

EFFECTS OF CAMPS/CLUBS ON PERFORMANCE OF KENYA PARA ATHLETES

Kiptembur John Kipkemboi¹, Dr. Wambui Ng'ang'a², Prof. Robert Otuya³

¹ Post Graduate Student, School of Business and Management Sciences, University of Eldoret, Eldoret, Kenya

² Lecturer, School of Business and Management Sciences, University of Eldoret, Eldoret, Kenya

³ Professor, School of Business and Management Sciences, University of Eldoret, Eldoret, Kenya

ABSTRACT

Camps/clubs are used throughout a Para Athlete career beginning from when talent is identified and trained, to when they participate and perform at athletics competitions. The purpose of this study is to investigate how Camps/clubs influence the performance of Para Athletes. The study analyzed the Para Athletics Camps/clubs in Kenya. It aimed at identifying the influence of camps/clubs available on performance aspects of Para Athletes. These aspects include the athletics expertise, competitive style, sportsmanship, and rivalry obtained from the conceptual Model of Athlete Brand Image. An exploratory case study was done to twenty (20) Para Athletes after theoretical sampling from the total sixty-six Para Athletes (66). In-depth interviews were done on the Para Athletes and observation method for data collection. Validity and reliability were tested using a pilot study to five (5) Para Athletes. The data analysis was done guided by grounded theory research design using the Straussian approach. The study found that camps/clubs were not there for the Para Athletes and hence no effect was experienced on their performance. Two major themes were identified concerning the Camps/clubs approaches to the performance of Para Athletes. First, the Para Athletes acknowledged extremely limited interaction to Camps/clubs. Secondly, the Para Sport structure and leadership proved to explain the nature of current camps/clubs. Based on the findings of the study, further research should be done to develop appropriate Para Sport structure and leadership to influence Camps/clubs and Para Athlete performance.

Keyword: Camp/club, Rivalry, Grounded Theory Athletics Expertise, Para Athletics, Competitive Style

1. INTRODUCTION

The ability to achieve under pressure is essential to attain goals in various areas of life. Individuals will sometimes be required to be confronted with situations where to perform well some pressured activities are required. The pressure is defined as “the presence of situational incentives for optimal, maximal, or superior performance” (Baumeister & Showers, 1986). For athletes to perform well, joining camp or club may be necessary, whereby there are set rules and regulations guiding its daily activities. There are many athletics training camps and clubs in Kenya, majority offering services to elite runners and few to non-elite runners, to Kenyans and runners from all over the world. At the camps and clubs, there is staff with wide knowledge and expertise in athletics, therefore, facilitating inspiration and chance to improve on performance to athletes.

Athletics clubs and camps are places where athletes go for training. The training there entails various activities that are geared toward achieving athletes' objectives. There are several specialized people in the athletics camps and clubs who help the athletes to be able to attain their goals. These goals are athletics performance-oriented. Hence camps and clubs will always strive to have the right athletes to their athletics camps or clubs. There are several ways in which athletes can join an athletics camp or club. Several studies have had varying findings on the methods to be used when identifying talented athletes. Some studies support the use of natural methods while others recommend

the application of scientific methods (Ziemainz & Gulbin, 2002; Lyle, 1997). The stage of identifying the right athlete to an athletic camp or club is very important. It requires keen analyzing the potential talent of an individual. Talent identification in sport is a process in which individuals who are more likely to prosper in a given sport are identified according to the test of specific factors (Hadavi, 2000).

Talent identification in sports plays a very important role in eliminating the frustrations of participating in a sport that one is not suited to (Ghita, 1994). Most of these talented athletes will be identified by the coaches of athletics camps/clubs. The process of talent identification requires coaches sufficient knowledge that will not only enable them to define more relevant talent indicators (Vaeyens, Lenoir, Williams & Philippaerts, 2008) but also enable them to apply both objective and subjective assessment in the identification of athletes with the potential to become elite. Omitting any of these components might lead to wrong assessments and interpretations of the athlete's potential (Trninic, Pasic and Vukicevic, 2008).

Utilization of scientific methods to identify athletes with potential reduces the time required to reach high performance, enhances the coach training effectiveness, increases competitiveness and number of athletes aiming to attain a high level and increases confidence (Bompa, 1999). Apart from athlete identification, various factors are necessary for the athlete to perform well, and have to be made suitable to the athlete. An individual level of performance will be severely constrained if sufficient time is not invested in high-quality training, coaches are not knowledgeable on the process involved in developing sports talents and if facilities and equipment are inadequate or not available (Durand & Salmela, 2001). The athletes train on their own will most likely miss some of the requirements necessary to perform well in sports. On the other hand, those who will access these essential resources most likely perform well.

Athletes require attention and concentration to perform optimally. There are various needs and wants that have to be availed to an athlete to be competitive and be able to achieve set objectives. There are some studies done concerning the essential requirements for developing top athletes (examples include Wilson, 2006; Jackson, 2014; Russell, 2005; Sotiriadou, 2005; Abbott & Collins, 2004; Williams & Reilly, 2000). For example, an athlete preparing for a major marathon, the national team that is preparing a major championship, an athlete preparing for a national championship trial. Performing in professional environments can often require individuals to make split-second decisions, maintain fine motor control under physical and mental fatigue—underpinned by the knowledge that the performance outcome can result in consequences of risk or reward (Andersen, Pitel, Werasighe & Papazoglou, 2016). All these optimum performance requirements can be learned through proper quality training.

Apart from quality training, athletes also require some motivation. These are always enhanced where there are skillful people who work with the athletes. All the persons working with the athlete should understand the athlete and be able to guide accordingly while motivating the athlete. From the parents, coaches, physiotherapists, educators, fans and all the people who matter to the athlete should provide some form of motivation. Creating an effective motivational environment is crucial if talented athletes are to develop their full potential (Abbott, Collins, Martindale & Sowerby, 2002).

Coaches and athletic officials can strongly impact the nature and quality of athletes' sport experiences by the objective precedence they set, the attitudes and values they convey and the nature of their interactions. More importantly, coaches and sports officials have an influential function in the development and maintenance of performance anxiety to athletes since they provide broad evaluative advice regarding their abilities, general performance, and improvement potential. Distraction theories propose that high-pressure situations cause performance to decrease due to working memory becoming over-loaded with task-irrelevant stimuli. Task irrelevant stimuli, such as worries about consequences, disrupt what was once an automatic skill/performance (Andersen *et al*, 2016).

Critical or punitive feedback from coaches can evoke high levels of negative emotion in athletes who fear failure and disapproval, thereby contributing to a threatening athletic environment. On the other hand, athletes who perceive their coaches as being supportive experience higher levels of sport enjoyment (Scanlan & Lewthwaite, 1986). The majority of the camps and clubs in Kenya are situated in the North Rift part of Kenya. In the camps and clubs, there are a lot of services offered to the athletes including coached guided runs, coached workouts, practical workshops, Coaching Seminars, questions and answers sessions between the athletes and experts of several relevant fields of athletics and other activities that are of interest. According to Williams and Reilly (2000), optimum

environment involves the provision of an adequate number of competent coaches, experts and managers, adequate and availability of quality facilities and equipment for training and testing as well as time for training, actual training and practice that are directed towards enhancing athletes' development.

In athletics camps and clubs, all these factors are put in place. This gives time to athletes staying at the camp or club to concentrate on their athletics profession. Coaches and teachers play a crucial role in teaching skills, providing opportunities and nurturing talent. Additionally, effective coaches have been found to frequently provide feedback and incorporate numerous prompts and hustles, provide high levels of correction and reinstruction, use high levels of questioning and clarifying, predominantly engage in instruction and manage the training environment to achieve considerable order (Douge & Hastie, 1993).

At the athletic camp or club, the athlete will have friendship with fellow athletes and other staff who are there. According to Brustad, Babkes, Smith, and Alan, (2001), coaches have a significant impact on participant's enjoyment, satisfaction, self-esteem, and perceived competence. Most camps and clubs have several runners creating a positive group environment and comradeship and on the other hand small enough making sure that each runner receives individual attention from the camp or club staff and better services.

Athletics fans and friend outside the camp gives the athlete the motivation to keep on training. Friends encourage continuing being in sports, rewards motivate players to keep participating, the role model of famous players and environmental influences such as facilities and equipment facilitate participation in sports (Fauzee, Daud, Kamarudin, Yusof, Soh, Nazarudin & Salikon, 2009)

So far, only a few studies have investigated how performance approach and performance-avoidance goals affect sport performance: three studies investigating sport performance in training and practice (Chalabaev, Sarrazin, Stone, & Cury, 2008; Elliot, Cury, Fryer & Huguet, 2006; Schantz & Conroy, 2009) and two studies investigating sport performance in competitions (Stoeber, Uphill, & Hotham, 2009, Studies 1 and 2). Three of the five studies found significant effects of performance goals on performance (Elliot *et al.*, 2006; Stoeber *et al.*, 2009, Studies 1 and 2), whereas two did not (Chalabaev *et al.*, 2008; Schantz & Conroy, 2009).

1.1 Entry Requirements

Camps and clubs usually aim at attracting the right type of athletes to train for different types of athletics events. Camps/clubs rely on the subjective assessment of the scout or coaches supported by a shopping list of key criteria (technique, attitude, balance, speed, understanding, personality, skills, talent, and intelligence). (Williams and Reilly, 2000). Similarly, coaches and scouts most often rely on subjective assessment based on their experience (Williams & Reilly, 2000) and their "eye for talent" (Christensen, 2009).

Identification of talent is an important factor in enabling the effectiveness of the camp/club to enhance the achievement of the athletes and its objectives. So it has to be done well and recognizing the important indicators of talent in each athletic event. According to Williams & Reilly, (2000), talent identification refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities, either in isolation or in combination.

A review of the literature indicates that talent identification programs across the globe are not firmly grounded on scientific rationale and rely heavily on the intuition or 'eye' of expert coaches and talent scouts in identifying talented sports performers (Williams & Reilly, 2000). Crespo and McInerney (2006) recommend the use of an expert method which is a mixture of natural whereby an athlete is selected due to competitive performance or subjective identification by coach and scientific method whereby the athlete is selected because they possess the inherent physical and mental capabilities for a given sport when identifying sports talent. The most appropriate place to observe talent is at competitions. Here the athletes show their abilities and potentials some of which can be improved through expert training. According to Abbott and Collins (2004), tests examining physical, motor and psychological factors are vital when identifying current performance ability or future performance.

Each athletics events require different abilities to become the best in the sport, and this depicts talent in each event. Talent has several properties that are genetically transmitted and partly innate (Howe, Davidson & Sloboda, 1998). Coaches and athlete scouts should be able to identify these properties. These properties include players' anthropometric characteristics (e.g., stature, mass, body composition, bone diameter, limb girth) that are related to performance in important and sometimes complex ways (Borms, 1996). According to Williams & Reilly, (2000), these properties serve as a basis for predicting those individuals who are more or less likely to succeed at some later stage, therefore, Abbott & Collins, (2004) suggest talent identification should be done by experienced coaches.

1.2 Facilities and equipments

Athletics training requires accessibility to essential facilities and equipment among other requirements to enhance proper performance improvement. Williams and Reilly (2000) advocate for the provision of adequate facilities and equipment, competent coaches, time for training, training and practice that are directed towards enhancing athletes' development. According to Williams and Reilly (2000), provision of adequate facilities and equipment, competent coaches, time for training, training and practice that are directed towards enhancing athlete's development.

The facilities and equipment that are important for athletes are track and field venue, gym, good paths for running sessions, physiotherapist equipment, plyometrics equipment and many others that are relevant to specific athletics sports. Quality and accessible training facilities and equipment create a positive environment that encourages proper training, but a lack of facilities or access to facilities and equipment is a limiting factor to sports development (Jackson, 2014).

According to Helsen, Starkes, and Hodges (2000), talent plays a limited role in the development of elite athletes. They emphasize that factors such as facilities are necessary for an athlete with the potential to become an expert in the sport. For an athlete to perform optimally, all energy systems have to be developed. Hence, athletes who do not access required facilities and equipment will realize less competitive performance than those who access them. These views are supported by Gore (2004) who carried out a study that sought to reach a better understanding of how outside commitments, access to particular services/facilities and teammate roles affect athletic talent development. The findings of the study indicated that access to facilities and services was important to all the athletes, regardless of the elite level.

1.3 Quality of Training

Acknowledging the importance of training, Ebrahim and Halaji, (2007) emphasize that talent development in sports is the most important stage in the process of achieving sporting success. It has been confirmed that training is essential to developing an athlete (Ericsson, Krampe & Tesch-Romer, 1993). It involves the provision of an appropriate mix of activities geared towards the wholesome improvement of athletics talent.

It is aimed at providing the most optimal learning environment to help promising youth athletes realize their potential (Williams & Reilly, 2000). The environment involves all the essential requirements that will impact positively on the development of the athlete. According to Williams & Reilly, (2000), sports talent development is the provision of athletes with a suitable learning environment so that talent potential can be realized. According to Ericsson *et al.* (1993), it is not simply the accumulation of training hours that lead to superior levels of performance but also the training quality was also important.

High levels of performance are acquired through sustained investment in practice and deliberate efforts to improve (Ericsson *et al.*, 1993). All these activities should be provided including all training aspects and according to Stotlar and Wonders (2006), it should be provided in the correct doses for the particular stage of the athlete. Athletes always respond differently to training and also depending on the experience of the athlete. Expert athletes accumulated more hours of training than non-experts (Helsen, Starkes & Hodges, 1998; Hodge & Deakin, 1998).

On the other hand, Hardy and Parfitt, (1994) comment that extremely high levels of motivation may be necessary to produce repeatedly the kind of high-quality sessions that are required for elite performance. Allowing necessary time to rest and recover from the intense session is important, as Ericsson and Lehmann, (1996) support commenting that they must provide adequate recovery for the athlete. According to Ericsson *et al.* (1993), development of sports

talent occurs when activities are well defined, are pitched at an appropriate level of difficulty, when useful feedback is presented and the opportunity for repetition, error detection and correction are provided.

Expert athletes from basketball, netball, and field hockey accumulated significantly more hours in the video training, competition, organized team practices, and one-on-one coach instruction than non-expert athletes (Baker, Horton, Robertson-Wilson & Wall, 2003). Camps and clubs always provide training programs to their athletes and will provide a schedule for an extended time while at training. According to Enoksen, (2002), lack of time and coordination of time is a typical reason for dropout within competitive sport.

Training for competitions should be programmed to consider factors such as the focused competition and the time required to develop to the maximum level. For example, according to Jackson, (2014), training for world competitions requires at least 25 - 35 hours per week for several years; therefore, time and commitment are both essential. Given the need to invest considerable time and effort into one's activity to achieve excellence, it emphasizes that athletes require adequate time to train therefore athletes may spend three hours a day in serious training in seven days.

1.4 Staff

Camps and clubs have staff that helps in the daily running of the activities. Key among them is the athletic coach; who trains the athletes. The most essential requirement in developing top athletes is the availability of world-class coaches (Jackson, 2014). It is through coaches that athletes get professional advice on their athletics career. Abraham and Collins (1998) describe a coach as someone who orchestrates learning activities and mediates social climate while diagnosing and remediating performance.

Although there is much other staff at camps and clubs, Lyle, (1997) acknowledges that their basic task is to develop and improve the performance of teams and individuals. Specifically, Williams and Reilly, (2000) and Morris and Terry, (2000) recognize that the likelihood of talented athletes to become elite is based on the provision of best coaches and training. On the other hand, Gould, Guinan, Greenleaf, Medbery, and Peterson (1999) points out coaches can be seen as performers and their performance directly affects their athletes.

The training techniques nowadays change rapidly according to the many research on best training methods, therefore coaches should be curious and adopt best current proven ones. Having experienced coaches with knowledge about the latest training techniques is valuable to the development of a talented player (Roetert & Harmon, 2006). Baker and Horton, (2004) acknowledge that access to essential resources such as knowledgeable coaches during the learning process also influences skill development.

On the other hand, Baker and Horton (2004) emphasize that access to high-quality coaching would appear to be an important component in maximizing athlete's development. Additionally, athletes themselves recognize the efforts made by various coaches and can point out the best ones. Athletes seek a coach who can adjust to their specific individual needs (Giacobbi, Whitney, Roper & Butryn, 2002). Furthermore, elite athletes desire a coach who will implement a clear performance plan, develop an atmosphere that will cultivate optimal learning, and is committed to helping them succeed (Baker *et al.*, 2003; Gould, Greenleaf, Chung & Guinan, 2002).

An athlete training environment should be made to enable maximum concentration to train. The ability of the coach to devise an environment that fosters optimal learning is the most significant key to an athlete's development (Baker, Horton, Robertson & Michael, 2003). Gilbert and Trudel, (2005) note that coaches, like teachers, require knowledge from several different domains.

Moreover, Jackson (2014) notes that the quality of coaching determines the quality of the training environment. Jackson (2014), emphasizes that a highly knowledgeable coach creates a training environment that generates success for athletes, but if the coach has poor technical or theoretical knowledge and lacks experience, he or she is unable to direct a comprehensive program and therefore, the athlete will not reach his or her potential. Congruently, Kirk (2005) notes that, the quality of coaches and teachers are key factors in the success of any program oriented to improve physical activity.

Baker and Horton (2004) emphasize that the ability of the coach to devise an environment that fosters optimal learning becomes a significant key to an athlete's development. Fauzee *et al.* (2009) emphasize that motivational words enhance a player's confidence, allay stress and also keep the player's spirit high. Additionally, Trninic *et al.* (2009) state that top-level coaches encourage continuity in learning and perfection of technical-tactical knowledge and skills, development of competitive experience and psychosocial development of an athlete's personality. Fauzee, Daud, Kamarudin, Yusof, Soh, Nazaruiddin, Aman and Salikon (2009) noted that coaches play an important role in sport motivation during training and competition.

According to Gilbert and Jackson, (2004), the coach must utilize many different types of knowledge to solve problems and ultimately make decisions. Ryan (1997) emphasizes that intrinsic motives are most common for continuation in a particular sport and athletes must have intrinsic motivation to continue participating in sports. A coach's lack of experience and understanding of the sport, as well as an inability to handle pressure and distractions, all undermine the athlete's trust in him or her (Giacobbi, *et al.*, 2002). Over-coaching and unrealistic expectations by a coach can negatively affect an athlete (Gould *et al.*, 2002).

1.5 Competition Opportunities Available

Athletes should be able to participate in competitions to be able to evaluate their progress towards attaining their goals. Gaining experience with high-level competitions is seen as an important part of the talent development process (Henriksen, Stambulova & Roessler, 2010). The athlete will be able to identify areas that need improvement and areas they are doing well. According to Jackson (2014), the competition provides ultimate tests where all the factors such as skill, physical conditioning, knowledge, motivation, and strategy are tested together.

Athletics competitions make athletes focused and motivated to train in order to perform well. On the other hand, lack of exposure to the quality competition will dull the most talented group of athletes (Sotiriadou, 2005). The major reason why individuals participate in athletics professionally is to be able to compete and therefore apply what has been learned through training. Just the way Gaston-Gayles (2004) noted that at the college level, the opportunity to play professionally is also a motive.

Athletics camps and clubs should be able to offer its athletes opportunities to competitions. For instance, Sotiriadou (2005) observes that Croquet Australia events provide its athletes' top-level competition that helps improve the general standard of play. Through competitions, the athletes are able to gain experience and would become something usual. According to Houlihan & Green, (2008) in order to produce elite sports stars, competitions should be held on a regular basis.

Through the exposure of different individuals, a particular sports talent identification system act as a filter to remove people who have relatively few perceived important characteristics, leaving people who should have a relatively strong chance of success in that sport (Nigam, 2010). This will help the camps/clubs to concentrate on athletes who show the potential to do well or improve and leave out those with no chance of success.

1.6 Statement of the Problem

Sports marketing studies have been done (Williams, Walsh & Rhenwick, 2015; Gladden & Milne, 1998; Kerr & Gladden, 2008; Ross, 2006; Arai, Ko, & Ross, 2014; Arai, Ko & Paplanidou, 2013) but none have looked at camps/clubs as Para Athlete development approach effect on the Para Athletes. There is also the need to get insight on exposure for the Paralympics in Kenya to camps/clubs approaches and their effect on performance. Kenyan able-bodied Olympic athletes have always performed better when it comes to major competitions (IAAF, 2017) than their counterparts in the Para Athletics (IPC, 2017) but they both operate in nearly the same circumstances. This study established the effect of local athletics camps/clubs on the performance of Para Athletes in Kenya. There are measures of Para Athletics performance are as described by Arai *et al.* (2013), and these include athletics expertise, competition style, rivalry, and sportsmanship.

2. RESEARCH METHODOLOGY

The research design used was the exploratory case study research method with primary data collected using structured and unstructured interview questions that were asked to 20 Kenya Para Athletes. The Straussian approach to grounded theory research design (Strauss & Corbin, 1990, 1994, 1998, 2008) was used as a data analysis method: open coding, axial coding, and selective coding. Consistent with Strauss and Corbin (1990), the researcher attained theoretical sensitivity from many sources such as the literature and professional and personal experiences. The underlying principle used in selecting appropriate cases was the preference for cases that are information-rich to the topics under investigation, and therefore theoretical sampling was used until the attainment of theoretical saturation. (Patton, 2002; Strauss & Corbin, 1990). The goal of the research is not to generalize findings to the population of people with disabilities around the world, but to gain insight into the experiences of the interviewed individuals and to present their point of view.

3. FINDINGS

Description of interaction with camps/clubs and examples of related subcategories as per the respondents were revealed as:

- I. National team preparation
- II. Do not belong to any camp or club
 - i. Facilities
 - a. Counterfeit facilities
 - b. Lack of facilities
- III. Kind of training
 - i. Coach
 - a. Do not have a coach
 - b. Presence of fake coaches
 - c. Needing a coach
- IV. Place of training
- V. Training sessions

Respondent 5 pointed out training at home due to lack of funds and that there are no camps for the Para Athletes. The respondent said, *“mimi tu natrainia nyumbani. Unajua sasa sahihi natrainia nyumbani, kwa sababu ili nikipata pesa... hakuna kambi”* “I only train at home. You know right now I train at home, because when get to make money ... there is no camp” (Excerpt Range: 6848-6958). Respondent 10 averred to this by saying, *“Sisi hatuna club hapa. Natrain tu kivyangu”* “We don't have a club here. I train is just alone” (Excerpt Range: 5913-5957). Similarly, respondent 4 described how the Para Athletes train on their own without camps or coaches:

Mambo ya camps zinakuanga tu labda sazile wanatoka kwa mambo ya national camp. Hizo tunazipata kabisa kwasababu serikali sasa wanatu support. Lakini from the ground, we have no any other. Sisi wenyewe tujisupport. Ata kwa training tujisupport. Hatuna mambo ya kusema coach nini nini mpaka wakati wa...tunafikia vile tulikuja kwa event sasa pale. Lakini coach we are coaching ourself to the last minute when we are going to the event, it is now where we getting coach ndio unaingia camp na munaenda na coach. Lakini wale wa AK camps ziko mingi na macoaches wako wengi. That is the difference now.

Going to camp tends to be only maybe when it is the national camp. We get it because the government now has is supporting. But from the ground, we have no other. We support ourselves. Even in training, we support ourselves. We don't have coaches until the time of ... we reach the competition event there. But we coach ourselves to the last minute when we are going to the competition event, it is now where we get the coach that is in camp and you go with the coach. But those of AK camps are there with many coaches. That is the difference now (Excerpt Range: 4011-4611).

Respondent 11 claims that there are no sports facilities for the Para Athletes, *“we don't have facilities yenye tunaweza tumia as Para”* “we don't have facilities that we can use as Para” (Excerpt Range: 2281-2335). This occurrence was supported by others (Respondent 9, Excerpt Range: 3116-3307). If they have to get the facilities, some have to travel a long distance to get them as respondent 10 affirmed, *“Pahali naendanga gym ni mbali kiasi”* “The distance to the gym is quite a distance” (Excerpt Range: 3335-3371). In the same way, Respondent 4

disclosed that the Para Athletes lack competition facilities by saying, *“Hawana facilities ya kukimbia nayo. So wanakuja na ile kiatu chake alikuwa akikanyaga au akitrain nayo”* “They have no facilities to run with. So they come with their shoe they used to wear or train with” (Excerpt Range: 4637-4740). Respondent 20 recounted how speedwork sessions are done:

Niko na uwanja hapa. Uwanja ya ndege. Yenye iko hapa. Murram yenye imekanyagwa vizuri. Sasa hapo ndio tunafanyanga speedwork. Airstrip. Ni ya Moi. Ako na shamba hapa 3000 hectares. So ako na airstrip ya 5 km, kutoka hapa kuenda mbele uko. Nimepima 1 km, nimepima 1.5, nimepima 2 km, hivyo sasa ndio tunafanyanga speed. Ata 400. Hivyo ndio vile tunafanyanga

I have a field here. Airstrip. That is here. A well-trimmed murrum soil. Now that's where we're doing speedwork. Airstrip. It belongs to Moi. He has a farm here 3000 hectares. So he has a 5 km airstrip, from here onwards to there. I have measured 1 km, I have measured 1.5, and I have measured 2 km, so now we do the speed; Even 400. That's exactly what we're doing (Excerpt Range: 17145-17501).

Respondent 13, (Excerpt Range: 6177-6389), also claimed that the place of their training has no field to train on, unlike other places. Figure 1 below compares how the respondents identified their kind of training schedule they follow. What is interesting in this data is that the majority (8) said that their training schedule is about right with the rest too light (2) and Too heavy (2).

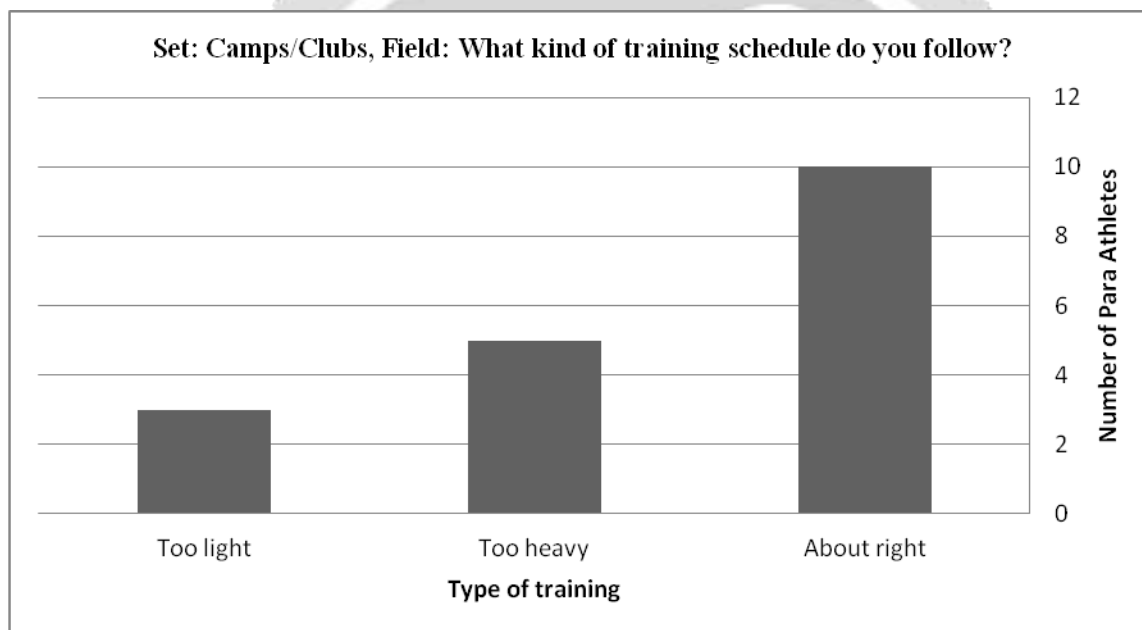


Figure 1: Respondents Training Schedule
Source: Data (2019)

Respondent 11, (Excerpt Range: 7152-7627), revealed that they usually train by themselves without coaches. Interestingly, the respondent described how some unscrupulous people who always appear during trials claiming to be coaches to the Para Athletes while they had not offered any support. Just to be included with the Para Athletes to international competitions. Respondent 8 described the same experience, *“But myself sina specific coach mwenye ananitrain kwa field, but kuna wenye wanasema yeye ni coach, ni mtu ananitrain. Ujui ata sahii nikikosa progame, ok kama sahii nikikosa programe naweza kosa programe lakini coach mwenyewe hayuko”* “But I have no specific coach who trains me in the field, but there is one who says is a coach, training me. Like now if I miss the program, ok; I can have a program but the coach is not there personally” (Excerpt Range: 11510-11745)

Respondent 6 suggested that the government and companies help the Kenya Para Athletes by assisting to provide facilities and sponsorship:

Kama kwanza County, waprovide ile mahitaji tunataka. Naona ingekua mzuri, watununulie ile vitu kama shot put discuss, hii vitu ya kuchezea. Na zingine wasponsor watu, may be wa sponsor watu every one

month wakuwe kwa kambi kwanza County Government naona ingekua mzuri. Alafu ningomba tu hawa watu wa makampuni wasaidie Paralympics. Maybe tukienda sasa kampuni fulani watusaidie, naona ingekua fair. Maybe waseme kama hii mwezi tutasaidia nyinyi fare ya kuenda kucheza Nairobi au tuwapee fare ya kukuja kambi mtrain Nairobi. Nasema tu watusaidie, kama iko kampuni yenye inaweza kutusaidia watusaidie. Kwanza County Government watusaidie kabisa

Like County first to provide the requirements we want. I think it would be great, buy us things like a shot put, discus, and these sports equipment. And also to sponsor people, maybe to sponsor people every one month to be in camp especially County Government I think it would be great. Then I would just ask these corporations to help the Paralympics. Maybe if we go now to some company to help us, I reckon it would be fair. Maybe they will say if this month we will help you travel to the competition in Nairobi or give fare to camp in Nairobi. I just say help us, if there is a company that can help us; especially County Government to help us. (Excerpt Range: 3936-4576)

Respondent 4 proposed as well that sponsors should come and assist the Para Athletes in terms of facilities by saying:

Mambo kama spikes hawana, juu hawana sponsors ya kupea hawa spikes. Wale hawana miguu wangukuwa kuna sponsor wa kupea wheelchairs ata viatu, kuna viatu wanashonanga ya watu walemavu. Hawana. Wangukuwa na sponsor kama ya Nike, watakuwa wakiingilia mambo ya Paralympic wajue kuna watu walemavu. Watakuwa wakitengeneza facilities yenye wanawafaa hao. Ndio waweze kutrain na kupata ata na wao sifa katika hii inchi yetu

Things like spikes they don't have, because they don't have sponsors to give these spikes. Those without legs would have a sponsor to give wheelchairs, or shoes, there are shoes usually sawn for disabled people. They do not have. If they had a sponsor like Nike, they would be interfering with the Paralympic events to know there are disabled people. They will be developing facilities that suit them. So that they can train and earn their reputation in this country (Excerpt Range: 4741-5150) This opinion was shared by (Respondent 10, Excerpt Range: 7217-7365) and (Respondent 13, Excerpt Range: 5092-5289).

4. CONCLUSIONS

From the findings of this research, the camps/clubs approaches limited use in Para Athletics does not influence the performance of the Para Athletes in Kenya. The most associated course of disconnect to camps/clubs application to Para Athletes training relates to the structural issue of the entire Paralympics movement in Kenya (Rial & Carral, 2015). And like any product with a life cycle, effective marketing strategies at all stages in the Para Athletes career is essential (Stambulova, Alfermann, Statler, & Côté, 2009). For example, by using camps or clubs for Para Athlete talent identification and development, competition events for testing as well as evaluation, supporting besides to rewarding success through sponsorships and endorsements. The higher-order category 'limited interaction to camps/clubs' relates to the camps/clubs situation, which is the later stages of Para Athlete development. The athlete's performance process is continuous and repetitive cycles.

This study did not find effect of local athletics camps or clubs on the performance of Para Athletes in Kenya. The Para Athletes do not train in camps or clubs but rather at home. Thus, the quality of training of the Para Athletes depends on the way they prepare themselves. They also lack essential training facilities and equipment for training in the various competition classes. Furthermore, the Para Athletes train without access to sports specialists who would advise on the best ways to enhance performance. In most cases, the Para Athletes train at home or move to live near able-bodied athlete's camps or clubs to be able to join them during training, therefore, learning from their experiences. Additionally, they are not able to get opportunities to go and compete in competition events since they lack support to facilitate their athletics career activities.

The implication of these findings is the reorganization of the Kenya Paralympics structure and leadership. This includes the Para Athletics as one of the Para Sport within the Paralympics. Efficient Para Athletics structure and leadership may help to enhance better performance of the Para Athletes. Recommended for future research drawing from these preliminary findings should carry out more analyses and obtains specific data from the more accomplished able-bodied sports. Furthermore, more research to determine the appropriate structure and leadership model for Para Sport should be vital.

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