed and Hassan (2023) examined the broader social, economic, and health contributions of sports. The study, employing a descriptive research approach, sampled 145 employees and coaches from private sports academies specializing in handball, basketball, and volleyball. Results highlighted the critical role of administrative work in improving performance, identifying key factors such as technical, administrative, legislative, environmental, and health-related controls.

Bonal et al. (2021) explored the commercial and marketing aspects of non-professional sports academies by surveying parents and coaches in youth basketball and football academies through structured questionnaires. The findings revealed that academy location, program focus on personal and social development, and the way coaches interacted with children were major factors influencing parents' decisions on academy selection. This study highlights environmental variables that can impact the overall performance and enrollment dynamics of sports academies.

In Greece, Trikalis, Papanikolaou, and Trikali (2014) investigated the objectives of voluntary, private, and public football academies across 14 academies from all three sectors. Data was collected from 14 administrative and coaching staff members from each academy. Qualitative analysis revealed significant differences in operational strategies. Private academies prioritized rapid technical skill development through superior facilities, public academies aimed to maximize youth participation, while voluntary academies focused on talent identification and fostering football excellence. This research provides valuable insights into how the operating environment influences the strategic direction and performance of sports academies.

2.4 Literature Review Summary and Gaps

Conceptually, most studies examining the performance of sports academies have primarily focused on financial performance, transition rates to professional sports, game attendance, winning ratios, and talent recruitment (Koshak, 2021; Grossmann & Lames, 2013; Cojocariu, 2023). This research seeks to expand on these measures by integrating them into a composite score that provides a more comprehensive evaluation of sports academy performance. Contextually, existing studies have been largely conducted in developed nations such as the UK, Canada, and Saudi Arabia (Mills et al., 2014; Leong & Chorney, 2020; Layton et al., 2023). There is, however, a significant gap in empirical research on the performance of sports academies within this region, particularly in Kenya. Methodologically, previous research has predominantly relied on case studies, desk research, and qualitative approaches (Rabai, 2019; Izadfar et al., 2020; Tadesse et al., 2020). This study adopts a multiple case study approach while incorporating quantitative methods, with data collection focused on management staff to ensure a more structured and data-driven analysis.

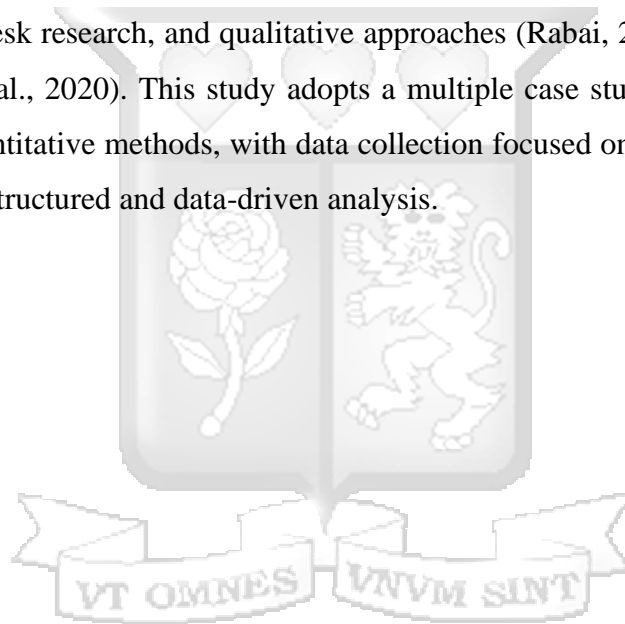


Table 2.1: Literature Review Summary and Gaps

Author	Topic	Main findings	Gaps
Wilkinson & Grecic (2021)	A realist framework analysis of rugby academy managers' duties and roles: the ABCs and Ds of Talent Development (Attitudes, Behaviours, Challenges, and Development needs).	Academy managers needed support to be able to overcome managerial challenges faced when running a sport academy	The study was limited to a sample of rugby academies
Rothwell et al. (2020)	Exploring British adolescent rugby league players' experiences of professional academies and dropout	Dropping out of sport academies was associated to negative academy experiences, education, player pathway structures, and transition to other clubs.	The sample was limited to sport academy dropouts
Mills et al. (2014)	Examining the development environments of elite English Football Academies: the players' perspective.	The elite player development environments were of decent quality; the academies appeared strong in coaching, sport-related support, and organization.	The research was limited to elite players
Izadfar et al. (2020)	The Business Model of Sports Academies with an Emphasis on Value Proposition and Customer Segments	The results indicated that coaches were a key component of success for sport academies	The research was qualitative
Aemero et al. (2021)	Assessing Institutional Practices and Conditions in the Development of Students in Ethiopian Sports Academies – Insiders' Perspectives	proper management of sporting events with the specified schedules, and conducting friendly games with various clubs contributed to development of players	A multiple case study method was used

McKenna et al. (2021)	Do youth football academies provide developmental experiences that prepare players for life beyond football? A retrospective account in the UK	The study points to the significance of human resources to the performance of sport academies	The sample was limited to ex-professional youth academy soccer players
Layton et al. (2023)	The measurement, tracking and development practices of English professional football academies	Technical, tactical and psychological factors were associated with the success of sport academies	A multiple case study research method was used
Rabai (2019)	Football academies and their legal environment in Hungary	The lack of sufficient resources may affect the performance of a soccer academy	The study was limited to desk research
Kela & Zulu (2023)	Availability and Conditions of Sports Equipment and Learners' Participation Levels	The deplorable condition of facilities hindered participation in sports	The research was limited to a primary school sport facility
Tadesse et al. (2020)	Sports Academy as an Avenue for Psychosocial Development and Satisfaction of Youth Athletes in Ethiopia	The athletic and education performances may be affected by institutional conditions	A multiple case study was adopted
Gizaw (2013)	Challenges of Tirunesh Dibaba National Athletics Training Centre Field Event Trainee Athletes' in Assela – Ethiopia	Most respondents identify the availability of well-equipped fitness centre as the major attribute	The study used a qualitative methodology
Okoti et al. (2022)	Structure and Content of Sports Training Curriculum and its Association with Athletes' Achievement in Sports Academies in Kenya	There was a strong and positive correlation among nature of sports training content and the achievements of athletes and was statistically significant.	The study was limited to a sample of respondents in athlete academies

Aljaloud et al. (2022)	The Role of Sports Academies in Developing Saudi Sports from Society's Perspective	The results revealed participants showed that the society was mature enough to understand the role of sport academies	The sample did not include management and employees of football academies
Al Ahmed & Hassan (2023)	Controls Necessary to Activate the Role of Sports Academies in the Selection of Team Sports Players	The improvement of performance can be explained by administrative controls, technical, legal & legislative health, and environmental controls	The sample consisted of volleyball, basketball, handball, and football
Bonal et al. (2021)	Non-professional sport academies in Spain: the parents' perspective.	The determinants that influence choice of academy and this is a component of the environment variables that may influence the overall performance of sport academies	The research was adapted from the perspectives of commercial and marketing purposes
Trikalis et al. (2014)	Developing Youth Football Academies in Greece: Managing Issues and Challenges	There was a difference between performance of voluntary, commercial, and public football academies	A multiple case study method was used

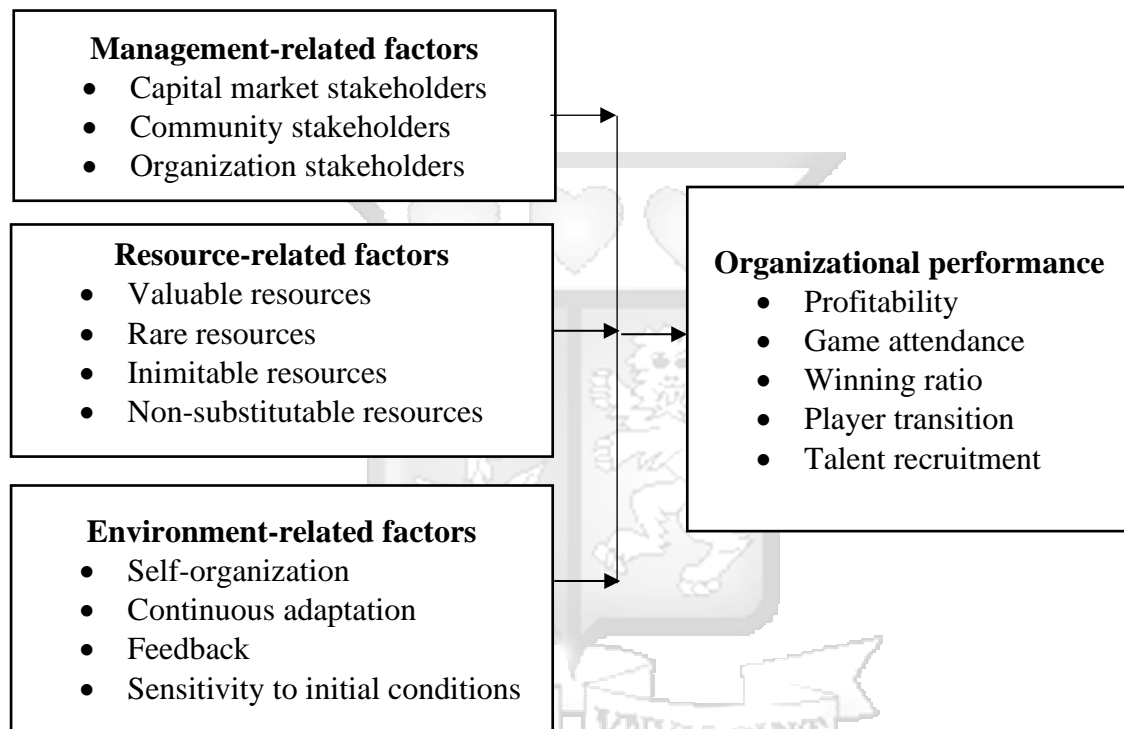
Source: Researcher (2025).

2.5 Conceptual Framework

Figure 2.1 provides a graphical presentation of the presumed association and relationship between management-related, resource-related, and environment-related factors on organizational performance. For each of the variables, indicators that are derived from the theoretical literature are provided.

Figure 2.1: Conceptual Framework

Independent variables



Source: Researcher (2025)

2.6 Operationalization of Study Variables

Table 2.2: Operationalization of Variables

Variables	Constructs	Operational definition	Scale	Source
Management-related factors	<ul style="list-style-type: none"> Capital market stakeholders. Community stakeholders Organization stakeholders 	These are the different stakeholders that soccer academy managers are expected to meet and address their needs and expectations	5-Point Likert scale	Luo (2020)
	<ul style="list-style-type: none"> Valuable resources Rare resources Imitable resources Non-substitutable resources 	This refers to the intangible and tangible resources of the soccer academy meeting the VRIN criteria of the RBV theory	5-Point Likert scale	Barney (1991)
	<ul style="list-style-type: none"> Self-organization Continuous adaptation Feedback Sensitivity to initial conditions 	Sport academies are operating in a turbulent and uncertain environment characterising a chaotic system that can be understood from a complexity theory perspective	5-Point Likert scale	Mason (2014)
Organizational performance	<ul style="list-style-type: none"> Profitability Game attendance Winning ratio Player transition Talent recruitment 	These parameters of performance are generated from previous studies and illustrate the unique nature of soccer academies measurement of performance	5-Point Likert scale	Koshak (2021); Grossmann & Lames (2013); Cojocariu (2023)

Source: Researcher (2025)

2.7 Chapter Summary

This chapter presents the RBV and Stakeholder theories as the theoretical foundation of the study. It also provides an empirical review of studies on the relationships between key variables, highlighting existing research gaps and the contributions this study aims to make. Additionally, the chapter outlines the conceptual framework and details the operationalization of variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provided a detailed outline and justification of the selected research philosophy, design, target population, sampling techniques, data collection methods, and data analysis approaches. Additionally, it addressed measures undertaken to ensure research quality and discussed the ethical considerations pertinent to the study.

3.2 Research Philosophy

The main research philosophies include positivism, post-positivism, interpretivism, pragmatism, and realism (May, 2025). Positivism posits that social phenomena can be studied using the same scientific methods applied to physical phenomena; post-positivism advocates employing multiple methodologies to minimize bias and enhance objectivity; pragmatism emphasizes interpreting the meaning of research data by considering its practical implications; realism focuses on analyzing patterns of events and individuals' perceptions to develop theories about the real world (May, 2025).

Positivist and interpretivist research philosophies are the most dominant in educational research. Positivism remains a widely used approach in both social and natural sciences, emphasizing an objective approach to measurement (Maksimović & Evtimov, 2023). This philosophy prioritizes impartiality in the research process by formulating hypotheses—tentative assumptions derived from existing theories. Researchers maintain control over the process, relying primarily on quantitative data collection and analysis (Maksimović & Evtimov, 2023).

In contrast, interpretivism emerged as a reaction to the dominance of positivism. It rejects rigid structures in the pursuit of knowledge and truth, instead emphasizing the social construction of diverse realities based on personal experiences. Interpretivists believe that reality and truth are created rather than discovered (Rehman & Alharthi, 2016). Among these two paradigms, positivism is more suitable for this study. First, the study was grounded in established theories to define its variables and indicators. Second, it adopted a quantitative research approach, utilizing a structured questionnaire for data collection and statistical analysis.

3.3 Research Design

This study adopted a descriptive cross-sectional research design, which provides a detailed account of the present without researcher control over variables (Manjunatha, 2019). This design is useful for highlighting current issues by collecting data that enables a more accurate and comprehensive description than other research approaches (Manjunatha, 2019). The descriptive cross-sectional design was appropriate for this study as it involved collecting data at a specific point in time from a defined population. This approach allowed for a clearer understanding of the associations and relationships between management, resource, and environment-related factors and the performance of sport academies. Additionally, it facilitated the collection of information from multiple sport academies, providing a broader perspective on the study's key variables.

3.4 Population, Sample Size, and Sampling Design

This subsection outlines the target population, determines the sample size, and describes the sampling methods used to select participants for the study.

3.4.1 Target Population

The target population refers to the group of elements or individuals that are fundamental for addressing the research questions (Willie, 2022). In this study, the units of analysis comprised the 20 registered sports academies located in Nairobi County, as documented by the Sports Registrar at the National Social Security Fund (NSSF) building. The units of observation consisted of 120 management staff members employed within these academies, as outlined in Table 3.1.

Table 3.1: Target Population

Category	Population
1 Chief Executive Officer (CEO)/founder	20
2 Head doctor	20
3 Technical Director	20
4 General Director	20
5 Head Coach	20
6 Counsellor	20
Total	120

Source: Sports Registrar, National Social Security Fund (NSSF) building

3.4.2 Sample Size

According to Kaur (2021), a sample size refers to the number of participants selected to participate in a study. Various formulas exist to determine an appropriate sample size for research. However, given the relatively small number of units of analysis and observation in this study, a hybrid census sampling approach was deemed most suitable. This approach involved selecting management-level staff from each of the sports academies as the appropriate respondents for the survey. Consequently, six management staff members were chosen from each of the 20 sports academies, resulting in a total sample size of 120 participants.

3.4.3 Sampling Design

The study employed a non-probability sampling method, which is particularly suitable for selecting participants who possess the most relevant and accessible information. Specifically, purposive sampling was utilized to target key management personnel, including the CEO/founder, Head Doctor, Technical Director, General Director, Head Coach, and Counselors from each sports academy. Non-probability sampling was deemed efficient for this research due to the variability in organizational and managerial structures across the different facilities. Additionally, there were instances where the designated management staff were unavailable for participation. To address this challenge, snowball sampling was employed, whereby interviewed respondents recommended other individuals within the organization who could competently provide responses to the survey.

3.5 Data Collection Methods

The study primarily used primary data as the main source of information. A semi-structured questionnaire (Appendix 2), comprising both open-ended and close-ended questions, was developed to facilitate data collection. According to Taherdoost (2021), questionnaires are effective tools for gathering uniform and standardized data, thereby enabling statistical analysis. The questionnaire was structured into three sections: Section A – Respondents' profile, Section B – Determinants of performance, and Section C – Organizational performance. To collect comprehensive data, the questionnaire included close-ended questions for gathering background information and employed a five-point Likert scale to assess respondents' level of agreement with statements related to key variables. The data collection process employed the drop-and-

pick later method, wherein two trained research assistants (RAs) were responsible for distributing the questionnaires. For respondents who were unavailable for in-person participation, an online version of the questionnaire was administered through Google Forms.

3.6 Data Analysis

The study employed data analysis techniques to extract meaningful insights, as defined by Maguire and Delahunt (2017). After ensuring the completeness and accuracy of responses, the data was entered into Statistical Package for the Social Sciences (SPSS) Version 26 for analysis. Descriptive statistics were used to summarize data, identify trends, and recognize patterns in the dataset. Specifically, mean and standard deviation were applied to analyze Likert scale responses, providing insights into central tendencies and variations within the data. Additionally, frequency and count distributions were used to summarize general background information to ensure readers' comprehensive understanding of the information.

Inferential statistics were employed to establish relationships and assess the impact of different variables. Correlation analysis was conducted to determine the strength and direction of associations between variables, offering insights into their interconnectedness. Multiple linear regression analysis was utilized to measure the magnitude and effect of independent variables on the performance of sport academies. This regression model followed a linear relationship framework, enabling an evaluation of how management, resource, and environment-related factors influenced the overall performance of sport academies. The performance of sport academies was modeled as a function of independent variables:

$$OP = \beta_0 + \beta_1MRF + \beta_2RRF + \beta_3ERF$$

Where:

OP = Organizational performance

MRF = Management-related factors

RRF = Resource-related factors

ERF = Environment-related factors

$\beta_1, \beta_2, \beta_3$, = coefficients for which we predicted the value of OP (Y).

β_0 = constant

3.7 Research Quality

In this section, the validity and reliability of research instruments is further elaborated and described.

3.7.1 Validity

Validity ensures that a research instrument accurately measures what it is intended to measure (Mojahan, 2017). In this study, two forms of validity were considered: content validity and construct validity. Content validity ensures that the questionnaire comprehensively covers all aspects of the variables under study. To enhance content validity, the study incorporated variables, constructs, and indicators from past empirical research. Additionally, expert reviews, including feedback from the university supervisor and the proposal defense panel, were used to refine the questionnaire before its final administration.

Construct validity evaluates whether the instrument effectively measures the theoretical concepts it is designed to assess. To ensure construct validity, the study aligned its variables with existing theoretical frameworks, ensuring that the constructs accurately reflected their intended meaning. By integrating theoretical foundations, expert input, and empirical evidence, the research enhanced the accuracy and credibility of its measurement tools before final administration.

3.7.2 Reliability

Reliability is defined as the extent to which the truthfulness of data can be achieved using a designed instrument. It also refers to consistency, confirmability, and dependability (Sutton & Austin, 2015). To ensure reliability, a pilot study was conducted with 10 randomly selected respondents from the target population. The findings from this pilot test were used to assess the internal consistency of the questionnaire items using SPSS.

Internal consistency for Likert scale items was measured through Cronbach's Alpha coefficient (α), which was calculated after administering the instrument to 10 management staff from sport academies that were excluded from the final survey in the research's pilot study. The results of the internal consistency test, as presented in Table 3.2, indicated that all scales met the required threshold for reliability. The generally accepted threshold for determining a reliable instrument is 0.7 (Gottens et al., 2020),

confirming that the questionnaire was suitable for data collection and no further modifications were made to the instrument before its final administration.

Table 3.2: Reliability Results

Scales	Cronbach's Alpha	N of Items
Management related factors	0.949	11
Resource related factors	0.950	11
Environment related factors	0.770	12
Organizational performance	0.803	5

3.8 Ethical Considerations

The researcher obtained ethical clearance (Appendix 4) from the Strathmore University Institutional Ethics Review Committee (SU-IERC) and subsequently secured a research permit (Appendix 5) from the National Commission for Science, Technology, and Innovation (NACOSTI). Before participating in the study, respondents were asked for their consent through an informed consent form. They provided either verbal or written consent before being included in the survey, ensuring that their participation was voluntary and informed.

3.9 Chapter Summary

This chapter introduced, described, and justified the choice of research philosophy, adopting a positivist approach to ensure objectivity and statistical analysis. The research design was identified as exploratory, aiming to provide a comprehensive understanding of the factors influencing the performance of sport academies. The target population comprised 20 registered sport academies in Nairobi County, with a sample size of 120 management staff selected through purposive sampling. A structured questionnaire was designed for data collection, incorporating both open and close-ended questions to gather relevant information. The validity and reliability of the instruments were ensured through a pilot study, with internal consistency measured using Cronbach's Alpha coefficient. Ethical considerations, including obtaining ethical clearance from SU-IERC, a research permit from NACOSTI, and informed consent from participants, were also addressed to uphold the integrity of the research process.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the research findings, including the response rate, general respondent information, and descriptive, correlation, and regression analyses. The results, aligned with the study's objectives, are summarized in tables for clarity.

4.2 Response Rate

Response rate refers to the total number of participants who were interviewed divided by the total number who were eligible (Morton et al., 2012). There were 120 questionnaires administered and out of these, 82 questionnaires were returned and used for analysis. This represents a response rate of 68.3% as shown in Table 4.1. According to Booker et al. (2021), there is no established threshold for defining a high response rate but a rate of 80% or higher is considered excellent, 70% as very good, 60% as good, 50% as adequate, and less than 40% as undesirable. Mugenda and Mugenda (2019) advised researchers to aim for a response rate of not less than 50%.

Table 4.1: Response Rate

Category	N	%
Administered questionnaires	120	100.0
Returned questionnaires	82	68.3
Nonresponse	38	31.7

4.3 General Information

This section provides general respondent information, including gender, education, professional qualifications, and work experience, essential for generalizing and making inferences about the population.

4.3.1 Gender Distribution

The findings indicate that male respondents comprised 87.8% of the sample, while females accounted for 12.2%, as shown in Table 4.2. This aligns with previous research highlighting the underrepresentation of women in sports management.

Table 4.2: Gender Distribution

Gender	Frequency	Percent
Female	10	12.2
Male	72	87.8
Total	82	100

These findings align with Kariuki (2019), who observed that sports coaching, both individual and team-based, is male-dominated. Similarly, Barakagwira (2021) found that while women participate in sports management in Rwanda, their representation remains low. Porter et al. (2024) also highlighted the continued underrepresentation and marginalization of women in coaching roles in the United States. Several factors contribute to low female participation in sports management. In Kenya, barriers include family constraints, societal attitudes, limited career pathways, lack of administrative support, competition from men, and the high cost of training with minimal returns (Kariuki, 2019). In Rwanda, the primary challenge is the lack of skills in sports and related activities. In this study, the low involvement of women in sport academies is likely due to the nature of activities involved, with most academies being football-based, a sport with traditionally lower female participation.

4.3.2 Education Distribution

Table 4.3 indicates that 46.3% of the respondents held an undergraduate degree, followed by those with a certificate (18.3%), postgraduate degree (17.1%), diploma (11.0%), high school certificate (3.7%), and postgraduate diploma (3.7%).

Table 4.3: Education Distribution of Respondents

Education	Frequency	Percent
Certificate	15	18.3
Diploma	9	11
Highschool certificate	3	3.7
Post graduate diploma	3	3.7
Postgraduate	14	17.1
Undergraduate	38	46.3
Total	82	100

From the findings on education, it can be deduced that most respondents were well-equipped to comprehend the questionnaire and its intended objectives. Additionally, most organizations require a minimum of a bachelor's degree for management-level staff. Despite varying educational backgrounds, all respondents had some level of exposure to basic management and social skills essential for the effective administration of sport academies.

4.3.3 Profession

More respondents were in the sports profession (39.0%) followed by business management (20.7%), finance (13.4%), health (9.8%), Human resources (6.1%), graphic design (3.7%), law (2.4%), and 1.2% were in the engineering, business administration, and information technology (IT), and media as shown in Table 4.4.

Table 4.4: Distribution of Professional Qualifications among Respondents

Profession	Frequency	Percent
Business management	17	20.7
Engineering	1	1.2
Finance	11	13.4
Graphic design	3	3.7
Health	8	9.8
Human resources	5	6.1
Business Administration	1	1.2
Information Technology	1	1.2
Law	2	2.4
Media	1	1.2
Sports	32	39
Total	82	100

Most respondents had professional training in sports, making them well-suited for sport academy management. This aligns with recent Commission for University Education (CUE, 2023) statistics, which indicate a lack of specialized university programs or courses focused solely on sports. The second largest group had qualifications in business management, suggesting their roles were focused on academy operations. Other professional backgrounds indicate that individuals may have joined sports management out of passion. Additionally, those with health, legal, and media qualifications likely provided specialized services within the academies.

4.3.4 Designation

Table 4.5 shows that head coaches were the most represented management staff in sport academies, making up 37.8% of the total. Other roles included technical directors (18.2%), CEOs/founders (15.8%), general directors (10.9%), doctors (9.7%), and counselors (7.6%).

Table 4.5: Designation of Respondents in Sport Academies

Category	Frequency	Percent
CEO/founder	13	15.8
Head doctor	8	9.7
Technical Director	15	18.2
General Director	9	10.9
Head Coach	31	37.8
Counsellor	6	7.6
Total	82	100

Most respondents were head coaches, consistent with previous studies (Layton et al., 2023; Leong & Chorney, 2020), which also identified them as key respondents. Their dual role in management and youth training enhances the validity of the findings, as they understand both operational and athlete-related concerns. Technical directors, the second most represented group, play a crucial role in program development, talent identification, staff leadership, strategic planning, quality assurance, and resource management (Bozkurt, 2024), further strengthening the study's generalizability.

4.3.5 Working Experience

Table 4.6 indicates that there were slightly more respondents with 2 – 5 years' experience accounting for 32.9% of the sample. There were 26.8% respondents that had a 6 – 9 years' experience, 22.0% had less than one year experience, and 18.3% had more than 19 years' experience.

Table 4.6: Working Experience

Years in experience	Frequency	Percent
2 - 5 years	27	32.9
6 - 9 years	22	26.8
Less than 1 year	18	22
More than 10 years	15	18.3
Total	82	100

The respondents with more than 10 years of experience were the least represented, suggesting that careers in sport academies are relatively new in Kenya. Conversely, the majority had 2–5 years of experience, reflecting a growing interest in this field. This also highlights emergence of sport academies as an expanding business venture.

4.4 Descriptive Analysis

Mean and standard deviation scores were used to analyze Likert scale data. Nyutu et al. (2021) provides a range to interpret five-point scale data as follows: strongly disagree (1.00 - 1.80), Disagree (1.81 - 2.60), Neutral (2.61 – 3.40), Agree (3.41 - 4.20), and strongly agree (4.21 - 5.00). This was used to interpret the descriptive analysis.

4.4.1 Management Related Factors

The first independent variable was management related factors. This was measured by 11 statements/items ranked on a five-point Likert scale and its findings are summarized in Table 4.7. The overall mean score was 3.94.

Table 4.7: Management related Factors Descriptive Statistics

Items	Mean	Std. Deviation
The management has been able to meet the expectations of its financiers (founder, funders)	3.79	0.939
The management has been able to have rewarding relationships with its financial partners (banks, insurance)	3.83	1.040
The management has been able to create new financial avenues by establishing new relationships with other actors (investment companies, corporate partners etc.)	3.42	1.143
The management has been able to have fruitful relationships with other social actors in its environment	4.16	0.745
The management has been able to meet expectations of societal actors (parents/guardians, teachers, youth etc.)	4.13	0.872
The management has been able to portray a positive attitude towards football academies as a career path	4.29	1.036
The management has been successful in establishing and maintaining fruitful relationships with its suppliers	4.02	1.054
The management has been able to provide a rewarding and fulfilling environment for its staff/workforce	3.89	1.054
The organization has been able to have a suitable relationship with its partners in the sport industry (professional clubs, regulators)	3.93	0.979
The organization has demonstrated the ability to be self-organized into complex forms that are matched to prosper in turbulent environments	3.79	1.119
Overall mean score	3.94	0.991

The mean and standard deviation of 0.991 indicate that respondents agreed with the statements on management-related factors. Managers are responsible for organizing, planning, leading, staffing, and controlling functions in an organization. Managers make decisions, communicate with stakeholders, empower staff, allocate resources, assign tasks and responsibilities for the smooth operation of an organization (Kargar, Azari, & Enayati, 2018). Therefore, respondents' agreement with these statements indicates their appreciation of the importance of balancing these activities to get the best out of the organization.

The increase in sport academies is a signal of the significance that the public is having towards sports as a career option. The respondents strongly agreed that management has been able to portray a positive attitude towards football academies as a career path for youth as indicated by a mean score of 4.29. This implies that respondents see sports as an option in the career options for young people. Indeed, other nations that have well developed sport academies appreciate the career prospects of their trainees. In Kenya, Odhiambo et al. (2020a) explained that the perception of sports as a career is hindered by the belief that it complements the learning curriculum in schools. This finding provides evidence of a change in perceptions of sports.

Organizations are dependent on an active interaction with other players in their immediate environment. Sport academies must work with society members, professional clubs, as well as regulators. The respondents agreed that management was able to have fruitful relationships with other social actors in its environment as indicated by mean score of 4.16. In addition, respondents agreed that management has been able to meet the expectations of its financiers (founder, funders) by a mean score of 3.79.

Building strong relationships with key stakeholders enhances the performance of sport academies. This finding aligns with Freeman's (1984) Stakeholder Theory, which emphasizes the importance of organizational relationships for better outcomes. Such connections provide essential inputs that sustain and advance organizational goals. This was evident as respondents agreed that management has established rewarding relationships with financial stakeholders, as reflected by a mean score of 3.83.

Societal transformation has led to heightened consumer awareness, increasing expectations from organizations. Çiftçi et al. (2015) emphasize that sports management

programs must meet and exceed stakeholder expectations through quality service, enhancing both success and societal perception. Respondents agreed that management effectively met societal expectations, reflected by a mean score of 4.13. This suggests that parents or guardians enrolling their children in sport academies expect quality training and opportunities, reinforcing the need for sport managers to align programs with these expectations.

Kasale et al. (2019) highlights that sports organizations operate in a dynamic environment, where external changes influence their management and performance. Respondents agreed that their organizations maintain strong relationships with industry partners, including regulators, as reflected by a mean score of 3.93. This suggests that sport academies collaborate effectively with the Kenya Academy of Sports (KAS), the body responsible for regulating and managing sport academies in Kenya.

Organizations achieve their goals through employees, making it essential for managers to foster strong workplace relationships. Respondents agreed that management provides a rewarding work environment, as indicated by a mean score of 3.89. The rapid rise of both registered and non-registered sport academies in Kenya has intensified competition (Kinuthia, 2019). Furiak and Mošková (2023) emphasize that sports organizations must create favorable working conditions to retain employees long-term, considering internal factors such as interpersonal relations and human resource management.

While sports are gradually gaining recognition as a career path for young people, financial support from national and county governments remains limited. Respondents agreed that management has successfully created new financial avenues through partnerships with investment firms and corporate sponsors, reflected by a mean score of 3.42. In today's competitive environment, organizations must adopt innovative financing strategies to remain sustainable. Odhiambo et al. (2020b) emphasize the need for partnerships with local and international financial institutions to build a strong financial base for sport academies.

4.4.2 Resource-related Factors

The second independent variable, resource-related factors, was assessed using 11 items on a five-point Likert scale, as presented in Table 4.8. The overall mean score of 3.43 suggests that respondents generally expressed agreement with the statements.

Table 4.8: Resource Related Factors Descriptive Statistics

Items	Mean	Std. Deviation
Organizational resources assist in exploiting market opportunities	3.92	0.932
Organizational resources assist in reducing market threats	3.63	1.095
The technical resources of the academy continue to attract, retain, and increase enrolment in comparison to our competitors	3.79	1.108
The coaching staff in the organization is rare to find in the football academy sector	3.21	1.173
The training facilities of the organization are rare to find in the football academy sector	3.29	1.291
The partnerships our academy boasts have distinguished us from other competitors	3.74	0.953
The training environment we provide for students is difficult to imitate for our competitors	3.52	1.240
The design of the curriculum for our students is difficult to imitate for our competitors	3.62	1.203
The access to training equipment for our students is not available for other competitors	3.06	1.158
Organizational resources cannot be simply replaced by another one to implement the same strategies efficiently or effectively	2.96	1.261
The professionalism and qualifications of academy coaching staff cannot be replicated in other football academies	2.96	1.159
Overall mean score	3.43	1.143

The highest-rated statement indicated that organizational resources help capitalize on market opportunities, with a mean score of 3.92. This suggests that sport academies effectively utilize their assets to enhance performance and seize market prospects. As society increasingly embraces sports as a viable career, academies are leveraging both physical and intangible resources—such as appointing former athletes to leadership roles—to strengthen their branding and public outreach.

Modern sport academies utilize various technical resources to improve athlete development, performance analysis, and effective training. Respondents agreed that these resources help attract, retain, and increase enrollment compared to competitors,

as reflected by a mean score of 3.79. The findings indicate that sport academies are strategically investing in unique technical resources to gain a competitive edge and enhance overall performance. In a study on football academies, McGuigan et al. (2024) found a direct correlation between the availability of technical resources and the successful transition of youth players into professional first-team football.

Sport academies engage in various partnerships, including marketing, educational, and financial collaborations, to sustain their operations. Respondents agreed that these partnerships set their academy apart from competitors, as reflected by a mean score of 3.74. Izadfar et al. (2020) identified partnerships as a key component of sports academies' business models, enabling them to secure necessary resources, build networks, and enhance performance.

Sport academies also face environmental threats such as rising operational costs, increasing competition, talent acquisition challenges, and shifting consumer expectations. To mitigate these risks, they must strategically leverage their resources. Respondents agreed that organizational resources helped reduce market threats, with a mean score of 3.63. Kero and Bogale (2023) emphasize that firms must capitalize on resource opportunities while minimizing potential risks to maintain a competitive edge and improve performance.

Curriculum design is a crucial aspect of sport academies. Respondents agreed that their academy's curriculum was difficult for competitors to replicate, as indicated by a mean score of 3.62. Studies in Kenya (Okoti et al., 2022; Odhiambo et al., 2020a; Taremwa, 2021) have highlighted challenges such as limited resources and inadequate curriculum development, which hinder performance. To address this, the findings suggest that academies are actively working to develop distinctive training programs to differentiate themselves in the industry.

Taylor et al. (2023) found that training in a well-structured environment during adolescence significantly improves a soccer player's chances of reaching an elite level. Respondents agreed that their academy's training environment was difficult for competitors to replicate, as shown by a mean score of 3.52. This suggests that academies are actively shaping environments that support athlete development. In

Brazil, Uehara et al. (2022) found that sport academies enhanced training conditions by engaging social workers to connect with athletes' families, fostering better developmental environments for aspiring professionals.

Regarding training facilities, respondents remained neutral on their rarity within the football academy sector, with a mean score of 3.29. This indicates that most academies operate with similar facility standards. Many lack dedicated training grounds and must rent available spaces, including gym facilities, which are often accessed through scheduled payments. Consequently, sport academies generally do not possess exclusive or specialized training resources.

Coaches play a crucial role in talent development, and their qualifications directly impact athlete success (Okoti et al., 2022). However, respondents were neutral about whether their coaching staff were uniquely qualified within the sector, with a mean score of 3.21. This suggests that academies may not have a significant advantage in coaching expertise. Okoti et al. (2022) reported that most academy coaches in Kenya had fewer than five years of experience, with the majority holding only a secondary school education certificate.

Karami and Rad (2017) highlighted the importance of sports equipment in academy performance. Respondents took a neutral stance on the availability of exclusive training equipment, as reflected by a mean score of 3.06. This suggests that access to proper training tools remains a challenge for many academies. Similar issues have been observed in Namibia, where Kela and Zulu (2023) found that poor-quality sports equipment hindered effective athlete development.

Professional management is key to organizational success (Schmidt, 2017). However, respondents were neutral regarding the uniqueness of their academy's coaching professionalism, with a mean score of 2.96. This indicates that professionalism among staff remains underdeveloped, likely due to the recent rise in sport academies. Establishing professional standards will be essential in improving the quality and long-term success of these institutions.

4.4.3 Environment Related Factors

The third independent variable, environment-related factors, was measured using 12 items on a five-point Likert scale. Respondents agreed on the significance of these factors, as reflected by a mean score of 4.13, as shown in Table 4.9.

Table 4.9: Environment Related Factors Descriptive Statistics

Items	Mean	Std. Deviation
Staff in the organization act in similar ways in proximity to and in concert with each other	3.81	0.922
The organization creates an environment in which to develop their own plans and future	4.18	0.705
The organization operates under a pattern and regularity that emerges spontaneously	4.01	1.012
The organization can react to changes in external environmental systems	4.11	0.969
The organization believes in preparing for change rather than reacting from it	4.11	0.930
The organization appreciates the turbulence in sports sector to be creative and overcome lethargy	4.45	0.723
The organization has feedback loops for amplifying (positive) and balancing (negative) feedback	3.82	1.249
Negative feedback is used to bring the organization back on track to its goals and objectives	4.17	1.184
Positive feedback is used to drive change in the organization moving away from the status quo	4.40	0.784
The organization can self-organize to adapt to the changing environments (e.g., economic, social, regulatory changes)	4.29	0.868
The organization effectively self-organizes to thrive in dynamic and challenging environments.	4.09	0.804
Overall mean score	4.13	0.923

Respondents strongly agreed that the organization recognizes the turbulence in the sports sector and embraces creativity to overcome stagnation, as shown by a mean score of 4.45. The sports academy subsector in Kenya is still developing and faces challenges such as evolving policies, limited funding from national and county governments, and ad hoc financial strategies for sustainability. This section further explores respondents' perspectives on key environmental factors affecting the sector.

There was strong agreement that the organization can adapt to changing environments, including economic, social, and regulatory shifts, with a mean score of 4.29. In a dynamic business landscape, survival depends on an organization's ability to adjust. For Kenyan sport academies, this adaptability is even more crucial as they must align with

shifting social, economic, and regulatory conditions. Aljaloud et al. (2022) found that sports academies in Saudi Arabia adapted by implementing new training strategies to improve young athletes' performance. Similarly, Kasale et al. (2019) emphasized that an organization's response to environmental changes directly impacts its performance. These findings support the Resource-Based View (RBV) theory, which posits that organizations must reconfigure and optimize their resources to remain competitive (Barney, 1991).

Given the unpredictability of external environments, organizations must adopt either proactive or reactive strategies to sustain performance. Respondents agreed that their organization prioritizes preparation for change rather than reacting to it, as reflected by a mean score of 4.11. This suggests that sport academies are leveraging proactive capabilities to navigate uncertainties. Additionally, with a mean score of 4.18, respondents agreed that the organization fosters an environment that allows for independent planning and strategic foresight. The RBV asserts that proactive dynamic capabilities enable organizations to integrate and restructure internal and external knowledge to address rapid changes (Barney, 1991). Pertheban et al. (2023) further highlights that proactive resilience strategies significantly influence organizational performance.

To sustain performance in an unpredictable environment, sport academies must develop effective response strategies. Respondents agreed, with a mean score of 4.11, that their organization can react to changes in external systems. This implies that academies are leveraging internal resources and continuously learning to adapt. As per RBV, organizations that refine their knowledge and skills over time achieve sustained improvements in performance (Barney, 1991).

There was also agreement that the organization demonstrates the ability to self-organize and remain resilient in a turbulent environment, as reflected by a mean score of 4.09. This suggests that academies collaborate with other organizations to share knowledge and resources, helping them navigate industry challenges. Additionally, respondents agreed that the organization operates under a spontaneous yet structured pattern, as shown by a mean score of 4.01. Despite external uncertainties, organizations must remain focused on their strategic goals. Lin and Dang-Van (2021) emphasize that in

low-dynamism environments, managers should maintain consistency to achieve better performance.

Continuous learning is essential for organizational growth. Respondents agreed that their organization maintains feedback loops for both amplifying positive feedback and balancing negative feedback, with a mean score of 3.82. Kaplan and Norton's (1992) Balanced Scorecard (BSC) framework underscore the importance of learning and development in performance management. Additionally, respondents strongly agreed that positive feedback drives organizational change, as shown by a mean score of 4.40, while negative feedback helps realign the organization toward its objectives, with a mean score of 4.17. Learning and growth are best achieved through continuous feedback mechanisms (Sharaf-Addin & Fazel, 2021).

Lastly, respondents agreed that employee interactions within the organization promote collaboration, as indicated by a mean score of 3.81. This suggests that a team-oriented culture is prevalent in sport academies. According to Cameron and Quinn (1999), organizations typically exhibit one of four culture types: clan, adhocracy, market, or hierarchy. The clan culture focuses on teamwork and shared goals, fostering a collaborative work environment. Stewart et al. (2024) emphasize that teamwork off the pitch is just as crucial as on-field performance in driving organizational success.

4.4.4 Organizational Performance of Sports Academies in Nairobi County

Organizational performance was measured using five items on a five-point Likert scale. The findings indicate that most respondents believed their organization had excelled in talent recruitment, with a mean score of 3.81 and a standard deviation of 1.024. This was followed by improvements in the winning ratio in competitions ($M = 3.73$, $SD = 1.123$). Respondents also perceived significant player transitions to professional teams ($M = 3.51$, $SD = 1.199$). Additionally, they noted steady attendance at matches ($M = 3.32$, $SD = 1.236$) and reported achieving profitability, though at a lower level ($M = 3.06$, $SD = 1.309$), as summarized in Table 4.10. The findings indicate that the most significant indicator of performance for sports academies is talent recruitment, followed by winning ratio, student transition to professional clubs, public attendance at matches, and profitability, respectively.

Table 4.10: Organizational Performance Descriptive Statistics

Items	Mean	Std. Deviation
The organization has been able to continuously achieve profits from its operations	3.06	1.309
The organization has been able to continuously pull/attract attendance to its matches	3.32	1.236
The organization has been consistent in increasing its winning ratio in competitive and friendly matches	3.73	1.123
The organization has been able to realize its students' transition to professional teams	3.51	1.199
The organization has outrivaled its competitors in terms of its talent recruitment	3.81	1.024
Overall mean score	3.49	1.178

4.5 Correlation Analysis

Table 4.11 presents the results of the Pearson (r) correlation analysis, indicating positive and significant relationships with the performance of sport academies. The findings show strong correlations for management-related factors ($r = 0.727$, $p < 0.05$), resource-related factors ($r = 0.741$, $p < 0.05$), and environment-related factors ($r = 0.672$, $p < 0.05$). According to Papageorgiou (2022), these correlations fall within the strong magnitude range, highlighting the significant influence of these factors on organizational performance.

Table 4.11: Correlation Coefficients

Variables	Correlation	Sig	Decision	Magnitude
Management related factors	.727**	0.000	Significant	Strong
Resource related factors	.741**	0.000	Significant	Strong
Environment related factors	.672**	0.000	Significant	Strong

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

4.6 Regression Analysis

The study conducted linear regression analysis for each specific objective, with findings presented in the following sections. Each subsection includes three tables detailing the model summary, goodness of fit, and regression coefficients to provide a comprehensive evaluation of the relationships between the independent variables and organizational performance.

4.6.1 Management-related factors and performance of Sports Academies

Table 4.12 shows that management factors explained 52.8% of variation in performance of sport academies and this was statistically significant ($F = 89.510$, $p < 0.05$). Management-related factors and performance of sport academies show a coefficient of 0.890 and this was statistically significant at the 95% confidence level. This implies that a unit increase in management-related factors would result in an 89% increase in sport academies' organizational performance. The resultant equation is presented as:

$$OP = - 0.022 \beta_0 + 0.890 \text{ MRF}$$

Where:

OP = Organizational performance

MRF = Management-related factors

β_0 = constant

Table 4.12: Management factors and performance of sport academies

Model summary					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
.727a	0.528	0.522	0.62889		
ANOVA^a					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	35.402	1	35.402	89.510	.000 ^b
Residual	31.641	80	0.396		
Total	67.042	81			
Coefficients^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.022	0.377		-0.06	0.953
Management related factors	0.890	0.094	0.727	9.461	0.000

a Dependent Variable: Organizational performance

b Predictors: (Constant), Management related factors

4.6.2 Resource-related factors and performance of Sports Academies

Table 4.12 shows that resource factors explained 54.9% of variation in performance of sport academies and this was statistically significant ($F = 97.376$, $p < 0.05$). Management-related factors and performance of sport academies show a coefficient of 0.890 and this was statistically significant at the 95% confidence level. This implies that a unit increase in management related factors would result in an 86.3% increase in sport academies' organizational performance. The resultant equation is presented as:

$$OP = 0.526 \beta_0 + 0.863 \text{ RRF}$$

Where:

OP = Organizational performance

RRF = Resource-related factors

β_0 = constant

Table 4.13: Resource factors and performance of sport academies

Model summary					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
.741a	0.549	0.543	0.61479		
ANOVA^a					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.805	1	36.805	97.376	.000 ^b
Residual	30.237	80	0.378		
Total	67.042	81			
Coefficients^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.526	0.307		1.712	0.091
Resource related factors	0.863	0.087	0.741	9.868	0.000

a Dependent Variable: Organizational performance

b Predictors: (Constant), Resource related factors

4.6.3 Environment-related factors and performance of Sports Academies

Table 4.12 shows that environment related factors explained 45.1% of variation in performance of sport academies and this was statistically significant ($F = 65.708, p < 0.05$). Management-related factors and performance of sport academies show a coefficient of 0.890 and this was statistically significant at the 95% confidence level. This implies that a unit increase in management-related factors would result in a 97.1% increase in sport academies' organizational performance. The resultant equation is:

$$OP = -0.533 \beta_0 + 0.971 \text{ERF}$$

Where:

OP = Organizational performance

ERF = Environment-related factors

β_0 = constant

Table 4.14: Environment Factors and performance of sport academies

Model summary					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
.672a	0.451	0.444	0.67832		
ANOVA^a					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	30.233	1	30.233	65.708	.000 ^b
Residual	36.809	80	0.46		
Total	67.042	81			
Coefficients^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.533	0.501		-1.064	0.291
Environment related factors	0.971	0.120	0.672	8.106	0.000

a Dependent Variable: Organizational performance

b Predictors: (Constant), Environment-related factors

4.7 Chapter Summary

The study achieved a 68.3% response rate, with descriptive findings presented using means and standard deviations. Among the independent variables, environment-related factors had the highest mean scores, followed by management-related factors and resource-related factors, indicating strong agreement with environmental influences. Correlation analysis showed strong positive relationships between the independent and dependent variables, with the strongest correlations observed for resource factors, followed by management and environment factors. Linear regression analysis further revealed that environmental factors had the greatest impact on the performance of sport academies, followed by management-related factors and resource-related factors.



CHAPTER FIVE

SUMMARY, DISCUSSION OF FINDINGS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of findings is presented along with a discussion of the findings and their recommendations. The chapter also suggests areas for future research.

5.2 Summary of the Findings

This study investigated the factors influencing the performance of sports academies in Kenya. The specific objectives were to assess the impact of management-related, resource-related, and environment-related factors on the performance of sports academies in Nairobi County. The research was guided by the Stakeholder Theory and the Resource-Based View (RBV) theory. A positivist research philosophy was adopted, employing a descriptive cross-sectional research design. The units of analysis comprised 20 sports academies, while the units of observation consisted of 120 management staff members. Data was collected through a structured questionnaire, which was tested for validity and reliability, and administered online. Out of the 120 targeted respondents, 82 participated, resulting in a response rate of 68.3%. The findings revealed positive and significant associations between resource-related, management-related, and environment-related factors and organizational performance. Linear regression analysis indicated that environmental factors had the most substantial impact on performance, followed by management-related factors and resource-related factors.

5.3 Discussion of Findings

This section presents discussions of the findings, empirical review and relevant theories in line with the research objectives.

5.3.1 Management Related Factors and Performance of Sports Academies

The first objective of the study was to determine the relationship between management-related factors and the performance of sports academies. The regression coefficient outputs revealed a positive and significant effect of management-related factors on the performance of sports academies. Furthermore, management-related factors exhibited

the second most substantial impact on the performance of sports academies. This finding implies that enhancing management skills and practices within sports academies would likely result in improved organizational performance. Esteve et al. (2011) demonstrated that the quality of relationships between sports clubs and their external stakeholders positively influences both financial and non-financial performance.

The descriptive statistics indicated that respondents strongly agreed that the management of sports academies exhibited a positive attitude towards positioning football academies as a viable career path for youth. This finding contrasts with Odhiambo et al. (2020b), who argued that, in most African nations, the perception that sports merely complement academic learning has hindered achievements in professional sports careers. The emerging perception that sports can be a legitimate career option for young people indicates that improved management practices may facilitate the success of young people in sports academies. A similar perspective has been documented in Ethiopia, where research by Mollel and Otieno (2022) and Aeemero et al. (2021) found that sports academies are increasingly being utilized to prepare and establish future careers in sports, often supported by national governments and professional clubs.

Organizations do not operate in isolation; instead, they function within environments shaped by multiple factors, including societal perceptions. The relationship between private academies and their surrounding communities is essential to their success, particularly given their increasing presence within residential areas (Skille et al., 2023). Considering this, the study sought to evaluate the extent to which sports academies focus on fostering positive relationships with society.

Respondents agreed that management successfully met the expectations of societal actors, including parents, guardians, teachers, and youth. This finding highlights the importance of maintaining relationships with community members to enhance the performance of sport academies. In a study conducted in Brazil, Uehara et al. (2022) found that many professional football clubs recognize the significance of effectively engaging with families as young players transition into their academies. This relationship is often mediated by social workers employed by the clubs, which helps

academies create an environment conducive to player development and progression to professional football.

Memari et al. (2020) assert that effective relationship management fosters a strong connection with fans and customers, thereby generating profits and providing competitive advantages for football academies. Moreover, well-managed relationships can also yield social, cultural, and political benefits for sports organizations. The importance of societal support for sports academies is highlighted by experiences in Norway. According to Skille et al. (2023), private academies in Norway are often perceived negatively due to several concerns. These include their perceived high cost, failure to prioritize the best interests of children, and non-compliance with Norwegian sports regulations regarding youth participation. Such academies are frequently seen as undermining the principle of “sport for all.”

Additionally, sports academy managers have demonstrated success in establishing and maintaining productive relationships with suppliers. The availability, accessibility, and appropriate utilization of equipment, facilities, and supplies are fundamental to any effective physical education and sports program (Kela & Zulu, 2023). Bolarinwa (2021) similarly emphasizes that the availability of sports equipment significantly influences student participation. Furthermore, the adequate supply and regular maintenance of sports equipment are essential for the smooth operation of sports programs. Conversely, the scarcity of sporting facilities and equipment has been identified as a major challenge to the successful administration of sports in Nigerian sports schools, ultimately leading to negative performance outcomes (Bolarinwa, 2021).

5.3.2 Resource Related Factors and Performance of Sports Academies

The second objective of this study was to determine the relationship between resource-related factors and the performance of sports academies. The findings indicated a positive and significant effect of resource-related factors on the performance of sports academies. However, among the three factors examined, resource-related factors had the least impact, suggesting that increased investment in resources could lead to improved performance outcomes for these organizations.

This finding aligns with the Resource-Based View (RBV) theory (Penrose, 1959), which posits that organizations achieve competitive advantage and superior

performance by effectively leveraging their resources. Passarotti (2019) contends that sports academies require sufficient resources to maintain or enhance their competitiveness both on and off the field. In Finland, for example, sports enterprises strategically utilized both volunteers and paid employees to secure human resources, while financial capital enabled them to seize opportunities, take risks, and invest in growth (Ahonen, 2022).

The availability of technical resources in sports academies plays a pivotal role in attracting, retaining, and increasing enrollment compared to competitors. According to Slaidiņš and Fernāte (2021), technical training is often prioritized within training plans, serving as a foundational element for other training activities. Consequently, access to high-quality technical facilities is a vital resource for sports academies, granting them a competitive advantage. Based on the VRIN (Valuable, Rare, Inimitable, and Non-substitutable) criteria outlined in RBV theory, possessing robust technical resources offers a substantial opportunity for achieving competitive advantage.

In Saudi Arabia, the number of sports academies has increased significantly, with a primary focus on performance enhancement and technical skill development. This growth has been driven by the adoption of innovative training strategies aimed at improving young athletes' technical capabilities (Aljaloud et al., 2024). Nevertheless, many countries still face challenges related to inadequate technical resources for athlete training. For instance, in Nigeria, Joel et al. (2024) observed that a considerable number of athletes lacked access to modern, high-tech sports facilities and training equipment, which impeded their development. Similarly, Johnson et al. (2024) highlights that professional clubs actively seek technically skilled players, underscoring the importance of providing adequate technical resources within sports academies for player development.

The findings also revealed that partnerships within sports academies offer a competitive advantage. The formation of partnerships in the sports sector is not a novel concept. Gobikas and Čingienė (2021) highlight that public-private partnerships (PPPs) have emerged as a strategic approach to fostering synergies between public organizations and private entities. These partnerships address contemporary challenges while creating new opportunities. For example, research has shown that municipalities consider

private sector partners essential for the youth sports delivery system, as they share mutual objectives aimed at enhancing sports development. These partnerships enable municipalities to conserve resources, access specialized expertise, and boost the popularity of sports (Gobikas & Čingienė, 2021).

Similarly, Thompson et al. (2021) reported that student-athletes in sports schools' benefit from intensified training and competitive experiences through collaborations with high-level training partners. In Kenya, the Kenya Academy of Sports (KAS) has established partnerships with communities, schools, and county governments, leading to the creation of four Satellite Sports Academies (Government of Kenya, 2018).

5.3.3 Environment Related Factors and Performance of Sports Academies

The third objective of this study was to determine the relationship between environment-related factors and the performance of sports academies. The regression coefficient outputs indicated a positive and significant effect of environment-related factors on the performance of sports academies. This finding underscores the importance of environmental context in shaping organizational outcomes. Escamilla-Fajardo et al. (2020) emphasize that understanding the characteristics of the environment in which a sports organization operates is fundamental to making sound entrepreneurial decisions. Similarly, Arnold et al. (2015) confirmed that environment-related factors significantly influence organizational performance in elite sports.

According to Carling et al. (2022), in today's knowledge economy, football organizations must continually innovate to remain competitive. Applied research is frequently conducted within professional team sports to drive performance improvements, especially when research findings are translated into practice. Organizational creativity, much like other stages of the innovation process, is shaped by individual, group, organizational, and environmental factors (Smith & Green, 2020). Jaber (2020) identified a positive and significant relationship between organizational creativity and the performance of sports federations in Iran, suggesting that sports academies must leverage creativity to ensure survival and success in an increasingly dynamic external environment.

Kasale et al. (2019) explain that effective communication involves disseminating information at the end of the performance measurement process, offering feedback on the extent to which stakeholder expectations were met, and identifying areas for improvement. A distinction exists between feedback, which informs both external and internal stakeholders about the degree to which expectations have been fulfilled, and feedforward, which emphasizes learning and strategic planning for future performance cycles (Kasale et al., 2019). Consequently, feedforward mechanisms are essential in shaping the future performance of sports academies by incorporating stakeholder input to refine operational strategies and enhance overall effectiveness.

Kasale et al. (2018) argue that sports organizations operate in dynamic external environments, and their ability to respond to changes directly impacts performance management. Supporting this perspective, Aljaloud et al. (2022) observed that sports academies have adapted to changing conditions by adopting innovative training strategies aimed at enhancing the technical development of young athletes. This approach aligns with stakeholder theory, which posits that organizations exist to create value for stakeholders and must manage relationships to ensure sustainability and improved performance (Freeman, 1984). Furthermore, National Sports Organizations (NSOs) rely on a diverse group of stakeholders who perform distinct roles in achieving their mission, with some stakeholders providing essential resources. Kasale et al. (2019) emphasize that maintaining stakeholder relationships is a critical environmental factor that significantly contributes to effective performance management.

5.4 Conclusion

Based on the regression coefficients, the study concludes that environment-related factors had the greatest influence on the organizational performance of sport academies in Nairobi County. Secondly, management-related factors were found to have the second most significant impact on performance. Lastly, the study concludes that resource-related factors also had a positive and significant effect on the organizational performance of sport academies in Nairobi County.

5.5 Recommendations

In this section of the chapter, recommendations are made for policy and practice.

5.5.1 Recommendations for Policy

There is a need for a human resource policy establishing minimum qualifications for senior positions in sport academies to ensure that individuals in these roles possess the necessary background, knowledge, and experience in sports. Additionally, such a policy should emphasize continuous professional development, clear role definitions, mentorship programs, and structured performance evaluation systems.

Furthermore, a policy framework for sports infrastructure development should be introduced, setting minimum facility standards while leveraging local resources. Public-private partnerships (PPPs) should be encouraged to support facility development. Additionally, policies should promote equal access to public sports facilities at both national and county levels to ensure sport academies can utilize them effectively.

There is also a need for better operationalization, implementation, and enforcement of the Sports Act, 2013. Currently, there is no evidence that the Kenya Academy of Sports (KAS) has established sports training academies or fulfilled its statutory functions. Therefore, a policy revision is necessary to provide increased support for private sport academies, which have grown significantly in number.

5.5.2 Recommendations for Practice

Regarding management, sport academy managers should adopt business model innovations (BMIs) that enhance organizational sustainability and competitiveness. This includes conducting regular situational and market analyses, ensuring financial sustainability, strengthening stakeholder management, and implementing quality assurance measures to improve overall performance.

To enhance resource availability, sport academies should form partnerships and collaborations with other organizations. Partnerships with other sport academies can facilitate shared use of physical facilities, which are often limited. Additionally, sport academies should establish corporate partnerships, where academies provide marketing opportunities for companies in exchange for financial support and sponsorships.

To better navigate their environment, sport academies should foster a calm, healthy, dynamic, and secure atmosphere that enables staff to align their expertise with

organizational goals. Given the ever-evolving nature of the sports industry, academies must actively seek opportunities and implement innovative strategies, which are particularly crucial in uncertain and rapidly changing environments.

5.5.2 Recommendations for Theory

This research was grounded in the Stakeholder Theory of Management, which guided the examination of managerial activities related to maintaining relationships with both internal and external stakeholders. The findings confirmed the relevance of Stakeholder Theory in the context of sports academies, as they revealed a positive and significant relationship between stakeholder management and the effective management of internal relationships, resource utilization, and external environmental interactions.

Furthermore, the study adopted the Resource-Based View (RBV) theory to emphasize the importance of possessing valuable, rare, inimitable, and non-substitutable (VRIN) resources in achieving superior performance within sports academies. The results demonstrated a positive and significant impact of resource-related factors on the performance of sports academies, thereby supporting the RBV theory's proposition that effective resource management correlates with enhanced performance outcomes.

Based on these findings, the study recommends the application of both Stakeholder and RBV theories in future research aimed at investigating the performance of sports academies. These theoretical frameworks provide valuable insights into how relationship management and resource optimization contribute to organizational success.

5.6 Limitations of the Research

This study encountered several research limitations during its completion.

First, a significant limitation was the lack of historical data from the sports academies, which could have supported the primary findings. Most of these organizations were relatively new and had not yet reached the level of maturity necessary to collect, store, and analyze data effectively for decision-making. Second, the sports academies varied significantly in terms of size, resource availability, and organizational structure. This heterogeneity made it challenging to generalize the findings to individual organizations,

as the contextual differences could affect performance outcomes. Third, the sports academies differed in how they measured performance, which posed a challenge when utilizing the performance scale adapted from previous empirical research. Consequently, the selected performance assessment framework may not have been fully exhaustive or entirely applicable to evaluating the performance of sports academies in Kenya. Additionally, the study was limited to self-reported data, which is susceptible to internal validity threats, as it relies on the respondents' ability to accurately recall and report information. Lastly, the study's geographical scope was confined to Nairobi County, where most sports academies are located. Therefore, the findings may not be fully applicable to sports academies situated in other counties, limiting the generalizability of the study's conclusions.

5.7 Suggestions for Further Research

First, future research should be conducted across sports academies in all 47 counties to provide a broader understanding of their performance and associated challenges. This approach would offer a more comprehensive perspective on the factors influencing sports academy success across diverse regions. Second, while this study incorporated multiple sports academies within its sample, future research could benefit from adopting a case study approach. This methodology would facilitate a more in-depth analysis of individual sports academies in Kenya, offering detailed insights into their unique management practices and performance dynamics. Third, the study identified limited evidence of government-owned sports academies. Therefore, further investigation is warranted to evaluate the status and progress of government-initiated sports academies, particularly those envisioned in public policy frameworks. Such research should document the implementation and impact of these initiatives to assess their contribution to sports development. Lastly, future research should consider adopting an exploratory research design utilizing qualitative methods. This approach would allow for the capture of unique contextual factors specific to sports academies, thereby enhancing the application and testing of management theories within the Kenyan sports academy sector.

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APPENDICES

Appendix 1: Letter of Introduction

Principal Investigator,
Milton Ondiek
School of Business, Strathmore University,
Ole Sangale Road, P.O. Box 59857 – 00200 City Square,
Nairobi, Kenya
Email: chegeciks@gmail.com

RE: Introduction to respondents

Dear respondent, my name is Milton Ondiek, a student at Strathmore University and in partial fulfillment for an award of a Master of Business Administration for Executives, I am undertaking research on *determinants of the performance of sport academies in Nairobi County, Kenya*. As a senior management staff of a sport academy, you are being asked to take part in this research study by responding to the attached questionnaire. Any further information needed may be provided by using the contacts shared above.

Thank you in advance.

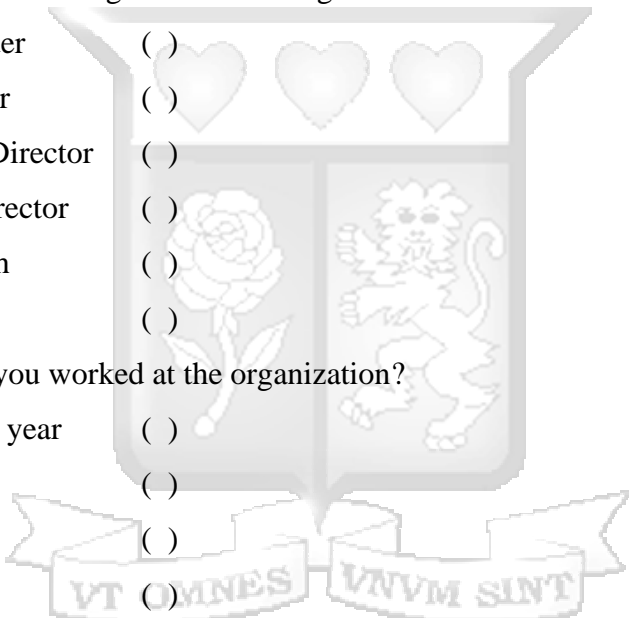
Milton Ondiek.



Appendix 2: Questionnaire for Football Academy Staff

Section A: Respondent's Profile

1. Please indicate your gender
2. Please indicate your highest educational achievement
3. Please indicate your professional qualifications (Business, finance, etc.)
 - Business management ()
 - Finance ()
 - Sports ()
 - Medicine ()
 - Other (*Specify*)
4. Please indicate your designation in the organization
 - CEO/founder ()
 - Head doctor ()
 - Technical Director ()
 - General Director ()
 - Head Coach ()
 - Counsellor ()
5. How long have you worked at the organization?
 - Less than 1 year ()
 - 2 to 5 years ()
 - 6 to 9 years ()
 - 10 years + ()



Section B: Management related factors

6. This section seeks information on management-related factors of your organization; therefore, you are asked to indicate to what extent you agree with the statements on a five-point scale: strongly disagree (1), disagree (2), neither agree or disagree (3), agree (4), strongly agree (5)

Items	1	2	3	4	5
The management has been able to meet the expectations of its financiers (founder, funders)					
The management has been able to have rewarding relationships with its financial partners (banks, insurance)					

The management has been able to create new financial avenues by establishing new relationships with other actors (investment companies, corporate partners etc.)					
The management has been able to have fruitful relationships with other social actors in its environment					
The management has been able to meet expectations of societal actors (parents/guardians, teachers, youth etc.)					
The management has been able to portray a positive attitude towards football academies as a career path for youth					
The management has been successful in establishing and maintaining fruitful relationships with its suppliers					
The management has been able to provide a rewarding and fulfilling environment for its staff/workforce					
The organization has been able to have a suitable relationship with its partners in the sport industry (professional clubs, regulators)					
The organization has demonstrated the ability to be self-organized into complex forms that are matched to prosper in turbulent environments					
The organization focuses on taking small actions to create new and emerging desired outcomes					

7. What other management-related factors influence performance of your sport academy?

.....

.....

Section C: Resource related factors

8. This section seeks information on resource-related factors of your organization; therefore, you are asked to indicate to what extent you agree with the statements.

Resource-related factors	1	2	3	4	5
The organizational resources assist in exploiting market opportunities					
The organizational resources assist in reducing market threats					
The technical resources of the academy continue to attract, retain, and increase enrolment in comparison to our competitors					
The coaching staff in the organization is rare to find in the football academy sector					
The training facilities of the organization are rare to find in the football academy sector					
The partnerships our academy boasts have distinguished us from other competitors					
The training environment we provide for students is difficult to imitate for our competitors					
The design of the curriculum for our students is difficult to imitate for our competitors					
The access to training equipment for our students is not available for other competitors					

The organizational resources cannot be simply replaced by another one to implement the same strategies as efficiently or effectively					
The professionalism and qualifications of academy coaching staff cannot be replicated in other football academies					

9. What other management-related factors influence performance of your sport academy?.....
.....
.....

Section D: Environmental factors

10. This section seeks information on environment-related factors of your organization; therefore, you are asked to indicate to what extent you agree with the statements.

Environmental related factors	1	2	3	4	5
Staff in the organization act in similar ways in proximity to and in concert with each other					
The organization creates an environment in which to develop their own plans and future					
The organization operates under a pattern and regularity that emerges spontaneously					
The organization can react to changes in external environmental systems.					
The organization believes in preparing for change rather than reacting from it					
The organization appreciates the turbulence in sports sector to be creative and overcome inertia					
The organization has feedback loops for amplifying (positive feedback) and balancing (negative feedback) feedback					
Negative feedback is used to bring the organization back on track to its goals and objectives					
Positive feedback is used to drive change in the organization moving away from the status quo					
The organization can self-organize to adapt to the changing environments (e.g., economic, social, regulatory changes)					

11. What other management-related factors influence performance of your sport academy?
.....
.....
.....

Section E: Organizational performance

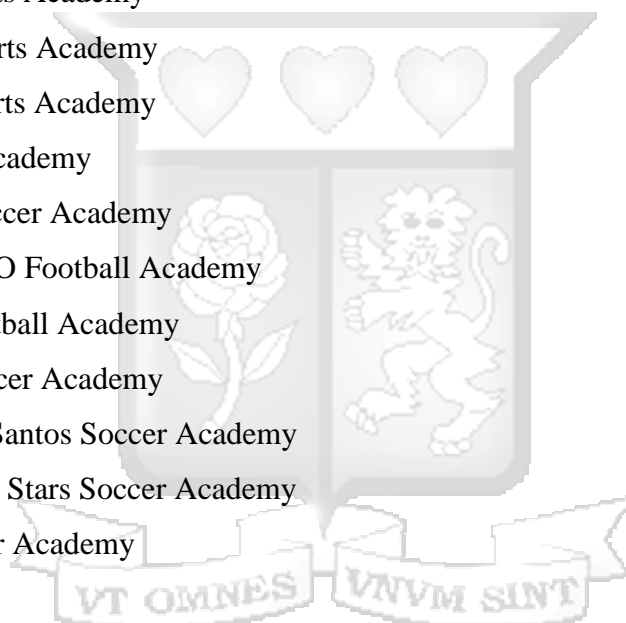
12. This section seeks information on the organization's performance; therefore, you are asked to indicate to what extent you agree with the statements.

Items		1	2	3	4	5
Organizational performance	The organization has been able to continuously achieve profits from its operations					
	The organization has been able to continuously pull/attract attendance to its matches					
	The organization has been consistent in increasing its winning ratio in competitive and friendly matches					
	The organization has been able to realize its students transition to professional teams					
	The organization has outrivald its competitors in terms of its talent recruitment					



Appendix 3: Sport Academies in Nairobi County

1. Ligi Ndogo
2. Elite Soccer Academy
3. Mainstream Sports Academy
4. Express soccer academy
5. Cheza Soccer Academy
6. Blue Raiders Academy
7. Wadi Degla Academy
8. True Talents of Africa Football Academy
9. Sadili Oval Sports Academy
10. Rova Sports Academy
11. Tunza Sports Academy
12. Karen Sports Academy
13. Rosslyn Academy
14. Uweza Soccer Academy
15. ACAKORO Football Academy
16. Kings Football Academy
17. Kipaji Soccer Academy
18. Dagoretti Santos Soccer Academy
19. Jericho All Stars Soccer Academy
20. Star Soccer Academy



Appendix 4: Ethical Approval



17th December 2024

Mr Onyuna Milton,
milton.onyuna@strathmore.edu

Dear Mr Onyuna,

RE: Factors Influencing the Performance of Sports Academies in Nairobi County, Kenya

This is to inform you that SU-ISERC has reviewed and approved your above SU-masters proposal. Your application reference number is SU-ISERC2476/24. The approval period is from 17th December 2024 to 16th December 2025.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
- v. Clearance for the export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.





Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ambrose Rachier'.

Mr Ambrose Rachier,
Chairperson; SU-ISERC

Appendix 5: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 690971	Date of Issue: 06/January/2025
RESEARCH LICENSE	
	
This is to Certify that Mr. MILTON ONDIEK ONYUNA of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Factors Influencing the Performance of Sports Academies in Nairobi County, Kenya for the period ending : 06/January/2026.	
License No: NACOSTI/P/25/414933	
690971	<i>Walter</i> Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
Verification QR Code	
	
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