

Original Article | **Open Access**

## Selected Institutional Factors Influencing Non-Participation in Sports and Physical Activities Among University Students

Antony Nbita Simiyu<sup>1</sup>, Janet K. Wanjira<sup>2</sup>, Simon P. Munayi<sup>3</sup>, and Rose Anyango Jakinda<sup>4</sup>

<sup>1</sup> University of Nairobi, Kenya, P.O Box 30197, Nairobi, Kenya.

<sup>2</sup> Department of Physical Education and Sport, University of Nairobi, Kenya, P.O Box 30197, Nairobi, Kenya; +254722782868; janet.wanjira@uonbi.ac.ke.

<sup>3</sup> Department of Physical Education and Sport, University of Nairobi, Kenya; P.O Box 30197, Nairobi, Kenya; 0710207498; munayi@uonbi.ac.ke.

<sup>4</sup> Chuka University, P.O BOX 109-60400, CHUKA; +254724863676; rjakinda@chuka.ac.ke

### Copyright and Permission:

© 2025. The Author(s). This is an open access article distributed under the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits sharing, adapting, and building upon this work, provided appropriate credit is given to the original author(s). For full license details, visit <https://creativecommons.org/licenses/by/4.0/>.

### Address for Correspondence:

Antony Nbita Simiyu, University of Nairobi, Kenya, P.O Box 30197, Nairobi, Kenya. (254715330548; antonymbita@gmail.com)

### Article History:

Received: 28 May 2025; Accepted: 31 July 2025; Published: 10 August 2025

### Abstract

The aim of this study was to examine selected institutional factors influencing the nonparticipation of students in sports at the university. The study targeted 500 students; 100 students were sampled. Cross-sectional survey design and self-administered questionnaire were employed to get information from the participants. The data collected was coded and analyzed using Statistical Package for Social Sciences version 22. Finally, the data was analyzed by the use of descriptive statistics such as percentages, frequencies, standard deviation and means. Chi-Square was used to ascertain the relationship between variables at a significant level of 0.05. A majority, (78%), of the respondents indicated that lack of time due to study obligations was the reason they never participated in sports in the university. Up to 46% indicated that the reason why they did not participate in sports in the university was because the sport they loved was not being offered in the university. About the same number, 46%, of the students showed that lack of modern sports equipment in the university was the reason they did not participate in sports. Some (32%) of the students indicated that they did not participate in university sports because they felt that university athletes are not adequately rewarded. Half (50%) of the students showed that lack of coaches was one of the reasons they did not participate in sports. This study recommended that in order to promote positive attitude towards participation in sports among students, universities should have adequate and quality sports infrastructure and equipment and other needed resources including manpower like coaches; create more time for sports to increase the number of students participating in sports; and establish programs that enlightens students on the importance of physical activities and career opportunities that are available in physical education.

### Keywords

Institutional factors, Sports, University students, Influencing, nonparticipation

### Volume 11, 2024-2025

**Publisher:** The Brooklyn Research and Publishing Institute, 442 Lorimer St, Brooklyn, NY 11206, United States.

**DOI:** 10.15640/jpesm.vol11p1

### Reviewers

Dr. Pulen Das, Lakshmibai National Institute of Physical Education, NERC, Guwahati, Assam, India, ORCID: 0000-0002-1474-3759, Email: pulendas86@gmail.com

Dr. Ekta Bhambri Marwaha, Shyama Prasad Mukherjee College for Women, Delhi University, Delhi, India, ORCID: 0000-0003-0854-7337, Email: ekta@spm.du.ac.in

**Citation:** Simiyu, A. N., Wanjira, J. K., Munayi, S. P., & Jakinda, R. A. (2025). Selected Institutional Factors Influencing Non-Participation in Sports and Physical Activities Among University Students. *Journal of Physical Education and Sports Management*, 11, 1-9. <https://doi.org/10.15640/jpesm.vol11p1>

## Introduction

Evidence exists that bear out the important role of regular physical activity and sport in the maintenance of good health and prevention of illnesses caused by sedentary lifestyle. For example, [World Health Organization \(WHO\) \(2015\)](#) noted lack of adequate physical activities is among the top ten leading risk factors for mortality globally. This is due to the fact that sedentary lifestyle is the genesis of a myriad of lifestyle ailments. According to [WHO \(2015\)](#), one of the greatest instruments for dealing with obesity epidemic and other sicknesses that are associated with sedentary lifestyle is a physically active lifestyle. Besides having healthful benefits, [Buneman \(2014\)](#) indicated that regular participation in sports and physical activities is associated with good academic grades, reduced dropout rates and improved students' uptake in coursework that is mentally demanding since sports activities are associated with reduction in unhealthful behaviors including but not limited to addictions, depression, stress and anxiety.

Higher institutions of learning are important settings for helping young people acquire the physiological, psychological and social benefits of engaging in sports ([Gail & Radder, 2015](#)). However, [Aysha et al., \(2019\)](#) reports that physical activity starts declining as people reach early adulthood with higher level of inactivity among university students. A study by Zoran (2013) conducted on the students in university indicated that majority, 57% do not participate in physical activities and sport. [Aysha et al., \(2019\)](#) reports that though most students in the university appreciate the benefits of PA and sport, majority do not engage at a level that is adequate enough to improve their health. As cited by [Aysha et al., \(2019\)](#), the American College Health Association (2016) showed that only 38% of college and university students met the required physical activity and exercise recommendations of at least 30 minutes for 5 or more days a week for moderate-intensity or at least 20 minutes for 3 or more days in a week for vigorous-intensity exercise.

Various studies have reported factors leading to nonparticipation in sports by students. Zoran (2013) revealed that academic pressure made many students in the university to embrace a sedentary lifestyle. Correspondingly, a survey of University of Free State students in South Africa by Bloemhoff (2010) showed only 33% of the undergraduate students participated actively in organized sport. The study reported that majority of students in the university use most of their time for studying, watching movies and television, gaming, surfing, sitting, talking and hanging out with friends. This lifestyle of inactivity tends to become dangerous to their health.

Similarly, [Hoden \(2010\)](#) stated that insufficiency of time, overcrowding of facilities, broken equipment, and lack of money are major hindrances to participation in physical activities and sports. Yusof and Shah (2007) in a study that aimed at understanding the factors that affected the level of participation in sport by Malaysian university students showed that lack of information on the available sporting activities and facilities was what significantly affected the participation in sporting activities by the students.

[Battikhi \(2008\)](#), [Adna and Ibraheem \(2017\)](#) reports that students at Jordan University rarely engaged in physical and sports activities because of the unavailability and unsuitability of sports activities and academic pressure. Moreover, [Adna and Ibraheem \(2017\)](#) citing the study by [Al-Khalid \(2001\)](#) indicated that the students at King Saudi university in South Arabia were reluctant to participate in sport due to the distance between the students' housing and sports facilities, lack of appropriate and usable facilities, shortage of sports trainers and lack of incentives for the students who participate in competitive sports.

[Andanje and Rintaugu \(2009\)](#) carried out a survey on leisure sports participation patterns of postgraduate students at Kenyatta University. They found out that the major reason most students did not actively participate in sport at Kenyatta University was due to lack of time. It is noted that few studies have been carried in Kenya and this provides a significant gap. Kenya being a developing country only few of her universities' have well developed sports infrastructure. This study focused on assessing selected institutional factors influencing non-participation in sports activities among university students in Kenya.

## Literature Review

Literature has demonstrated that lack of time, facilities, academic pressure among others play a big influential role in the nonparticipation of university students in sports. A survey of female students' perception of the barriers to participate in physical and sports activities by [Adna and Ibraheem \(2017\)](#) was conducted at Al-Hussein Bin Talal University. The study used self-reported questionnaire with five-point likert scale to collect data from a sample of 221 female participants. The reliability of the data collection tools was determined by the use of reliability test-retest procedure. The study findings showed that lack of facilities and academic reasons were the perceived barriers to participation in physical and sport activities by the students. The study recommended that universities should focus

on acquiring more sports equipment and building more sports facilities. Could these be the reasons for low activity levels of university students in Kenya? This study set out to answer this question.

Aysha *et al.*, (2019) carried out a study which focused on examining physical activity, sport participation and perceived barriers to engagement in first year Canadian university students. The researchers sampled 301 participants and collected information from the participants by use of self-reported questionnaires. The study identified class schedule, available free time and overcrowded facilities among others to be the strongest hindrances to participation in physical activities by the students. Further, the researchers noted that as students' academic commitments increase, they become less likely to engage in physical activity and exercise. Gail and Radder (2015), conducted a study aimed at ascertaining the constraints that prevented students from New Generation University from continued participation in sport. The researchers adopted cross-sectional survey design for the study and used structured questionnaire to collect data from a sample of 283 senior undergraduate students which was drawn from a target population of 13,970 students. The findings demonstrated that accessibility of facilities, time and schedule constraints were the most profound reasons for nonparticipation in sport. Manuel and Antonio (2010) carried out a study on perceived barriers by university students in the practice of physical activities. Targeting 1834 students from the University of Almeria, the study sampled 323 students. Standardized questionnaire was used to elicit information from the students. Cronbach's Alpha reliability test was used to ensure reliability of the tools. The students reported that lack of time and study overload were the barriers to participation in physical activities. Arzu, Emine and Levent (2006) did a study on perceived barriers to physical activity among Turkish university students using self-reported questionnaires to collect information from a sample of 303 undergraduate students. Pilot study was done to ensure the validity and reliability of data collection tools. The study findings indicated time constraints due to school work and lack of the sport they loved among the diverse reasons for nonparticipation in sports by the students. Andanje and Rintaugu (2009) carried out a survey on leisure sports participation patterns of postgraduate students at Kenyatta University. They found that the major reason most students didn't actively participate in sport at Kenyatta University was due to lack of time. Similarly, Obondo (2020) conducted a study aimed at understanding the determinants of non-participation in organized sport activities by public secondary schools students in Kiambu County. The study employed the use of cross-sectional survey design and self-administered questionnaire to elicit data from 377 form two and four students who were purposively sampled. The researcher didn't indicate how the reliability of the data collection tools was determined. According to the findings of the study, the informants indicated the reasons for nonparticipation in sport as expensive sports equipment (42.7%), lack of modern sports equipment (38.7%), and sport not given adequate time (62.3%). This study focused on secondary school students. Is the situation the same with university students? The current study attempted to answers this question.

## Methodology

Cross-sectional survey design was adopted for the study. Data was collected from One hundred participants randomly sampled respondents using of self-reported questionnaires. Only the participants who signed the consent forms were allowed to participate in the study. To determine the reliability of data collection items Cronbach's Alpha reliability test was used after pre-testing has been carried out using 10 students from one of the campuses who were selected randomly and were not allowed to participate in the actual study. Data analysis was conducted using descriptive statistics including frequencies, percentages, means, and standard deviation. Chi-Square was used to ascertain the relationship between gender and the participation in sports in secondary school.

## Ethical Considerations

Research permit was sort from the university management. The researcher also spelled out the purpose of the study to the study informants. The participants voluntarily chose to participate in the study by signing a consent form and no monetary compensation was done. The researchers were not required to indicate their names on the questionnaire and their responses were kept confidential.

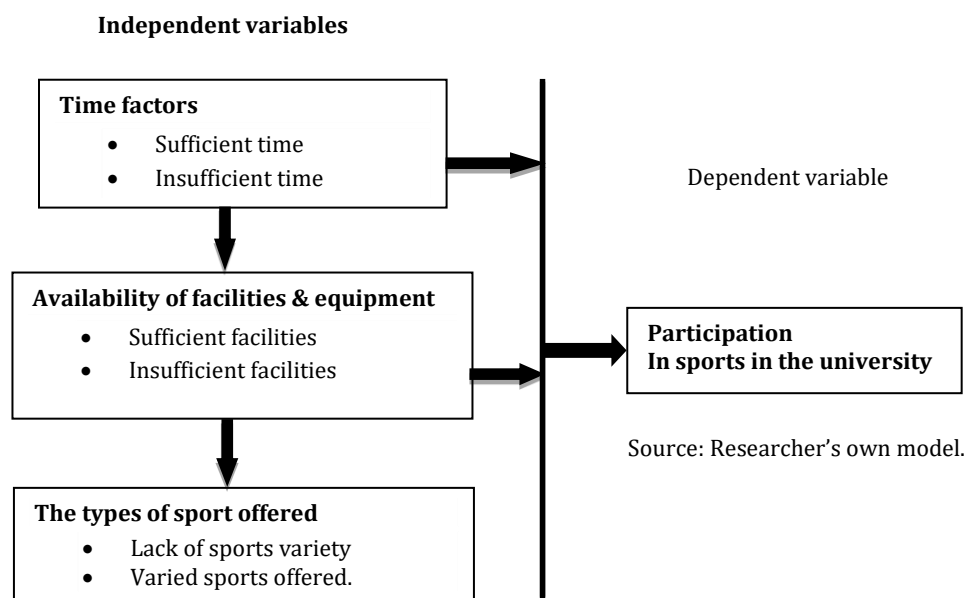
## Theoretical Framework

This study was underpinned by the Expectancy-value theory by McLeod (2009). The theory stipulates that the decision to choose and continue engaging in a task is dependent on someone's confidence in their ability to succeed in the task and the perceived importance and usefulness of the task. Particularly, the value placed on a task is a great determinant of the level of engagement and interest. The theory was considered suitable for the current study since it helps the

researcher to understand the factors that influence the non-participation of students in sporting activities in the university.

### Conceptual Framework

Figure 1 exhibits that the decision by university students to participate in sports in the university is influenced by lack of time, lack of enough facilities, overcrowded facilities, time and schedule constraints, lack of time and study overload, lack of the sport they love, too expensive sports equipment and lack of modern sports equipment.



**Figure 1 Conceptual framework**

### Data Analysis

#### Demographic Data of the Respondents

The current study went out to find the distribution of the respondents by gender, age, level of study and previous exposure to sports in secondary schools. The total number of participants was 100, out of which 34% were male and 66% were female. This shows that there were more females who participated in the study compared to male participants. Majority (60%) of the participants were aged 21-24 years, 22% were between the age of 18 to 20 years and only 18% were 25 years and above. This is an indication that the respondents were mature enough to participate in the study. From the study, majority of the students were fourth years (66%), then third years (22%), second years (8%) and first years (4%). Finally, majority (68%) of the respondents indicated that they used to play sports in secondary school, while 32% indicated that they did not.

#### Reasons the students were not active participants in sports at the university.

A number of factors contribute to the level of participation in physical activities in the university by students. The study went out to ascertain the reasons why most students do not participate in physical activities.

**Table 1: The reason I am not an active participant in sport is because the sport I love is not offered in the university.**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | false | 54        | 54.0    | 54.0          | 54.0               |
|       | true  | 46        | 46.0    | 46.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

As indicated in Table 1, of the students who were polled, a good number of students (46%) indicated that the reason why they did not participate in sports in the university was because the sport they loved was not being offered in the university. However, majority (54%) declined that that was not the reason why they were inactive in sports. This study is consistent with a study by [Arzu, Emine and Levent \(2006\)](#) which indicated time constraints due to school work and sport they love not offered among the diverse reasons for nonparticipation in sports by the students in Turkey. When universities offer a variety of sports, they increase the number of students who participate in sports.

**Table 2: I do not like participating in sport because there is lack of modern sports equipment in the university.**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | false | 54        | 54.0    | 54.0          | 54.0               |
|       | true  | 46        | 46.0    | 46.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

Up to 46% of the informants showed that lack of modern sports equipment in the university was the reason they didn't participate in sports. Contrarily, 54% of the students stated that lack of modern sports equipment was not a barrier to their participation in sport. Similarly, [Andanje and Rintaugu \(2009\)](#) indicated the reasons for nonparticipation in sport by students in Kenya schools as too expensive sports equipment, lack of modern sports equipment, and sport not given adequate time. Universities should keep themselves abreast with the new changes in sports industry including acquisition of latest sports equipment.

**Table 3: I do not like participating in sport because at the university the athletes are never rewarded.**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | False | 68        | 68.0    | 68.0          | 68.0               |
|       | True  | 32        | 32.0    | 32.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

As shown in table 3, 32% didn't participate in university sports because they felt that university athletes are not adequately rewarded. One of the reasons why people participate in sports is the desire for rewards. Rewards are some of the greatest motivating factors.

**Table 4: Since there are no coaches, I do not participate in sport**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | false | 50        | 50.0    | 50.0          | Valid              |
|       | true  | 50        | 50.0    | 50.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

From the table 4, 50% of the students showed that lack of coaches was one of the reasons they didn't participate in sports. However, 50% did not see the lack of coaches as the reason behind their embracing of sedentary lifestyle. Besides training of athletes, coaches motivate athletes to continue participating in sports. Lack of skills and techniques for certain sports can demotivates students from participating in sports. Coaches play a very significant role in equipping players with necessary skills and techniques for certain sports. If students have no one to train them, they may decide not to participate in sports.

**Table 5: Lack of time due to my study obligations is the reason I do not actively participate in sports.**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | False | 22        | 22.0    | 22.0          | 22.0               |
|       | True  | 78        | 78.0    | 78.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

As demonstrated in table 5, majority (78%) of students indicated that lack of time due to study obligations was the reason they never participated in sports in the university. Only 22% showed that lack of time was not the reason they didn't participate in sports. These findings are in tandem with [Andanje and Rintaugu \(2009\)](#) results of a survey on leisure sports participation patterns of postgraduate students at Kenyatta University where found the major reason most students didn't actively participate in sport was due to lack of time. Moreover, [Manuel and Antonio \(2010\)](#) study of students reported that lack of time and study overload were the barriers to participation in physical activities among the students.

**Table 6: The reason I'm not an active participant in sport is because the facilities present are crowded.**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | False | 74        | 74.0    | 74.0          | 74.0               |
|       | True  | 26        | 26.0    | 26.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

According to table 6, the majority (74%) reported that overcrowding of the facilities was not one of the reasons why they didn't participate in sports. Although 26% indicated that the reason they were inactive in sports was because the sports facilities in the university were crowded. These findings are consistent with [Aysha et al., \(2019\)](#) who found that class schedule, available free time and overcrowded facilities among others to be the strongest hindrances to participation in physical activities by the students.

**Table 7: The reason I'm not an active participant in sports is because sports programs are not given adequate time in the university.**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | False | 26        | 26.0    | 26.0          | 26.0               |
|       | True  | 74        | 74.0    | 74.0          | 100.0              |
|       | Total | 100       | 100.0   | 100.0         |                    |

Of the students, the majority (74%) indicated that the reason they didn't actively participate in sports was because the sports programs were not given adequate time in the university. These findings are consistent with the findings by [Andanje and Rintaugu \(2009\)](#) who found that one of the reasons students were inactive participants in sports was because sports was not given adequate time.

**Table 8: Factors influencing non-participation in sporting activities in the university.**

| Statistics |         |   |   |  |   |  |  |  |  |  |   |  |  |       |
|------------|---------|---|---|--|---|--|--|--|--|--|---|--|--|-------|
|            |         | The reason I'm not an active participant in sport is because the sport I love is not offered in the university. | I don't like participating in sport because there is lack of modern sports equipment in the university. | I don't like participating in sport because at the university the athletes are never rewarded. | Since there are no coaches, I don't participate in sport. | Lack of time due to my study obligations is the reason I don't actively participate in sports. | The reason I don't participate in sport is because I was not informed about the sport activities that are offered in the university. | I don't participate in sport because of inappropriate behavior of coaches and/or other staff in sports programs. | The reason I'm not an active participant in sport is because the facilities present are crowded. | The reason I'm not an active participant in sports is because sports programs are not given adequate time in the university. | Sports programs in the university are poorly organized. | The reason I don't participate in sport is because I don't have sports equipment and/or gears. | The reason I don't actively engage in sport is because the sports activities and programs offered are inappropriate for my gender. |       |
| N          | Valid   | 100   | 100   | 100  | 100   | 100  | 100  | 100  | 100  | 100  | 100   | 100  | 100  | 100   |
|            | Missing | 0   | 0   | 0  | 0   | 0  | 0  | 0  | 0  | 0  | 0   | 0  | 0  | 0     |
|            | Mean    | .4600   | .4600   | .3200  | .5000   | .7800  | .4000  | .1200  | .2600  | .7400  | .5600   | .3800  | .4400  | .1200 |

From the table 8, it appears that the major reason why students do not participate in sporting activities in the university is lack of time (average mean=.7800). And the second major reason is that the sporting activities are not given adequate time in the universities (average mean=.7400).

**Table 9: Chi-Square test on the relationship between gender and participation in sports in secondary school.****Test Statistics**

|             | Gender              | Did you play any sport in secondary school? |
|-------------|---------------------|---|
| Chi-Square  | 10.240 <sup>a</sup> | 12.960 <sup>a</sup>                         |
| df          | 1                   | 1   |
| Asymp. Sig. | .001                | .000  |

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.0.

Using chi-square, the study found a significant relationship between gender of the students and participation in sports in secondary school,  $X^2 (1, N=100)=12.96, p=.000$ .

**Conclusion and Recommendation**

The aim of this study was to ascertain the institutional factors influencing nonparticipation in sports among university students in Kenyan universities. According to reviewed literature, most students do not actively participate in sports in the university due to myriad of reasons including but not limited to lack of enough facilities (26%), lack of time and study overload (78%), the sport they love not offered (46%), too expensive sports equipment, lack of modern sports equipment (46%), lack of coaches (50%), and sport not given adequate time (74%). According to this study, lack of time due to the pressure of class work was the main reason why students failed to be active in sports. The second major reason was because sports programs were not given adequate time. Other reasons why students didn't participate in sports included lack of modern sports equipment, lack of adequate rewards, lack of coaches and lack of a variety of sports to choose from.



The study recommended that:

1. In order to promote positive attitude towards participation in sports among students, universities should have adequate and quality sports infrastructure and equipment and other needed resources including manpower like coaches.
2. Universities should create more time for sports to increase the number of students participating in sports.
3. Universities should increase the number of sports offered to attract many students.

**Conflict of Interest:** the authors declare no conflict of interest

**Ethical Approval:** Granted

**Funding:** None.

## References

- Al-Khalid, A. (2001). Evaluation of sports activities programs for students of King Saud University in Riyadh. Unpublished master thesis. Riyadh: King Saud University.
- Andanje, M. & Rintaungu, G. (2009). Leisures sports participation patterns of postgraduate students: *The case of Kenyatta university, Nairobi, Kenya. Journal of Educational Research and Development*, 4, 1
- Aysha, M., Kayleigh, M., Gammage, L. & Andrea, J. (2019). Physical activity, sport participation, and perceived barrier to engagement in first year Canadian university students. *Journal of physical activity and health*, 6, 437-446.
- Arzu, D., Emine, H. & Levent, E. (2006). Perceived barriers to physical activity in university students. *Journal of sports science and medicine*, 5, 615-620.
- Adna, M. & Ibraheem, A. (2017). A study of female students perception of the barrier to participate in physical and sports activities at Al-Huseein Bin Talal University. *Journal of education & practice*, 8, 11.
- Gail, A. & Radder, L. (2015). Constraints to participation in organized sport: Case of senior undergraduate students at New Generation University. *South African Journal of Research in Sport*, 37 (3):97-111
- Buneman, F.H. (2014). Intramural sports: A test and Study guide. Wm. C. brown company.
- Battikhi, N. (2008). The reasons for the reluctance of Faculty of Physical Education students to participate in sports activities in the Faculty of Physical Education at the University of Jordan. The First International Conference, 1, 333-350, Kuwait University, Kuwait.
- Hoden, M. (2010). Constraints to Participation in an Outdoor Orientation Program. Unpublished master's thesis, West Virginia University.
- Manuel, G., Antonio, G. & Antonio, B. (2010). Perceived barriers by university students in the practice of physical activities. *Journal of sports science and medicine*, 9, 374-381.
- Obondo, W. (2020). *Determinants of non-participation in organized sport activities by public secondary schools students in Kenya: a case of Kiambu County*. Unpublished Master's Thesis, University of Nairobi, Kenya.
- World Health Organization (2015). Physical activity: key facts. Retrieved from <http://www.who.int/mediacentre/factsheets/fs385/en/>



## Author Biography

**Antony Nbita Simiyu** is a passionate and dedicated Physical Education and Sport lecturer at Tangaza University, Kenya. Born and raised in Kenya, he pursued Master's degree of Education in Physical Education and sport and Bachelor's degree of Education Science in Mathematics and Physical Education and sport at the University of Nairobi in Kenya. He is currently a PhD student at the University of Nairobi where he pursues Doctor of Philosophy in Physical Education and Sport. Currently he is an assistant researcher at one of the WADA's funded 2023 projects in Kenya and Ethiopia. He works full time as Kakamega County Director of Youths and Sports in Kenya. In his free time Antony enjoys writing of books. He has written a total of six books including *The Power of a Teacher*, *From Zero to Hero*, *Out of The Box*, *Public Speaking and Body Language Skills*, *The Beginning of The End of Tears*, *The Six Stairs of Leadership*.

<https://orcid.org/0000-0002-7074-2136>

**Professor Janet Wanjira** is an associate professor of Physical Education in the department of Physical Education and Sport at the University of Nairobi, Kenya. Her research interest is in sports psychology with special interest in performance enhancement.

<https://orcid.org/0000-0003-2171-5745>

**Professor Simon Munayi** is an Associate Professor of Sports Pedagogy at the University of Nairobi, where he has served since 2009. He holds a PhD in Physical Education from the University of Nairobi, with research interests spanning sports pedagogy, inclusive physical education, and the socio-economic dimensions of athletics. Munayi has chaired the Department of Physical Education and Sport and contributed extensively to empirical research addressing key issues in contemporary sports education. His scholarship encompasses topics such as mental wellness in athletes, the implications of online sports betting, and the integration of special needs education within physical activity settings. His academic work engages with policy frameworks, pedagogical models, and community-based practices, reflecting a commitment to equitable, evidence-informed approaches to sport and recreation. Through inter-university collaboration and national initiatives, Munayi continues to influence discourse on sports development and inclusive education across Kenya and the broader East African region.

<https://orcid.org/0000-0002-2358-1085>

**Disclaimer/Publisher's Note:** The views, opinions, and data presented in all publications are exclusively those of the individual author(s) and contributor(s) and do not necessarily reflect the position of BRPI or its editorial team. BRPI and the editorial team disclaim any liability for any harm to individuals or property arising from the use of any ideas, methods, instructions, or products mentioned in the content.