

Structure and Content of Sports Training Curriculum and its Association with Athletes' Achievement in Sports Academies in Kenya

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Abstract: Sports academies are specialized training institutions for identifying and nurturing and honing sports talent. Governments and private agencies are increasingly investing in establishment of sports academies to promote sports training. However, there is a paucity of research examining the nature of sports training curricula in these sports academies and its implication for athletes' achievement. This study, therefore, examined the structure and content of the sports training curriculum and its association with athletes' achievement in sports academies in Kenya. It targeted 19 sports academies with 1261 participants, comprising 19 sports academy administrators, 102 sports academy coaches, and 1140 athletes. The study employed a cross-sectional mixed-methods design to generate both qualitative and quantitative data. Based on the study, this paper presents and discusses the findings on the structure and content of sports training curriculum and its relationship with athletes' achievement in sports academies in Kenya. It was hypothesized that there is no significant relationship between the nature of sports curriculum content and athletes' achievement in sports academies in Kenya. The study found that some sports academies lacked a curriculum document; each sports academy had its own way of training its athletes; training involved both theory and practical (drills), though most did not have a clear sequence; and there was a strong, positive correlation between the nature of sports training content and athletes' achievement, which was statistically significant ($\gamma = 0.815$, $p < 0.05$) at $\alpha = 0.05$. The study recommended that the government through the Ministry of Sports should establish and enforce a framework for standardization and uniformity of curriculum in sports academies; sports academy administrators need to have a formal, written sports curriculum to guide the provision of structured sports skills training. Streamlining sports curriculum implementation policy and practice can augment athletes' achievement in sports academies in Kenya as well as inform the operationalization of sports pedagogy as enshrined in Kenya's Competency-Based Curriculum.

Keywords: Curriculum, Structure and content, Athletes' achievement, Sports Academies

I. INTRODUCTION

Sport is a fundamental pillar of development with significant socio-economic ramifications for individuals and nations. Governments and private agencies are thus increasingly investing and getting involved in the provision of sporting activities and the establishment of sports academies. A sports academy is a specialized training institution for identifying and nurturing sports talent. Leong and Chorney

(2020) have defined a sports academy basically as a "center of excellence for elite athlete development" (p. 658). On the other hand, Darby *et al.*, (2018) looked at sports academies in the African context as facilities or programs intended to produce sports talent mainly for export. Sports academies are thus basically attuned to offering expert training in particular sports disciplines, through highly systematic, specialized, and scientific approaches to produce excellence in sports performance. Apart from government initiatives in the establishment of sports academies, several organizations and individuals in Kenya have also put-up private sports academies to make sports training more accessible (Kinuthia, 2019). This confluence of public and private sectors in sports training endeavors and the establishment of sports academies is expected to increase the training output.

Kenya has carved its space on the global platform as a sporting giant, albeit in very few sports such as athletics, rugby, and women's volleyball. Performance in many other sports remains low. For instance, Kenya emerged among the best countries from the African continent in the Tokyo 2020 Olympics, but all the medals obtained were in athletics and none from the other over 40 disciplines competed at the Olympics. In football, Ungruhe and Schmidt (2020) indicated that since the inception of the AFCON in 1957, Kenya had qualified only six out of 32 times. In the FIFA World Ranking of 2020 and 2021, Kenya was at positions 102 and 104 respectively, out of 210. Fengler (2012) raised the concern by contending that Kenyans were "... brilliant runners but disappointing footballers". Njororai (2019) had a similar concern, though on a broader scope of all East African countries. This disappointment cuts across many other sports disciplines, which do not feature favorably on international platforms, such as swimming and basketball among others. Such underperformance raises questions about among other things, the effectiveness and quality of sports training in Kenyan sports training institutions.

To guarantee the quality and quantity of skills that a sports trainee acquires by end of the training circuit, efficacious curriculum implementation is imperative. Curriculum implementation has been defined in sundry ways by scholars. Some have viewed it as the process of putting into practice the formally recommended courses of study, syllabuses, and subjects (Kwatizhe, 2015). Others have regarded it as a

systematic process that ensures that the curriculum reaches the intended consumers (Oluoch, 2006). Being a systematic process, in this case, brings various issues to the fore, such as: How methodical, orderly, and organized is the sports curriculum to enable a systematic implementation? What is the nature and structure of the sports training content?

Curriculum content refers to the subject matter of the learning process. It considers the knowledge, skills, attitudes, and values that constitute a program of study (Wood & Hedges, 2016). Simply put, curriculum content is “what is taught”. Generally, the curriculum of an institution or training system is ideally packaged in retrievable documents, which can be examined to establish its composition. The understanding of curriculum has been elucidated in diverse ways by different scholars. McBrien and Brandt (1997) described a curriculum as a written plan that outlines what learners are to be taught. In this respect, a sports curriculum can be viewed as a course of study comprising themes or topics that are meant to address the utmost goal.

According to Lunenburg (2011), and Lattuca and Stark (2011), a curriculum is a training plan. Maher (2004) on the other hand viewed curriculum in terms of learning outcomes. The nature of a curriculum, therefore, can also be understood through its theorizing and the objectives it seeks to attain. A training “plan” in this respect is a connotation of the methodical strategy that is involved, while “learning outcomes” point to the desired objectives of a given instructional process, whose level of attainment needs to be assessed. Subsequently, the training objectives, scope, sequence, training methods employed as well as assessment approaches, all help to shed light on the nature of the given curriculum content.

Moy, *et al* (2019) conducted a study in Australia on the implementation of a nonlinear sports and physical education (PE) pedagogy by two teacher-trainees on practicum. Implementation of PE and Sports training were posing exceptional challenges to practitioners, due to the constantly changing learner-environment interactions from which learning occurred. There was thus a need to adopt a curriculum structure that was responsive to the dynamic learner-environment interfaces. The findings showed that implementing the non-linear pedagogical approach presented noteworthy challenges, being a novel methodology. The teacher-trainees hardly detected any of the multiple pupil responses that ‘unexpectedly’ arose from their adapted learning environments. They were unable to effectively stage-manage the learning environment to enable learners to develop tactics for problem-solving through the natural learning processes that formed the basis of this approach. The study concluded that more opportunities needed to be provided to allow PE and sports teacher-trainees to progressively develop their experiential knowledge and conceptual understanding of the exploratory learning processes that underpinned a nonlinear approach. This Australian study in a school set-up, however, used a sample of

two teacher-trainees from an entire university faculty, which was rather lean. Sathian *et al* (2010) argued that if the sample size is not sufficient, the study fails to bring out the true picture of the target population, yet on the contrary, if the sample size is larger than what is needed, the study becomes cumbersome and logistically prohibitive. The current study in Kenyan sports academies thus used a fairly larger random sample to bridge this gap as well as enhance the generalizability of the findings.

Spittle and Spittle (2016) explored the curriculum content in physical education teacher education. The study looked into the perceptions of university PE students concerning the significance of PE curriculum content areas, and how the perceptions influenced their choice and motivation to undertake the course. The study found that the main reasons for choosing the course were related to sport and physical activity. Training involving movement skills, health education, games, motor development, and PE identity was perceived as more vital. Sports and socio-critical perspectives were considered of minimal importance. The perceived worth of every content area was positively correlated with the choice of course. The study recommended that PE and sports programs needed to consider what content was delivered, and how practical and theoretical content could be effectively integrated. Similarly, the current study in Kenya also investigated the sports training curriculum content. While Spittle and Spittle focused on teacher education, the current study examined curriculum content and athletes’ training in sports academies.

In a systematic review, Thompson, *et al.*, (2022) examined the impacts of sports schools on holistic athlete development. The researchers explained that athlete development needed a holistic approach. The review aimed at determining the characteristics and features of sports schools; identifying the methods used to evaluate sports school impacts; and evaluating the positive and negative holistic athlete development impacts associated with sports school program involvement. The findings showed that athletes of sports schools received significant support in terms of academic and athletic services, plus more intense training and competition plans. However, they regularly missed school. The study also found that there were multiple immediate, short-term and long-term positive and negative impacts associated with the academic/vocational, athletic/physical, psychosocial, and psychological development of sports school student-athletes. The study recommended that practitioners needed to design an appropriate learning environment that simultaneously balances multiple skills training and academic, psychosocial, and psychological factors that can be challenging for young athletes. It also recommended that practitioners needed to aim at designing and implementing assessment tools that evaluate the holistic development of athletes in their sports schools to promote all-around and healthy young athlete development. The current study, therefore, focused on the set of skills that should be included in the training content and assessed their extent of inclusion in sports academies’ training curriculum.

Sports curriculum content is chiefly practical, hence favors the use of face-to-face instruction. However, this position limits the provision of instruction in times when face-to-face interaction is unfeasible. There has thus been a need to leverage modern technological innovations to provide instruction in sports training. Soltani and Morice (2020) investigated the use of Augmented Reality (AR) tools for sports education and training. The goal of the study was to illustrate and appreciate the benefits of AR in sports education and training through a literature review. Results showed that different AR approaches might be used for learning and providing feedback. New rules could be introduced for reducing the gap between players with different experience levels. Additional content could also be added to the structure to improve the audience experience.

In Indonesia, Adi and Fathoni (2019) studied the development of a curriculum structure and content based on blended learning in sports schools, where student-athletes are enabled to focus on practicing and achieving in sports, while at the same time pursuing formal education. The objective of the study was to determine blended learning specifications and components in the sports school and to develop a prototype of blended learning (online and offline) subjects at the sports school. It was found that 75% of students responded positively to Blended Learning. A total of 50% of teachers stated that student learning outcomes were good, and students were motivated. It was concluded that Blended Learning was suitable for use in Sports Schools. While this study was undertaken in Indonesia in a school setup, the current study in Kenya was conducted in sports academies.

Assessment and evaluation of learners' training outcomes is a key component of the curriculum implementation process. Pellegrino, Chudowsky, and Glaser (2001) called it "Knowing what students know". This means that assessment and evaluation help to give the teacher feedback on learners' level of achievement. According to Linn (2001), assessment has a global purpose of improving teaching and learning. In sports training, however, assessment and evaluation have been challenging. Liqin and Feng (2014) contended that it is due to the absence of an effective standard against which sports curricula can be evaluated. This is due to the unstructured nature of sports, where every individual athlete displays talent uniquely, thus necessitating a departure from the preconceived evaluation rubric.

In Zambia, Justine (2017) assessed the implementation of physical education and sports curriculum in secondary schools in the Kapiri Mposhi district. Despite Government making PE in Zambian secondary schools examinable, PE had still not been recognized as one of the core subjects by some school administrators. A case study design adopting a qualitative and quantitative approach was employed. The study found that despite the government making PE an examinable subject, most school managers had ill feelings about it. The subject was neglected, looked down upon, and regarded as a time for learners to play and have fun only. Meanwhile, other school

senior stakeholders viewed the subject as play or sport that took away time from academic subjects. Instead, they could not sanction the teaching of PE in their schools. Other administrators also cited the lack of equipment and facilities as major reasons why they did not offer PE. They lamented that PE facilities like basketball courts, hall for indoor games, equipment for field events in athletics, and gymnastics equipment were very expensive for a school to construct and buy. Based on the study findings, it was concluded that the implementation of PE in secondary schools was much below the expected level. It was recommended that the government needed to encourage schools to offer the subject before it died a natural death, as well as address the issue of shortage of facilities and equipment. While this study looked into the implementation of sports curricula in Zambia among secondary schools, the current researcher focused on sports academies in Kenya.

In Kenya, the provision of physical education and sports has been structured through a Physical Education (PE) curriculum developed by the Kenya Institute of Curriculum Development (KICD). However, (Kariuki, 2017) found that PE lessons were seldom taught in most public schools. In addition, the attitudes of pupils and teachers towards sports and PE were undesirable. According to Quay, (2014), during PE lessons, teachers often opted to teach other subjects that they regarded to be "more consequential", as PE and sports were considered co-curricular activities that were in fact non-examinable at the end of the education cycle. The introduction of the Competency-Based Curriculum (CBC) in Kenya was a remarkable milestone in the enhancement of sports training in the country. The CBC framework redefined sports as an academic and career trajectory to be pursued by Kenyan children, just like other subjects and careers. This is contrary to the initial situation in schools, where PE was ignored and sport was regarded as a non-examinable co-curricular activity that learners undertook in the evenings after they are done with the day's classes. An investigation into sports curriculum content, structure, and implementation in the context of sports academies, therefore, would be critical in informing the new trajectory of sports pedagogy in CBC.

II. METHODS

This study employed a cross-sectional mixed-methods design to generate both qualitative and quantitative data. It targeted nineteen sports academies, comprising one public and eighteen private sports academies. The targeted 1261 participants comprised 19 sports academy administrators, 102 sports academy coaches, and 1140 athletes. The study was anchored on Dynamic Systems Theory, and collected both qualitative and quantitative data. Questionnaires, semi-structured interview schedules, and document analysis guides were used for data collection. The data collected were analyzed descriptively using frequencies and percentages, while the hypothesis was tested using the nonparametric Goodman and Kruskal's Gamma correlation at $\alpha = 0.05$.

III. RESULTS

A: Availability of a Curriculum Document in Sports Academies

The study first sought to determine whether the sports academies had a curriculum document that guided the sports training process. Athletes were asked the question “Does your institution have a written sports training curriculum in a retrievable document?” Their responses are summarized in Figure 1.

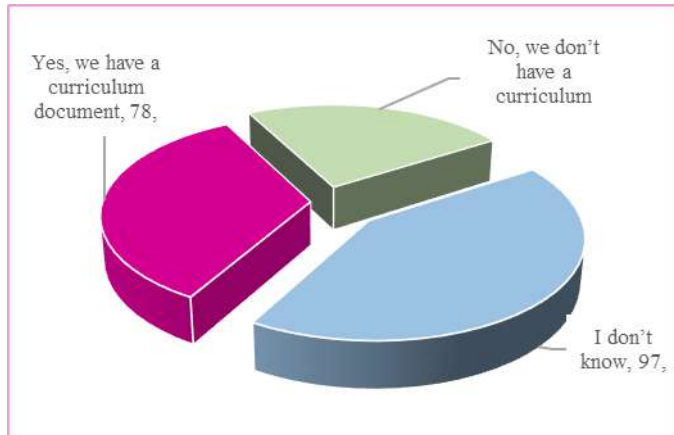


Figure 1: Athletes' Responses on Availability of a Curriculum Document

The majority of athletes did not know whether their sports academies had a curriculum document that guided their sports skills training or not. When the same question was posed to coaches, 17 of them (57%) indicated that they had a curriculum document, 9 (30%) did not have a curriculum document, while 4 coaches (13%) gave no response to the question. One sports administrator interviewed from a multi-sport academy, while explaining the curriculum status of their sports academy indicated that:

We are still in the process of developing a training curriculum. We envisage the provision of standardized, structured, and verifiable sports skills training. The curriculum being developed will make this possible. Currently, we use training manuals and other resources from the federations (Joan, personal interview, March 28, 2022).*

The findings from document analysis by the researcher in the sports academies are presented in Table 1.

Table 1. Document Analysis Results of Curriculum Documents

Aspect analyzed from documents	Yes	No	Remark
Academies with a curriculum document			
a) Curriculum document available	2	8	Only two academies had.
b) Objectives in curriculum clearly stated	2	0	Well stated in both
c) Curriculum has a clear scope	2	0	Clear scope in both
d) Curriculum has both theory and drills	2	0	The two documents had

e) Content is well ordered/sequenced	1	1	One lacked proper sequence
All the 10 sports academies			
f) Training plan/timetable available	9	1	Most use evenings & weekends
g) Trainer's manuals are available	10	0	Available in all academies
h) Assessment rubrics available	2	8	Majority lacked document
i) Assessment records available	0	10	None had an assessment record

It was found that only two academies (20%) out of the ten sampled sports academies had a curriculum document. Further, a majority lacked evidence of assessment rubrics and assessment records. These responses, therefore, brought to light the fact that there were sports academies in Kenya which conducted sports training without a written curriculum document. What some academies produced during the study for analysis as their curriculum document were their training materials. The concept of a curriculum in sports training seemed foreign. Vincent*, a sports academy administrator asked, “Are you talking about our athletics trainer's manual, or what do you mean by a curriculum?” (Personal interview, March 24, 2022).

Clearly, this lack of understanding of what a curriculum is, and whether it is necessary for sports training could be a contributor to its absence in some sports academies. Such absence of a curriculum in an institution that purports to offer training in a given field of specialization is reprehensible. A curriculum provides trainers, trainees, institutional administrators and community stakeholders with an evidence-based strategy and structure for delivering a quality education (Ojilong & Wafula, 2017). Furthermore, assessment rubrics help synchronize instruction and assessment, give a clear expectation to trainees, ensure consistency and enhance feedback (Cockett & Jackson, 2018).

B: Sources of Curriculum for Training in Sports Academies

The seventeen (17) coaches who responded that their academies had a sports curriculum were further asked how the curriculum had been obtained. The responses from the coaches are summarized in Table 2.

Table 2. Coaches' Responses on Sports Academies Curriculum Source

Source of curriculum	f	%
We use training materials adapted from the Federation	8	47.1
The academy has developed its own curriculum	4	23.5
Every coach/ trainer simply decides what and how best to train the athletes	5	29.4
Total	17	100

The study revealed that majority of sports academies used training materials from the federations. Federations play a key role in sports governance globally, by establishing and enforcing the rules that govern a particular sport (Scheerder & Claes, 2017). Materials from the federations are thus perceived to be already compliant with the requirements of the sport. However, one sports administrator of an academy

offering basketball stated that, “We have a curriculum, which is obtained from the Basketball Coaches Commission” (Bruce*, personal interview, March 21, 2022). Another sports academy administrator of a different sports academy that also offered basketball had this to about their training curriculum:

Our curriculum is tailor-made for the institution and is varied from time to time. The coaches sit down to determine the skills that athletes need to be trained in and the best way to do it, then develop the training plan. (Ben*, personal interview, March 20, 2022).

This submission from Ben* agreed with athletes’ responses to the place of individual persuasions and feelings of the coach in the determination of training content. When asked to respond (on a scale of 1 to 5 ranging from *strongly disagree* to *strongly agree*) to the statement “Sports training depends on what the coach feels is necessary”, the athletes’ responses were as summarized in Figure 2.

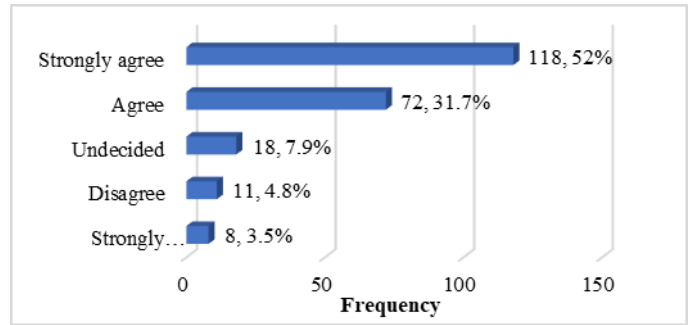


Figure 2: Athletes’ responses to “Training depends on what coach feels is necessary”

These findings expose the challenge of lack of uniformity and standardization in curriculum content offered in sports academies, as every institution determines what works for them. There is therefore need to standardize and harmonize training curricula for sports academies to create uniformity and basis for appraisal.

C: Skills Included in Sports Training Content

The responses of athletes on various skills included in the training content are summarized in Table 3.

Table 3. Extent of Inclusion of Various Skills in the Sports Training Content

SKILLS	Not at all	To a very little extent	To Some extent	To a large extent	To a very large extent	Total responses
Locomotor	5 (2.3%)	9 (4.1%)	53 (24.0%)	42 (19.0%)	112(50.7%)	221
Non-locomotor	60 (27.8%)	24 (11.1%)	59 (27.3%)	33(15.3%)	40 (18.5%)	216
Tactical	11 (4.9%)	10 (4.5%)	69 (30.9%)	48 (21.5%)	85 (38.1%)	223
Manipulative	32 (14.7%)	14 (6.5%)	63 (29.0%)	49 (22.6%)	59 (27.2%)	217
Communication	8 (3.6%)	2 (0.9%)	22 (9.8%)	55 (24.6%)	137(61.2%)	224
Decision making	5 (2.2%)	9 (4.0%)	35 (15.6%)	48 (21.3%)	128(56.9%)	225
Problem-solving	13 (5.7%)	14 (6.1%)	33 (14.4%)	45 (19.7%)	124(54.1%)	229
Teamwork	4 (1.8%)	3 (1.3%)	21 (9.3%)	25 (11.0%)	174(76.7%)	227
Discipline	3 (1.3%)	5 (2.2%)	8 (3.5%)	27 (11.8%)	186(81.2%)	229
Technical	6 (2.7%)	18 (8.1%)	38(17.1%)	44 (19.8%)	116(52.3%)	222

The results showed that locomotor skills (50.7%), tactical skills (38.1%), communication skills (61.2%), decision-making skills (56.9%), problem-solving skills (54.1%), teamwork (76.7%), discipline (81.2%) and tactical skills (52.3%) were included in the sports training curriculum content to a very large extent. This indicates that the training content contained a balance of skills needed for holistic development of athletes. This is in agreement with Thompson *et al.*, (2022), that athlete development environment and training should bring about holistic development of athletes. This differs from Waeffler (2021) who indicated that sports training was not holistic and needed to be, underscoring that

“the emphasis on a holistic coaching education underlines the importance of including a substantial part of social competencies, skills and values and not just primarily sport-specific, technical knowledge”.

D: Sports Curriculum Objectives, Scope Sequence, and Evaluation

To determine the nature of sports curriculum content in sports academies, athletes were asked to respond to various statements on a scale ranging from *Strongly Disagree*, *Disagree*, *Undecided*, *Agree*, and *Strongly Agree*. Results are summarized in Table 4.

Table 4. Athletes’ responses to the nature of the sports curriculum

Statement		SD	D	U	A	SA	Total
The sports training objectives are clearly stated to athletes	f	14	17	57	66	68	222
	%	6.3	7.7	25.7	29.7	30.6	96.9
Athletes are assessed and evaluated frequently	f	10	19	35	55	103	222
	%	4.5	8.6	15.8	24.8	46.4	96.9
All sports training courses involve both theory and drills	f	4	24	24	62	113	227
	%	1.8	10.6	10.6	27.3	49.8	99.1
The sports training content is well planned/ ordered/ sequenced	f	14	82	17	51	63	227
	%	6.2	36.1	7.5	22.5	27.8	99.1

The athletes’ responses showed that 29.7% agreed and 30.6% strongly agreed that sports training objectives were clearly stated to athletes. This means that athletes understood what was expected of them as they began training, which could then be used as a basis for assessment. The majority (46.4%) of the athletes indicated that they were assessed and evaluated frequently. This was consistent with Mohanty *et al.*, (2019) who posited that setting training objectives and making them known enhances training effectiveness. However, the finding differed from Liqin and Feng (2014) who made a case that there was an absence of an effective criterion against which sports curriculum and training could be evaluated. This therefore indicates that though sports practice is unstructured with every individual athlete displaying talent uniquely, it is possible (and necessary) to lay down standard training and assessment rubrics based on training objectives. Such creation of a standard assessment framework and external quality safeguards would minimize loopholes for inefficiency and ineffectiveness in sports training institutions.

The study also found that 27.3% agreed and 49.8% strongly agreed that sports training involved both theory and drills. Nevertheless, 36.1% disagreed that sports training content was well planned and sequenced. This means that the theory and drills did not have a clear sequence. Rick*, a sports academy administrator agreed with the lack of proper sequencing when he observed that:

Most times, there is no specific order or sequence of the training content. Though a training manual is used which presents some form of order, the sequencing is not practically achievable during instruction. It mostly depends on trainee characteristics during training, that

determines which skill the trainee-athlete needs next. Furthermore, training sessions are varied depending on the age group of athletes being trained. (Rick, personal interview, 23-3-22).*

Ken*, a sports academy administrator further added voice to the lack of content sequencing by stating that:

We have a book with very good material on exercises and drills that coaches use to make their training program. The material that is divided into three levels; level one for kids, level two for middle age and level three for elite athletes. Coaches however, do not follow the guidelines systematically, but select what is important for a particular training moment (Ken, personal interview, March 23, 2022)*

These responses raised various other questions, such as the need to have standardized sports training curriculum and curriculum implementation, and the need for national standards and regulations to provide a framework for sports training in sports academies.

E: Testing of the Null Hypothesis

A Goodman and Kruskal’s Gamma Correlation was performed to determine the relationship between sports curriculum content and athletes’ achievement in sports academies under the null hypothesis that:

H₀: There is no significant relationship between the nature of sports curriculum content and athletes’ achievement in sports academies in Kenya.

The results of the test are presented in Table 5.

Table 5: Gamma Correlation for Curriculum Content and Athletes’ Achievement

		Nature of sports training content in terms of objectives, clarity, scope, and sequence.				Total
		Very low	Moderate	High	Very high	
Rating of the overall achievement of athletes in the sports academy	Very low	4	0	0	0	4
	Moderate	1	4	4	2	11
	High	0	0	5	3	8

	Very high	0	0	2	3	5
Total		5	4	11	8	28
Symmetric Measures						
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.	
Ordinal by Ordinal	Gamma	.815	.111	4.880	.000	
N of Valid Cases		28				
a. Not assuming the null hypothesis.						
b. Using the asymptotic standard error assuming the null hypothesis.						

The study found that there was a strong, positive correlation between the nature of sports training content in terms of objectives, clarity, scope, and sequencing, and athletes' achievement, which was statistically significant ($\gamma = 0.815$, $p < 0.05$). This means that when the sports training content has well-stated objectives, clear content material that is easy to understand, and proper scope and sequencing, then athletes' achievement is enhanced. This finding agrees with Rezaei-Zadeh, *et al.*, (2012), that a proper content scope and sequence enhances trainees learning and entrepreneurial capabilities. Mohanty, *et al.*, (2019) also maintained that setting clear training objectives and making them known improves training effectiveness. As MacPhail and Halbert (2010) earlier similarly attested, forming clear goals and evaluating the achievement of the goals aids students in their learning process. However, this differs from Pitt and Britzman (2015) who shifted focus from the nature of content/ knowledge *per se* to the psychological dynamics that animate teaching and learning, what they referred to as “*the otherness of knowledge*”. This notwithstanding, however, the importance of the nature of structure and content of any curriculum cannot be overemphasized for effectiveness of training.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the above results, this study concluded that: (a) there were some sports academies in Kenya that conducted sports training without the use of a structured curriculum document; (b) the majority of athletes did not know whether their sports academies had curriculum documents or not; (c) sports training in academies involved both theory and practical (drills); (d) the majority of sports academies lacked documented assessment rubrics and results; (e) there was a strong, positive correlation between the nature of sports training content in terms of objectives, clarity, scope, and sequencing, and athletes' achievement, which was statistically significant ($\gamma = 0.815$, $p < 0.05$). This means that when the sports training content has well-stated objectives, clear content material that is easy to understand, and proper scope and sequencing, then athletes' achievement is enhanced.

Based on these findings, the study recommends that the government through the Ministry of Sports should establish and enforce a framework for standardization, uniformity, and implementation of sports curriculum in sports academies since

each academy has its own way of training. This can be made possible through the involvement of government agencies such as the Kenya Institute of Curriculum Development (KICD) and Kenya Academy of Sports (KAS) to develop standard sports training curricula and oversight their implementation in the sports academies. Secondly, sports academy administrators need to have a formal, written sports curriculum to guide the provision of structured skills training in the sports academies. Streamlining sports curriculum implementation policy and practice in sports academies can augment athletes' achievement in Kenya as well as provide a benchmark for the operationalization of sports pedagogy as enshrined in the Basic Education Framework. Sports having been introduced as a new learning area in Kenya's Competency-Based Curriculum (CBC), future research should delve into the praxis of sports pedagogy and its implication on achievement of student-athletes in schools in Kenya.

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