

**DETERMINANTS OF NON-PARTICIPATION IN ORGANIZED
SPORT ACTIVITIES BY PUBLIC SECONDARY SCHOOLS
STUDENTS IN KENYA: A CASE STUDY OF KIAMBU COUNTY.**

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DECLARATION

This project is my original work and has not been presented for the award of a degree or any other qualification in any other university or institution of higher learning.



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DEDICATION

I dedicate this work to my loving parents Albert Obondo and Scholarstica, who instilled in me the value of education. To my husband, Ronald Obolla, whose constant encouragement made this come true, and finally to my children Ronald and Rowland.

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LIST OF ABBREVIATIONS

CSPPA : Children's Sport Participation and Physical Activity study

DHC : Department of Health and Children

GPA : Grade Point Average

NACADA : National Authority for the Campaign against Alcohol and Drug
Abuse

UNESCO : United Nations Educational, Scientific and Cultural Organization

USDHHS : United States Department of Health and Human Services

WHO : World Health Organization

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ABSTRACT

A conglomeration of factors influences non-participation in physical and sports activities among different categories of people. This study examined factors that deter public secondary school students in Kiambu County from participating in sports. It was hypothesized that interpersonal, intrapersonal, and institutional factors intervened by gender, previous athletic status, class level, school status, and school category do not significantly influence student preference for non-participation in sports activities among secondary schools in Kiambu county. The design for this study was cross-sectional. A self-administered questionnaire composing of items on interpersonal, intrapersonal, and institutional factors was used to collect data from 377 forms two and four students. Results were organized in frequencies and percentages and described using the mean and standard deviation. They were presented using tables and analyzed using chi-square at a 0.05 level of confidence. It was established that interpersonal, intrapersonal, and institutional factors play pivotal role in non-participation of students' in organized sports activities in the Kenyan public secondary schools. Accordingly, it was established that lack of time due to study obligations (53.6%), and sports activities are stressful and demanding (41.9%) were significant among intrapersonal factors. On the interpersonal factors like lack of social engagement (24.7%), friends do not like sport (17.2%), and friends do not have time for participating (17.2%) were dominant. On the institutional factors, sports equipment too expensive (42.7%), lack of modern sports equipment (38.7%), and sport not given adequate time (62.3%) were significant. It was also established that most boys do not like participating in sports while a higher population of students in rural schools fail to participate in sport than in urban schools. It was recommended from the findings that public secondary schools should encourage sports mentorship, introduce a variety of sports in schools, build sports infrastructure, and provide adequate and standard sports equipment. Sufficient and compulsory sporting time needs to be provided in the school curriculum. Public secondary schools students require to be encouraged by offering incentive to boys to participate in organized schools sport, more so in rural schools. There is need for further studies to ascertain whether it is in public secondary schools only where boys do not like organized institutional sports activities and to establish the reasons for such scenario.

CHAPTER ONE

INTRODUCTION

1.1: Background of the problem

Over the years, there has been a shift from a lifestyle that is, by definition, physically active to one that is predominantly sedentary (Yates, Wilmot, Davies, Gorely, Edwardson, Biddle, 2011; Edwards & Tsouros, 2006; WHO, 2004). According to Eime, Young, Harvey, Charity and Payne (2013), physical exercise is proven to prevent psychological problems and, therefore, is recommended to improve mental health among children and adolescents. Physical exercise contains onset of diseases such as heart-related diseases, osteoporosis and types 2 diabetes, some forms of cancer, and obesity (Jones, Weiler, Hutchings, Stride, Adejuwon, Baker, Larkin & Chew, 2012; O'Donovan, Blazeovich, Boreham, Cooper, Crank, Ekelund, Fox, Gately, Giles-Corti, Gill, Hamer, McDermott, Murphy, Mutrie, Reilly, Saxton & Stamatakis, 2010) and makes significant contribution in preventing depression, reduction of stress, improvement of moods, improvement of quality of sleep and the ability to concentrate (WHO, 2010).

On social front in playing especially sports activities, young people get opportunity to interact, integrate, express themselves, and get encouraged to adopt healthy behaviors like avoidance of alcohol and other drugs (Diehl, Thiel, Zipfel, Mayer, Litaker & Schneider, 2012; WHO, 2010). Physical activities also help in spending leisure time in socially acceptable ways. They are effective strategy for reducing time spent imbibing intoxicants and other

anti-social activities. Thus leading to improvement of discipline among students by making them conscious of meaning and value of rules, order, and structure in sports (Diehl et al., 2012; the Republic of Kenya, 1989).

A review of literature attest that participation in sporting activities at school is related to satisfactory academic grades like a higher GPA, reduced absenteeism from school, decreased school dropout rates, and enhances learners in uptake in coursework that is demanding (Buneman, 2014). In a study on the relationship between sports participation and examination related stress in selected national secondary schools in Kenya, Muniu (2009) found that sport activities could be useful in lowering examination related stress, because the findings linked sports activities directly to academic achievement. The author observed that sports activities and academics entail discipline, time commitment, and desire for success which was confirmed by findings of his study. While this study purpose was not on non-participation of students in organized school sport activities, it emphasizes the role of sport on academic performance and the general discipline of the learners. This study also give impetus for need to establish possible reasons why majority of students do not participate in organized school sport activities.

In the other related studies, Benar and Loghmani (2014) revealed that fun and physical fitness are the general reasons underlying participation in physical activity and sport among students. Equally, Waldron and Dieser (2010) observed that sports experience appears to attract students for; fun, enjoyment, improving skills, learning, being with friends, and success in winning and for

health. From the foregoing, these studies have concentrated on the benefits of participating in sport among students. None of the study has attempted to address the reasons for a higher percent of students not to participate in organized sport at any level of the education. It is for this reason, this study aims to establish reasons for non-participation in organized school sport activities among secondary school students in the Kenyan public secondary schools.

Literature on the possible reason for non-participation in sports include; the emphasis placed on winning in the competition and fear of failure as predominant influence of some student's decision to withdraw from sporting activities. Other reasons that have been alluded to are sports being too demanding and time-consuming, too much pressure by coach, dislike for coach, lack of specialists coaching staffs, cultural and social pressure against women in sport, conflicts of interest among students and students having other fun generating non-sport activities (Ajisafe, 2009).

Therefore, it is not an overstatement to conclude that the structure and climate in which sports are held are not enough to meet students' needs and might have a bearing on the reasons for non-participation in sports. Moreover, parental support is significantly associated with enjoyment in sport and they also have the potential to influence them to withdraw from the sport. Elmagd, Tiwari and Mossa, 2018; Singer, Hausenblas and Janelle, 2001, asserted that parents influence students' initial opportunities to participate in sports activities together with other significant others.

According to Singer et al. (2001), there are two types of barriers in sport participation; internal (intrapersonal) and external barriers (interpersonal and structural barriers). Internal barriers include reasons that are within the participant, such as low self-esteem, lack of confidence, fear of failure, wanting success, and lack of necessary information. The external factors include reasons that are beyond the participant and include lack of proper and adequate facilities and equipment, mentors, stereotypes, discrimination, admission criteria, racism, socio-economic status, family expectations, ethnic background, inadequately trained support staff, and peer pressure.

In the Kenyan school curriculum, physical education is seen as a basis and foundation for all sporting activities. Therefore, physical education was compulsory in both primary and secondary schools by presidential decree (Onyango, 2004). Thereafter, it was made mandatory in diploma and certificate teacher training colleges to facilitate the acquisition of sport-related skills in the educational setting. However, the subject is rarely taught in most public secondary schools as scheduled. (Onyango, 2004). This denies learners the opportunity to exercise and acquire the necessary sporting skills in different sports, a possible reason for non-participation in sports activities among most secondary school students in Kenya. Currently there is no study, anywhere that has attempted to establish the reasons that make majority of secondary school students not to participate in organized school sport activities. It would be interesting to generate knowledge in this area as it will help teachers, parents, the ministries concerned and other stake holders of the reasons for non- participation in sports among youths.

With so much knowledge pointing to myriad benefits in participating in sports, it is disturbing to note that most students in public secondary schools do not participate in the organized school sport activities.

A recent survey by NACADA (2015) on alcohol and drug abuse showed that in 17 counties, there is a high use of alcohol and drugs by school-going teenagers, with alcohol being declared the most abused and non-prescription drugs as most accessible. Participation in organized sports activities at the school could form part of the solution to such issues.

It would be therefore prudent to design a study to generate knowledge about students' nonparticipation in organized sport activities in the different levels of education in Kenya.

1.2: Statement of the problem

Sports activities enhance mental growth and aids performance in academics. They promote social skills learning through interaction and integration and of winning and losing positively (WHO, 2010; Muniu, 2009). Sports activities also promote healthy behaviors by avoiding drug addictions, reduces depression, stress, anxiety, tension, and improve mood. Besides, they prevent chronic diseases like obesity, cardiovascular diseases, and type 2 diabetes and some form of cancer (Jones et al., 2012; WHO, 2010; O'Donovan et al., 2010).

Research on the benefits of participating in organized sports activities is enormous. According to the findings, children and adolescents, youths and adults are encouraged to participate in moderate energetic physical activity for

at least one hour every day. However, there is a lack of evidence on factors that influence non-participation in sporting activities among high school students in Kiambu, with several studies addressing need for sports participation more particularly among university students. The findings of such studies have often been generalized to other students' populations that may certainly not be transferable for non-participation aspects. Available literature has focused on university students. Therefore it is necessary to adduce evidence on the factors and reasons for non-participation in organized sports activities among students in public secondary school learners in Kiambu County, even with the myriad benefits.

In this study, determinants for non-participation in Kenyan public schools organized sport activities (institutional, interpersonal, and intrapersonal factors) and the specific reasons for non-participation in the sports activities are the independent variables. While the students demographic class level, school category and status, gender, and previous athletic status of students form the dependent variables.

1.3: Purpose of the study

The purpose of this study is to establish determinants and the reasons for non-participation in the schools organized sport activities among students in the Kenyan public secondary schools in Kenya.

1.4: Objectives of the study

The following objectives guided this study:

- To establish the determinants for non-participation in organized sport activities among public secondary school students in Kenya.
- To establish influence of intrapersonal factors on non-participation in organized sports activities by students in the Kenyan public secondary schools.
- To determine interpersonal factors on non- participation in sports activities by students in Kenyan public secondary schools
- To determine influence of institutional factors on non- participation in organized sports activities among students in Kenyan public secondary school.

1.5: Research Hypothesis

The following research hypotheses guided the research of this study.

H₀₁ Gender, class level, previous athletic status, school status, and nature do not significantly influence non-participation in organized sports activities by students in public secondary schools in Kenya a case of Kiambu County.

H₀₂ **There is no significant influence of** Intrapersonal factors on non-participation in organized sports activities among Kenyan public secondary students on the basis of either gender, class level, previous athletic status, the nature or status of the school.

H₀₃ Interpersonal factors do not significantly influence non-participation in organized sports activities among students in the Kenyan public secondary schools based on either gender, class level, previous athletic status, the nature or status of the school.

H₀₄ Institutional factors do not significantly influence non-participation in sports activities among students in Kenyan public secondary school students based on either gender, class level, previous athletic status, the nature or status of the school.

1.6: Significance of the study

This study's findings can be useful to the Ministry of Education, Science, and Technology in developing appropriate and adequate sporting infrastructure and provision of necessary equipment. Formulation of policies and strategies geared towards encouraging students to participate in sporting activities. They can help in promoting participation in sports activities among student's lifestyles. The findings can be useful in enhancing students' and teachers' understanding of sport's role for social, economic and wellness. The results may form a basis for further studies in the same or related fields.

1.7: Delimitation of the study

The study was delimited to the assessment of only: The intrapersonal, interpersonal, and institutional factors influence non-participation in organized sporting activities among students in public secondary schools of Kenya. The public secondary schools that have been in existence for the past 8 years and

special schools were not part of the study. The students who do not participate in organized sporting activities and are not medically exempted from participation. The evaluation of gender, previous athletic status, class level, and school categories of public schools in Kenya as the only demographic factors. Cross-section design in the interpretation of data.

1.8: Limitation of the study

This study was limited to the following conditions:

Students' ability to recall and honesty in their responses, representatives of sport disciplines in all the sampled schools, representatives of students by gender in all the categories and status of sampled schools, and uniformity in understanding the questionnaire by all the respondents.

1.9: Basic Assumptions of the Study

It is assumed in this study that:

All the respondents co-operated and provided honest and truthful responses. The Respondents had assured confidentiality before they filled the questionnaire. Respondents were assumed to have understood the study's purpose and were willing to take part in it. It was also believed that sampled schools and students were representatives of non-participants in sporting programs. To ensure this, respondents were asked to indicate their athletic status. Finally, it was assumed that the targeted questionnaire return rate would be adequate to make realistic deductions in non-participation in organized sports activities in public secondary schools in Kenya. The

researcher visited 30 percent of total national and county public secondary schools in Kiambu County to ensure this.

1.10: Definition of key terms

- Determinants- refer to intra, inter, and institutional/structural factors that influence students' interest in participating in school-organized sports activities.
- Interpersonal factors –refer to external conditions that influence a student's interest in participating in organized sports activities offered at the school, e.g., friends, teachers, parents.
- Intrapersonal factors - internal conditions that demotivate the student from participating in organized sports activities in the Kenyan Secondary school, like fear or injury.
- Institutional factors–refer to school infrastructure that hinders participation in organized sports activities in schools by students. e.g., facilities, equipment, academic schedule, etc.
- Non-participation in organized sports activities - refers to a student who does not participate in any of the competitive sport he/she is not prohibited on medical grounds.
- Organized sports activities – sports activities that are officially offered at the school in a specific time, season, or term in a calendar year.
- Public secondary schools-refer to secondary schools sponsored by the government in grants and teachers.
- School nature- rural and urban schools

1.11: Organization of the study

The study was organized in five chapters: Chapter one contains the background to the problem, statement of the problem, purpose, objectives of the study, research hypothesis, significance of the study, delimitation, limitation, basic assumptions of the course, operational definition of terms and organization of the course. Chapter two comprises related literature review and is organized as follows:-: benefits of physical activity, the influence of demographic factors on non- participation in sporting activities, determinants of non-participation in organized sports activities, followed by the theoretical framework and conceptual framework that guided the study. Chapter Three comprises an introduction, study design, target population, sample and sampling procedure, instruments for data collection, data collection strategies, and technique and procedure for data analysis. Chapter four dealt with the data presentation, analysis, interpretation, and discussion, while chapter five focused on the summary, conclusion, and recommendations of the study. Besides, the references and appendices sections are also included.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1: Introduction

The literature review is structured as follows:- The benefits of participation in organized sports activities selected demographic attributes influencing non-participation in sports activities at school and literature related to determinants of non-participation in sports activities. The theoretical model relating to sport participation was reviewed, and a conceptual framework based on variables of the study was developed.

2.2: Benefits of participation in organized sport activities

Inactivity is one of the most significant health issues of the 21st century. It has been reported as the fourth most significant risk factor for global mortality. It causes approximately 3.2 million deaths per year (WHO, 2010). Policies contributing to an increase in participation in sports activities help in reducing inactivity and, in so doing, significantly contribute to sustainable development goals SDG 3, which seek to address non-communicable diseases and promote mental health and wellbeing. Physical activity prevents the onset of conditions, including heart-related diseases, osteoporosis and types 2 diabetes, some forms of cancer, and obesity (WHO, 2010; Jones et al., 2012; O'Donovan et al., 2010).

In addition to physical benefits, participation also leads to psychological benefits. The psychological being of adolescents may be negatively influenced by shifting attention to the self, transitioning to high school, physical and

psychological changes, and change in relationships by same-sex and opposite-sex peers. A study by WHO (2004) reveals that physical activity can significantly contribute to the prevention of such negative changes by reducing depression, stress, and anxiety, improving the quality of sleep and ability of concentration. According to Eime et al. (2013), regular physical activity among young people lower social anxiety, social isolation, and improve self-esteem. While several studies have addressed the psychological benefits of sports, no study attempted to establish the specific reasons why most people or school children get disillusioned when they get involved in sports activities.

The social benefits of participating in sports activities cannot be overemphasized. Under UNESCO (2015) article 11, the role of physical activity, physical education, and sport is stipulated on ensuring development, peace, and post-conflict and post-disaster objectives are realized. The participatory fun of sporting activity helps create a social relationship, build connections, and improve communication. The core values inherent in sport are compatible with the principles necessary for development and peace. Such matters as fair play, co-operation, sharing, and respect are audibly expressed. Engaging in recreation and sports activities offers opportunities for interacting and integrating and expressing the self and encouraging healthy behaviors like avoidance of alcohol and other drugs (WHO, 2010; Diehl et al., 2012). Thus the social benefits of participating in sports activities are also prominent in school children. However, a review of literature has not alluded to any evidence of sport participation role in improving students' social values.

Equally, participating in sport has been related to academic achievement. A growing body of evidence suggests that the amount of time spent in performing physical activity does not contribute only to a healthy body but also leads to a healthy brain (Hillman, Erickson, Kramer & Besmart, 2008). It has been found that children can respond faster and with greater accuracy to a variety of cognitive tasks given to them after participating in a session of physical activity (Pesce et al., 2009; Elleberg & St-Louis-Deschenes, 2010). It is reported that a single bout of moderate-intensity physical activity increases neural and behavioral concomitants associated with the allocation of attention to a specific cognitive task (Pontifex et al., 2012). Further review of studies indicated that participation in sporting activities is related to satisfactory academic-related outcomes like higher GPA, reducing absentee rates, decreasing dropouts rates, and taking coursework that is more demanding (Buneman, 2014). Muniu (2009) explored a link between participation in sport and stress related to examining selected national secondary schools in Kenya and reported that sporting activities could lower stress-related to examination. The findings indicated that participation in sporting activities had been linked directly to academic achievement because both sporting activities and academics entail discipline, time commitment, and desire for success. Therefore, it would be prudent to develop a study to establish the factors and highlight specific reasons why the majority of students in secondary schools in Kenya averse to participating in organized school sports activities.

Included in the benefits of participating in sport are economic benefits. Physical inactivity is considered the fourth leading cause of death worldwide (Ezzati, Lupez, Rodgers, & Murray, 2004). Inactive people was calculated in the past to have spent an average of 38 percent days more in a hospital, made 5.5 percent more medical visits, access 13 percent more specialist services, and 12 percent more nurse visits as compared to physically active individuals (Jones et al., 2012). Hammond and Levine (2010) examined four different medical expenses and reported that medical expenses incurred directly, production costs, transportation, and human capital accumulated to \$215 billion. American Diabetes Association (2013) recorded \$245 billion related to diabetes (Sigal, Kenny, Wasserman, Castaneda-Sceppa, & White 2006). These numbers increased significantly over the years. With such cost due to citizens' sedentary lifestyle, there should be no reason why they should not be sensitized on the need to engage in forms of physical activities and sport. So far, no study has attempted to establish the factors or reasons why most Kenyan citizens do not embrace participation in sporting activities and especially the secondary school students in Kenya, a case of Kiambu County.

2.3: Demographic factors influencing participation in sport activities

Much has been reported about the benefits of participating in sports activities. Several factors may affect participation in sports activities at secondary schools. Among them include gender, class level, school category, school status, and parental social and economic status. Most research has established female adolescents being less active in comparison to their male counterparts.

In a study conducted by Glen et al. (2011), gender differences in Danish schoolchildren's daily physical activities, data collection was conducted from 500 children pre-school and then to grade 3 later. It was reported that the difference at school break for age 9-10 was 36 percent. Similar results were reported by Telford et al. (2016) in a study on why girls are less physically active than boys. Data collection was from 276 boys and 279 girls from 29 schools. Girls were reported to be 19 percent less active than boys. The primary cause of non-participation in girls' physical activity alluded to the weak influences at school and family levels. There was, therefore, a need to identify the specific reasons for such discrepancies of students non-participating in sporting activities in Kenya.

The influence of social class on participation in sports activities has become a subject of research lately. In a study on social class and emergent organized sporting habits of primary-age children, (Wheeler et al., 2017) collected data through 90 semi-structured interviews from parents and children in 62 families. They found a significant difference between underclass and middle-class groups in terms of bouts of organized sports participation and the variety of sports engaged in. This alludes that the social, economic statuses of households influence the involvement of children in sporting activities. However, no study has been conducted to establish this situation. It would be prudent to design a survey to show the discrepancies among students in public secondary schools in Kiambu County.

2.4: Determinants of non-participation in organized sport activities

Influence of institutional factors on non-participation in organized sport activities

Several factors that influence non-participation in sport have been reported. A literature review indicates that interpersonal, intrapersonal, and infrastructural factors are the main influences on non-participation in sport at any set-up. Crawford and Godbey (1987) reported that when there is an absence or negotiation of intrapersonal and interpersonal constraints, structural conditions will occur. They entail opportunities, financial resources, season, climate, and work schedule (Crawford & Godbey, 1987). In a study on constraint to participation in sports activities, it is reported that lack of time, long distance to the activity, overcrowding of facility, broken equipment, and lack of money makes a significant contribution to non-participation (Hoden, 2010; Kara & Demirci, 2010; Mozafari et al., 2010). A study by Andanje and Rintaugu (2009) on leisure sports participation patterns of postgraduate students reported lack of time as the primary cause of non-participation among postgraduate students in Kenyatta University. Therefore, it can be deduced that structural factors are a significant impediment to sport participation among the institutions' population. The study used a questionnaire on which 53 postgraduate students were randomly selected.

Mchunu (2008) reported facilities as a significant contributor to the lack of participation among black students in South Africa in a study of 246 learners from the ninth and twelfth grades. However, the results might be due to the

sample used in the study (black learners). Equally, Stanek (2015) reported structural constraints such as lack of time, money, or accessibility was the most limiting factor to physical activity participation among the athletic training students across the United States in a study consisting of 1125 athletic training students. In another study by Yusof and Shah (2007) on sport participation constraints of Malaysian University students comprised of a sample of 303 students, it was established that lack of information on the available sporting activities and facility significantly affect participation in sporting activities. Also, Kirstin Hallmann et al. (2012), in a study that aimed at understanding the importance of sports infrastructure for participation in different sports, established that a variety of indicators impacts other sports. A sample size of 9302 was used. From the above reviews, it can be concluded that structural factors prominently influence participation in sporting activities; however, no single study has attempted to establish the specific factors that influence non-participation in sports activities among Kenyan secondary school students.

Intrapersonal factors on non-participation in sports activities are evident from research that lack of knowledge, fear of assault, and lack of basic skills influence non-participation in sports activities. (Hoden, 2010; Kara & Demirci, 2010; Mozafari et al., 2010; Scott & Mowen, 2010; Stanis et al., 2010)

Nyaupene et al. (2003), in a comparative study on leisure constraints among three outdoor recreation activities, established that rafting has the most

intrapersonal constraints compared to horseback across the three outdoor recreation riding and canoeing. Data was collected from 650 outdoor enthusiasts from 14 U.S. states. The possible reason for the finding is that rafting is considered high risk and too physically demanding, thus avoiding it. In another comparative study by Mirsafian (2014), the results indicated that Iranian students reported a lack of knowledge on how and where to participate and use the sports facilities. These findings are essential points of reference since the same research could discern specific reasons for students' non-participation between the two states. This is possible due to the different forms of orienting students in new schools. This study can form a comparative analysis between Kenya's situation and the one in the two states.

Influenced of Interpersonal factors on non-participation in sport activities

On interpersonal factors on sport participation, it is reported that a relationship exists between individuals and friends with whom one shares an interest. Still, if one cannot locate a partner with whom to participate in a specific leisure activity, they are unlikely to participate. The absence or negotiation of interpersonal constraints can lead to the confrontation of the same constraint if an activity requires at least one partner. Crawford and Godbey (1987) observe that the absence of peers and family members influences participation in sporting activities. Research on the involvement in sporting activities established that the lack of a companion significantly contributes to non-participation inactivity (Hoden, 2010; Kara & Demirci, 2010; Mozafari et al., 2010).

In a study by Sae-Sook, Sei-Yi, S.Y., Linda & Cadwell, (2002), only interpersonal constraints (partner) affected the participation level of the Korean University students in outdoor recreational activities on three leisure constraints. The study was based on 234 Korean University students. Research by EgeEgitimDergisi (2002) establishes that family and lack of partners are the least constraints in Ege and 18 Mart University's leisure participation in Turkey. The contradictions between the two studies may be due to the nature of the study, setting, method of analysis, or the instrument used, or the level of testing in the decision making.

Research has revealed that support by significant others, parents, peers, and teachers impact individual perceptions of gender appropriateness regarding a sports activity and the values and meaningfulness of the activity. The perception is formed in early elementary school when boys are encouraged to be active in sports through their parents, teachers, and peers as girls are reinforced for being lady-like. Participation in sports, exercise, and physical activity is consistent with society's definition of masculinity and is supported, emphasized, and encouraged by parents, teachers, coaches, and peers' attitudes. Greenockle, Lee, and Lomax (1990) established that significant others, peers, and teachers had a substantial impact on students' sporting activity behavior. Thus disposition of significant others or the social roles by gender may also influence interpersonal factors on sporting activities. So far, there has been no reported study about the role of interpersonal factors on the influence of participation in sports activities in Kiambu County.

2.5: Theoretical Framework

A hierarchical model of leisure constraints to participation

For this study, the hierarchical theory of leisure constraint by Jackson et al. (1993) was found applicable for the study. According to the author, the three constraints in leisure participation are encountered hierarchically (intrapersonal, interpersonal, and structural factors). According to this theory, the solution to participate in sporting activities should be understood based on the specific reasons for first resolving intrapersonal constraints, interpersonal, and, finally, the structural constraints. The theory was used by Hamidreza Mirsafian, 2014 on establishing constraints to participation in physical activities. Therefore, this theory was applicable in this study to investigate the determinants for non-participation in sport among public secondary school students in Kenya, a case of Kiambu County, and within each factor establish specific reasons according to selected demographic variables of the students.

In this study, the determinants of non-participation in sporting activities were examined and classified as internal (intrapersonal) and external (interpersonal and institutional factors). Specific reasons in each category were addressed through the items in the research instrument. Their relationship was determined according to the school category, status, class level, age, gender, and the respondents' school's nature. The findings generated were discussed in hierarchical order and then correlated between and within each factor and between and within the students' demographic attributes.

2.6: Conceptual Framework

In this study the model below was adopted to show relationship of the study variables.

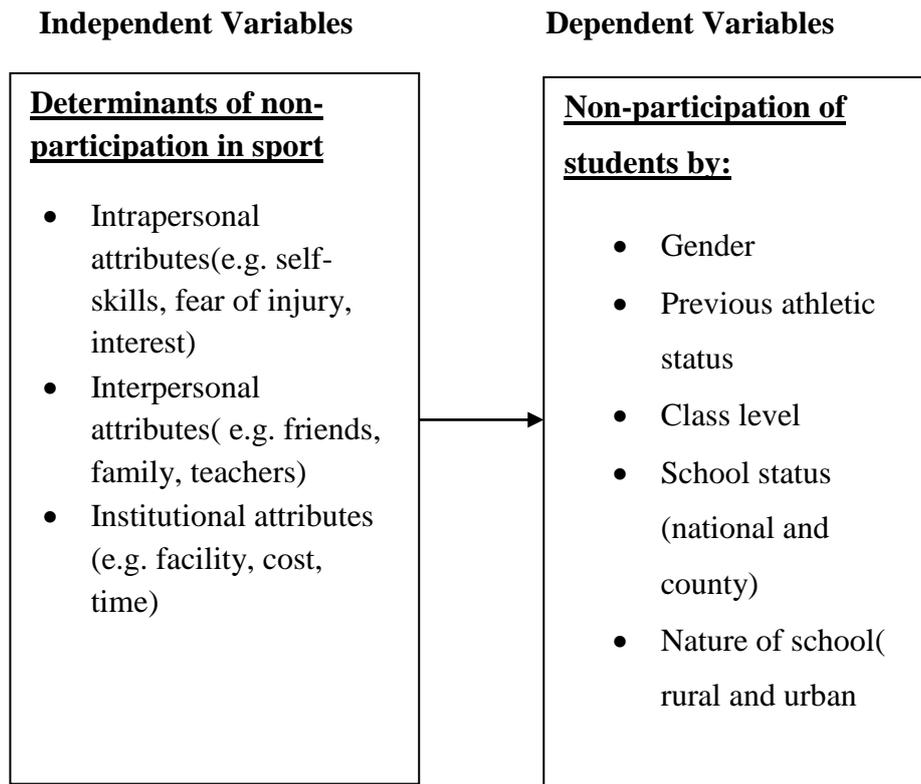


Figure 2.1 Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This chapter was organized into the following sections: introduction, the research design, the target population, sample size and sampling procedures, research instrument its validity and reliability, data collection procedures, data analysis techniques and ethical issues.

3.2: Research Design

This is a one Shot- Survey design of students that do not participate in organized school sporting activities in Kenyan public secondary schools in Kiambu County.

Accordingly, this design was chosen to guide the method of data collection, and the process of cross-sectional analysis of the parameters in the dependent variables on the determinants for non-participation of students in organised sport activities at school. Kothari, (2004) defines survey research as entailing the description, recording, analysing and interpreting conditions that either exist or existed before. In this case, therefore, the researcher need not manipulate variables or arrange for events to happen as the events have already occurred. The researcher sought to obtain information that describes the existing phenomena as it sampled students who are already in school and do not participate in organised sport activities. The design was therefore deemed appropriate for this study.

3.3: Target Population

The target population were all schools in Kiambu which were categorized as national schools 2 boys and 4 girl's schools, 28 extra county schools 12 men and 16 girl's.

3.4: Sampling Procedures and sample size

Kiambu County was purposefully selected due to its cosmopolitan nature to represents both rural and urban School setting which was one of the intention of the study of encompassing both settings for generalisation of results. Thus possess characteristics that can be used to generalize findings to all other counties in Kenya

Schools were categorized according to their status and 30 per cent of the total number in each category was sampled. Hence, (2) national schools and 8 county schools.

A group of 30 ($n=30$) is usually considered an acceptable minimum sample size (Baumgartner, Strong & Hensley, 2002). For Mugenda and Mugenda (2003), a sample size ranging from 10 per cent to 30 per cent was considered adequately representative of the target population. Consequently, simple random sampling was used to pick the 2 national schools with a population of 1100 form two and form four students and 8 county schools with a population of 2750 form two and four students, were proportionately randomly selected hence a total of 3850 students.

The researcher used purposive sampling technique to pick 1 national school and 2 county schools with 950 students that were used in piloting. For students, 30 per cent was used to obtain a sample size, which was 285. From the total population, 80 students were medically exempted from participation in physical activity and hence did not form part of the study subjects. This brought the population to 3770. To obtain the sample size, the researcher used 10 per cent. The primary study comprised a sample size of 377 students.

3.5: Research Instruments

The researcher used one set of an instrument; students' guided questionnaire for this study. The device developed by Mirsafian (2014) to establish the constraints to sport participation among Hungarian and Iranian students was adopted. This instrument has been widely used elsewhere; thus, its validity is already ascertained. However, the items of the study were modified to achieve the intended purpose for this study. The instrument is a five-point Likert type of response with values ranging from 1 (strongly disagree) to 5 (strongly agree). For analysis, the researcher came up with a three-point Likert scale after emerging the strongly agree with agreeing and strongly disagree with disagreeing, thus having values ranging from 1 (consent) to 3 (disagree).

3.6: Validity of Research Instruments

Validity concerns whether what is intended to be measured is what is being measured by the instrument (Nachmias & Nachmias, 1996). Since these items in the device were modified, the content validity was addressed through discussion and exposure to the lecturers who are versed with the content area

of the research instrument. Their concurrent and congruent was to determine both contents and construct validity of the questionnaire as related to the subject matter.

3.7: Reliability of Research Instrument

Kombo and Tromp (2006) define reliability as a measure of how consistent the results of the tests are. This research instrument has been widely used in other studies, and its reliability is in no doubt, been established (Mirsafian 2014; Alahmad 2016).

3.8: Data Collection Procedures

Administration of the school was consulted, and the relevant games teachers identified and alerted about the study. Participants were required to volunteer to participate in the study. The researcher administered questionnaires. The researcher went to the sampled schools with the research instrument and a consent letter for the under-aged learners to be signed by their games teachers. The questionnaire which would not take more than 45 minutes was administered to learners at the end of the afternoon session. The data collection was coordinated by the researcher such that all responses are collected almost the same time. The reactions were transmitted to a central point within 24 hours of groups.

3.9: Data Analysis Techniques

Data collected from the field was edited for accuracy, uniformity and consistency and then arranged to enable coding and analysis. Quantitative data

were analysed using descriptive statistics assisted by Statistical Package for Social Sciences (SPSS), which is reliable. Descriptive statistical analysis included frequency and percentages. Then the information was presented in the form of tables. The researcher also used Chi-Square Test analysis to establish the reasons that influence learners in public secondary schools in Kiambu County not to participate in organized school sports activities on gender, previous athletic status, class level, and school status and school category. The Chi-Square value that was obtained was compared with the critical importance for the relevant number of degrees of freedom to establish if they were statistically significant. The formula of the degree of freedom is $DF=(R-1) (C-1)$. Coefficient correlations used on all hypotheses determined the relationship between learners in public secondary schools in Kiambu County and non- participation in organized school sporting activities. The accepted level of significance for the chi-square test is 0.05 at 1 degree of freedom.

3.10: Ethical Concerns

The researcher obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Before the collection of data, permission was acquired from the principals of schools to research on the purpose of pursuing a degree. It was explained to each principal. It was noted that the information given was to be treated confidentially; no names or institutions would be mentioned anywhere in the project.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, DISCUSSIONS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents data of this study, analysis, discussion and interpretation of the findings. The chapter presents the results of the questionnaire return rate and determinants of non-participation in organized sporting activities by students in public secondary schools in Kenya, a case of Kiambu County. The findings were discussed according to students' gender, class level, previous athletic status, school status and nature on non-participation in sporting activities. The analysis was executed to test the following hypotheses that; intrapersonal factors do not significantly influence non-participation in organized sports activities by students in public secondary schools in Kenya according to gender, previous athletic experience, class level and school categories, interpersonal factors do not significantly influence non-participation in sporting activities by students, and institutional factors does not considerably influence non-participation in organized sports activities among public secondary school students in Kenya according to gender, class level, previous athletic experience, and school categories. Data were analyzed both manually and by the use of SPSS.

4.2 Return rate of data collection tool

In this study, 377 questionnaires were administered to respondents in the sampled schools. The return rate was 100%. This was realized because the lead researcher presided over the filling of the tool and offered clarification to the respondents whenever required. To augment the process, the lead researcher visited all the sampled schools before the actual day and discussed with the school administration and the respondents about the purpose of the study. The researcher also presented all the requirements and documentation from the relevant authorities. Therefore, the return rate was adequate for continuation in the analysis and discussion of the finding. The finding supports Bailey's (2000) assertion that a response rate of 50% is sufficient, 70% is perfect, while 100% is excellent for such a study hence reliable. From the findings, it is recommended that in future, researchers need to create awareness of the research process to the institutional heads and respondents about the purpose and affirmation of confidentiality.

4.3 Demographic information of the respondents

According to this study, specific demographics of respondents where necessary were gathered. They included gender, previous athlete status, class level, school status and nature. Each demographic category was intended for a specific reason. For example, gender was to capture equal attention to boys and girls in not taking part in organized sports at schools. The status and nature of the school were to establish limitations in the quality and nature of sport disciplines and the available facilities. Previous Athlete status and the

class level was to address developmental changes and reasons for the change of attitude towards sports activities among the categories of students.

The table below presents data according to the students' demographics.

Table 4.1: Students gender status

Gender	Frequency	Percent
Male	195	51.7
Female	182	48.3
Total	377	100.0

Table 4.1 shows that majority of the respondents in this study (195 or 51.7%) were male and (182 or 48.3%) were female. This might be an indication that most of the male students were not taking part in sports activities. This was contrary to earlier research studies conducted which established that female adolescents are less active than their male counterparts. In a survey conducted by Telford, et al. (2016) on why girls are less physically active than boys, data collected from 276 boys and 279 girls from 29 schools indicated that girls were 19 per cent less active than boys. They observed that the weak influence at school and family levels was found to be one of the significant causes of non-participation in sports activities among girls. That the findings of this study seem to contradict the results of the previous studies, there is a need for other classes to confirm the position. However, the possible reason of the more excellent male gender representation in non-participation in sports activities could be due to the changes taking place in society, where male students seem to substitute sports activities with technological devices and social media as compared to the female students. There is also the possibility that affirmative action may have played a role in the discrepancy. Anecdotal information seems to put boy child to a more disadvantaged position in the society than the girl child. Other possible reasons could be the kind of sport facility and infrastructure in different schools. According to the Kenyan educational system, most secondary schools are single-sex. Therefore, depending on how the administration has equipped their schools with a variety of sports may influence the findings of this study. Unfortunately, the aspect of the comparative school facility was not part of this study. Further studies about

non-participation in sports according to the availability of similar sport disciplines may unearth this discrepancy.

Table 4.2: Previous athlete status in primary

Previous athlete status in primary	Athlete	Non-athlete	Total
Male	62(16.4)	133(35.3)	195(51.7)
Female	48(12.7)	134(35.5)	182(48.3)
Total	110(29.2)	267(70.8)	377(100)

Table 4.2 shows that majority of the respondents (267 or 70.8%) were non-athlete in primary and only (110 or 29.2%) was an athlete in primary school. This shows that non-participation in primary schools is directly related to non-participation in secondary schools and those who stopped participating while reaching secondary schools could be due to emphasis put on academics. The results also indicate that most male respondents (56.4%) were athletes in primary schools, while most female respondents (50.2%) were non-athlete in primary schools. This means that most of the male students were athletes in primary, whereas the majority of the female students were not athletes in primary school. This implies most male students became non-participants in sports activities in secondary schools compared to their female counterparts. This alludes to the fact that several factors influence non-participation in sports activities. According to Crawford and Godbey (1987) indicated that there were interpersonal, intrapersonal and infrastructural factors that

influence the non-participation of students in sports activities at any set-up. They entail the availability of opportunities, time, resources and favourable season. (Hoden, 2010; Kara & Demirci, 2010; Mozafari et al., 2010).

Table 4.3: Students class level

Class level	Form 2	Form 4	Total
Male	103(27.3)	92(24.4)	195(51.7)
Female	99(26.3)	83(22.0)	182(48.3)
Total	202(53.6)	175(46.4)	377(100)

Results from table 4.3 indicate that most students not taking part in sports activities were form two (202 or 53.6%) compared to those in way four (175 or 46.4%). The results also indicate that majority of students not taking part in sports activities were form two male students (103 or 27.3%) compared to female students (99 or 26.3%) and form four male students (92 or 24.4%) compared to female students (83 or 22.0%). However, form two class had the highest number of students not taking part in sports activities represented by (53.6%). This could be due to their physical and psychological changes of being adolescents. According to Eime et al. (2013), regular physical activity among young people lower social anxiety, social isolation, and improve self-esteem. Under UNESCO (2015) article 11, the participatory fun of sports activities helps create a social relationship, build connection and improve communication. Equally, participating in sport has been related to academic achievement. There is a growing body of evidence that suggests that the

amount of time spent in participating in sports activities is not only reflected healthy body but also to a healthy brain (Hillman et al., 2008). Muniu (2009) indicates that participation in sporting activities has been linked directly to academic achievement because both sports activities and academics entail discipline, time commitment and desire for success. It is therefore vital for schools to encourage Form Four classes to allow students to take part in sports activities because it cannot in any way affect them negatively in KCSE performance.

Table 4.4: School status

School status	National	County school	Total
Male	40(10.6)	155(41.1)	195(51.7)
Female	39(10.3)	143(37.9)	182(48.3)
Total	79(20.1)	298(79.0)	377(100)

Results in Table 4.4 shows that majority of the students as not participating in sporting activities. 298 or 79.0% were from county Schools. National schools are rated according to the availability of opportunities to learners, financial resources, adequate facilities that are well safeguarded, and how they schedule their work time for students. Some researchers report that lack of time, overcrowding of facility, broken equipment and lack of money make a significant contribution to non-participation (Hoden, 2010; Kara & Demirci, 2010; Mozafari et al., 2010). It can therefore be deduced that status of the school is among the factors that determine students' non-participation in sports

among the population in the institutions. Mchunu (2008) reported facilities as a significant contributor to non-participation among black students in South Africa.

Table 4.5: Nature of the school

Nature of the school	Rural	Urban	Total
Male	37(9.8)	158(41.9)	195(51.7)
Female	37(9.8)	145(38.5)	182(48.3)
Total	74(19.6)	303(80.4)	377(100)

In table 4.5, the nature of the school was to categorize the differences between urban and rural schools in terms of facilities and tools. The results indicate that majority of the respondents (303 or 80.4%) were from urban schools. This is an indicator that urban schools value the importance of sports activities. In such schools, there are adequate facilities to support students.

4.4 Determinants and reasons for non-participation in sporting activities

The study also sought to find out how intrapersonal, interpersonal and institutional influence non-participation of students in sports activities.

4.4.1 Influence of intrapersonal factors on student non-participation in sport activities

The literature review indicates that intrapersonal factors like lack of time due to study obligations, not informed, fear of injury, and lack of self-skills

influence non-participation of students in sporting activities. These findings are an essential point of reference since this research was meant to discern specific reasons for students' non-participation in sporting activities in public secondary schools in Kenya. Data on intrapersonal attributes were collected from respondents and recorded based on gender, age, school status and nature of the school.

Table 4.6: Influence of intrapersonal factors according to gender

Intrapersonal factors	Male				Female			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
not informed about offered sport activities	60	37	98	195	42	28	112	182
lack of time due to study obligation	100	32	63	115	102	35	45	182
	(26.5)	(8.5)	(16.7)	(51.7)	(27.1)	(9.3)	(11.9)	(48.3)
lack of	44	50	101	195	38	50	94	182

time due (11.7) (13.3) (26.8) (51.7) (10.1) (13.3) (24.9) (48.3)

to leisure

activities

Lack of 58 45 92 195 91 31 60 182

participati (15.4) (11.9) (24.4) (51.7) (24.1) (8.2) (15.9) (48.3)

on due to

fear of

injury

sport 67 29 99 195 91 34 57 182

activities (17.8) (7.7) (26.3) (51.7) (24.1) (9.0) (15.1) (48.3)

are

stressful

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lack of 56 39 100 195 84 41 57 182

skills for (14.9) (10.3) (26.5) (51.7) (22.3) (10.9) (15.1) (48.3)

participati

ng

lack of 43 39 113 195 48 18 116 182

participati (11.4) (10.3) (30.0) (51.7) (12.7) (4.8) (30.8) (48.3)

on due to

inadequate									
nutrition									
not	35	47	113	195	33	55	94	182	
physically	(9.3)	(12.5)	(30.0)	(51.7)	(8.8)	(14.6)	(24.9)	(48.3)	
able to									
participate									
not well	48	45	102	195	44	49	89	182	
informed	(12.7)	(11.9)	(27.1)	(51.7)	(11.7)	(13.0)	(23.6)	(48.3)	
on benefits									
excess	91	35	69	195	87	41	54	182	
attention	(24.1)	(9.3)	(18.3)	(51.7)	(23.1)	(10.9)	(14.3)	(48.3)	
to study									
excess	63	34	98	195	27	37	118	182	
attention	(16.7)	(9.0)	(26.0)	(51.7)	(7.2)	(9.8)	(31.3)	(48.3)	
to family									
to my									
study									
do not	26	28	141	195	38	27	117	182	
enjoy	(6.9)	(7.4)	(37.4)	(51.7)	(10.1)	(7.2)	(31.0)	(48.3)	
sports									
not	29	34	132	195	39	26	117	182	

confident (7.1) (9.0) (38.0) (51.7) (10.3) (6.9) (31.0) (48.3)

N=377

Table 4.6 indicates that majority of the respondents (195 or 51.7%) were male compared to (182 or 48.3%) female students. Most of the female students (112 or 29.7%) and male students (98 or 26.0%) disagreed that lack of information was not the reason for non-participation in sports activities. 60 or 15.9% male students and 37 or 9.18% female students agreed that they were not participating in sports because they are not well informed about sports and (37 or 9.18%) male and (28 or 7.4%) females were not sure whether it is lack of information that was the cause for their non-participation. In lack of time due to study obligations majority of the students (102 or 27.1%) female and (100 or 26.5%), male students agreed that they did not participate in sports activities because of lack of time due to study obligations. This implies that they spent most of their time studying instead of participation in sports. In lack of time due to leisure activities majority of the male students 101 or 26.8% and 94 or 24.9%, female students disagreed that lack of time due to leisure activities and lack of injury were the reasons for non-participation in sports activities. Most of the students, that is, 157 or 41.6%, 229 or 60.8% and 207 or 54.9% also disagreed that lack of skills, inadequate nutrition and not physically able to participate were the reasons for non-participation respectively. This is in line with Andanje and Rintaugu, (2009) and Stanek (2015) who reported lack of time as the primary cause of non-participation in sporting activities. These arguments are also in line with Hallmann et al. (2012), who established that a variety of indicators impacts different sports.

However, it was contrary to Yusof and Shah (2007) who established that lack of information on the available sporting activities affects participation in sporting activities.

H_{01a} Intrapersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by gender.

Table 4.7: Relationship between gender and intrapersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.377 ^a	26	.002
Likelihood Ratio	56.606	26	.000
Linear-by-Linear Association	3.033	1	.082
N of Valid Cases	377		

Chi-square tests revealed that there is a significant positive relationship between gender and intrapersonal factors ($p\text{-value } 0.002 < p=0.05$). The null hypothesis (H0) that Intrapersonal factors do not significantly influence non-participation in sports activities among Kenyan public secondary school students by gender was rejected. Therefore, it shows that student's non-participation in organized sports activities is determined by intrapersonal factors based on gender. Gender determines a student's non-participation in sports activities.

Table 4.8: Influence of intrapersonal factors according to previous athlete status in primary

Intrapersonal factors	Athlete				Non-athlete			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
not informed about offered sport activities	26	12	72	110	76	53	138	267
lack of time due to study	(6.9)	(3.2)	(19.1)	(29.2)	(20.2)	(14.1)	(36.6)	(70.8)
	44	33	33	110	158	34	75	267
	(11.7)	(8.8)	(8.8)	(29.2)	(41.9)	(9.0)	(19.9)	(70.8)

obligation

lack of	8	28	74	110	74	72	121	267
time due	(2.1)	(7.4)	(19.6)	(29.2)	(19.6)	(19.1)	(32.1)	(70.8)

to leisure

activities

Lack of	21	18	71	110	119	62	86	267
participati	(5.6)	(4.8)	(18.8)	(29.6)	(31.6)	(16.4)	(22.8)	(70.8)

on due to

fear of

injury

sport	24	18	68	110	134	45	88	267
activities	(6.4)	(4.8)	(18.0)	(29.2)	(35.5)	(11.9)	(23.3)	(70.8)

are

stressful

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lack of	21	18	71	110	119	62	86	267
skills for	(5.6)	(4.8)	(18.8)	(29.2)	(31.6)	(16.4)	(22.8)	(70.8)

participati

ng

lack of	21	12	77	110	70	45	152	267
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participati	(5.6)	(3.2)	(20.4)	(29.2)	(18.6)	(11.9)	(40.3)	(70.8)
on due to								
inadequate								
nutrition								
not	9	21	80	110	59	81	127	267
physically	(2.4)	(5.6)	(21.2)	(29.2)	(15.6)	(21.5)	(33.7)	(70.8)
able to								
participate								
not well	18	19	73	110	74	75	118	267
informed	(4.8)	(5.0)	(19.4)	(29.2)	(19.6)	(19.9)	(31.3)	(70.8)
on benefits								
excess	30	40	40	110	148	36	83	267
attention	(8.0)	(10.6)	(10.6)	(29.2)	(39.3)	(9.5)	(22.0)	(70.8)
to study								
excess	19	18	73	110	71	53	143	267
attention	(5.0)	(4.8)	(19.4)	(29.2)	(18.8)	(14.1)	(37.9)	(70.8)
to family								
to my								
study								
do not	8	16	86	110	56	39	172	267
enjoy	(2.1)	(4.2)	(22.8)	(29.2)	(14.9)	(10.3)	(45.6)	(70.8)

sports

not	13	14	83	110	55	46	166	267
confident	(3.4)	(3.7)	(22.0)	(29.2)	(14.6)	(12.2)	(44.0)	(70.8)

Results from Table 4.8 indicate that majority of the students who did not participate in sports activities, that is, (138 or 36.6%) non-athlete and (72 or 19.1%) athlete in the previous primary disagreed that lack of information was not the reason for non-participation in sports activities. Also, the majority of the students (158 or 41.9%) who were non-athletes disagreed that lack of time due to study obligations was their reason for non-participation. Majority of the non-athlete students (121 or 32.1%) and (152 or 40.3%) disagreed that lack of time due to leisure activities and lack of inadequate nutrition were not reasons for non-participation in sports activities. Most of the athlete students (71 or 18.8%) and (71 or 18.8%) also disagreed that lack of fear and lack of skills were the reasons for non-participation respectively. The results also indicated that majority of the students (172 or 70.8%) and (166 or 44.0%) disagreed that lack of confidence and enjoyment were the reasons for their non-participation in sporting activities. This is in line with Andanje and Rintaugu, (2009) and Stanek (2015) who reported lack of time as the primary cause of non-participation. However, it was contrary to Yusof and Shah (2007) who established that lack participation in sports activities. These arguments are also in line with Hallmann et al. (2012) who established that different sports are impacted by a variety of indicators on the information of the available sports activities affect participation in sporting activities.

H_{01b} Intrapersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by previous athlete status.

Table 4.9: Relationship between previous athletic status and intrapersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65.713	20	.000
Likelihood Ratio	70.254	20	.000
Linear-by-Linear Association	48.868	1	.000
N of Valid Cases	377		

Chi-square tests revealed that there is a statistically significant positive relationship between previous athlete status in primary and intrapersonal factors ($p\text{-value } 0.000 < p=0.05$). The null hypothesis (H₀) that Intrapersonal factors do not significantly influence non-participation in sports activities among public secondary school students in Kiambu County by previous athlete status in the primary was rejected. Therefore, it shows that a student's non-participation in organized sports activities is determined by intrapersonal factors based on previous athlete status. Previous athlete status determines a student's non-participation in sports activities.

Table 4.10: Influence of intrapersonal factors according to class level

Intrapersonal factors	Form two				Form four			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
not informed about offered sport activities	42	60	100	202	50	34	91	175
	(11.1)	(15.9)	(26.5)	(53.6)	(13.3)	(9.0)	(24.1)	(46.4)
lack of time due to study obligation	106	35	61	202	96	32	47	175
	(28.1)	(9.3)	(16.2)	(53.6)	(25.5)	(8.5)	(12.5)	(46.4)
lack of time due to leisure activities	43	52	107	202	37	48	88	175
	(11.4)	(13.8)	(28.4)	(53.6)	(10.3)	(12.7)	(23.3)	(46.4)
Lack of participation due to	77	35	90	202	61	28	86	175
	(20.4)	(9.3)	(23.9)	(53.6)	(16.2)	(7.4)	(22.8)	(46.4)

fear of									
injury									
sport	83	37	82	202	75	26	74	175	
activities	(22.0)	(9.8)	(21.8)	(53.6)	(19.9)	(6.9)	(19.6)	(46.4)	
are									
stressful									
and									
demandin									
g									
lack of	79	42	81	202	61	38	76	175	
skills for	(21.0)	(11.1)	(21.5)	(53.6)	(16.2)	(10.1)	(20.2)	(46.4)	
participati									
ng									
lack of	57	33	112	202	34	24	117	175	
participati	(15.1)	(8.8)	(29.7)	(53.6)	(9.0)	(6.4)	(31.0)	(46.4)	
on due to									
inadequate									
nutrition									
not	31	58	113	202	37	44	94	175	
physically	(8.2)	(15.4)	(30.0)	(53.6)	(9.8)	(11.7)	(24.9)	(46.4)	
able to									
participate									

not well informed on benefits	42	60	100	202	50	34	91	175
	(11.1)	(15.9)	(26.5)	(53.6)	(13.3)	(9.0)	(24.1)	(46.4)
excess attention to study	89	37	76	202	89	39	47	175
	(23.6)	(9.8)	(20.2)	(53.6)	(23.6)	(10.3)	(12.5)	(46.4)
excess attention to family to my study	49	35	118	202	41	36	98	175
	(13.0)	(9.3)	(31.3)	(51.7)	(10.9)	(9.5)	(26.0)	(46.4)
do not enjoy sports	40	22	140	202	24	33	118	175
	(10.6)	(5.8)	(37.1)	(53.6)	(6.4)	(8.8)	(31.3)	(46.4)
not confident	40	28	113	202	28	28	115	175
	(10.6)	(7.4)	(31.3)	(53.6)	(7.4)	(7.4)	(30.5)	(46.4)

Results on Table 4.10 indicate that most of the form four students, that is (175 or 46.4%) and form two students (100 or 26.5%) disagreed that lack of information was not the reason for non-participation in sports activities. While (42 or 11.1%) form two students and (50 or 13.3%) form four students agreed that they were not participating in sports because they are not well informed

about sports and (60 or 15.9%) form two and (34 or 9.0%) form four were not sure whether it is lack of information that was the cause for their non-participation. In lack of time due to study obligations majority of the students (106 or 28.1%) form two and (96 or 25.5%) form, four students agreed that they did not participate in sports activities because of lack of time due to study obligations. This implies that they spent most of their time studying instead of participation in sports. In lack of time due to leisure activities majority of the form two students (107 or 28.4%) and (88 or 23.3%) form, four students disagreed that lack of time due to leisure activities and lack of injury were the reasons for non-participation is sports activities. Most of the form two students (81 or 21.5%), (112 or 29.7%), (113 or 30.0%) and form four students, that is, (76 or 20.2%), (117 or 31.0%) and (94 or 24.9%) also disagreed that lack of skills, inadequate nutrition and not physically able to participate were the reasons for non-participation respectively. This is in line with Andanje and Rintaugu, (2009) and Stanek (2015) who reported lack of time as the primary cause of non-participation in sporting activities. These arguments are also in line with Hallmann et al. (2012), who established that a variety of indicators impacts different sports. However, it was contrary to Yusof and Shah (2007) who established that lack of information on the available sporting activities affects participation in sporting activities.

H_{01c} Intrapersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by class.

Table 4.11: Relationship between class and intrapersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.516	20	.684
Likelihood Ratio	19.078	20	.517
Linear-by-Linear Association	.148	1	.701
N of Valid Cases	377		

Chi-square tests revealed that there is no significant relationship between class and intrapersonal factors (p-value 0.684) > p=0.05. The null hypothesis (H0) that Intrapersonal factors do not significantly influence non-participation in sports activities among public secondary school students in Kiambu by class was accepted. Therefore, it shows that student’s non-participation in organized sports activities is not determined by intrapersonal factors based on class.

Table 4.12: Influence of intrapersonal factors according to school status

Intrapersonal factors	National				County school			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
not informed about offered sport	18	17	44	79	84	48	166	298
	(4.8)	(4.5)	(11.7)	(21.0)	(22.3)	(12.7)	(44.0)	(79.0)

activities									
lack of	69	6	4	79	61	67	104	298	
time due	(18.3)	(1.6)	(1.1)	(21.0)	(16.2)	(17.8)	(27.6)	(79.0)	
to study									
obligation									
lack of	42	13	24	79	40	87	171	298	
time due	(11.1)	(3.4)	(6.4)	(21.0)	(10.6)	(23.1)	(45.4)	(79.0)	
to leisure									
activities									
lack of	42	3	34	79	96	60	142	298	
participati	(11.1)	(0.8)	(9.0)	(21.0)	(25.5)	(15.9)	(37.7)	(79.0)	
on due to									
fear of									
injury									
sport	45	4	30	79	113	59	126	298	
activities	(11.9)	(1.1)	(8.0)	(21.0)	(30.0)	(15.6)	(33.4)	(79.0)	
are									
stressful									
and									
demandin									
g									
lack of	30	14	35	79	110	66	122	298	

skills for	(8.0)	(3.7)	(9.3)	(21.0)	(29.2)	(17.5)	(32.4)	(79.0)
participati								
ng								
lack of	4	17	58	79	87	40	171	298
participati	(1.1)	(4.5)	(15.4)	(21.0)	(23.1)	(10.6)	(45.4)	(79.0)
on due to								
inadequate								
nutrition								
not	16	20	43	79	52	82	164	298
physically	(4.2)	(5.3)	(11.4)	(21.0)	(13.8)	(21.8)	(43.5)	(79.0)
able to								
participate								
not well	12	19	48	79	80	75	143	298
informed	(3.2)	(5.0)	(12.7)	(21.0)	(21.2)	(19.9)	(37.9)	(79.0)
on benefits								
excess	69	9	1	79	109	67	122	298
attention	(18.3)	(2.4)	(0.3)	(21.0)	(28.9)	(17.8)	(32.4)	(79.0)
to study								
excess	31	17	31	79	59	54	185	298
attention	(8.2)	(4.5)	(8.2)	(21.0)	(15.6)	(14.3)	(49.1)	(79.0)
to family								
to my								

study

do	not	15	15	49	79	49	40	209	298
enjoy		(4.0)	(4.0)	(13.0)	(21.0)	(13.0)	(10.6)	(55.4)	(79.0)
sports									
not		11	17	51	79	57	43	198	298
confident		(2.9)	(4.5)	(13.5)	(21.0)	(15.1)	(11.4)	(52.5)	(79.0)

N=377

The results on Table 4.12 shows that majority of the respondents, that is, (298 or 79.0%) were from County schools compared to (79 or 21.0%) from national schools. Majority of the male students (44 or 11.7%), (58 or 15.4%) and (43 or 11.4%) disagreed that not informed, lack of nutrition and not physically able to participate respectively were some of the reasons for their non-participation in sports activities. Majority of the female students, that is, (166 or 44.0%), (142 or 37.7%) and (198 or 52.5%) disagreed that not informed, lack of participation due to fear of injury and lack of confident were the reasons for their non-participation respectively.

H_{01d} Intrapersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by school status.

Table 4.13: Relationship between school status and intrapersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	71.841 ^a	28	.000
Likelihood Ratio	73.925	28	.000
Linear-by-Linear Association	10.762	1	.001
N of Valid Cases	377		

The results from analysis shows that there is a statistical positive significant relationship between intrapersonal factors and school status (p-value 0.000) < 0.05. The assumption was that intrapersonal factors might be influencing student's non-participation in organized sport activities in public secondary schools. The null hypothesis (H0) that there is no relationship between intrapersonal factors and school status was rejected. Therefore, it shows that student's non-participation in organized sporting activities is determined by intrapersonal factors based on school status. School status determines student's non-participation in sport activities.

Table 4.14: Influence of intrapersonal factors according to nature of school

Intrapersonal	Rural				Urban			
	A	N	D	T	A	N	D	T

factors	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
not informed about offered sport activities	17	15	42	74	85	50	168	303
lack of time due to study obligation	(4.5)	(4.0)	(11.1)	(19.6)	(22.5)	(13.3)	(44.6)	(80.4)
lack of time due to leisure activities	28	22	24	74	174	45	84	303
lack of time due to leisure activities	(7.4)	(5.8)	(6.4)	(19.6)	(46.2)	(11.9)	(22.3)	(80.4)
lack of time due to leisure activities	40	15	19	74	118	15	19	303
lack of time due to leisure activities	(10.6)	(4.0)	(5.0)	(19.6)	(31.3)	(4.0)	(5.0)	(80.4)
lack of participation on due to fear of injury sport activities	18	20	36	74	120	43	140	303
lack of participation on due to fear of injury sport activities	(4.8)	(5.3)	(9.5)	(19.6)	(31.8)	(11.4)	(37.1)	(80.6)
lack of participation on due to fear of injury sport activities	40	15	19	74	118	48	137	303
lack of participation on due to fear of injury sport activities								

are stressful and demanding		(10.6)	(4.0)	(5.0)	(19.6)	(31.3)	(12.7)	(36.3)	(80.4)							
lack of skills for participating	34	16	24	74	106	64	133	303	(9.0)	(4.2)	(6.4)	(19.6)	(28.1)	(17.0)	(35.3)	(80.4)
lack of participation due to inadequate nutrition	15	18	41	74	76	39	188	303	(4.0)	(4.8)	(10.9)	(19.6)	(20.2)	(10.3)	(49.9)	(80.4)
not physically able to participate	18	36	20	74	50	66	187	303	(4.8)	(9.5)	(5.3)	(19.6)	(13.3)	(17.5)	(49.6)	(80.4)
not well informed on benefits	20	29	25	74	72	65	166	303	(5.3)	(7.7)	(17.2)	(19.6)	(19.1)	(17.2)	(44.0)	(80.4)
excess	22	28	24	74	156	48	99	303								

attention	(5.8)	(7.4)	(6.4)	(19.6)	(41.4)	(12.7)	(26.3)	(80.4)
to study								
excess	9	22	43	74	81	49	173	303
attention	(2.4)	(5.8)	(11.4)	(19.6)	(21.5)	(13.0)	(45.9)	(80.4)
to family								
to my								
study								
do not	8	16	50	74	56	39	208	303
enjoy	(2.1)	(4.2)	(13.3)	(19.6)	(14.9)	(10.3)	(55.2)	(80.4)
sports								
not	21	15	38	74	47	45	249	303
confident	(5.6)	(4.0)	(10.1)	(19.6)	(12.5)	(11.9)	(66.0)	(80.4)

N=377

The results in Table 4.15 shows that majority of the respondents (303 or 80.4%) were from urban schools, whereas (74 or 19.6%) were from rural schools. Most of the students from urban schools (137 or 36.3%), (188 or 49.9%) and (166 or 44.0%) disagreed that sports activities are stressful and demanding, inadequate nutrition and is not well informed on the benefits were the reasons for their non-participation respectively. Majority of the rural students (50 or 13.3%), (41 or 10.9%) and (36 or 9.5%) disagreed that they do not enjoy, inadequate nutrition and lack of participation due to fear of injury were the reasons for their non-participation respectively.

H_{01e} Intrapersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu by nature of school.

Table 4.15: Relationship between nature of the school and intrapersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.445 ^a	28	.342
Likelihood Ratio	36.257	28	.136
Linear-by-Linear Association	2.197	1	.138
N of Valid Cases	377		

The chi-square results from the analysis show that there is no significant relationship between intrapersonal factors and the nature of the school (p-value 0.342) > 0.05. The assumption was that intrapersonal factors influence student's non-participation in organized sports activities in public secondary schools. The null hypothesis (H₀) that there is no relationship between intrapersonal factors and the nature of the school was accepted. This means that the nature of the school does not determine student's non-participation in sports activities.

4.4.2 Influence of interpersonal factors on students' non- participation in sport activities

On interpersonal factors on sport non-participation, it is reported that a relationship exists between individual and friends with whom one shares an

interest. Lack of companion, friends and family members significantly influence non-participation in sporting activities. It was an essential point for this research to discern specific reasons for students' non-participation in sporting activities in public secondary schools in Kiambu County. Data on interpersonal factors on students' non-participation in sports activities was collected from respondents and recorded based on gender, age, school status and nature of the school.

Table 4.16: Influence of interpersonal factors according to gender

Interpersonal factors	Male				Female			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
no one to participate with friends do not participate	33 (8.8)	24 (6.4)	138 (36.6)	195 (51.7)	22 (5.8)	28 (7.4)	132 (35.0)	182 (48.3)
lack of social engagement	40 (10.6)	20 (5.3)	135 (35.8)	195 (51.7)	53 (14.1)	44 (11.7)	85 (22.5)	182 (48.3)

ent

friends	52	47	96	195	13	28	141	182
do not	(13.8)	(12.5)	(25.5)	(14.1)	(3.4)	(7.4)	(37.4)	(48.3)
have time								
for								
participat								
ing								

N=377

Results in table 4.16 indicate that majority of male students that is, (138 or 36.6%) and female students (132 or 35.0%) disagreed that lack of partners to participate with was their reason for non-participation. Most male students (116 or 30.8%) and female students (113 or 30.0%) also disagreed that they did not participate because their friends do not participate. Therefore friends did not influence them not to participate. Majority of the male students (135 or 35.8%) and female students (85 or 22.5%) also disagreed that lack of social engagement and lack of their friends' time for participation were not the reasons for non-participation in sports. These findings were contrary to Crawford and Godbey (1987), who observed that the lack of friends and family members influence non-participation in sports activities. Besides, research on participation in sports activities established that the lack of a companion significantly contributes to non-participation inactivity (Hoden, 2010; Kara & Demirci, 2010; Mozafari et al., 2010).

H_{02a} Interpersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by gender.

Table 4.17: Relationship between gender and interpersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.157 ^a	8	.078
Likelihood Ratio	14.535	8	.069
Linear-by-Linear Association	1.918	1	.166
N of Valid Cases	377		

The results from the analysis show that there is no significant relationship between interpersonal factors and gender (p-value 0.078) > 0.05. The assumption was that interpersonal factors like no one to participate with, friends do not participate, and lack of social engagement might be influencing student's non-participation in organized sports activities in public secondary schools. The null hypothesis (H0) that there is no association between interpersonal factors and gender was accepted. This results may be explained by the fact that some students opt not to participate in sports activities because of other reasons and not because their friends do not participate.

Table 4.18: Influence of interpersonal factors according to previous athletic status in primary

Interpersonal factors	Athlete				Non-athlete			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
no one to participate with friends do not participate	12 (3.2)	7 (1.9)	91 (24.1)	110 (29.2)	43 (11.4)	45 (11.9)	179 (47.5)	267 (70.8)
	10 (2.7)	25 (6.6)	75 (19.9)	110 (29.2)	57 (15.1)	56 (14.9)	154 (40.8)	267 (70.8)

lack of	16	18	76	110	77	46	144	267
social	(4.2)	(4.8)	(20.2)	(29.2)	(20.4)	(12.2)	(38.2)	(70.8)
engagem								
ent								
friends	16	20	74	110	49	55	163	267
do not	(4.2)	(5.3)	(19.6)	(29.2)	(13.0)	(14.6)	(43.2)	(70.8)
have time								
for								
participat								
ing								

N=377

Table 4.18 indicates that most of the respondents (267 or 70.8%) were non-athlete while (110 or 29.2%) was an athlete in their previous primary schools. Majority of the non-athlete (179 or 47.5%) disagreed that no one to participate with (partners) was their reason for non-participation. Most athlete students (75 or 19.9%), (76 or 20.2%), (74 or 19.6%) and female students (154 or 40.8%), (144 or 38.2%) and (267 or 70.8%) also disagreed that they did not participate because their friends did not participate. That lack of social engagement and lack of their friend's time for participation were not the reasons for non-participation in sports respectively.

H_{02b} Interpersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu by previous athlete status.

Table 4.19: Relationship between previous athlete status and interpersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.567	8	.025
Likelihood Ratio	20.777	8	.008
Linear-by-Linear Association	11.837	1	.001
N of Valid Cases	377		

The results from the analysis show that there is a significant positive relationship between interpersonal factors and previous athlete status in primary (p-value 0.025) < 0.05. The assumption was that interpersonal factors like no one to participate with, friends do not participate, and lack of social engagement might be influencing student's non-participation in organized sports activities in public secondary schools. The null hypothesis (H0) that there is no association between interpersonal factors and previous athlete status was rejected. This result may be explained by the fact that some students opt not to participate in sports activities because their friends do not participate.

Table 4.20: Influence of interpersonal factors according to class level

Interpersonal factors	Form two				Form four			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
no one to participate with	27 (7.2)	27 (7.2)	148 (39.3)	202 (53.6)	28 (7.4)	25 (6.6)	122 (32.4)	175 (46.4)
friends do not participate	32 (8.5)	32 (8.5)	138 (36.6)	202 (53.6)	35 (9.3)	49 (13.0)	91 (24.1)	175 (46.4)
lack of	46	39	117	202	47	25	103	175

social	(12.2)	(10.3)	(31.0)	(53.6)	(12.5)	(6.6)	(27.3)	(46.4)
engagem								
ent								
friends	26	43	133	202	39	32	104	175
do not	(6.9)	(11.4)	(35.3)	(53.6)	(10.3)	(8.5)	(27.6)	(46.4)
have time								
for								
participat								
ing								

N=377

Results in table 4.20 indicate that majority of the respondents were from two students (202 or 53.6%) and form four students (175 or 46.4%). Most of the form two students (148 or 39.3%), (138 or 36.6%), (117 or 31.0%) and (133 or 35.3%) disagreed that no one to participate with (partners), friends do not participate, lack of social engagement and friends do not have time for participating were their reasons for non-participation in sports respectively.

H_{02c} Interpersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by class.

Table 4.21: Relationship between class level and interpersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.947	8	.015
Likelihood Ratio	19.325	8	.013
Linear-by-Linear Association	4.295	1	.038
N of Valid Cases	377		

The results from the analysis indicate that there is no significant relationship between interpersonal factors and class level (p-value 0.015) > 0.05. The assumption was that interpersonal factors like no one to participate with, friends do not participate, and lack of social engagement might be influencing student’s non-participation in organized sports activities in public secondary schools. The null hypothesis (H0) that there is no association between interpersonal factors and class was accepted. This results may be explained by the fact that some students opt not to participate in sports activities because of other reasons and not because their friends do not participate.

Table 4.22: Influence of interpersonal factors according to school status

Interpers onal factors	National				County School			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)

no one to	12	16	51	79	43	36	219	298
participat	(3.2)	(4.2)	(13.5)	(21.0)	(11.4)	(9.5)	(58.1)	(79.0)
e with								
friends	11	21	47	79	56	60	182	298
do not	(2.9)	(5.6)	(12.5)	(21.0)	(14.9)	(15.9)	(48.3)	(79.0)
participat								
e								
lack of	10	9	60	79	83	55	160	298
social	(2.7)	(2.4)	(15.9)	(21.0)	(22.0)	(14.6)	(42.4)	(79.0)
engagem								
ent								
friends	10	34	35	79	55	41	202	298
do not	(2.7)	(9.0)	(9.3)	(21.0)	(14.6)	(10.9)	(53.6)	(79.0)
have time								
for								
participat								
ing								

N=377

Results in table 4.22 indicate that most respondents were from county schools (298 or 79.0%) while national schools were, (79 or 21.0%). Most respondents from county schools (219 or 58.1%), (182 or 48.3%), (160 or 42.4%) and (202 or 53.6%) disagreed that no one to participate with (partners), friends do not

experience, lack of social engagement and friends do not have time for participating was their reason for non-participation. Most male students 116(30.8%) and female students 113(30.0%) also disagreed that they did not participate because their friends do not participate and therefore friend's did not influence them not to participate.

H_{02d} Interpersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by school status.

Table 4.23: Relationship between school status and interpersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.977	8	.113
Likelihood Ratio	16.487	8	.036
Linear-by-Linear Association	.245	1	.620
N of Valid Cases	377		

The result from analysis shows that there is no significant relationship between interpersonal factors and school status (p-value 0.113) > 0.05. The assumption was that interpersonal factors like no one to participate with, friends do not participate and lack of social engagement might be influencing student's non-participation in organized sport activities in public secondary

schools. The null hypothesis (H0) that there is no relationship between interpersonal factors and school status was accepted.

Table 4.24: Influence of interpersonal factors according to nature of school

Interpersonal factors	Rural				Urban			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
no one to participate with friends do not participate	11 (2.9)	7 (1.9)	56 (14.9)	74 (19.6)	44 (11.7)	45 (11.9)	214 (56.8)	303 (80.4)
lack of social engagement	11 (2.9)	13 (3.4)	50 (13.3)	74 (19.6)	82 (21.8)	51 (13.5)	170 (45.1)	303 (80.4)
friends do not have time	2 (0.5)	3 (0.8)	69 (18.3)	74 (14.1)	63 (16.7)	72 (19.1)	168 (44.6)	303 (80.4)

for

participat

ing

N=377

Results in table 4.24 indicates that majority of the respondents were from urban schools with (303 or 80.4%) students while rural schools had (74 or 19.6%) students. Majority of the respondents from county schools (214 or 56.8%), (169 or 44.8%), (170 or 45.1%) and (168 or 44.6%) disagreed that no one to participate with (partners), friends do not participate, lack of social engagement and friends do not have time for participating were their reasons for non-participation in sports respectively.

H_{02e} Interpersonal factors do not significantly influence non-participation in sport activities among public secondary school students in Kiambu County by nature of school.

Table 4.25: Relationship between nature of the school and interpersonal variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.565	8	.000
Likelihood Ratio	39.330	8	.000
Linear-by-Linear Association	20.970	1	.000
N of Valid Cases	377		

The findings show a statistical significant positive relationship between interpersonal factors and nature of the school (p-value 0.000) <0.05. The assumption was that interpersonal factors influence students non-participation in sporting activities based on the nature of the school. The null hypothesis (H0) that interpersonal factors do not significantly influence non-participation in sporting activities among public secondary school students was rejected. This finding means that student's nature of the school determines student's non-participation in secondary school.

4.4.3 Influence of institutional factors on students' non-participation in sport activities

The way an institution has structured its programs can have an influence on non-participation of students on organized physical activities and sports. The researcher found it important to establish institutional factors influencing non-participation of students in sporting activities in public secondary schools in Kenya. Data captured was recorded in the subsequent tables below.

Table 4.26: Influence of institutional factors according to gender

Institutional factors	Male				Female			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
sport programs	57	33	105	195	34	49	99	182
are	(15.1)	(8.8)	(27.9)	(51.7)	(9.0)	(13.0)	(26.3)	(48.3)

poorly									
organize									
d									
lack of	55	52	88	195	34	56	92	182	
proper	(14.6)	(13.8)	(23.3)	(51.7)	(9.0)	(14.9)	(24.4)	(48.3)	
managem									
ent in									
sport									
programs									
sports	62	51	82	195	25	78	79	182	
services	(16.4)	(13.5)	(21.8)	(51.7)	(6.6)	(20.7)	(21.0)	(48.3)	
are of									
low									
quality									
equipme	97	49	49	195	59	66	57	182	
nt for my	(25.7)	(13.0)	(13.0)	(51.7)	(15.6)	(17.5)	(15.1)	(48.3)	
sport is									
too									
expensiv									
e									
high cost	93	44	58	195	49	55	78	182	
of	(24.7)	(11.7)	(15.4)	(51.7)	(13.0)	(14.6)	(20.7)	(48.3)	

participat
ing in
some
sports

physical	9	15	171	195	14	16	152	182
activities	(2.4)	(4.0)	(45.4)	(51.7)	(3.7)	(4.2)	(40.3)	(48.3)

offered
inappropri
ate to
gender

sports not	80	38	77	195	63	53	66	182
given	(21.2)	(10.1)	(20.4)	(51.7)	(16.7)	(14.1)	(17.5)	(48.3)

adequate
times

facilities	65	58	72	195	29	48	105	182
available	(17.2)	(15.4)	(19.1)	(51.7)	(7.7)	(12.7)	(27.9)	(48.3)

too
crowded

inappropri ate	43	39	113	195	30	30	122	182
	(11.4)	(10.3)	(30.0)	(51.7)	(8.0)	(8.0)	(32.4)	(48.3)

behavior
of

coaches

and staff

in sports

coaching services	51	43	101	195	52	32	98	182
	(13.5)	(11.4)	(26.8)	(51.7)	(13.8)	(8.5)	(26.0)	(48.3)

not

enough

lack of advertising	55	56	84	195	54	29	99	182
	(14.6)	(14.9)	(22.3)	(51.7)	(14.3)	(7.7)	(26.3)	(48.3)

to

motivate

lack of modern sport equipment	82	37	76	195	64	44	74	182
	(21.8)	(9.8)	(20.2)	(51.7)	(17.0)	(11.7)	(19.6)	(48.3)

sport

equipme

nt

lack of necessary sport equipment	77	34	84	195	67	59	56	182
	(20.4)	(9.0)	(22.3)	(51.7)	(17.8)	(15.6)	(14.9)	(48.3)

sport

equipme

nt

inattentio	75	35	85	195	55	38	89	182
------------	----	----	----	-----	----	----	----	-----

n	of	(9.9)	(9.3)	(22.5)	(51.7)	(14.6)	(10.1)	(23.6)	(48.3)
teachers									
physical									
education									
classes									
availability	of	17	16	162	195	16	13	153	182
sport		(4.5)	(4.2)	(43.0)	(51.7)	(4.2)	(3.4)	(40.6)	(48.3)
facilities									
for one									
gender									

N=377

Results from Table 4.26 indicate that majority of the respondents (105 or 27.9%) male and (99 or 26.3%) disagreed that they do not participate in sports activities because they are poorly organized. 88(23.3%) male students and 79(24.4%) female students also disagreed that lack of proper management sports programs was the reason why they were not participating in sports activities. In cases where sports programs are not held inadequate time majority of the male students (80 or 21.2%) agreed that it influences their non-participation in sports activities. In comparison, the majority of the female students (66 or 17.5%) disagreed that it impacts their non-participation in sports activities. Most male students (97 or 25.7%) and (93 or 24.7%) agreed that the reasons why they were not participating in sports activities were

because their sports equipment were too expensive and the cost of participating in some sports was high. However, most of the female students (66 or 17.5%) disagreed that their non-participation on sports activities was not because the sports activities are too expensive and the majority (78 or 20.7) were not sure whether the cost of the sports equipment was influencing their non-participation. On availability of sports facilities for gender, majority of the students that is, (162 or 43.0%) male and (153 or 40.6%) female disagreed that it was not the reason why they were not taking part in sports. The majority (144 or 38.2%) agreed that the lack of necessary sports equipment was also one of the reasons for their non-participation in sports. This was in line with Mchunu (2008), who reported facilities as a significant contributor for lack of participation among black students in South Africa, in a study of 246 learners from ninth and twelfth grades. However, the results might be due to the sample used in the study (black learners). Equally, Stanek (2015) reported structural constraints such as lack of time, money, or accessibility was the most limiting factor to physical activity participation among the athletic training students across the United States.

The relationship between the various variables contained in objective one was analyzed to establish where there exists a connection between the variables.

H_{03a} Institutional factors do not significantly influence non-participation in sport activities among students in public secondary school in Kiambu County by gender.

Table 4.27: Relationship between gender and institutional variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.588	26	.013
Likelihood Ratio	50.565	26	.003
Linear-by-Linear Association	9.015	1	.003
N of Valid Cases	377		

Results shows a statistical significant positive relationship between institutional factors and gender (p-value 0.013) less than <0.05 . The assumption was that male secondary students are more active hence are more likely to participate in sport activities in school. The null hypothesis (H0) that there is no relationship between institutional factors and student's gender for non-participation in sporting activities among public secondary school students in Kiambu County was rejected. These findings mean that gender determines student's non-participation in sporting activities.

Table 4.28: Influence of institutional factors according to previous athlete status in primary

Institutional factors	Athlete				Non-athlete			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
sport	25	22	63	110	66	60	141	267

programs	(6.6)	(5.8)	(16.7)	(29.2)	(17.5)	(15.9)	(37.4)	(70.8)
are								
poorly								
organize								
d								
lack of	22	24	64	110	67	84	116	267
proper	(5.8)	(6.4)	(17.0)	(29.2)	(17.8)	(22.3)	(30.8)	(70.8)
managem								
ent in								
sport								
programs								
sports	21	35	54	110	66	94	107	267
services	(5.6)	(9.3)	(14.3)	(29.2)	(17.5)	(24.9)	(28.4)	(70.8)
are of								
low								
quality								
equipme	31	40	39	110	125	75	67	267
nt for my	(8.2)	(10.6)	(10.3)	(29.2)	(33.2)	(19.9)	(17.8)	(70.8)
sport is								
too								
expensiv								
e								

high cost	27	30	53	110	115	69	83	267
of	(7.2)	(8.0)	(14.1)	(29.2)	(30.5)	(8.3)	(22.0)	(70.8)
participat								
ing in								
some								
sports								
physical	5	10	95	110	18	21	228	267
activities	(1.3)	(2.7)	(25.2)	(29.2)	(4.8)	(5.6)	(60.5)	(70.8)
offered								
inappropri								
ate to								
gender								
sports not	26	44	40	110	117	47	103	267
given	(6.9)	(11.7)	(10.6)	(29.2)	(31.0)	(12.5)	(27.3)	(70.8)
adequate								
times								
facilities	28	27	55	110	66	79	122	267
available	(7.4)	(7.2)	(14.6)	(29.2)	(17.5)	(21.0)	(32.4)	(70.8)
too								
crowded								
inappropri	19	12	79	110	54	57	156	267
ate	(5.0)	(3.2)	(21.0)	(29.2)	(14.3)	(15.1)	(41.4)	(70.8)

behavior
of
coaches
and staff
in sports

coaching	30	8	72	110	73	67	127	267
services	(8.0)	(2.1)	(19.1)	(29.2)	(19.4)	(17.8)	(33.7)	(70.8)

not
enough

lack of	28	21	61	110	81	64	122	267
advertisi	(7.4)	(5.6)	(16.2)	(29.2)	(21.5)	(17.0)	(32.4)	(70.8)

ng to
motivate

lack of	36	26	48	110	110	55	102	267
modern	(9.5)	(6.9)	(12.7)	(29.2)	(29.2)	(14.6)	(27.1)	(70.8)

sport
equipme
nt

lack of	31	30	49	110	113	63	91	267
necessary	(8.2)	(8.0)	(13.0)	(29.2)	(30.0)	(16.7)	(24.1)	(70.8)

sport
equipme

nt								
inattentio	30	20	20	110	100	53	114	267
n of	(8.0)	(5.3)	(15.9)	(29.2)	(26.5)	(14.1)	(30.2)	(70.8)
teachers								
physical								
education								
classes								
availabili	7	8	95	110	26	21	220	267
ty of	(1.9)	(2.1)	(25.2)	(29.2)	(6.9)	(5.6)	(58.4)	(70.8)
sport								
facilities								
for one								
gender								

N=377

H_{03b} Institutional factors do not significantly influence non-participation in sport activities among students in public secondary school in Kiambu County by previous athletic status.

Table 4.29: Relationship between previous athletic status and institutional factors

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.335	28	.076
Likelihood Ratio	41.833	28	.045
Linear-by-Linear Association	13.180	1	.000
N of Valid Cases	377		

Results from analysis show no significant relationship between institutional factors and previous athlete status in primary (p-value 0.076) > 0.05. The assumption was that institutional factors influence students' non-participation in organized sport activities in public secondary schools. The null hypothesis (H0) that institutional factors do not significantly influence non-participation in sporting activities among students in public secondary school in Kenya by previous athletes' status in primary was accepted. This means that institutional factors play a role in determining student's non-participation in sport activities in public secondary schools in Kenya.

Table 4.30: Influence of institutional factors according to class

Institutional factors	Form two				Form four			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)

sport	44	46	112	202	47	36	92	175
programs	(11.7)	(12.2)	(29.7)	(53.6)	(12.7)	(9.5)	(24.4)	(46.4)
are								
poorly								
organize								
d								
lack of	41	63	98	202	48	45	82	175
proper	(10.9)	(16.7)	(26.0)	(53.6)	(12.7)	(11.9)	(21.8)	(46.4)
managem								
ent in								
sport								
programs								
sports	41	72	89	202	46	57	72	175
services	(10.9)	(19.1)	(23.6)	(53.6)	(12.2)	(15.1)	(19.1)	(46.4)
are of								
low								
quality								
equipme	80	62	60	202	76	53	46	175
nt for my	(20.2)	(16.4)	(15.9)	(53.6)	(20.2)	(14.1)	(12.2)	(46.4)
sport is								
too								
expensiv								

e

high cost	72	53	77	202	70	46	59	175
of	(18.6)	(14.1)	(20.4)	(53.6)	(18.6)	(12.2)	(15.6)	(46.4)

participat
ing in
some
sports

physical	14	19	169	202	9	12	154	175
activities	(3.7)	(5.0)	(44.8)	(53.6)	(2.4)	(3.2)	(40.8)	(46.4)

offered
inappropri
ate to
gender

sports not	67	47	88	202	76	44	55	175
given	(17.8)	(12.5)	(23.3)	(53.6)	(20.2)	(11.7)	(14.6)	(46.4)

adequate
time

facilities	50	58	94	202	44	48	83	175
available	(13.3)	(15.4)	(24.9)	(53.6)	(11.7)	(12.7)	(22.0)	(46.4)

too
crowded

inappropri	44	36	122	202	29	33	113	175
------------	----	----	-----	-----	----	----	-----	-----

iate	(11.4)	(9.5)	(32.4)	(53.6)	(7.7)	(8.8)	(30.0)	(46.4)
behavior								
of								
coaches								
and staff								
in sports								
coaching	48	42	112	202	55	33	87	175
services	(12.7)	(11.1)	(29.7)	(53.6)	(14.6)	(8.8)	(23.1)	(46.4)
not								
enough								
lack of	53	47	102	202	56	38	81	175
advertisi	(14.1)	(12.5)	(27.1)	(53.6)	(14.9)	(10.1)	(21.5)	(46.4)
ng to								
motivate								
lack of	73	44	85	202	73	37	65	175
modern	(19.4)	(11.7)	(22.5)	(53.6)	(19.4)	(9.8)	(17.2)	(46.4)
sport								
equipme								
nt								
lack of	82	49	71	202	62	44	69	175
necessary	(21.8)	(13.0)	(18.8)	(53.6)	(16.4)	(11.7)	(18.3)	(46.4)
sport								

equipment								
inattention of teachers	67	39	96	202	63	34	78	175
physical education classes	(17.8)	(10.3)	(25.5)	(53.6)	(6.7)	(9.0)	(20.7)	(46.4)
availability of sport facilities for one gender	17	15	170	202	16	14	145	175
	(4.5)	(4.0)	(45.1)	(53.6)	(4.2)	(3.7)	(38.5)	(46.4)

N=377

H_{03c} Institutional factors do not significantly influence non-participation in sport activities among students in public secondary school in Kiambu County by class level.

Table 4.31: Relationship between class level and institutional factors

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.161	28	.509
Likelihood Ratio	30.333	28	.347
Linear-by-Linear Association	1.675	1	.196
N of Valid Cases	377		

Results from analysis show no significant relationship between institutional factors and class level (p-value 0.509) > 0.05. The assumption was that institutional factors influence student’s non-participation in organized sport activities in public secondary schools. The null hypothesis (H0) that institutional factors do not significantly influence non-participation in sporting activities among students in public secondary school in Kiambu County by class was accepted. This means that institutional factors play a role in determining student’s non-participation in sport activities in public secondary schools in Kenya.

Table 4.32: Influence of institutional factors according to school status

Institutional factors	National				County School			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
sport	2	13	64	79	89	69	140	298

programs	(0.5)	(3.4)	(17.0)	(21.0)	(23.6)	(18.3)	(37.1)	(79.0)
are								
poorly								
organize								
d								
lack of	1	19	59	79	88	89	121	298
proper	(0.3)	(5.0)	(15.6)	(21.0)	(23.3)	(23.6)	(32.1)	(79.0)
managem								
ent in								
sport								
programs								
sports	3	18	58	79	84	111	103	298
services	(0.8)	(4.8)	(15.4)	(21.0)	(22.3)	(29.4)	(27.3)	(79.0)
are of								
low								
quality								
equipme	19	30	30	79	137	85	76	298
nt for my	(5.0)	(8.0)	(8.0)	(21.0)	(36.3)	(22.5)	(20.2)	(79.0)
sport is								
too								
expensiv								
e								

high cost	20	27	32	79	122	72	104	298
of	(5.3)	(7.2)	(8.5)	(21.0)	(32.4)	(19.1)	(27.6)	(79.0)
participat								
ing in								
some								
sports								
physical	0	2	77	79	23	29	146	298
activities	(0.0)	(0.5)	(20.4)	(21.0)	(6.1)	(7.7)	(65.3)	(79.0)
offered								
inappropri								
ate to								
gender								
sports not	54	18	7	79	89	73	136	298
given	(14.3)	(4.8)	(1.9)	(21.0)	(23.6)	(19.4)	(36.1)	(79.0)
adequate								
time								
facilities	11	38	30	79	83	68	147	298
available	(2.9)	(10.1)	(8.0)	(21.0)	(22.0)	(18.0)	(39.0)	(79.0)
too								
crowded								
inappropri	6	18	35	79	67	51	180	298
ate	(1.6)	(4.8)	(14.6)	(21.0)	(17.8)	(13.5)	(47.7)	(79.0)

behavior
of
coaches
and staff
in sports

coaching	6	18	55	79	97	57	144	298
services	(1.6)	(4.8)	(14.6)	(21.0)	(25.7)	(15.1)	(38.2)	(79.0)

not
enough

lack of	11	15	53	79	98	70	130	298
advertisi	(2.9)	(4.0)	(14.1)	(21.0)	(26.0)	(18.6)	(34.5)	(79.0)

ng to
motivate

lack of	8	28	43	79	138	53	107	298
modern	(2.1)	(7.4)	(11.4)	(21.0)	(36.6)	(14.1)	(28.4)	(79.0)

sport
equipme
nt

lack of	6	28	45	79	138	65	95	298
necessary	(1.6)	(7.4)	(11.9)	(21.0)	(36.6)	(17.2)	(25.2)	(79.0)

sport
equipme

nt									
inattentio	9	8	62	79	12	65	112	298	
n of	(2.4)	(2.1)	(16.4)	(21.0)	(32.1)	(17.2)	(29.7)	(79.0)	
teachers									
physical									
education									
classes									
availabili	0	2	77	29	33	27	138	298	
ty of	(0.0)	(0.5)	(20.4)	(21.0)	(8.8)	(7.2)	(63.1)	(79.0)	
sport									
facilities									
for one									
gender									

N=377

H_{03d} Institutional factors do not significantly influence non-participation in sport activities among students in public secondary school in Kiambu County by school status

Table 4.33: Relationship between school status and institutional variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.985	26	.000
Likelihood Ratio	64.906	26	.000
Linear-by-Linear Association	44.372	1	.000
N of Valid Cases	377		

The results in table 4.20 indicate a weak statistical significant relationship between institutional factors and school status (p-value 0.000) <0.05. The assumption was that institutional factors influence students non-participation in sporting activities based on school status. The null hypothesis (H0) that institutional factors do not significantly influence non-participation in sporting activities among public secondary school students was rejected. This findings mean that student’s school status in primary school determines student’s non-participation in secondary school.

Table 4.34: Influence of institutional factors according to nature of school

Institutional factors	Rural				Urban			
	A	N	D	T	A	N	D	T
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
sport programs	27	26	21	74	64	56	183	303

are	(7.2)	(6.9)	(5.6)	(19.6)	(17.0)	(14.9)	(48.5)	(80.4)
poorly								
organize								
d								
lack of	29	25	20	74	60	83	160	303
proper	(7.7)	(6.6)	(50.3)	(19.6)	(15.9)	(22.0)	(42.4)	(80.4)
managem								
ent in								
sport								
programs								
sports	13	38	23	74	74	91	138	303
services	(3.4)	(10.1)	(6.1)	(19.6)	(19.6)	(24.1)	(36.6)	(80.4)
are of								
low								
quality								
equipme	35	27	12	74	121	88	94	303
nt for my	(9.3)	(7.2)	(3.2)	(19.6)	(32.1)	(23.3)	(24.9)	(80.4)
sport is								
too								
expensiv								
e								
high cost	43	17	14	74	99	82	122	303

of participating in some sports	(11.4)	(4.5)	(3.7)	(19.6)	(26.3)	(21.8)	(32.4)	(80.4)
physical activities offered inappropriate to gender	9	6	59	74	14	25	264	303
	(2.4)	(1.6)	(15.6)	(19.6)	(3.7)	(6.6)	(70.0)	(80.4)
sports not given adequate time	18	29	27	74	125	62	116	303
	(4.8)	(7.7)	(7.2)	(19.6)	(33.2)	(16.4)	(30.8)	(80.4)
facilities available too crowded	10	24	40	74	84	82	137	303
	(2.7)	(6.4)	(10.6)	(19.6)	(22.3)	(21.8)	(36.3)	(80.4)
inappropriate behavior	16	29	29	74	57	40	206	303
	(4.2)	(7.7)	(7.7)	(19.6)	(15.1)	(10.6)	(54.6)	(80.4)

of									
coaches									
and staff									
in sports									
coaching	14	31	29	74	89	44	170	303	
services	(3.7)	(8.2)	(7.7)	(19.6)	(23.6)	(11.7)	(45.1)	(80.4)	
not									
enough									
lack of	13	19	42	74	96	66	141	303	
advertisi	(3.4)	(5.0)	(11.1)	(19.6)	(25.5)	(17.5)	(37.4)	(80.4)	
ng to									
motivate									
lack of	36	15	23	74	110	66	127	303	
modern	(9.5)	(4.0)	(6.1)	(19.6)	(29.2)	(17.5)	(33.7)	(80.4)	
sport									
equipme									
nt									
lack of	38	12	24	74	106	81	116	303	
necessary	(10.1)	(3.2)	(6.4)	(19.6)	(28.1)	(21.5)	(30.8)	(80.4)	
sport									
equipme									
nt									

inattentio	32	21	21	74	98	52	153	303
n of	(8.5)	(5.6)	(5.6)	(19.6)	(26.0)	(13.8)	(40.6)	(80.4)
teachers								
physical								
education								
classes								
availabili	2	3	69	74	31	26	246	303
ty of	(0.5)	(0.8)	(18.3)	(19.6)	(8.2)	(6.9)	(65.3)	(80.4)
sport								
facilities								
for one								
gender								

H_{03e} Institutional factors do not significantly influence non-participation in sport activities among students in public secondary school in Kiambu County by nature of school.

Table 4.35: Relationship between nature of the school and institutional variables

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.048	26	.516
Likelihood Ratio	27.071	26	.406
Linear-by-Linear Association	8.368	1	.004

N of Valid Cases	377		
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The results in table 4.35 show a weak statistical significant positive relationship between institutional factors and nature of school (p-value 0.516) greater than >0.05 . The assumption was that institutional factors influence students non-participation in sporting activities based on the nature of school. The null hypothesis (H0) that institutional factors do not significantly influence non-participation in sporting activities among public secondary school students was accepted. This finding means that the student's nature of school does not determine student's non-participation in secondary school.

4.5 Summary of Chi-square differences in intrapersonal, interpersonal and institutional factors based on student demographical variables

The results of hypotheses analysis and interpretations of relationships among various demographic variables in the study were discussed for each dependent variable. The relationships among the various variables were analyzed in order to establish determinants of non-participation in sporting activities by students in public secondary schools.

Table 4.36: Chi-square test difference for intrapersonal, interpersonal and institutional factors based on student demographical variables

Dependent variables	Independent variables	F	%	Sign.	X ²
Gender	Intrapersonal	103	33.2	.002	51.377

	Interpersonal	110	35.5	.078	14.157
	Institutional	97	31.3	.013	44.588
Previous athlete status in primary	Intrapersonal	98	28.9	.000	65.713
	Interpersonal	115	33.1	.025	17.567
	Institutional	132	38.0	.076	39.335
Class level	Intrapersonal	113	33.0	.684	16.516
	Interpersonal	120	35.1	.015	18.947
	Institutional	109	31.9	.509	27.161
School status	Intrapersonal	136	42.8	.000	71.841
	Interpersonal	115	30.5	.113	12.977
	Institutional	108	26.7	.000	56.985
Nature of school	Intrapersonal	113	33.0	.342	30.445
	Interpersonal	120	35.1	.000	32.565
	Institutional	109	31.9	.516	25.048

N=377

From table 4.36, it is evident that majority of the respondents(35.5%) from public secondary schools indicated that interpersonal factors based on gender were the reasons for their non-participation in sports followed by 33.2% intrapersonal and 31.3% institutional factors. The chi-square was tested for

gender and $X^2=51.377$ and $p=0.002$ for intrapersonal, $X^2=14.157$ and $p=0.078$ for interpersonal and $X^2=44.588$ and $p=0.013$ for institutional factors were found for non-participation in organized sport activities by students in Kiambu County public secondary schools. The result shows a positive significant relationship between intrapersonal and institutional and gender on students non-participation in sporting activities. However, there is no significant relationship between interpersonal factors and gender. Thus, interpersonal factors do not determine students' non-participation in sport activities while intrapersonal and institutional factors do influence students non-participation in sporting activities based on gender.

The chi-square test for previous athlete status in primary; $X^2=65.713$ and $p=0.000$ for intrapersonal, $X^2=17.567$ and $p=0.025$ for interpersonal and $X^2=39.335$ and $p=0.076$ for institutional factors were found for non-participation in organized sport activities by students in Kiambu County public secondary schools. The results show that intrapersonal and interpersonal factors determine students' non-participation in sporting activities while institutional factors do not determine or influence students' non-participation on sport activities based on previous athlete status in primary.

The chi-square test for class level; $X^2=16.516$ and $p=0.684$ for intrapersonal, $X^2=18.947$ and $p=0.015$ for interpersonal and $X^2=27.161$ and $p=0.509$ for institutional factors were found for non-participation in organized sport activities by students in Kiambu County public secondary schools. The results indicate no significant relationship between intrapersonal and institutional

factors and class level while there is a positive significant relationship between interpersonal factors and class.

The chi-square test for school status; $X^2=71.841$ and $p=0.000$ for intrapersonal, $X^2=12.977$ and $p=0.113$ for interpersonal and $X^2=56.985$ and $p=0.000$ for institutional factors were found for non-participation in organized sport activities by students in Kiambu County public secondary schools. The results indicate that there is a positive significant relationship between intrapersonal and institutional factors and school status while there is no significant relationship between interpersonal factors and school status.

The chi-square test for nature of school; $X^2=30.445$ and $p=0.342$ for intrapersonal, $X^2=32.565$ and $p=0.000$ for interpersonal and $X^2=25.048$ and $p=0.516$ for institutional factors were found for non-participation in organized sport activities by students in Kiambu County public secondary schools. The results indicate that there is no significant relationship between intrapersonal factors and institutional and the nature of the school. However, there is a significant relationship between interpersonal and nature of school on students non-participation in sporting activities. Thus, interpersonal factors influence student's non-participation in sport activities in public secondary schools in Kiambu County.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, findings, discussions, conclusions and recommendations. The study also offers suggestions for further research.

5.2 Summary of the study

The main purpose of the study was to investigate the determinants of non-participation in organized sport activities by students in Kenyan public secondary schools with reference to Kiambu County. The study focused on the stated objectives by targeting the students. In addition, the study focused on influence of gender, previous athlete status, class level, school status and category on non-participation in sport activities by students, influence of intrapersonal factors, influence of interpersonal factors and influence of institutional factors on non-participation in organized sports activities among secondary school students in Kenya. To achieve this, research hypotheses were then formulated.

To generate more information and enhance knowledge of the research objectives postulated, literature review was essential. The variables of this study were summarized in a conceptual framework to show how they relate or link to another. The study used descriptive survey design and multi-stage

sampling technique to select students who took part in answering items asked in research instruments. The target population for this study was 377 form two and four students. To obtain an exact number of students who took part in the study, Mugenda and Mugenda (2003) descriptive survey for obtaining a sample size was adopted. Data was collected using questionnaires and analyzed using mainly descriptive statistics, particularly frequencies, and percentages. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data.

5.3 Findings and discussions of the study

The following findings were anchored on the objectives of the study.

5.3.1 Demographic information of the respondents

Demographic information was important and had to be analyzed in this study. Results on gender indicate that male students (51.7%) were predominant in most public secondary schools' non-participation in sport activities. This was contrary to most studies conducted which have established female adolescents as being less active in comparison to their male counterparts. To determine the influence of students' gender on non-participation in sport activities, it was important for the researcher to use the chi-square test. The results indicated that H_0 was rejected but H_1 accepted for intrapersonal factors. For interpersonal and institutional factors, H_0 was accepted but H_1 rejected. Hence, there is a relationship that exists between non-participation in organized sport activities by students in public secondary school and gender. Male students' predominance in most public secondary schools' non-

participation in sporting activities in Kiambu County could likely be affecting the value of sport activities in Kenya. It was noted that it fairly works well when gender is fairly balanced.

Besides, previous athletics status of students was also a factor to consider by the researcher. The chi-square test for previous athlete status; $X^2=65.713$ and $p=0.000$ for intrapersonal, $X^2=17.567$ and $p=0.025$ for interpersonal and $X^2=39.335$ and $p=0.076$ for institutional factors meant the H_0 was rejected but H_1 was accepted for intrapersonal and interpersonal factors and also accept H_0 but reject H_1 for institutional factors. Hence, we conclude that there was a significant relationship that existed between non-participation in organized sport activities by students in public secondary school and previous athlete status in primary school.

5.3.2 Influence of intrapersonal factors on students' non-participation in sport activities

The research was to discern specific reasons for students' non-participation in sport activities in public secondary schools in Kenya with reference to Kiambu County. Majority of the students (55.7%) who did not participate in sport activities disagreed that lack of information was not the reason for non-participation in sport activities, 27.1% agreed that they were not participating in sports because they are not well informed about sports and (17.2%) were not sure whether it is lack of information that was the cause for their non-participation. Majority of the students (53.6%) agreed that they were non-participant in sports activities due to lack of time cost by study obligations.

This implies that they spent most of their time studying instead of participation in sports. Majority of the students that is, (51.7%) and (46.75%) disagreed that lack of time due to leisure activities and lack of injury were not reasons for non-participation in sports activities. Most of the students (41.6%), (60.1%) and (54.9%) also disagreed that lack of skills, inadequate nutrition and not physically able to participate were the reasons for non-participation respectively. The results also indicated that majority of the students (68.4%) and (66.0%) disagreed that lack of confidence and enjoyment were the reasons for their non-participation in sport activities.

5.3.3 Influence of interpersonal factors on students' non- participation in sport activities

On interpersonal factors on sport participation, it is reported that a relationship exists between individual and friends with whom one shares an interest. Lack of companion, friends and family members significantly influence non-participation in sporting activities. It was important point for this research to discern specific reasons for students' non-participation in sport activities in public secondary schools in Kenya. Results in the table indicate that most students (71.65) disagreed that no one to participate with (partners) was their reason for non-participation. Majority of the students (62.9%) also disagreed that they did not participate because their friends do not participate and therefore friend's did not influence them not to participate. Majority of the students (58.4%) and (62.9%) also disagreed that lack of social engagement

and lack of their friends time for participation were not the reasons for non-participation in sports.

5.3.4 Influence of institutional factors on students' non-participation in sport activities

The way an institution has structured its programs can have an influence on participation of students on organized sports activities. The researcher found it important to establish this fact. Majority of the respondents (54.7%) disagreed that they do not participate in sport activities because they are poorly organized. 47.1% also disagreed that lack of proper management sport programs was the reason why they were not participating in sport activities. In the process where sport programs are not given adequate time (62.3%) it usually influences the students' non-participation in sport activities a great deal. However, lack of time due to other leisure activities (71.6%) cannot deter students from participating in sports activities. Most students (42.7%) and (37.7%) agreed that the reasons why they were not participating in sports activities were because their sport equipment were too expensive and the cost of participating in some sports was high. On availability of sport facilities for my gender, majority of the students (83.6%) disagreed that it was not the reason why they were not taking part in sports. Majority (38.2%) also agreed that lack of necessary sport equipment was also one of the reasons for their non-participation in sports

5.4 Conclusions of the study

From the findings of the study, several conclusions were arrived as follows:

- (i) The weaker influence at school and at family levels was the major cause of lack of participation in sport activities among girls.
- (ii) In the process where sport programs are not given adequate time, it usually influences the students' non-participation in sport activities a great deal.
- (iii) Also lack of modern sport equipment and the overcrowding at the available facilities pose a major threat to participation.

5.5 Recommendations of the study

Based on the already stated findings and conclusions, the study recommended that schools need to:

- (i) Encourage sport mentorship.
- (ii) Introduce variety of sports in schools,
- (iii) build sport infrastructure and
- (iv) Provide adequate and standard sport equipment.
- (v) Provide in the school curriculum adequate and compulsory sports time for sport.
- (vi) Encourage and offer incentive to boys and especially at the public schools.

5.6 Suggestions for further research

The following are the suggested areas for further research:

- i. There is need for further study to ascertain whether it is only in public secondary schools where boys do not like sports and establish the reasons for such a scenario.

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APPENDIXES

APPENDIX A: INTRODUCTION LETTER

Winnie Obondo

P.O Box 91

Kikuyu

The Principal,

Dear Sir/Madam,

I am a post graduate student pursuing a Master's degree in Physical Education & Sports at the University of Nairobi. I am conducting a research for my final year thesis titled "**Determinants of non-participation in sporting activities among public secondary school students in Kenya**" which is a requirement for the degree program. The respondents for the inferences in Kenya will be extracted from Kiambu county public national and county schools. I therefore kindly request you to spare a few minutes to allow students to fill the questionnaire. The information obtained will be used for the purpose of the study only and the identity of the school will be treated confidential.

Thank you for your cooperation and assistance

Yours faithfully,

Winnie obondo

M.Ed Student

APPENDIX B: QUESTIONNAIRE FOR THE STUDENTS

Dear student,

This questionnaire is made for an academic research. Please read it carefully and answer to questions. Your honest answers will help in making solutions to the problem in the future by the ministry of Education and sport concerned bodies.

Thanks for your cooperation.

A. Students demographic (include all the categories in the categorical variables)

- Gender

Male Female

- Previous Athlete status in primary

Athlete Non-athlete

- Class level

Form two Form four

- School status

National County school

- Nature of school

Rural Urban

B. Determinants and Reasons for non-participation in Sporting activities

To what extent do the below barriers hinders your participation in organized sporting activities?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Sports programs are poorly organized					
2. Lack of proper management in sport programs					
3. Sports services are of low quality					
4. Equipment for my sport is too expensive					
5. High cost of attires in my sports					
6. Physical activities and sport programs offered are inappropriate to my					

gender					
7. Sport programs are not given adequate time					
8. Facilities available are too crowded					
9. Inappropriate behavior of coaches or other staff in sport programs					
10. Not informed about offered sport activities					
11. Coaching services in my sports are not available					
12. Lack of time due to my study obligations					
13. Lack of time due to my family obligations					
14. Lack of time due to other leisure activities					
15. Lack of participation due to fear of injury					
16. Sport activities are too stressful and demanding					
17. Lack of skills for					

participating					
18. Lack of participation due to inadequate nutrition					
19. I have no one to participate with					
20. Friends(partners) do not like to participate					
21. Lack of advertising to motivate me					
22. Lack of modern sport equipment at the school					
23. Lack of necessary sport equipment at the school					
24. Inattention of teachers at the physical education classes					
25. Not physically able to participate in sports					
26. Not well informed about the benefits of physical activity and sport					
27. Excessive attention to study and negligence to					

sporting activities					
28. Excessive attention to family to my study prevents me to participate in sport activities					
29. I do not enjoy sport activities					
30. I'm not confident					
31. More availability of sport facilities for one gender					
32. Lack of social engagement					
33. My friends(partners) do not have enough time for participating					

Thank you in advance for your cooperation.

APPENDIX C: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No **NACOSTI/P/18/64186/26755**

Date: **27th November, 2018**

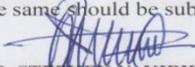
Winnie Adhiambo Obondo
University of Nairobi
Po Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Determinants of non-participation in organized sporting activities by students in Kenyan public secondary schools*” I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **26th November, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. STEPHEN K. KIBIRU, PHD
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County

The County Director of Education
Kiambu County

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX D: RESEARCH PERMIT

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH LICENSE

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

Serial No.A 22028

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MISS. WINNIE ADHIAMBO OBONDO
of UNIVERSITY OF NAIROBI, 61-40607
Ukwala, has been permitted to conduct
research in **Kiambu County**
on the topic: **DETERMINANTS OF
NON-PARTICIPATION IN ORGANIZED
SPORTING ACTIVITIES BY STUDENTS IN
KENYAN PUBLIC SECONDARY SCHOOLS**
for the period ending:
26th November, 2019

Permit No : NACOSTI/P/18/64186/26755
Date Of Issue : 27th November, 2018
Fee Received :Ksh 1000



[Signature]
Director General
National Commission for Science,
Technology & Innovation

Applicant's Signature