

**FACTORS INFLUENCING SECONDARY SCHOOL STUDENTS'
PARTICIPATION IN COMPETITIVE SPORTS: A CASE STUDY OF
SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY, NAIROBI COUNTY.**

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**A Research Project Submitted in Partial fulfillment for the Award of Post Graduate
Diploma in Education of the University of Nairobi**

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DECLARATION

This project is my original work and has not been presented for the award of a diploma in any other university.

Signature _____ Date _____

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DEDICATION

This project is dedicated to my husband Dunstan Mutara and our sons Philip Mutara and Stanley Mutara.

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First and foremost, I would like to express my sincerest gratitude to His Almighty God for enabling me to carry out my studies and for giving me strength and resources to finance my studies.

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ABBREVIATIONS AND ACRONYMS

ANOVA:	Analysis of Variance
KSSSA	Kenya Secondary Schools Sports Association
NACOSTI:	National Commission for Science Technology and Innovation
NCES:	National Centre for Educational Statistics
NZSSSC:	New Zealand Secondary School Sport Councils
PE:	Physical Education
SDT:	Self Determination Theory
SEAs:	Structured Extra-Curricular Activities
SES:	Socio Economic Status
SPSS:	Statistical Package for Social Sciences

DEFINITION OF SIGNIFICANT TERMS

Athlete: Refers to a student who represents his/her school in external competitive sports.

Co-curricular activities: Refer to activities the students engage in after classes such as sports, drama, clubs and debates.

Competitive sport: Refers to formal physical activities in which student (s) engage in organized sports programme beyond the school level.

Extrinsic motivation: These are external factors including recognitions, trophies, monetary prizes and other valuable materials that encourage secondary school students to participate in competitive sports and usually given after winning in a competition.

Intrinsic motivation: These are internal factors from within secondary school students including interest to develop career in sports, enjoyment and skill development.

Motivation: A psychological trait that determine student's participation in competitive sports.

These will include both intrinsic and extrinsic reasons.

Participation: Refers to the distinct characteristics of secondary school students with respect to engaging in competitive sports.

Social relationship: These are socialization agents in the life of student which includes; parents, teachers, peers and siblings

Sport: Refers to games such as rugby, football, netball, hockey, handball, volley ball that requires skills and physical skills often competitive in nature.

ABSTRACT

Active engagement in structured sport and recreation activities in school sport programmes has multiple benefits. It is, therefore, important for students to consistently engage and adhere to physical education and sports programmes. However, the level of participation in physical education and sports in secondary schools is on the decline. The purpose of this study was to examine factors influencing secondary school students' participation in competitive sports in secondary schools in Westlands Sub-County. The objectives of the study were: to examine the influence of social relationship on participation in competitive sports among secondary school students, to determine the influence of gender on participation in competitive sports among secondary school students, to determine the influence of playing experience on participation in competitive sports among secondary school students ;and to investigate the influence of household's income on participation in competitive sports among secondary school students. Investigation of these objectives was guided by self-determination theory (SDT) and cross-sectional analytical research design. Stratified random sampling technique was employed to select schools that participated in competitive sports between 2016 and 2019. A sample size of 384 students was randomly selected. Questionnaires were used to collect data from students. Data collected from the field was processed and analyzed using the Statistical Package for Social Sciences (SPSS) version 22. Pearson Correlation (r) at a level of significance of 0.05 probability was used to determine relationship of variables. The analyzed data was presented using tables and figures. Findings revealed that majority of the participants were engaged in soccer, athletics and swimming and rugby 7 had the least number of participants. Most students who participated in competitive sports got support and encouragement from parents who liked them and encouraged them when playing. Findings further indicated that gender had a positive and a light influence on students' participation in competitive sports. The study findings further revealed that play experience influenced students' participation in competitive sports in the schools under study. The study concluded that there was significant positive correlation between students' participation in competitive sports and such factors as social relationship ($r=0.186$, $p=0.02$) and gender ($r = 0.146$, $p= 0.01$). Playing experience had no significant effect on the level of students' participation in competitive sports ($r =0.034$ ns, $p=0.268$). There was a significant negative correlation was noted between the household's income and students' participation in competitive sports ($r = -0.137$, $p= 0.146$). The study recommended that the Ministry of Education, through the county Director of Education should ensure that all secondary schools have basic sports facilities and equipment in order to promote sports participation hence, school connectedness. The study also recommended that school principals should ensure every student identifies themselves with a sport. This can be done by requesting that each student register and participate in sport while in school.

CHAPTER ONE

1.0 INTRODUCTION

1.1. Background to the Study

Active engagement in organized competitive sports and physical activities programmes has numerous benefits such as health, psychological, cognitive and social development. Engaging in sports leads to development in social skills, leadership skills, self-esteem and academic achievement (Barnett & Weber, 2008; Mullan, Martin-Albo & Gimeno, 2010). Nevertheless, there has been a notable drop in student's adherence to competitive sports in the modern society as a result of rapid advancement in technology (Leek, Carlson & Cain, 2011; National Federation of State High School Association, 2011). Monazami, Hedayatikatooli, Neshati and Beiki (2012) showed that addiction to media and television out-shadowed sports participation motives among females and male athletes in Iran.

Engaging in physical activities and competitive sport in the USA, has continuously attracted high participation, due to advanced knowledge in physical education and sport (Richardson & Watt, 2005). However, a report by the Commonwealth of Australia (2010) advocates that many secondary school students disengage from sport as a result of barriers to sport delivery experienced within and outside the school. In South Africa, decline in engagement in sporting activities is addressed by Department of Sport and Recreation South Africa (SRSA) by developing strategic policies specifically for sports in both primary and secondary schools (Department of Sport and Recreation, 2005).

Studies have contended that personal abilities, psycho-social environment, social relationship and socialization situations as provided by schools, community and churches are associated with becoming involved in physical activity and sport (Rintaugu, 2005; Gonçalves, Silva, Cruz, Torregrosa & Cumming, 2010). Rintaugu (2005) notes that a significant number of successful athletes in Kenya come from families where members are involved in sport. Also, Ipinmoroti and Ajayi, (2003) acknowledge that one needs to get support and encouragement from significant others for him or her to actively participate in

competitive sports. According to Stroot (2002), students also get motivation to participate in sports from teachers, peers and games teachers apart from their parents.

Studies have shown that male adolescents are more active and interested in physical activity compared to their female counterparts, especially during their developmental years (Brake, 2010; Elright & O'Sullivan, 2010). These studies demonstrated that male athletes are more likely to engage in physical activities as compared to their female counterparts.

Depending on playing experience, sport participation can enhance learning life skills and improving academic performance in different ways (Holt, Buckley & Whelan, 2008; DeMeulenaere, 2010). Wankel (2010) highlights that through long exposure in playing, an athlete develops strong playing skills, teamwork, self-confidence, respect and hard work, hence high-performance during competition. A sport if well delivered is capable to transform student's character through vigorous and impassive engagement. Sports can transform a person's physical, sociological, ethical, psychological, and emotional well-being (Agbomi, 2012).

Socio economic status is another significant factor that influences students' participation in sports. Preintzer (2004) showed that students who participated in sports had a higher socio-economic family background. Similarly, Molly (2011) revealed that students from lower household's income level had minimal chances of engaging in competitive sports compared to their counterpart from higher household income level.

In Kenya, sports in secondary schools is a tool that has been used to preach peace and bring students from diverse culture and background for the mutual objective of overcoming geographical and ethnicity barriers; promoting acceptance and respect (Mwisukha, Njororai & Onywera, 2003). However, athletes encounter a series of physical, psychological, and social demands throughout their competitive seasons or throughout their career (Nicholls & Polman, 2007). Consequently, the need to investigate how social relationships which includes Physical Education (PE) teachers, coaches, school principals and parents influence participation in sports. The study also found out the influence of

gender, playing experience and household's income on participation in competitive sports by secondary school students in Westlands Sub-County.

1.2 Statement of the Problem

Engaging in organized competitive activities can enhance the health and life of a student. In the modern society sedentary lifestyle and overweight are common concerns since they lead to cardiac diseases and high blood pressure. Therefore, encouraging students to take part in sports and helping them lead an active lifestyle contributes to a healthy and fit generation (Anderson, 2010). According to (Mwihaki, 2007; Muniu, 2009) youth engagement in physical activities greatly enhances their self-esteem, emotional, physical and social well-being.

However, a study by Molly (2011) demonstrated challenges facing participation in sports for instance, lack of resources, inadequate facilities and unclear sports code. Continued participation in sports can only be enhanced if students get the necessary support from; parents, teachers, peers and friends, and the school environment. Since the participants are not a homogenous group, it is important to establish the role of social relationship, gender, playing experience and SES factors on participation in competitive sports among secondary school students in Westlands Sub-county.

International-based studies have focused on the socio-demographic factors and sports participation (Deaner & Smith, 2013; Sabri, Alper & Ali, 2015). There is therefore need for local studies focusing on influence of social relationship such as parents, teachers, siblings and coaches, gender, playing experience and socio-economic status and their impact on secondary school students' participation in competitive sports. Hence, the proposed study.

1.3 Purpose of the Study

The study sought to examine factors influencing secondary school students' participation in competitive sports.

1.4 Objectives of the Study

The study objectives were:

- i. To examine the influence of social relationship on participation in competitive sports.
- ii. To determine the influence of gender on participation in competitive sports.
- iii. To assess the influence of playing experience on participation in competitive sports.
- iv. To investigate the influence of household's income on participation in competitive sports.

1.5 Research Questions

The following research questions were used in the proposed study:

- i. What is the influence of social relationship on secondary school students' participation in competitive sports in Westlands Sub-County?
- ii. Is there significant difference between boys and girls in participation in competitive sports?
- iii. What is the influence of varying playing experience on participation in competitive sports?
- iv. To what extent does varying socio economic status influence participation in competitive sports?

1.6 Significance of the study

The findings may be important to the Ministry of Education, Science and Technology to inform their policies guiding physical education and sports participation. The principals of secondary schools may also be able to make informed decision pertaining to student's participation in sports. The students may benefit from the findings of this study by raising their concerns regarding what attracts them to engage in competitive sports. The study findings may enable parents know what hinder and motivate students to participate in competitive sports, while teachers may be able to identify and nurture talents.

1.7 Delimitations of the Study

The study was delimited to secondary schools in Westlands Sub-County whose students took part in competitive sports between the year 2016 and 2019. Westlands Sub-county is historically known to have secondary schools with adequate and improved sporting facilities in Nairobi County and whose students actively participate in sporting activities.

The study sought to establish how social relationship, gender, playing experience and parental socio-economic status influence secondary school students' participation in competitive sports. The findings may be generalized for Nairobi County but not to other counties due to diversity that exist among the forty seven counties.

1.8 Limitations of the study

Students were busy preparing for their end of term examination hence the busy schedule hindered data collection as time for response to questionnaire was limited. However, the researcher managed to reach the sampled respondents by rescheduling appropriate time for students. The researcher's limited financial resources limited her ability to visit all school hence some questionnaires were sent through email.

1.9 Assumptions of the study

The study was done on the assumption that:

- i. All schools gave equal opportunities for students to participate in all competitive sports.
- ii. That participation in competitive sports is purely voluntary and not through coercion.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a analysis of relevant literature on global and national level and motive of participation in sports, social relationships, gender, playing experience and social economic factors on participation in competitive sports.

2.2 Global Review of Participation Level and Motives in Sports

2.2.1 Global Review of Sports Participation Level

Studies have contended that personal abilities, psycho-social environment, significant others and socialization situations as provided by schools, community and churches are associated with becoming involved in physical activity and sport (Rintaugu, 2005; Gonçalves, Silva, Cruz, Torregrosa & Cumming, 2010). Rintaugu (2005) notes that significant number of successful athletes in Kenya come from families where members are involved in sport. Also, Ipinmoroti and Ajayi, (2003) acknowledge that one needs to get support and encouragement from significant others for him or her to actively participate in competitive sports. According to Stroot (2002), students also get motivation to participate in sports from teachers, peers and games teachers apart from their parents.

In the United Kingdom, Smith (2004) investigated the involvement of children in different kinds of sports and found that approximately 55% of 11-13 year olds would play certain games on any given day. However, engagement in sports is lower in girls, older children and during holidays. The study also found that a child spent 32-69 minutes of his or her daily time in sports, while the overall level of participation declines with age, with a sharp fall during puberty, which is higher in girls than in boys. The study considered time as a factor in sports participation and went further to compare levels of participation within two-thirds of the annual academic calendar.

The area of sports addressed the general questions of how and why some people choose to take part in sports. Various studies have suggested motivation is one of the key variables that influence participation (Gonçalves, Silva, Cruz, Torregrosa & Cumming, 2010).

2.2.2 Sports Participation Motives

According to Vallerand (2004) encouragement is present in people at three levels, situational, global and contextual. Drive at situational level refers to inspiration that students feel towards an activity at a particular moment, for instance what inspires a football player to train from 6.am to noon. Vallerand (2004) reveals that there are different types of variables and that they produce important effect on participation motivation. Task variable maintains that some activities are more exciting to perform than others. Engaging in football may be enjoyable to some people compared to playing basketball.

In Kenya, Mwihaki (2002) identified the level of interest in swimming among students based on such factors as funding, significant others (friends) and facilities. Findings showed that peers were a negative influence as they did not encourage participation in swimming. Mean rate of participation was above average (above 8.77) and higher in single sex schools (8.94) compared to the mixed schools (8.24). Significant predictor variables of participation in single sex school category were: facilities, funding, other interest and level of interest. The current study goes beyond the effectiveness of sport participation to an individual and seeks to establish factors determining sports participation focusing all competitive sports in secondary schools in Westlands Sub-county.

2.3 Social Relationship Factors and Participation in Sports

Social relationship factors are bound on the support provided by friends, parents, teachers and coaches vis-à-vis participation in sports activities.

According to Bulinda (2007) parents, peers, coaches and teachers are important individuals who are used as source of information by children and adolescents in the competitive sports environment for judging ability and making decisions about future participatory behaviours. Anderson (2010) shows that social support and a variety of social factors such as parents, coaches, peers and friends within a sports context influence an individual's attitudes and behavior towards participation in sports.

Rintaugu (2005) compared the socialization into sport of secondary school athletes defined by gender, geographical location of their school and influence of family members. Findings revealed that fathers and brothers were the most significant agents of socialization into sport at family level; male athletes started getting involved in sport slightly earlier than girls and mothers and sisters are rarely engaged in sporting activities. Male athletes were oriented into sport by older brothers while female athletes had their initial entry into sport centering on the father.

Ipinmoroti and Ajayi (2003) investigated on the effects of motivation of significant others in sport involvement of athletes (n=216) in Nigeria tertiary institutions. They found that the selected athletes were significantly motivated by their fathers, friends of both the same and opposite genders and physical education teachers to become involved in sport.

Parents of youngsters taking part in sports have wide influence over their child's expertise (Coakley, 2006). Knight and Holt (2014) have shown that oldsters typically have a positive influence, once acceptable parenting approaches are used. They found that parenting efforts are simplest once they are in line with the student's goals and a positive emotional climate. In youth sports throughout the U. S., the dynamics of sophistication relations are evident in however the adult-controlled structure and organization reflects the dominant structure and beliefs within the larger society.

(Fraser-Thomas, Cote and Deakin (2007) examining associations between parents' behaviors and youth sport outcomes found that prime perceived amounts of parent support, encouragement, involvement, and satisfaction are related to a lot of enjoyment, intrinsic motivation, and preference for challenge. In distinction, high amounts of parental pressure,

high expectations, criticism, and low amounts of parental support are related to attenuated enjoyment, augmented anxiety, dropout, and burnout.

Previous analysis on however youth sport participants area unit motivated to participate found that peers were as vital as adults in making a psychological feature climate (Vazou, Ntoumanis & Duda, 2005). Pummell, Harwood and Lavalley (2007) found that peers were vital in serving to young athletes create the transition from lower to a lot of elite levels of competition.

Despite restricted investigation of peers in youth sport contexts, Smith (2012) urged that peer relationships play a crucial role in youth sports, as peers are connected to youths' sense of physical competency, their ethical attitudes, and different emotional outcomes. Wabuyabo, Wamukoya and Shakil (2016) investigation on socio-economic factors influencing Muslim University (n=252) student participation in sports that peer influence (friends and family members) minimally affected participation patterns in sporting activities as 9.4% (6.7% of the males and 2.7% of the females) of the respondents agreed that they did not participate in sports because friends and family members disapproved. The analysis of variance showed no significant relationship between family members support and participation in sports.

From the above studies, it is evident that most of the studies emphasized that social relationship factors including parental support and coaches' motivation influenced participation among athletes in sports. However, majority of these studies were based on sport clubs in which population is homogenous unlike in secondary schools where there are two categories, non-participants and participants. Hence, there is need to conduct a similar study at a different level and setting. Therefore, the current study seeks to examine the influence of social relationship factors on participation in sports among students based on two perspectives: peer pressure, and support from family members.

2.4 Gender and Participation in Sports

According to Ramos (2008) children are oriented to play games related to their gender roles. Traditionally boys were expected and encouraged to play complex games which involved strategy and strength. They were taught how to work towards specific goals and promote negotiations to settle disputes encountered during play. Girls on the other hand were discouraged from competitive activities. They engaged in waiting for turns to perform simple repetitive activities such as jumping ropes or playing hop scotch (Wanderi, 2001).

Although most students acknowledge that boys and men typically exhibit bigger sports interest than women and ladies, some dispute this or argue that variations in ascertained sports behavior does not represent variations in underlying interest (Brake, 2010).

Historical reviews of sports demonstrate that several societies had substantial feminine participation as an example, in ancient times, women trained and competed in many sports, as well as running and wrestling (Golden, 2008). Notwithstanding, it seems that males are typically a lot more involved than females as per historical societies (Potter, 2012). Cross-cultural anthropology studies of sports in small-scale societies have conjointly documented unambiguous proof of feminine sports participation. For instance, in studies of North yankee, there are several accounts of women and ladies avidly taking part in double ball that involve direct competition and coordinated team play (Craig, 2002).

Studies in larger modern societies conjointly support the claim of a uniform, probably universal, sex distinction in sports participation (Deaner & Smith, 2013). These studies systematically report that males play sports a lot of times than females, usually a minimum of double the maximum amount in terms of period or frequency. This is often true whether or not studies area unit supported activity observations (Lunn, 2010). The primary multicounty study of sports participation standardized surveys was recently conducted, and it found that men participated over girls in all thirty seven countries (Apostolou, 2014). A vital question is whether or not the sex distinction in sports participation really reflects a distinction in motivation to participate. This question arises as a result of several societies'

women and girls get limited time than do boys and men or are discouraged or prohibited from taking part in sports (Chick, 2010).

First, if ladies and girls contend sports less actually because that they had less free time than boys and men, then one may expect they might additionally have interaction in less noncompetitive exercise; but, this typically is not the case (Deaner & Smith, 2013; Ham, Kruger, & Tudor-Locke, 2009; Van Tuyckom, Scheerder, & Bracke, 2010). Similarly, studies of students' recreational and extracurricular activities indicate that females' lesser participation in sports for the most part reflects their higher prioritizing of different activities, like assignment (George, 2010).

Secondly, if women and girls contend sports less actually because they have fewer formal opportunities, then one would expect that the sex distinction in sports participation would be nonexistent or smaller in informal settings; but, the sex distinction is significantly larger in these contexts (Deaner & Smith, 2013).

Sports participation varies by gender, as way fewer feminine than male students report having been recruited to participate in sports (Eitzen, 2009). Pearson, Crissey and Riegler-Crumb (2009) recommended that girls' participation in sports benefits more boys since sports give them a chance to develop behaviors or characteristics that were historically deemed unwomanly like strength and contest. They found out that sports participation improves girls' social psychological and educational outcomes. Though cultural attitudes concerning ladies participation in sports have shifted over time, sports stay as a field of displaying masculinity. These structural and cultural forces impact girls' choices to participate in high school sports as well as their motivation for engaging in sports (Cooky, 2009). This results in sports participation providing fewer benefits for ladies than boys. This study so seeks to ascertain whether or not there is a big relationship between gender and student participation in competitive sports in secondary schools in Westland Sub County.

2.5 Playing Experience

Playing experience is defined by earlier involvement in sports activities and in most cases previous experience in sports participation could enhance participants' positive feeling arising from an appreciation of one's own ability in competition and they would likely perform better than others. Sabri, Alper and Ali (2015) suggest that experience is an important factor which enables youth to participate in sport activities. Sabri et al., (2015) investigated on factors that motivate youth who participate in different sports at competitive level according to the various parameters and determined that less experienced athletes presented lower scores compared to the ones with more experience. Equally, Gitonga, Bailasha and Toriola (2011) reveals that participation motives differ with experience, in their assessment of 150 University students in different sports they found that experienced players value competition and health while inexperienced players motives wane from skill development to friendship.

Bulinda (2007) reveals that both inexperienced and experienced volleyball players are task oriented. SiuYin, WaiKing and Levy (2012) studied goal orientations of master games participants and found that there was no difference in the task orientation score for participants who had different experience levels in the games. However, games participants who had previous experiences participating in the games had higher ego orientation scores than those who had not taken part in the games. A research on participation based on playing experience thus needs to be done on student-athletes in secondary school setting. Hence, the current study seeks to establish whether there is a significant relationship between playing experience and student participation in competitive sports in secondary schools in Nairobi City County.

2.6 Household's Income and Participation in Sport

Wealth and financial position are the foremost vital factors in determining an individual's economic standing (Abuqamar, Coomans & Loucks, 2011). In America and Europe, the individual's yearly financial gain and family wealth is a crucial index of economic status. The yearly income is the amount of money and allowances an individual or a family earns a year. Customarily, the individual's or family's income in Iran is measured according to their monthly earning.

Studies have shown that class could be a robust predictor of participation in sports (Wabuyabo et al. 2016). People in higher social categories tend to own higher participation rates in some sports, like keep-fit, out of doors swimming and golf, as compared to those in lower social categories. Student's socio-economic standing influences the selection of sports activities. Those from rich background like similar sporting activities like golf, court game and polo since they can afford required sporting equipment, facility fee needed for such sports, whereas people from poor backgrounds might not be able to participate in such sports thanks to lack of economic strength to supply basic facilities and sporting gear thereby forcing them to participate in sports whose apparatus can be locally improvised. For example, use of stones or tires as goalposts in soccer and creating picket bats to play table-tennis. (Asagba, Sheehan & Rall, 2011).

Wabuyabo *et al.*, (2016) showed that two socio-economic factors such as household income and parental economic status had significant difference when tested. This implies that socio-economic factors positively influenced participation in sports. There is also a need to conduct a similar study to establish the difference in patterns. Therefore, this study seeks to determine whether or not there is a major relationship between socio-economic factors of household income and parental economic status and student participation in competitive sports in secondary schools in Westlands Sub County.

2.7: Theoretical Framework

In attempt to determine the factors that influence secondary school students' participation in competitive sports in Westlands Sub-County Kenya, Self Determination Theory (SDT) developed by Deci and Ryan (1985) was used. SDT principle states that each person has innate drive of autonomy, competence and relatedness, hence the ability to make choices and manage their own life.

The theory has been used extensively to understand motivation for participation in physical education and sports. Self-Determination Theory (Deci & Ryan, 1985), assumes that humans possess an innate proactive tendency to have interaction in physical and social surroundings to assimilate and accommodate close information.

According to Deci & Ryan, (1985), this tendency or drive encompasses 3 primary psychological wants, specifically autonomy, competence, and connectedness. Autonomy refers to individuals' subjective expertise of behaviour as willing associated an expression of their self. The requirement for competency refers to individuals' feelings of being effective in their interactions with the globe. Finally, connectedness refers to having a way of belongingness and reference to others.

Central to Self Determination Theory is autonomous motivation (intrinsic motivation) and controlled motivation (extrinsic motivation) which play a great role in mastering of tasks and learning of different skills. Intrinsically driven people have alternative in their behavioral tendencies and an optimum level of challenge, thereby fulfilling their wants for autonomy and competency. Extrinsic motivation, on the opposite hand, refers to participating in an activity for instrumental reasons, like external pressures or rewards. Extrinsically driven people have very little optimum challenge or autonomy. For instance, a contestant who competes in a sport as a result of the pressures from the coach or due to recognition or approval from family or friends is claimed to be extrinsically driven.

SDT theory was specifically applied in the study to establish a comprehensive understanding of factors that influence secondary school students' participation in sports

based on variables; social relationship, gender, playing experience and household's income.

2.8 Conceptual Framework

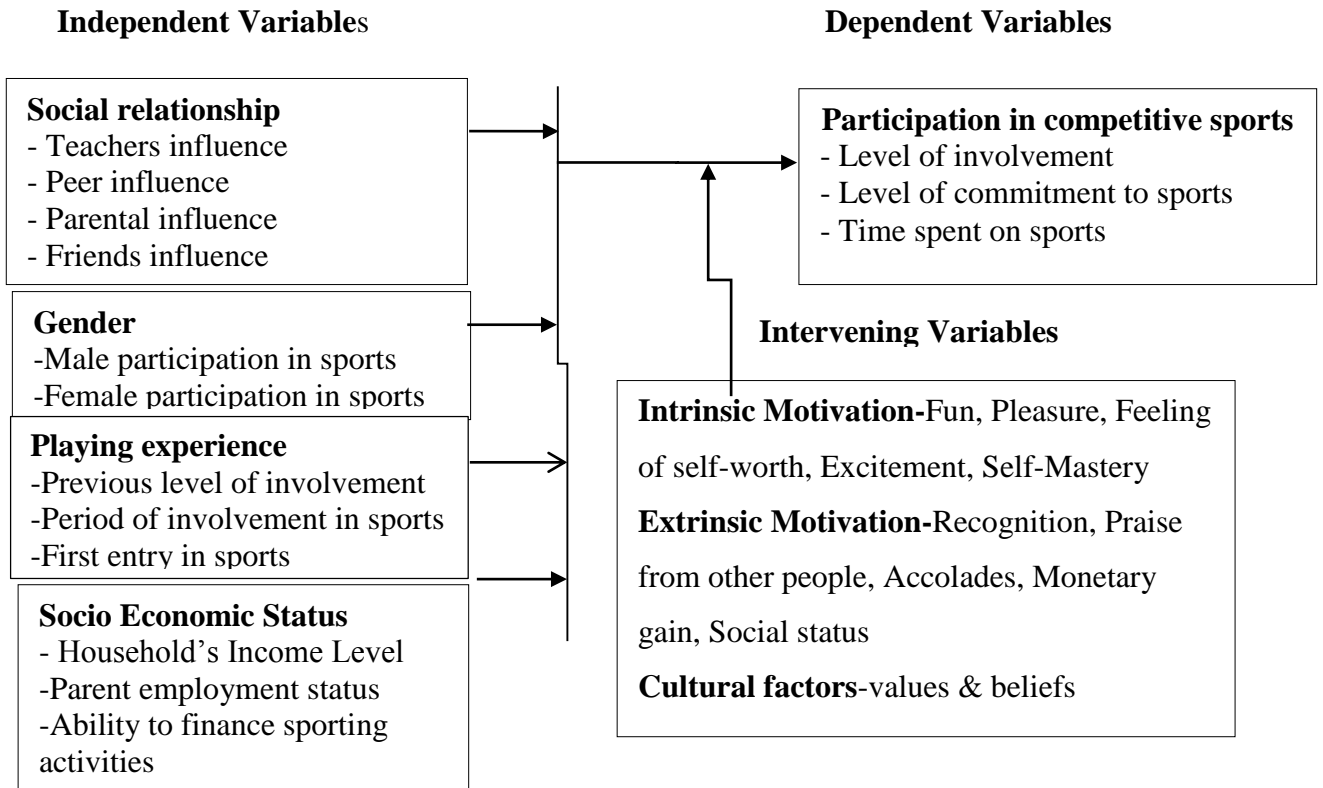


Figure 2.1 Conceptual Framework

The framework is the guide to analyze factors influencing secondary school students' participation in competitive sports. It provides a roadmap with variables of investigation and intervening variables. The independent variables under investigation are: Social relationship, gender, playing experience and socio-economic status that impact on dependent variable; while participation in competitive sports is the dependent variable. Intervening variables that influence the relationship of variables under investigation are intrinsic motivation, extrinsic motivation and cultural factors. The respondent included all

students from secondary school in Westlands Sub-county who have participated in competitive sports.

2.9 Knowledge Gap

The study has been informed by the outlined knowledge gaps;

Table 2.1 Knowledge gap

Variable	scholars	Area of study	Gap in their study
Social relationship and participation in competitive sports.	Rintaugu, (2005)	Socialization into sports of secondary athletes in Nairobi Kenya	The study covered socialization of athletes' sports participation. It is therefore necessary to establish socialization into other team sports such as football, rugby and netball.
Gender and participation in competitive sports.	Wanderi, (2001)	Traditional games of Mount Kenya Region	The study examined how gender influenced children participation in traditional games. It is important to establish how gender influences students' participation in sports in contemporary society.
Playing experience and participation in competitive sports.	Gitonga, Bailasha and Toriala, (2011)	Psycho-social attributes of elite women volleyball players	The study examined how playing experience influenced university students' participation in sports. It is therefore necessary to establish how playing experience influences secondary school students' participation in competitive sports.
Socio economic status and	Wabuyabo,(2016)	Socio-economic factors influencing Muslim university students'	The study looked at how socio-economic status influenced university

participation in competitive sports.		participation in competitive sports.	students' participation in competitive sports. It therefore necessary to establish how socio-economic status influences secondary school students' participation in competitive sports.
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2.10 Summary of Literature Review

The literature reviewed shows that student participation in competitive sports is influenced by different factors such as social factors and economic factors among others. Further, the studies reviewed show that co-curricular activities provide students with the courage and confidence to expand and aggressively pursue their academic and future life careers. These studies have not empirically determined whether there exists a relationship between social relationship, gender, playing experience, parental socio-economic status and student participation in competitive sport over time in developing countries such as Kenya. It is therefore vital to conduct a study to look at the influence of social relationship, gender, playing experience and parental socio-economic status and how they influence secondary school students' participation in competitive sports in Westlands Sub-county.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents details of the research design to be used in the study, target population, sampling technique and sample size, research instruments validity and reliability, data collection and analysis technique.

3.2 Research Design

Research design may be a systematic approach that an investigator uses to conduct a scientific investigation. Cross-sectional analytical research style was utilized in this study. The design was applied to approve and or disprove assumptions and captures demographics information at specific point in time. The cross-sectional analytical research design was ideal because deals with the proportion of the population currently with the condition (student-participants in competitive sports) with respect to the influence of social relationships, gender, playing experience and parental socio-economic status all of which can be determined.

3.3 Target Population

Target population refers to category of individuals from where the samples were drawn from and results generalized. This study targeted 1,152 students from secondary schools in Westlands Sub-county who took part in competitive sports between the years 2016 and 2019 according to Kenya Secondary Schools Sports Association (2019). This is because motivation is pegged on personal experience and only those who participated had reliable information related to engagement in sports activities.

A total of 50 students who neither participate nor participated in competitive sports will also be included in the study for a control analysis. Table 3.1 Shows target population distribution between the years 2016-2019.

Table 3.1: Target Population distribution

Srnr	School	Category	Gender	Number of students per year				Total
				2016	2017	2018	2019	
1.	Nairobi school	Public	Male	18	18	18	18	72
2.	Jamhuri High School	Public	Male	18	18	18	18	72
3.	Kangemi High school	Public	Male	18	18	18	18	72
4.	Nairobi Milimani school	Public	Male	18	18	18	18	72
5.	State House Girls	Public	Female	18	18	18	18	72
6.	Park lands Arya Girls	Public	Female	18	18	18	18	72
7.	St George's Girls School	Public	Female	18	18	18	18	72
8.	Aga Khan High School	Public	Male	9	9	9	9	36
			Female	9	9	9	9	36
9.	Aga Khan Academy	Private	Male	9	9	9	9	36
			Female	9	9	9	9	36
10.	Premier Academy	Private	Male	9	9	9	9	36
			Female	9	9	9	9	36
11.	Oshwal Academy	Private	Male	9	9	9	9	36
			Female	9	9	9	9	36
12.	Strathmore school	Private	Male	18	18	18	18	72
13.	Loreto Msongari	Private	Female	18	18	18	18	72
14	Kianda School	Private	Female	18	18	18	18	72
15	Consolata school	Private	Male	9	9	9	9	36
			Female	9	9	9	9	36
16	Kitusuru Boys	Private	Male	18	18	18	18	72
Total				288	288	288	288	1152

3.4 Sample size and Sampling procedure

Sample size refers to the number of units that is chosen and from which data was collected. The study used stratified and simple random sampling techniques. The schools were put into stratum of public, private schools. This ensures that each school has an equal chance

of being selected. Stratified random sampling was used to select 16 out of 47 secondary schools in Westlands Sub-County. Stratified sampling is ideal when there are subgroups in a population. It is estimated that 1,152 students took part in competitive sports from Westlands Sub-County between the year 2016 to 2019 (KSSSA 2019). For this study 30% of target population was selected to take part . This was done by simple random sampling whereby 384 students were selected. Kothari (2010) recommends that a representative sample of at least 30% is ideal for a smaller population while a sample of 10% is ideal for a bigger population.

Table 3.2: Sample Size Representation for Four Years

Srnr	School	Category	Status	Gender	Number of students per yr				
					2016	2017	2018	2019	
1.	Nairobi school	Public	Boarding	Male	6	6	6	6	24
2,	Jamhuri High School	Public	Boarding	Male	6	6	6	6	24
3.	Kangemi High school	Public	Boarding	Male	6	6	6	6	24
4.	Nairobi Milimani	Public	Day	Male	6	6	6	6	24
5.	State House Girls	Public	Boarding	Female	6	6	6	6	24
6.	Park lands Arya Girls	Public	Boarding	Female	6	6	6	6	24
7.	St George's Girls	Public	Boarding	Female	6	6	6	6	24
8.	Aga Khan High	Public	Day	Male	3	3	3	3	12
				Female	3	3	3	3	12
9.	Aga Khan Academy	Private	Day	Male	3	3	3	3	12
				Female	3	3	3	3	12
10.		Private	Day	Male	3	3	3	3	12

	Premier Academy			Female	3	3	3	3	12
11.	Oshwal Academy	Private	Day	Male	3	3	3	3	12
				Female	3	3	3	3	12
12.	Strathmore school	Private	Day	Boys	6	6	6	6	24
13.	Loreto Msongari	Private	Day	Female	6	6	6	6	24
14.	Kianda School	Private	Day	Female	6	6	6	6	24
15	Consolata school	Private	Day	Male	3	3	3	3	12
				Female	3	3	3	3	12
16.	Kitusuru Boys	Private	Day	Boys	6	6	6	6	24
				Total					384

3.5 Research Instruments

Questionnaire adapted from Libbey's (2004) study was used as the primary instrument for collecting data. The questionnaire consisted of six sections with close-ended questions. Section A sought demographic details of the respondents like age, gender and class of the student. Section B had questions on participation in competitive sport in terms of type, highest level of competition i.e. regional, Sub-county, county, national or East Africa, and frequency of participation in terms of hours spent on training and competition. Section C consisted of items on socio-relationship factors influencing student participation in competitive sports. Section D consisted of questions on gender and how it influences student participation in competitive sports. Section E consisted of questions on playing experience and its influence on secondary school student engagement in competitive sports. Section F consisted of items on house hold income and how it influences secondary school student engagement in competitive sports. (Appendix B). The items were weighted on a 5-point Likert scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

3.5.1 Pre-Testing of the Research Instruments

Prior to the final study, the research instruments were pre-tested in two schools in Westlands Sub-County. The two schools were picked at random and were not part of the main study. From each school, 20 students were selected leading to a total of 40 respondents.

3.6 Validity and Reliability

Validity refers to the ability of a test measuring what it is intended to measure, and the data can be generalized across persons, setting, and time.

Reliability refers to accuracy and precision of a measurement procedure, and the results are consistent,

3.6.1 Validity of the instrument

The questionnaire was subjected to peer review to make any necessary corrections. In addition, researcher also sought assistance of the supervisor who examined and judged its suitability. According to Borg and Gall (1996), validity of a tool is improved by professional judgment. The feedback was used to adjust the research instruments.

3.6.2 Reliability of the instrument

Reliability denotes the internal consistency of a research instrument. In this study, a test re-test was applied to verify reliability of the research tool. Questionnaires were distributed to the sampled students.

3.7 Data Collection Method

The researcher sought for an introduction letter from the Dean, College of Education and External Studies, University of Nairobi, after approval of the research proposal by the university supervisor. Permission to carry out the research in the secondary schools was obtained from the Ministry of Education Nairobi region and principals of the sampled

schools. The researcher booked an appointment with the principals of the selected schools and requested permission to gather data from the school. The researcher requested the principals to assign teachers who helped with the arrangement of room and the assembling of students. The researcher clarified to the students the aim of the study, assure them of confidentiality, and request them to sign consent forms. Each respondent was then given the adjusted questionnaire to fill.

The researcher with the assistance of the game teachers collected the filled questionnaires immediately. At the end of the exercise, the researcher appreciated all the participants.

3.8 Data Analysis

The questionnaire was created in relation to similar previous studies and in reference of World Health Organization (WHO, 2014). The unfilled questionnaires were exempted during data entry and analysis. The data was analyzed statistically using the SPSS software (IBM SPSS version 22). Quantitative data related to demographic information of the respondents was analyzed using descriptive statistics. Tables and figures were used to present data. Descriptive analysis used numerical methods to look for patterns in data related to sport type among students, social relationship, gender, playing experience and household's income. The research questions focusing on establishing the relation between independent and dependent variables (participation in competitive sports by students) was tested using Pearson Correlation (r) at a significance level of 0.05 probability. The analyzed data was presented using statistical methods such as frequency tables and figures.

3.9 Ethical Considerations

An informed consent for participation was sought from the students before conducting the final study (as shown in Appendix A). This gave the participants freedom to choose whether to participate or not. Respondents were coded, and no real names were used, findings were presented in a generalized manner and authors were acknowledged.

3.10 Operationalization of Variables

Objectives	Type of variable	Indicators	Measurement scale	Method of analysis	Data collection tool
Social relationship and participation in sports	Independent Variable	Teachers influence Peer influence Parental influence Friends influence	Ordinal scale	Statistical package of social science version 22 Descriptive statistic Pearson Correlation	Questionnaires
Gender and participation in sports	Independent variable	Male participation Female participation	Nominal scale	Statistical package of social science version 22 Descriptive statistic Pearson Correlation	Questionnaires
Playing experience and sports participation	Independent variable	Initial entry into sports Period of involvement in sports Previous highest level of competition	I	Statistical package of social science version 22 Descriptive statistic Pearson Correlation	Questionnaires

Socio economic status and sports participation	Independent variable	House hold income level Parental employment status	Ordinal scale	Statistical package of social science version 22 Descriptive statistic Pearson Correlation	Questionnaires
Participation in competitive sports	Dependent variables	Level of involvement Level of commitment in sports Time spent in sports	Ordinal scale	Statistical package of social science version 22 Descriptive statistic Pearson Correlation	Questionnaires

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged as per the objectives of the study. The aim of this study was to investigate factors that influence secondary school students' participation in competitive sports. In the first section, respondents' demographic information is presented since it might be pertinent in interpreting the data that they provided whereas the other sections present information on research objectives. The study intended to achieve the following research objectives:

- i. To examine the influence of social relationship on participation in competitive sports among secondary school students' in Westlands Sub-County.
- ii. To determine the influence of gender on participation in competitive sports among secondary school students' in Westlands Sub-County.
- iii. To assess the influence of playing experience on participation in competitive sports among secondary school students' in Westlands Sub-County.
- iv. To investigate the influence of socio-economic status on participation in competitive sports among secondary school students' in Westlands Sub-County.

4.2 Response Rate

This section presents the response rate of the study respondents. The researcher distributed a total of 384 questionnaires to the sampled students but a total of 250 completed questionnaires were returned. This represented 65.10% of the target population which concurs with Mugenda and Mugenda (2009) who opine that a return rate of 60% and more is good enough for conclusions and recommendations basing on the results. This is also in line with Hagger et al. (2003) that the researcher needs to strive to accomplish a response rate of 50 percent, 60 per cent or 75 per cent and above.

4.3 Demographic Information of Students

The research instruments solicited demographic information of the students. The demographic information of the various students was sought based on gender, age groups and level of study.

4.3.1 Distribution of the Respondents by Gender

To get the number of respondents by gender, sampled students were required to indicate whether they were male or female in the questionnaire. The responses are as presented in Table 4.1.

Table 4.1: Distribution of Students by Gender

Gender		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	141	56.40	56.40	56.40
	Female	109	43.60	43.60	100.0
		250	100.0		

Results in Table 4.1 indicated that male 141 participants were slightly more than their female counterparts 109. This showed that male students dominate in sports because most games are more physical and masculine. In addition this finding is in tandem with previous studies that established that male play sports a lot more than female due to cultural socialization.

4.2.2 Distribution of Participants by Age

To obtain the number of respondents by age, the sampled students were required to indicate their age brackets in the questionnaire. The responses are as presented in Table 4.2.

Table 4.2: Distribution of Students by Age

Age category		Frequency	Percent	Valid percent	Cumulative percent
Valid	14-15 years	81	32.4	32.40	32.40
	16-17 years	157	62.80	62.80	95.20
	18 years and above	12	4.80	4.80	100.0
		250	100.0		

Findings in Table 4.2 indicated that majority 157 were in the age bracket of 16-17years, 81 were between the age of 14-15 years and only 12 were 18 years and above of age. This was a clear indication that majority of students were in their adolescence age in which they undergo a lot of physical and mental growth and their body is characterized by more physical activity for metabolism.

4.2.3 Distribution of Level of Study

To acquire the number of respondents with respect to level of study, the respondents were required to indicate their level of study in the questionnaire. The responses are as presented in Table 4.3.

Table 4.3: Distribution of Participants by Level of Study

Age category		Frequency	Percent	Valid percent	Cumulative percent
Valid	Form One	57	22.80	22.80	22.80
	Form Two	99	39.60	39.60	62.40
	Form Three	76	30.40	30.40	92.80
	Form Four	18	7.20	7.20	100.0
		250	100.0		

The study findings in Table 4.3 indicate that the sample under study was distributed in all levels of study with 99 of participants in Form two, Form three 76, Form one 57 while only 18 were from form four. It is opine that higher participation was among form two and form three students as they have settled in school as opposed to form one and form four students who are settling in school and preparing for their Kenya secondary school examinations respectively.

4.4 Participation in Competitive Sports by the Students

Participation in competitive sports by students was analyzed and discussed based on forms of sport disciplines involved, frequency of participation and maximum achieved in sports as described in the following sub-sections:

4.4.1 Forms of Sports Disciplines Students Engaged in

The study also sought to determine the sports disciplines that the participants were engaged in as shown in table 4.4.

Table 4.4: Participation in Competitive Sports (Multiple Responses)

Sports	Frequency (n=250)	Percentage
1. Athletics	133	53.2%
2. Badminton	16	6.4%
3. Swimming	121	48.4%
4. Rounders	17	6.8%
5. Hockey	45	18.0%
6. Basketball	67	26.8%
7. Rugby	58	23.2%
8. Cricket	15	6.0%
9. Rugby 7	12	4.8%
10. Racket games	33	13.2%
11. Soccer	178	71.2%
12. Netball	32	12.8%

n=250

The data in Table 4.4 shows that majority 178 played soccer as a competitive sport followed by athletics, 133, swimming 121, basketball 67, while those who participated rugby 7 were the least 12. Perhaps most schools provided facilities and equipment for soccer, athletics and swimming. This agrees with Mwhaki (2007) who reported that availability of sports facilities and equipment has a great impact on students' participation in sports activities.

The differences are observed in all groups of sporting activity but the smallest are in a case of rugby 7, cricket 15 and badminton 16. The finding is attributed to popularity of different sports. The popularity for football and athletics could be explained by the fact that quite a lot of people take part in soccer and athletics, and there are more facilities for both sports competition linked to football and athletics. These results also suggest that most schools provided facilities and equipment for soccer and athletics. This finding corroborate with those of Mwhaki (2007) that stated that accessibility to sports facilities and equipment has a greatly determine students' engagement in sports.

4.4.2 Frequency of Participation in Sports

Respondents who actively participated in competitive sports were asked to indicate the number of times they engaged in sports on daily, weekly and monthly basis. The results we presented in the tables 4.5, 4.6 and 4.7.

Table 4.5: Frequency of Training on Daily Basis

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Once	117	58.50	58.50	58.50
	Twice	47	23.50	23.50	82.0
	Three times	27	13.50	13.50	95.50
	Four times or more	9	4.50	4.50	100.0
		200	100.0		

n=200

Table 4.5 describes the frequency of sport participation in secondary schools under study on a daily basis. The results indicate that 117 of the participants engaged in physical training once, 47 twice and 27 three times in a day. The training frequency declined as most students' participation motives were mostly recreational reasons as opposed to preparation for competition. These findings implied that most students devoted most of their time in academics while devoting less time in sporting activities as well as going back home after classes. This is supported by Gitonga (2003) who noted that day school students devoted a smaller amount time in sporting activities unlike boarding school students who would rather spend more time in sporting activities in the morning because they have adequate time at their disposal after classes and in the morning before classes as Bulinda (2000) explains.

Respondents who actively participated in competitive sports were further asked to indicate the number of times they engaged in sports on a weekly basis as shown in table 4.6.

Table 4.6: Frequency of Training on Weekly Basis

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Once	8	4.0	4.0	4.0
	Twice	99	49.5	49.5	53.5
	Three times	65	32.5	32.5	86.0
	Four times or more	19	9.5	9.5	95.5
	Five times or more	9	4.5	4.50	100.0
		200	100.0		

n=200

Table 4.6 shows the frequency of sport participation in secondary schools under study on a weekly basis. The results indicate that the frequency of participation decreased down the table with 99 participants engaging in physical training twice, 65 three times and 8 once on a weekly basis. However, only 9 engaged in sports and physical training five times or more in a week. Training motives greatly determined training frequency in a week, with students who actively engaged in competitive sports training more times compared to students who train for fun and fitness. Respondents who actively participated in competitive sports were further asked to indicate the number of times they engaged in sports on a monthly basis as shown in Table 4.7.

Table 4.7: Frequency of Sport participation on a monthly basis

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Once in a month	3	1.5	8.0	8.0
	Two times	26	1	48.5	56.5
	Three times	97	48.5	30.0	86.5
	Four times	60	30.0	13.0	99.5
	Five times	14	7.0	0.5	100.0
		200	100.0		

=250

Table 4.7 indicates the frequency of sport participation in secondary schools under study on a monthly basis. The number of times participated per month was measured , one time per month, two times per month, three times per month, four times per month and five times per month. According to the results in Table 4.7, there is a very good participating frequency. This could be attributed to the fact that boarding schools take part in sports even during the weekends as compared to day schools.

4.4.3 Maximum Achievement of Sport

The maximum level of each participant reached in school level was also evaluated for the purpose of assessing the performance level in competitive sports. Five categories of achievement levels attained were sub-county level, county level, regional level, and national level and East Africa level. Results of the first 200 participants were analyzed and presented in Table 4.8.

Table 4.8: Maximum Level Achieved by Students

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Sub-county	97	48.5	48.5	48.5
	County	60	30.0	30.0	78.5
	Regional	43	21.5	21.5	100.0
		200	100.0		

Table 4.8 shows that 97 participants competed to Sub-County level, 60 to County level and 43 to regional level. This shows that majority of students participated up to sub county level and few made it to regional and national levels. These results may be attributed to inadequate preparation, lack of proper coaching, or other limiting factors such as recommended facilities. Respondents were further asked to state whether they had ever participated in games and never succeeded at national level. Results revealed that majority of the participants agreed that they had tried but could not proceed to national level. The researcher further sought clarifications on the factors that might have contributed to this phenomenon such as social relationship, gender, playing experience and socio economic status.

4.4 Social Relationship and Participation in Competitive Sports

The study sought to examine the influence of social relationship on participation in competitive sports among secondary school students' in Westlands Sub-County. To achieve this, the study established types of supports given by parents, teachers and friends. During data collection, 200 students who actively participated in competitive sports were asked to indicate factors that led them to take part in sports as presented in table 4.9. The remaining 50 respondents, who did not participate in competitive sports, were also asked to indicate the factors behind their non-participation in sports as presented in table 4.9.

Table 4.9: Social Relationship and Students Participation

Type of support	Item		Freq	%
Positive (n=200)	Support and encouragement	My parents like me playing sport and encourage it.	134	67.0
		My friends are very supportive of me playing sport	96	48.0
		My teachers encourage me to play a lot of sports because it's good for me and I enjoy it.	126	63.0
	Family members and friend who actively involved in sports	My father/mother play games so it is just a normal thing to play sports	32	16.0
		My friends participate in sports, so I do as well	167	83.5
		My older sister/brother is a personal trainer and likes it very much	23	11.5
Negative (n=50)	Study more important	My parents do not mind me doing it, but they want me to take school first	43	86.0
		My friends tell me that sports take much time and deprive me of my time for studies	13	26.0
		Teachers discourage me from spending more time in sports than in academics	6	12.0
	Safety concerns	My parents agree with sports except if it is dangerous	14	28.0
		My friends really want me to play but also tell me not to get injured		
	Financial burden	My parents think playing sport and joining a team is costly which puts them off the idea a bit if it is expensive	18	36.0

N=250

Table 4.9 shows that 188 participants got support and encouragement from parents and friends. 72 participants participated because family members and friendly were actively involved in sports. On the other hand 20 students who were non participants reported that the failed to engage in competitive sports because their friends and parents advised them that, studies were more important than sports. This implies that support and encouragement from parents and friends play a great role in students’ engagement in sports.

The finding agrees with Rintaugu (2005), Ipinmoroti and Ajayi (2003) that students are significantly motivated by their fathers, friends and coaches to actively participate in sports.

4.5 Gender and Participation in Competitive Sports

The study also sought to determine the influence of gender on participation in competitive sports among secondary school students’ in Westlands Sub-County. To accomplish this objective, gender based on students’ participation was analyzed. The results were presented in Table 4.10.

Table 4.10: Gender Based Students Participation in the Sample

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	111	55.5	55.5	55.0
	Female	89	44.5	44.5	100.0
		200			

The results in Table 4.10 show that even though a total of 250 students (both male and female) participated in sports, only 200 students participated in competitive sports at national level. However, this survey data shows a higher level of male participants at 111 than female participants at 89. Dufur and Linford (2010) recognized that though female engagement in sports had improved significantly; male students still engaged more in sports

compared to females. Likewise, Mwihi, (2007) found that female engagement in physical activities was lesser equated to boys owing to physical and physiological body changes.

4.5.1 Gender and Participation in Competitive Sports

The researcher sought to determine the link between gender and participation in competitive sports among students. The respondents were required to answer how true they felt each statement is in their school based on some statements on demographic factors on gender. The items were scored based on a 5-Point item Likert Scale as follows: SA =Strongly Agree was given 5 points, A= Agree was rated 4 points, U= Undecided rated 3 points, D= Disagree rated 2 points while, SD = Strongly Disagree was rated 1 point. Frequency, percentages, mean and standard deviation was used to analyze the data. The results were presented in Table 4.11.

Table 4.11: Influence of Gender on Students’ Participation in Competitive Sports

Statement		SA	A	U	D	SD	Mean	Sd Dev
Female gender is limited from participating in some sports that needs more physical activity like Rugby 7	F	-	96	76	78	-	2.657	.186
	%	-	38.4	30.4	31.2	-		
Some sports have been stereotyped as feminine while others masculine hindering participation hence hindering my interest	F	-	66	89	95	-	1.876	.209
	%	-	26.4	35.6	38	-		
Some sports have been stereotyped as masculine while others feminine hindering participation	F	36	99	79	36	-	3.171	.019
	%	14.4	39.6	31.6	14.4	-		
It has been difficult to balance chores at home and participating in games	F	-	97	88	65	-	2.987	.167
	%	-	38.8	35.2	26	-		
I always engage in other activities which are less physical as compared to more physical games	F	42	57	95	56	-	3.014	.124
	%	16.8	28.5	38	14.4	-		
Overall mean							2.741	

n=250

Key: Sd Dev=Standard Deviation

As shown in Table 4.11, 99 of the students who participated in the study agreed with the item, “Some sports have been stereotyped as masculine while others feminine hindering participation”, 97 agreed with the item, “It has been difficult to balance chores at home and participating in games” and 96 agreed with “Female gender is limited from participating in some sports that needs more physical activity like Rugby 7”. However, 95 of the participants were neutral with the item “I always engage in other activities which are less physical as compared to more physical games” while 95 disagreed with the item “Some sports have been stereotyped as feminine while others masculine hindering participation hence hindering my interest”.

The overall mean is below 3.0 (mean=2.741<3.0) implying that gender averagely influenced students’ participation in competitive sports in the schools under study. These findings are in parallel with those of Ramos (2008) which revealed that children are oriented to play games related to their gender roles. Also, consistent with Lunn (2010), males play sports a lot of times than females, double in terms of period or frequency. However, Brake (2010) disagrees with the proof that boys and men typically exhibit bigger sports interest than ladies and girls and opines that the variations in discovered sports behavior does not represent variations in underlying interest.

4.6 Playing Experience and Participation in Competitive Sports

The third objective of the study was to assess the influence of playing experience on participation in competitive sports among secondary school students in Westlands Sub-County. To achieve this, participants were asked to point the number of years of participation in competitive sports. Table 4.12 presents the findings.

Table 4.12: Participation Year in School

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1 year	3	1.5	1.5	1.5
	2 years	97	48.5	48.5	50.0
	3 years	60	30.0	30.0	80.0
	4 years	26	13.0	13.0	93.0
	5 years or more	14	7.0	7.0	100.0
		200	100.0		

Table 4.12 shows number of years is participated in sport and the results show that 97 of the participants had experience of two years in playing and engaging in sport activities. However, the number declined with the increase of number of years of playing as 5 years or more scored a relatively smaller number of participants 14 as compared to those with three years of experience 60. An indication that there is minimal adherence to competitive sports among the students.

Participants were further asked to show the number of events they did take part in while in school in the previous two years as shown in Table 4.13.

Table 4.13: Number of Events Participated in School in the previous two years

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1 event	4	2.0	2.0	2.0
	2 events	56	28.0	28.0	30.0
	3 events	101	50.5	50.5	80.5
	4 events	27	13.5	13.5	94.0
	5 events or more	12	6.0	6.0	100.0
		200	100.0		

Table 4.13 indicates that the past sport participation of secondary student was not in a satisfaction level as participants, orderly 58 and 101 participated in 2 and 3 events respectively, while 4 events and 5 events had relatively least number of participants of 27 and 12 respectively. The students are at a developmental stage where they are full of energy and like to explore different activities hence a big uptake of more than one event.

4.6.1 Playing experience and Participation in Competitive Sports

The researcher sought to determine the link between playing experience and participation in competitive sports among students. The respondents were required to answer how true they felt each statement is in their school based on some statements on demographic factors on gender. The items were scored based on a 5-Point item Likert Scale as follows: SA =Strongly Agree was given 5 points, A= Agree was rated 4 points, U= Undecided rated 3 points, D= Disagree rated 2 points while, SD = Strongly Disagree was rated 1 point. Frequency, percentages, mean and standard deviation was used to analyze the data. As presented in Table 4.14.

Table 4.14: Influence of Playing Experience on Students' Participation in Competitive Sports

Statement		SA	A	U	D	SD	Mean	Sd Dev
My first experience in competitive sports was at primary school level	F	-	96	76	78	-	3.657	.086
	%	-	38.4	30.4	31.2	-		
My first experience in competitive sports was at secondary school level	F	76	78	96	-	-	4.373	.025
	%	30.4	31.2	38.4	-	-		
Lack of proper skills in games hinders my participation in competitive sports	F	78	96	76	-	-	4.576	.019
	%	31.2	38.4	30.4	-	-		
Playing experience has enabled me to develop great skills in scoring goals	F	-	99	79	36	-	3.371	.019
	%	-	39.6	31.6	14.4	-		
My playing experience puts me in a better position to engage in competitive sports	F	66	89	95	-	-	4.027	.0227
	%	26.4	35.6	38	-	-		
I am rarely selected to participate in sports due to little experience	F	65	97	88	-	-	3.987	.167
	%	26	38.8	35.2	-	-		
My experience in sports motivate me to participate in competition	F	42	57	95	56	-	3.014	.024
	%	16.8	28.5	38	14.4	-		
	F	36	99	79	-	-	3.408	.047

My previous success in sports motivates me to participate in sports	%	14.4	39.6	31.6	-	-		
Overall mean							3.802	

As shown in Table 4.14, 78 of the students who participated in the study strongly agreed with the item, “Lack of proper skills in games hinders my participation in competitive sports”, 76 strongly agreed with the item, “My first experience in competitive sports was at secondary school level” and 66 strongly agreed with “My playing experience puts me in a better position to engage in competitive sports”. Nonetheless, 78 of the participants disagreed with the item “My first experience in competitive sports was at primary school level”. The overall mean is above 3.0 (mean=3.802>3.0) implying that play experience greatly influenced students’ participation in competitive sports in the schools under study. These findings are supported by Sabri et al. (2015) that experience is an important factor which enables youth to participate in sport activities and thus less experienced athletes presented lower scores compared to the ones with more experience.

4.7 Household’s Income and Students’ Participation in Competitive Sports

The fourth objective of the study sought to investigate the influence of household’s income on participation in competitive sports among secondary school students’ in Westlands Sub-County. Family income indicators were used to characterize the household’s income which were rated on 3-point Likert scale as follows: Low income earners ranged between Ksh.1,500-25,000, middle income earners ranged between Ksh.25,001-50,000 and high-income earners were rated as Ksh.50,001 and above. Table 4.15 presents the distribution of parent’s level of income.

Table 4.15: Household's Level of Income

Household's Income		Frequency	Percent	Valid percent	Cumulative percent
Valid	Ksh.1,500-25,000	156	62.40%	62.40%	62.40%
	Ksh.25,001-50,000	71	28.40%	28.40%	90.80%
	Ksh.50,001 and above	23	9.20%	9.20%	100.0
		250	100.0		

Table 4.15 demonstrates that most 156 of the participants lived in families with household income of between Ksh.1500-25,000 while the least 23 hailed from households with income of Ksh.50001 and above. This finding implies that most students participating in competitive sports in secondary schools under the study had financial challenges and henceforth limited their participation in such sports.

To further analyze the connection between students' household's income and their participation in sports, we calculated the average of the Likert scales of all household's income indicators out of 7, which was then scored based on a 5-Point item Likert Scale as follows: SA =Strongly Agree was given 5 points, A= Agree was rated 4 points, U= Undecided rated 3 points, D= Disagree rated 2 points while, SD = Strongly Disagree was rated 1 point. Frequency, percentages, mean and standard deviation was used to analyze the data as presented in Table 4.16.

Table 4.16: Influence of Household’s Income on Students’ Participation in Competitive Sports

Statement		SA	A	U	D	SD	Mean	Sd Dev
Parental income is low and cannot support me in buying sports facilities	F	76	78	96	-		3.373	.126
	%	30.4	31.2	38.4	-			
Parental income is low, and I do not actively participate in sport because I must spare sometime to look for some money for upkeep	F	78	96	76	-	-	3.576	.117
	%	31.2	38.4	30.4	-	-		
I get discouraged from participating in sports because I cannot afford sport-garments due to low income/or attitude from parents	F	-	99	79	36		2.371	.116
	%	-	39.6	31.6	14.4			
Fees payment has been a problem and therefore I irregularly report to schools and sometimes miss to participate in sports	F	66	89	95	-	-	3.027	.127
	%	26.4	35.6	38	-	-		
I cannot afford trips for training in case of outside training sessions hence limit me from engaging in competitive sports	F	65	97	88	-	-	3.987	.162
	%	26	38.8	35.2	-	-		
In our school each athlete is required to purchase her/his own sports garments and I cannot afford hence I am limited to participate	F	42	57	95	56	-	3.014	.124
	%	16.8	28.5	38	14.4	-		
My soccer boots are torn because it is long since I purchased them and therefore, I am limited to participate in competitive games	F	36	99	79	-	-	3.408	.141
	%	14.4	39.6	31.6	-	-		
Overall mean							3.251	

As demonstrated in Table 4.16, 78 of the students who participated in the study strongly agreed with the item, “Parental income is low & I do not actively participate in sport because I have to spare sometime to look for some money for upkeep”, 76 strongly agreed with the item, “Parental income is low & cannot support me in buying sports equipment” and 66 strongly agreed with “Fees payment has been a problem and therefore I irregularly report to schools and sometimes miss to participate in sports”. However, 56 of the participants disagreed with the item “In our school each athlete is required to purchase her/his own sports garments and I cannot afford hence I am limited to participate”. The overall mean is above 3.0 (mean=3.251>3.0) implying that household’s income also plays a significant role in students’ participation in competitive sports in the schools under study.

As illustrated in Table 4.10, most students from low income households were less likely to participate in competitive sports while students from households with high income were more likely to engage in competitive activity. A disproportion which may be attributed to cost incurred to participate in sporting activities.

These findings are supported by Lee (2012) who studied the connection between socio-economic status and physical activity in Hong Kong and the results indicated that income had an impact on subjects’ participation of physical activity and sports. This is also in agreement with Nielsen et al. (2012) the family’s income status had a positive impact on children’s taking part in organized sports activities. However, there seemed to be no relation between the families’ socio-economic status and general physical activities of the children.

4.8 Pearson Correlation Analysis

To establish if there was a connection between the independent variables (gender, social relationship factors, play experience and household’s income) and dependent variable (students’ participation in competitive sports) the results were subjected to Pearson Correlation Analysis to determine the coefficients at a significance of 0.05 probability. Table 4.17 gives a presentation of the study findings.

Table 4.17: Correlation between factors and students ‘participation in Competitive Sports

Rank	Factor	Participation in Physical activity (r)	p-value
1	Social relationship	0.186**	.002
2	Gender	0.146*	.001
3	Playing experience	0.034ns	.268
4	Household’s income	-0.137	.146
**Correlation is significant at the 0.01 level of probability (2-tailed) *Correlation is significant at the 0.05 level of probability (2-tailed) ns Not Significant (2-tailed) r-Pearson Correlation			

Further analysis as presented in Table 4.11 revealed significant positive correlation between students’ participation in competitive sports and such factors as social relationship ($r=0.186$, $p=0.02$) and gender ($r = 0.146$, $p= 0.01$), while playing experience had no significant effect on the level of students’ participation in competitive sports ($r =0.034ns$, $p=0.268$). In addition, a significant negative correlation was noted between the household’s income and students’ participation in competitive sports ($r = -0.137$, $p= 0.146$).

The study findings in the present study revealed that playing experience had no significance relationship with students’ level of participation in competitive sports. These findings agree with those of Bulinda (2007) which showed that both inexperienced and experienced volleyball players are task oriented. Also, in their study, SiuYin et al. (2012) found that there was no difference in the task orientation score for participants who had different experience levels in the games.

The findings of the current study corroborate with those of Habibi (2011) that found that there's no vital relationship between the Iranian feminine athletes' socio-economic standing and their participation in trainings. Also, in a study by Glen Nielsen et al. (2012) it was revealed that there seemed to be no relation between the families’ socio-economic status and general physical activities of the children. However, the findings of the previous study

by Sharma and Hardikar (2010) is inconsistent with the present study as it revealed a significant positive correlation between students' level of participation in sports and family income.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives. The main purpose of this study was to examine factors influencing secondary school students' participation in competitive sports. The study sought to achieve the following research objectives: To examine the influence of social relationship on participation in competitive sports among secondary school students' in Westlands Sub-County; To determine the influence of gender on participation in competitive sports among secondary school students' in Westlands Sub-County; To assess the influence of playing experience on participation in competitive sports among secondary school students' in Westlands Sub-County and To investigate the influence of socio-economic status on participation in competitive sports among secondary school students' in Westlands Sub-County

5.2 Summary of Research Findings

The study sought to examine the influence of social relationship on participation in competitive sports among secondary school students in Westlands Sub-County. Findings revealed that most students who participated in competitive sports got support and encouragement from parents who supported and encouraged them when playing. Majority of students were also influenced by peers who participated in sports and thus they too wanted to engage in the same. Students also reported that friends and teachers also encouraged them to play because it is good mental growth and physical development.

The also study sought to determine the influence of gender on participation in competitive sports among secondary school students in Westlands Sub-County. From the study findings, it was apparent that male mean score on participation in competitive sports was

higher compared to that of female. Findings indicated that gender had a positive and a light influence on students' participation in competitive sports. Further, results of the analysis revealed that there was no statistically significant difference in the mean scores of participation between the boys and girls. This shows that both male and female students were equally given opportunities in relation to participation in sports.

The also sought to assess the influence of playing experience on participation in competitive sports among secondary school students in Westlands Sub-County. The study findings revealed that play experience greatly influenced students' participation in competitive sports in the schools under study. However, there was no significance relationship between playing experience and students' participation in competitive sports in the schools under study.

Lastly the study sought to investigate the influence of household's income on participation in competitive sports among secondary school students' in Westlands Sub-County. The study findings indicated that most students participating in competitive sports in secondary schools under the study had financial challenges and henceforth limited their participation in such sports.

5.3 Conclusions

Based on the findings of the current study, the following conclusions have been drawn.

- i) Majority of the participants were engaged in soccer, athletics and swimming and rugby had the least number of participants.
- ii) There was significant positive correlation between students' participation in competitive sports and such factors as social relationship ($r=0.186$, $p=0.02$) and gender ($r = 0.146$, $p= 0.01$).
- iii) Playing experience had no significant effect on the level of students' participation in competitive sports ($r =0.034$ ns, $p=0.268$).
- iv) There was a significant negative correlation was noted between the household's income and students' participation in competitive sports ($r = -0.137$, $p= 0.146$).

5.4 Recommendations

The study makes the following recommendations .

- i) The Ministry of Education, through the county Director of Education should ensure that all secondary schools have basic sports facilities and equipment in order to promote sports participation.
- ii) Schools principals should ensure every student identifies themselves with a sport. This can be done by requesting that each student register and participate in sport while in school.
- iii) Free accessibility to sporting facilities in and out school time ought be addressed by the Ministry of Education
- iv) The Ministry of Sports and Gender in collaboration with the Ministry of Education should develop attractive sport programs more based on recreational side rather than just introducing competitive once.

5.5 Suggestions for Further Research

The study suggessts the following research studies to be conducted:

- i. Further research needs to focus on students' participation in sporting activities after completion of secondary schools.
- ii. There is need for a study to investigate the relationship between sports participation and discipline of the students.

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APPENDICES

Appendix A: Letter of Introduction

To the Respondent

Dear Respondent

I am a student at University of Nairobi currently undertaking a Post Graduate Diploma in Education in the School of Education. As a requirement of this diploma, am undertaking a research study on factors influencing secondary school students' participation in competitive sports: A Case Study of secondary schools students in Westlands Sub-County.

I kindly seek your cooperation in filling out the attached questionnaire. The information received will be used for the purposes of this research only. All the information gathered will be confidential.

Jedidah Munyua

Student

Appendix B: Questionnaire for Student

Section A: Demographic Information

1. What is your gender?

Male Female

2. What is your age group?

14.-15 years 16-17yrs 18yrs and above

3. What is your level of study?

Form one Form two

Form three Form four

Section B: Participation in Sports

4. Which sports did you represent your school in external competitions?

(Tick appropriately)

Sports	(Tick appropriately)
13. Athletics	
14. Badminton	
15. Swimming	
16. Rounders	
17. Hockey	
18. Basketball	
19. Rugby	
20. Cricket	
21. Rugby 7	
22. Racket games	
23. Football	
24. Netball	

1. How many times do you engage in sports in a day?

Once 2 times 3 times 4 times 5 times

2. How many times do you engage in sports in a month?

Once 2 times 3 times 4 times 5 times or more

3. Indicate the highest level of competition reached?
 Sub-County [] County [] Regional [] National Level []
 East Africa Level []
4. Have you ever participated in games and never succeeded at national level?
 Yes [] No []
5. If YES in Q5 above, what factors contributed to this?

Section C: Social relationship & Participation in competitive sports

The tables below present some statements about the support you get from family members, friends, teachers, among other people playing roles in your participation in sports. Please answer how true you feel each statement is in your school, by ticking on the appropriate box. Use the key below to respond. **SA** = Strongly Agree, **A**= Agree, **U**= Undecided = Disagree, **SD** = Strongly Disagree.

Type of support	Item		Yes	No
Positive	Support and encouragement	My parents like me playing sport and encourage it.		
		My friends are very supportive of me playing sport		
		My teachers encourage me to play a lot of sports because it's good for me and I enjoy it.		
	Family members and friends who actively involved in sports	My father/mother play games so it is just a normal thing to play sports		
		My friends participate in sports so I do as well		
		My older sister/brother is a personal trainer and likes it very much		
Negative	Study more important	My parents do not mind me doing it, but they want me to take school first		
		My friends tell me that sports take much time and deprive me of my time for studies		

		Teachers discourage me from spending more time in sports than in academics		
	Safety concerns	My parents agree with sports except if it is dangerous		
		My friends really want me to play but also tell me not to get injured		
	Financial burden	My parents think playing sport and joining a team is costly which puts them off the idea a bit if it is expensive		

Section D: Gender and Participation in Competitive Sports

The tables below present some statements on demographic factors on gender. Please answer how true you feel each statement is in your school, by ticking on the appropriate box. Use the key below to respond. SA = Strongly Agree, A= Agree, U= Undecided = Disagree, SD = Strongly Disagree. (Only indicate by tick where necessary)

Statement	SA	A	U	D	SD
1. Female gender is limited from participating in some sports that needs more physical activity like Rugby 7					
2. Some sports have been stereotyped as feminine while others masculine hindering participation hence hindering my interest					
3. Some sports have been stereotyped as masculine while others feminine hindering participation					
4. It has been difficult to balance chores at home and participating in games					
5. I always engage in other activities which are less physical as compared to more physical games					

Section E: Playing experience and Participation in Competitive Sports

1. Indicated the number of years of participation in competitive sports.

1 year [] 2 years [] 3 years [] 4 years [] 5 years and above []

2. How many events did you take part in while in school in the previous two years?

1 Event [] 2 Events [] 3 Events [] 4 Events [] 5 Events []

The tables below present some statements on playing experience. Please answer how true you feel each statement is in your school, by ticking on the appropriate box. Use the key below to respond. SA = Strongly Agree, A= Agree, U= Undecided = Disagree, SD = Strongly Disagree. (Only indicate by tick where necessary)

Statement	SA	A	U	D	SD
1. My first experience in competitive sports was at primary school level					
2. My first experience in competitive sports was at secondary school level					
3. Lack of proper skills in games hinders my participation in competitive sports					
4. Playing experience has enabled me to develop great skills scoring goals					
5. My playing experience puts me in a better position to engage in competitive sports					
6. I am rarely selected to participate in sports due to little experience					
7. My experience in sports motivate me to participate in competition					
8. My previous success in sports motivates me to participate in sports					

Section F: Household’s Income & participation in Sport

1. Indicate the level of monthly income in your family (KHz)

Ksh.1,500-25,000 [] Ksh.25,001-50,000 [] Ksh.50,001 and above []

Indicate your level of agreement with the following statements that relate to household’s income & student participation in competitive sports. Please answer how true you feel each statement is in your school, by ticking on the appropriate box. Use the key below to respond. SA = Strongly Agree, A= Agree, U= Undecided = Disagree, SD = Strongly Disagree. (Only indicate by tick where necessary)

Statement	SA	A	U	D	SD
1. Parental income is low & cannot support me in buying sports facilities					
2. I do not actively participate in sport because I must spare sometime to look for some money for upkeep					
3. I get discouraged from participating in sports because I cannot afford sport-garments due to low income/or attitude from parents					
4. Fees payment has been a problem and therefore I irregularly report to schools and sometimes miss to participate in sports					
5. I cannot afford trips for training in case of outside training sessions hence limit me from engaging in competitive sports					
6. In our school each athlete is required to purchase her/his own sports garments and I cannot afford hence I am limited to participate					
7. My soccer boots are torn because it is long since I purchased them and therefore, I am limited to participate in competitive games.					

Thank you for your time